

Summer S. Braun

Curry School of Education and Human Development
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CURRENT ACADEMIC POSITION

Postdoctoral Research Associate

University of Virginia, Charlottesville, VA
Youth-Nex | Center to Promote Effective Youth Development
Advisor: Dr. Catherine Bradshaw

EDUCATION

Ph.D. (2019) **The Pennsylvania State University**, University Park, PA
Human Development and Family Studies (HDFS)
Advisors: Dr. Robert Roeser & Dr. Scott Gest
Dissertation: *Teachers' Occupational Health and Well-Being: Antecedents, Consequences, and Prospects for Change*

M.S. (2016) **The Pennsylvania State University**, University Park, PA
Human Development and Family Studies
Advisor: Dr. Scott Gest
Thesis: *Predicting Elementary Teachers' Efforts to Manage Social Dynamics from Teacher Characteristics and the Early Year Peer Ecology*

B.A. (2014) **Rollins College**, Winter Park, FL
Psychology | Minors in Spanish and Sexuality, Women, and Gender Studies
summa cum laude
Advisor: Dr. Alice Davidson
Honors Thesis: *Gender and Acceptance in Middle Childhood*

RESEARCH INTERESTS

- Teachers' occupational health and well-being
- Students' social and emotional development
- School-based interventions for teachers and students
- Mindfulness-based interventions

RESEARCH EXPERIENCE

Postdoctoral Research: Bradshaw Lab | 2019-present

- Dr. Catherine Bradshaw (PI): Research group focused on developing and evaluating school-based intervention/prevention programs to support teachers' use of evidenced-based practices, and students' social and emotional skills

- Responsibilities: Developing online training course for ASSIST observational measure, observational coding, data cleaning, data analysis, manuscript development, and publication

Postdoctoral Research: Contemplative Teaching and Learning Lab | 2019-present

- Dr. Patricia Jennings (PI): Research group focused on understanding, training, and supporting teachers in developing critical social and emotional skills through a contemplative approach
- Responsibilities: Observational coding; facilitating physiological data collection in simulated scenario; data analysis, manuscript development, and publication

Graduate Research: Mindfulness and Compassion in Human Development Lab | 2017-2019

- Dr. Rob Roeser (PI): Research group devoted to promoting care, compassion, and well-being in students and educators across the primary, secondary, and post-secondary school years
- Responsibilities: Data analysis, manuscript development, and publication

Graduate Research: Classroom Peer Ecologies Project | 2014-2018

- Dr. Scott Gest (PI): A study examining links between teaching practices, elementary classroom peer relationships, and students' academic and behavioral adjustment
- Responsibilities: Data management, data analysis, manuscript development, and publication

Graduate Research: Disruptive Innovations in Early Learning Opportunities | 2015

- Dr. Meg Small (PI): A project applying design thinking strategies of engineering to generate and test new solutions for increasing Social and Emotional Learning and strengthening vulnerable families
- Responsibilities: Team member, data collection (observations, interviews), solution generation via design thinking strategies

Undergraduate Honors Thesis Research: Gender and Acceptance | 2013-2014

- Dr. Alice Davidson (Faculty Mentor): An investigation of the associations between gender expression, peer acceptance, and friendship preference in middle childhood
- Responsibilities: Study design, communication with IRB, participant recruitment, data collection (questionnaires, interviews), data analysis, manuscript development and publication

AWARDS AND HONORS

- Selected Fellow of the Training Interdisciplinary Educational Scientists Program – Institute of Educational Sciences Training Grant, The Pennsylvania State University | 2015-2019
- Selected participant in University of Virginia's Conference: Unpacking Teacher Effectiveness in the Context of IES-Funded Proposals | 2017
- William P. Douglas and Joyce Hodgins Douglas Research Endowment Award (\$1,000; for international collaboration with scholars at Radboud University, NL) | 2017

PUBLICATIONS

Jennings, P. A., Hofkens, T. L., **Braun, S. S.**, Nicholas-Hoff, P. Y., Min, H. H., & Cameron, K. (in press). *Teachers as prosocially motivated leaders promoting social and emotional learning*. In N. Yoder & A. Skoog-Hoffman (Eds.), *Motivating the SEL field forward through equity*

(Advances in Motivation and Achievement, Vol 21). Bingley, UK: Emerald Publishing Limited.

Nguyen, A. J., McDaniel, H. L., **Braun, S. S.**, Chen, L. Bradshaw, C. P. (in press). Contextualizing the relationship between school climate and student well-being: The moderating role of rurality. *Journal of School Health*.

Braun, S. S., Roeser, R. W., & Mashburn, A. J. (2020). Results from a pre-post, uncontrolled pilot study of a mindfulness-based program for early elementary school teachers. *Pilot and Feasibility Studies* 6(178), 1-12.

Braun, S. S., Cho, S., Colaianne, B. A., Taylor, C., Cullen, M., & Roeser, R. W. (2020). Impacts of a mindfulness-based program on teachers' forgiveness. *Mindfulness*, 11, 1978-1992.

Braun, S. S., Roeser, R. W., & Schonert-Reichl, K. A. (2020). Effects of teachers' emotion regulation, burnout, and life satisfaction on student well-being. *Journal of Applied Behavioral Development*.

Braun, S. S., & Bierman, K. L. (2020). Emotion socialization in schools. In S. Hupp & J. D. Jewell (Eds.), *The encyclopedia of child and adolescent development* (Vol 4).
<https://doi.org/10.1002/9781119171492.wecad185>

Braun, S. S., van den Berg, H. M. Y., & Cillessen, A. H. N. (2020). Effects of a seating chart intervention for target and nontarget students. *Journal of Experimental Child Psychology*, 191, 1-15.

Braun, S. S., Roeser, R. W., Mashburn, A. J., & Skinner, E. (2019). Middle school teachers' mindfulness, occupational health and well-being, and the quality of teacher-student interactions. *Mindfulness*, 10, 245-255.

Braun, S. S., Zadzora, K. M., Miller, A., & Gest, S. D. (2019). Predicting elementary teachers' efforts to manage social dynamics from teacher characteristics and the early year peer ecology. *Social Psychology of Education*, 22, 795-817.

Braun, S. S., & Davidson, A. J. (2017). Gender (non)conformity in middle childhood: A mixed methods approach to understanding gender-typed behavior, friendship, and peer preference. *Sex Roles*, 77(1-2), 16-29. doi:10.1007/s11199-016-0693-z

Manuscripts Under Review

Braun, S. S., Rodgers, C., Linsky, A. C., Bradshaw, C. P. (2021). *The contribution of school equity for students' well-being and the moderating roles of race and gender*. Submission expected 2021.

Duran, C. A. K., **Braun, S. S.**, Bottiani, J. H., Bradshaw, C. P. (2021). *Observed teacher support of middle school student engagement: Exploration of contextual factors contributing to variability across the day*. Manuscript under review.

McDaniel, H. L., **Braun, S. S.**, Bottiani, J. H., De Lucia, D., Tolan, P., Bradshaw, C. P. (2021) *Examining developmental differences in observed teacher-student classroom interactions across elementary, middle, and high school*. Manuscript under review.

Manuscripts in Preparation

Braun, S. S., Duran, C. A. K., McDaniel, H. L., Bradshaw, C. P. (in preparation). *Latent profiles of teachers' occupational health and associations with classroom management practices*. Submission expected 2021.

CONFERENCE PRESENTATIONS

- Braun, S. S.**, Rodgers, C., Linsky, A. C., Bradshaw, C. P. (2021, April). *The contribution of school equity for students' well-being and the moderating roles of race and gender*. Poster to be presented virtually at the Biennial Meeting of the Society for Research on Child Development.
- Duran, C. A. K., **Braun, S. S.**, Bottiani, J. H., Bradshaw, C. P. (2021, April). *Contextual factors associated with variability in middle school teachers' support of student engagement and behavior*. Paper to be presented virtually at the Annual Meeting for the American Educational Research Association.
- Braun, S. S.**, Duran, C. A. K., Bradshaw, C. P. (2020, October). *Examining the association between teacher stress and classroom behaviors: Implications for the promotion of SEL in the classroom*. Paper presented via conference publication at the SEL Exchange, Chicago, IL.
- Nguyen, A., McDaniel, H., **Braun, S. S.**, Bradshaw, C. P. (2020, May). *Exploring locality as a moderator of school climate associations in a multilevel, multi-group SEM framework* (Session canceled). 2020 Annual Meeting of the Society for Prevention Research, Washington D.C.
- Braun, S. S.**, Cho, S., Colaianne, B., Taylor, C., Cullen, M., & Roeser, R. W. (2019, October). *Impacts of a mindfulness training on teachers' forgiveness: Results from three RCTs*. Paper presented at the SEL Exchange, Chicago, IL.
- Braun, S. S.**, Roeser, R. W., & Schonert-Reichl, K. A. (2019, October). *Effects of elementary teachers' well-being on student well-being across the school year*. Poster presented at the SEL Exchange, Chicago, IL.
- Braun, S. S.**, Roeser, R. W., Mashburn, A. J., Skinner, E., Schonert-Reichl, K. A. (2019, April). *Teachers' occupational health and well-being: A study of change*. Paper presented at the 3rd Annual Human Development and Family Studies Graduate Research Symposium, University Park, PA.
- Braun, S. S.**, Xiao, Y., Gest, S. D. (2018, July). *Contributions of friendship, acceptance, and rejection to school bonding and academic engagement: Gender, grade, and classroom-level effects*. Poster presented at the 2018 Biennial Meeting of the International Society for the Study of Behavioural Development, Gold Coast, Australia.
- Braun, S. S.**, Roeser, R. W., Mashburn, A. J., Skinner, E. (2018, July). *Associations between middle school teachers' mindfulness skills, occupational and psychological distress, and interactions with students in their "most stressful" classrooms*. Poster presented at the 2018 Biennial Meeting of the International Society for the Study of Behavioural Development, Gold Coast, Australia.
- Braun, S. S.**, Roeser, R. W., Mashburn, A. J., Skinner, E. (2018, May). *Associations between middle school teachers' mindfulness skills, occupational and psychological distress, and interactions with students in their "most stressful" classrooms*. Poster presented at the TIES Summer Institute, University Park, PA.
- Braun, S. S.**, Roeser, R. W., Mashburn, A. J., Skinner, E. (2018, April). *Associations between middle school teachers' mindfulness skills, occupational and psychological distress, and interactions with students in their "most stressful" classrooms*. Paper presented at The Pennsylvania State University Graduate Student Symposium on The ABC's of HDFS, University Park, PA.

- Braun, S. S., Gest, S. D.** (2017, May). *Are there gender-specific associations between peer relations and school bonding in elementary school?* Poster presented at the 2017 Annual Meeting of the Society for Prevention Research, Washington, DC.
- Braun, S. S., & Gest, S. D.** (2017, May). *Predicting elementary teachers' efforts to manage social dynamics from teacher characteristics and the early year peer ecology.* Poster presented at the TIES Summer Institute, University Park, PA.
- Braun, S. S., & Gest, S. D.** (2016, December). *Predicting elementary teachers' efforts to manage social dynamics from teacher characteristics and the early year peer ecology.* Paper presented at the Pennsylvania State University Graduate Student Symposium on Marrying Methods to Theory, University Park, PA.
- Braun, S. S., & Gest, S. D.** (2016, July). *The influence of teaching practices on low status students' sense of peer community.* Poster presented at the biennial meeting for the International Society for the Study of Behavioural Development, Vilnius, Lithuania.
- Braun, S. S., & Gest, S. D.** (2016, April). *The influence of teaching practices on low status students' sense of peer community.* Poster presented at the Annual Penn State University Mini-Conference on Multivariate/Longitudinal Methods Conference, University Park, PA.
- Braun, S. S., Keim, A., & Gest, S. D.** (2016, March). *Racial/ethnic diversity in elementary classrooms: Associations with peer relations and teacher seating-chart practices.* Poster presented at the annual Penn State University Graduate Exhibition, University Park, PA.
- Braun, S. S., Keim, A., & Gest, S. D.** (2016, March). *Racial/ethnic diversity in elementary classrooms: Associations with peer relations and teacher seating-chart practices.* Poster presented at the annual meeting of the Society for Research on Educational Effectiveness, Washington, DC.
- Zadzora, K. M., **Braun, S. S., & Gest, S. D.** (2015, March). *Teacher perspectives on managing social relationships and student perceptions of relatedness in the elementary classroom.* Paper presented at the Biennial Meeting of the Society for Research on Child Development, Philadelphia, PA.
- Braun, S. S., & Davidson, A. J.** (2014, March). *Gender and acceptance in middle childhood.* Poster presented at the annual meeting of the Southeastern Psychological Association, Nashville, TN.

RESEARCH FUNDING

Mechanisms of a Brief Mindfulness Intervention for Improving Stress and Practice Among Teachers in Training (\$10,000)

Source: University of Virginia: Curry Innovative, Developmental, Exploratory Awards (IDEA)

Objective: Examine physiological and behavioral mechanisms by which a brief mindfulness intervention may decrease stress and improve teaching practice among teacher trainees

Role: Co-PI (PI: Dr. Tara Hofkens)

Unfunded Grants

ASSISTing Project CATALYZE: Observational Evidence of CARE+PATHS

Source: Spencer Research Grants on Education (*submission expected summer, 2020*)

Objective: Understand the impact of a mindfulness-based teacher wellness program on teacher and student behaviors in the classroom.

Role: Co-PI (PI: Dr. Catherine Bradshaw)

Teaching in the Time of COVID-19 (\$49,987)

Source: Spencer Foundation: COVID-19 Related Special Grant Cycle

Objective: Longitudinal study to assess the quality of teachers' occupational health and well-being immediately following the transition to remote learning due to COVID-19, and determine how school-level policies relate to teachers' occupational health, well-being, and subsequent commitment to the profession.

Role: Co-PI (PI: Dr. Patricia Jennings)

TEACHING EXPERIENCE

- Co-Instructor HDFS 229: Infant and Child Development | Summer, 2018
- Schreyer Institute for Teaching Excellence Graduate Student Conference | 2018
- Graduate Online Teaching Certificate | 2015
- Teaching Assistant HDFS 250: Sexual Identity Over the Lifespan | 2014-2015

PROFESSIONAL SERVICE

- HDFS Graduate Steering Committee
 - Graduate Representative to Faculty Meetings | 2018-2019
 - Graduate Representative on Admissions Committee | 2017-2018
 - Graduate Steering Committee Co-Chair | 2016-2017
 - Newsletter Chair | 2015-2016
- HDFS Departmental Service
 - HDFS Faculty Search Committee for Endowed Professorship (Graduate Student Representative) | 2017-2018
 - Assistant to Undergraduate Professor in Charge | 2015
- College & University Service
 - College of Health and Human Development Green Team | 2016-2017
 - Judge at the Pennsylvania State University Graduate Exhibition | 2017
- Peer Reviewing
 - ad hoc review for *Sex Roles, Journal of Adolescence, Teaching and Teacher Education*
 - Graduate Student Reviewer for the Society for Research in Child Development's Special Topic Meeting: Technology and Media in Child Development | 2016

RESEARCH SKILLS

- Proficient in R Studio
- Statistical methods: Multilevel modeling, hierarchical linear modeling, structural equation modeling

PROFESSIONAL MEMBERSHIP

- Society for Prevention Research | 2017-present
- Society for Research on Educational Effectiveness | 2016-present
- Society for Research on Child Development | 2015-present