

CURRICULUM VITAE

ERIC DEARING

Department of Counseling, Developmental, and Educational Psychology work: (617) 552-1477
Lynch School of Education
140 Commonwealth Ave
Boston College
Chestnut Hill, MA 02467
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Current Academic Positions

2009-2016	Professor of Applied Developmental Psychology, Lynch School of Education, Boston College, Chestnut Hill, MA
2011-present	Faculty Fellow in the Center for Optimized Student Support, Lynch School of Education, Boston College, Chestnut Hill, MA
2013-present	Senior Research Fellow, The Norwegian Center for Child Behavioral Development, University of Oslo, Oslo, Norway

Past Academic Positions

2009-2016	Associate Professor of Applied Developmental Psychology, Lynch School of Education, Boston College, Chestnut Hill, MA
2006-2009	Assistant Professor, Lynch School of Education, Boston College
2003-2006	Assistant Professor, Department of Psychology, University of Wyoming, Laramie, WY

Education and Training

2001-2003	Postdoctoral Fellow, Judge Baker Children's Center and Harvard Graduate School of Education, Harvard University, Cambridge, MA
2001	Ph.D. in Psychology, University of New Hampshire, Durham, NH
1994	B.A. in Psychology with Honors, University of Colorado, Colorado Springs, CO

Honors, Awards, and National Committee Appointments

2014	Member, National Academy of Sciences, Institute of Medicine, and National Research Council Committee on Supporting the Parents of Young Children
2011	Foundation for Child Development Young Scholar Award
2011	Finalist, Rosabeth Moss Kanter Award for Excellence in Work-Family Research
2003-2005	National Academy of Education and Spencer Foundation Postdoctoral Fellow

Honors, Awards, and National Committee Appointments, continued

- 2005 Award for Extraordinary Merit in Research, University of Wyoming
- 2002 & 2003 Dean's Commendation for Distinguished Teaching Performance, Harvard University Extension School

Published Works

Edited Books:

Votruba-Drzal, E. & Dearing, E. (Eds.) (forthcoming, December 2016). *Handbook of Early Childhood Programs, Practices, and Policies*. Oxford, UK: Wiley-Blackwell.

Peer-Reviewed Journal Articles (*student co-authors italicized*):

- Casey, B., Lombardi, C., Thomson, D., Nguyen, H., Theriault, C., Paz, M., & Dearing, E. (in press). Maternal support of children's early numerical concept learning predicts preschool and first grade math achievement. *Child Development*.
- Dearing, E., Sibley, E., Lee-St. John, T., Raczek, A., & Walsh, M. (2016). Can community and school-based supports improve the achievement of first-generation immigrant children attending high-poverty schools? *Child Development*, 87, 883-897.
- Dearing, E., Zachrisson, H. D., & Naerde, A. (2015). Age of entry into early childhood education and care and aggression: Faint and fading associations for young Norwegian children. *Psychological Science*, 26, 1595-1607, DOI:10.1177/0956797615595011
- Zambrana, I. M., Dearing, E., Naerde, A., & Zachrisson, H. D. (2015). Time in early childhood education and care and language competence in Norwegian girls and boys. *European Early Childhood Research Journal*, DOI: 10.1080/1350293X.2015.1035538
- Casey, B., Pezaris, E., Fineman, B., Pollock, A., Demers, L. & Dearing, E. (2015). A longitudinal analysis of early spatial skills compared to arithmetic and verbal skills as predictors of fifth grade girls math reasoning. *Learning and Individual Differences*, 40, 90-100.
- Sibley, E., Dearing, E., Toppelberg, C. O., Mykletun, A., & Zachrisson, H. D. (2015). Does Increased Availability and Reduced Cost of Early Childhood Care and Education Narrow Social Inequality Gaps in Utilization? Evidence from Norway. *International Journal of Child Care and Education Policy*, 9, 1-20.
- Zachrisson, H. D. & Dearing, E. (2015). Family income dynamics, early childhood education and care, and early childhood behavior problems in Norway. *Child Development*, 86, 425-440.

Peer-Reviewed Journal Articles, continued (*student co-authors italicized*):

- Casey, B., Dearing, E., *Dulaney, A., Heyman, M., & Springer, R.* (2014). Young girls' spatial and arithmetic performance: The mediating role of maternal supportive interactions during joint spatial problem solving. *Early Childhood Research Quarterly*, 29, 636-548.
- Crowell, J. A., Dearing, E., Davis, C. R., et al. (2014). Partnership and extended family relationship quality moderate associations between lifetime psychiatric diagnosis and current depressive symptoms in midlife. *Journal of Social and Clinical Psychology*, 33, 612-629.
- Davis, C. R., Dearing, E., et al. (2014). Detailed assessments of childhood adversity enhance prediction of central obesity independent of gender, race, adult psychosocial risk, and health behaviors. *Metabolism: Clinical and Experimental*, 63, 199-206.
- Davis, C. R., Usher, N., Dearing, E., Barkai, A. R., Manzoros, C. S., Crowell-Doom, C., & Crowell, J. A. (2014). Attachment and metabolic syndrome in midlife: The role of interview-based discourse patterns. *Psychosomatic Medicine*, 8, 611-621.
- Sibley, E.* & Dearing, E. (2014). Family educational involvement and child achievement in early elementary school for American-born & immigrant families. *Psychology in the Schools*, 51, 814-831.
- Walsh, M. E., Madaus, G. F., Raczek, A. E., Dearing, E., Foley, C., *An, C., Lee-St. John, T., & Beaton, A.* (2014). A new model for student support in high-poverty urban elementary schools: Effects on elementary and middle school academic outcomes. *American Educational Research Journal*, 51, 704-737.
- Laski, E.V., Casey, B., *Yu, Q., Dulaney, A., Heyman, M., & Dearing, E.* (2013). Spatial ability as a predictor of first grade girls' use of different arithmetic representations and strategies. *Learning and Individual Differences*, 23, 123-130.
- Lund, T. E.* & Dearing, E. (2013). Is growing up affluent risky or is the problem growing up in an affluent neighborhood? *Journal of Research on Adolescence*, 23, 274-282. DOI: 10.1111/j.1532-7795.2012.00829.x
- Zachrisson, H. D., Dearing, E., Toppelberg, C., & Lekhal, R. (2013). Little evidence that time in child care causes externalizing problems during early childhood in Norway. *Child Development*, 84, 1152-1170.
- Dearing, E., Casey, B. M., *Ganley, C. M., Tillinger, M., Laski, E., & Montecillo, C.* (2012). Young girls' arithmetic and spatial skills: The distal and proximal roles of family socioeconomics and home learning experiences. *Early Childhood Research Quarterly*, 27, 458-470.

Peer-Reviewed Journal Articles, continued (*student co-authors italicized*):

- Tang, S., Dearing, E., & Weiss, H. B. (2012). Spanish-speaking Mexican-American families' involvement in school-based activities and their children's literacy: The implications of having teachers who speak Spanish and English. *Early Childhood Research Quarterly*, 27, 177-187.
- Scott, W. & Dearing, E. (2012). A longitudinal study of self-efficacy and depressive symptoms in youth of a North American Plains tribe. *Development & Psychopathology*, 24, 607-622.
- Casey, B., Dearing, E., Vasilyeva, M., Ganley, C., & Tine, M. (2011). Spatial and numerical predictors of measurement performance: The moderating effects of community income and gender. *Journal of Educational Psychology*, 103, 296-311.
- Crowell, J. A., Warner, D. E., Davis, C. R., Marraccini, M. & Dearing, E. (2010). The influence of childhood adversity on mothers' behavior with preschoolers: Role of maternal attachment coherence, dissociative symptoms, and marital behaviors. *Research in Human Development*, 7, DOI: 10.1080/15427609.2010.526526.
- O'Connor, E., Dearing, E., & Collins, B. (2010). Teacher-child relationship and behavior problem trajectories in elementary school. *American Educational Research Journal*, 48, 120-162. DOI: 10.3102/0002831210365008.
- Baird, G. L., Scott, W. D., Dearing, E., Hamill, S. K. (2009). Cognitive self-regulation in youth with and without learning disabilities: Academic self-efficacy, theories of intelligence, learning vs. performance goal preferences, and effort attributions. *Journal of Social and Clinical Psychology*, 28, 881-908.
- Dearing, E., McCartney, K., & Taylor, B. (2009). Does higher-quality early child care promote low-income children's math and reading achievement in middle childhood? *Child Development*, 80, 1329-1349.
- Dearing, E., Wimer, C., Simpkins, S. D., Lund, T., Bouffard, S.M., Caronongan, P., Kreider, H., & Weiss, H. B. (2009). Do neighborhood and home contexts help explain why low-income children miss opportunities to participate in activities outside of school? *Developmental Psychology*, 45, 1545-1562.
- Hamill, S. K., Scott, W. D., Dearing, E., Pepper, C. (2009). Affective style and depressive symptoms in youth of a North American Plains Tribe: The moderating roles of cultural identity and grade level. *Personality and Individual Differences*, 47, 110-115.
- Simpkins, S.D., Bouffard, S., Dearing, E., Wimer, C., Caronongan, P., & Weiss, H. B. (2009). Adolescent adjustment and patterns of parents' behaviors in early and middle adolescence. *Journal of Research on Adolescence*, 19, 530-557.

Peer-Reviewed Journal Articles, continued (*student co-authors italicized*):

- Vasilyeva, M., Casey, B. M., Dearing, E., & Ganley, C. (2009). Measurement skills in low-income elementary school students: Exploring the nature of gender differences. *Cognition and Instruction, 27*, 401-428.
- Dearing, E., Kreider, H., & Weiss, H. B. (2008). Increased family involvement in school predicts improved child-teacher relationships and feelings about school for low-income children. *Marriage and Family Review, 43*, 226-254.
- Scott, W. D., Dearing, E., Reynolds, W. R., Lindsay, J. E., & Baird, G. (2008). Cognitive self-regulation and depression: Examining academic self-efficacy and goal characteristics in youth of a northern plains tribe. *Journal of Research on Adolescence, 18*, 379-394.
- Wimer, C., Simpkins, S. D., Dearing, E., Bouffard, S. M., Caronongan, P., & Weiss, H. B. (2008). Predicting youth out-of-school time participation: Multiple risks and developmental differences. *Merrill-Palmer Quarterly, 54*, 179-207.
- Dearing, E. & Taylor, B. A. (2007). Home improvements: Within-family associations between income and the quality of children's home environments. *Journal of Applied Developmental Psychology, 28*, 427-444.
- McCartney, K., Dearing, E., Taylor, B. A., & Bub, K. (2007). Quality child care supports the achievement of low-income children: Direct and indirect effects through caregiving and the home environment. *Journal of Applied Developmental Psychology, 28*, 411-426.
- Bouffard, S. M., Wimer, C., Caronongan, P., Little, P. M., Dearing, E., & Simpkins, S. D. (2006). Demographic differences in patterns of youth out-of-school time activity participation. *Journal of Youth Development: Bridging Research and Practice, 1*, http://www.nae4ha.org/directory/jyd/jyd_issue.aspx?id=0d7b0a4d-8021-4119-8cc7-47bf77605289.
- Dearing, E. & Hamilton, L. C. (2006). Contemporary approaches and classic advice for analyzing mediating and moderating variables. *Monographs of the Society for Research in Child Development, 71*, 88-104.
- Dearing, E., Kreider, H., Simpkins, S., & Weiss, H. B. (2006). Family involvement in school and low-income children's literacy performance: Longitudinal associations between and within families. *Journal of Educational Psychology, 98*, 653-664.
- Dearing, E., McCartney, K., & Taylor, B. A. (2006). Within-child associations between family income and externalizing and internalizing problems. *Developmental Psychology, 46*, 237-252.
- Simpkins, S., Weiss, H. B., Kreider, H., McCartney, K., & Dearing, E. (2006). The moderating effect of parent-child relationship qualities on the relations between parent educational involvement and child achievement. *Parenting: Science and Practice, 6*, 49-57.

Peer-Reviewed Journal Articles, continued (*student co-authors italicized*):

- Dearing, E. (2004). The developmental implications of restrictive and supportive parenting across neighborhoods and ethnicities: Exceptions are the rule. *Journal of Applied Developmental Psychology, 25*, 555-575.
- Dearing, E., McCartney, K., Weiss, H. B., Kreider, H., & Simpkins, S. (2004). The promotive effects of family educational involvement for low-income children's literacy. *Journal of School Psychology, 42*, 445-460.
- Dearing, E., Taylor, B. A., & McCartney, K. (2004). The implications of family income dynamics for women's depressive symptoms during the first three years following childbirth. *American Journal of Public Health, 94*, 1372-1377.
- Taylor, B., Dearing, E., & McCartney, K. (2004). Incomes and outcomes in early childhood. *Journal of Human Resources, 39*, 980-1007.
- Weiss, H. B., Mayer, E., Vaughan, P., Kreider, H., Dearing, E., Hencke, R., & Pinto, K. (2003). Making it work: Low-income working mothers' involvement in their children's education. *American Educational Research Journal, 40*, 879-901.
- Dearing, E., McCartney, K., Marshall, N. L., & Warner, R. M. (2001). Parental reports of children's sleep and wakefulness: Longitudinal associations with cognitive and language outcomes. *Infant Behavior and Development, 24*, 151-170.
- Dearing, E., McCartney, K., & Taylor, B. A. (2001). Change in family income-to-needs matters more for children with less. *Child Development, 72*, 1779-1793.

Invited Journal Articles and Book Chapters (*student co-authors italicized*):

- Dearing, E., Sibley, E., Ngyuen, H. N. (in press). Achievement mediators of family engagement in children's education: A family-school-community systems model. In S. M. Sheridan & E. M. Kim (Eds.), *Research on Family-School Partnerships: An Interdisciplinary Examination of State of the Science and Critical Needs (Volume II: Processes and Pathways of Family-School Partnerships)*.
- Dearing, E. (2014). The state of research on children and families in poverty: Past, present, and future empirical avenues of promise. In K. McCartney, H. Yoshikawa, & L. Forcier (Eds.), *Improving the Odds for America's Children*. Cambridge, MA: Harvard Education Press (pp. 189-216).
- Dearing, E. & Tang, S. (2013). Macrosystem Theory: The promise of parent-school partnerships for narrowing the poverty achievement gap. In H. B. Weiss, M. E. Lopez, H. Kreider, C. Chatman-Nelson (Eds.), *Preparing educators to engage families: Case studies using an ecological systems framework*. Thousand Oaks, CA: Sage Publications.

Invited Journal Articles and Book Chapters, continued:

- Dearing, E., Zachrisson, H.D., & Mykletun, A. (2011). Consequences of poverty for development and mental health [Fattigdommens konsekvenser for utvikling og psykisk helse]. *Journal of the Norwegian Psychological Association*, 48, 785-787.
- Dearing, E. & Tang, S. (2010). The home learning environment and achievement during childhood. In A. L. Reschly & S. Christenson (Eds.), *Handbook on school-family partnerships for promoting student competence*, (pp. 131-157). New York: Routledge.
- Dearing, E., Kreider, H., & Weiss, H. B. (2009). Increased family involvement in school predicts improved child-teacher relationships and feelings about school for low-income children. In W. Jeynes (Ed.), *Family factors and the educational success of children*. New York: Taylor & Francis/Routledge (reprint of article by the same name in *Marriage and Family Review*).
- Dearing, E. (2008). The psychological costs of growing up poor. *Annals of the New York Academy of Sciences* (Special Issue: Scientific Approaches to Understanding and Reducing Poverty, S. G. Kaler & O. M. Rennert, Eds.), 1136, 324-332.
- Dearing, E., Berry, D., Zazlow, M. (2006). Poverty and early child development. K. McCartney & D. Phillips (Eds.), *Handbook of early childhood development* (pp. 400-423). Blackwell Publishing.
- Dearing, E., McCartney, K., & Taylor, B. A. (2005). Change in family income-to-needs matters more for children with less (Abridged version). In NICHD Early Child Care Research Network (Eds.), *Child care and child development: Results from the NICHD Study of Early Child Care and Youth Development*. New York, NY: Guilford Publications Inc. (reprint of article by the same name in *Child Development*).
- Weiss, H. B., Dearing, E., McCartney, K., Kreider, H., Mayer, E., & Simpkins, S. (2005). Family educational involvement: Who can afford it and what does it afford? In C. R. Cooper, C. Garcia Coll, T. Bartko, H. Davis, & C. Chatman (Eds.), *Developmental pathways through middle childhood: Rethinking context and diversity as resources*. (pp. 17-39). Hillsdale, NJ: Lawrence Erlbaum.

Other Publications (e.g., Committee Reports, Encyclopedia Articles, Articles in Practice Periodicals):

- Committee on Supporting the Parents of Young Children (2016). Parenting matters: Supporting parents of children 0-8. Board on Children, Youth, and Families; Division of Behavioral and Social Sciences and Education National Academies of Sciences, Engineering, and Medicine. The National Academies Press.
- Dearing, E. & Zachrisson, H. D. (2015). Time spent in child care little cause for concern. Op-ed in *Nursery World*, London: MA Education Limited.

Other Publications (e.g., Encyclopedia Articles...), continued:

- Dearing, E. (2011, December). More than a gut feeling: The real value of family and community engagement. *Family Involvement Network of Educators Newsletter*, Harvard Family Research Project, Cambridge, MA
- Lund, T. & Dearing, E. (2009). Poverty and child development. In P. Miller (Ed.), *The Chicago companion to the child*. The University of Chicago Press.
- Dearing, E. (2005). Basic uses of multilevel modeling. *The Evaluation Exchange*, 10(4), 11.
- Dearing, E. & Wade, C. (2005). Poverty. In Salkind, N. J. & DeRuyck, K. (Eds.), *The encyclopedia of human development*. Sage Publications.
- McCartney, K. & Dearing, E. (2002). Evaluating effect sizes in the policy arena. *The Evaluation Exchange*, 8 (1), 4-7.
- McCartney, K. & Dearing, E. (2001). Attachment. In N. J. Salkind & L. H. Margolis (Eds.), *MacMillan psychology reference series: Vol. 1. Child development*. London: MacMillan.

Research Grants

Grants Funded as PI:

- 2014-2016 *Mothers' and Fathers' Engagement in Early Numerical and Spatial Learning: Analyses of Parent Engagement in Early Math Learning in the NICHD Study of Early Child Care*, funded by the Heising-Simons Foundation: \$224,297
- 2013-2014 *Mothers' engagement in early numerical and spatial learning: A detailed analysis of maternal-child interactions at 3 years of age in the NICHD Study of Early Child Care*, funded by the Heising-Simons Foundation: \$106,000
- 2011-2014 *Student support in high-poverty elementary schools and the achievement of immigrant children*, funded by Foundation for Child Development, Young Scholar Program Award: \$149,600.
- 2007-2009 *The impact of family educational involvement on low-income children's development*, R03 funded by National Institute of Child Health and Human Development: \$173,360.
- 2003-2005 *Poverty, anxiety, and child achievement*, funded by National Academy of Education and Spencer Foundation, Postdoctoral Fellowship: \$50,000.

Grants Funded as Network Member:

2014-2016 *DREME Network on Early Math Learning*, funded by the Heising-Simons Foundation: \$3,455,000. Roles include: Boston-site project PI for *Caregiver engagement in early math learning*; Co-PI on *Making more of math: Executive functioning and early math learning*.

Grants Funded as Co-PI:

2009-2014 *Developmental influences of adversity and relationships on midlife physical health*, R01 funded by National Institute of Aging (PI: Judy Crowell): \$3,500,000.

2008-2011 *The social ecology of the home and first-grade girls' spatial skills and early math strategies*, funded by National Science Foundation (PI: Beth Casey): \$499,692.

2004-2006 *Individual and contextual predictors of participation in out-of-school time activities*, funded by William T. Grant Foundation (PI: Heather Weiss): \$340,000.

Large-Project Research Consulting:

2010-2013 *Does center-based child care improve development in disadvantaged children?*, funded by Research Council of Norway, PI: Arnstein Mykletun.

Major Media, Policy, and Advocacy Impact

2016 *Boston Globe* featured the Development and Research in Early Math Education (DREME) network.

2015 *US News and World Report*, *Parenting Magazine*, and *Parents Magazine* featured findings from Dearing, Zachrisson, & Naerde, 2015

2013 *New York Times* "Motherlode" Blog (KJ Dell'Antonia, *Day Care and Behavior Problems, Unlinked*), *US News and World Report*, NBCNews.com, and Fox television affiliates featured findings from Zachrisson, Dearing et al., 2013

2012 Op-Ed in *New York Times* (David Brooks, *Social Science Palooza III*) featured findings from Lund & Dearing, 2012

2011 OECD report *Starting Strong III: A Quality Toolbox for Early Childhood Education and Care* cited findings from Dearing, McCartney, & Taylor, 2009

Major Media, Policy, and Advocacy Impact

- 2010 Letter to Chairman and Ranking Member of United States Congress Health, Education and Pensions Committee from Children's Defense Fund, Foundation for Child Development, National PTA, and several advocacy groups cited findings from Dearing, McCartney, & Taylor, 2009
- 2009 Articles in *US News and World Report*, *USA Today*, *Education Week*, *Atlanta Journal Constitution*, *Boston Globe*, *Austin American-Statesman*, *Jacksonville Observer* and NBC affiliates featured Dearing, McCartney, & Taylor, 2009
- 2007 Testimony to the United States Congress, House Committee on Ways and Means (Hearing on Economic and Societal Costs of Poverty) by National Center for Children in Poverty cited findings from Dearing, McCartney, & Taylor, 2001.
- 2007 National Institute for Literacy and National Literacy Trust (UK) featured findings from Dearing, Kreider, Simpkins, & Weiss, 2006.
- 2006 OECD report *Starting Strong II: Early Childhood Education and Care* cited findings from Dearing, Berry, & Zaslow, 2006
- 2005 Children's Defense Fund report *State of American Children* cited findings from Dearing, Taylor, & McCartney, 2004.
- 2004 Articles in *Women's Health Weekly* and *Obesity, Fitness, and Wellness Weekly* featured findings from Dearing, Taylor, & McCartney, 2004.
- 2002 Report to Ministry of Social Development, New Zealand by S. Mayer (Dean, Harris School of Public Policy Studies, University of Chicago) featured findings from Dearing, McCartney, & Taylor, 2001.
- 2001 Articles in *Boston Globe*, *Christian Science Monitor*, *Education Week*, and *New York Times* featured findings from Dearing, McCartney, & Taylor, 2001.

Administrative Positions

- 2014-present Program Coordinator, Undergraduate Major in Applied Psychology and Human Development Major, Lynch School of Education
- 2014-present Program Coordinator, Graduate Certificate in Early Childhood Leadership, Lynch School of Education
- 2010-2014 Program Coordinator, MA Program in Applied Developmental Psychology, Lynch School of Education

Professional Affiliations and Activities

Membership in Professional Societies:

American Educational Research Association
Society for Research in Child Development

Associate Editor for:

Applied Developmental Science, 2015 - present
Journal of Educational Psychology 2016 - present

Editorial Board Member for:

Early Childhood Research Quarterly, 2012-2015

Ad Hoc Manuscript Reviewing for:

American Educational Research Journal, *American Journal of Mental Retardation*,
American Journal of Public Health, *Child Development*, *Developmental Psychology*,
Early Childhood Research Quarterly, *Educational Researcher*, *International Journal of Behavioral Development*, *Infant and Child Development*, *Journal of Clinical Child and Adolescent Psychology*

Teaching

Courses taught at Boston College:

Undergraduate Courses: Applied Psychology Special Topics: Children of Immigrants; Child Growth and Development; Family, School, and Society
Graduate Seminars: Applied Child Development; Sociocultural Contexts of Development; Quantitative Research Design

Courses taught at other institutions:

Undergraduate Courses: Introductory Psychology (University of New Hampshire; University of Wyoming; Harvard Extension School); Developmental Psychology (University of New Hampshire and University of Wyoming)
Graduate Seminars: Applied Multivariate Statistics (University of Wyoming); Developmental Contexts (University of Wyoming)

Graduate Student Mentoring

Dissertation Committees: Dana Milne, 2015 - ; Milena Claudius, 2015- ; Christine Leider, 2014-2015; Melissa Kull, 2014-2015; Erin Sibley (Chair), 2013-2014; Caitlin Lombardi, 2012-13; Sandra Tang (Chair), 2011- 12; Terese Lund (Chair), 2010-12; Jennifer Braga, 2012; Jessica Brown, 2010-2011 ; Christina Cipriano (Chair), 2009-2011

Dissertation Committees, continued: Kara Harrington, 2010-2011; Kristin Wieneke, 2010-2011 ; Deirdre Brogan, 2008-10; Selva Lewin-Bizan, 2007-2010 (Co-chair); Elyse Pratt, 2008-09; Mary Prenovost, 2008-09; Christine Wade, 2008-09

Comprehensive Exam Chair: Dana Thompson, 2015; Hoa Nha Nguyen, 2014; Francesca Longo, 2012; Erin Sibley, 2012; Terese Lund, 2009; Sandra Tang, 2009

Second-Year Research Project Advisor: Dana Thompson, 2015; Kyle DeMeo Cook, 2015; Hoa Nha Nguyen, 2013; Francesca Longo, 2012; Erin Sibley, 2012; Alana Dulaney, 2010-11; Terese Lund, 2009; Sandra Tang, 2009; Christina Cipriano, 2008.

MA Literature Review Advisor: 25 students from 2007-2015.

Keynote Addresses and Invited Lectures/Presentations

- Dearing, E. (2016). *Creating opportunity and educational pathways for young children and their families*. Invited Symposium Roundtable (Chair: Vivian Gadsden) at the Annual Meeting of the American Educational Research Association, Washington DC
- Dearing, E. (2016). *Can parent support of early math learning improve low-income children's achievement? (in lasting ways?)*. Harvard Graduate School of Education, Cambridge, MA.
- Dearing, E. (2015). *Methodological triangulation in quasi-experimental evaluation: Two wrongs don't make a right, but three might*. Invited lecture for the Center for Educational Measurement, University of Oslo.
- Dearing, E. (2012). *When and why money matters for child and parent mental health: Implications for clinical practice in uncertain economic times*. Boston Child Mental Health Forum, Judge Baker Children's Center, Harvard Medical School.
- Dearing, E. (2012). *Supporting parental engagement in children's developing literacy*. Keynote address for Marsico Community Early Learning Lecture Series, Morgridge College of Education, University of Denver.
- Dearing, E. (2011). *Early Child Care and Children's Functioning: Considering Causality and Sociopolitical Context in a Population-based Norwegian Sample*, Erikson Lecture, University of New Hampshire, Durham, NH
- Dearing, E. (2011). *Evaluating family engagement strategies: Addressing measurement challenges*, Webinar panelist hosted by U.S. Department of Education, United Way Worldwide, National PTA, Southwest Education Development Laboratory, and Harvard Family Research Project.
- Dearing, E. (2010). *The practical implications of scientific evidence linking home environments and children's life chances*. Learning & the Brain Conference, Cambridge, MA.
- Dearing, E. (2010). *Three (More) Questions for "Researching Salient Pathways and Contexts for Family-School Partnerships"*. Discussant for panel on Researching Salient Pathways and Contexts for Family-School Partnerships at Research on Family-School Partnerships: A Working Meeting (Sponsored by the Interdisciplinary Alliance for Partnership Research). Omaha, NE.
- Dearing, E. (2010). *Reality, risk, and the potential reward of student support*. Invited talk for the City Connects Conference on Optimizing Student Support, Boston College, Chestnut Hill, MA.
- Dearing, E. (2010). *Can family educational involvement promote the achievement of children growing up poor?* Invited talk for the Connell School of Nursing Brown Bag Lunch Seminar Series, Boston College, Chestnut Hill, MA.

Keynote Addresses and Invited Lectures/Presentations, continued

- Dearing, E. (2010). *Are the effects of Boston Connects causal?* Invited talk for Third Annual Endowed Chairs' Colloquium Series: *The incandescent truth: Inspiring options for school reform*. Lynch School of Education, Boston College, Chestnut Hill, MA.
- Dearing, E. (2009). *High-quality child care and the poverty achievement gap*. Invited talk for Third Annual Endowed Chairs' Colloquium Series: *Three perspectives on test-based achievement gaps*. Lynch School of Education, Boston College, Chestnut Hill, MA.
- Dearing, E. (2008). *Does higher-quality child care help promote the achievement of children growing up poor?* Invited talk for the Boston College Psychology Department, Chestnut Hill, MA.
- Dearing, E. (2007). *Promoting young children's emotional well-being: Why should we and how can we?* Invited keynote and masterclass for NIPPA: The Early Years Organization Annual Conference, Enniskillen, Northern Ireland.
- Dearing, E. (2006). *Contemporary advances and classic advice for analyzing mediating and moderating variables*. Invited lecture for the Clinical Research Training Program, Judge Baker Children's Center, Boston, MA.
- Dearing, E. (2004). *Assessing the impact of parent involvement programs: Research from outside the world of program evaluation*. Invited talk for the Family, Schools, and Community Connections Symposium, National Center for Family and Community Connections with Schools (Southwest Educational Development Laboratory) and the Harvard Family Research Project, Harvard University, Cambridge, MA.
- Dearing, E. (2004). *Incomes and outcomes: Does money matter for family functioning and child development?* Invited talk for the Department of Psychology, University of Colorado at Colorado Springs, CO.
- Dearing, E. (2002). *Just enough to make you dangerous: Common statistics in biological and developmental psychiatry*. Invited lecture for the Clinical Research Training Program, Judge Baker Children's Center, Boston, MA.
- Dearing, E. (2002). *Home improvements: The protective functions of economic gains and high-quality child care for children living in poverty*. Invited lecture for the Education Development Center, Newton, MA.