

Kathleen Moritz Rudasill, Ph.D.

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Educational History

University of Virginia, Curry School of Education, Charlottesville, VA

Ph.D., Educational Psychology

Dissertation: **Rudasill, K. M.** (2006). *Predictors of teacher-child relationship quality.*

Advisor: Sara Rimm-Kaufman, Ph.D.

The College of William and Mary, Williamsburg, VA

M.A.Ed., (1993) Secondary Social Studies Teaching

Washington and Lee University, Lexington, VA

B.A., (1991) Public Policy, *cum laude*

Professional Experience

Senior Associate Dean for Research and Faculty Development, School of Education, Virginia Commonwealth University, 2020 – present

Associate Dean for Research and Faculty Development, School of Education, Virginia Commonwealth University, 2018 – 2020

Professor, Educational Foundations, School of Education, Virginia Commonwealth University, 2018 – present

Susan J. Rosowski Professor, Educational Psychology, College of Education and Human Sciences, University of Nebraska-Lincoln, 2017 – 2018

Associate Director, Nebraska Center for Research on Children, Youth, Families, & Schools (CYFS), University of Nebraska-Lincoln, 2017 – 2018

Director, Temperament, Affect, and Behavior in Schools (TABS) Lab, Educational Psychology, College of Education and Human Sciences, University of Nebraska-Lincoln, 2017 – 2018

Susan J. Rosowski Associate Professor, Educational Psychology, College of Education and Human Sciences, University of Nebraska-Lincoln, 2011 – 2017 (with tenure, 2014)

Assistant Director of Faculty Relations, Nebraska Center for Research on Children, Youth, Families, and Schools, 2017 - present

Co-director, Early Development and Learning Research Lab (<http://cehs.unl.edu/edl>), College of Education and Human Sciences, University of Nebraska-Lincoln, 2012 – 2016

Assistant Professor, Educational Psychology, College of Education and Human Development, University of Louisville, 2006 – 2011

Graduate Research Assistant, Curry School of Education, University of Virginia, 2003 – 2004

Graduate Intern, Preschool Language and Literacy Research Lab, University of Virginia, 2004

Graduate Intern, Curriculum and Management, University of Virginia, 2004

Social Studies Teacher, Loudoun County (VA) Public Schools, 1995 – 1999, 2001 – 2003

Social Studies Teacher, Buena Vista City (VA) Schools, 1994 – 1995

Funded Grants

Testing the Efficacy of INSIGHTS for Promoting Positive Learning Environments and Academic Achievement in Nebraska: A Replication Study, **PI** (original submission and VCU sub-award), 2018-2022, \$3.3 million (Institute of Education Sciences)

Differential Susceptibility to Early Education: Development and Validation of Sensitivity Measures for the School Context, **Co-I**, 2018-2020, \$330,000 (Jacobs Foundation)

International Seed Grant, **PI**, 2017-2018, \$7000 (College of Education and Human Sciences, University of Nebraska-Lincoln)

- Sleep, Self-Regulation, and Adjustment in Pre-Kindergarten*, **PI**, 2015, \$9,950 (University of Nebraska-Lincoln, Research Council Seed Grant)
- Early Temperament, Social/Contextual Support, and Adolescent Adjustment*, **Co-PI**, 2014-2016, \$150,000 (R03, National Institutes of Health)
- Temperament and Preschool Classroom Processes as Predictors of Kindergarten Achievement for Children with Demographic Risk*, **PI**, 2013-2014, \$17,500 (American Educational Research Association/National Science Foundation Research Grant)
- Developmental Implications of Early Childhood Sleep*, **Co-PI** (sub-award with Indiana University), 2012-2017, \$1,758,203 (R01, National Institutes of Health)
- International Seed Grant*, **PI**, 2012-2013, \$2,758 (College of Education and Human Sciences, University of Nebraska-Lincoln)
- Child Temperament and Classroom Processes as Predictors of Academic and Social Outcomes in Preschool*, **PI**, 2012, \$9,902 (University of Nebraska-Lincoln Research Council Faculty Seed Grant)
- Little Cardinals: Expanding Horizons for Parents and Children*, **PI**, 2010-2011, \$110,000 (U.S. Department of Education)
- Teacher Behavior: A 360° View*, **Co-PI**, 2010, \$2366 (Research and Faculty Development Grant, College of Education and Human Development)
- Transitions to Middle School: The Protective Role of Supportive Relationships*, **PI**, 2008-2009, \$4,464 (Internal Research Initiation Grant, University of Louisville)
- The Risking Connection Program: A Comprehensive Examination of Teacher and Student Relationships and Behaviors*, **Co-I**, 2009, \$3905 (Internal Research Initiation Grant, University of Louisville)
- Improving Algebra Teaching and Learning in Kentucky Gear-Up Schools*, **Evaluator**, 2007-2009, \$720,000 (Kentucky Department of Education)
- Contributions of Child Temperament to Children's School Outcomes*, **PI**, 2007, \$4,640 (Internal Research Initiation Grant, University of Louisville)
- Pre-service Teachers' Attitudes toward Obesity: Implications for Obese Children in the Classroom*, **PI**, 2007, \$1,032 (Internal Research Initiation Grant, University of Louisville)
- Gear-Up Kentucky*, **Evaluation team member**, 2006-2011, \$2,000,000 (Kentucky Department of Education)

Peer Reviewed Publications (*denotes student)

in press

63. Petersen, I. T., Bates, J. E., McQuillan, M. E., Hoyniak, C. P., Staples, A. D., **Rudasill, K. M.**, Molfese, D. L., & Molfese, V. J. (in press). Heterotypic continuity of inhibitory control in early childhood: Evidence from four widely used measures. *Developmental Psychology*.
62. Acar, I., Veziroglu-Celik, M., **Rudasill, K. M.** & *Sealy, M. (in press). Preschool children's self-regulation and learning behaviors: The moderating role of teacher-child relationship. *Child and Youth Care Forum*.

2021

61. Zee, M., & **Rudasill, K. M.** (2021). Catching sight of children with internalizing symptoms in upper elementary classrooms. *Journal of School Psychology, 87*, 1-17. <https://doi.org/10.1016/j.jsp.2021.05.002>
60. *White, D., *Sirota, K., *Frohn, S., *Swenson, S., & **Rudasill, K. M.**, (2021). Temperamental constellations and school readiness: A multivariate approach. *International Journal of Environmental Research and Public Health (Special Issue: Mental Health of Children and Young People)*, *18*, 55. <https://doi.org/10.3390/ijerph18010055>
59. McQuillan, M. E., Bates, J. E., Staples, A. D., Hoyniak, C. P., Moreman, L. E., **Rudasill, K. M.**, & Molfese, V. J. (2021). Sustained attention across toddlerhood: The roles of language and sleep. *Developmental Psychology, 21*, 1042-1057. <https://doi.org/10.1037/dev0001197>
58. Hoyniak, C.P., Bates, J.E., McQuillan, M.E., Albert, L.E., Staples, A.D., Molfese, V.J., **Rudasill,**

- K.M.**, & Deater-Deckard, K. (2021) The family context of toddler sleep: Routines, sleep environment, and emotional security induction in the hour before bedtime. *Behavioral Sleep Medicine*, 21, 795-813. <https://doi.org/10.1080/15402002.2020.1865356>
57. Acar, I., Torquati, J., Raikes, H., & **Rudasill, K. M.** (2021). Pathways to low incomes children's self-regulation: Child temperament and the qualities of teacher-child relationships. *Early Education and Development*, 32, 1103-1121. <https://doi.org/10.1080/10409289.2020.1830465>
56. Zee, M., **Rudasill, K. M.**, & Bosman, M. (2021). A cross-lagged study of students' motivation, academic achievement, and relationships with teachers from kindergarten to 6th grade. *Journal of Educational Psychology*, 113, 1208-1226. <https://psycnet.apa.org/doi/10.1037/edu0000574>
55. Clem, A-L., **Rudasill, K. M.**, Hirvonen, R., Aunola, K., & Kiuru, N. (2021). The roles of teacher-student relationship quality and self-concept of ability in adolescents' achievement emotions: Temperament as a moderator. *European Journal of Psychology of Education*, 36, 263-286. <https://doi.org/10.1007/s10212-020-00473-6>
54. *Deng, Q., *Patwardhan, I., **Rudasill, K. M.**, Trainin, G., Coplan, R. J., Wessels, S., & Torquati, J. (2021). Shy and outgoing preservice teachers and their responses to hypothetical problem behaviors in the classroom. *Educational Psychology*, 41, 658-673. <https://doi.org/10.1080/01443410.2020.1718613>
53. *Frohn, S., *Acar, I., **Rudasill, K. M.**, Buhs, E. S., & *Perez-Gonzalez, S. (2021). Temperament and social adjustment in third grade: The moderating role of teacher sensitivity. *Early Child Development and Care*, 191, 1427-1448. <https://doi.org/10.1080/03004430.2019.1656618>

2020

52. **Rudasill, K. M.**, Reichenberg, R. E., Eum, J., Barrett, J., Yoo, J., Wilson, E., & Sealy, M. (2020). Promoting higher quality teacher-child relationships: The INSIGHTS intervention in rural schools. *International Journal of Environmental Research and Public Health (Special Issue: Mental Health of Children and Young People)*, 17, 9371. <https://doi.org/10.3390/ijerph17249371>
51. Hoyniak, C. P., Bates, J. E., McQuillan, M. E., Staples, A. D., Petersen, I. T., **Rudasill, K. M.**, & Molfese, V. J. (2020). Sleep across early childhood: Implications for internalizing and externalizing problems, socioemotional skills, and academic abilities in preschool. *Journal of Child Psychology and Psychiatry*, 61, 1080-1091. <https://doi.org/10.1111/jcpp.13225>
50. Zee, M., **Rudasill, K. M.**, & Roorda, D. (2020). Draw me a picture: Student-teacher relationship drawings by children displaying a variety of behaviors. *Elementary School Journal*, 120, 636-666. <https://doi.org/10.1086/708661>
49. *Acar, I., Kataka, T., **Rudasill, K. M.**, Torquati, J., Coplan, R. J., & Yildiz, S. (2020). Examining the roles of child temperament and teacher-child relationships as predictors of Turkish children's social competence and anti-social behavior. *Current Psychology*, 39, 2231-2249. <https://www.springer.com/journal/12144>

2019

48. **Rudasill, K. M.**, & Acar, I. (2019). The synergy of teacher-child dependency and temperament for children's early language skills. *Early Education & Development*, 30, 639-654. <https://doi.org/10.1080/10409289.2019.1572383>
47. Hoyniak, C. P., Bates, J. E., Staples, A. D., **Rudasill, K. M.**, Molfese, D. L., & Molfese, V. J. (2019). Child sleep and socioeconomic context in the development of cognitive abilities in early childhood. *Child Development*, 90, 1718-1737. <https://doi.org/10.1111/cdev.13042>

2018

46. LoCasale-Crouch, J., Jamil, F., Pianta, R. C., **Rudasill, K. M.**, & DeCoster, J. (2018). Observed

- quality and consistency of fifth graders' teacher-student interactions: Associations with feelings, engagement and performance in school. *Sage Open*, 1-11.
<https://doi.org/10.1177%2F2158244018794774>
45. Crockett, L. J., *Wasserman, A. M., **Rudasill K. M.**, Hoffman, L. & *Kalutskaya, I. (2018). Temperamental anger and effortful control, teacher-child conflict, and externalizing behavior across the elementary school years. *Child Development*, 89, 2176-2195.
<https://doi.org/10.1111/cdev.12910>
44. Acar, I., *Evans, M. Y. Q., **Rudasill, K. M.**, & Yildiz, S. (2018). The contributions of relationships with parents and teachers to Turkish children's antisocial behavior. *Educational Psychology*, 38, 877-897. <https://doi.org/10.1080/01443410.2018.1441377>
43. **Rudasill, K. M.**, Snyder, K. E., Levinson, H., & Adelson, J. L. (2018). Systems view of school climate: A theoretical framework for research. *Educational Psychology Review*, 30, 35-60.
<https://doi.org/10.1007/s10648-017-9401-y>
42. Buhs, E. S., Koziol, N., **Rudasill, K. M.**, & Crockett, L. (2018). Children's temperament and later school engagement: Peer and teacher relationships in elementary school as mediating processes. *Journal of Educational Psychology*, 110, 338-354.
<https://psycnet.apa.org/doi/10.1037/edu0000224>

2017

41. *Deng, Q., Trainin, G., **Rudasill, K. M.**, *Kalutskaya, I., Wessels, S., Torquati, J., & Coplan, R. J. (2017). Preservice teachers' strategies and attitudes toward hypothetical shy, exuberant, and typical children. *Learning and Individual Differences*, 56, 85-95.
<https://doi.org/10.1016/j.lindif.2017.04.007>
40. *Prokasky, A., **Rudasill, K. M.**, Molfese, V. J., Putnam, S. Gartstein, M., & Rothbart, M. K. (2017). Identifying child temperament types using cluster analysis in three samples. *Journal of Research in Personality*, 67, 190-201. <https://doi.org/10.1016/j.jrp.2016.10.008>
39. **Rudasill, K. M.**, Hawley, L. R., LoCasale-Crouch, J., & Buhs, E. S. (2017). Child temperamental regulation and classroom quality in Head Start: Considering cumulative economic risk. *Journal of Educational Psychology*, 109, 118-130. <https://doi.org/10.1037/edu0000123>

2016

38. Pössel, P., Rakes, C. C., **Rudasill, K. M.**, Sawyer, M. G., Spence, S. H., & Sheffield, J. (2016). Associations between teacher-reported school climate and depressive symptoms in Australian adolescents: A 5-year longitudinal study. *School Mental Health*, 8, 425-440.
<https://doi.org/10.1007/s12310-016-9191-2>
37. **Rudasill, K. M.**, Hawley, L. Molfese, V. J., *Prokasky, A., *Tu, X., & *Sirota, K. (2016). Temperament and teacher-child conflict in preschool: The moderating roles of classroom emotional support and instructional support. *Early Education and Development*, 27, 859-874.
<https://doi.org/10.1080/10409289.2016.1156988>
36. Tate, A. D., Trofholz, A., **Rudasill, K. M.**, Neumark-Sztainer, D., & Berg, J. M. (2016). Does child temperament modify the overweight risk associated with parent feeding behaviors and child eating behaviors?: An exploratory study. *Appetite*, 101, 178-183.
<https://doi.org/10.1016/j.appet.2016.02.026>

2015

35. Molfese, V. J., **Rudasill, K. M.**, *Prokasky, A., *Champagne, C., *Holmes, M., Molfese, D., & Bates, J. E. (2015). Toddler sleep characteristics, sleep problems, and temperament. *Developmental Neuropsychology*, 40, 138-154. <https://doi.org/10.1080/87565641.2015.1028627>
34. *Kalutskaya, I., *Archbell, K. A., **Rudasill, K. M.**, & Coplan, R. J. (2015). Shy children in the classroom: From research to educational practice. *Translational Issues in Psychological Science*, 1, 149-157.

33. *Acar, I., **Rudasill, K. M.**, Torquati, J., Molfese, T. J., & *Prokasky, A. (2015). Temperament and preschool children's peer interactions. *Early Education and Development, 26*, 479-495. <https://doi.org/10.1080/10409289.2015.1000718>
32. Buhs, E. S., **Rudasill, K. M.**, *Kalutskaya, I. N., & *Griese, E. R. (2015). Shyness and engagement: Contributions of peer rejection and teacher sensitivity. *Early Childhood Research Quarterly, 30*, 12-19. <https://doi.org/10.1016/j.ecresq.2014.07.010>

2014

31. **Rudasill, K. M.**, *Prokasky, A., *Tu, X., *Frohn, S., *Sirota, K., & Molfese, V. J. (2014). Parent vs. teacher ratings of children's shyness as predictors of early language and attention skills. *Learning and Individual Differences, 34*, 57-62. <https://doi.org/10.1016/j.lindif.2014.05.008>
30. **Rudasill, K. M.**, Niehaus, K., Crockett, L., & Rakes, C. (2014). Changes in school connectedness and affiliation with deviant peers among sixth-grade students living in high-poverty neighborhoods. *Journal of Early Adolescence, 34*, 896-922. <https://doi.org/10.1177%2F0272431613511330>
29. **Rudasill, K. M.**, Pössel, P., *Winkeljohn-Black, S., & Niehaus, K. (2014). Teacher support as a mediator of concurrent and longitudinal associations between temperament and depressive symptoms. *Early Child Development and Care, 184*, 803-818. <https://doi.org/10.1080/03004430.2013.821610>

2013

28. Pössel, P., **Rudasill, K. M.**, Adelson, J. A., *Wooldridge, D., *Bjerg, A., & *Winkeljohn Black, S. (2013). The Teaching Behavior Questionnaire: Factor structure and reliability of an instrument to measure student-reported teaching behavior. *International Journal of Emotional Education, 5*, 5-30.
27. **Rudasill, K. M.**, Niehaus, K., Buhs, E., & *White, J. M. (2013). Temperament in early childhood and peer interactions in third grade: The role of teacher-child relationships in early elementary grades. *Journal of School Psychology, 51*, 701-716. <https://doi.org/10.1016/j.jsp.2013.08.002>
26. **Rudasill, K. M.**, *Gonshak, A. B., Pössel, P., *Nichols, A., & Stipanovic, N. (2013). Assessments of student-teacher relationships in residential treatment center schools. *Journal for the Education of Students Placed at Risk, 18*, 193-211. <https://doi.org/10.1080/10824669.2013.817932>
25. Pössel, P., **Rudasill, K. M.**, Sawyer, M. G., Spence, S. H., & *Bjerg, A. C. (2013). Associations between teacher emotional support and depressive symptoms in Australian adolescents. *Developmental Psychology, 49*, 2135-2146. <https://doi.org/10.1037/a0031767>
24. **Rudasill, K. M.**, Adelson, J. A., Callahan, C. M., *Keizer, B. M., & *Houlihan, D. (2013). Gifted students' perceptions of parenting styles: Associations with cognitive ability, sex, race, and age. *Gifted Child Quarterly, 57*, 15-24. <https://doi.org/10.1177%2F0016986212460886>
23. Molfese, V., *Prokasky, A., **Rudasill, K. M.**, *Acar, I. H., *Tu, X., *Sirota, K., & Keiser, B. (2013). *Prenatal development and infancy*. In Ani Mamourian (Ed.) Oxford bibliographies. New York: Oxford University Press. <https://doi.org/10.1093/OBO/9780199828340-0135>

2012

22. *Niehaus, S. K., **Rudasill, K. M.**, & *Rakes, C. (2012). A longitudinal study of school connectedness and academic outcomes across sixth grade. *Journal of School Psychology, 50*, 443-460. <https://doi.org/10.1016/j.jsp.2012.03.002>
21. *Niehaus, K., **Rudasill, K. M.**, & Adelson, J. (2012). Self-efficacy, intrinsic motivation, and academic outcomes among Latino middle school students participating in an after school program. *Hispanic Journal of Behavioral Sciences, 34*, 118-136. doi:10.1177/0739986311424275
20. *Mitchell, N. G., Moore, J. B., Bibeau, W. S., & **Rudasill, K. M.** (2012). Cardiovascular fitness

moderates the relations between estimates of obesity and physical self-perceptions in rural elementary students. *Journal of Physical Activity and Health*, 9, 288-294. <https://doi.org/10.1123/jpah.9.2.288>

2011

19. Curby, T. W., **Rudasill, K. M.**, Edwards, T., & Perez-Edgar, K. (2011). The role of classroom quality in ameliorating the academic and social risks associated with difficult temperament. *School Psychology Quarterly*, 26, 175-188. <https://doi.org/10.1037/a0023042>
18. **Rudasill, K. M.** (2011). Child temperament, teacher-child interactions, and teacher-child relationships: A longitudinal investigation from first to third grade. *Early Childhood Research Quarterly*, 26, 147-156. <https://doi.org/10.1016/j.ecresq.2010.07.002>
17. Molfese, V. J., Beswick, J., Jacobi-Vessels, J., Armstrong, N., Culver, B., *White, J. M., Ferguson, M., **Rudasill, K. M.**, & Molfese, D. L. (2011). Evidence of alphabetic knowledge in writing: Connections to letter and word identification skills in preschool and kindergarten. *Reading and Writing: An Interdisciplinary Journal*, 24, 133-150. <https://doi.org/10.1007/s11145-010-9265-8>

2010

16. **Rudasill, K. M.**, Reio, T., & Stipanovic, N., & Taylor, J. E. (2010). A longitudinal study of student-teacher relationship quality, difficult temperament, and risky behavior from childhood to early adolescence. *Journal of School Psychology*, 48, 389-412. <https://doi.org/10.1016/j.jsp.2010.05.001>
15. Molfese, P. J., Molfese, V. J., Molfese, D. L., **Rudasill, K. M.**, Armstrong, N., & Starkey, G. (2010). Executive function skills of 6 to 8 year olds: Brain and behavioral evidence and implications for school achievement. *Contemporary Educational Psychology*, 35, 116-125. <https://doi.org/10.1016/j.cedpsych.2010.03.004>
14. **Rudasill, K. M.**, Gallagher, K., & *White, J. M. (2010). Temperamental attention and activity, classroom emotional support, and academic achievement in third grade. *Journal of School Psychology*, 48, 113-134. <https://doi.org/10.1016/j.jsp.2009.11.002>
13. Molfese, V.J., **Rudasill, K.M.**, Beswick, J.L., Jacobi-Vessels, J.L., Ferguson, M.C., & *White, J.M. (2010). Infant temperament, maternal personality, and parenting stress as contributors to infant developmental outcomes. *Merrill-Palmer Quarterly*, 56, 49-79. <https://www.jstor.org/stable/23098083>
12. Rinn, A. N., Mendaglio, S., **Rudasill, K. M.**, & McQueen, K. S. (2010). Examining the relationship between the overexcitabilities and self-concepts of gifted adolescents via multivariate cluster analysis. *Gifted Child Quarterly*, 54, 3-17. <https://doi.org/10.1177%2F0016986209352682>
11. **Rudasill, K. M.**, & Callahan, C. M. (2010). Academic self-perceptions of ability and course planning. *Journal of Advanced Academics*, 21, 300-329. <https://doi.org/10.1177%2F1932202X1002100206>

2009

10. **Rudasill, K. M.**, & Rimm-Kaufman, S. E. (2009). Teacher-child relationship quality: The roles of child temperament and teacher-child interactions. *Early Childhood Research Quarterly*, 24, 107-120. <https://doi.org/10.1016/j.ecresq.2008.12.003>
9. *Wyrick, A. J., & **Rudasill, K. M.** (2009). Parent involvement as a predictor of teacher-child relationship quality in third grade. *Early Education and Development*, 20, 1-20. <https://doi.org/10.1080/10409280802582803>
8. **Rudasill, K. M.**, Capper, M. C., Foust, R. C., Callahan, C. M., & Albaugh, S. B. (2009). Grade and gender differences in gifted students' self-concepts. *Journal for Education of the Gifted*, 32, 340-367. <https://doi.org/10.4219%2Fjeg-2009-862>

2008

7. **Rudasill, K. M.**, & Konold, T. R. (2008). Contributions of children's temperament to teachers' judgments of social competence from kindergarten through second grade. *Early Education and Development, 19*, 643-666. <https://doi.org/10.1080/10409280802231096>
6. Curby, T. C., **Rudasill, K. M.**, Rimm-Kaufman, S. E., & Konold, T. K. (2008). The role of social competence in predicting gifted enrollment. *Psychology in the Schools, 45*, 729-744. <https://doi.org/10.1002/pits.20338>
5. **Rudasill, K. M.**, & Callahan, C. M. (2008). Psychometric characteristics of the Harter Self-Perception Profiles for Adolescents and Children for use with gifted populations. *Gifted Child Quarterly, 52*, 70-86. <https://doi.org/10.1177%2F0016986207311056>

2007

4. **Rudasill, K. M.**, & Callahan, C. M. (December, 2007). Parenting and gender stereotypes: Are we limiting our children's career paths? *Parenting for High Potential*.
3. **Rudasill, K. M.**, Foust, R. C., & Callahan, C. M. (2007). The Social Coping Questionnaire: An examination of its structure with an American sample of gifted adolescents. *Journal for Education of the Gifted, 30*, 353-371. <https://doi.org/10.1177%2F016235320703000304>

2006

2. Foust, R. C., **Rudasill, K. M.**, & Callahan, C. M. (2006). An investigation into the gender and age differences in the social coping of academically advanced students. *Journal of Advanced Academics, 18*, 60-80. <https://doi.org/10.4219%2Fjaa-2006-346>
1. **Rudasill, K. M.**, Rimm-Kaufman, S. E., Justice, L. M., & Pence, K. (2006). Temperament and language skills as predictors of teacher-child relationship quality in preschool. *Early Education and Development, 17*, 271-291. https://doi.org/10.1207/s15566935eed1702_4

Books, Chapters, and Other Publications (*denotes student)

17. *Sealy, M., **Rudasill, K. M.**, Barrett, J. S., Eum, J., Adams, N., Hinrichs, A., McClowry, S. G. (2021). Temperament in the early elementary classroom: Implications for practice. In *Teacher Education in the 21st Century - Emerging Skills for a Changing World*. InTech Open.
16. **Rudasill, K. M.** (2020). Child-teacher dependency: The state of the research. [Commentary on the special issue Dependency in Teacher-Child Relationships: Deepening our Understanding of the Construct, K. Verschueren & H. Koomen, eds.]. *Attachment and Human Development*. <https://doi.org/10.1080/14616734.2020.1751991>
15. *Zulfiqar, N., LoCasale-Crouch, J., Sweeney, B., DeCoster, J., **Rudasill, K. M.**, *McGinnis, C. M., *Acar, I., & *Miller, K. (2018). Transition practices to kindergarten and children's gains over the school year: The role of the teacher-child relationship. In A. Mashburn, J. LoCasale-Crouch, & K. Pears (Eds.) *Welcome to Kindergarten! Describing, explaining, and promoting children's positive transitions to school*. (pp. 265-281). Springer.
14. *White, A. S., *Sirota, K., *Frohn, S. R., *Swenson, S. E., & **Rudasill, K. M.** (2018). Children's Temperament and the transition to kindergarten: A question of "fit." In A. Mashburn, J. LoCasale-Crouch, & K. Pears (Eds.) *Welcome to Kindergarten! Describing, explaining, and promoting children's positive transitions to school*. (pp. 225-245). Springer.
13. *McGinnis, C. M., & **Rudasill, K. M.** (2018). Student-teacher relationships. In E. B. Braaten (Ed.) *The SAGE Encyclopedia of Intellectual and Developmental Disorders*.
12. *Acar, I. & **Rudasill, K. M.**, (2018). Publishing in developmental psychology journals. In R. G. Floyd (Ed.), *Publishing in school psychology and related fields: An insider's guide*. New York, NY: Routledge.
11. **Rudasill, K. M.**, *Frohn, S., & *Swenson, S. (2017). Children's temperament and their interactions with teachers. In S. Grilli, I. Buonomo, C. Fiorilli, and **K. M. Rudasill** (Eds.) *Easy or not: Children's temperament at school* (pp. 107-121). Rome, Italy: Carocci Editore.

10. Grilli, S., Buonomo, I., Fiorilli, C., & **Rudasill, K. M.** (Eds.). (2017). *Easy or not: Children's temperament at school*. Rome, Italy: Carocci Editore.
9. **Rudasill, K. M.**, *Sirota, K., *Kraleman, M., *Prokasky, A., *Madison, K., & Molfese, V. J. (2016). Child temperament at school and in the classroom. In R. J. Waller (Ed.) *Mental health promotion in schools: Special topics, special challenges*, 2nd ed. Bentham e-books.
8. Coplan, R. C., & **Rudasill, K. M.** (2016). *Quiet at school: An educator's guide to shy children*. New York: Teacher's College Press.
7. Buhs, E. S., & **Rudasill, K. M.** (2016). Resilience close up. [Review of the book *Ordinary magic: Resilience in temperament* by Ann S. Masten]. *Journal of Applied Developmental Psychology*, 46, 84-85.
6. **Rudasill, K. M.** & *Kalutskaya, I. (2014). *Being shy at school* [Peer commentary on the paper "Gender differences in childhood shyness" by Doey et al.]. *Sex Roles*, 70, 267-273.
5. Molfese, V.J., **Rudasill, K. M.**, & Molfese, D. (2013). Sleep in preschoolers' school readiness, academics and behavior. In A. Wolfson, and H. Montgomery-Downs (Eds) *Oxford handbook of infant, child, and adolescent sleep: Development and problems* (pp. 397-413). New York: Oxford University Press.
4. **Rudasill, K. M.** (2013). The persistence and adaptability of temperament. [Review of the book *Handbook of Temperament* by M. Zentner & R. L. Shiner]. *Journal of Applied Developmental Psychology*, 34, 346-348.
3. LoCasale-Crouch, J., **Rudasill, K. M.**, Sweeney, B. D., Chattrabuthi, C., Patton, C., & Pianta, R. C. (2012). The transition to kindergarten: Fostering connections for early school success. In S. A. Karabenick & T. C. Urda (Eds.), *Advances in Motivation and Achievement* (Vol.17, pp. 1-26). Bingley, Wales: Emerald.
2. **Rudasill, K. M.** (2011). [Review of the book *Self and social regulation: Social interaction and the development of social understanding and executive functions* by B. W. Sokol, U. Miller, J. I. M. Carpendale, A. R. Young, & G. Iarocci]. *Developmental Neuropsychology*, 36, 403-404.
1. **Rudasill, K. M.** (2006, September). A navigational guide to the intrigues of social studies. *Parenting for High Potential*, 18-19.

Manuscripts Under Review or in Revision (*denotes student co-author)

- Hoyniak, C. P., Bates, J. E., Camacho, M. C., McQuillan, M. E., Whalen, D. J., Staples, A. D., **Rudasill, K. M.**, & Deater-Deckard, K. (under review). The physical home environment and sleep: What matters most for sleep in early childhood.
- Sperber, J. F., McQuillan, M. E., Hoyniak, C. P., Staples, A. D., **Rudasill, K. M.**, Molfese, V. J., & Bates, J. E. (under review). Sleep and negative affect across toddlerhood in the context of stress. *Affective Science*.
- *McGinnis, C. M., **Rudasill, K. M.**, Cheng, S., *Dizone, P., & *Madison, K. (under review). Privilege of White: Trajectories of teacher-child relationships from kindergarten to grade 2. *Journal of School Psychology*.
- Nord, J., Acar, I. H., Pérez-González, S., Molfese, V. J., **Rudasill, K. M.**, & Bates, J. E., (in revision). A mixed methods study of behavioral differences in toddlers during an inhibitory control task. *Early Childhood Research Quarterly*.
- Griese, E., **Rudasill, K. M.**, *Acar, I., *Frohn, S., *Champagne, C., *Holmes, M., & Sheridan, S. (in revision). Probability profiles of early academic skills: Examining risk and protective factors for Head Start children.
- *Encinger, A. J., *Prokasky, A., Molfese, V. J., **Rudasill, K. M.**, & Bates, J. (in revision). Toddler temperament as a predictor of maternal parenting stress.

Peer Reviewed Presentations – National/International (*denotes student co-author)

- Eum, J., Barrett, J. S., Vickrey, T. L., **Rudasill, K. M.**, & Nugent, G. (2020, November 1-2).

- Temperament and regulation: Preliminary results from a replication study.* [Poster presentation]. Occasional Temperament Conference, Blacksburg, VA, United States.
- Barrett, J.S., Hinrichs, A., Vickrey, T.L., Nugent, G., **Rudasill, K. M.** (2020, November 1-2). *INSIGHTS into children's temperament in rural Nebraska.* [Conference Presentation]. Occasional Temperament Conference, Blacksburg, VA, United States
- *Sealy, M. A., Camp, E., Vickery, T., & **Rudasill, K. M.** (2020, November 1-2). Using critical race theory to understand rural, kindergarten teacher perceptions of minority and non-minority student temperament in the INSIGHTS intervention. [Poster presentation]. Occasional Temperament Conference, Blacksburg, VA, United States.
- Vickrey, T. L., Barrett, J. S., **Rudasill, K. M.** & Nugent, G. (April, 2020). *Replication studies in rural contexts: What works for whom under what conditions* [Roundtable Session]. AERA Annual Meeting San Francisco, CA <http://tinyurl.com/vgup6oz> (Conference Canceled).
- Rudasill, K. M.**, McGinnis, C. M., Dizona, P., & Madison, K. (August, 2019). *Racial/ethnic differences in teacher-child relationships in early elementary school.* Paper presented at the biennial European Association for Research on Learning and Instruction. Aachen, Germany.
- Buhs, E. S., Koziol, N. A., **Rudasill, K. M.**, Crockett, L. J. (April, 2018). *Predicting adolescent externalizing problems and school adjustment: Teacher-child relationships mediate links to early temperament.* Poster presented at the biennial meeting of the Society for Research in Adolescence. Minneapolis, MN.
- *White, A. S., *Sirota, K., *Frohn, S., *Swenson, S. E., **Rudasill, K. M.**, (August, 2017). *Predicting school readiness using temperamental constellations: A multivariate approach.* Poster presented at the Annual Meeting of the American Psychological Association. Washington, DC.
- APA Division 16 Blue Ribbon Award Winner for high scoring student poster submission**--
- Buhs, E. S., Koziol, N. A., **Rudasill, K. M.**, & Crockett, L. (April, 2017). *Children's temperament and later school engagement: Peer and teacher relationships in elementary school as mediating processes.* Poster presented at the Annual Meeting of the American Educational Research Association. San Antonio, Texas.
- Rudasill, K. M.**, Acar, I., Molfese, V. J., & *Prokasky, A. (April, 2017). *Teacher-child dependency and temperament: Predicting preschool language skills.* Paper presented at the biennial meeting of the Society for Research in Child Development. Austin, TX.
- Patwardhan, I., **Rudasill, K. M.**, *Deng, Q., Trainin, G., Coplan, R., Wessels, S., & Torquati, J. (April, 2017). *Does shyness matter? An exploratory study examining associations between preservice teachers' shyness and their job performance.* Paper presented at the biennial meeting of the Society for Research in Child Development. Austin, TX.
- *Nord, J. *Acar, I., *Perez-Gonzalez, S., Molfese, V. J., & **Rudasill, K. M.** (August, 2016). *A mixed methods study of behavioral differences of toddlers during an inhibitory control task.* Poster presented at the annual meeting of the American Psychological Association. Denver, CO.
- *White, A. S., *Patwardhan, I., *Perez-Gonzalez, S., *Song, J. J., **Rudasill, K. M.**, & Molfese, V. J. (August, 2016). *Inhibitory control in toddlers: Comparing developmental trajectories across modes of assessment.* Poster presented at the annual meeting of the American Psychological Association. Denver, CO.
- *Frohn, S., *Acar, I., **Rudasill, K. M.**, Buhs, E. S., & *Perez-Gonzalez, S. (August, 2016). *Temperament and teacher sensitivity predict social adjustment in first grade.* Poster presented at the annual meeting of the American Psychological Association. Denver, CO.
- Rudasill, K. M.**, Hawley, L., LoCasale-Crouch, J., & Buhs, E. S. (March, 2015). *Child temperamental regulation and classroom quality in Head Start: Considering cumulative economic risk.* Paper presented at the biennial meeting of the Society for Research in Child Development. Philadelphia, PA.
- *Kalutskaya, I., **Rudasill, K. M.**, & Buhs, E. S. (March, 2015). *Anxious withdrawal behavior and approach to learning: an examination of preschool experiences in low-income children.* Paper

- presented at the biennial meeting of the Society for Research in Child Development. Philadelphia, PA.
- Rudasill, K. M.** (March, 2015). *Risk and protective effects of teacher-child relationships for children with symptoms of developmental and attachment disorders*. Discussant for symposium presented at the biennial meeting of the Society for Research in Child Development. Philadelphia, PA.
- Griese, E., & **Rudasill, K. M.** (March, 2015). Probability Profiles of Early Academic Skills: Examining Risk and Protective Factors for Head Start Children. Poster presented at the biennial meeting of the Society for Research in Child Development. Philadelphia, PA.
- Rudasill, K. M.**, Pössel, P., Winkeljohn-Black, S., & Niehaus, K. (August, 2014). *Teacher support, student-teacher relationships, temperament, and depressive symptoms*. Paper presented at the annual meeting of the American Psychological Association. Washington, DC.
- *Kalutskaya, I., & **Rudasill, K. M.** (August, 2014). *Children's adjustment in first grade: Can parent involvement at school make a difference?* Paper presented at the annual meeting of the American Psychological Association. Washington, DC.
- Niehaus, K., **Rudasill, K. M.**, Crockett, L., & Rakes, C. C. (April, 2014). *Changes in school connectedness and deviant peer affiliation among sixth-grade students from high-poverty neighborhoods*. Paper presented at the annual meeting for the American Educational Research Association. Philadelphia, PA.
- Rudasill, K. M.**, Niehaus, K., Buhs, E., & *White, J. (August, 2013). *Temperament in early childhood and peer social behavior in third grade: The role of teacher-child relationships in early elementary grades*. Paper presented at the annual meeting of the American Psychological Association. Honolulu, HI.
- *Tu, X., *Prokasky, A., **Rudasill, K. M.**, Molfese, V., & *Acar, I. (April, 2013). *Parent and teacher ratings of temperament predict preschoolers' vocabulary skills*. Poster presented at the biennial meeting of The Society for Research in Child Development. Seattle, WA.
- *Prokasky, A., **Rudasill, K. M.**, *Tu, X., & Molfese, V. (April, 2013). *Application of cluster analysis to child temperament profiles*. Poster presented at the biennial meeting of The Society for Research in Child Development. Seattle, WA.
- Rudasill, K. M.**, Martin, R. P., & *Prokasky, A. (April, 2013). *Temperament types: Summarizing multiple dimensions with latent class analysis*. Paper presented at the Occasional Temperament Conference. Salt Lake City, UT.
- Rudasill, K. M.**, *Prokasky, A., *Tu, X., *Sirota, K., & Molfese, V. (April, 2013). *Temperament and teacher-child relationship quality in preschool: The moderating roles of classroom emotional support and family income*. Paper presented at the biennial meeting of The Society for Research in Child Development. Seattle, WA.
- Buhs, E. S., Griese, E. R., **Rudasill, K. M.**, Kalutskaya, I. & Hope, M. (April, 2013). *Victimization Risk and protection in multiple relational contexts: School adjustment trajectories and the middle school transition*. Paper presented at the Society for Research on Child Development Biennial Meeting, Seattle, WA.
- Rudasill, K. M.**, Buhs, E., & *Kalutskaya, I. (2012, July). *Shyness as a predictor of engagement in first grade: Contributions of peer rejection and teacher sensitivity*. Paper presented to the International Society for the Study of Behavioral Development biennial meeting. Edmonton, Alberta.
- Rudasill, K. M.** (2011, April). *Teacher support in adolescence: Implications for behavior, academic success, and mental health* (Chair). Paper symposium presented at the Society for Research in Child Development biennial conference. Montreal, Quebec.
- *Niehaus, K., **Rudasill, K. M.**, & *Rakes, C. (2011, April). *A longitudinal study of school connectedness and risky behavior across sixth grade*. Paper presented in a symposium titled "Teacher Support in Adolescence: Implications for Behavior, Academic Success, and Mental Health" at the Society for Research in Child Development biennial conference. Montreal, Quebec.

- Pössel, P., **Rudasill, K. M.**, Sawyer, M., & Spence, S. H. (2011, April). *A longitudinal study of teacher support and adolescent depression*. Paper presented in a symposium titled "Teacher Support in Adolescence: Implications for Behavior, Academic Success, and Mental Health" at the Society for Research in Child Development biennial conference. Montreal, Quebec.
- Rudasill, K. M.**, Molfese, T. J., & Beswick, J. (2011, April). *Mother perceptions of infant temperament and parenting stress: Associations with early language and cognitive skills*. Paper presented in a symposium titled "Interactions at Home and School: Implications for Children's Early Learning" at the Society for Research in Child Development biennial conference. Montreal, Quebec.
- *Wooldridge, D., **Rudasill, K. M.**, Pössel, P., & *Bjerg, A. (2011, April). *The Teacher Behavior Questionnaire: Facilitating interventions for student success*. Paper presented at the annual meeting for the American Educational Research Association. New Orleans, LA.
- Rudasill, K. M.** (2010, October). *Child temperament, teacher-child interactions, and teacher-child relationships: A longitudinal investigation from first to third grade*. Paper presented at the Occasional Temperament Conference. Bowdoin College, Brunswick, ME.
- *Wooldridge, D., **Rudasill, K. M.**, Pössel, P., *Rhyne, E., & *Bjerg, A. (2010, August). *The Teacher Behavior Questionnaire: Facilitating interventions for student mental health*. Paper presented at the annual meeting for the American Psychological Association. San Diego, CA.
- Curby, T. W., **Rudasill, K. M.**, & Edwards, T. (2010, April). *The role of classroom quality in ameliorating the risk associated with difficult temperament*. Paper presented at the Conference on Human Development. New York, NY.
- *Niehaus, K., & **Rudasill, K. M.** (2010, April). *School climate, risky behavior, and self-concept during the transition to middle school*. Paper presented at the American Educational Research Association annual conference. Denver, CO.
- Brown, E. T., Molfese, V. J., Adelson, J. L., **Rudasill, K. M.**, *White, J. M., Beswick, J., Jacobi-Vessels, J., Thomas, L., Ferguson, M., Armstrong, N., & Culver, B. (2010, April). *Mathematics in preschool classrooms and early mathematics performance*. Poster presented at the National Council of Teachers of Mathematics annual conference. San Diego, CA.
- Rudasill, K. M.**, Gallagher, K. C., & *White, J. M. (2009, April). *Contributions of children's temperament and classroom emotional support to academic achievement in third grade*. Poster presented at the Society for Research in Child Development biennial conference. Denver, CO.
- Rudasill, K. M.**, Reio, T. G., Kosine, N. R., & Taylor, J. E. (2009, April). *Temperament and student-teacher relationship quality as predictors for risky behavior among early adolescents*. Poster presented at the Society for Research in Child Development biennial conference. Denver, CO.
- *Wyrick, A. J., & **Rudasill, K. M.** (2009, April). *Parent involvement as a predictor of teacher-child relationship quality in third grade*. Poster presented at the Society for Research in Child Development biennial conference. Denver, CO.
- Jones, J., **Rudasill, K. M.**, Bay-Williams, J., *Ghosh, R., Bush, W., & McGatha, M. (2009, April). *College-going expectations and awareness among middle school students in low-income schools*. Paper presented at the American Educational Research Association annual conference. San Diego, CA.
- *Mitchell, N. G., *Wyrick, A. J., **Rudasill, K. M.**, *White, J. B. (2008, August). *Anti-fat attitudes of teacher candidates: Implications for obese students*. Poster presented at the 2008 American Psychological Association Annual Convention, Boston, MA
- Rudasill, K. M.**, Callahan, C. M., & *Rodgers, J. (2008, March). *The role of gender in academic self-efficacy beliefs and course planning in gifted adolescents*. Paper presented at the American Educational Research Association annual conference. New York, NY.
- Rudasill, K. M.**, & Konold, T. R. (2008, March). *Contributions of children's temperament to teachers' judgments of social competence from kindergarten through second grade*. Paper presented at the American Educational Research Association annual conference. New York, NY.
- *Mitchell, N. G., **Rudasill, K. M.**, & Moore, J. B. (2008, March). *The self-concept of rural elementary school children: Contributions of adiposity and fitness*. Paper presented at the American

- Educational Research Association annual conference. New York, NY.
- *Mitchell, N. G., *Wyrick, A. J., **Rudasill, K. M.**, & *White, J. B. (2008, March). *Understanding pre-service teachers' biases: Implications for the well-being of obese students*. Paper presented at the American Educational Research Association annual conference. New York, NY.
- Rudasill, K. M.**, *Mitchell, N. G., & *White, J. B. (2008, March). *Temperament and teacher emotional support in the classroom predicts peer relationships and academic achievement in primary school*. Symposium paper presented at the American Educational Research Association annual conference. New York, NY.
- *Mitchell, N. G., *Wyrick, A. J., *White, J. B., & **Rudasill, K. M.** (2008, February). *Teacher candidates and anti-fat attitudes: Are teachers susceptible to biases based on body type?* Paper presented at the Association for Teacher Educators annual conference. New Orleans, LA.
- Foust, R. C., **Rudasill, K. M.**, Capper, M. R., & Callahan, C. M. (2007, November). *Exploring the links between the self-concepts and social coping strategies of gifted students*. Poster presented at the National Association for the Gifted annual conference. Minneapolis, MN.
- *Mitchell, N. G., **Rudasill, K. M.**, Bibeau, W. S., Moore, J. B. (2007, August). *The self-concept of rural elementary school children: Contributions of adiposity and fitness*. Poster presented at the American Psychological Association Annual Conference, San Francisco, CA.
- Rudasill, K. M.**, Capper, M. R., Foust, R. C., Callahan, C. M., & Albaugh, S. B. (2007, April). *Grade and gender differences in the self-concepts of gifted adolescents*. Paper presented at the American Educational Research Association annual conference. Chicago, IL.
- Rudasill, K. M.**, & Rimm-Kaufman, S. E. (2007, April). *Predictors of teacher-child relationship quality in first grade*. Paper presented at the American Educational Research Association annual conference. Chicago, IL.
- Foust, R. C., **Rudasill, K. M.**, & Callahan, C. M. (2007, April). *An investigation into the gender and age differences in the social coping of gifted students*. Paper presented at the American Educational Research Association annual conference. Chicago, IL.
- Rudasill, K. M.** (2007, March). *Teacher-child relationship quality: The roles of behavioral inhibition, effortful control, and gender*. Poster presented at the Society for Research in Child Development biennial conference. Boston, MA.
- Curby, T. W., **Rudasill, K. M.**, & Konold, T. R. (2007, March). *Growth in social competence as a predictor for enrollment in gifted programming*. Poster presented at the Society for Research in Child Development biennial conference. Boston, MA.
- Foust, R. C., **Rudasill, K. M.**, & Callahan, C. M. (2006, November). *Gender and age differences in the social coping of gifted students*. Paper presented at the National Association for the Gifted annual conference. Charlotte, NC.
- Rudasill, K. M.** (2006, June). *Temperament and language skills as predictors of teacher-child relationship quality in preschool*. Poster presented at the Institute of Education Sciences research conference. Washington, DC.
- Rudasill, K. M.**, Callahan, C. M., Capper, M. R., & Clark, R. (2005, November). *Self-beliefs of gifted adolescents*. Paper presented at the National Association for the Gifted annual conference. Louisville, KY.
- Rudasill, K. M.**, Capper, M. R., & Callahan, C. M., (2005, August). *Parental influences on self-beliefs of gifted adolescents: A study of gender differences*. Paper presented at the World Council for Gifted and Talented biennial conference. New Orleans, LA.
- Rudasill, K. M.**, Justice, L. M., & Rimm-Kaufman, S. E. (2005, June). *Temperament and language as predictors for teacher-child relationship quality*. Poster presented at the Symposium on Research in Child Language Disorders. Madison, WI.
- Rudasill, K. M.**, Rimm-Kaufman, S. E., & Justice, L. M. (2005, May). *Temperament and teacher-child relationship quality*. Poster presented at the American Psychological Society annual conference. Los Angeles, CA.

Justice, L. M., Wiggins, A., Pence, K., Bowles, R., Rimm-Kaufman, S. E., Pianta, R., **Rudasill, K. M.**, Beckman, A., & Scaffiddi, N. (2005, March). *Site-specific research findings*. Poster presented at the USDOE PCER consortium meeting. Washington, DC.

Presentations – Local/Regional (*denotes student author)

- Rudasill, K.M.**, Sealy, M., Eum, J., Barrett, J.S., Nugent, G. (2020, October 16). *Understanding children's temperament as a pathway for productive classroom interactions*. [Conference Presentation]. Metropolitan Educational Research Consortium, Richmond, VA, United States
- Molfese, V. J., **Rudasill, K. M.**, *Prokasky, A., & Acar, I. (April, 2016). *Cool as a cucumber, hot as a pepper*. Paper presented at the Early Childhood Summit, University of Nebraska-Lincoln.
- *Prokasky, A., Molfese, D. L., Molfese, V. J., & **Rudasill, K. M.** (October, 2015). *Human brain responses predict toddler executive function skills*. Poster presented at the Educational Neuroscience conference, University of Nebraska-Lincoln.
- *Song, J., Kalutskaya, I., *Pérez-González, S., *White, A. S., **Rudasill, K. M.**, & Molfese, V. J., (October, 2015). *Bird/Alligator task: Developmental changes in an early childhood measure of inhibitory control*. Poster presented at the Educational Neuroscience conference, University of Nebraska-Lincoln.
- *Nord, J., *Adams, N., *Gallagher, J., Malcolm, H., **Rudasill, K. M.**, & Molfese, V. J. (October, 2015). *Behaviors during the Grass-Snow self-regulation task among young toddlers*. Poster presented at the Educational Neuroscience conference, University of Nebraska-Lincoln
- Rudasill, K. M.**, Molfese, V. J., Prokasky, A., and Montague, E. (April, 2014). *Sleep and toddler self-regulation*. Paper presented at the Early Childhood Research Summit, Lincoln, NE
- Molfese, V. J., **Rudasill, K. M.**, and Prokasky, A., (March, 2014). *Toddlers need more than tiaras: The brain's role in self-regulation*. Presentation at the Eureka! Conference, Lincoln NE.
- *White, J. B., *Wyrick, A., *Mitchell, N. G., & **Rudasill, K. M.** (2007, April). *Preservice teachers' attitudes toward obesity*. Paper presented at the Spring Research Conference, Lexington, KY.
- *Wyrick, A., *Mitchell, N. G., *White, J. B., & **Rudasill, K. M.** (2007, March). *Anti-Fat Attitudes of Teacher Candidates*. Poster presented at the Kentucky Psychological Association annual conference, Lexington, KY.
- *Mitchell, N. G., Bibeau, W., Lynn, M., **Rudasill, K. M.**, & Moore, J. (2006, October). *The self-concept of rural elementary school children: Contributions of adiposity and fitness*. Poster presented at Research Louisville at the University of Louisville. Louisville, KY.
- Rudasill, K. M.**, Callahan, C. M., Capper, M. R., & Clark, R. (2005, October). *Has the landscape changed for girls today?* Paper presented at the Virginia Association for Gifted Education conference. Williamsburg, VA.
- Capper, M. R., & **Rudasill, K. M.** (2005, June). *Achievement and self-concept among gifted adolescents: Gender differences*. Paper presented at the Northern Virginia Council for the Gifted. Washington, DC.
- Rudasill, K. M.** & Capper, M. R. (2005, April). *Parental influences on gifted students*. Paper presented at the Northern Virginia Council for Gifted/Talented Education GT conference. Falls Church, VA.

Invited Presentations and Workshops (*denotes student)

- Rudasill, K. M.** (2017, February). *Working with children's temperament in early childhood classrooms*. Workshop presentation at Educational Service Unit 3. Omaha, NE.
- Rudasill, K. M.**, Hawley, L., Molfese, V. J., Tu, X., Prokasky, A., & Sirota, K. (2016, October). *Temperament and teacher-child conflict in preschool: The moderating roles of classroom instructional and emotional support*. Paper presented at the Occasional Temperament Conference. Seattle, WA.
- Rudasill, K. M.** (2016, June). *Understanding children's temperament*. Workshop presentation at the Early Childhood Bullying Prevention and Intervention Conference. Lincoln, NE

- *Prokasky, A., **Rudasill, K. M.**, *Tu, X., *Frohn, S., *Sirota, K., Molfese, V. J. (2014, November). *Prediction of preschool language and attention skills from teacher and parent shyness ratings*. Paper presented at the Occasional Temperament Conference. Lincoln, NE.
- *Kalutskaya, I., **Rudasill, K. M.**, *Deng, Q., Trainin, G., Wessels, S., Torquati, J., & Coplan, R. (2014, November). *Exploring associations between preservice teachers' shyness and their strategies and attitudes toward hypothetical shy, exuberant, and typical children*. Paper presented at the Occasional Temperament Conference. Lincoln, NE.
- *Acar, I., **Rudasill, K. M.**, Molfese, V. J., Torquati, J., & Prokasky, A. (2014, November). *Preschool children's temperament and peer interactions*. Paper presented at the Occasional Temperament Conference. Lincoln, NE.
- *Frohn, S., **Rudasill, K. M.**, & Buhs, E. S. (2014, November). *Teacher sensitivity and the link between difficult temperament and childhood social problems*. Paper presented at the Occasional Temperament Conference. Lincoln, NE.
- Rudasill, K. M.** (2010, November). *Your child's temperament*. Presentation at the Early Learning Campus, University of Louisville, Louisville, KY.

Editorial Experience

Associate Editor, *Journal of School Psychology* (2010-2015)

Editor, *Gifted Children*, e-journal for AERA Research on Giftedness, Creativity, and Talent SIG (2010-2012)

Guest editor, *Journal of School Psychology*, 2010

Editorial Review Boards

Journal of School Psychology (2009-2010, 2015-present)

Early Education and Development (2008-present)

Gifted Child Quarterly (2008-2015)

Ad Hoc Manuscript Reviewer

Developmental Psychology

Child Development

Early Childhood Research Quarterly

American Educational Research Journal

Journal of Emotional and Behavioral Disorders

Journal of Early Adolescence

Urban Education

Journal of Educational Psychology

International Journal of Behavioral Development

New Directions in Child and Adolescent Development

Social Development

Educational Psychology

American Journal of Orthopsychiatry

Infant and Child Development

Family & Consumer Sciences Research Journal

Journal for the Education of Students Placed At Risk

Honors and Fellowships

Susan J. Rosowski Professorship, University of Nebraska-Lincoln, 2016-2018

Emerging Scholar Research Award, College of Education and Human Sciences, University of Nebraska-Lincoln, 2015

Research Fellow, Nebraska Center for Research on Children, Youth, Families, & Schools, 2014-2015

Honorable Mention for Article of the Year, *Journal of School Psychology*, 2012

*Niehaus, K., **Rudasill, K. M.**, & *Rakes, C. (2012). A longitudinal study of school connectedness and academic outcomes across sixth grade. *Journal of School Psychology, 50*, 443-460.

Article of the Year, *Journal of School Psychology*, 2010

Rudasill, K. M., Reio, T., & Stipanovic, N., & Taylor, J. E. (2010). A longitudinal study of student-teacher relationship quality, difficult temperament, and risky behavior from childhood to early adolescence. *Journal of School Psychology, 48*, 389-412.

Outstanding Dissertation, American Educational Research Association (AERA), Division E (Human Development), 2009

Doctoral Training Fellow, Institute of Education Sciences (IES), University of Virginia, 2004-2005 and 2005-2006

Scholarship Recipient, Symposium on Higher Education and Globalization, Edinburgh, Scotland, 2005

AERA/IES Dissertation Grant Finalist, American Educational Research Association (AERA), 2005

Graduate Student Seminar Scholarship Recipient, Annual AERA Conference, Division E, 2005

Student Guest, University of Virginia Seven Society's 14th Annual Monticello Dinner, 2004

Virginia Governor's Fellow, 2003-2004

Kappa Delta Pi Member, International Education Honor Society, 1993

Pi Sigma Alpha Member, Political Science Honor Society, 1991

International Service

Reviewer, Research Council Proposal, University of Leuven, Belgium, 2014, 2016, 2017, 2020

Reviewer, Israel Science Foundation Proposal, 2013

Reviewer, Research Excellence Fund Proposal, Carleton University, Ottawa, Canada, 2011

National Service

Institute of Education Sciences (IES)

Panel member, Postdoctoral Research Training, 2017

Panel member, Research Training, 2015

Principal Panel member, Social and Behavioral Context for Learning, 2011-2014

Rotating Panel member, Social and Behavioral Context for Learning, 2011

Temperament Consortium

Organizer and host, Occasional Temperament Conference, 2014

American Educational Research Association

Member, 2004-present

Proposal reviewer, 2005, 2007, 2008, 2009, 2010, 2015

Editor, Research on Giftedness, Creativity, & Talent (SIG) e-journal (*Gifted Children*), 2010-2012 (also listed under editorial experience)

Society for Research in Child Development

Member, 2005-present

Proposal Reviewer, 2010

American Psychological Association, Division 15

Member, 2012-present

Association for Psychological Science

Member, 2005-2013

National Association for Gifted Children

Member, 2004-2008

Proposal Reviewer, 2008

External Evaluator for Tenure and/or Promotion

New York University, Steinhardt, 2018

Oregon State University, School of Social and Behavioral Health Sciences, 2018

University of Virginia, Curry School of Education, 2016

Oregon State University, College of Public Health and Human Sciences, 2015

Boston University, School of Education, 2014

University of Missouri-Kansas City School of Education, 2012

Local Service

Temperament training for teachers, Educational Service Unit #3, LaVista, NE, 2017

Professional development workshop, The Islamic School, Louisville, KY, 2010

Family Emergency Shelter, Volunteers of America, Louisville, KY, 2010

Assessment of Comprehensive School Surveys, Jefferson County Public Schools, 2008-2009

University Service

Virginia Commonwealth University

- Co-Chair, Strategic Research Priorities Planning, 2019-present
- Member, P&T Task Force, 2020-2021
- Chair, Research Dean Advisory Council, 2019-2020
- Member, Research Institutes and Centers Advisory Council, 2019-present

University of Nebraska-Lincoln:

- Vice chair, Research Council, 2017-2018
- Research Council, 2016-2018
- Chair, Chancellor's Commission on the Status of Women, 2015-2017
- Faculty Council Member, Chancellor's Commission on the Status of Women, 2013-2017
- Co-Organizer, Educational Neuroscience Conference, 2015
- Panel member, Research Fair, 2013
- Participant in Search for Director, Buffett Early Childhood Institute, 2012
- Panel Member, "Experienced Faculty," for New Faculty Orientation, 2012

University of Louisville:

- Dean Search Committee, College of Education and Human Development, 2009-2010
- Faculty Senate, University of Louisville, 2009-2011

College/School Service

Virginia Commonwealth University:

- Chair, Executive Director for Finance and Business Administration search committee, 2021
- Chair, Associate Dean for Academic Affairs search committee, 2019-2020
- Chair, Associate/Assistant Dean for Student Affairs and Inclusive Excellence search committee, 2019-2020, 2021
- Chair, Ruth Harris Professorship search committee, 2018-2019
- Chair, MERC Director search committee, 2018-2019

University of Nebraska-Lincoln:

- Chair, Promotion and Tenure Committee, 2017-2018
- Promotion and Tenure Committee, 2015-2018
- Research Policies Committee, 2014-2017

University of Louisville:

- Doctoral Programs Leadership Committee, 2008-2009, 2010
- NCATE Standard 1 Committee, 2007-2008
- Conceptual Framework Committee, 2006-2007
- Honors and Scholarships Committee, 2006-2009
- Faculty Mentor, Graduate Instructors for EDTL 107, 2006-2010

Departmental Service

University of Nebraska-Lincoln:

- Director, Developmental and Learning Sciences specialization, 2016-2018
- Chair, Educational Psychology third year review committee, 2016
- Educational Neuroscience faculty search committee, 2015-2016
- Social Science Education (TLTE) faculty search committee, 2015-2016
- Counseling Psychology faculty search committee, 2014-2015

QQPM faculty search committee, 2011-2012, 2012-2013
Graduate Committee, 2012-2017