

CURRICULUM VITA

Joshua L. Brown

October, 2023

University Address:

Department of Psychology
Fordham University
441 East Fordham Road
Bronx, NY 10458-9993
718-817-4069 (office)
cjobrown@fordham.edu

Home Address:

200 Pinehurst Avenue
Apartment 4G
New York, N.Y. 10033
646-382-9056 (cell)

EDUCATION

- 2003 Ph.D., Developmental Psychology, Department of Human Development, Teachers College, Columbia University
- 1988 B.G.S., University of Michigan

APPOINTMENTS

- 2017-present **Director**, Applied Developmental Psychology, Department of Psychology, Fordham University.
- 2021-present **Professor**, Department of Psychology, Fordham University.
- 2013-2021 **Associate Professor**, Department of Psychology, Fordham University.
- 2007-2013 **Assistant Professor**, Department of Psychology, Fordham University.
- 2003-2007 **Associate Research Scientist**, Department of Applied Psychology, Steinhardt School of Culture, Education, and Human Development, New York University.
- 2002-2003 **Research Associate**, Youth Development and K-12 Education Program Areas, Metis Associates, Inc. NY, NY.
- 2000-2002 **Research Consultant**, National Center for Children in Poverty, Mailman School of Public Health, Columbia University.
- 1998-2000 **Coordinator of Developmental Research/Research Associate**, National Center for Children in Poverty, Mailman School of Public Health, Columbia University.

PROFESSIONAL SERVICE

- 2023-present **Editorial Board Member**, *Social and Emotional Learning: Research, Practice, and Policy*
- 2020-present **Editorial Board Member**, *Journal of Research on Educational Effectiveness*
- 2018-present **Member**, Research Advisory Council, Portland Mindful Pre-K Project. Funded by the Institute of Education Sciences, U.S. Department of Education.
- 2014-present **Member**, Scientific Advisory Board, MindUP Program, The Goldie Hawn Foundation [<https://mindup.org/our-mission/#board-science>]
- 2014-present **Representative (2022-present), Vice Chair (2017-2022), Senior Representative (2014-2017)**, Steering Committee of the University-Based Child and Family Policy Consortium, Society for Research in Child Development.

- 2020-2021 **Panelist**, Developmental Sciences Grant Review Panel, National Science Foundation (April 2020, December 2020, December 2021)
- 2018-2021 **Member**, Expert Working Group, “Self-Regulation Training Approaches and Resources to Improve Staff Capacity for Implementing Healthy Relationship and Marriage Education for Youth” (SARHM). Public Strategies & Mathematica Policy Research. OPRE, ACF, DHHS.
- 2018-2021 **Member**, Technical Working Group, “Impact Evaluation of Multi-Tiered System of Support for Behavior (MTSS-B).” MDRC. IES, USDE.
- 2020 **Reviewer/Review Mentor**, Society for Research in Child Development (Virtual) Biennial Meeting, April 7-9, 2021.
- 2014-2019 **Chair (2018, 2019), Principal Member (2014-2017), Scientific Review Panel**, Social and Behavioral Contexts for Academic Learning, Institute of Education Sciences, U.S. Department of Education.
- 2019 **Reviewer**, 2nd Annual Social and Emotional Learning (SEL) Exchange, Collaborative for Academic, Social, and Emotional Learning. Chicago, IL. October, 2020 (cancelled due to Covid-19).
- 2018 **Reviewer**, Themed Meeting on Social and Character Development, Society for Research in Child Development, Philadelphia, PA, October 18-20, 2018.
- 2018 **Reviewer**, Inaugural Conference, Social and Emotional Learning (SEL) Exchange, Collaborative for Academic, Social, and Emotional Learning. Chicago, IL. October, 2019.
- 2017 **Ad Hoc External Grant Reviewer, Major Grant Programs**, Swiss National Science Foundation; William T. Grant Foundation
- 2017 **Reviewer**, Society for Research in Child Development Biennial Meeting (Panel 7: Education, Schooling), San Antonio, TX, April 6-8, 2017.
- 2015 **Reviewer/Review Mentor**, Society for Research in Child Development Biennial Meeting (Panel 14: Race, Ethnicity, Culture, Context), Philadelphia, PA, March 19-21, 2015.
- 2013-2015 **Member**, Committee on the Science of Children Birth to Age 8, Institute of Medicine and the National Academies of Research.
- 2012-2015 **Reviewer**, Society for Research on Educational Effectiveness (spring 2013, spring 2014, fall 2014, spring 2015)
- 2008-2014 **Editorial Board Member**, *Applied Developmental Science*
- 2013 **Reviewer**, Special Emphasis Panel, National Institute on Minority Health and Health Disparities, National Institutes of Health.
- 2013 **Reviewer**, Society for Prevention Research, Washington, DC, May 2014.
- 2013 **Reviewer**, Society for Research in Child Development, Special Topic Meeting, Strengthening Connections Among Child and Family Research, Policy and Practice (Panel 2: Social Emotional Development), Alexandria, VA, April 3-5, 2014.
- 2012-2015 **Board Member**, Institutional Review Board, Fordham University, Bronx, NY
- 2010-2013 **Chair (2012-13), Member (2010-12), Evaluation Advisory Committee**, Carrera Adolescent Pregnancy Prevention Program, Children’s Aid Society, New York, NY
- 2011-2013 **Chair/Chair Elect**, Social-Emotional Learning Special Interest Group, American Educational Research Association.
- 2009-2011 **Program Chair/Program Chair Elect**, Social-Emotional Learning Special Interest Group, American Educational Research Association.

2008 **Reviewer**, Society for Research in Child Development Biennial Meeting (Panel 28: Emerging Global Issues), Denver, CO, April 2-4, 2009.

Editorial Boards

Social and Emotional Learning: Research, Practice, and Policy (2023-2025)
Journal of Research on Educational Effectiveness (2 terms: 2020-2023, 2023-2025)
Applied Developmental Science (2008-2014)

Ad Hoc Reviewer, Peer Reviewed Journals

AERA- Open
Administration and Policy in Mental Health and Mental Health Services Research
Applied Developmental Science
Child and Adolescent Mental Health
Child Development
Children and Youth Services Review
Development and Psychopathology
Developmental Psychology
Early Education and Development
Educational Researcher
Ethnicity and Health
Evaluation and Program Planning
Frontiers in Psychology
International Journal of Behavioral Development
International Journal of Psychology
Journal of Abnormal Child Psychology
Journal of Applied Developmental Psychology
Journal of Early Adolescence
Journal of Educational Psychology
Journal of Educational Research
Journal of Research on Educational Effectiveness
Journal of School Psychology
Kappa Delta Pi Record
Mindfulness
New Directions in Child and Adolescent Development
Perspectives on Psychological Science
Prevention Science
Routledge Encyclopedia of Education
SAGE – Open
School Psychology Review
Social Development
Social and Emotional Learning: Research, Practice, and Policy
Social Policy Report, Society for Research in Child Development

Ad Hoc Grant Reviewer, Government and Private Agencies

Austrian Science Fund
Institute of Education Sciences, U.S. Department of Education

Israel Science Foundation
National Institute on Minority Health and Health Disparities, NIH
National Science Foundation, Developmental Sciences Program
Social Sciences and Humanities Research Council of Canada
Spencer Foundation
Swiss National Science Foundation
William T. Grant Foundation

HONORS and AWARDS

2020-2021 Faculty Activity Award (George Ames Endowment), Fordham University
2016-2017 Interdisciplinary Research Grant, Fordham University
2017 (spring) Faculty Fellowship, Fordham University
2011 William T. Grant Scholars Program Award. The William T. Grant Foundation
2011 Funded-Research Scholars Award Finalist in Sciences, Fordham University
2010 (fall) Faculty Fellowship, Fordham University
2008 (fall) Faculty Development Award, Fordham University.

TEACHING

Developmental Psychopathology (graduate)
Developmental and Prevention Science (graduate)
Applied Developmental Psychology Practicum (graduate)
Infant and Child Development, Service Learning (undergraduate)
Introductory Psychology (undergraduate)

GRANTS

Principal Investigator, *“Testing the Integration of an Empirically-supported Teacher Consultation Model and a Social-emotional Learning and Literacy Intervention in Urban Elementary Schools,”* Institute of Education Sciences, U.S. Department of Education. Period of support: 9/1/2014 - 8/31/2019.

Co-Investigator (with Patricia Jennings (PI) and Mark Greenberg (Co-PI)), *“Improving Classroom Learning Environments by Cultivating Awareness and Resilience in Education (CARE): A Cluster Randomized Controlled Efficacy Trial,”* Institute of Education Sciences, U.S. Department of Education. Period of Support: 3/1/2012 – 2/28/2016 (no cost extension to 8/31/2018).

Principal Investigator, *“The Impact of School and Classroom Environments on Youth Mental Health: Moderation by Genetic Polymorphisms,”* The William T. Grant Foundation, Scholars Program. Period of Support: 7/1/2011 – 6/30/2016 (in no cost extension).

Co-Principal Investigator (with Stephanie Jones (Co-PI)), *“A Comprehensive Cost Analysis of the Reading, Writing, Respect and Resolution Program,”* William T. Grant Foundation (Supplemental funding to N5650-01). Period of support: 2/1/2010 - 8/31/2012.

Co-Investigator (with Jason Downer (PI) and Bridget Hamre (Co-I)), *“Using an Empirically-supported Teacher Consultation Model to Facilitate the Implementation of an Integrated Social-emotional Learning and Literacy Curriculum in Urban Elementary Schools,”* Institute of Education Sciences, U.S. Department of Education. Period of support: 9/1/2010 - 8/31/2013.

- Co-Principal Investigator (with Maria LaRusso (PI) & Stephanie Jones (Co-PI)), *“Early Adolescents’ Experiences of Continuity and Discontinuity of School Micro-contexts: Implications for Place-based Treatment Effects,”* William T. Grant Foundation (N5650-01). Period of support: 9/1/09-8/31/11.
- Co-Principal Investigator (with Stephanie Jones (Co-PI), Lawrence Aber (Co-I), & Wendy Hoglund (Co-I)), *“Health Risk Behavior in Late Childhood: Impact of a Longitudinal Randomized Trial,”* National Institute of Mental Health (1R01MH082085-01A2). Period of Support: 9/18/08-8/31/11.
- Co-Principal Investigator (with Stephanie Jones (Co-PI) & Maria LaRusso (Co-I)), *“Changing Classroom Climate and Other School Micro-Contexts to Promote Children’s Social-Emotional and Academic Development: The 4Rs Setting-Level Study,”* William T. Grant Foundation (supplement to #7520). Period of support: 1/1/08-8/31/09 (no-cost extension to 8/31/10).
- Co-Principal Investigator (with Stephanie Jones (Co-PI) & Maria LaRusso (Co-I)), *“Changing Classroom Climate and Other School Micro-Contexts to Promote Children’s Social-Emotional and Academic Development: The 4Rs Setting-Level Study,”* William T. Grant Foundation (#7520). Period of support: 8/24/06-8/23/08 (no-cost extension to 8/31/10).
- Co-Principal Investigator / Project Director (with Lawrence Aber (PI) & Stephanie Jones (Co-PI)), *“Reading, Writing, Respect and Resolution: The Impact of a Social and Character Development and Literacy Program on Teachers and Children,”* Institute of Education Sciences, U.S. Department of Education, and the National Center for Injury Prevention and Control, Centers for Disease Control and Prevention, U.S. Department of Health and Human Services, (2nd supplement to R305L030003). Period of support: 8/25/06-8/23/08 (no cost extension to 8/23/09).
- Co-Principal Investigator / Project Director (with Lawrence Aber (PI) & Stephanie Jones (Co-PI)), *“Reading, Writing, Respect and Resolution: The Impact of a Social and Character Development and Literacy Program on Teachers and Children,”* Institute of Education Sciences, U.S. Department of Education, and the National Center for Injury Prevention and Control, Centers for Disease Control and Prevention, U.S. Department of Health and Human Services, (1st supplement to R305L030003). Period of support: 8/25/06-8/23/08 (no cost extension to 8/23/09).
- Co-Principal Investigator / Project Director (with Lawrence Aber (PI) & Stephanie Jones (Co-I)), *“Reading, Writing, Respect, & Resolution: The Causal Effects of a School-Wide Social-Emotional Learning and Literacy Intervention on Teachers and Children,”* William T. Grant Foundation, (# 2618). Period of support: 7/1/04-6/30/07 (no cost extension to 6/30/08).
- Co-Principal Investigator / Project Director (with Lawrence Aber (PI) & Stephanie Jones (Co-PI)), *“Reading, Writing, Respect and Resolution: The Impact of a Social and Character Development and Literacy Program on Teachers and Children,”* Institute of Education Sciences, U.S. Department of Education, and the National Center for Injury Prevention and Control, Centers for Disease Control and Prevention, U.S. Department of Health and Human Services (R305L030003). Period of support: 8/24/03-8/23/07 (no cost extension to 8/23/09).
- Principal Investigator, *“A Multigenerational Study of Aggression and Misconduct: Black Urban Youth 20-Years Later,”* Lowenstein Center for the Study and Prevention of Disruptive Disorders, College of Physicians & Surgeons, Columbia University. Period of support: 6/94-6/95.

PUBLICATIONS

Manuscripts (* indicates current or former doctoral student)

- Brown, J.L.**, Lowenstein, A.E., *Sutton, E., *Gomez Varon, J., & Downer, J. (in preparation). Experimental impacts of the 4Rs+MTP Program on teachers' well-being, classroom interactions, and children's social-emotional and academic development.
- *Jeffrey, S., **Brown, J.L.**, Lowenstein, A.E. & Downer, J.T. (in preparation). Direct and moderated effects of teacher-child race/ethnic match on children's social-emotional and academic development.
- *Barry, M., **Brown, J.L.**, Lowenstein, A.E., & Downer, J.T. (in preparation). Teacher- and child-perceived relationship quality in upper elementary school and child academic and behavioral outcomes.
- Brown, J.L.**, Jennings, P.A., Rasheed, D.S., Cham, H., Doyle, S., Frank, J., Davis, R.T., & Greenberg, M.T. (2023). Direct and moderating impacts of the CARE mindfulness-based professional learning program for teachers on children's academic and social-emotional outcomes. *Applied Developmental Science*. <https://doi.org/10.1080/10888691.2023.2268327>
- *Gómez, J. A., **Brown, J.L.**, & Downer, J.T. (2023). High quality implementation of 4Rs + MTP increases classroom emotional support and reduces absenteeism. *Frontiers in Psychology*, 14. <https://doi.org/10.3389/fpsyg.2023.1065749>
- Doyle, N.B., *Gomez Varon, J., Downer, J.T. & **Brown, J.L.** (2023). Testing the integration of a teacher coaching model and a social-emotional learning and literacy intervention in urban elementary schools. *Teaching and Teacher Education*, 123. <https://doi.org/10.1016/j.tate.2023.104232>
- Corbin, C.M., Downer, J.T., Lowenstein, A.E., & **Brown, J.L.** (2022). Reconsidering teachers' basic psychological needs in relation to psychological functioning across an academic year. *Teaching and Teacher Education*, 123. <https://doi.org/10.1016/j.tate.2022.103989>
- Alamos, P., Corbin, C.M., Klotz, M., Lowenstein, A.E., Downer, J.T., & **Brown, J.L.** (2022). Bidirectional associations among teachers' burnout and classroom relational climate across an academic year. *Journal of School Psychology*, 95, 43-57. <https://doi.org/10.1016/j.jsp.2022.09.001>
- Doyle, N.B., Downer, J.T., **Brown, J.L.**, & Lowenstein, A.E. (2022). Understanding high quality teacher-student interactions in high needs elementary schools: An exploration of teacher, student, and relational contributors. *School Mental Health*, 14, 997–1010. <https://doi.org/10.1007/s12310-022-09519-0>
- *Yazdani, N., McCallen, L., Hoyt, L.T., & **Brown, J.L.** (2021). Predictors of economically disadvantaged vertical transfer students' academic performance and retention: A scoping review. *Journal of College Student Retention: Research, Theory & Practice*, 1-21. <https://doi.org/10.1177/15210251211031184>
- *Niu, L., **Brown, J. L.**, Hoyt, L. T., Salandy, A., Nucci-Sack, A., Shankar, V., Burk, D. R., Schlecht, N. F., & Diaz, A. D. (2021). Profiles of childhood maltreatment: Associations with sexual risk behavior during adolescence in a sample of racial/ethnic minority girls. *Child Development*. <https://doi.org/10.1111/cdev.13498>
- *Sutton, E., **Brown, J.L.**, Lowenstein, A.E., & Downer, J.T. (2021). Children's academic and social-emotional competencies and the quality of classroom interactions in high-needs urban elementary schools. *Contemporary Educational Psychology*, 66. <https://doi.org/10.1016/j.cedpsych.2021.101975>
- *Aytürk, E., Cham, H., Jennings, P.A., & **Brown, J.L.** (2020). Exploring the performance of latent moderated structural equations approach for ordered-categorical items. *Structural Equation*

- Modeling: A Multidisciplinary Journal*. <https://doi.org/10.1080/10705511.2020.1810047>
- *Gomez, J.A., **Brown, J.L.**, & Spier, E. (2020). Factor structure, measurement invariance, and construct validity of MELQO Measure of Child Development and Early Learning in Laos. *International Journal of School and Educational Psychology*, *10*(2), 181–207. <https://doi.org/10.1080/21683603.2020.1791770>
- Corbin, C.M., Downer, J.T., Ruzek, E., Lowenstein, A.E., & **Brown, J.L.** (2020). Correlates of change in elementary students' perceptions of interactions with their teacher. *Journal of Applied Developmental Psychology*, *69*, 1-11. <https://doi.org/10.1016/j.appdev.2020.101144>
- *Smith, N.A., **Brown, J.L.**, Tran, T., & Suarez-Orozco, C. (2020). Parents, friends and immigrant youths' academic engagement: A mediation analysis *International Journal of Psychology*, *55*(5), 743-753. <https://doi.org/10.1002/ijop.12672>
- Rasheed, D., **Brown, J.L.**, Doyle, S., & Jennings, P.A. (2020). The effect of teacher-child race/ethnicity matching and classroom diversity on children's socioemotional and academic skills. *Child Development*, *91*(3), e597-e618. <https://doi.org/10.1111/cdev.13275>
- Doyle, S., **Brown, J.L.**, Rasheed, D., Jones, D., & Jennings, P.A. (2019). Cost analysis of a mindfulness-based professional development program for teachers. *Mindfulness*, *10*, 122-130. <https://doi.org/10.1007/s12671-018-0958-4>
- Corbin, C.M., Alamos, P., Lowenstein, A.E., Downer, J.T., & **Brown, J.L.** (2019). The role of teacher-student relationships in predicting teachers' personal accomplishment and emotional exhaustion. *Journal of School Psychology*, *77*, 1-12. <https://doi.org/10.1016/j.jsp.2019.10.001>
- Schussler, D.L., DeWeese, A., Rasheed, D.S., DeMauro, A.A., Doyle-Fosco, S., **Brown, J.L.**, Greenberg, M.T. & Jennings, P.A. (2019). The relationship between adopting mindfulness practice and re-perceiving: A qualitative investigation of the CARE for Teachers Program. *Mindfulness*, *10*, 2567–2582. <https://doi.org/10.1007/s12671-019-01228-1>
- Jennings, P.A., Doyle, S., Oh, Y., Rasheed, D., Frank, J.L., & **Brown, J.L.** (2019). Long-term impacts of the CARE program on teachers' social and emotional competence and well-being. *Journal of School Psychology*, *76*, 186-202. <https://doi.org/10.1016/j.jsp.2019.07.009>
- *Rucinski, C.L., *Sutton, E., *Carlton, R., Downer, J., & **Brown, J.L.** (2019). Classroom racial/ethnic diversity and upper elementary children's social-emotional development. *Applied Developmental Science*, *25*(2), 183-199. <https://doi.org/10.1080/10888691.2019.1576524>
- Aytürk, E., Cham, H., Jennings, P.A., & **Brown, J.L.** (2019). Latent variable interactions with ordered-categorical indicators: Comparisons of unconstrained product indicator and latent moderated structural equations approaches. *Educational and Psychological Measurement*, 1-31. <https://doi.org/10.1177/0013164419865017>
- *Rucinski, C.L., **Brown, J.L.**, & Downer, J.T. (2018). Teacher-child relationships, classroom climate, and children's social-emotional and academic development. *Journal of Educational Psychology*. *110*(7), 992-1004. <http://dx.doi.org/10.1037/edu0000240>
- *Fisher, J.H. & **Brown, J.L.** (2018). A prospective, longitudinal examination of the influence of childhood home and school contexts on psychopathic characteristics in adolescence. *Journal of Youth and Adolescence*, *47*(10), 2041-2059. [doi: 10.1007/s10964-018-0861-2](https://doi.org/10.1007/s10964-018-0861-2)
- Portnow, S., Downer, J.T., & **Brown, J.L.** (2018). Reductions in aggressive behavior within the context of a universal, social emotional learning program: Classroom- and student-level mechanisms. *Journal of School Psychology*, *68*, 38-52. [doi: 10.1016/j.jsp.2017.12.004](https://doi.org/10.1016/j.jsp.2017.12.004)
- Doyle, S., Jennings, P.A., **Brown, J.L.**, Rasheed, D.S., DeWeese, A., Frank, J., Turksma, C., & Greenberg, M.T. (2018). Exploring relationships between CARE Program fidelity, quality, participant responsiveness, and uptake of mindful practices. *Mindfulness*, *10*(5), 841-853.

- <https://doi.org/10.1007/s12671-018-1034-9>
- Schussler, D.L., DeWeese, A., Rasheed, D.S., DeMauro, A., **Brown, J.L.**, Greenberg, M.T. & Jennings, P.A. (2018). Stress and release: Case studies of teacher resilience following a mindfulness-based intervention. *American Journal of Education*, 125. <https://doi.org/10.1086/699808>
- Molloy Elreda, L., Jennings, P.A., DeMauro, A.A., Mischenko, P.P. & **Brown, J.L.** (2018). Protective effects of interpersonal mindfulness for teachers' emotional supportiveness in the classroom. *Mindfulness*. <https://doi.org/10.1007/s12671-018-0996-y>
- Jennings, P.A., **Brown, J.L.**, Frank, J.L., Doyle, S., Oh, Y., Davis, R., Rasheed, D., DeWeese, A., DeMauro, A.A., Cham, H., & Greenberg, M.T. (2017). Impacts of the CARE for Teachers Program on teachers' social and emotional competence and classroom interactions. *Journal of Educational Psychology*, 109(7), 1010-1028. <http://dx.doi.org/10.1037/edu0000187>
- DeWeese, A.R., Jennings, P.A., **Brown, J.L.**, Doyle, S.L., Davis, R.T., Rasheed, D.S., Frank, J.L. & Greenberg, M.T. (2017). Coding semi-structured interviews: Examining coaching calls within the CARE for Teachers program. *SAGE Research Methods Cases Part 2*. doi: <http://dx.doi.org/10.4135/9781473958319>
- *Horan, J.M., **Brown, J.L.**, Jones, S.M., & Aber, J.L. (2016). The influence of conduct problems and callous-unemotional traits on academic development among youth. *Journal of Youth and Adolescence*, 45, 1245-1260. <https://doi.org/10.1007/s10964-015-0349-2>
- *Long, K., **Brown, J.L.**, Jones, S.J., Aber, J.L., & Yates, B. (2015). Cost analysis of a school-based social and emotional learning and literacy intervention. *Journal of Benefit-Cost Analysis*, 6(3), 545-571. <https://doi.org/10.1017/bca.2015.6>
- *Horan, J.M., **Brown, J.L.**, Jones, S.M., & Aber, J.L. (2015). Assessing invariance across sex and race/ethnicity in measures of youth psychopathic characteristics. *Psychological Assessment*, 27(2), 657-668. <http://dx.doi.org/10.1037/pas0000043>
- Hoglund, W.L.G., Jones, S.M., **Brown, J.L.**, & Aber, J.L. (2015). The evocative influence of child academic and social-emotional adjustment on parent involvement in inner-city schools. *Journal of Educational Psychology*. 107(2), 517-532. <http://dx.doi.org/10.1037/a0037266>
- Molano, A., Jones, S.M., **Brown, J.L.**, & Aber, J. L. (2013). Selection and socialization of aggressive and prosocial behavior: The moderating role of social-cognitive processes. Invited paper for special issue on "Network and Behavior Dynamics in Adolescence," *Journal of Research on Adolescence*, 23(3), 424-436. <https://doi.org/10.1111/jora.12034>
- VanderWeele, T.J., Hong, G., Jones, S.M., & **Brown, J.L.** (2013). Mediation and spillover effects in group-randomized trials, with application to the 4Rs educational intervention study. *Journal of the American Statistical Association: Case Studies and Applications*, 108, 469-482. <https://doi.org/10.1080/01621459.2013.779832>
- Hamre, B.K., Pianta, R.C., Downer, J., DeCoster, J., Mashburn, A.J., Jones, S.M., **Brown, J.L.**, Cappella, E., Atkins, M., Rivers, S.E., Brackett, M.A., & Hamagami, A. (2013). Teaching through interactions – Testing a developmental framework of teacher effectiveness in over 4,000 classrooms. *Elementary School Journal*, 113(4), 461-487. <https://doi.org/10.1086/669616>
- Fisher, C.B., Busch-Rossnagel, N.B., Jopp, D.S., & **Brown, J.L.** (2012). Applied developmental science, social justice and socio-political well-being. *Applied Developmental Science*, 16, 54-64. <https://doi.org/10.1080/10888691.2012.642786>
- Aber, J. L., **Brown, J. L.** & Jones, S. M., Berg, J. & Torrente, C. (2011). School-based strategies to prevent violence, trauma and psychopathology: The challenges of going to scale. *Development & Psychopathology*, 23(2), 411-421. <https://doi.org/10.1017/S0954579411000149>
- Jones, S.M., **Brown J.L.**, & Aber, J.L. (2011). Two year impacts of a universal school-based social-

- emotional and literacy intervention: An experiment in translational developmental research. *Child Development*, 82, 533-554. DOI: [10.1111/j.1467-8624.2010.01560.x](https://doi.org/10.1111/j.1467-8624.2010.01560.x)
- Brown, J.L.**, Jones, S.M., LaRusso, M.D., & Aber, J.L. (2010). Improving classroom quality: Teacher influences and experimental impacts of the 4Rs Program. *Journal of Educational Psychology*, 102(1), 153-167. <https://doi.org/10.1037/a0018160>
- Jones, S.M., **Brown J.L.**, Hoglund, W.L.G., & Aber, J.L. (2010). A school-randomized clinical trial of an integrated social–emotional learning and literacy intervention: Impacts after 1 school year. *Journal of Consulting and Clinical Psychology*, 78(6), 829-842. DOI: [10.1037/a0021383](https://doi.org/10.1037/a0021383)
- Bickman, L., Riemer, M., **Brown, J.L.**, Jones, S.M., Flay, B.R., Li, K-K., DuBois, D., Pelham, W., & Massetti, G. (2009). Approaches to measuring implementation fidelity in school-based program evaluations. *Journal of Research in Character Education*, 7(2), 75-101. <https://www.infoagepub.com/jrce-issue.html?i=p54ac516410b6b>
- Flay, B.R., Berkowitz, M., Bier, M.C. & The Social and Character Development Research Consortium¹ (2009). Elementary school-based programs theorized to support social development, prevent violence, and promote positive school climate: Description and hypothesized mechanisms of change. *Journal of Research in Character Education*, 7(2), 21-49. <https://www.infoagepub.com/jrce-issue.html?i=p54ac516410b6b>
- Kaminski, J. W., David-Ferdon, C., Battistich, V. A. & The Social and Character Development Research Consortium¹ (2009). Development and validation of outcome measures for the school-based social and character development research program. *Journal of Research in Character Education*, 7(2), 51-73. <https://www.infoagepub.com/jrce-issue.html?i=p54ac516410b6b>
- Aber, J.L., **Brown, J.L.**, & Jones, S.M. (2003). Developmental trajectories toward violence in middle childhood: Course, demographic differences, and response to school-based intervention. *Developmental Psychology*, 39(2), 324-348. <https://doi.org/10.1037/0012-1649.39.2.324>
- Aber, J.L., Jones, S.M., **Brown, J.L.**, Chaudry, N.C., & Samples, F. (1998). Resolving conflict creatively: Evaluating the developmental effects of a school-based violence prevention program in neighborhood and classroom context. *Development and Psychopathology*, 10(2), 187-214. <https://doi.org/10.1017/S0954579498001576>
- Aber J.L., **Brown J.L.**, Chaudry, N., Jones, S.M., & Samples, F. (1996). The evaluation of the Resolving Conflict Creatively Program: An Overview. *American Journal of Preventive Medicine, Supplement to Vol. 12*(5), 82-90. <https://pubmed.ncbi.nlm.nih.gov/8909628/>
- Koopman, C., Rotheram-Borus, M. J., Dobbs, L., Gwadz, M., & **Brown, J.L.** (1992). Beliefs and behavioral intentions regarding human immunodeficiency virus testing among New York City runaways. *Journal of Adolescent Health*, 13, 576-581. [https://doi.org/10.1016/1054-139X\(92\)90371-H](https://doi.org/10.1016/1054-139X(92)90371-H)

Books/book chapters:

- Committee on the Science of Children Birth to Age 8: Deepening and Broadening the Foundation for Success, Board on Children, Youth and Families, L. Allen and B.B. Kelly (Eds.) (2015). *Transforming the workforce for children birth through age 8: A unifying foundation*. Institute of Medicine and National Research Council of the National Academies. <https://www.nap.edu/catalog/19401/transforming-the-workforce-for-children-birth-through-age-8-a>
- Fisher, C. B., Busch-Rossnagel, N. A., Jopp, D. S., & **Brown, J.L.** (2012). Applied developmental

¹ Contributing author in the Social and Character Development Research Consortium.

- science: Contributions and challenges for the 21st century. Invited chapter in I. B. Weiner (Series Ed.), R. M. Lerner, M. A. Easterbrooks & J. Mistry (Vol. Eds.), *Handbook of psychology: Vol. 6. Developmental psychology (2nd ed)*. New York, N.Y.: John Wiley & Sons.
- LaRusso, M.D., **Brown, J.L.**, Jones, S.M., & Aber, J.L. (2009). School context and micro-contexts: The complexity of studying school settings. In L. M. Dinella (Ed.). *Conducting science-based research in schools* (pp. 175-197). Washington, D.C.: APA Books.
- Jones, S.M., **Brown, J.L.** & Aber J.L. (2008). Classroom settings as targets of intervention and research. In M. Shinn & H. Yoshikawa (Eds.), *Towards positive youth development: Transforming schools and community programs* (pp. 58-77). New York, NY: Oxford University Press.
- Brown, J.L.**, Roderick, T., Lantieri, L., & Aber, J.L. (2004). The Resolving Conflict Creatively Program: A school-based social and emotional learning program. In J. E. Zins, R. P. Weissberg, M. Wang, & H. J. Walberg (Eds.), *Building academic success on social and emotional learning: What does the research say* (pp. 151-169). New York, NY: Teachers College Press.
- Kmitta, D., **Brown, J.L.**, Chappell, C., Spiegler, J., & Wiley, P. (2000). Impact on educators: Conflict resolution education and the evidence regarding educators. In T. S. Jones & D. Kmitta (Eds.), *Does it work? The case for conflict resolution in our nation's schools* (pp. 39-60). Washington, DC: Conflict Resolution Education Network.

Research and policy briefs:

- Greenberg, M.T., **Brown, J.L.**, & Abenavoli, R. (2016). Teacher stress and health: Effects on teachers, students and schools. Invited Brief, Research and Policy Briefs on Social and Emotional Development, Robert Wood Johnson Foundation, New York, NY.
<http://www.rwjf.org/en/library/research/2016/07/teacher-stress-and-health.html>
- Downer, J. & **Brown, J.L.** (2012). Supporting the Implementation of the Reading, Writing, Respect and Resolution (4Rs) Program with My Teaching Partner (MTP). *Advances in SEL Research*, 6(2), 7-8. American Educational Research Association.
- Aber, J.L., **Brown, J.L.**, Jones, S.M., & Roderick, T. (2010). SEL: The history of a research-practice partnership. In *Better: Evidence-based Education, Special Issue on Social-Emotional Learning* (pp. 14-15). Institute for Effective Education, University of York, Heslington, York, UK.
- Brown, J.L.** (2003). The direct and indirect effects of a school-based social-emotional learning program on trajectories of children's academic achievement. (Doctoral Dissertation, Columbia University, 2003). *Dissertation Abstracts International*, 64(4-B), 1923. (UMI No. AAT 3088300).
- Aber, J.L., Pedersen, S.F.A., **Brown, J.L.**, Jones, S.M., & Gershoff, E.T. (2003). *Changing children's trajectories of development: Two-year evidence for the effectiveness of a school-based approach to violence prevention*. New York, NY: National Center for Children in Poverty. Available at: <http://www.nccp.org/media/tcr03-text.pdf>
- Henrich, C.C., **Brown, J.L.**, & Aber, J.L. (1999). Evaluating the effectiveness of school-based violence prevention: Developmental approaches. *Social Policy Report*, 13(3). Ann Arbor, MI: Society for Research in Child Development.
- Aber, J.L., **Brown, J.L.**, & Henrich, C.C. (1999). *Teaching Conflict Resolution: An effective school-based approach to violence prevention*. New York, NY: National Center for Children in Poverty, Mailman School of Public Health, Columbia University.
- Susman-Stillman, A.R., **Brown, J.L.**, Adam, E.K., Blair, C., Gaines, R., Gordon, R.A., White, A.M. & Wynn, S.R. (1996). Building research and policy connections: Training and career opportunities for developmental scientists. *Social Policy Report*, 10(4). Ann Arbor, MI: Society for Research in Child Development.

INVITED TALKS, SYMPOSIA, PANELS

- Invited Panelist. *"Evaluation Research, Policy and Practice in Social and Emotional Learning: Chairs Past of the American Educational Research Association Social and Emotional Learning SIG Discuss Achievements and Future Priorities."* Inaugural 2019 Social and Emotional Learning Exchange Conference. Chicago, IL, October 4, 2019
- Invited Panelist. *"Investing in Social Emotional Development: Implications for Evidence-based Policy Forum."* The Henry J. Kaiser Family Foundation, Robert Wood Johnson Foundation, Pennsylvania State University, & New York University. Washington, D.C., October 27, 2017.
- Invited Presentation. *"Improving Teacher Well-Being to Promote Classroom Quality and Children's Social and Emotional Learning."* Conference entitled, "Starting Early: Creating a Comprehensive P-3 Approach to Achieve Quality and Continuity" convened by the Woodrow Wilson School of Public and International Affairs, the Program in Teacher Preparation, and The Future of Children, Princeton University. Princeton, N.J., June 20, 2017.
- Invited Presentation. *"Interventions to Promote Children's Social and Emotional Learning."* Congressional briefing in support of proposed legislation entitled, "Teacher Health and Wellness Act." Washington, D.C., June 14, 2017.
- Invited Presentation. *"Improving Teacher Well-Being to Promote Classroom Quality and Children's Social and Emotional Learning."* Training Interdisciplinary Educational Scientists (TIES) training program. Colleges of Education, Health and Human Development, The Pennsylvania State University. State College, P.A., May 8, 2017.
- Invited Panelist. *"Social and Emotional Learning: Promise and Challenges."* The Edward Zigler SRCD Biennial Meeting Policy Preconference. Austin, TX, April 5, 2017.
- Invited Delegate and Presenter. *"Interventions to Promote Children's Social and Emotional Learning"* Congressional briefing on teacher health and wellbeing for federal support of targeted education research funding. Washington, D.C., March 6-7, 2017. [[AERA delegation](#)]
- Invited Chair & Discussant. *"Examining Teacher Effects on Students' Academic and Non-Cognitive Outcomes from Multiple Angles."* Paper symposium session at the Society for Research on Educational Effectiveness. Washington, D.C., March 2, 2017.
- Invited Moderator. *"Teacher Well-Being: Innovation and New Frontiers Forum."* Convened by the Robert Wood Johnson Foundation, Pennsylvania State University, and New York University. Washington, D.C., December 9, 2016.
- Invited Presentation. *"Approaches to Promoting Elementary School Educators' Social and Emotional Competencies, Well-Being, and Capacity for Improving Students' Social and Emotional Learning and Academic Performance,"* Proseminar Series, Institute for Education Sciences-funded Predoctoral Interdisciplinary Research Training (IES-PIRT) Program, New York University, New York, NY, November 23, 2015.
- Invited Presentation. *"Successes and Challenges in Collecting Data from School Populations for Intervention Research in New York City Public Schools."* Roundtable Presentation. Society for Research in Child Development, Philadelphia, PA, 2015.
- Invited Presentation. *"Promoting Teachers' Social and Emotional Competence and Improving Classrooms: The Cultivating Awareness and Resilience in Education (CARE) Program."* Meeting convened by Frontiers of Innovation, Translating Research on Self-Regulation to Achieve Breakthrough Outcomes for Young Children and Families Facing Adversity. Harvard University, Cambridge, MA, November 4, 2014.

- Invited Paper Presentation. *“Managing Reductionism in Large-Scale, Randomized-Controlled Trials of Developmental Preventive Intervention Programs.”* In symposium, “Humanistic Themes Across Subfields – Implications for a 21st Century General Psychology.” American Psychological Association, Honolulu, HI, August 2, 2013.
- Invited Faculty Address, Dean’s List Ceremony-Class of 2015. Fordham University, Bronx, N.Y., November 4, 2012.
- Invited Speaker. *“The Reading, Writing, Respect & Resolution Program: Impacts on Child, Classroom, and Teacher-level Outcomes in Elementary School, New Questions and the Evolution of Practice.”* Prevention Research Center Seminar Series, Pennsylvania State University, State College, P.A., April 4, 2012.
- Invited Panel Facilitator. *“School Climates that Foster Positive Behavior in the Middle Grades.”* The Research Alliance for New York City Schools. New York University, New York, N.Y., April 3, 2012.
- Invited Discussant. *“The Good Behavior Game in Afterschool: Implementation and Emerging Trends.”* William T. Grant Foundation Intervention Research Grantees Meeting, Washington, D.C., December 15, 2011.
- Invited Discussant. *“Barack Obama’s Childhood, A Discussion of Dinesh Sharma’s book, Barack Obama in Hawai’i and Indonesia: The Making of a Global President.”* Sponsored by the Society for the Psychological Study of Social Issues, Fordham University, New York, N.Y., October 14, 2011.
- Invited Speaker. *“The 4Rs Program: Impacts on Children’s Mental Health and Behavioral Outcomes and Classroom Quality.”* NYC School-Based Mental Health Programs Committee, New York, N.Y., February 15, 2011
- Invited Discussant. *“Using Emotional Literacy to Improve Classroom Social-Emotional Processes.”* William T. Grant Foundation and Spencer Foundation Intervention Grantee Workshop, Washington, D. C. January 12 – 14, 2010.
- Invited Discussant. *“The Effects of Classroom Climate on the Development of Social-Emotional Competencies in Elementary School.”* Student Poster Symposium Session, Society for Research in Child Development, Denver, CO, April 2-4, 2009.
- Invited Speaker. *“Effects of High Quality Education and After-School Programs on Children and Youth.”* Communitas, Fordham University, Bronx, NY. March 28, 2009.
- Invited Speaker. *“School Selection and Randomization for a School RCT of a Universal Social-Emotional Learning and Literacy Intervention.”* Conference on National and International Perspectives on Place-Based Randomized Trials in Education, Institute of Human Development and Social Change, New York University. New York, N.Y., October 3, 2008.
- Invited Speaker. *“Establishing Buy-in/Compliance from Principals and Teachers for Program Adoption and Data Collection in School-Randomized Intervention Trials.”* William T. Grant Foundation Intervention Research Workshop, Washington, D.C., July 29-30, 2008.
- Invited Discussant, *“Design and Implementation Issues Involved in Conducting SEL Intervention Research: What We Have Learned.”* American Educational Research Association, New York, N.Y., March 26, 2008.

CONFERENCE PRESENTATIONS (SELECTED)

(*CURRENT OR FORMER UNDERGRADUATE STUDENT; **CURRENT DOCTORAL STUDENT; +FORMER DOCTORAL STUDENT)

- *Hou, Z. & Brown, J.L. (2023, April). *Associations among Extracurricular Activity Participation, School Bonding, and Delinquency.* Poster presented at the Society for Research on Adolescence,

San Diego, CA.

- **Jeffrey, S.T., **Brown, J.L.**, Rucinski, C.L., Lowenstein, A.E., & Downer, J.T. (2020, March). *Direct and Moderated Effects of Teacher-child Race/Ethnic Match on Children's Social-emotional and Academic Development*. Accepted for presentation at the Society for Research on Adolescence, San Diego, CA. (Conference canceled).
- **Barry, M., +Rucinski, C.L., **Brown, J.L.**, +Sutton, E., Lowenstein, A.E. & Downer, J.T. (2020, March). *Associations Between Child and Teacher Perceptions of Relationship Quality and Child Academic and Behavioral Outcomes*. Accepted for presentation at the Society for Research on Adolescence, San Diego, CA. (Conference canceled).
- Brown, J.L.** (2019, October). *The Direct and Moderated Impacts of the CARE program on Student Behavioral and Academic Development*. Paper presented at the Inaugural 2019 Social and Emotional Learning Exchange Conference, Chicago, IL.
- Brown, J.L.**, Lowenstein, A.E., & Downer, J.T. (2019, October). *Integrating SEL and Academics: 4Rs+MTP and Teachers' Well-being, Classroom Quality, and Children's SEL*. Paper presented at the Inaugural 2019 Social and Emotional Learning Exchange Conference, Chicago, IL.
- Lowenstein, A.E., & **Brown, J.L.** (2019, October). *Elementary School Climate, Educational Inequality, and Students' Social-emotional Skills*. Poster presented at the Inaugural 2019 Social and Emotional Learning Exchange Conference, Chicago, IL.
- Lowenstein, A.E., **Brown, J.L.**, & Downer, J.T. (2019, July). *Experimental Impacts of the 4Rs+MTP Program on Teachers' Well-being, Classroom Interactions, and Children's Social-emotional and Academic Development*. Paper presented at the first annual NYC DOE Forum on Connecting Research, Policy, and Practice, New York, NY.
- *Cabral, G., Lowenstein, A.E., & **Brown, J.L.** (2019, May). *Teacher Internalizing Symptoms as a Mediator of the Associations Between Fidelity and Quality of Teacher Coaching in Social and Emotional Learning and Classroom Aggressive Behavior*. Poster presented at the Association for Psychological Science, Washington, DC.
- *Levine, J., Lowenstein, A.E., & **Brown, J.L.** (2019, May). *Associations Between Fidelity and Quality of Teacher Coaching in a Social and Emotional Learning Program and Classroom Interactional Quality*. Poster presented at the Association for Psychological Science, Washington, DC.
- *Payne-Reichert, A., Lowenstein, A.E., & **Brown, J.L.** (2019, May). *Relations Between Teacher Stress and Classroom-level Aggression-related Social Cognitions*. Poster presented at the Association for Psychological Science, Washington, DC.
- Brown, J.L.**, Lowenstein, A.E., +Sutton, E., **Carlton, R., & Downer, J.T. (2019, March). *Experimental Impacts of the 4Rs+MTP Program on Teachers' Well-being, Classroom Interactions, and Children's Social-emotional and Academic Development*. Paper presented at the Society for Research on Educational Effectiveness Spring 2019 conference, Washington, DC.
- Jennings, P.A., **Brown, J.L. (presenter)**, Frank, J., Doyle, S., & Oh, Y. (2019, March). *The Long-term Impacts of the CARE Program on Teachers' Well-being*. Paper presented at the Society for Research on Educational Effectiveness, Washington, DC.
- Brown, J.L.**, Lowenstein, A.E., +Sutton, E., **Carlton, R., **Gomez Varon, J., & Downer, J.T. (2019, March). *Experimental Impacts of the 4Rs+MTP Program on Children's Social-emotional and Academic Development*. Paper presented at the Society for Research in Child Development, Baltimore, MD.
- **Barry, M., **Brown, J.L.**, +Sutton, E., Lowenstein, A.E., & Downer, J.T. (2019, March). *Associations Between Child and Teacher Perceptions of Relationship Quality and Child Academic and Behavioral Outcomes*. Poster presented at the Society for Research in Child Development,

Baltimore MD.

- Corbin, C., Alamos, P., Downer, J.T., & **Brown, J.L.** (2019, March). *Understanding the Bidirectional Associations Between Student-teacher Relationships and Teachers' Wellbeing*. Paper presented at the Society for Research in Child Development, Baltimore, MD.
- Lowenstein, A.E., +Rucinski, C., & **Brown, J.L.** (2019, March). *Compositional Features of Elementary School Classrooms and Students' Social-emotional and Academic Skills*. Poster presented at the Society for Research in Child Development, Baltimore, MD.
- Brown, J.L.**, Lowenstein, A.E., +Sutton, E., **Carlton, R., & Downer, J. (January, 2019). *Experimental Impacts of the 4Rs+MTP Program on Teachers' Well-Being, Classroom Interactions, and Children's Social-Emotional and Academic Development*. IES Principal Investigators Meeting, Washington, D.C., January 8, 2019.
- Khan, L., Kohler, K., Frank, J.L., Jennings, P.A., & **Brown, J.L.** (2019, April). *CARE for Teachers: The Mediating Role of Distress Tolerance on Burnout*. Presentation at the American Educational Research Association. Toronto, CA
- +Smith, N. & **Brown, J.L.** (April, 2018). *Parent Involvement Trajectories and Immigrant Youth Classroom Engagement across Two School Transitions*. Paper presented at the Society for Research on Adolescence. Minneapolis, M.N., April 14, 2018.
- *Connors, A., Sutton, E., Lowenstein, A., **Brown, J.L.**, & Downer, J. (April, 2018). *Teacher Burnout as a Predictor of Emotional Support and Organization Within Classrooms*. Paper presented at the American Educational Research Association. New York, N.Y., April 14, 2018.
- Rasheed, D., **Brown, J.L.**, & Jennings, P.A., (April, 2018). *The Effect of Teacher-Student Racial Match and Classroom Diversity on Students' Socioemotional and Academic Skills*. Paper presented at the American Educational Research Association. New York, N.Y., April 14, 2018.
- Corbin, C.M., Alamos, P., Downer, J.T., & **Brown, J.L.** (May, 2018). *The Quality of Teacher-Student Relationships as a Target for Preventing Teachers' Burnout*. Poster presented at the Society for Prevention Research. Washington, D.C., May 29, 2018.
- Lowenstein, A.E., **Brown, J.L.**, & Downer, J. (May, 2018). *Classroom Social, Emotional, and Behavioral Composition and Students' Social-Emotional and Academic Skills*. Poster presented at the Society for Prevention Research. Washington, DC. May 30, 2018.
- +Sutton, E. & **Brown, J.L.** (May, 2018). *Social-Emotional Classroom Composition and the Quality of Classroom Interactions in Urban Elementary Schools*. Poster presented at the Society for Prevention Research. Washington, DC. May 30, 2018.
- +Rucinski, C., **Brown, J.L.**, & Downer, J. (May, 2018). *Making Sense of Difference: Elementary School and Classroom Diversity and Children's Social-Emotional and Academic Development*. Poster presented at the Society for Prevention Research. Washington, DC. May 30, 2018.
- *Castillo, J.E. & **Brown, J.L.** (June, 2018). *Self-Preservation vs. Self-Presentation: Effects Of Social Desirability On Activism- and Race-Related Responses*. Poster presented at the Society for the Psychological Study of Social Issues. Pittsburgh, PA, June 29-July 1, 2018.
- Brown, J.L.**, Jennings, P.A., Rasheed, D.S., Cham, H., Doyle, S. L., Frank, J.L., Davis, R.T., DeWeese, A.R., & Greenberg, M.T. (April, 2017). *Direct and Moderating Impacts of the CARE for Teachers Intervention on Student Outcomes*. Paper presented at American Education Research Association. San Antonio, TX.
- +Sutton, E.K., & **Brown, J.L.** (April, 2017). *Examining the Psychometric Properties of a Teacher Self-report and Observational Measure of SEL Classroom Practices*. Paper presented at the American Education Research Association. San Antonio, TX.
- Brown, J.L.**, Jennings, P.A., Rasheed, D.S., Cham, H., Doyle, S. L., Frank, J.L., DeWeese, A.R., &

- Greenberg, M.T. (April, 2017). *Associations Between Teacher Stress and Well-being and Children's Academic and Social Skills During Middle Childhood*. Paper presented at Society for Research on Child Development. Austin, TX.
- +Sutton, E.K., & **Brown, J.L.** (April, 2017). *Examining the Reliability and Validity of Two Measures of Social-emotional Learning Practices in Elementary School Classrooms*. Poster presented at the Society for Research in Child Development. Austin, TX.
- **Carlton, R., **Brown, J.L.** & Downer, J.T. (April, 2017). *Reading Emotions: Teachers' Style of Reading Aloud and Children's Emotional Regulation, Behavioral Skills, and Academic Achievement*. Poster presented at the Society for Research in Child Development. Austin, TX.
- *Castillo, J.E., Lowenstein, A.E., & **Brown, J.L.** (April, 2017). *Students' Antisocial Behaviors and Their Perceptions of Teachers and Classrooms*. STEP/CSTEP Regional Conference, New York, NY.
- Brown, J.L.**, Jennings, P.A., Rasheed, D.S., Cham, H., Doyle, S. L., Frank, J.L., Davis, R.T., DeWeese, A.R., & Greenberg, M.T. (March, 2017). *CARE for Teachers Promotes Wellbeing and Improves Classroom Quality: Results of a Large Cluster Randomized Controlled Trial*. Paper presented at Society for Research on Educational Effectiveness. Washington, D.C.
- Brown, J.L.**, Downer, J., Lowenstein, A.E., Stuhlman, M., Sutton, E., Carlton, R., Rucinski, C., MacLean, A., & Jimenez, M. (December, 2016). *Baseline Analyses from Cohort 1 of the School Randomized Trial of the 4Rs+MTP Program*. Poster presented at the Institute of Education Sciences meeting of Principal Investigators. Washington, DC.
- Jennings, P., **Brown, J.L.**, Zhai, F., Doyle, S., & Greenberg, M.T. (November, 2016). *Do Program Fidelity and Participant Compliance Matter? Evidence from a Randomized Mindfulness-Based Intervention for Teachers*. Paper presented at the Association for Public Policy and Management. Washington, DC.
- Brown, J.L.** (May, 2016). *The Impact of School and Classroom Environments on Youth Mental Health: Moderation by Genetic Polymorphisms*. The William T. Grant Foundation Scholars Program Meeting, Boulder, CO.
- Brown, J.L.** (May, 2016). *The Effects of the CARE for Teachers Program on Student Behavioral and Academic Development*. Second International Conference on Mindfulness, Rome, Italy.
- +Rucinski, C., Sutton, E., Carlton, R., **Brown, J.L.**, & Downer, J. (April, 2016). *The Association Between Classroom Racial/Ethnic Diversity and Elementary Students' Academic, Social, and Emotional Outcomes*. Paper presented at the American Educational Research Association, Washington, DC.
- Brown, J.L.**, Jennings, P.A., Rasheed, D.S., Cham, H., Doyle, S., J.L., Frank, J.L., Tanler, R., DeWeese, A., & Greenberg, M. (April, 2016). *Direct and Moderating Impacts of the Cultivating Awareness and Resilience in Education for Teachers Intervention on Student Outcomes*. Paper presented at the American Educational Research Association, Washington, DC.
- Jennings, P.A., **Brown, J.L.**, Frank, J.L., Doyle, S., Oh, Y., Tanler, R., Rasheed, D.S., DeWeese, A., DeMauro, A., & Greenberg, M. (April, 2016). *Enhancing Teachers' Well-Being and Classroom Quality: Results From a Randomized Controlled Trial of Cultivating Awareness and Resilience in Education*. Paper presented at the American Educational Research Association, Washington, DC.
- Schussler, D.L., DeWeese, A., Rasheed, D.S., DeMauro, A., **Brown, J.L.** & Jennings, P.A. (April, 2016). *Teacher Outcomes Related to Sustained Mindfulness Practice: A Qualitative Investigation of the Cultivating Awareness and Resilience in Education Program*. Paper presented at the American Educational Research Association, Washington, DC.
- Doyle, S., Jennings, P.A., DeWeese, A., Frank, J.L., **Brown, J.L.**, Tanler, R., Rasheed, D.S., & Greenberg, M. (April, 2016). *Examining Quality of Implementation: How Facilitator Skill and Training Fidelity Affects Participant Outcomes in Cultivating Awareness and Resilience in*

- Education*. Paper presented at the American Educational Research Association, Washington, DC.
- +Smith, N.A., Cham, H., & **Brown, J.L.** (April, 2016). *Parent Home and School Involvement Trajectories Across Two School Transitions*. Paper presented at the Society for Research on Adolescence, Baltimore, MD.
- Kim, H.Y., LaRusso, M.D., Jones, S.M., Barnes, S., **Brown, J.L.**, & Aber, J.L. (April, 2016). *Supporting Academic Engagement during Adolescence: Cumulative Influence of Individual and Classroom Support from Middle Childhood*. Paper presented at the Society for Research on Adolescence, Baltimore, MD.
- LaRusso, M.D., Kim, H.Y., Jones, S.M., **Brown, J.L.**, & Aber, J.L. (April, 2016). *Early Adolescent Risks and School Experiences from Elementary through Middle School*. Paper presented at the Society for Research on Adolescence, Baltimore, MD.
- Brown, J.L.**, Jennings, P., Rasheed, D., Cham, H., Doyle, S., Frank, J., Davis, R.T., DeWeese, A. R., & Greenberg, M.T. (April, 2015). *Direct and Moderating Impacts of the CARE for Teachers Intervention on Student Academic Outcomes*. Paper presented at the American Educational Research Association, Washington, DC.
- Jennings, P., **Brown, J.L.**, Frank, J., Oh, Y., Doyle, S., Tanler, R., DeWeese, A., Greenberg, M.T. (May 2015). *Promoting Teachers' Social and Emotional Competence and Improving Classrooms: The Cultivating Awareness and Resilience in Education (CARE) Program*. Paper presented at the Society for Prevention Research, Washington, DC.
- Portnow, S., Downer, J., & **Brown, J.L.** (March, 2015). *An Increase in Positive Climate, A Reduction in Negative Social Emotional Skills, Or Both? Examining How Universal Social Emotional Programs Achieve Reductions in Aggression*. Poster presented at the Society for Research on Educational Effectiveness, Washington, D.C.
- Brown, J.L.** (March 2015). *Short- and Long-term Impacts of Classroom-based Social-emotional Learning Interventions During Early Schooling*. Symposium discussant presentation. Society for Research in Child Development, Philadelphia, PA.
- Brown, J.L.** (March, 2015). *Opportunities and Challenges in the Design of a Longitudinal Gene x School-Based Intervention Study*. Symposium organizer, chair, and paper presenter at the Society for Research in Child Development, Philadelphia, PA.
- LaRusso, M., Jones, S.M., **Brown, J.L.**, & Aber, J.L. (March 2015). *Understanding variation in the social climate of middle school micro-contexts: Implications for adolescent aggressive behaviors*. Paper presented at the Society for Research in Child Development, Philadelphia, PA.
- +Rucinski, C, **Brown, J.L.**, Downer, J., Wertz, H., Gologor, B., Stuhlman, M., & Hanre, B. (March, 2015). *Teacher-Child Relationships, Classroom Emotional Climate, and Elementary Students' Social-Emotional and Academic Development*. Poster presented at the Society for Research in Child Development, Philadelphia, PA.
- Rasheed, D., **Brown, J.L.**, Tanler, R., Frank, J., Doyle, S., DeWeese, A., Jennings, P.A., & Greenberg, M.T. (March 2015). *Associations between Teacher-Student Racial/Ethnic Congruence and Relationship Quality in a Diverse Sample of Elementary Schools*. Poster presented at the Society for Research in Child Development, Philadelphia, PA.
- Brown, J.L.**, Jennings, P.A., Tanler, R., Rasheed, D., DeWeese, A., Frank, J., Doyle, S., & Greenberg, M.T. (March, 2014). *Promoting Teachers' Social and Emotional Competence: A Replication Study of the Cultivating Awareness and Resilience in Education (CARE) Program*. Society for Research on Educational Effectiveness, Washington, D.C.
- Downer, J., **Brown, J.L.**, Jimenez-Herrera, M., Stuhlman, M., Bourassa, K., Gologor, B., & Wong, P. (March, 2013). *Coaching Quality and Teachers' Implementation of the 4Rs Social-Emotional and*

- Literacy Curriculum: Testing the Link between Two Levels of Intervention Fidelity.* Society for Research on Educational Effectiveness, Washington, D.C.
- Jones, S.M., **Brown, J.L.**, Molano, A., & Aber, J.L. (May, 2012). *Moving Beyond Global Representations of Classroom Relationships: Peer Networks, Teacher-Student Relationships, and Classroom Quality.* Society for Prevention Research, Washington, D.C.
- +Horan, J., Jones, S.M., **Brown, J.L.** & Aber, J.L. (March, 2012). *Review of Impacts of the 4Rs Program on Classroom- and Child-level Outcomes.* Society for Research on Adolescence, Vancouver, BC.
- +Kornhauser, Z. & **Brown, J.L.** (March, 2012). *A Study of Classroom Observation Procedures in National and Regional Universities.* Lilly Conference on University Teaching, Bethesda, MD.
- Brown, J.L.**, Jones, S.M., Aber, J.L. & Torrente, C. (April, 2011). *The Longitudinal Impact of a Universal School-Based Social-Emotional and Literacy Intervention on Teachers' Affective Experiences and Classroom Practices.* American Educational Research Association, New Orleans, LA.
- Brown, J.L.**, Jones, S.M. & Aber, J.L. (March, 2011). *Variation in the Implementation of School-Based Social-Emotional Learning and its Influence on Teacher Development.* Society for Research in Child Development, Montreal, Canada.
- +Horan, J.M., **Brown, J.L.**, Jones, S.M. & Aber, J.L. (March, 2011). *The Influence of Conduct Problems and Callous-Unemotional Traits on Relational and Academic Development Among Youth.* Society for Research in Child Development, Montreal, Canada.
- +Rotter, B.S., **Brown, J.L.**, Jones, S.M. & Aber, J.L. (March, 2011). *Student-Teacher Relationship Quality and Students' Emotional Engagement in School, Depressive Symptoms, and Social Competence.* Society for Research in Child Development, Montreal, Canada.
- LaRusso, M.D., **Brown, J.L.**, & Jones, S.M. (March, 2011). *Using Mixed Methods to Understand Staff Perspectives on School Climate.* Invited paper, WT Grant Foundation Mixed Methods Grantee Meeting, Santa Monica, CA.
- VanderWeele, T., Hong, G., Jones, S.M., & **Brown, J.L.** (March, 2011). *Mediation and Spillover Effects in Group-Randomized Trials: A Case Study of the 4Rs Program.* Society for Research on Educational Effectiveness, Washington, D.C.
- Jones, S.M., Aber, J.L., & **Brown, J.L.** (March, 2011). *Complex Setting-Level Interventions in Social-Emotional Learning: Testing Multi-Level Causal Processes in the School-Randomized Evaluation of the 4Rs Program.* Society for Research on Educational Effectiveness, Washington, D.C.
- Brown, J.L.**, Jones, S.M., & Aber, J.L. (June, 2010). *The Longitudinal Impacts of the 4Rs Program on Observed Classroom Climate and Teacher-Reported Processes and Practices.* Society for Prevention Research, Denver, CO.
- Jones, S.M., **Brown, J.L.**, & Aber, J.L. (April, 2010). *Quantity and Quality of Implementation of the 4Rs Program over 3 Years: Operationalizing Constructs and Links to Teacher and Classroom Characteristics.* American Educational Research Association, Denver, CO.
- +Horan, J.M., **Brown, J.L.**, Jones, S.M., & Aber, J.L. (March, 2010). *Examining Relational and Academic Development Among Youth Exhibiting Conduct Problems With and Without Callous-Unemotional Traits.* American Psychology-Law Society, Vancouver, Canada.
- LaRusso, M.D., **Brown, J.L.**, Jones, S.M., & Aber, J.L. (March, 2010). *School Climate and Students' Aggressive and Delinquent Behavior: Longitudinal and Mixed Method Analyses.* Society for Research on Adolescence, Philadelphia, PA.
- +Elgendy, S., Brown, J.L., Jones, S.M., & Aber, J.L. (March, 2010). *A Transactional Model of Parenting Practices and Children's Externalizing Behavior in Community Context.* Society for Research on

- Adolescence, Philadelphia, PA.
- Bouffard, S.M., Hogg, W.L.G., Jones, S.M., **Brown, J.L.** & Aber, J.L. (March, 2010). *Why Do (or Don't) Teachers Reach Out to Families? The Role of Teacher and School Factors*. Society for Research on Adolescence, Philadelphia, PA.
- Brown, J.L.**, Jones, S.M., & Aber, J.L. (March, 2010). *The Longitudinal Impact of a Universal School-Based Social-Emotional and Literacy Intervention on Classroom Climate and Teacher Processes and Practices*. Society for Research on Educational Effectiveness, Washington, D.C.
- Jones, S.M., **Brown, J.L.**, & Aber, J.L. (March, 2010). *Three Year Cumulative Impacts of the 4Rs Program on Children's Social-Emotional, Behavioral, and Academic Outcomes*. Society for Research on Educational Effectiveness, Washington, D.C.
- Jones, S.M., **Brown, J.L.**, Hong, G., VanderWeele, T., & Raudenbush, S. (January, 2010). *Mediation and Spillover Effects in Group-Randomized Trials: A Case Study of the 4Rs Program*. Invited paper presentation, William T. Grant Foundation and Spencer Foundation Intervention Grantee Workshop, Washington, D. C.
- Jones, S.M., **Brown, J.L.**, & Aber, J.L. (May, 2009). *Three-Year Impacts of The 4Rs Program on Children's Social-Emotional Functioning: The Mediating Role of Teacher-Student Relationships*. Society for Prevention Research, Washington, D.C.
- Aber, J.L., Jones, S.M., **Brown, J.L.**, Berg, J.K., Torrente, C. (May, 2009). *Using Administrative Data to Evaluate Impacts in a School-Randomized Trial of the 4Rs Program*. Society for Prevention Research, Washington, D.C.
- LaRusso, M.D., **Brown, J.L.**, Jones, S.M., & Aber, J.L. (April, 2009). *Mixed Method Analyses in a Social and Emotional Learning Intervention Study: The Challenges and Opportunities for Addressing School Micro-Contexts*. Society for Research in Child Development, Denver, CO.
- Jones, S.M., **Brown, J.L.** & Aber, J.L. (April, 2009). *One, Two, and Three Year Impacts of the 4Rs Program on Children's Mental Health and Behavioral Outcomes*. Society for Research in Child Development, Denver, CO.
- +Elgendy, S., Berg, J.K., **Brown, J.L.**, Jones, S.M., & Aber, J.L. (April, 2009). *A Transactional Model of the Relationship Between Parenting Practices and Children's Internalizing Symptoms*. Society for Research in Child Development, Denver, CO.
- +Elgendy, S., Okada, G., **Brown, J.L.**, Jones, S.M., & Aber, J.L. (April, 2009). *The Influence of Student-Teacher Relationships and Teacher Burnout on Children's Aggressive Social Cognitions in Classroom Context*. Society for Research in Child Development, Denver, CO.
- Torrente, C., Hogg, W.L.G., **Brown, J.L.**, Jones, S.M., & Aber, J.L. (April, 2004). *Children's emotion regulation in middle childhood: The role of student-teacher closeness and classroom emotional climate*. Society for Research in Child Development, Denver, CO.
- Hogg, W.L.G., Jones, S.M., **Brown, J.L.**, & Aber, J.L. (April, 2009). *Classroom Climate: Implications for Trajectories of Peer Victimization and Aggression in Middle Childhood*. Society for Research in Child Development, Denver, CO.
- Hogg, W.L.G., Jones, S.M., Aber, J.L., & **Brown, J.L.** (April, 2009). *Family Home- and School-Based Involvement in the Inner-City Context: Transactions with Child School Adjustment*. Society for Research in Child Development, Denver, CO.
- Berg, J.K., Hogg, W.L.G., Jones, S.M., Aber, J.L., & **Brown, J.L.** (April, 2009). *The Influence of Ethnicity in Context on Peer Victimization and Aggression and Perceptions of School Climate in Middle Childhood*. Society for Research in Child Development, Denver, CO.
- Osgood, W., Gest, S., Jones, S.M. & **Brown, J.L.** (January, 2009). *Conceptualizing, Collecting, and Coding Social Network Data*. Invited paper, William T. Grant Foundation Intervention Research

- Workshop, Chicago, IL.
- Jones, S.M., **Brown, J.L.** & Aber, J.L. (November, 2008). *Experimental Impacts of the 4Rs Program on Children's Social-Emotional Functioning and Academic Achievement*. Association for Public Policy Analysis and Management, Los Angeles, CA.
- Jones, S.M. & **Brown, J.L.** (July, 2008). *Setting-Level Analyses and the 4Rs Study*. Invited paper, William T. Grant Foundation Intervention Research Workshop, Washington, D.C.
- LaRusso, M.D., **Brown, J.L.**, Jones, S. J., & Aber, J.L. (July, 2008). *Aggressive Behavior in Elementary Schools in the United States: Links to School Climate, Relationships, and Responses to Aggression*. International Society for the Study of Behavioural Development, Wurzburg, Germany.
- Jones, S.M., **Brown, J.L.**, & Aber, J. L. (May, 2008). *Experimental Impacts Of The 4Rs Program on Children's Social-Emotional and Academic Functioning Over Two Years*. Society for Prevention Research, San Francisco, CA.
- LaRusso, M.D., **Brown, J.L.**, Jones, S.M., Aber, J.L. (March, 2008). *School Climate, Relationships, and Behavior in Elementary School: Longitudinal and Mixed Method Analyses*. American Educational Research Association, New York, NY.
- LaRusso, M.D., **Brown, J.L.**, Jones, S.M., Aber, J.L. (March, 2008). *Variation in Classroom Climate Within and Across Settings: Links to Instructional, Developmental, and Relational Characteristics of Classrooms*. American Educational Research Association, New York, NY.
- Brown, J.L.**, Jones, S.M. & Aber, J.L. (March, 2008). *Patterns of Classroom Quality and Their Links to Social-Emotional and Academic Development*. Society for Research on Adolescence, Chicago, IL.
- Hoglund, W.L.G., Jones, S.M., **Brown, J.L.** & Aber, J.L. (March, 2008). *Developmental Associations Among Peer Victimization, Social Cognitions, and Internalizing and Externalizing Problems*. Society for Research on Adolescence, Chicago, IL.
- Hoglund, W.L.G., Berg, J., Jones, S.M., **Brown, J.L.** & Aber, J. L. (March, 2008). *Parent Involvement in Schooling: Supporting Children's Academic and Social Competence in the School Context*. Society for Research on Educational Effectiveness, Crystal City, VA.
- Brown, J.L.** & Jones, S.M. (January, 2008). *Strategies for high quality data collection: Lessons from the 4Rs study*. Invited paper, WT. Grant Foundation Intervention Research Workshop, Washington, D.C.
- Brown, J.L.**, Jones, S.M. & Aber, J.L. (November, 2007). *Classroom-level Emotional and Instructional Quality and Children's Risk for School Failure: The Role of School-wide Intervention in Social-Emotional Learning*. Association for Moral Education, New York, NY.
- Brown, J.L.**, Jones, S.M. & Aber, J.L. (June, 2007). *First Year Experimental Impacts of the 4Rs Program on Children, Teachers, and Classrooms*. Society for Community Research and Action, Pasadena, CA.
- Brown, J.L.**, Jones, S.M. & Aber, J.L. (May, 2007). *Demographic and Classroom Predictors of the Quality of Teacher-Student Relationships: Implications for Classroom Norms*. Society for Prevention Research, Washington, D.C.
- Jones, S.J., **Brown, J.L.**, & Aber, J.L. (May, 2007). *Experimental Impacts of the 4Rs Program on Children's and Teacher's Social-emotional and Academic Functioning Over the Course of One Year*. Society for Prevention Research, Washington, DC.
- Brown, J.L.**, Jones, S.M. & Aber, J.L. (May, 2007). *Classroom-level Emotional and Instructional Quality and Children's Risk for School Failure: The Role of School-wide Intervention in Social-emotional Learning and Literacy*. Society for Prevention Research, Washington, D.C.