

CURRICULUM VITAE

Terrill F. Saxon, PhD

School of Education
 Department of Educational Psychology
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Education

- 1988 B.A., Psychology. Baylor University
- 1990 M.S., Educational Psychology. Baylor University
- 1995 Ph.D., Educational Psychology and Research. University of Kansas
- 1995 Post-doctoral Training. Infant Cognition Center, University of Kansas

Academic, Administrative & Research Positions

- 2021-present Associate Dean of Graduate Studies & Global Engagement
 Professor, Department of Educational Psychology
 Baylor University, Waco, Texas
- 2017-2021 Associate Dean of Research and Graduate Studies
 Professor, Department of Educational Psychology
 Baylor University, Waco, Texas
- 2017-2020 Interim Dean, School of Education
 Associate Dean for Research and Graduate Studies
 Baylor University, Waco, Texas
- 2015-2017 Professor, Chair
 Department of Educational Psychology
 Baylor University, Waco, Texas
- 2016-2017 Interim Director
 Baylor Center for Developmental Disabilities (BCDD)
 Baylor University, Waco, Texas

- 2001-2015 Associate Professor
Department of Educational Psychology
Baylor University, Waco, Texas
- 2001-2008 Chair, Associate Professor
Department of Educational Psychology
Baylor University, Waco, Texas
- 2005-2006 Associate Dean for Academic Affairs and Faculty Development
School of Education
Baylor University, Waco, Texas
- 1995-2001 Assistant Professor
Department of Educational Psychology
Baylor University, Waco, Texas
- Summer, 1995 Post-doctoral Research Associate
Infant Cognition Center
University of Kansas, Lawrence, Kansas
- 1993-1995 Research Fellow
Army Research Institute for the Behavioral Sciences
Fort Leavenworth, Kansas Field Unit
- 1991-1994 Graduate Teaching & Research Assistant
Department of Educational Psychology and Research
University of Kansas, Lawrence, Kansas
- 1989-1990 Graduate Research Assistant
Department of Educational Psychology
Baylor University, Waco, Texas

General Research Interests

Infancy/early childhood and language: including parenting styles that promote language and literacy, caretaking and child care, and early correlates of cognitive development

Cross-country/cultural: including studies that address teacher education, use of educational technology, youth development programs, domestic violence, parenting practices and creativity

Current Projects/Interests

US and multicultural studies of marginalized, under-researched children and families and their educational experiences and outcomes.

Publications

Journal Articles/Book Chapters

42. Renbarger, R., Talbert, T., & **Saxon, T. F.** (2021). Doctoral degree attainment from Ronald E. McNair scholars program alumni: An explanatory embedded case study. *Educational Policy*.
41. Wilson, R., **Saxon, T. F.**, & Hodges, T. L. (2019). Increasing post-secondary education (PSE) readiness for at-risk students and students with disabilities. *Research and Practice in the Schools*, 6(1), 11-26.
40. Hull, D. M., **Saxon, T. F.**, Fagan, M. A., Williams, L. O., & Verdisco, A. E. (2018). Positive youth development: an experimental trial with unattached adolescents *Journal of Adolescence*, 67, 85-97.
39. Wells, K. E., Sulak, T. N., **Saxon, T. F.**, & Howell, L. L. (2016). Traditional versus iPad-mediated handwriting instruction in early learners. *Journal of Occupational Therapy, Schools, & Early Intervention*, 9(2), 185-198.
38. Scalzo, R., **Saxon, T. F.**, Wilson, R., & Farah, Y. N. (under review). Teacher attitudes toward inclusion: A cross country comparison between Costa Rica and the United States. *Exceptionality Education International*.
37. Fearon, D. D., & **Saxon, T. F.** (under review). Examining the relationship between academic identity and achievement among community college students. *Community College Journal of Research and Practice*.
36. Kaul, C. R., Johnsen, S. K., **Saxon, T. F.**, & Witte, M. J. (2016). Project Promise: A long-term follow-up of low-income gifted students who participated in a summer enrichment program. *Journal for the Education of the Gifted*, 39(2), 83-102.
35. Kaul, C. R., Johnsen, S. K., Witte, M. J., & **Saxon T. F.** (2015). Critical components of a summer enrichment program for urban low-income gifted students. *Gifted Child Today*, 38(1), 32-40.
34. Sulak, T. N., **Saxon, T. F.**, & Fearon, D. D. (2014). Applying the theory of reasoned action: analysis of domestic violence reporting behavior by sex. *Journal of Family Violence*, 29(2), 165-173.
33. Hodge, K. J., **Saxon, T. F.**, & Trumble, J. F. (2013). A cross-cultural comparison of virtual discussion board use in United States and Costa Rican education settings. *The International Journal of Web-Based Learning and Teaching Technologies*, 8(2), 77-105.

32. Ritter, M. J., Park, J., **Saxon, T. F.**, & Colson, K. A. (2013). A phonologically-based intervention for school-age children with language impairment: Implications for reading achievement. *Journal of Literacy Research, 45*(4), 356-385.
31. Fearon, D. D., Copeland, D. M., & **Saxon, T. F.** (2013). The relationship between parenting styles and creativity in a sample of Jamaican children. *Creativity Research Journal, 25*(1), 119-128.
30. Aoyama, I., & **Saxon, T. F.** (2013). Differences between cyberbullies, victims, and bully-victims in internalizing problems and peer relationships. *Global Education Review, 1*(3), 44-56.
29. **Saxon, T. F.**, Hull, D. M., Fearon, D. D., Williams, L. O., & Tindigarukayo, J. K. (2012). How do Jamaica's unattached youth view their career prospects and life skills? *Comparative Education Review, 56*(3), 421-447.
28. Hayes, D., Huey, E., Hull, D. M., & **Saxon, T. F.** (2011). The influence of youth assets on the career decision self-efficacy in unattached Jamaican youth. *Journal of Career Development, 39*(5), 407-422.
27. Johnson, H. J., Barnard-Brak, L., **Saxon, T. F.**, & Johnson, M. K. (2012). An experimental study of the effects of stereotype threat and stereotype lift on men and women's performance in mathematics. *Journal of Experimental Education, 80*(2), 137-149.
26. Barnard-Brak, L., **Saxon, T. F.**, & Johnson, H. (2011). Publication productivity among doctoral graduates of educational psychology programs at research universities before and after the year 2000. *Educational Psychology Review, 23*, 65-73.
25. Alfano, A. R., Hodges, T. L., & **Saxon, T.** (2011). Eating disordered behavior in rural high schools: A descriptive study of adolescent risk and teacher perceptions. *Journal of Rural Community Psychology, 41*(2).
24. Aoyama, I., **Saxon, T. F.**, & Fearon, D. D. (2011). Internalizing problems among cyberbullying victims and moderator effects of friendship quality. *Multicultural Education & Technology Journal, 5*(2), 92-105.
23. Ritter, M., & **Saxon, T. F.** (2011). Class-room based phonological sensitivity intervention (PSI) using a narrative platform: An experimental study of first graders at-risk for a reading disability. *Communication Disorders Quarterly, 33*(1), 3-12.
22. Hull, D. M., & **Saxon, T. F.** (2009). Negotiation of meaning and co-construction of knowledge: An experimental analysis of asynchronous online instruction. *Computers & Education, 52*, 624-639.

21. Rudd, L. C., Cain, D. W., & **Saxon, T. F.** (2008). Does improving joint attention in low-quality child-care enhance language development? *Early Child Development & Care, 178*(3), 315-338.
20. Cain, D. W., Rudd, L. C., & **Saxon, T. F.** (2007). The effects of professional development training on joint attention engagement in low quality child care centers. *Early Child Development & Care, 177*(2), 159-185.
19. Conaway, B., **Saxon, T. F.**, & Patterson, T. (2006). Integrating teacher candidates in Professional Development School (PDS) classrooms affects student math and reading achievement. *Action in Teacher Education, 21*.
18. Ritter, M. J., Montgomery, J. K., & **Saxon, T. F.** (2004/2005). Young children who have language-based reading deficits: Who will provide remediation? *Texas Journal of Audiology and Speech-Language Pathology, 28*, 46-51.
17. Conaway, B. J., **Saxon, T. F.**, & Mitchell, M. W. (2003). A comparison of the reading abilities of teacher candidates. *The Teacher Educator, 39*(1), 1-17.
16. **Saxon, T. F.**, Gollapalli, A., Mitchell, M. W., & Stanko, S., (2002). Demand feeding or schedule feeding: Infant growth from birth to six months. *Journal of Reproductive and Infant Psychology, 20*(2), 89-99.
15. Colombo, J., & **Saxon, T. F.** (2002). Infant attention and the development of cognition: Does the environment moderate continuity? In H. Fitzgerald, K. Karraker & T. Luster (Eds.), *Infant development: Ecological perspectives* (pp. 33-60). New York: Routledge Falmer.
14. **Saxon, T. F.**, & Mitchell, M. W. (2002). Methods of studying children. In N. J. Salkind (Ed.), *Child development: The Macmillan psychology reference series* (pp. 269-271). Farmington Hills, MI: Macmillan Reference USA.
13. Conaway, B., & **Saxon, T. F.** (2001). Preparing future teachers. *Baylor Educator, 19*, 6-9.
12. **Saxon, T. F.**, Colombo, F., Robinson, E. L., & Frick, J. E. (2000). Dyadic interaction profiles in infancy and preschool intelligence. *Journal of School Psychology, 38* (1), 9-25.
11. Conaway, B., & **Saxon, T. F.** (2000). A year-long student teaching experience: A qualitative study following three years of implementation. *Texas Teacher Education Forum, 25*, 45-54.
10. **Saxon, T. F.** (2000). Mothers and infants: Examining the role of early interaction in later development. *Baylor Educator, 18*(2), 22-24.

9. **Saxon, T. F.**, & Reilly, J. T. (1999). The relationship between socioeconomic status and joint attention in mother-toddler dyads. *Early Child Development & Care*, 149, 59-69.
8. Frick, J. E., Colombo, J., & **Saxon, T. F.** (1999). Individual and developmental differences in disengagement in fixation in early infancy. *Child Development*, 70(3), 537-548.
7. **Saxon, T. F.**, & Reilly, J. T. (1998). Language competence and joint attention in mother-toddler dyads. *Early Child Development & Care*, 142, 33-42.
6. Reilly, J. T., & **Saxon, T. F.** (1998). Behavior management through intervention with positive reinforcement. *Baylor Educator*, 22(2) & 23 (3), 52-58.
5. **Saxon, T. F.** (1997). A longitudinal study of early mother-infant interaction and later language competence. *First Language* 17(51), 271-281.
4. **Saxon, T. F.**, Frick, J. E., & Colombo, J. (1997). A longitudinal study of maternal interactional styles and infant visual attention. *Merrill-Palmer Quarterly*, 43(1), 48-66.
3. **Saxon, T. F.** (1996). Vygotsky's sociohistorical theory: lessons for educational psychology from developmental psychology. *Teacher Education and Practice* 12(2), 43 54.
2. **Saxon, T. F.** (1992). The use of year-round schools to enrich education and alleviate overcrowding. *Baylor Educator*, 17(2), 16-20.
1. **Saxon, T. F.** (1990). The effects of classroom humor on teacher evaluation, creativity, anxiety reduction, and test performance. *Baylor Educator*, 15(1).

Books/Manuals

Saxon, T. F. (2003). *Baby blessings: A faith-based parenting guide – birth to two*. Standard Publishing: Cincinnati.

Frey, B., Jones, T., & Saxon, T. (1993). *Exploring research: Instructor's manual* (2nd ed.). Macmillan College Publication: New York.

Technical/Government Reports

Lussier, J. W., & Saxon, T. F. (1995). *Critical factors in the art of battle command*, U.S. Army Research Institute, study report.

Book Notices

Mitchell, M. W., Rudd, L. C., & Saxon, T. F. (2000). Book notice in Child Development Abstracts and Bibliography, 74(3), 111-112, for T. D. Wachs (2000). *Necessary*

but not sufficient: The respective roles of single and multiple influences on individual development. Washington D.C.: American Psychological Association.

Saxon, T. F. (1994). Book Notice in *Child Development Abstracts & Bibliography*, 68, 100-101, for A. Clarke-Stewart (1993). *Daycare*. Cambridge, MA: Harvard University Press.

Abstracts

Saxon, T. F., Frick, J. E., & Colombo, J. (1996, April). Joint attention at 6 and 8 months and language competency at 18 months. *Infant Behavior and Development*, 19, p. 722.

Frick, J. E., Colombo, J., & Saxon, T. F. (1996, April). Long-looking infants are slower to disengage fixation. *Infant Behavior and Development*, 19, p. 464.

Saxon, T. F. (1994). Research Abstract: Revision of problem-solving curriculum at the Combined Arms and Staff Services School (CAS³), in *Profiles of research*, p. 6, Consortium Research Fellows Program, Washington D.C.

Professional Presentations

National/International Conferences

Wilson, R., Saxon, T. F., & Hodges, T. (2017, Feb.). *Increasing self-efficacy and preparing students for post-secondary education*. Paper presentation at Southwest Educational Research Association regional conference. San Antonio, TX.

Attai, S., & Saxon, T. F. (2016, Feb.). *The relationship between perceived parenting styles and feelings of entitlement in college students*. Paper presentation at Southwest Educational Research Association regional conference. New Orleans, LA.

Wilson, R., Kaul, C. R., Saxon, T. F., & Hodges, T. (2016, Feb.). *Preparing and building confidence for students with disabilities to transition to post secondary education (PSE)*. Paper presentation at Southwest Educational Research Association regional conference. New Orleans, LA.

Fearon, D. D., Saxon, T. F., & Farah, Y. N. (2015, Feb.). *An exploratory factor analysis of a new measure of resiliency: The youth asset resiliency scale*. Paper presentation at Southwest Educational Research Association regional conference. San Antonio, TX.

Wells, K., Sulak, T. N., & Saxon, T. F. (2015, Feb.). *Technology in the classroom: An iPad based handwriting intervention pilot study*. Paper presentation at Southwest Educational Research Association regional conference. San Antonio, TX.

Scalzo R. A., Saxon, T. F., Wilson, R., & Farah, Y. N. (2015, Feb.). *Teacher attitudes toward inclusion: A cross country comparison between Costa Rica and the United States*. Paper presentation at Southwest Educational Research Association regional conference. San Antonio, TX.

- Sulak, T. N., & Saxon, T. F. (2014, April). *Does viewing bullying violence affect the allocation of attention in young adults?* Paper presentation at American Educational Researchers Association National Conference. Philadelphia, PA.
- Fearon, D. D., Saxon, T. F., Sulak, T. N., & Copeland, D. M. (2013, Feb.). *Navigating the dissertation process.* Paper presentation at Southwest Educational Research Association regional conference. San Antonio, TX.
- Copeland, D. M., Trepinski, T., & Saxon, T. F. (2013, Feb.). *Beginning with the end in mind: navigating the doctoral pathway.* Paper presentation at Southwest Educational Research Association regional conference. San Antonio, TX.
- Copeland, D. D., & Saxon, T. F. (2013, Feb.). *Norming and development of the early childhood special education teacher self-efficacy scale.* Paper presentation at Southwest Educational Research Association regional conference. San Antonio, TX.
- Hodge, K. J., Saxon, T. F., Luevanos, A. (2013, Feb.). *A survey on virtual discussion board use in Costa Rican education.* Paper presentation at Southwest Educational Research Association regional conference. San Antonio, TX.
- Sulak, T. N., Saxon, T. F., & Copeland, D. M. (2012, May). *Adolescents' perceptions of relationship control and physical violence as a result of experiencing interpersonal violence.* Presented at the annual meeting of the Association for Psychological Science (APS), Chicago, IL.
- Fearon, D. D., & Saxon, T. F. (2012, Feb.). *Creativity within the family: Evidence from sibling data in Jamaica.* Paper presentation at Southwest Educational Research Association regional conference. New Orleans, LA.
- Sulak, T. N., & Saxon, T. F. (2012, Feb.). *A cross-cultural study of adolescents in the US and Costa Rica: Experiences with and perceptions of different types of violence.* Paper presentation at Southwest Educational Research Association regional conference. New Orleans, LA.
- Copeland, D. M., Fearon, D. D., & Saxon, T. F. (2012, Feb.). *Functional communication: Technology utilization for young children with autism spectrum disorders.* Paper presentation at Southwest Educational Research Association regional conference. New Orleans, LA.
- Copeland, D. M., Attai, S. L., Trepinski, T., & Saxon, T. F. (2012, Feb.). *The relationship between achievement and development of creativity in multi-age classrooms.* Paper presentation at Southwest Educational Research Association regional conference. New Orleans, LA.
- Copeland, D. M., Saxon, T. F., & Trepinski, T. (2012, Feb.). *Begin with the end in mind: Navigating the doctoral pathway.* Roundtable presentation at Southwest Educational Research Association regional conference. New Orleans, LA.
- Fearon, D. D., Copeland, D. M., & Saxon, T. F. (2011, Feb.). *Parenting styles and creativity in a sample of Jamaican children.* Paper presentation at Southwest Educational Research Association regional conference. San Antonio, TX.
- Sulak, T. N., & Saxon, T. F. (2011, Feb.). *The relationship between experiences, perceptions, and opinions of violence: sex differences among adolescents.* Paper presentation at Southwest Educational Research Association regional conference. San Antonio, TX.

- Sulak, T. N., & Saxon, T. F. (2011, Feb.). *Prevention of youth violence*. Paper presentation at Southwest Educational Research Association regional conference. San Antonio, TX.
- Aoyama, I., & Saxon, T. F. (2011, April). *Cyberbullying: What are the psychological profiles of bullies, victims, and bully-victims?* Poster presentation at American Educational Researchers Association National Conference. New Orleans, LA.
- Barnard-Brak, L., Saxon, T. F., & Hays, H. (2010, April). *Publication productivity among doctoral graduates of educational psychology programs before and after the year 2000*. Paper presentation at American Educational Researchers Association National Conference. Denver, CO.
- Aoyama, I., & Saxon, T. F. (2010, April). *Cyberbullying subtypes and sex differences among college students*. Paper presentation at American Educational Researchers Association National Conference. Denver, CO.
- Saxon, T. F. (2008, Oct.). *Doing research at the border: Intervening in the unattached youth in the Caribbean*. Invited paper presentation at the Center for Jewish Studies International Conference: On the Boundary. Waco, TX.
- Conaway, B. J., Saxon, T. F. & Patterson, T. L. (2006, March). *A comparison of student achievement: Does PDS make a difference?* Paper presentation at Professional Development Schools National Conference. Orlando, FL.
- Hull, D. M., & Saxon, T. F. (2006, April). *Socially shared cognition in asynchronous on-line discussion*. Paper presentation at American Educational Researchers Association National Conference. San Francisco, CA.
- Rudd, L. C., Wilder, P. H., Saxon, T. F., Myers, A. E., & Menninger, S. E. (2006, April). *Strengthening professional development implementation through coaching early childhood educators*. Paper presentation at American Educational Researchers Association National Conference. San Francisco, CA.
- Rudd, L. C., Wilder, P., & Saxon, T. F. (2005, November). *Strength in coaching: A pilot study*. Poster presentation at Zero to Three National Training Institute, Washington, D.C.
- Rudd, L. C., Wilder, P., & Saxon, T. F. (2005, March). *Strength in coaching: A pilot study*. Paper presentation at National Association of Child Care Resource and Referral Agencies 17th National Policy Symposium, Washington, DC.
- Tate, A., & Saxon, T. F. (2005, March). *Predicting emotional intelligence levels from anxiety in middle childhood*. Poster presentation at Anxiety Disorders Association of America annual conference, Seattle, WA.
- Rudd, L. C., Cain, D. W., & Saxon, T. F. (2004, May). *The effects of joint attention training for child care staff on the language acquisition of young children*. International Conference for Infant Studies, Chicago, IL.
- Rudd, L. C., & Saxon, T. F. (2003, April). *Preliminary results of the effects of professional development for child care staff on children's language development*. Annual Meeting of the Child Care Policy Consortium, Washington, DC.
- Mitchell, M., Conaway, B., & Saxon, T. F., (2002, February). *A descriptive study of preservice teachers' reading levels with implications for teacher education*. Paper presentation at Annual Meeting of Association of Teacher Educators, Denver, CO.

- Kendrick, C., Saxon, T. F., & Johnsen, S. K. (2001, November). *Differentiation of curricular and instructional practices in Montessori programs*. Paper presentation at National Association of Gifted Children Annual Conference, Cincinnati, OH.
- Hallam J. S., Williams, D., Saxon, T., & Johnston, D. (May, 2000) *The use of the Transtheoretical Model processes in college student exercise behavior*. Paper presented at American Academy of Health Behavior.
- Saxon, T. F., & Gollapalli A. (2000, July). *Feed-on-demand or feed-on-schedule: Infant weight gain from birth to six months*. Poster presentation at the Biennial International Conference on Infant Studies, Brighton, England.
- Saxon, T. F., Robinson, E. R., Colombo, J., & Frick, J. E. (2000, March). *Mother-infant interaction and cognitive ability: Profiles that distinguish early childhood intelligence and social development*. Paper presentation at the Annual Meeting of the National Association of School Psychologists: New Orleans, LA.
- Robinson, E. L., & Saxon, T. F. (1999, April). *Language and cognition: Examining the importance of early language competence and subsequent intellectual ability*. Poster presentation at the Annual Meeting of the National Association of School Psychologists. Las Vegas, NV.
- Saxon, T. F., & Reilly, J. T. (1998, April). *Joint attention and toddler characteristics: race, sex and socioeconomic status*. Poster presentation at the Biennial International Conference on Infant Studies, Atlanta, GA.
- Saxon, T. F. (1997, April). *The relationship between maternal following or switching verbal references to objects and infant language competence*. Poster presentation at the biennial meeting of the Society for Research in Child Development, Washington, D. C.
- Mistry, R., & Saxon, T. F. (1997, April). *Stage IV "A-not-B" error and the facilitation of auditory cues*. Poster presentation at the biennial meeting of the Society for Research in Child Development, Washington, D. C.
- Saxon, T. F. (1996, January). *The role of mother-infant interaction in cognitive development*. Paper presented at the Infant Mental Health Advocacy Conference, Waco, Texas.
- Saxon, T. F. (1996, March). *The relationship between joint attention at 6 and 8 months and language competence during the second and third years*. Poster presentation at the Southwestern Society for Research in Human Development, Park City, UT.
- Saxon, T. F., Frick, J. E., & Colombo, J. (1996, April). *Joint attention at 6 and 8 months and language competency at 18 months*. Poster presentation at the International Conference on Infant Studies, Providence, RI.
- Frick, J. E., Colombo, J., & Saxon, T. F. (1996, April). *Long-looking infants are slower to disengage fixation*. Poster presentation at the International Conference on Infant Studies, Providence, RI.
- Saxon, T. F., & Frick, J. E. (1995, April). *Infant fixation duration and attention switching/attention following in mother-infant interaction*. Poster presentation at the biennial meeting of the Society for Research in Child Development, Indianapolis, Indiana.

Journal Manuscript Reviewer/Editorships

First Language

Comparative Education Review

Infant Behavior and Development

Computers & Education

Guest Editor: *Teacher Education and Practice, 13*: Educational Issues Related to Children

Grants Received as Principal Investigator/Director

AT&T Foundation, Enabled for College program (2013-present): A grant awarded to promote post secondary education among at-risk junior and senior high school students. Total so far: \$277K (co-PI with Dr. Tamara Hodges).

Baylor University Research Award (2012): A grant of \$4,500 was awarded to developing a scale for teacher self-efficacy among early childhood special education teachers (co-investigator, Daelynn Copeland).

Baylor University Research Award (2010): A grant of \$4,500 was awarded to study the relationship between parenting styles and creativity in a sample of Jamaican children (co-investigator, Danielle Fearon).

Houston Endowment Grant – Delta Project (2004 to 2006). A grant of \$246K was awarded to the School of Education (proposed by Dean R. Yinger) to study assessment of teacher education.

Baylor University Research Award (2004): A grant of \$5,000 was awarded to study the effects of professional development training of child care workers (co-investigated with Dr. L.Rudd).

Administration on Children, Youth and Families, Child Care Bureau (2002, September): A grant of \$30,000 awarded to study the effects of an interaction training program on child care workers and children's later language development.

Baylor University Research Award (1995, November): a grant of \$5,000.00 was awarded to help establish the Baylor University Infant/Toddler Study Center and conduct the pilot work for a larger study of mother-infant interaction in low socioeconomic (SES) and teen mother-infant dyads.

Baylor University Research Award (1997, February): a grant of \$2,000.00 The specific objective of this project is to assess the cognitive ability of 3-year-old subjects who were measured on numerous earlier measures thought to predict cognitive ability, namely information processing speed (measured at 6 and 8 months), interaction styles with the caregiver (measured at 6 and 8 months), and language development (measured at 16 and 24 months).

Courses Taught†

Undergraduate

Studying Children and Adolescents in the Schools
Principles of Human Learning and Development (Discussion Section)
Applied Behavior Analysis
The Developing Child

Graduate

History and Systems of Educational Psychology*
Practicum in Adult Learning (campus-based)*
Research Methods in Education
Statistical Methods
Psychology of Learning
Cultural Issues with Children and Families
Advanced Psychology of Learning*
Advanced Analysis of Behavior*

†Evaluations available upon request. *I designed the course.

Doctoral Dissertations Chaired to Completion

16. Renbarger, R. (2019). *Doctoral degree attainment from Ronald E. McNair Scholars program alumni: An explanatory embedded case study.*
15. Copeland, D. M. (2018). *The effects of active learning on professional development motivation in early childhood teachers.*
14. Wilson, R. (2018). *A college readiness intervention program's impact on college-going self-efficacy and college knowledge.*
13. Attai, S. L. (2015). *The relationship between perceived parenting styles and feelings of entitlement in college students.*

12. Trepinski, T. M. (2014). *Functional behavior assessment: Increasing pre-service general education teachers' self-efficacy in managing classroom behavior.*
11. McCullough, M. J. (2012). *Mediating meaning for individuals with Down Syndrome: A phenomenological case study.*
10. Fearon, D. D. (2012). *Identity correlates of academic achievement: how influential are self, academic and ethnic identity statuses among college students?*
9. Sulak, T. N. (2012). *Does viewing bullying violence affect the allocation of attention in young adults?*
8. Chiuri, G. (2011). *Speech language pathologists' perceptions of services to children from culturally and linguistically diverse backgrounds.*
7. Aoyama, I. (2010). *Cyberbullying: What are the psychological profiles of bullies, victims and bully-victims?*
6. Neumann, A. (2010). *Trends in college student retention: Identification of latent student classes with relation to retention statistics.* (co-chair of dissertation)
5. Rentz, N. L. (2007). *The influence of positive behavior support on collective teacher efficacy.*
4. Godfrey, M. J. (2005). *The role of mentoring in the developmental experiences of Baptist pastors in Texas: A case study.*
3. Cain, D. W. (2004). *Effects of professional development training and caretaker personality on joint attention engagement in low quality child care centers.*
2. Rudd, L. C. (2003). *The effect of joint attention training for child care providers on the language acquisition of young children.*
1. Hull, D. (2003). *Socially shared cognition and dialogical interaction in asynchronous inline courses.*

Masters Theses Chaired to Completion

4. Nguyen, M. (2016). *Implementation intention as a cognitive strategy in STEM education: Assessing pre-algebraic performance in 7th grade math instruction.*
3. Dolapo, A. F. (2016). *The credit recovery high school: Who are the students and why are they there?*

2. Farmer, A. (2015). *From their eyes: A deeper analysis on career and technical education in during secondary school.*
1. Tate, A. (2004). *Predicting emotional intelligence levels from anxiety in middle childhood.*

Awards/Honors

2000, Baylor University, *School of Education Scholarship Award* – recognition for scholarly contribution in the field of Educational Psychology

Fellowships

July, 1993 - Present *U.S. Army Research Institute for the Behavioral and Social Sciences (ARI)*

Title: Graduate Research Fellow of the Consortium
Research Fellows Program

Description of Duties: Working closely with one scientist, who serves as a mentor, I am directly involved in team research efforts including literature reviews, experimental design, data collection and analysis, computer programming and report writing.

Selected Professional Organizations

American Educational Research Association
Society for Research in Child Development
Southwestern Society for Research in Human Development