

DAPHNE A. HENRY

Assistant Professor

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EDUCATION

- 2017 **Ph.D., Developmental Psychology**
 University of Pittsburgh, Pittsburgh, PA
- Dissertation (December 2017): *The intersection of race and socioeconomic status (SES) in early family life: Why do the academic returns to SES differ for Black and White children?*
 Committee: Elizabeth Votruba-Drzal, PhD (chair); Heather Bachman, PhD; Celia Brownell, PhD; Waverly Duck, PhD; Tanner LeBaron Wallace, PhD
 - Specialty Paper/Comprehensive Exam (July 2014): *Beyond the color line: The intersection of race and social class in the origin and development of the Black-White test score gap.*
 - First/Second Year (Master's Equivalent) Project (May 2013): *Class, race, and the Black-White test score gap.*
- 2009 **B.A., History**
 University of Pittsburgh, Pittsburgh, PA

ACADEMIC POSITIONS

- 08/2019 – Present **Assistant Professor**, Department of Counseling, Developmental, and Educational Psychology, Lynch School of Education & Human Development, Boston College
- 01/2018 – 07/2019 **Postdoctoral Research Associate**, Developmental and Motivation Lab, Learning Research and Development Center, University of Pittsburgh

HONORS & AWARDS

- 2016 **American Educational Research Association Dissertation Grant** (\$20,000, *declined*)
- 2016 **Provost's Development Fund Fellowship**, University of Pittsburgh (\$18,025 stipend & full tuition, *declined*)
- 2016 **Ford Foundation Dissertation Fellowship Alternate & Honorable Mention**
- 2015 – 2016 **K. Leroy Irvis Fellowship**, University of Pittsburgh (\$21,932 stipend & full tuition)
- 2015 **Dr. Ruth L. Myers Memorial Research Excellence Award**, Department of Psychology, University of Pittsburgh (\$500)
- 2015, 2011 **Arts & Sciences Summer Research Fellowship**, University of Pittsburgh (\$2,018, \$2,225)
- 2013 **Pennsylvania Psychological Foundation Education Award (The Salter Family Memorial Award)** (\$1,500)
- 2012 **Ford Foundation Predoctoral Fellowship Alternate & Honorable Mention**
- 2012, 2011 **Arts & Sciences Diversity Summer Research Fellowship**, University of Pittsburgh (\$2,018, \$2,500)
- 2011 – 2012 **K. Leroy Irvis Fellowship**, University of Pittsburgh (\$19,610 stipend & full tuition)
- 2010 – 2011 **Hot Metal Bridge Postbaccalaureate Fellowship in Psychology**, University of Pittsburgh (\$18,546 stipend & full tuition)

GRANTS & FELLOWSHIPS

Extramural Funding

2016 – 2017

National Academy of Education/Spencer Foundation Dissertation Fellowship

Project Title: *The intersection of race and socioeconomic status (SES) in early family life: Why do the academic returns to SES differ for Black and White families?*

Role: Principal Investigator

Total Costs: \$27,500

2016 – 2017

American Psychological Foundation Elizabeth Munsterberg Koppitz Graduate Student Fellowship

Project Title: *The intersection of race and socioeconomic status (SES) in early family life: Why do the academic returns to SES differ for Black and White families?*

Role: Principal Investigator

Total Costs: \$25,000

2012 – 2015

National Science Foundation Graduate Research Fellowship

Project Title: *Class, race, and the Black-White test score gap*

Role: Principal Investigator

Total Costs: \$132,000

Intramural Funding

2018 – 2019

Center on Race and Social Problems, University of Pittsburgh

Project Title: *The intersection of race and socioeconomic status (SES) in early family life: Why do the academic returns to SES differ for Black and White families?*

Role: Principal Investigator

Total Costs: \$10,000

2015 – 2016

Steven Manners Faculty Development Award, University of Pittsburgh Center for Social and Urban Research

Project Title: *The intersection of race and socioeconomic status (SES) in early family life: Why do the academic returns to SES differ for Black and White families?*

Role: Co-Investigator (PI: Elizabeth Votruba-Drzal)

Total Costs: \$9,994

2015

Diversity Research Mini-Grant, University of Pittsburgh Department of Psychology

Project Title: *The intersection of race and socioeconomic status (SES) in early family life: Why do the academic returns to SES differ for Black and White families?*

Role: Principal Investigator

Total Costs: \$1,200

PUBLICATIONS

*Indicates joint second-authorship and equal intellectual contribution

Edited Books and Book Chapters

Henry, D. A., Miller, P., & Votruba-Drzal, E. (Eds.). (2019). *Advances in child development and behavior: Child development at the intersection of race and SES* (Vol. 57). Series Editor: J. B. Benson. Cambridge, MA: Elsevier (Academic Press imprint).

Henry, D. A., Votruba-Drzal, E., & Miller, P. (2019). Child development at the intersection of race and SES: An overview. In D. A. Henry, P. Miller, & E. Votruba-Drzal (Eds.) *Advances in child development and behavior: Child development at the intersection of race and SES* (Vol. 57). Series Editor: J. B. Benson. Cambridge, MA: Elsevier (Academic Press imprint). doi:10.1016/bs.acdb.2019.05.002

Henry, D. A., Miller, P., Votruba-Drzal, E., & Parr, A. K. (2019). Safe and sound? Exploring parents' perceptions of neighborhood safety at the nexus of race and socioeconomic status. In D. A. Henry, P. Miller, & E. Votruba-Drzal (Eds.) *Advances in child development and behavior: Child development at the intersection of race and SES* (Vol. 57). Series Editor: J. B. Benson. Cambridge, MA: Elsevier (Academic Press imprint). doi:10.1016/bs.acdb.2019.05.001

Wang, M. T., **Henry, D. A.**, & Degol, J. L. (*invited submission*). An integrative perspective on engagement: A development-in-sociocultural context model for the study of diverse pathways to engagement in learning. *Advances in Motivation Science*

Journal Articles

Henry, D. A., Betancur-Cortés, L., & Votruba-Drzal, E. (*accepted pending minor revisions*). Black-White skills disparities differ by family socioeconomic status from early childhood through early adolescence. *Journal of Educational Psychology*

Wang, M. T., *Degol, J. L., ***Henry, D. A.** (*accepted*). An integrative development-in-sociocultural-context model for children's engagement in learning. *American Psychologist*

Wang, M. T., ***Henry, D. A.**, *Smith, L. V., *Huguley, J. P., & Guo, J. (2019). Parental ethnic-racial socialization practices and children of color's psychosocial and behavioral adjustment: A systematic review and meta-analysis. *American Psychologist*. Advance online publication. doi:10.1037/amp0000464

Miller, P., **Henry, D.**, & Votruba-Drzal, E. (2016). Strengthening causal inference in developmental research. *Child Development Perspectives*, 10, 275–280. doi:10.1111/cdep.12202

Henry, D. A., & Votruba-Drzal, E. (*revise and resubmit, American Educational Research Journal*). Unequal returns: Racial differences in the association between income and achievement.

Elliott, L., Bachman, H. J., & **Henry, D. A.** (*revise and resubmit, Parenting: Science and Practice*). Why and how do parents promote math learning with their young children: A mixed-methods investigation.

Manuscripts Under Review

Henry, D. A., & Wang, M. T. (*under review*). Parental ethnic-racial socialization and child development: An intersectional perspective.

Wang, M. T., ***Henry, D. A.**, *Wu, W., Del Toro, J. (*under review*). Racial stereotype beliefs, mathematics cognitive engagement, and mindset beliefs: Investigating longitudinal associations with Black and White adolescents.

Manuscripts Under Revision/In Preparation

Henry, D. A., Votruba-Drzal, E., & Shaw, D. S. (*under revision*). Timing-specific links between family income in childhood and well-being in early adulthood among a sample of disadvantaged boys.

Henry, D. A., Sims J. P., Coley, R.L., & Votruba-Drzal, E. (*under revision*). Black-White disparities in parental investments in children across socioeconomic strata.

Henry, D. A., Koury, A. J., & Votruba-Drzal, E. (*under revision*). Socioemotional school readiness among children from immigrant and native-born families.

Henry, D. A., & Wang, M. T. (*in preparation*). The salutary effects of math-related growth mindset beliefs differ for Black and White students.

Henry, D. A., & Wang, M. T. (*in preparation*). Perceptions of bias among Black and White early adolescents: A qualitative analysis.

Reports

Bachman, H. J., **Henry, D.,** Elliott, L, Lucas, E., & Shafer, A (2015, August). WQED Math iQ Program Evaluation. Prepared for the Corporation for Public Broadcasting and the Ready to Learn Program, Department of Education, Washington, D.C.

PRESENTATIONS

Paper Presentations

Henry, D. A., Votruba-Drzal, E., Gilliam, M., & Shaw, D. S. (2017, April 6 – 8). Family socioeconomic status and development into adulthood. In E. Votruba-Drzal (Chair), *How Family Socioeconomic Status Shapes Children's Long-Term Development: Exploring Neurodevelopmental Pathways*. Symposium paper presented at the 2017 Biennial Meeting of the Society for Research in Child Development, Austin, TX.

Henry, D. A., Sims J. P., Coley, R.L., & Votruba-Drzal, E. (2016, March 31 – April 2). How do race and socioeconomic status intersect to shape family investments in youth? In R. L. Coley (Chair), *Economic Disparities in Youth Functioning: Comparing Models Across Racial and National Contexts*. Symposium paper presented at the 2016 Biennial Meeting of the Society for Research on Adolescence, Baltimore, MD.

Henry, D. A., & Votruba-Drzal, E. (2015, March 19 – 21). How do race and family socioeconomic status intersect to shape educational achievement and spending on children? In **D. A. Henry (Chair)**, *Intersectionality & Child Achievement: Exploring How Social Identity, Social Class, and Social Context Influence Academic Outcomes*. Symposium paper presented at the 2015 Biennial Meeting of the Society for Research in Child Development, Philadelphia, PA.

Henry, D. A., & Votruba-Drzal, E. (2013, April 18 – 20). Race, class, and the Black-White achievement gap: Does the association between income and achievement differ for Black and White families? In E. Votruba-Drzal (Chair), *Race, Class, Culture and the Black-White Achievement Gap*. Symposium paper presented at the 2013 Biennial Meeting of the Society for Research in Child Development, Seattle, WA.

Poster Presentations

Bellamy, B., **Henry, D.,** Votruba-Drzal, E., Manuck, S.N., Pilkonis, P.A., Wright, A.G.C. (2018, May 24 – 27). Cross-racial discrepancies in the inventory of interpersonal problems – where do we go from here? Poster presented at the 2018 Association for Psychological Science Annual Convention, San Francisco, CA.

Elliott, L., Bachman, H. J., & **Henry, D. A.** (2018, April 13 – 17). Why and how do parents promote math learning with their young children? Poster presented at the 2018 American Educational Research Association Annual Meeting, New York, NY.

Bellamy, B., **Henry, D.,** Votruba-Drzal, E., Manuck, S.N., Pilkonis, P.A., Wright, A.G.C. (2018, March 14 – 18). The cross-racial generalizability of the inventory of interpersonal problems. Poster presented at the 2018 Society for Personality Assessment Annual Convention, Washington, D.C.

Bellamy, B., **Henry, D.**, Votruba-Drzal, E., Manuck, S.N., Pilkonis, P.A., Wright, A.G.C. (2018, February 10). The Inventory of Interpersonal Problems – How generalizable is it? An examination of racial differences in interpersonal problem profiles. Poster presented at the 4th Annual Women in STEM Conference, Pittsburgh, PA.

Bellamy, B., **Henry, D.**, Votruba-Drzal, E., Manuck, S.N., Pilkonis, P.A., Wright, A.G.C. (2017, July). The Inventory of Interpersonal Problems – How generalizable is it? An examination of racial differences in interpersonal problem profiles. Poster presented at the 20th meeting of the Society for Interpersonal Theory and Research, Pittsburgh, PA.

Henry, D. A., Miller, P., & Votruba-Drzal, E. (2013, April 18 – 20). Race, class, and parental involvement in education at school entry. In E. Pomerantz (Chair), *New Directions in Research on Parents' Involvement in Children's Learning*. Symposium poster presented at the 2013 Biennial Meeting of the Society for Research in Child Development, Seattle, WA.

*Chew, C., **Henry, D. A.**, & Votruba-Drzal, E. (2014, April 21). Examining how socioeconomic status moderates the Black-White achievement gap across elementary school: Do parenting and school factors mediate within-SES racial disparities? Poster presented at the Diversity Research Poster Session, Department of Psychology, University of Pittsburgh, Pittsburgh, PA.

**Denotes student mentee (Awarded first-place prize in the undergraduate student category)*

Henry, D. A., & Votruba-Drzal, E. (2012, March 1 – 4). Class, race, and the Black-White test score gap: Do household income and parental education moderate the achievement gap? Poster presented at the Eastern Psychological Association Annual Meeting, Pittsburgh, PA.

Koury, A. S., Votruba-Drzal, E., & **Henry, D. A.** (2012, March 1 – 4). Socioemotional functioning in children of immigrants: The contributions of home and childcare. Poster presented at the Eastern Psychological Association meeting, Pittsburgh, PA.

Henry, D. A., & Votruba-Drzal, E. (2011, May 13). Class, race, and the Black-White test score gap: Do household income and parental education moderate the achievement gap? Poster presented at the Diversity Research Poster Session, Department of Psychology, University of Pittsburgh, Pittsburgh, PA.

Invited Talks

Henry, D. A. (2018, November 5). *Beyond the color line: How race and socioeconomic status intersect to shape children's academic development and early learning contexts*. Lynch School of Education Speaker Series, Boston College, Boston, MA.

Henry, D. A., & Votruba-Drzal, E. (2017, November 1). *Complex inequality: How race and socioeconomic status intersect to shape family life*. University Center for Social and Urban Research, University of Pittsburgh, Pittsburgh, PA.

Henry, D. A. (2017, March 17). *Complex inequality: How race and family socioeconomic status intersect to shape achievement*. National Academy of Education/Spencer Foundation Spring Retreat, Washington, DC.

Henry, D. A., & Votruba-Drzal, E. (2015, January 13). *The enduring legacy of childhood economic status: Timing-specific effects of family income on adult well-being*. Shaw Lab Research Meeting, Department of Psychology, University of Pittsburgh, Pittsburgh, PA.

Henry, D. A. (2014, February 25). *The academic achievement gap: Exploring the intersection of race and socioeconomic status*. Economic and Education Disparities Research Advisory Panel Meeting, Center on Race & Social Problems, University of Pittsburgh, Pittsburgh, PA.

RESEARCH EXPERIENCE

- 2011 – 2017 **Predoctoral Fellow**, Department of Psychology, University of Pittsburgh
- Developed an independent, multi-method research program that investigates how SES and race intersect to shape children’s cognitive and academic development and participated on collaborative research projects that used survey-based, qualitative, and psychophysiological methods to study child and adolescent development. Analyzed data from 4 large-scale, nationally-representative, longitudinal datasets using parametric and non-parametric analytic techniques (e.g., generalized additive modeling, structural equation modeling, negative and zero-inflated negative binomial regression, and other regression techniques). Designed survey questionnaires, interview protocols, conducted more than 60 semi-structured, in-depth interviews, identified and refined themes for qualitative coding and designed codebooks, and analyzed qualitative data for 2 mixed-methods research projects.
- 2014 – 2015 **Graduate Research Assistant**, WQED math iQ Evaluation Study, Department of Psychology in Education, University of Pittsburgh (PI: Heather Bachman, PhD)
- Researcher on a longitudinal qualitative project that evaluated the parent component of a yearlong pre-kindergarten math intervention. Interviewed parents twice (1 pre-intervention & 1 post-intervention interview) about their personal experiences with math, their math practices at home, and their use of the math iQ activities, technology, and mobile apps that were provided for home use. Helped identify and refine coding themes and categories and devise project codebook. Analyzed and coded interviews using NVivo software.
- 2013 – 2014 **Graduate Research Assistant**, Adolescent Development Lab, Department of Psychology, University of Pittsburgh (PI: Kathryn Monahan, PhD)
- Researcher on a pilot study (Youth Behavior Study) that sought to validate a novel measure of positive risk-taking among a sample of adolescents and young adults (ages 14 – 22); administered an extensive battery of questionnaires and psychological and behavioral assessments to participants, including instruments that assessed IQ, depression, anxiety, and participation in and perception of antisocial behavior; collected psychophysiological data, including galvanic skin response, heart rate, pulse, and respiration. Completed follow-up telephone interviewing with a subset of participants in the Healthy Adolescent Study, an experimental study of youth (ages 16 – 17), which assessed how peer acceptance and rejection influenced teenagers’ self-regulation skills.
- 2010 – 2011 **Postbaccalaureate Fellow**, Department of Psychology, University of Pittsburgh
- Designed and executed an independent research project (using nationally-representative data from the Early Childhood Longitudinal Study, Birth Cohort) that investigated how the magnitude of Black-White achievement gaps differed across levels of family SES at kindergarten entry.

TEACHING & RESEARCH MENTORSHIP

Courses Taught

- 2015 **Teaching Fellow, Introduction to Psychology** (Summer Term), Department of Psychology
- 2011 **Teaching Fellow, Research Methods Laboratory** (Summer Term), Department of Psychology
- Student Mentorship and Service on Student Committees**
- 2018 – 2019 **Research Mentor, Department of Psychology in Education**
 Chelsea Meheux, Undergraduate Directed Research/Research Assistant
 Lalit Molleti, Undergraduate Directed Research/Research Assistant
 Shayla Preston, Undergraduate Research Assistant
 Sammi Ryan, Undergraduate Research Assistant (Fall 2018)
- 2016 – 2017 **Research Mentor, Department of Psychology**
 Franchesca Bianconi, Undergraduate Directed Research/Research Assistant
 Camille Green, Undergraduate Directed Research/Research Assistant
 Klaudia Glogowska (University of Pennsylvania) SUPRE Fellow, Undergraduate Research Assistant
- Committee Member, Department of Psychology**
 Franchesca Bianconi, Senior Undergraduate Honors Thesis
 Thesis: *The persisting screen-time gap: Parents' roles in preschoolers' screen time* (April 2017)
- 2015 – 2016 **Research Mentor, Department of Psychology**
 Brandi Ashley, Undergraduate Directed Research
 Amenia Coleman, Undergraduate Directed Research
 Camille Green, Undergraduate Directed Research
- 2014 – 2015 **Research Mentor, Department of Psychology**
 Kaitlyn Mumma, Undergraduate Directed Research
- Committee Member, Department of Psychology**
 Kristen Carpio, Senior Undergraduate Honors Thesis
 Thesis: *The over-parenting effect: Bad neighborhoods and impulsive kids* (April 2015)
- 2012 – 2014 **Research Mentor & Committee Member, Department of Psychology**
 Cassandra Chew, Senior Undergraduate Honors Thesis
 Thesis: *Within-socioeconomic status Black-White achievement gaps and its mediating processes in early childhood and elementary school years* (April 2014)

PROFESSIONAL SERVICE

- 2016 – 2017 **Coordinating Committee Member**, VIPitt Recruitment Weekend for Underrepresented Minorities
- 2011 – 2017 **Member**, Department of Psychology Student Diversity Committee, University of Pittsburgh
- 2014 – 2016 **Student Representative**, Developmental Program, Department of Psychology, University of Pittsburgh
- 2013 – 2015 **Co-Chair**, Department of Psychology Student Diversity Committee, University of Pittsburgh
- 2013 **Speaker**, INVESTING NOW Career Awareness Program, Swanson School of Engineering, University of Pittsburgh

2012

Student Representative, Department of Psychology Diversity-related Research Faculty Search Committee, University of Pittsburgh

PROFESSIONAL MEMBERSHIPS

Society for Research in Child Development

American Psychological Association – Division 7 (Developmental Psychology)

RESEARCH TRAINING & SKILLS

Quantitative Courses: Applied Longitudinal Data Analysis (guest student), Causal Inference in Educational Research, Structural Equation Modeling, Applied Multivariate Statistics (audit), Statistical Analysis 2: Multiple Regression Analysis

Methodology Courses: Advanced Qualitative Data Analysis (guest student), Meaning Centered Approaches to Studying Development: Participant Observation in the Field, Clinical Psychology Research Methods, Developmental Research Methods

Software: Proficient in SPSS, Stata, and NVivo; Experience using Mplus, SAS, and ArcGIS