

CURRICULUM VITAE
THOMAS W. FARMER

CURRENT POSITION

Professor and Chair, Department of Foundations of Education
School of Education (SOE), Virginia Commonwealth University

EDUCATION

1993 Ph.D. Special Education (Social Inclusion & Developmental Science)
University of North Carolina-Chapel Hill

1989 M.A. Special Education (Social Inclusion and Social Network Science)
University of North Carolina-Chapel Hill

1983 B.A. Philosophy
College of William & Mary

HIGHLIGHTS

Administrative

2019 – present Chair, Health & Human Development, School of Education (SOE), University of Pittsburgh (reorganized from Psychology in Education in 2020)

2016 – 2018 Associate Dean for Research, School of Education, William & Mary

2009 - 2012 Director, Training Interdisciplinary Educational Scientists, Penn State

2004 - 2011 Director, National Research Center on Rural Educational Support

1999 – 2006 Associate Director, Center for Developmental Science, UNC-Chapel Hill

1999 – 2001 Interim Director, Center for Developmental Science, UNC-Chapel Hill

1994 - 1997 Assistant Director, Center for Developmental Science, UNC-Chapel Hill

Scholarship

2 Coedited Books *Handbook of special education research: Theory, methods, & developmental processes*
Handbook of research on emotional & behavioral disorders: Interdisciplinary developmental perspectives on children and youth

Peer reviewed articles	127
Book chapters	16
H Index	63
i10-Index	120
Total Citations	13,503
Co-editor	<i>Journal of Emotional and Behavioral Disorders</i> (2011 to present)

Grants

Externally funded research grants	23
Total number of externally funded grants as PI	20
Total award amount of externally funded grants	\$39,000,000
Total award amount of funded training grants	\$6,000,000

Areas of Expertise

Social inclusion of students from minoritized groups
Social dynamics of aggression, bullying, and school violence prevention
Professional development, support, and retention of teachers
Supporting low-resource schools and communities (urban and rural)
Early adolescent development and the transition to middle school
Prevention and treatment of emotional and behavioral disorders in childhood and adolescence
Teachers' attunement and management of classroom social dynamics
Adaptive professional development to be responsive to the needs of diverse students, schools, and communities
The application of dynamic systems perspectives to intervention and service delivery

PROFESSIONAL EXPERIENCE

University Teaching and Research

- 2023 - **Department Chair.** Foundations of Education, SOE, Virginia Commonwealth University
- 2020 – 2023 **Department Chair.** Health and Human Development, SOE, University of Pittsburgh
- Led reorganization and creation of new department that brought together faculty from two prior departments (Psychology in Education; Health and Physical Activity)
 - Worked collaboratively with faculty to create new self-governance structure within department
 - Oversaw creation of new admissions and student recruitment activities
 - Worked with faculty to create a Social Justice and Equity Committee that involved establishing reading and discussion groups, creating speaker and discussion forums, establishing resources for classes around diversity and equity issues, and centering inclusive strategies related to student and faculty recruitment and retention of scholars from minoritized groups
 - Led monthly department faculty meetings and weekly administrative team meetings
 - Work with development office, advisory boards, and other taskforce groups to identify and recruit alumni, corporate, and foundation donors for departmental projects and student training programs
 - Departmental program (i.e., educational psychology) ranked 17th nationally in US News
 - Oversaw general department administrative activities listed in section below
- 2019 - 2020 **Department Chair.** Psychology in Education, SOE, University of Pittsburgh
- Conducted annual reviews for all appointment- and tenure-stream faculty
 - Conferred with all departmental faculty and staff in the development of their annual work plans
 - Participated in school level executive committee meetings with dean's office leadership
 - Oversaw all course scheduling and faculty load assignments
 - Oversaw activities of program coordinators
 - Oversaw student recruitment and admissions processes
- 2019 – 2023 **Professor.** Applied Developmental Psychology
- Teach undergraduate and graduate courses in evidence-based intervention
 - Teach undergraduate and graduate courses in child and adolescent development
 - Teach and oversee courses to prepare undergraduates for field experiences
- 2017- 2019 **Director.** The Rural School-Community Partnership Research Consortium
- Established a grassroots consortium of rural school leaders, community stakeholders, higher education teacher and school administration leaders, foundation leaders, and researchers to address rural issues driven by stakeholders' interests and needs
 - Planned and hosted a rural needs summit
 - Facilitated donor and research activities to support rural districts
- 2016- 2018 **Professor & Associate Dean for Research.** School of Education, The College of William & Mary
- Served as inaugural associate dean for research; established SOE Office of Research
 - Recruited and trained grants management specialist and a fiscal support assistant
 - Oversaw and supported faculty in all SOE extramural research activities (pre- and post-award)
 - Worked with university level Office of Sponsored Programs to establish new grants management protocols and research support infrastructure
 - Developed and conducted school and university-wide training workshops and presentations to faculty on issues pertaining to research and grant activities
 - Co-chaired a university level review committee of the Office of Sponsored Programs and the activities of the Vice Provost of Research
 - Increased annual research expenditures by nearly 75% in a two-year period

- Worked with School and university level development offices to create presentations of faculty research and programmatic activities for board of visitors, other advisory groups, foundation leaders, and alumni donors
 - Taught doctoral level grant writing courses
- 2014-2016 **Professor, Department of Counseling and Special Education.** School of Education (SOE), Virginia Commonwealth University (VCU)
- Served as faculty mentor for six pre-tenure faculty
 - Chaired school level promotion & tenure committee
 - Served as university representative on regional (12 school districts) taskforce on reimaging middle school programming and support for teachers, administrators, and students
 - Served on the Clark Hill Positive Youth Development advisory committee
 - Served on the school level research and scholarship committee
- 2012 - 2014 **Associate Professor, Counseling and Special Education.** SOE, VCU
Same duties as above
- 2009 - 2012 **Director.** Training Interdisciplinary Educational Scientists. The Pennsylvania State University
- Lead author and PI on IES Predoctoral Interdisciplinary Research Training (PIRT) grant
 - Coordinated training program; oversaw interdisciplinary curriculum development committee
 - Planned training activities, workshops, and national speakers' series
 - Developed and taught multiple interdisciplinary training classes
 - Oversaw student progress monitoring and advisory committee structure and activities
 - Served as liaison with IES training program officers
- 2006 - 2012 **Faculty Fellow.** Children, Youth, and Family Consortium. The Pennsylvania State University
- Served on Children, Youth, and Family Consortium (CYFC) Executive Board
 - Reviewed faculty proposals for CYFC interdisciplinary research development grants
 - Served as a liaison/mentor to develop cross university research teams and projects
 - Served as PI and Program director of the TIES program for students in Human Development, and Clinical and Developmental Psychology, Educational Psychology, School Psychology
- 2006 - 2012 **Associate Professor, Department of Educational Psychology, Counseling, and Special Education.** College of Education, The Pennsylvania State University
- Taught undergraduate courses in special education
 - Taught prevention science courses for master's level students in educational and school psychology
 - Taught doctoral courses in grant writing, social development, and foundations of educational psychology and developmental science
 - Served on department level P&T committee
 - Co-Chaired review of COE office of research/associate dean for research
- 2005 - 2006 **Associate Professor, Educational Psychology, Measurement, and Evaluation.** School of Education, University of North Carolina-Chapel Hill
- Coordinated adolescent development program
 - Coordinated special education program
 - Taught classes in adolescent development and learning
 - Taught classes in special education
 - Taught classes in middle grades program
- 2004 - 2011 **Director.** National Research Center on Rural Education Support (NRCRES)
- Wrote and served as PI on funded IES R&D center on rural education
 - Wrote and served as PI on multiple supplemental proposals to the NRCRES
 - Oversaw all NRCRES research and administrative activities

- Supervised approximately 20 affiliated faculty, 5 postdocs, 10 graduate students, 20 staff
 - Directed and convened biannual advisory board panels
 - Met monthly with national legislative staffers and rural education staffers
 - Served as lead center administrative liaison to IES program leaders
 - Prepared reports and briefs for IES leaders to present to congress
 - Planned and directed national dissemination activities for a variety of stakeholder groups
- 2002 - 2005 **Assistant Professor, Educational Psychology, Measurement, and Evaluation.** SOE, University of North Carolina-Chapel Hill
- Same activities as listed above for associate professor at UNC-CH
- 1999 - 2006 **Director.** Social Development and Intervention Research Program, CDS, UNC-Chapel Hill
- Directed and supervised the research activities of the Carolina Longitudinal Study
 - Wrote and directed the research activities of a variety of studies pertaining to social inclusion, school violence prevention, school bullying, and social dynamics management funded by the Institute of Education Sciences, Centers for Disease Control, Office of Special Education Programs, National Institute of Child Health and Human Development, National Institute of Mental Health
- 1999 - 2006 **Research Associate Professor.** Psychology, University of North Carolina-Chapel Hill
- Collaborated with faculty in the developmental psychology program on research activities
 - Co-mentored approximately four doctoral students in developmental psychology
- 1999 - 2001 **Interim Director.** Center for Developmental Science, University of North Carolina-Chapel Hill
- Served as interim director of the Center for Developmental Science following the sudden death of Robert Cairns in November of 1999 until Martha Cox assumed the role of director in July 2001
 - Oversaw all administrative activities of the center including management of the NIMH center grant budget, the budget of all affiliated grants running through the CDS, and the Carolina Consortium on Human Development NICHD pre- and post-doctoral training grant; prepared all progress reports; and led (with Peter Ornstein) all liaison activities with program officers
 - Managed all scientific activities of the CDS
 - Oversaw the activities of approximately 40 affiliated faculty, 20 pre- and post-doctoral fellows and 25-30 CDS affiliated project staff
- 1999 - 2006 **Associate Director.** Center for Developmental Science and Director of Training of the Carolina Consortium on Human Development Pre- and Post-Doctoral Training, UNC-Chapel Hill
- Managed the daily activities and functioning of the CDS
 - Worked with fiscal administrator and CDS director to manage center budget of \$3-8 million/year
 - Oversaw daily activities and monitored progress of eight center research cores with 40 faculty
 - Prepared progress reports for funding agencies
 - Supervised all pre- and post-doctoral training activities and events of the Carolina Consortium
 - Worked with development staff to generate donor support for CDS activities
- 1997 - 1999 **Assistant to Associate Professor.** College of Education, Cleveland State University
- Taught courses in classroom management
 - Taught mild to moderate intervention specialist courses for learning/behavioral disabilities
 - Taught family/professional partnership courses in special education
 - Advised 50 undergraduates annually
 - Advised 30 master's students annually
 - Served as the College of Education liaison to the Comer Project
 - Served as an onsite mentor for teachers in a university partnership middle school

- 1994 - 1997 **Assistant Director.** Center for Developmental Science and Director of Training of the Carolina Consortium on Human Development Pre- and Post-Doctoral Training, UNC-Chapel Hill
- Same as above for associate director role
- 1993 - 1994 **Assistant Professor.** College of Education, University of Illinois-Chicago
- Taught courses in introduction to special education
 - Taught courses in intervention for students with emotional and behavioral disorders
 - Taught courses in classroom management

Classroom Teaching and Direct Service

- 1992 - 1993 **Assessment Teacher-Counselor.** Wright School, Durham, NC
- 1989 - 1990 **Liaison Teacher-Counselor.** Wright School, Durham, NC
- 1988 - 1990 **Treatment Parent.** Durham County Mental Health Services, Willie M. Program, Durham, NC
- 1987 - 1988 **Evening Teacher-Counselor.** Wright School, Durham, NC
- 1987 **Day Teacher-Counselor.** Wright School, Durham, NC
- 1986 - 1987 **Intern in Social Skills Training and Assessment.** Wright School, Durham, NC
- 1985 - 1986 **Production Supervisor.** Colonial Employment Services, Williamsburg, VA
- 1985 **Independent Living Skills Instructor.** Colonial Behavioral Health, Williamsburg, VA
- 1984 **Houseparent.** Concord Intellectual Disabilities Services, Yellowspring, WV

AWARDS, HONORS, & RECOGNITION

- October 2021 Recipient of the Bernice Baumgartner Memorial Award by the Pennsylvania Council for Exceptional Children in recognition of significant contributions to the education of children and youth with exceptionalities, disabilities, and/or gifts and talents
- February 2020 Recognition from the Division for Research of the Council for Exceptional Children for exceptional leadership and dedication to rigorous responsible inquiry in special education and for service in the CEC-DR presidential line from 2016-2020
- May 2014 Outstanding Researcher of the Year, School of Education, Virginia Commonwealth University
- 2009 Society for the Study of School Psychology Journal of School Psychology Best Article Award, 2009. For Estell, D. B., Farmer, T. W., Pearl, R., Van Acker, R., & Rodkin, P. C. (2008). Social status and aggressive and disruptive behavior in girls: Individual, group, and classroom influences. *Journal of School Psychology, 46*, 193-212.
- 2004 Society for the Study of School Psychology Journal of School Psychology Best Article Award, 2004. For Farmer, T. W., Estell, D. B., Leung, M-C., Trott, H., Bishop, J. L., & Cairns, B. D. (2003). Individual characteristics, early adolescent peer affiliations, and school dropout: An examination of aggressive and popular group types. *Journal of School Psychology, 41*, 217-232.

BIBLIOGRAPHY: Refereed Articles

- Dawes, M., Starrett, B., Norwalk, K., Hamm, J. V., & Farmer, T. W. (2023). Student, classroom, and teacher factors associated with teachers' attunement to bullies and victims. *Social Development*. doi.org/10.1111/sode.12676
- Weiss, M. P., Rowe, D. A., Mims, P. J., & Farmer, T. W. (2023). There's no place like us: Beyond fidelity of implementation in rural contexts. *Journal of Emotional and Behavioral Disorders*. DOI10.1177/10634266231155856
- Eiraldi, R., McCurdy, B. L., Khanna, M. S., Goldsrwin, J., Comly, R., Francisco, J., Rutherford, L. E., Wilson, T., Henson, K., Farmer, T., & Jawad, A. F. (2022). Development and evaluation of a remote training strategy for the implementation of mental health evidence-based practices in rural schools: Pilot study protocol. *Pilot and Feasibility Studies, 8*:128.
- Farmer, T.W., Serpell, Z., Scott, L., DeVlieger, S. E., & Brooks, D. S. (2022). The developmental dynamics of emotional and behavioral difficulties of youth of color: Systemic oppression, correlated constraints, and the need for targeted universalism. *Journal of Emotional and Behavioral Disorders, 30*, 71-85.

- Dawes, M., Sterrett, B. I., Norwalk, K. E., Farmer, T. W., & Hamm, J. V. (2021). Teachers' perceptions of middle schoolers' social concerns: strategies and barriers to supporting students' social success. *Social Psychology of Education, 24*, 465-488.
- Farmer, T. W., Bierman, K. L., Hall, C. M., Brooks, D. S., & Lee, D. L. (2021). Tiered systems of adaptive supports and the individualization of intervention: Merging developmental cascades and correlated constraints perspectives. *Journal of Emotional and Behavioral Disorders, 29*, 3-13.
- Farmer, T.W., Sterrett, B., Norwalk, K., Chen, C-C., Dawes, M., Hamm, J. V., Lee, D. L., & Farmer, A. G. (2021). Supporting the inclusion of socially vulnerable early adolescents: Theory and illustrations of the BASE model. *Frontiers in Education*.
- Hall, C.M., Dawes, M. & Farmer, T.W. (2021). Social networks in fifth grade classrooms: Who reports being in a group and who does not? *Journal of Child and Family Studies, 30*, 808–823 (2021).
- Refereed Articles (continued)
- Hamm, J. V., Lambert, K., Little, T. D., Farmer, T. W., & Harris, M. V. (2021). A longitudinal study of interdisciplinary team relational supports of sixth-grade teachers' sense of efficacy and perceived collective efficacy of team members. *Elementary School Journal, 122*, 141-164.
- Marraccini, M., Hamm, J. V., & Farmer, T. W. (2021). Changes in African American and Latinx students' perceived ethnic-racial discrimination during the middle school transition year. *Journal of Early Adolescence*.
- Norwalk, K.E., Milojevich, H.M., Dawes, M., Hamm, J.V., & Farmer, T.W. (2021). Heterogeneity of Social Marginalization in Early Adolescence: Longitudinal Associations with Behavioral and Social Adjustment. *Journal of Youth and Adolescence, 50*, 2123–2135. <https://doi.org/10.1007/s10964-021-01457-5>
- Chen, C-C., Farmer, T. W., Hamm, J. V., Brooks, D. S., Lee, D. L., Norwalk, K., Lambert, K., Dawes, M., Sterrett, B., & Rizzo, K. (2020). Emotional and behavioral risk configurations, students with disabilities, and perceptions of the middle school ecology. *Journal of Emotional and Behavioral Disorders, 28*, 180-192.
- Dawes, M., Farmer, T. W., Hamm, J. V., Lee, D., Norwalk, K., Sterrett, B., & Lambert, K. (2020). Creating supportive contexts during the first year of middle school: Impact of a developmentally responsive multi-component intervention. *Journal of Youth and Adolescence, 49*, 1447-1463.
- Farmer, T. W. (2020). Reforming research to support culturally and ecologically responsive and developmentally meaningful practice in schools. *Educational Psychologist, 55*, 32-39.
- Norwalk, K. E., Dawes, M., Hamm, J. V. (2020). Improving middle school teachers' self-reported use of social dynamics management practices. *Journal of Applied School Psychology, 37*, 106-126.
- Dawes, M., Norwalk, Chen, C-C., Hamm, J. V., & Farmer, T. W. (2019). Teachers' perceptions of self-and peer-identified victims. *School Mental Health, 11*, 819-832.
- Farmer, T. W., Hamm, J. V., Dawes, M., Barko-Alva, K., & Cross, J. R. (2019). Promoting inclusive communities in diverse classrooms: Teacher attunement and social dynamics management. *Educational Psychologist, 54*, 286-305.
- Farmer, T.W., Hamm, J. V., Lee, D. L., Sterrett, B., Rizzo, K., & Hoffman, A. (2018). Directed consultation and supported professionalism: Promoting adaptive evidence-based practices in rural schools. *Rural Special Education Quarterly, 37*, 164-175.
- Farmer, T. W., Dawes, M., Hamm, J. V., Lee, D., Mehtaji, M., Hoffman, A. S., & Brooks, D. S. (2018). Classroom social dynamics management: Why the invisible hand of the teacher matters for special education. *Remedial & Special Education, 39*, 177-192.
- Farmer, T.W., Talbott, B., Dawes, M., Huber, H.B., Brooks, D. S., & Powers, E. (2018). Social dynamics management: What is it and why is it important for intervention? *Journal of Emotional and Behavioral Disorders, 26*, 1-10.
- Dawes, M., Chen, C-C., Farmer, T. W., & Hamm, J. V. (2017). Self- and peer-identified victims in late childhood: Differences in perceptions of the school ecology. *Journal of Youth and Adolescence, 1-16*.

- Dawes, M., Chen, C-C., Zumbunn, S. K., Mehtaji, M., Farmer, T. W., & Hamm, J. V. (2017). Teacher attunement to peer-nominated aggressors. *Aggressive Behavior, 43*, 263-272.
- Farmer, T. W., Lee, D. L., Sprott-Brooks, D., Chen, C. C., Moates, M., Hamm, J. V. (2017). Management of behavioral dynamics in general education classrooms. *Journal of Evidence-Based Practices for Schools, 16*.
- Farmer, T.W., Chen, C-C., Hamm, J. V., Moates, M. M., Mehtaji, M., Lee, D., & Huneke, M. R. (2016). Supporting teachers' management of middle school social dynamics: The scouting report process. *Intervention in School and Clinic, 52*, 67-76. .doi:10.1177/1053451216636073
- Farmer, T. W., Gatzke-Kopp, L. M., Lee, D. L., Dawes, M., & Talbott, E. (2016). Research and policy on disability: Linking special education to developmental science. *Policy Insights from the Behavioral and Brain Sciences, 3*, 138-145. doi:10.1177/2372732215624217
- Refereed Articles (continued)
- Farmer, T.W., Sutherland, K.S., Talbott, E., Brooks, D., Norwalk, K., & Huneke, M. (2016). Special educators as intervention specialists: Dynamic systems and the complexity of intensifying intervention for students with emotional and behavioral disorders. *Journal of Emotional and Behavioral Disorders, 24*, 173-186.
- Irvin, M.J., Byun, S-Y., Meece, J. L., Reed, K. S., & Farmer, T. W. (2016). School characteristics and experiences of African American, Hispanic/Latino, and Native American youth in rural communities: Relation to educational aspirations. *Peabody Journal of Education, 91*, 176-202, DOI: 10.1080/0161956X.2016.1151739
- Maggin, D. M., Wehby, J. H., Farmer, T. W., & Brooks, D. S. (2016). Intensive interventions for students with emotional and behavioral disorders: Issues, theory, and future directions. *Journal of Emotional and Behavioral Disorders, 24*, 127-137. doi:10.1177/1063426616661498
- Norwalk, K. Hamm, J.V., Farmer, T.W., & Barnes, K (2016). Improving social context of early adolescence through teacher attunement to victimization: Effects on school belonging. *Journal of Early Adolescence, 36*, 988-1009
- Chen, C-C., Hamm, J.V., Farmer, T.W., Lambert, K., & Mehtaji, M. (2015). Exceptionality and peer victimization involvement in late childhood: Subtypes, stability, and social marginalization. *Remedial and Special Education, 36*, 312-324.
- Farmer, T.W., Wike, T., Alexander, Q., Rodkin, P.C., & Mehtaji, M. (2015). Students with disabilities and involvement in peer victimization: Theory, research, and considerations for the future. *Remedial and Special Education, 36*, 263-274.
- Farmer, T.W., Irvin, M.J., Motoca, L.M., Brooks, D.S., Leung, M-C., & Hutchins, B.C. (2015). Externalizing and internalizing behavior problems, peer affiliations, and bullying involvement across the transition to middle school. *Journal of Emotional and Behavioral Disorders. Doi:10.1177/1063426613491286*.
- Hoffman, A.S., Hamm, J.V., & Farmer, T.W. (2015). Teacher attunement: Supporting early elementary students' social integration and status. *Journal of Applied Developmental Psychology, 39*, 14-23.
- Day, K.M., Hamm, J.V., Lambert, K., & Farmer, T.W. (2014). Social integration and students' perceptions of the transition to middle school. *Journal of Educational and Developmental Psychology, 4*, 10-26.
- de la Varre, C., Irvin, M. J., Jordan, A.W., Hannum, W.H., & Farmer, T.W. (2014). Reasons for student dropout in an online course in a rural K-12 setting. *Distance Education, 35*, 324-344.
- Hamm, J.V., Dadisman, K.A., Day, K. M., Agger, C. A., & Farmer, T.W. (2014). The move to middle school: Parents' Expectations and early adolescents' adjustment in rural communities. *Journal of Educational and Developmental Psychology, 4*, 46-65.
- Weiss, M. P., Petrin, R.A., & Farmer, T.W. (2014). Responsibilities of special educators in rural schools: A latent class analysis. *Exceptionality, 22*, 69-90.
- Farmer, T.W., Reinke, W., & Brooks, D.S. (2014). Managing Classrooms and Challenging Behavior: Theoretical Considerations and Critical Issues. *Journal of Emotional and Behavioral Disorders, 22*, 67-73.

- Motoca, L., Farmer, T.W., Hamm, J.V., Byun, S-Y., Lee, D., Brooks, D.S., Rucker, N., & Moohr, M. (2014). Directed consultation, the SEALS Model, and teachers' classroom management. *Journal of Emotional and Behavioral Disorders*, 22, 119-129.
- Hamm, J.V., Farmer, T.W., Lambert, K., & Gravelle, M. (2014). Enhancing peer cultures of academic effort and achievement in early adolescence: Promotive effects of the SEALS intervention. *Developmental Psychology*, 50, 216-228. doi: 10.1037/a0032979.
- Farmer, T.W. (2013). When universal approaches and prevention services are not enough: The importance of understanding the stigmatization of special education for students with EBD. *Behavioral Disorders*, 39, 32-42.
- Meece, J. L., Hutchins, B. C., Byun, S., Farmer, T. W., Irvin, M. J., & Weiss, M. (2013). Preparing for adulthood: A recent examination of the alignment of rural youth's educational and vocational aspirations. *Journal of Educational and Developmental Psychology*, 3(2), 175-192.

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- Farmer, T.W. & Xie, HL (2013). Manufacturing phenomena or preserving phenomena? Core issues in the identification of peer social groups with cognitive mapping procedures. *Social Development*, 22, 595-603.
- Farmer, T.W., Hamm, J.V., Lee, D., Lane, K.L., Sutherland, K.S., Hall, C.M., & Murray, R.M. (2013). Conceptual foundations and components of a contextual intervention to promote student engagement during early adolescence: The Supporting Early Adolescent Learning and Social Success (SEALS) model. *Journal of Educational and Psychological Consultation*, 23, 115-139.
- Hamm, J.V., Lambert, K., Agger, C.A., & Farmer, T.W. (2013). Promotive peer contexts of academic and social adjustment among rural African American early adolescent boys. *American Journal of Orthopsychiatry*, 83, 278-288.
- Farmer, T.W., Lane, K.L., Lee, D.L., Hamm, J.V., & Lambert, K. (2012). The social functions of antisocial behavior: Considerations for school violence prevention strategies for students with disabilities. *Behavioral Disorders*, 37, 149-162.
- Farmer, T.W., Petrin, R.A., Brooks, D.S., Hamm, J.V., Lambert, K., & Gravelle, M. (2012). Bullying involvement and the school adjustment of rural students with and without disabilities. *Journal of Emotional and Behavioral Disorders*, 20, 19-36.
- Hutchins, B. C., Meece, J. L., Byun, S.-Y., & Farmer, T. W. (2012). Planning for the Future: An Investigation of Work-Bound Rural Youth. *The Rural Educator*, 33, 7-19.
- Irvin, M.J., Byun, S-Y., Meece, J.L., Farmer, T.W., & Hutchins, B.C. (2012). "Barriers to rural youths' educational aspirations: Relation of individual and contextual difference variables." *Journal of Career Assessment*, 20, 171-187.
- Irvin, M. J., Hannum, W. H., de La Varre, C., Farmer, T.W., & Keane, J. (2012). Factors related to rural school administrators' satisfaction with distance education. *Distance Education*, 33, 331-345.
- Berry, A., Petrin, R., Gravelle, M., Farmer, T., (2011). Issues in special education teacher recruitment, retention, and professional development: Considerations in supporting rural teachers. *Rural Special Education Quarterly*, 30, 3-11.
- Farmer, T.W., Hall, C. M., Leung, M-C., Estell, D.B., & Brooks, D.S. (2011). Social prominence and the heterogeneity of rejected status in late elementary school. *School Psychology Quarterly*, 26, 260-274.
- Farmer, T.W., Hamm, J.V., Leung, M-C., Lambert, K., & Gravelle, M. (2011). Early adolescent peer ecologies in rural communities: Bullying in schools that do and do not have a transition during the middle grades. *Journal of Youth and Adolescence*, 40, 1106-1117.

- Petrin, R.A., Farmer, T.W., Meece, J.L., & Byun, S-Y. (2011). Interpersonal competence configurations, attachment to community, and residential aspirations of rural adolescents. *Journal of Youth and Adolescence*, 40, 1091-1105.
- Irvin, M. J., Meece, J. L., Byun, S., Farmer, T., & Hutchins, B. (2011). Relations of community, family, and school contexts to rural youth's educational achievement and aspirations. *Journal of Youth and Adolescence*, 40, 1225-1242.
- Farmer, T.W., Leung, M-C., Weiss, M.P., Irvin, M.J., Meece, J.L., & Hutchins, B.C. (2011). The social network placement of rural high school students with disabilities: Centrality and peer affiliations. *Exceptional Children*, 78, 24-38.
- Farmer, T.W., Lines, M.M., & Hamm, J.V. (2011). Revealing the invisible hand: The role of teachers in children's peer experiences. *Journal of Applied Developmental Psychology*. 32, 247-256.
- Farmer, T.W., Hall, C.M., Weiss, M.P., Petrin, R.A., Meece, J.L., & Moohr, M. (2011). The school adjustment of rural adolescents with and without disabilities: Variable and person-centered approaches. *Journal of Child and Family Studies*, 20, 78-88.

Refereed Articles (continued)

- Hamm, J.V., Schmid, L, Farmer, T.W., & Locke, B. L. (2011). The influence of injunctive and descriptive peer group norms on the academic adjustment of rural early adolescents. *Journal of Early Adolescence*. 31, 41-73.
- Hamm, J.V., Farmer, T.W., Dadisman, K., Gravelle, M., & Murray, R.A. (2011). Teachers' attunement to students' peer group affiliations as a source of improved student experiences of the school social-affective context following the middle school transition. *Journal of Applied Developmental Psychology*, 32, 267-277.
- Irvin, M., Farmer, T. W., Weiss, M. P., Meece, J. M., Byun, S-Y., McConnell, B., & Petrin, R. (2011). Perceptions of school and postsecondary aspirations of rural high school students with learning disabilities and their nondisabled peers. *Learning Disabilities Research & Practice*, 26, 2-14.
- Farmer, T.W., Farmer, E.M.Z., & Brooks, (2010). Recasting the ecological and developmental roots of intervention for students with emotional and behavioral problems: The promise of strength-based perspectives. *Exceptionality*, 18, 53-57.
- Farmer, T.W., Hall, C.M., Petrin, R.A., Hamm, J.V., & Dadisman, K. (2010). Promoting teachers' awareness of social networks at the beginning of middle school. *School Psychology Quarterly*, 25, 94-106.
- Farmer, T.W., Hamm, J.L., Petrin, R.A., Robertson, D.L., Murray, R.A., Meece, J.L., & Brooks, D.S. (2010). Creating supportive classroom contexts for academically and behaviorally at-risk youth during the transition to middle school: A strength-based perspective. *Exceptionality*, 18, 94-106.
- Farmer, T.W., Irvin, M., Leung, M-C., Hall, C.M., Hutchins, B.C., & McDonough, E. (2010). Social preference, social prominence, and group membership in late elementary school: Homophilic concentration and peer affiliation configurations. *Social Psychology of Education*, 13, 271-293.
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Book Chapters

- Chen, C-C., Qin, X., DeVlieger, S., & Farmer, T. W. (2022). Longitudinal research to support tailored interventions: Person- and process-oriented approaches (pp. 245-256). In T.W. Farmer, E. Talbott, D. Lee, K. McMaster, & T. Aceves (Eds). *Handbook of special education research: Theory, methods, & developmental processes*. Routledge.
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- Farmer, T.W., Lee, D. L., & Therrien, W. (2022). Targeted-universalism and tiered systems of adaptive support: Centering intervention on the developmental needs of students with exceptionalities (pp. 354-365). In T.W. Farmer, E. Talbott, D. Lee, K. McMaster, & T. Aceves (Eds). *Handbook of special education research: Theory, methods, & developmental processes*. Routledge.
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- Book Chapters (continued)**
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- Sutherland, K. S., & Farmer, T. W. (2009). Classroom contexts and problem behavior. In G. D. Sideridis & T. A. Citro, T. A. *Best practices in learning disabilities: Bridging the gap between research and practice*. Boston, MA: LDW.
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- Sutherland, K. S., Carter, E., Farmer, T. W., Hoover, H., & Kostewicz, D. (2007). *Re-examination of effective classroom management with focus on learners with or at-risk for emotional/behavioral disorders*. Monograph published by the Division of the Council for Children with Behavior Disorders, Reston, VA.
- Unpublished Presentations (Peer Reviewed unless Otherwise Noted)**
- Chen, C-C, Dawes, M., Farmer, T. W., & Hamm, J. V. (2017: April). *Risk configurations, interpersonal characteristics, and patterns of school adjustment among boys in 6th grade*. Poster presented at the biennial conference of the Society for Child Development: Austin, TX.
- Dawes, M., Chen, C-C., Hamm, J. V., & Farmer, T. W. (2017: April). *Differences in Perceptions of the Bullying and Academic Ecology: Associations with Norm Salience*. Poster presented at the biennial conference of the Society for Child Development: Austin, TX.

- Norwalk, K. E., Holland, M., Hamm, J. V., & Farmer, T. W. (2017: April). *Improving middle school peer cultures through teachers' use of social dynamics management practices*. Paper presented in *Christoph Michael Müller, Antonius H. N. Cillessen (Chairs)*. The Impact of teachers on child and adolescent peer relationships: New evidence from longitudinal research. The biennial conference of the Society for Child Development: Austin, TX.
- Chen, C-C., Dawes, M., Farmer, T. W., & Hamm, J. V. (2016: May). *Peer group influences on bias in self-perceptions of aggression among youth in early adolescence*. Poster presented at the biennial conference of the Society for Research on Adolescence.
- Dawes, M., Farmer, T.W., Chen, C-C., Hamm, J. V. (2016: May). *Changes in victim group status according to peer and self-reports of victimization form the 5th to 6th grades*. Poster presented at the biennial conference of the Society for Research on Adolescence: Baltimore, MD.
- Chen, CC., Hamm, J.V., Farmer, T.W., Lambert, K., & Metahji, M. (2015, April). *Involvement of students with exceptionalities in peer victimization across the fifth and sixth grades*. In C. Rose (chair) *Bullying and Challenging Behavior among Individuals with Disabilities*. Annual Conference of the American Education Research Association: Chicago, IL.
- Farmer, T.W. (2015, April). *Interdisciplinary approaches to create supportive contexts for middle school students*. In (E. Talbott, Chair) *symposium on Fostering Interdisciplinary Collaborations to Support External Funding in Special Education Research*. Annual Convention of the Council for Exceptional Children, San Diego, CA.
- Farmer, T.W., Hamm, J.V., Lee, D.L., & Brooks, D.S. (2015, March). *Promoting supportive middle school contexts: Directed consultation and the scouting report approach*. SRCDC Peer-Preconference. Philadelphia, PA.
- Hamm, J.V., Farmer, T.W., & Lee, D. (2015, March). *Measures to Guide Professional Development to Promote Supportive Middle School Contexts: Directed Consultation, Scouting Reports, and Teachers' Professional Networks*. Paper presented at the annual meeting of the Society for Research on Educational Effectiveness, Washington, D.C.
- Unpublished Presentations (continued)
- Hutchens, B.C., Meece, J.L., Farmer, T.W., Irvin, M.J. (2015, April). *Postsecondary education enrollment and completion status among rural college- and work-bound youth: A follow-up investigation from the rural high school aspirations study*. Rural SIG round table symposium. Annual Conference of the American Education Research Association: Chicago, IL.
- Norwalk, K. E., Hamm, J. V., & Farmer, T. W. (2015, March). *Improving the school context of early adolescence through teacher attunement to victimization: Effects on school belonging*. In *Classroom Social Climate in Adolescence: Peers and Teachers*, Henrike Boor-Klip & A. C. Cillessen (Chairs). Symposium conducted at the meeting of the Society for Research in Child Development, Philadelphia, PA.
- Farmer, T.W., Vernon-Feagans, L., Meece, J.L., Hamm, J.V., & Irvin, M.J., (2014, Dec). *Overview of the National Research Center on Rural Education Support: Programs, Findings, and Implications. Technical Working Group on Rural Education*. Institute of Education Sciences: Washington, DC. (invited)
- Farmer, T.W. (2014, Nov). *Disability and adaptation: The awesome shared responsibility of developmental science and special education*. *Proseminar Series on Educational and Developmental Sciences*. Center for Developmental Science: University of North Carolina at Chapel Hill. (invited)
- Farmer, T.W. (2014, Oct). *Leveraging Correlated Constraints and Shadows of Synchrony: Managing the Classroom Society*. In international symposium titled "From Developmental Science to Practice." Radboud University: Nijmegen, Netherlands. (invited)
- Farmer, T.W. (2014, July). *The Context of the Aggression and Popularity Dynamic: Beyond Trough and Troubled Boys*. In *Peer Influence on Children's and Adolescents' Social Behaviors: The Philip C. Rodkin Memorial Symposium*. International Society for the Study of Behavioral Development: Shanghai, China (invited).

- Farmer, T.W. (2014, June). From the social relations of students with disabilities to wrestling with giants: Philip Rodkin's contributions to developmental and educational sciences. In *the Philip C. Rodkin Memorial Symposium*. University of Illinois, Urbana-Champaign: Champaign, IL. (Invited Keynote)
- Farmer, T.W., Hamm, J.V., Chen, C-C., & Irvin, M.J. (2014, April). Promoting Socially Supportive Middle Level Contexts during the Era of High Stakes Testing: Reducing the Popularity of Aggression. Society for Research on Child Development- Strengthening the Connection between Research and Policy. Alexandria, VA.
- Irvin, M.J., Byun, S-Y., Meece, J.L., & Farmer, T.W. (2014, April). School Characteristics and Experiences of Youth from Minority Backgrounds in Rural Communities: Relation to Educational Aspirations. Paper presented at the American Education Research Association: Philadelphia, PA.
- Farmer, T.W. (2013, September). *The publication process of the Journal of Emotional and Behavioral Disorders*. In the "Meet the Editors" symposium. Council for Children with Behavioral Disorders: Chicago, IL.
- Farmer, T.W. (2013, August). *The bullying involvement of students with disabilities*. Webinar presentation for American Association of Individuals with Disabilities. (Webinar).
- Farmer, T.W. (2013, April). *Developing and examining the efficacy of a classroom-based prevention model for preschoolers with problem behaviors*. In M. Conroy and K. Sutherland (Chairs) Symposium on the BEST in CLASS Implementation and Preliminary Impact. Discussant at the American Education Research Association: San Francisco, CA. (Discussant)
- Irvin, M.J., Smiley, W., Hannum, W., & Farmer, T.W. (2013, April). *Profiles of multiple learning goals among students in an online course: Relationship with final grade*. Paper presented at the American Education Research Association: San Francisco, CA.
- Byun, S-Y., Park, Y.J., & Farmer, T.W. (2013, April). *Postsecondary educational aspirations of rural youth with learning disability: The role of schooling experiences*. Paper presented at the American Education Research Association: San Francisco, CA.
- Norwalk, K. & Farmer, T.W. (2011, September). *Classroom peer dynamics as setting events for aggression and victimization: Two distinct examples*. Paper presented at the Biannual Conferences of the International Council on Children with Behavioral Disorders: New Orleans, LA.
- Unpublished Presentations (continued)
- Schafft, K. A., Petrin, R. A., & Farmer, T. W. (2011, July). *Achievers, stayers, seekers and others: Brain drain and the potential for rural return among rural high school students*. Paper presented at the 73rd Annual Rural Sociological Society Meetings, Boise, ID.
- Meece, J. L., Byun, S. Y., Irvin, M. J., Farmer, T. W., Askew, K., & Hutchins, B. C. (2011, April). *Gender differences in educational aspirations of rural youth*. Poster presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Irvin, M. J., Meece, J. L., Byun, S-Y., Farmer, T. W., & Hutchins, B. C. (2011, April). *Relation of community, family, and school contexts to rural youth's educational achievement and aspirations*. Poster presented at the biennial meeting of the Society for Research in Child Development, Montreal, QC.
- Hutchins, B. C., Irvin, M. J., Farmer, T. W., & Meece, J. L. (2011, April). *School context and peer networks in diverse rural communities*. Poster presented at the biennial meeting of the Society for Research in Child Development, Montreal, QC.
- Farmer, T.W. (2011, April). *Learning to drive and driving on ice*. In E. Capella (chair), Linking teacher practices to classroom peer relationships and student outcomes. Discussant for paper symposium at the biennial conference of the Society for Research on Child Development, Montreal, QC. (Invited Discussant)
- Farmer, T.W., Hamm, J.L., Irvin, M.J., & Petrin, R.A. (2011, March). *Impact and mechanisms of change of a multi-component intervention to promote productive classroom contexts for rural early adolescents*. Paper presented at the annual meeting of the Society of Research on Educational Effectiveness: Washington, D.C.

- Weiss, M. P., Meece, J. L., & Farmer, T. W. (2010, October). *Preparing rural youth for the future: School administrators' perspective*. Presentation made at the annual meeting of the National Rural Education Association, Branson, MO.
- Hutchins, B. C., Meece, J. L., Byun, S-Y, & Farmer, T. W. (2010, October). *Planning for the future: An investigation of work and college-bound rural youth*. Presentation made at the annual meeting of the National Rural Education Association, Branson, MO.
- Irvin, M. J., Hannum, W. H., Farmer, T. W., Lei, P-W, de la Varre, C., & Keane, J. (2009, June). *Enhancing Rural Online Learning: Impacts on facilitators*. Poster session presented at the annual meeting of the Institute of Education Sciences Research conference, Washington, DC.
- Meece, J., & Farmer, T. W. (2009, June). *The rural high school aspirations study*. Poster presented at the annual conference of the Institute of Educational Sciences, Washington, D.C.
- Farmer, T.W. (2009, April). *Revealing the invisible hand: The role of teachers in children's peer relationships*. In J. Hubbard (chair). The role of teachers in children's peer relations. Paper symposium at the biennial meeting of the Society For Research in Child Development: Denver, CO.
- Meece, J. L., & Farmer, T. W. (2009, May). *Preliminary results of the Rural High School Aspirations Study*. Presentation to the Organizations Concerned about Rural Education (OCRE). Washington, DC.
- Irvin, M.J., Petersen, S., Meece, J., & Farmer, T.W. (2009, April). *Educational expectations of rural African American adolescents. Longitudinal relations with math and English achievement*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.
- Farmer, T.W., Irvin, M.J., Leung, M-C., & Hutchins, B.C. (2008: March). *Victimization, behavior problems, and peer group membership across the transition from elementary to middle school*. In W. Hoggins (Chair), Developmental course of peer relationship problems and internalizing and externalizing problems from elementary to middle school. Paper symposium of the biennial conference of Society for Research on Adolescence: Chicago, IL.
- Meece, J., & Farmer, T. W. (2008, June). *The rural high school aspirations study*. Poster presented at the annual conference of the Institute of Educational Sciences, Washington, D.C.

Unpublished Presentations (continued)

- Farmer, T. W. (2007, November). *Issues in Rural Education Research: Views from the National Research Center on Rural Education Support*. Presentation made at the National Rural Education Association Research Symposium, Oklahoma City, OK. (Invited Keynote)
- Farmer, T. W. (2007, June). *Conducting Educational Interventions in Diverse Rural Contexts: Issues, Challenges, and Lessons Learned*. Presentation made at the Institute for Education Sciences Research Conference, Washington, DC.
- Farmer, T.W., Hoover, T.M., & Kostewicz, D.E. (2007, October). *Re-examination of effective classroom management: Middle schools*. Paper presented at the International CCBD Conference on Behavior Disorders. Irving, TX.
- Mason, L., Taft, R., Farmer, T.W., & Brooks, D.S. (2007, October). *Creating instructionally effective classroom contexts for middle school students with EBD*. Paper presented at the International CCBD Conference on Behavior Disorders. Irving, TX.
- Farmer, T.W. (2006, June). *The role of rural education in the future of rural communities and the people who live in them*. Paper presented at the Growing UP and Growing Old in Rural America research and policy workshop. The Economic Research Service of the United States Department of Agriculture, The National Center for Food and Agricultural Policy: Washington D. C.

- Farmer, T. W. (2005, November). *The state of rural education research*. Invited keynote presentation. National Rural Education Association, Research Symposium. Tucson, AZ. (Invited Keynote)
- Farmer, T. W. (2005, November). *The Rural Early Adolescent Learning Program*. National Rural Education Association, Research Symposium. Tucson, AZ.
- Irvin, M., Tickle, M., & Farmer, T.W. (2005, April). *Individual and Peer Influences on the Academic Achievement of 8th Grade Rural African American Youth*. Annual Conference of the American Educational Research Association. Montreal, Canada.
- Farmer, T.W., Irvin, M., Leung, M-C., Crowther, A., & Hutchins, B. (2005). *Social preference, social prominence, and peer affiliations: An analysis of acadmeic, aggressive, and popular group types*. Biennial Meeting of the Society for Research in Child Development. Atlanta, GA.
- Farmer, T.W. & Fraser, M. (2005, April). *Theoretical foundations: Integrating social skills training, social dynamics, and classroom behavior management*. Biennial Meeting of the Society for Research in Child Development. Atlanta, GA.
- Farmer, T.W. & Fraser, M. (2004, November). *The Rural Competence Support Program*. Paper presented at the Annual American Evaluation Association Conference. Atlanta, GA.
- Farmer, T. W., Clemmer, J., Farmer, E. M. Z., McMillan, B., & Foxx, C. (2003, October). *Alternative learning programs in North Carolina: Expanding what we know*. Paper presented at the 5th Biannual International Conference of the Council for Children with Behavioral Disorders. St. Louis, MO.
- Farmer, T. W. & Cairns, B. D. (2003, June). *Cumulative risks and correlated constraints: A developmental science perspective of the treatment of disruptive behavior disorders*. Paper presented at the 5th Annual International Institute for Developmental Science. Stockholm, Sweden.
- Farmer, T. W., Bishop, J. L., & Estell, D. B. (2003, April). *The social relations of popular and unpopular aggressive youth: New perspectives for the development of school-based violence prevention programs*. Poster presented at Safety in Numbers: Annual Injury Control and Prevention Conference, Centers for Disease Control. Atlanta, GA.
- Farmer, T. W. (2003, April). *Rejected bullies or skilled leaders? The social relations of aggressive youth*. Paper presented at the biennial meeting of the Society for Research in Child Development, Tampa, FL.

Unpublished Presentations (continued)

- Farmer, T. W. (2002, April). *New perspectives on the social relations of aggressive youth*. Invited lecture, Youth Violence Prevention Proseminar Series, University of Alabama-Birmingham, Injury Control Prevention Research Center. Birmingham, AL. (Invited Symposium)
- Farmer, T. W., Estell, D., & Clemmer, J. (2001, October). *School social networks and the risk for gang involvement in youth with mild disabilities*. Paper presented at the 4th International Conference of the Council for Children with Behavioral Disorders. Atlanta, GA.
- Farmer, T. W. (2001, October). *Correlated constraints and the development of disruptive behavior disorders: Outlining the need for intervention specialists*. Paper presented at the 4th International Conference of the Council for Children with Behavioral Disorders. Atlanta, GA.
- Farmer, T. W., Leung, M.-C., & Cadwallader, T. W. (2001, April). *Deviant or diverse peer groups? Clarifying the school affiliations of aggressive youth*. Paper presented at the biennial meeting of the Society for Research in Child Development. Minneapolis, MN.
- Rodkin, P. C., Pearl, R., & Farmer, T. W. (2001, April). *Enemies and friends of popular-aggressive and popular-prosocial elementary boys*. Paper presented at the biennial meeting of the Society for Research in Child Development. Minneapolis, MN.

- Farmer, T. W. (2000, June). *Aggression and school social dynamics*. Paper presented at the Biennial Congress of the European Association on Research in Adolescence. Jena, Germany.
- Farmer, T. W. & Stahlman, J. (2000, February). *Integrating developmental systems and systems of care frameworks to prepare teachers and related services providers for interagency collaboration*. Paper presented at the 13th Annual Conference for System of Care for Children's Mental Health: Expanding the Research Base. Research and Training Center for Children's Mental Health. Tampa, FL.
- Di-Nardo, L., Farmer, T. W., & Rodkin, P. C. (1999, April). *Investigating peer support for aggressive and disruptive behavior in elementary students: Implications for school violence prevention*. Poster presented at the Annual National Convention of the National Association of School Psychologists. Las Vegas.
- Farmer, T. W. (1999, February). *Variability in the social roles of students with mild disabilities*. Paper presented at the 7th Annual Pacific Coast Research Conference. La Jolla, CA.
- Farmer, T. W., Van Acker, R., Pearl, R., & Rodkin, P. C. (1998, November). *Configural analysis of high aggressive and disruptive boys: Social support of three distinct behavioral subtypes*. The 22nd Annual Conference on Severe Behavior Disorders of Children and Youth. Teacher Educators for Children with Behavior Disorders, Scottsdale, AZ.
- Farmer, T. W. (1998, August). *Social networks of youth with mild disabilities: Considerations for placements across the continuum of services*. In R. B. Cairns (chair), Symposia on Social network analysis: Roundtable discussion and reevaluation of aggression and externalization in children and adolescents. The 14th International Congress of the International Association of Child and Adolescent Psychiatry and Allied Professions. Stockholm, Sweden.
- Farmer, T. W., Pearl, R., Van Acker, R., & Rodkin, P. C. (1998, July). *Variability in the social relations and interpersonal competence of students with mild disabilities: Configural and social network analysis*. Poster presentation at the Office of Special Education Programs, Annual Research Project Directors' Conference.
- Farmer, T. W. (1998, February). *Implications of social network research for the development of systems-of-care services*. In F. Poulin (chair), Symposia on the Prevention of Problem Behavior in Adolescence: Intervening on Association with Deviant Peers. Presented at the Conference of the Society for Research on Adolescence.
- Farmer, T. W., Rodkin, P. C., & Pearl, R. (1997, April). *Students with high antisocial behavior and self-perceptions of social competence: The social network perspective*. Poster presented at the Conference of the Society for Research in Child Development. Washington, D.C.

Unpublished Presentations (continued)

- Rodkin, P. C., Pearl, R., & Farmer, T. W. (1997, April). *Peer groups of African-American, Hispanic, and White elementary school students*. Poster presented at the Conference of the Society for Research in Child Development. Washington, D.C.
- Farmer, T. W., Pearl, R., Rodkin, P. C., & Van Acker, R. (1996, July). *The social relations of students with exceptionalities in general education classrooms*. Poster presentation at the Office of Special Education Programs, Annual Research Project Directors' Conference. Washington, D.C.
- Farmer, T. W., Rodkin, P. C., Pearl, R., & Van Acker, R. (1996, May). *Risk and resilience in urban, suburban, and rural elementary students: Peer groups, social centrality, and antisocial behavior*. Poster presentation at the 5th Annual NIMH Conference on Prevention Research. Tysons Corner, VA.
- Farmer, T. W. & Farmer, E. M. Z. (1995, December). *Social contextual factors that support aggressive and violent behavior patterns: Implications for interventions and services for highly aggressive youth*. Paper presented at the International CCBDB Conference on Behavior Disorders. Irving, TX.
- Farmer, T. W. (1995, May). *Beyond the curriculum of control: Developing IEPs and classroom management strategies for aggressive and defiant students with EBD*. Paper presented at the Conference on School

Violence Prevention and Teacher Preparation. Injury Prevention Research Center, University of Alabama-Birmingham. Birmingham, AL.

Farmer, T. W. (1994, February). *The social affiliations of students with emotional and behavioral disorders: Implications for intervention in a system of care*. Paper presented at A System of Care for Children's Mental Health: Expanding the Research Base. Research and Training Center for Children's Mental Health. Tampa.

MENTORING OF PRE-AND POSTDOCTORAL FELLOWS

Virginia Commonwealth University

Brittany Sterrett (2015 - 2020). Doctoral student in special education; served as doctoral committee and dissertation chair. Research Scientist, AIR.

Katie Best (2012 – 2016) Doctoral student in special education; served as doctoral committee and dissertation chair. Completion of doctoral program - June, 2016.

Meera Metahji (2012 – 2017) Doctoral student in special education; served as doctoral committee and dissertation chair. Term faculty and coordinator of VCU LEND program.

Molly Dawes (2014 – 2017). Postdoctoral research scientist Project SEALS, SEALS II; served as her mentor for all 3 years. Assistant Professor Educational Psychology, University of South Carolina

Pennsylvania State University

Michele Moohr (2008-2015) Doctoral student in special education: served as dissertation co-advisor and doctoral committee co-chair. Assistant Professor. Shawnee State University.

Soo-Yong Byun (2009 – 2012). Post-doctoral research scientist for the Rural High School Aspirations Study. Co-mentored with Judith Meece. Associate Professor, Educational Policy Studies, Penn State University.

Robert Petrin (2008-2011). Post-doctoral research scientist. Served as his post-doctoral mentor. Senior Vice President, and Director of Data Analytics and Applied Sciences (DAAS) at Ipsos Public Affairs.

Kate Norwalk (2007-2013) – Doctoral student in school psychology: served as dissertation co-advisor and doctoral committee member and as co-mentor of her post-doctoral program at the Carolina Consortium on Human Development. Current position: Assistant Professor, School Psychology, North Carolina State University

MENTORING OF PRE-AND POSTDOCTORAL FELLOWS (CONTINUED)

Pennsylvania State University (Continued)

Cristin M. Hall (2006-2010) – Doctoral student in school psychology: served as dissertation co-advisor and co-chair of the doctoral committee. Current position: Associate Professor, School Psychology, Penn State University.

Anne Cramer (2006-210) – Doctoral student in special education: served as dissertation co-advisor and co-chair of the doctoral committee. Current position: Assistant professor of special education, PSU-Altoona

Ann Berry (2006-2009) - Doctoral student in special education: served as dissertation advisor and chair of the doctoral committee. Current position: Associate Professor of Special Education, Plymouth State University.

Deborah Sprott Brooks (2006-2009) –Doctoral student in special education: served as dissertation advisor and chair of her doctoral committee; served as her mentor during her training as a post-doctoral research scientist. Associate Professor, Special Education, Pennsylvania State University.

Ray Taft (2006-2009) - Doctoral student in special education: served dissertation co-advisor and co-chair of doctoral committee. Current position: Associate Professor of Special Education, University of Missouri-Kansas City.

University of North Carolina at Chapel Hill: Carolina Consortium and School of Education

Kristin Keagy Hodgson. (2006). Served as dissertation advisor. Current Position: UNC TEACCH Autism Program.

Matthew J. Irvin. Pre- & Post-doctoral Fellow (2006, 2010). Served as dissertation chair and co-mentor of post-doctoral program. Current position: Associate Professor, Educational Psychology, University of South Carolina.

Shawn J. Latendresse. Postdoctoral Fellow (2003-2005). Co-mentor and chair of advisory committee. Carolina Consortium on Human Development. Current position: Associate Professor, Psychology & Neuroscience, Baylor.

Heidi Gazelle. Postdoctoral fellow (2002-2004). Co-mentor and co-chair of advisory committee. Carolina Consortium on Human Development. Current position: Associate Professor of Human Development and Family Studies, Florida State University.

David B. Estell. Pre/Postdoctoral fellow (2001-2002). Carolina Consortium on Human Development. Mentor and chair of advisory committee. Deceased: Associate Professor of Educational Psychology, Indiana University.

Keri O'Neal. Postdoctoral fellow (2001-2003). Carolina Consortium on Human Development. Co-mentor and advisory board member. Current position: Professor and Chair Department of Human Development and Women Studies, Cal State East Bay.

LeShawndra Price. Predoctoral fellow (2000-2001). Mentor and chair of predoctoral advisory committee and member of doctoral committee. Carolina Consortium on Human Development. Director, Office of Research Training & Special Programs, National Institute of Allergy and Infectious Diseases, National Institutes of Health.

Thomas W. Cadwallader. Postdoctoral fellow (1999-2001). Mentor and chair of advisory committee. Carolina Consortium on Human Development. Associate Professor of Criminal Justice, North Carolina Central University.

Dianne M. Gut. Predoctoral fellow (1997-1998). Co-mentor of advisory committee. Carolina Consortium on Human Development. Current position: Professor of Special Education, Ohio University.

Kelly K. Bost (1995-1996). Co-mentor and member of advisory committee. Carolina Consortium on Human Development. Current position: Professor of Child and Family Studies, University of Illinois-Urbana Champaign

Philip C. Rodkin. Postdoctoral fellow (1994-1996). Co-mentor and chair of advisory committee. Carolina Consortium on Human Development. Deceased: Professor of Educational Psychology, University of Illinois-UC.

GRANTS

Funded Research

Title: Online Content-Focused Coaching, (CFC)
Role: Co-Investigator (L. Matsumura-PI)
Agency: Institute for Education Sciences, United States Department of Education
Type: Innovation and Development Period: 08-2021 to 07-2024

This project involves developing and evaluating the Content-Focused Coaching Model to support teachers in strategies to promote the writing of rural students. Total cost: \$3,796,923

Title: "Supporting Early Adolescent Learning and Social Success across the Middle School Years: The SEALS II Intervention Development Program"
Role: Principal Investigator (with Jill Hamm & David Lee)
Agency: Institute for Education Sciences, United States Department of Education
Type: Goal 2 Period: 08-2014 to 06-2018
SEALS II developed a professional development and consultation model to support teachers in their efforts to create classroom contexts that promote the adjustment of all students across middle school. Total cost: \$1,497,389

Title: "Supporting Early Adolescent Learning and Social Success - Project SEALS"
Role: Principal Investigator (with Jill Hamm & David Lee)
Agency: Institute for Education Sciences, United States Department of Education
Type: Period: 09-2011 to 08-2015
This project involves conducting a cluster randomized trial to evaluate a multicomponent intervention model aimed at supporting students during the transition to middle school. Total cost: \$3,952,267.

Title: "Aspirations and Preparation for the Transition from High School in Rural America: Students', Parents', and Teachers' Perspectives"
Role: Principal Investigator (with Judith Meece)
Agency: Institute for Education Sciences, United States Department of Education
Type: Period: 12-2006 to 11-2009
This project involved conducting a nationally representative survey of the postsecondary aspirations of rural high school students and the aspirations that teachers and parents hold for them. Total cost: \$3,200,000.

Title: "The Facilitator Preparation Program"
Role: Principal Investigator (with Wally Hannum and Matt Irvin)
Agency: Institute for Education Sciences, United States Department of Education
Type: Period: 12-2006 to 11-2009
The goal of this project was to develop and evaluate a facilitator preparation program to support rural high school students as they take advanced placement distance learning courses. Total cost: \$1,600,000.

Title: "Supplement to the National Research Center on Rural Education Support"
Role: Principal Investigator (with Lynne Vernon-Feagans)
Agency: Institute for Education Sciences, United States Department of Education
Type: Period: 12-2006 to 11-2009
This grant extended the Rural Early Literacy Initiative and the Rural Early Adolescent Learning Program of the National Research Center on Rural Education Support. Total cost: \$2,200,000.

Title: "Supplement to the Rural Competence Support Program"
Role: Principal Investigator (with Mark Fraser)
Agency: Institute for Education Sciences, United States Department of Education
Type: Multi-site cooperative Period: 04-2005 to 08-2007

This project supplemented the Competence Support Program by adding another rural school district and increasing the total number of participating schools to 14. Total cost: \$350,000.

Funded Research (continued)

Title: "Whole-School Social Dynamics Training"
Role: Principal Investigator (with Kim Dadisman)
Agency: Office of Special Education Programs, United States Department of Education
Type: Innovation Research Period: 12-2004 to 12-2009

This project developed and evaluated the Whole-School Social Dynamics Training program to promote the social integration and interpersonal adjustment of elementary students with disabilities. Total cost: \$899,864.

Title: "The National Research Center for Rural Education Support"
Role: Principal Investigator (with Lynne Vernon-Feagans)
Agency: Institute of Education Sciences
Type: R305A04056 Period: 10-2004 to 09-2009

This national research center developed and evaluated professional development programs aimed at promoting the retention of high quality teachers in rural schools (particularly in low-wealth areas), enhancing the educational performance of low-achieving rural youth, and identifying strategies to promote the effective use of distance learning approaches to provide advanced coursework in low-density and isolated rural areas. Total cost: \$9,996,089.

Title: "Social and Character Development in Rural Children: The Competence Support Program"
Role: Principal Investigator (with Mark Fraser)
Agency: Institute for Education Sciences, United States Department of Education
Type: Multi-site cooperative Period: 09-2003 to 08-2007

Randomized control trial to evaluate a multi-component school-wide program to promote positive social behavior and character development in students during the elementary school years. The proposed project will be conducted in Hoke and Wayne Counties, North Carolina and involves intensive inservice training and consultation for teachers and related services personnel. Total cost: \$1,800,000.

Title: "Project BEST (Behavioral and Emotional Support Training): A Multi-level Model to Prevent and Treat Emotional and Behavioral Disorders in Early Adolescence"
Role: Principal Investigator (with D. Boudah & P. Akos)
Agency: Office of Special Education Programs, Department of Education
Type: Field Initiated Period: 12-01-2002 to 11-30-2007

This project involved developing, evaluating, and disseminating a model for training teachers and related services personnel in a systematic intervention program to prevent and treat challenging behaviors by promoting the academic, behavioral, and social adaptation of students at-risk of EBD in the middle school years. Total cost: \$900,000.

Title: "Developmental Pathways of Rural African American Early Adolescents"
Role: Principal Investigator
Agency: Centers of Disease Control
Type: R49/CCR419824-01 Period: 09-2001 to 09-2004

Examined the academic, behavioral, and social adjustment of rural African American youth from late elementary school through the transition to high school. Total cost: \$844,000.

Title: "Hoke County Rural Intervention Specialist Project"
Role: Principal Investigator
Agency: Z. Smith Reynolds Foundation
Type: Major Projects Period: 07-2003 to 12-2004

Provided inservice training to prepare rural teachers to be consultants to support colleagues who have high concentrations of low-achieving youth. Total cost: \$25,000.

Title: "Evaluating Alternative Learning Programs in North Carolina"
Role: Principal Investigator (with EMZ Farmer)
Agency: North Carolina Department of Public Instruction
Type: Annual Contract Period: 07-2002 to 06-2004

Examined the characteristics and delivery of services of alternative learning schools and programs in North Carolina (with E.M.Z. Farmer). Total cost: \$100,000 annually.

Funded Research (continued)

Title: "Developmental Pathways of Inner-city Youth"
Role: Principal Investigator
Agency: Centers of Disease Control (subcontract through University of Alabama-Birmingham)
Period: 10-2000 to 9-2001
Examined social/academic correlates of behavioral adaptation in African American youth. Total cost: \$25,000.

Title: "A Center for Developmental Science Research"
Role: Co-Principal Investigator (PI: P. A. Ornstein)
Agency: National Institute of Mental Health
Type: (R01 MH45532- years 5-10) Period: 10-01-1998 to 09-30-2003
Co-PI on research units focusing on adolescent developmental transitions and the prevention of youth violence. Prevention research is necessary to produce a more robust science and more effective prevention strategies. Total Costs: \$3,500,000.

Title: "Assessment of B/ED Services in North Carolina"
Role: Principal Investigator (with EMZ Farmer)
Agency: North Carolina Department of Public Instruction
Type: Legislative mandated evaluation Period: 10-2000 to 6-2001
Evaluated the identification and delivery of services to youth with behavioral and emotional disabilities in North Carolina with a focus on ethnic and racial differences. Total cost: \$119,000.

Title: "Antisocial and Violent Behavior - Longitudinal Sequelae"
Role: Principal Investigator (assumed from R. B. Cairns: with B.D. Cairns & HL Xie)
Agency: National Institute of Mental Health
Type: R01 MH45532 (years 11-14) Period: 02-01-2000 to 01-31-2003
Examined the development and sequelae of aggressive behaviors over ontogeny and across generations. Total cost: \$699,004.

Title: "Evaluating a Model Program for Preventing Violence in Rural Minority Adolescents"
Role: Principal Investigator (assumed from R. B. Cairns: with B. D. Cairns & D. M. Gut)
Agency: Centers for Disease Control and Prevention
Type: U81/CCU416369 Period: 09-30-1998 to 09-29-2001
Implemented and evaluated a preventive intervention aimed at promoting the school engagement and productive behavior of minority youth in grades five and six. Total cost: \$1,030,988.

Title: "Risk and Resilience in Elementary Students"
Role: Co-Principal Investigator (PI: R. Pearl)
Agency: Office of Special Education Programs, Department of Education
Type: H023C970103 Period: 09-01-1997 to 08-31-2002
Examines social and behavioral functioning and adaptation in two cohorts (one-year staggered) during the transition from middle childhood to early adolescence. An emphasis is placed on the role of social network factors in promoting or inhibiting involvement in antisocial behavior in relation to configurations of individual factors. Total cost: \$822,000.

Title: Intergenerational Turning Points for School Success
Role: Principal Investigator (assumed from R. B. Cairns: with HL Xie & B.D. Cairns)
Agency: Spencer Foundation
Type: Major Grant Period: 1999-2001
Examined linkages between parents' school adjustment in early adolescence and the adjustment of their offspring in the early school years.

Funded Research (continued)

Title: "A Developmental Model for Adolescent Intervention"
Role: Investigator PI – R. B. Cairns; Co-PI – B. D. Cairns
Agency: Substance Abuse and Mental Health Services Administration
Period: 10-01-1996 to 9-30-1999

Implemented and evaluated a school-based intervention model to address developmental risk in rural African American early adolescents. Total cost: \$1,491,240.

Title: "Social Relations of Students with Disabilities in General Education Classrooms"
Role: Principal Investigator (with R. Pearl & R. Van Acker)
Agency: Office of Special Education Programs, Department of Education
Type: H023A5003 Period: 10-01-1995 to 02-31-1997

Investigated the social behavior, peer affiliations, and social network centrality of children with and without disabilities in grades four to six in rural, suburban, and urban classrooms in North Carolina and Chicago. Identified distinct antisocial and prosocial behavioral configurations that were differentially related to youths' social positions and level of popularity in the classroom. Total cost: \$98,902.

Training Grants

2021 Appalachian Teaching Project (ATP) – Served as a member of a six-member team (i.e., faculty in the Honors College and Arts and Sciences) to project funded by Appalachian Regional Commission. Since 2001, over 2,350 students from 22 colleges and universities across Appalachia have participated in the Appalachian Teaching Project (ATP). Administered by East Tennessee State University, ATP is an applied research training program for Appalachian college students to support economic development initiatives for their communities. As part of ATP, students are enrolled in a for-credit academic course to design and lead research projects in Appalachian communities to address regional challenges. Students present their work to other student delegations, ARC leadership, and community leaders at the Appalachian Teaching Project Capstone Symposium in Washington, DC.

2014 -2016 VCU Site Coordinator. National Center on Leadership in Intensive Interventions. This national consortium involves seven universities (Vanderbilt, Southern Methodist, University of Connecticut, University of Illinois at Chicago, University of Minnesota, University of Texas, Virginia Commonwealth University) led by Vanderbilt University. The purpose of this training program is to prepare 28 scholars to be leaders in research and teacher training in the use of evidence-based practices to support students who have intensive intervention needs.

2009 – 2014 Principal Investigator and Director (with K. Bierman- Co-PI). *Training Interdisciplinary Educational Scientists*. Pre-doctoral training program to prepare educational researchers from diverse academic backgrounds in rigorous research methods with a focus on conducting cluster randomized trials to evaluate social and emotional learning and literacy interventions. Funded by the Institute of Education Sciences: Total Cost: \$4,928,128.

1994 - 2006 Fellowship Training Program Director. "*Human Development: Interdisciplinary Research Training: The Carolina Consortium on Human Development*." NICHD postdoctoral training (PIs – R. B. Cairns & G. H. Elder, Jr.). Pre- and Postdoctoral training program with interdisciplinary developmental perspectives.

Professional Development Training and Consultation

Title: Higher Education Consortium on Professional Development for the *Middle School Success: The Path to Graduation (P2G)* program
Role: Consortium member and PI of the Pitt Subcontract
Agency: PA Training and Technical Assistance Network (PaTTAN)
Type: Contract Period: 8-01-2020 to 06-30-2021

The goal of this consortium was to generate professional developmental materials for beginning and inservice middle school teachers to help them understand the PA Early Warning System Data framework and how to use information to promote pathways to high school graduation for youth with emotional and behavioral disorders, particularly youth from underrepresented minorities. Our goal was to move this process out of a risk framework and mindset and help

teachers understand how to use natural developmental processes as allies to support youth who experience difficulties. Total cost: \$10,000.

PROFESSIONAL SERVICE

International

2014	Reviewer	Canadian National Centers of Excellence Proposal on Bullying
2014	Reviewer	The Israel Science Foundation, Individual Research Grants
2007	Opponent	Dissertation opponent, Department of Psychology, Stockholm University

National

Leadership

2017- 2021 Presidential leadership sequence for the Division of Research of the Council for Exceptional Children (Vice President- 2017/2018; President Elect – 2018/2019; President – 2019-2020; Past President – 2020/2021).

Journal Activities: Editor or Special Issue Editor

2011 -	Co-Editor, <i>Journal of Emotional and Behavioral Disorders</i>
2014- 2015	Co-Editor, special issue on the bullying involvement of students with disabilities, <i>Remedial and Special Education</i>
2010- 2011	Co-Editor, Special Issue, Rural Adolescents, <i>Journal of Youth and Adolescence</i>
2010- 2011	Co-Editor, Special Issue, The role of Teachers in Students' Peer Relations, <i>Journal of Applied Developmental Psychology</i>
2010	Co-editor, Special Issue, Strength-based Perspectives of Youth with EBD, <i>Exceptionality</i>
2006	Co-Editor, Special Issue, Aggression & Social Dynamics. <i>Journal of School Psychology</i>
1999	Co-editor, Special Issue on the Social Development of Youth with EBD, <i>JEBD</i>

Journal Activities: Associate or Consulting Editor

2012 -	Consulting Editor, <i>Remedial and Special Education</i>
2010 -	Consulting Editor, <i>American Journal of Orthopsychiatry</i>
2008 - 2012	Consulting Editor, <i>School Psychology Quarterly</i>
2007 - 2011	Associate Editor, <i>Journal of Research on Rural Education</i>
2004 - 2009	Consulting Editor, <i>Journal of School Psychology</i>
2000 - 2003	Consulting Editor, <i>Journal of Teacher Education</i>
2000 -	Consulting Editor, <i>Behavioral Disorders</i>
1994 - 2011	Consulting Editor, <i>Journal of Emotional and Behavioral Disorders</i>

Journal Activities: Ad-Hoc and Occasional Reviewer

2014-	Ad-hoc Referee, <i>Educational Psychologist</i>
2013-	Ad-hoc Referee, <i>School Psychology Quarterly</i>
2012 -	Ad-hoc Referee, <i>Child Development Perspectives</i>
2011 -	Ad-hoc Referee, <i>Journal of Applied Developmental Psychology</i>
2011 -	Ad-hoc Referee, <i>Infant Mental Health Journal</i>
2005 -	Ad-hoc Referee, <i>Journal of Educational Psychology</i>
2004 -	Ad-hoc Referee, <i>Developmental Psychology</i>
2003 -	Ad-hoc Referee, <i>Aggressive Behavior</i>
2002 -	Ad-hoc Referee, <i>Child Development</i>
2001 -	Ad-hoc Referee, <i>The Journal of Child Psychology and Psychiatry and Allied Disciplines</i>
2000 -	Ad-hoc Referee, <i>American Psychologist</i>
1999 -	Ad-hoc Referee, <i>Journal of Special Education</i>
1996 -	Ad-hoc Referee, <i>Social Development</i>
1993	Ad-hoc Referee, <i>Exceptionality: A Research Journal</i>

Membership in professional organizations

American Council of Rural Special Education
American Educational Research Association
Council for Exceptional Children - Division of Behavioral Disorders; Division for Research
Society for Research on Adolescence
Society for Research in Child Development

Research Grant Review Activities

2013 IRG-Special Review Committee Member, IES. Research and Community Partnerships panel.
2008-2010 IRG-Review Committee Member, IES. Social and Behavioral Context of Learning panel.
2005-2007 IRG-Review Committee Member, IES. Special Education General panel.
2004-2005 IRG-Review Committee Member, IES. Math and Science Education panel.
2003 IRG-Review Committee Member, Field Initiated Competition, Office of Special Education Programs, United States Department of Education.
2003-2004 IRG-Review Committee Member, Early Career Injury Control and Violence Prevention Research Competition, Centers for Disease Control and Prevention.
2003-2004 Field Reviewer, Human Development Grants, National Science Foundation.

Other National Professional Activities

2020 – 2021	Past President	Division of Research, Council for Exceptional Children
2019 – 2020	President	Division of Research, Council for Exceptional Children
2018 – 2019	President Elect	Division of Research, Council for Exceptional Children
2017 - 2018	Vice President	Division of Research, Council for Exceptional Children
2006 -	Reviewer	Occasional reviewer of special reports contracted by the Institute of Education Sciences on such topics as rural education, bullying, and professional development
2000 -	Reviewer	Conference submission proposal for various national conferences including the Society for Research in Educational Effectiveness; Society for Research on Adolescence; Council for Children with Behavioral Disorders; Society for Research on Child Development
2013	Participant	Using Measures to Leverage the Impact of Child Development Research on Educational Practice: Beyond Cognitive Skills. National invited panel sponsored by CASTL and SRCD
2010	Member	Panel to Review Current State of Special Education Services for Students with Behavioral Disorders – US Dept of Education, Office of Special Education Programs
2006 – 2011	Member	National Advisory Board for the Center for Developmental Science
2004 - 2006	Member	Nominations and election committee of the Council for Children with Behavior Disorders
2004	Reviewer	National Science Foundation research proposal review
2004	Panel Member	National Center for Education Statistics to review report of Youth Indicators
2004	Reviewer	Center of Disease Control’s National Center for Injury Prevention and Control Initial Review Group
1999	Member	National Institute of Mental Health expert panel charged with drafting an executive summary of the development of youth violence
1999	Participant	Lake-Geuga Counties Strategic Planning Consortium to restructure school and community-based services for high aggressive youth

1996	Participant	Invited participant at the Franco-American Conference on <i>The Development and Prevention of Violence</i> , sponsored by the French National Embassy
1996	Participant	Invited participant to the National Institute of Mental Health Fifth Annual National Conference on Prevention Research
1995	Participant	Invited participant as early career investigator to the National Institute of Mental Health Fourth Annual National Conference on Prevention Research

State and Community (Pennsylvania)

2020-2021	Member	IHE Consortium working with PaTTAN to prepare professional development materials to reduce disproportionality in discipline and dropout for middle school students with emotional and behavioral difficulties
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State and Community (Virginia)

2017 – 2019	Director	Led the creation of The Rural School-Community Partnership Research Consortium
2018	Organizer	Planned and organized a rural summit that brought together researchers, national funding partners, teacher preparation faculty, and school district administrators across the state of Virginia to address the needs of rural schools and students
2015	Presenter	Presented and prepared materials related to the need for accountability measures related to the social and emotional adjustment of students with disabilities for the Subcommittee on Accountability for the Standards of Learning Innovation Committee for the Office of the Secretary of Education of Virginia
2012-2013	Member	Middle School Initiative Planning and Regional Program Development Committee for Bridging Richmond

State and Community (North Carolina)

2002 – 2006	Member	Wright School Advisory Board, Durham, NC
2002	Advisor	Hoke County Schools, NC, Transition Support Committee
2000	Member	Advisory Panel of the North Carolina Council on Education Research
1996 -1997	Participant	Carolina Symposium on Youth Violence. Participant in a State Consortium of Academic and State Agency Professionals who work with youth whom are at high risk for chronic and severe violent behavior

School or College of Education

University of Pittsburgh

2021-2022	Member	Committee to reimagine SOE student admissions process through a lens of social justice and equity
2020	Co-chair	Search committee for open rank professor in health and physical activity
2019 – present	Member	Executive committee
2019	Facilitator	Planned and oversaw rural education working summit

College of William and Mary

2018	Chair	Search committee for open rank position in special education
2017 – 2018	Member	Faculty initiative on inclusivity and social justice
2017	Member	Search committee for assistant professor of counselor education
2017	Co-Chair	Search committee for assistant professor of school psychology

2016 – 2018	Chair	SOE Center Directors' Research Advisory Council
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School or College Service (Continued)

Virginia Commonwealth University

2015 - 2016	Member	School of Education Promotion and Tenure Review Committee
2015	Member	Urban Education Faculty Search Committee
2015	Coordinator	School Collaborative of Researchers on Professional Development
2015	Member	Study Leave Task Force
2015	Co-Chair	School of Education Promotion and Tenure Policy Revision Task Force
2015	Co-Chair	School of Education Faculty Mentoring Steering Committee
2014	Member	School of Education Great Places Initiative Committee
2014	Presenter	School of Education Workshop on Publishing
2013 - 2014	Mentor	Mentored several faculty members on research grant preparation
2013 - 2015	Reviewer	School of Education internal faculty research proposals
2013	Chair	School of Education Search Committee for Associate Dean of Research
2012 - 2015	Member	School of Education Research and Faculty Development Committee

Pennsylvania State University

2010	Member	Search Committee – Associate Dean for Research, Outreach, & Technology
2007 – 2011	Member	Department of Special Education Promotion and Tenure Review Committee
2007 – 2011	Member	College of Education Internal Grants Review Committee
2008 – 2010	Member	Departmental Search Committees
2007	Co-Chair	Administrative Review Committee of the College Office of Research

University of North Carolina at Chapel Hill

2004 - 2006	Member	UNC-CH School of Education IRB Committee
2003	Member	UNC-CH NCATE Oversight Steering Committee

Cleveland State University

1997-1999	Liaison	Cleveland State University Liaison to the Cleveland Schools participating in the Comer School Development Program
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University Service

University of Pittsburgh

2021	Member	Interdisciplinary team to establish Appalachian Teaching Project
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College of William and Mary

2017	Co-Chair	Review of the university level of the Office of Sponsored programs and evaluation of the performance of the Vice-Provost for Research
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Virginia Commonwealth University

2014 - 2016	Mentor	New Investigators Grant Writing Program
2013 - 2014	Member	Francis and Mary Planning Task Force
2012 - 2016	Faculty Associate	Clark Hill Institute of Positive Youth Development

Pennsylvania State University

2007 – 2011	Faculty	Faculty Associate of the Prevention Research Center
2006 – 2010	Member	Steering Committee of the Children, Youth, and Families Consortium

University Service (continued)

University of North Carolina at Chapel Hill

1999 – 2006	Member	Executive Committee, Center for Developmental Science, UNC-CH
1995 - 1997	Chair	Local Internal Review Board of the Center for Developmental Science
1995	Member	Multidisciplinary UNC-CH faculty/community committee to develop curriculum to train school-based interagency service coordinators
1995	Member	Organizing committee for the <i>Carolina Consortium</i> spring 1996 proseminar series, “Schools and Development”
1995	Member	Organizing committee for the <i>Carolina Consortium</i> fall 1995 proseminar series, “Prevention and Developmental Science”