

**CARLOMAGNO C. PANLILIO**

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**RESEARCH INTERESTS**

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Trauma-informed education  
 Self-regulation & self-regulated learning (proximal development & learning processes)  
 School readiness & academic achievement (distal learning outcomes)  
 Parenting and family processes in at-risk environments  
 Child maltreatment: practice and policy implications  
 Latent variable models: growth models, SEM, mixture models (e.g., LCA/LPA), IRT (e.g., Rasch, 2PL)

**EDUCATION**

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2015 Ph.D., Human Development (Developmental Science)  
 University of Maryland, College Park  
 Advisor: Brenda Jones Harden, Ph.D.  
 2014 Graduate Certificate, Education Measurement, Statistics, and Evaluation  
 University of Maryland, College Park  
 2005 M.S., Family Studies (Marriage and Family Therapy)  
 University of Maryland, College Park  
 2000 B.A., Psychology  
 California State University, Long Beach

**ACADEMIC APPOINTMENTS**

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2023 – present **Associate Professor** of Education (Educational Psychology)  
 2015 – 2023 **Assistant Professor** of Education (Educational Psychology)  
 Department of Educational Psychology, Counseling, and Special Education  
 College of Education, The Pennsylvania State University  
 2015 – present **Faculty**  
 The Child Maltreatment Solutions Network  
 Social Science Research Institute, The Pennsylvania State University

**UNIVERSITY AFFILIATIONS**

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2015 – present Faculty Associate  
 Population Research Institute  
 Social Science Research Institute  
 The Pennsylvania State University  
 2015 – present Faculty Affiliate  
 Child Study Center  
 Department of Psychology, College of Liberal Arts  
 The Pennsylvania State University

**REFEREED ARTICLES** (\*denotes student co-author)

- Edwards, N., & **Panlilio**, C. (2023). Neglecting to consider early emotional development after abuse and neglect: Insights and recommendations from child welfare providers. *Child & Family Social Work*. doi: 10.1111/cfs.13107
- Kennedy, R. S., **Panlilio**, C., Mullins\*, C., Alvarado\*, C., Font, S. A., Haag, A., & Noll, J. G. (2023). Does multidimensional self-concept mediate the pathways from childhood sexual abuse and bullying victimization to deliberate self-harm and suicidal ideation among adolescent girls? *Child and Adolescent Social Work Journal*. doi: 10.1007/s10560-023-00947-8
- Barnett, W., **Panlilio**, C.C., Mullins\*, C.A., Levi, B.H., Humphreys, K.L. (2023). Identifying what works for whom: Implementation outcomes following iLookOut, a child abuse identification and referral training program. *Journal of Clinical and Translational Science*. doi: 10.1017/cts.2023.628
- Briggs, E., Hanson, R., Klika, J., LeBlanc, S., Maddux, J., Merrit, D., Palusci, V., **Panlilio**, C., Roygardner, D., Schelbe, L., Stormer, B., Valentino, K., Vaughan-Eden, V., & Barboza, G. (2023). Addressing systemic racism in the American Professional Society on the Abuse of Children publications. *Child Maltreatment*. doi: 10.1177/10775595231191394
- Ferrara\*, A. M., **Panlilio**, C., & Tirrell-Corbin, C. (2023). Exploring school professionals' definitions of childhood trauma. *Journal of Child & Adolescent Trauma*. doi: 10.1007/s40653-023-00550-0
- Mullins\*, C., & **Panlilio**, C. (2023). Adversity, engagement, and later achievement: The role of emotion regulation and parent-child relationship quality. *Children and Youth Services Review*, 148, 106862. doi: 10.1016/j.chilyouth.2023.106862
- Panlilio**, C., Dube, S. R., & Corr, C. (2023). A framework for promoting learning and development in the context of adversity: An introduction to the special issue. *Child Abuse & Neglect*, 142, 106176. doi: 10.1016/j.chiabu.2023.106176
- Compton, A., **Panlilio**, C., & Humphreys, K. (2023). What's the matter with ACEs? Recommendations for considering early adversity in educational contexts. *Child Abuse & Neglect*, 142, 106073. doi: 10.1016/j.chiabu.2023.106073
- Dube, S. R., Rishi, S., Corr, C., & **Panlilio**, C. (2023). Assessment of adult learning outcomes from a school-based training on adverse childhood experiences science and trauma-informed care. *Child Abuse & Neglect*, 142, 105777. doi: 10.1016/j.chiabu.2023.105777
- Panlilio**, C., Dierkhising, C. B., Richardson, J., & Runner, J. (2022). Evaluating and validating the classification accuracy of a screening instrument to assess risk for commercial sexual exploitation of child welfare-involved children and adolescents. *Public Health Reports*, 137(S1), 73S-82S. doi:10.1177/00333549211065523
- Loomis, A., & **Panlilio**, C. (2022). Trauma-informed attitudes, teacher stress, and expulsion decision risk in preschool classrooms. *School Mental Health*, 14, 918-932. doi: 10.1007/s12310-022-09513-6
- Panlilio**, C., Alvarado\*, C., & Ellner\*, S. (2022). Race, trauma, and the education system. *APSAC Advisor*, 34(1), 7 – 15. Available online: [http://apsaclibrary.org/publications\\_all.php?dir=2022%20Number%201#](http://apsaclibrary.org/publications_all.php?dir=2022%20Number%201#)
- Perlman, S. B., Lunkenheimer, E., **Panlilio**, C., & Pérez-Edgar, K. (2022). Parent-to-Child Anxiety Transmission through Dyadic Social Dynamics: A Dynamic Developmental Model. *Clinical Child and Family Psychology Review*, 25, 110-129. doi: 10.1007/s10567-022-00391-7
- Panlilio**, C., Famularo, L., Masters, J., Dore, S., Verdiglione, N., Yang, C., Lehman, E., Hamm, R., Fiene, R., Kapp, K., & Levi, B. H. (2022). Integrating validity evidence to revise a child abuse knowledge test for early childhood education providers: A mixed methods approach. *American Journal of Evaluation*, 43(4), 559-583. doi: 10.1177/10982140211002901
- Ferrara\*, A., Kohler\*, K. M., Rizzo\*, K., & **Panlilio**, C. (2022). The cycle of student trauma, teacher stress, and teacher-student relational support: A case for supporting teachers' self-care. *APSAC Advisor*, 34(1), 40 – 56. Available online: [http://apsaclibrary.org/publications\\_all.php?dir=2022%20Number%201#](http://apsaclibrary.org/publications_all.php?dir=2022%20Number%201#)

- Hunter, W., Taylor, J., Bester, M., Nichols, S.C., & **Panlilio**, C. (2021). Considerations for incorporating trauma-informed care content within special education teacher preparation and professional development programs. *Journal of Special Education Preparation*, 1(2), 48-55. doi: 10.33043/JOSEP.1.2.48-55
- Humphreys, K.L., Piersiak, H.A., **Panlilio**, C. C., Lehman, E. B., Verdiglione, N., Dore, S., & Levi, B. (2021). A randomized control trial of a child abuse mandated reporter training: Knowledge and attitudes. *Child Abuse & Neglect*, 117, 105033. doi: 10.1016/j.chiabu.2021.105033
- Mullins\*, C., & **Panlilio**, C. (2021). Exploring the mediating effects of academic engagement on math and reading achievement for students who have experienced maltreatment. *Child Abuse & Neglect*, 117, 105048. doi: 10.1016/j.chiabu.2021.105048
- Panlilio**, C., Haring, J. R., Jones Harden, B., Morrison, C. I., & Duncan, A. D. (2020) Heterogeneity in the dynamic arousal and modulation of fear in young foster children. *Children and Youth Services Review*, 116, 105199. doi: 10.1016/j.childyouth.2020.105199
- Ferrara\*, A., & **Panlilio**, C. (2020). The role of metacognition in explaining the relationship between early adversity and reading comprehension. *Children and Youth Services Review*, 112, 104884. doi: 10.1016/j.childyouth.2020.104884
- Yang, C., **Panlilio**, C., Verdiglione, N., Lehman, E., Hamm, R., Fiene, R., Dore, S., Bard, D., Grable, B., & Levi, B. (2020). Generalizing findings from a randomized controlled trial to a real-world study of iLookOut, an online education program to improve early childhood care and education providers' knowledge and attitudes about reporting child maltreatment. *PLoS ONE*, 15(1): e0227398. doi: 10.1371/journal.pone.0227398
- Watts, J. W., O'Sullivan, D., **Panlilio**, C., & Daniels, A. (2020). Childhood emotional abuse and maladaptive coping in adults seeking treatment for substance use disorder. *Journal of Addictions & Offender Counseling*, 41, 18 - 34. doi: 10.1002/jaoc.12073
- Kapp, K., Dore, S., Fiene, R., Grable, B., **Panlilio**, C., Hamm, R., Yang, C., Lehman, E., Mincemoyer, C., Verdiglione, N., & Levi, B. (2020). Cognitive mapping for iLookOut for Child Abuse: An online training program for early childhood professionals. *The Online Journal of Distance Education and e-Learning*, 8(2), 80 – 89.
- Lunkenheimer, E., **Panlilio**, C., Lobo, F. M., Olson, S. L., & Hamby, C. M. (2019). Preschoolers' self-regulation in context: Task persistence profiles with mothers and fathers and later attention problems in kindergarten. *Journal of Abnormal Child Psychology*, 47(6), 947-960. doi: 10.1007/s10802-019-00512-x
- Lunkenheimer, E., Busuito, A., Brown, K. M., **Panlilio**, C., & Skowron, E. A. (2019). The interpersonal neurobiology of child maltreatment: Parasympathetic substrates of interactive repair in maltreating and nonmaltreating Mother–Child dyads. *Child Maltreatment*, 24(4), 353-363. doi: 10.1177/1077559518824058
- Panlilio**, C., Miyamoto, S., Font, S. A., & Schreier, H. M. C. (2019). Assessing risk of commercial sexual exploitation among children involved in the child welfare system. *Child Abuse & Neglect*, 87, 88-99. doi: 10.1016/j.chiabu.2018.07.021
- Panlilio**, C., Jones Harden, B., & Haring, J. (2018). School readiness of maltreated preschoolers and later school achievement: The role of emotion regulation, language, and context. *Child Abuse & Neglect*, 75, 82-91. doi: 10.1016/j.chiabu.2017.06.004
- Jones Harden, B., **Panlilio**, C., Morrison, C., Duncan, A. D., Duchene, M., & Clyman, R. B. (2016). Emotion regulation of preschool children in foster care: The influence of maternal depression and parenting. *Journal of Child and Family Studies*, 26(4), 1124-1134. doi: 10.1007/s10826-016-0636-x
- Jones Harden, B., Duncan, A. D., Morrison, C. I., **Panlilio**, C., & Clyman, R. B. (2015). Compliance and internalization in preschool foster children. *Children and Youth Services Review*, 55, 103-110. doi: 10.1016/j.childyouth.2015.04.013

## REFEREED CONFERENCE PROCEEDINGS

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**Panlilio, C., & Tirrell-Corbin, C.** (2017). Trauma sensitive pedagogy for young children. In R. Svaricek (Ed.). *The International Council on Education for Teaching 61<sup>st</sup> World Assembly: Re-Thinking Teacher Professional Education: Using Research Findings for Better Learning* (pp. 245 – 257). Czech Republic: Brno. Available online: [https://icet4u.org/docs/ICET\\_Yearbook\\_of\\_Teacher\\_Education\\_2018.pdf#page=246](https://icet4u.org/docs/ICET_Yearbook_of_Teacher_Education_2018.pdf#page=246)

## BOOKS

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**Panlilio, C.** (2019). (Vol. Ed.). *Trauma informed schools: How child maltreatment prevention, detection, and intervention can be integrated into the school setting*. New York, NY: Springer Publishing.

## BOOK CHAPTERS (\*denotes student co-author)

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- Panlilio, C., & Corr, C.** (2020). Child maltreatment: Pathways to educational achievement through self-regulation and self-regulated learning. In A. Martin, R. Sperling, & K. J. Newton (Eds.). *Handbook of Educational Psychology and Students with Special Needs* (pp. 197 – 219). New York, NY: Routledge.
- Panlilio, C., Ferrara\*, A., & MacNeill\*, L.** (2019). Trauma, self-regulation, and learning. In C. Panlilio (Ed.). *Trauma informed schools: How child maltreatment prevention, detection, and intervention can be integrated into the school setting* (pp. 61 – 78). New York, NY: Springer Publishing.
- Panlilio, C., Hlavek, E., & Ferrara\*, A.** (2018). Neurobiological impact of trauma. In A. D. Hunter (Ed.). *Art for Children Experiencing Psychological Trauma: A Guide for Educators and School-based Professionals* (pp. 104 – 113). New York, NY: Routledge.
- Lanier, P., Maguire-Jack, K., Mienko, J., & **Panlilio, C.** (2015). From causes to outcomes: Determining prevention can work. In D. Daro, A. C. Donnelly, L. A. Huang, & B. Powell (Eds.). *Advances in Child Abuse Prevention Knowledge: The Perspective of New Leadership* (pp. 121 – 144). New York, NY: Springer Publishing.
- Dierkhising, C., Geiger, J. M., Hurst, T., **Panlilio, C.**, & Schelbe, L. (2015). Preventing adolescent maltreatment: A focus on child welfare, juvenile justice, and sexual exploitation. In D. Daro, A. C. Donnelly, L. A. Huang, & B. Powell (Eds.). *Advances in Child Abuse Prevention Knowledge: The Perspective of New Leadership* (pp. 43 – 65). New York, NY: Springer Publishing.

## COMMENTARIES AND ADDITIONAL PUBLICATIONS (\*denotes student co-author)

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- Panlilio, C.** (2023). ... whatever you do, you have to keep moving forward. *APSAC Advisor*, 36(2), 4 – 5. Available online: [http://apsaclibrary.org/publications\\_all.php#](http://apsaclibrary.org/publications_all.php#)
- Panlilio, C.** (2022). Learning, adversity, and self-regulation: Understanding mechanisms of change to support children's learning. *Times Magazine*, 5(8), 7 – 8. Available online: <https://ssrlsig.org/awards-opportunities-digests-media/ssrl-times-magazine/>
- Panlilio, C., Ferrara\*, A., & Schelbe, L.** (2022). Presidents and pioneers: A celebration of APSAC's 35<sup>th</sup> anniversary, volume II. *APSAC Advisor*, 35(2), 4 – 11. Available online: [http://apsaclibrary.org/publications\\_all.php?dir=2022%20Number%203](http://apsaclibrary.org/publications_all.php?dir=2022%20Number%203)
- Schelbe, L., **Panlilio, C.**, & Ferrara\*, A. (2022). Presidents and pioneers: A celebration of APSAC's 35<sup>th</sup> anniversary. *APSAC Advisor*, 35(1), 4 – 10. Available online: [http://apsaclibrary.org/publications\\_all.php?dir=2022%20Number%202#](http://apsaclibrary.org/publications_all.php?dir=2022%20Number%202#)
- Schelbe, L., & **Panlilio, C.**, (2021). Uncovering the hidden cost of the pandemic on child safety and well-being: Introduction to the COVID-19 special issue. *APSAC Advisor*, 33(2), 5 – 7. Available online: [http://apsaclibrary.org/publications\\_all.php?dir=2021%20Number%202#](http://apsaclibrary.org/publications_all.php?dir=2021%20Number%202#)

- Panlilio, C.**, (2021). A look into the mirror: Reflecting on systemic racism and implicit bias. *APSAC Advisor*, 33(1), 7 – 9. Available online: [http://apsaclibrary.org/publications\\_all.php?dir=2021%20Number%201#](http://apsaclibrary.org/publications_all.php?dir=2021%20Number%201#)
- Tirrell-Corbin, C., **Panlilio, C.**, & Klika, J. B. (2021). The epidemic behind the mask: COVID-related education inequities. *The Hill* Op-Ed: <https://thehill.com/opinion/education/539180-the-epidemic-behind-the-mask-covid-related-education-inequities>
- Panlilio, C.**, & Tirrell-Corbin, C. (2021). Our research shows educators are experiencing trauma during the pandemic: Here's how we can reduce the burden. *EdSurge* Op-Ed: <https://www.edsurge.com/news/2021-03-02-our-research-shows-educators-are-experiencing-trauma-during-the-pandemic-here-s-how-we-can-reduce-the-burden>
- Panlilio, C.** (2019). Introduction to trauma-informed schools. In C. Panlilio (Ed.). *Trauma informed schools: How child maltreatment prevention, detection, and intervention can be integrated into the school setting* (pp. vii – x). New York, NY: Springer Publishing.
- Panlilio, C.** (2019). Conclusions and panel discussion. In C. Panlilio (Ed.). *Trauma informed schools: How child maltreatment prevention, detection, and intervention can be integrated into the school setting* (pp. 109 – 122). New York, NY: Springer Publishing.

## SPONSORED RESEARCH/GRANTS

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### Active

- Perez-Edgar, K., Perlman, S., **Panlilio, C.**, & Lunkenheimer, E. (Co-I, 20%). (2022-2026). *Parent-to-child anxiety transmission in early childhood: Capturing in-the-moment mechanisms through emotion modeling and biological synchrony*. National Institute of Mental Health, (R01 MH130007), \$5,740,880.00
- Riccomini, P., **Panlilio, C.**, O'Sullivan, D., & Hoffman, K. (Co-I, 25%). (2022-2026). *Project BRITE: Bringing research and intervention to trauma-informed education*. U.S. Department of Education, Office of Special Education Programs (H325K210017), \$1,160,821.00
- Levi, B., **Panlilio, C.**, & Zhou, S. (Co-I, 5%). (2021-2026). *iLook Out for Child Abuse: Microlearning to improve knowledge retention*. National Institute of Child Health and Human Development, (R01 HD088448-06A1), \$4,768,797.00
- Tirrell-Corbin, C., & **Panlilio, C.** (Co-PI). (2022-2023). *Building community for the Trauma Sensitive Pedagogy project: Research, policy, and practice coalition*. Bainum Family Foundation, \$50,000.00.

### Completed

- Perez-Edgar, K., Perlman, S., **Panlilio, C.**, & Lunkenheimer, E. (Co-I, 15%). (2021-2022). *Parent-to-child anxiety transmission in early childhood: Capturing in-the-moment mechanisms through emotion modeling and biological synchrony*. National Institute of Mental Health, (R56 MH126349-01A1), \$499,671.00
- Tirrell-Corbin, C., & **Panlilio, C.** (Co-PI). (2017-2022). *Trauma Sensitive Pedagogy for young children: A curriculum for early childhood educators*. Bainum Family Foundation, \$215,000.00.
- Levi, B., **Panlilio, C.**, Zhou, S., Verdiglione, N., & Dore, S. (Co-I, 10%). (2019-2021). *iLook Out for Child Abuse: An Innovative Learning Module for Childcare Providers*. National Institute of Child Health and Human Development, (R01 HD088448), \$4,074,430.00
- Panlilio, C.** (PI). (2020 – 2021). *Preliminary validation of a screening instrument to assess risk of commercial sexual exploitation of children in the Child Welfare System*. Population Research Institute Seed Funding, The Pennsylvania State University, \$10,000.00
- Hayes, J., & **Panlilio, C.** (Co-I). (2020 – 2021). *Cross-cultural validation of the Counseling Center Assessment of Psychological Symptoms-62*. Research Initiation Grant, College of Education, The Pennsylvania State University, \$7,884.00

**Panlilio, C.** (PI). (2017 – 2018). *Feasibility of implementing the PATHS curriculum using inclusion classroom coaches*. Research Initiation Grant, College of Education, The Pennsylvania State University, \$9,000.00.

## FELLOWSHIPS/AWARDS

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**Dissertation Fellowship, Doris Duke Fellowship for the Promotion of Child Well-Being**, supported by Chapin Hall, University of Chicago, 2013-2015, \$50,000.

## INVITED TALKS

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- Panlilio, C.** (2024, August). *Trauma-Informed Practices in Early Childhood*. Webinar to be presented at the 4<sup>th</sup> Annual Center for Early Learning Virtual Professional Development seminar hosted by Purdue University, West Lafayette, IN.
- Panlilio, C.** (2024, March). *Assessing the Risk of Commercial Exploitation of Child Welfare-Involved Children and Youth*. Webinar to be presented at the Practice and Research Together (PART) organization, Toronto, Canada.
- Panlilio, C., & Dube, S.** (2023, October). *Learning in the Context of Adversity*. Webinar given at the Journal Club series of the International Society for the Prevention of Child Abuse & Neglect.
- Panlilio, C.** (2022, April). *How Can Methods in Educational Psychology be Reimagined to be Anti-Racist*. Presentation given at the AERA Small Conference: Setting an Agenda for an Anti-Racist Program of Research in Educational Psychology hosted by Penn State, University Park, PA.
- Panlilio, C.** (2021, August). *The Effects of Adverse Experiences on Learning and Development*. Presentation given at the professional development seminar hosted by the Penn State Berks Elementary and Early Childhood Education Program on Issues of Trauma: Empowering School Practitioners, Reading, PA.
- Panlilio, C.** (2021, April). *Only if I knew then what I know now*. Invited session for Division E at the annual meeting of the American Educational Research Association (virtual conference).
- Corr, C., & **Panlilio, C.** (2017, January). *Possibilities & Obligations: Our Role in Supporting Young Children with Disabilities Who Have Experienced Abuse*. Webinar given at the Learning Deck Webinar series of the Division for Early Childhood, Council for Exceptional Children.
- Panlilio, C.** (2017, February). *Trauma Informed Schools*. Keynote address given at the 26<sup>th</sup> Annual Conference of the Western New York School Counselors Consortium, Rochester, NY.

## RESEARCH PRESENTATIONS (\*denotes student co-author)

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- McCrudden, M., **Panlilio, C.**, Cosso, J., & Levi, B. (2024, April). *Transformativist Measurement Development Methodology: Using Mixed Methods to Integrate Evidence of Validity for Instrument Revision*. Paper presented at the annual meeting of the American Educational Research Association, Philadelphia, PA.
- Panlilio, C., & Tirrell-Corbin, C.** (2024, April). *The trauma Sensitive Pedagogy Curriculum for Early Childhood Educators: Incorporating Self-Regulated Learning Processes for Educators*. Paper presented at the annual meeting of the American Educational Research Association, Philadelphia, PA.
- Corr, C., Loomis, A., Bulotsky-Shearer, R., & **Panlilio, C.** (2024, February). *Trauma and Early Childhood: Ecological Perspectives on Children, Context, and Systems*. Symposium presented at the biannual Conference on Research Innovations in Early Intervention, sand Diego, CA.
- Tirrell Corbin, C., & **Panlilio, C.** (2023, October). *Research-Practice-Policy-Partnerships: A Systemic Approach to Addressing Childhood Trauma and Educator Burnout*. Paper presented at the winter conference of the Association for Teacher Education in Europe, Braga, Portugal.

- Ellner\*, S., Selin, C., & **Panlilio**, C. (2023, April). *Verbal and nonverbal intelligence development in children with maltreatment histories*. Poster presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- Alvarado\*, C., & **Panlilio**, C. (2023, April). *Examining the role of sustained attention on reading outcomes within a context of childhood adversity*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- Ellner\*, S., Selin, C., & **Panlilio**, C. (2023, April). *Language skills predicting later reading achievement for welfare-involved children*. Poster presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- Mullins\*, C., Ellner\*, S., Falcon\*, A. L., & **Panlilio**, C. (2023, April). *Engagement, adversity, and later achievement: The role of emotion regulation*. Poster presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- Kennedy, R. S., **Panlilio**, C., Mullins\*, C., Alvarado\*, C., Font, S. A., Haag, A., & Noll, J. G. (2023, March). *Childhood sexual abuse, bullying victimization, deliberate self-harm, and suicidal ideation: The mediating effect of multidimensional self-concept*. Paper presented at the biennial meeting of the Society for Research in Child Development, Salt Lake City, UT.
- Ellner\*, S., Ferrara\*, A. M., & **Panlilio**, C. C. (2022, August). *Relationship between receipt of accommodations and childhood maltreatment in college students*. Poster presented at the 130<sup>th</sup> Annual Convention of the American Psychological Association, Minneapolis, MN.
- Barnett, W., **Panlilio**, C.C., Mullins\*, C., Levi, B.H., Humphreys, K.L. (2022, June). *Variations in implementation outcomes by user characteristics: identifying what works for whom for iLookOut, a web-based child abuse identification and training program*. Poster presented at the 2022 National Research Conference on Early Childhood (virtual conference).
- Falcon\*, A. L., Alvarado\*, C., & **Panlilio**, C. C. (2022, June). *Developing a conceptual model: Exploring the effects of early childhood maltreatment on executive function and emerging literacy using two independent systematic reviews*. Poster presented at the 2022 National Research Conference on Early Childhood (virtual conference).
- Panlilio**, C., & Tirrell Corbin, C. (2022, April). Teachers' adverse childhood experiences and secondary traumatic stress in the context of trauma-informed professional development. In A. Hooper (Chair), *Early Childhood Teacher Development*. Roundtable conducted at the annual meeting of the American Educational Research Association, San Diego, CA.
- Tirrell Corbin, C., **Panlilio**, C., & Klika, B. (2021, October). *Educators navigating the epidemic of inequities in low-resourced communities: The importance and power of coalition building*. Paper presented at the annual Kempe international conference (virtual conference).
- Klika, B., Tirrell Corbin, C., & **Panlilio**, C. (2021, August). *Epidemic of inequities for families who immigrated to the U.S.* Paper presented at the annual conference of Prevent Child Abuse America (virtual conference).
- Ellner\*, S., Mullins\*, C. A., Ferrara\*, A. M., & **Panlilio**, C. C. (2021, August). *Links between SPED referrals, behaviors, and academic outcomes in child welfare-involved students*. Poster presented at the 129th Annual Convention of the American Psychological Association (virtual conference).
- Panlilio**, C., & Tirrell Corbin, C. (2021, April). Implementation of the Trauma Sensitive Pedagogy curriculum: A pilot study. In C. Tirrell-Corbin (Chair), *Trauma-Informed Practice as an Equitable Practice in Early Childhood Education*. Symposium presented at the annual meeting of the American Educational Research Association (virtual conference).
- Ferrara\*, A. M., Mullins\*, C., Ellner\*, S., & **Panlilio**, C. C. (2021, April). *Early child maltreatment, reading skills, and comprehension: A systematic review and illustrative example*. Roundtable conducted at the annual meeting of the American Educational Research Association (virtual conference).

- Panlilio**, C., & Tirrell Corbin, C. (2021, April). *Examining implementation outcomes for the Trauma Sensitive Pedagogy pilot study for early childhood educators*. Paper presented at the biennial meeting of the Society for Research in Child Development (virtual conference).
- Ferrara\*, A. M., Mullins\*, C., Ellner\*, S. & **Panlilio**, C. (2020, October). *A call for research examining reading as a process within the context of child maltreatment: A systematic review*. [Poster session]. Annual Child Maltreatment Solutions Network Conference, University Park, PA. (conference postponed)
- Mullins\*, C., Ferrara\*, A., & **Panlilio**, C. (2020, August). *Examining the structural validity of academic engagement for maltreated students*. Poster presented at the 128th Annual Convention of the American Psychological Association (virtual conference).
- Mullins\*, C.A., Doucette\*, C., Ferrara\*, A., & **Panlilio**, C. (2020, August). *Examining the structural validity of the Adverse Childhood Experiences Scale*. Poster presented at the 128th Annual Convention of the American Psychological Association (virtual conference).
- Ferrara\*, A., **Panlilio**, C., & Mullins\*, C. (2020, August). *Early maltreatment, sampling variability, and dysregulation: Application of orthogonal contrasts in a GLM framework*. Poster presented at the 128th Annual Convention of the American Psychological Association (virtual conference).
- Ferrara\*, A., Tirrell-Corbin, C., & **Panlilio**, C. (2020, June). *Exploring educators' understanding of childhood trauma*. [Poster Session]. Biennial Administration for Children and Families National Research Conference on Early Childhood, Washington, DC (conference canceled).
- Panlilio**, C., McCrudden, M., & Levi, B. (2020, April). *Integration of validity evidence in a mixed-methods study to inform instrument refinement*. [Paper Session]. Annual meeting of the American Educational Research Association, San Francisco, CA <http://tinyurl.com/vr95gou> (conference canceled).
- Tirrell-Corbin, C., **Panlilio**, C., & Ferrara\*, A. (2020, April). *Early childhood educators' adversity and risk for secondary trauma when teaching children with prior trauma*. [Poster Session]. Annual meeting of the American Educational Research Association, San Francisco, CA <http://tinyurl.com/whsvpk> (conference canceled).
- Ferrara\*, A., Mullins\*, C., & **Panlilio**, C. (2020, April). *The mediation of metacognition on relationships between adverse childhood experiences, trauma symptoms, and reading comprehension*. [Paper Session]. Annual meeting of the American Educational Research Association, San Francisco, CA <http://tinyurl.com/vfl49dp> (conference canceled).
- Mullins\*, C., Ferrara\*, A. M., & **Panlilio**, C. C. (2019, September). *Investigating the structural validity of academic engagement measurement models for foster care youth*. Poster presented at the annual Child Maltreatment Solutions Network Conference, University Park, PA.
- Panlilio**, C., Tirrell Corbin, C., Ferrara\*, A., & Mullins\*, C. (2019, August). *Secondary traumatic stress, early childhood educators, and trauma-informed practice*. Poster presented at the annual Convention of the American Psychological Association, Chicago, IL.
- Allen, A., & **Panlilio**, C. (2019, April). *Building bridges between mandatory and voluntary services: Lessons learned from mandated referral from child welfare and early intervention*. Paper presented at the 21<sup>st</sup> National Conference on Child Abuse and Neglect, Washington, DC
- Edwards, N., & **Panlilio**, C. (2019, April). *Needs assessment of Child Welfare professionals to support early socioemotional development after child abuse*. Paper presented at the annual meeting of the American Educational Research Association, Toronto, Canada.
- Panlilio**, C., Sperling, R., Pun\*, W. H., Ferrara\*, A., & Hu\*, H. (2019, March). *Early maltreatment and later education status: The role of achievement motivation and context*. Poster presented at the biennial meeting of the Society for Research in Child Development, Baltimore, MD.
- Panlilio**, C., Harring, J., Jones Harden, B., Morrison, C., & Drouin, A. (2018, August). *Dynamic arousal and modulation of fear in preschool foster children*. Poster presented at the annual Convention of the American Psychological Association, San Francisco, CA.



- Panlilio**, C. (2018, August). (Chair). *The impact of parental expectations and support on educational outcomes*. Symposium presented at the annual Convention of the American Psychological Association, San Francisco, CA.
- Mullins\*, C., **Panlilio**, C., & Ferrara\*, A. (2018, August). *Early maltreatment and heterogeneity in academic engagement for young children*. Poster presented at the annual Convention of the American Psychological Association, San Francisco, CA.
- Ferrara\*, A., & **Panlilio**, C. (2018, August). *The effect of traumatic events and symptoms on inhibitory control and learning*. Poster presented at the annual Convention of the American Psychological Association, San Francisco, CA.
- Tirrell-Corbin, C., **Panlilio**, C. & Ferrara\*, A. (2018, July). *Responding to Childhood Adversity: The Necessity of Trauma Sensitive Pedagogy and Practices in Support of Children, Families, and Teachers*. Paper presented at the 62<sup>nd</sup> World Assembly of the International Council on Education for Teaching, Laredo, TX
- Edwards, N., & **Panlilio**, C. (2017, October). *Supporting early emotional development after child abuse; Insights from child welfare professionals*. Poster presented at the annual Council for Exceptional Children (Division for Early Childhood) conference, Portland, OR.
- Panlilio**, C. (2017, August). (Chair). *Fostering cognitive resilience through lifelong strategic reading, writing, and living*. Symposium presented at the annual Convention of the American Psychological Association, Washington, D.C.
- Hu\*, H., **Panlilio**, C., Ferrara\*, A. & Pun\*, W. H., (2017, August). *Examining the effects of trauma and attentional bias on learning: An eye tracking study*. Poster presented at the annual Convention of the American Psychological Association, Washington, D.C.
- Pun\*, W. H., **Panlilio**, C., Sperling, R., Hu\*, H., & Ferrara\*, A. (2017, August). *The impact of early maltreatment and achievement motivation on later reading*. Poster presented at the annual Convention of the American Psychological Association, Washington, D.C.
- Tirrell-Corbin, C., & **Panlilio**, C. (2017, July). *Trauma sensitive pedagogy*. Paper presented at the 61<sup>st</sup> World Assembly of the International Council on Education for Teaching, Czech Republic, Brno.
- Panlilio**, C., Lunkenheimer, E., & Olson, S. (2017, April). Differential predictors of dynamic patterns of preschoolers' task persistence in mother-child versus father-child interactions. In E. Lunkenheimer (Chair). *Dynamic parenting and dyadic mechanisms in children's regulatory development: Modeling time, dimension, and context*. Symposium conducted at the biennial meeting of the Society for Research in Child Development, Austin, TX.
- Bliss, B., & **Panlilio**, C. (2016, October). *Improving educational efforts through university-school district partnerships*. Presentation at the annual Child Maltreatment Solutions Network Conference: Trauma-informed schools: How Child Maltreatment Prevention, Detection, and Intervention can be Integrated into the School Setting, State College, PA.
- Panlilio**, C. (2016, October). *Trauma, self-regulation, and educational outcomes*. Presentation at the annual Child Maltreatment Solutions Network Conference: Trauma-informed schools: How Child Maltreatment Prevention, Detection, and Intervention can be Integrated into the School Setting, State College, PA.
- Panlilio**, C., Jones Harden, B., Brown\*, S., & Cabrera, N. (2016, October). *Behavior of African-American toddler boys and girls: Contributions of co-parenting, father involvement, and maternal parenting*. Poster presented at the Society for Research in Child Development Special Topic Meeting: Babies, Boys, and Men of Color, Tampa, FL.
- Panlilio**, C., Jones Harden, B., Harring, J., Morrison, C., & Duncan, A. D. (2016, July). *Fear regulation patterns of young children in foster care: An exploratory process-centered approach*. Poster presented at the biennial National Research Conference on Early Childhood (formerly known as the Head Start National Research Conference), Washington, D.C.

- Panlilio, C., Hall, C., & Bliss, B.** (2016, June). *Trauma informed schools*. Presentation at the 2016 Education summit: Re-inventing tomorrow's schools: Innovations in Pennsylvania through community-university partnerships, State College, PA.
- Jones Harden, B., **Panlilio, C., & Berlin, L.** (2015, March). Parenting in the context of trauma. In C. Raver and S. E. Watamura (Chairs). *The face of toxic stress: Preliminary consortium findings on concomitant risks and parent and child well-being*. Symposium conducted at the biennial meeting of the Society for Research in Child Development, Philadelphia, PA.
- Feely, M., Hayes, M. Mienko, J., **Panlilio, C., & Miyamoto, S.** (2015, January). *The diffusion of federal social policy mandates: The case of CAPTA, 1974*. Paper presented at the annual conference of the Society for Social Work and Research, New Orleans, LA.
- Panlilio, C., Jones Harden, B., & Morrison, C. I.** (2014, November). *Foster parenting approaches to the regulation of anger in young children with a history of maltreatment*. Poster presented at the Society for Research in Child Development Special Topic Meeting: New Conceptualizations in the Study of Parenting-At-Risk, San Diego, CA.
- Drouin Duncan, A., **Panlilio, C., Morrison, C. I., & Jones Harden, B.** (2013, April). *Maltreated foster children's internalization of parental standards*. Poster presented at the biennial meeting of the Society for Research in Child Development, Seattle, WA.
- Panlilio, C., Monahan, C., & Jones Harden, B.** (2012, June). *Emotion regulation and caregiver-child interaction profiles among young children in foster care*. Poster presented at the annual Head Start National Research Conference, Washington, D.C.

## **WORKSHOPS AND PROFESSIONAL DEVELOPMENT**

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- 2023 *Trauma-sensitive schools: An introduction to the Trauma Sensitive Pedagogy (TSP) Curriculum*. State College, PA. Co-delivered with C. Alvarado and S. Ellner. Facilitated a workshop to graduate students of Project BRITE alongside State College Area School District Special Education teachers (K-12) on understanding the impact of trauma on development and learning and how to implement the TSP curriculum to address students' classroom needs.
- 2019 *Implementing the Trauma Sensitive Pedagogy Curriculum*. Silver Spring, MD. Co-delivered with C. Tirrell-Corbin. Facilitated an implementation pilot of the TSP curriculum for early childhood educators in a K-2 elementary school with the goal of providing professional development on understanding the impact of trauma on learning, as well as collection of implementation process data to inform intervention design.
- 2018 *Trauma-sensitive schools: An introduction*. Quarryville, PA. Co-delivered with C. Hall and A. Ferrara. Facilitated a district-wide workshop for the SOLANCO Public School District on creating and sustaining trauma-sensitive school systems (250 attendees).
- 2017 *Children exposed to chronic stress and trauma: Meet them where they are and help them grow*. Harrisburg, PA. Co-delivered with M. Wadsworth. Facilitated a workshop for the Harrisburg Public School District on understanding the impact of trauma on educational performance (80 attendees).

## **TEACHING**

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### **Undergraduate Courses**

CMAS 493/EDPSY 493: Child Maltreatment and Advocacy Studies Capstone Experience  
Spring 2024, Spring 2023, Spring 2022, Spring 2021; Spring 2020; Spring 2019; Spring 2018; Spring 2017; Fall 2016

The Pennsylvania State University

EDPSY 421: Learning Processes in Relation to Educational Practices  
Fall 2022

The Pennsylvania State University

EDPSY 101: Analysis and Interpretation of Statistical Data in Education  
 Fall 2023; Fall 2022; Fall 2021; Fall 2020; Fall 2019; Fall 2018; Fall 2017; Fall 2016; Fall 2015  
 The Pennsylvania State University

EDPSY 10: Individual Differences and Education  
 Fall 2018; Spring 2017; Spring 2016  
 The Pennsylvania State University

RHS495A: Rehabilitation and Human Services Internship  
 Spring 2016  
 The Pennsylvania State University

EDUC388H: Special Topics in Education; Honors Synthesis Seminar  
 Spring 2014; Fall 2013; Co-Instructor  
 University of Maryland, College Park

EDUC499H: Honors Thesis Seminar  
 Spring 2014; Fall 2013; Teaching Assistant  
 University of Maryland, College Park

### **Graduate Courses**

EDPSY 521: Learning and Cognition  
 Fall 2023; Spring 2023, Spring 2022, Spring 2021; Spring 2020; Spring 2019; Spring 2018  
 The Pennsylvania State University

EDPSY 597, Section 002: Implementation Science Seminar  
 Fall 2021  
 The Pennsylvania State University

CE 524: Theories and Techniques of Family Counseling  
 Summer 2014; Summer 2013; Summer 2012  
 Marymount University

### **OTHER PROFESSIONAL EXPERIENCE**

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2011 – 2014	<b>Substitute Adjunct Clinical Supervisor</b> , University of Maryland, College Park Couple and Family Therapy Graduate Program
2013 – 2014	<b>Graduate Research Assistant</b> , University of Maryland, College Park, Undergraduate Honors Program
2010 – 2013	<b>Graduate Research Assistant</b> , University of Maryland, College Park, Early Childhood Education Program
2010 – 2011	<b>Adjunct Clinical Supervisor</b> , University of Maryland, College Park Couple and Family Therapy Graduate Program
2010 – 2015	<b>Licensed Clinical Marriage &amp; Family Therapist</b> , Jonah Green & Associates, Kensington, MD
2009 – 2010	<b>Clinical Supervisor and Family Therapist</b> , KidsPeace Treatment Foster Care Program, Columbia, MD
2007 – 2009	<b>Licensed Clinical Marriage &amp; Family Therapist</b> , AAU Counseling & Support Services, Las Vegas, NV
2006 – 2009	<b>Licensed Clinical Marriage &amp; Family Therapist</b> , Private Practice Henderson, NV

- 2006 – 2009 **Licensed Clinical Marriage & Family Therapist**, Mojave Child & Family Services Continuum of Care Project with Child Protective Services, Las Vegas, NV
- 2003 – 2005 **Marriage & Family Therapist Intern**, University of Maryland, College Park Family Service Center, Department of Family Studies
- 2003 – 2005 **Graduate Research Assistant**, University of Maryland, College Park, Department of Family Studies, Schizophrenia Family Support Project
- 2003 – 2005 **Graduate Research Assistant**, University of Maryland, College Park, Department of Family Studies, Cooperative Extension, Food Stamp Nutrition Education
- 2002 – 2003 **Research Assistant**, Instructional Research Group/Russell Gersten Research Group, Los Alamitos, CA
- 2001 – 2002 **Policy Research Associate**, AIM Policy Center, School of Public Policy, Asian Institute of Management, Makati, Philippines
- 2000 – 2002 **Associate Consultant**, ZMG Signium Ward Howell, Makati, Philippines
- 1994 – 1999 **Nutrition Program Assistant**, Public Health Foundation Enterprises, Women, Infants, and Children (WIC) program, Irwindale, CA

### **SERVICE AND THE SCHOLARSHIP OF SERVICE**

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#### **Department and Academic Program (Educational Psychology)**

- 2022 – present **Member**, Curriculum Committee, Educational Psychology, Counseling, and Special Education Department, Pennsylvania State University
- 2024 – 2025 **Faculty Council Representative**, Faculty Council, Educational Psychology, Counseling, and Special Education Department, Pennsylvania State University
- 2022 – 2023 **Member**, Qualifying Exam Committee, Educational Psychology Program College of Education, Pennsylvania State University
- 2022 – 2023 **Chair**, Graduate Admissions Committee, Educational Psychology Program College of Education, Pennsylvania State University
- 2021 – 2022 **Chair**, Graduate Admissions Committee, Educational Psychology Program College of Education, Pennsylvania State University
- 2020 – 2021 **Chair**, English Language Proficiency Evaluation Committee, Educational Psychology Program, College of Education, Pennsylvania State University
- 2019 – 2020 **Member**, English Language Proficiency Evaluation Committee, Educational Psychology Program, College of Education, Pennsylvania State University
- 2019 – 2021 **Member**, Program Assessment Committee, Educational Psychology Program, College of Education, Pennsylvania State University
- 2017 – 2018 **Member**, Faculty Search Committee for Educational Psychology and the Learning Sciences, Educational Psychology Program, College of Education, Pennsylvania State University
- 2016 – 2018 **Member**, Climate Committee, Department of Educational Psychology, Counseling, & Special Education, College of Education, Pennsylvania State University
- 2016 – 2017 **Member**, Faculty Search Committee, Educational Psychology Program, College of Education, Pennsylvania State University
- 2015 – 2021 **Member**, Graduate Student Admissions Committee, Educational Psychology Program, College of Education, Pennsylvania State University

#### **College**

- 2024 – 2025 **Faculty Council Representative**, Department of Educational Psychology, Counseling, and Special Education, College of Education, Pennsylvania State University
- 2023 – 2025 **Ombudsperson**, College of Education, Pennsylvania State University
- 2023 **Ombudsperson (Alternate)**, College of Education, Pennsylvania State University

- 2022 – 2023 **Faculty Member**, Academic Integrity Committee, College of Education, Pennsylvania State University
- 2022 – 2023 **Ombudsperson**, College of Education, Pennsylvania State University
- 2021 – 2022 **Ombudsperson (Alternate)**, College of Education, Pennsylvania State University
- 2018 **Curriculum Reviewer**, College of Education, Pennsylvania State University
- 2017 – 2018 **Outside Member**, Faculty Search Committee, Department of Education Policy Studies, College of Education, Pennsylvania State University
- 2015 – 2016 **Organizer**, 2016 Annual Summit on Re-Inventing Tomorrow's Schools: Innovations in Pennsylvania through Community-University Partnerships, College of Education, Pennsylvania State University
- 2016 – 2017 **Organizer**, 2017 Annual Summit on Re-Inventing Tomorrow's Schools: Innovations in Pennsylvania through Community-University Partnerships, College of Education, Pennsylvania State University

### University

- 2022 **Reviewer**, SSRI Faculty Fellow Proposal, Social Science Research Institute, Pennsylvania State University
- 2021 **Reviewer**, SSRI Faculty Fellow Proposal, Social Science Research Institute, Pennsylvania State University
- 2021 **Reviewer**, SSRI Grant Writing Workshop Proposal, Social Science Research Institute, Pennsylvania State University
- 2020 – 2021 **Interdisciplinary Member**, Director Search Committee for the Social Science Research Institute, Pennsylvania State University
- 2019 **Curriculum Reviewer**, Child Maltreatment Solutions Network, Social Science Research Institute, Pennsylvania State University
- 2015 – present **Member**, Education Committee, Child Maltreatment Solutions Network, Social Science Research Institute, Pennsylvania State University
- 2015 – 2016 **Organizer**, 2016 Child Maltreatment Solutions Network Conference, Social Science Research Institute, Pennsylvania State University

### Discipline and the Profession

- 2023 – present **Member**, Steering Committee, the Network of Infant/Toddler Researchers (NiTR), Office of Planning, Research, & Evaluation; Office of the Administration for Children & Families, U. S. Department of Health & Human Services
- 2024 – 2026 **Member**, Big Ten Early Learning Alliance, The Ohio State University
- 2020 – 2022 **Chair**, Programming Committee, the Child Well-Being Research Network (formerly the Doris Duke Fellowships for the Promotion of Child Well-Being)
- 2017 – 2020 **Mentor**, Doris Duke fellowships peer mentoring program, Doris Duke Fellowships for the Promotion of Child Well-Being
- 2016 – 2019 **Member**, Membership Committee, Division 15, American Psychological Association
- 2016 – 2018 **Member**, Protection and Well-being Special Interest Group, Division for Early Childhood, Council for Exceptional Children
- 2016 – 2018 **Co-Chair**, Sustainability Committee, Organizational Workgroup, Doris Duke Fellowships for the Promotion of Child Well-Being
- 2012 – 2015 **Ethics Committee Chair**, Board of Professional Counselors & Therapists, Maryland State Department of Health and Mental Hygiene
- 2014 – 2015 **Vice Chair**, Board of Professional Counselors & Therapists, Maryland State Department of Health and Mental Hygiene
- 2012 – 2014 **Secretary**, Board of Professional Counselors & Therapists, Maryland State Department of Health and Mental Hygiene

2010 – 2012 **Member**, Board of Professional Counselors & Therapists, Maryland State Department of Health and Mental Hygiene

### **Society**

2024 – 2027 **Member**, Board of Directors, Institute for Child Success, Greenville, SC.

2018 – 2020 **Evaluator**, Assessment instrument to identify victims of commercial sexual exploitation of children, Ministry of Children, Community and Social Services, Toronto, Ontario, Canada

2016 – 2018 **Member**, Trauma-Informed Task Force for Pennsylvania Schools

### **Editorial Work and External Reviews**

#### ***Editorial Board***

2024 – 2025 **Associate Editor**, *Developmental Psychology*, American Psychological Association

2023 – present **Editor**, *APSAC Advisor* and *APSAC Alert*, The American Professional Society on the Abuse of Children.

2020 – present **Editorial Board Member**, *Child Abuse & Neglect*, The International Society for Prevention of Child Abuse and Neglect

2020 – 2023 **Associate Editor**, *APSAC Advisor* and *APSAC Alert*, The American Professional Society on the Abuse of Children.

2020 – 2023 **Guest Editor**, *Child Abuse & Neglect*, Special Issue: Learning in the Context of Adversity

2020 – 2021 **Guest Editor**, *APSAC Advisor*, Special Issue: COVID-19: Challenges and Opportunities Associated with Serving Children and Families During the Pandemic.

#### ***Peer Reviewer for National Conferences***

American Educational Research Association, Division C, Section 2

American Psychological Association, Division 15

Society for Research in Child Development

National Research Conference on Early Childhood

#### ***Reviewer for Federal Grants***

2023 Personnel Development to Improve Services and Results for Children with Disabilities Program: Preparation of Early Intervention and Special Education Personnel Serving Children with Disabilities who have High-Intensity Needs; U.S. Department of Education, Office of Special Education & Rehabilitative Services, Office of Special Education Programs

2023 Coordinated Evaluations of Child Care and Development Fund (CCDF) Policies and Initiatives: Implementation Grants; U.S. Department of Health and Human Services, Administration for Children and Families, Office of Planning, Research, and Evaluation

2021, 2022 Head Start Dissertation Grants; U.S. Department of Health and Human Services, Administration for Children and Families, Office of Planning, Research, and Evaluation

2020 Secondary Analyses of Data on Early Care and Education Grants; U.S. Department of Health and Human Services, Administration for Children and Families, Office of Planning, Research, and Evaluation

***Ad Hoc Reviewer for Refereed Journals***

*Child Abuse & Neglect; Child Development; Child Maltreatment; Children & Youth Services Review; Child & Family Social Work; Communication Studies; Developmental Psychology; Educational Researcher; Infant and Child Development; International Review of Research in Developmental Disabilities; Journal of Research on Adolescence; Journal of Teacher Education; Psychological Services; Learning and Motivation; Review of Educational Research; Young Exceptional Children Monograph Series*

**PROFESSIONAL AFFILIATIONS**

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American Psychological Association (APA):

Division 7: Developmental Psychology

Division 15: Educational Psychology

Division 37: Society for Child and Family Policy and Practice; Section on Child Maltreatment

Society for Research in Child Development (SRCD)

American Educational Research Association (AERA)

Division C: Learning & Instruction

The American Professional Society on the Abuse of Children (APSAC)