

CURRICULUM VITAE
THOMAS W. FARMER

EDUCATION

1993	Ph.D.	Special Education	University of North Carolina-Chapel Hill
1989	M.A.	Special Education	University of North Carolina-Chapel Hill
1983	B.A.	Philosophy	The College of William & Mary

PROFESSIONAL EXPERIENCE

University Teaching and Research

2019-	Professor and Department Chair.	Health and Human Development, University of Pittsburgh
2017- 2019	Director.	The Rural School-Community Partnership Research Consortium
2016- 2018	Professor & Associate Dean for Research.	School of Education, The College of William & Mary
2014- 2016	Professor.	School of Education, Virginia Commonwealth University
2012 - 2014	Associate Professor.	School of Education, Virginia Commonwealth University
2009 - 2012	Director.	Training Interdisciplinary Educational Scientists. The Pennsylvania State University
2006 - 2012	Faculty Fellow.	Children, Youth, and Family Consortium. The Pennsylvania State University
2006 - 2012	Associate Professor.	College of Education, The Pennsylvania State University
2005 - 2006	Associate Professor.	School of Education, University of North Carolina-Chapel Hill
2004 - 2011	Director.	National Research Center on Rural Education Support
2002 - 2005	Assistant Professor.	School of Education, University of North Carolina-Chapel Hill
2001 - 2006	Director.	Social Development and Intervention Research Program, CDS, UNC-Chapel Hill
1999 - 2006	Research Associate Professor.	Psychology, University of North Carolina-Chapel Hill
1999 - 2002	Adjunct Associate Professor.	College of Education, Cleveland State University
1999 - 2001	Interim Director.	Center for Developmental Science, University of North Carolina-Chapel Hill
1999 - 2001	Co-Director.	Social Development and Intervention Research Program, CDS, UNC-Chapel Hill
1999 - 2006	Associate Director.	Center for Developmental Science, University of North Carolina-Chapel Hill
1999	Associate Professor.	College of Education, Cleveland State University
1997 - 1999	Assistant Professor.	College of Education, Cleveland State University
1994 - 1997	Assistant Director.	Center for Developmental Science, University of North Carolina-Chapel Hill
1994 - 1997	Research Assistant Professor.	School of Education, University of North Carolina-Chapel Hill
1993 - 1994	Assistant Professor.	College of Education, University of Illinois-Chicago
1992 - 1993	Research and Assessment Teacher-Counselor.	Wright School, Durham, NC
1992	Research Consultant.	Department of Psychology, University of North Carolina-Chapel Hill
1991 - 1992	Graduate Teaching Assistant.	Dept. of Special Ed., University of North Carolina-Chapel Hill
1991	Research Intern.	Department of Psychology, University of North Carolina-Chapel Hill

Classroom Teaching and Direct Service

1992 - 1993	Assessment Teacher-Counselor.	Wright School, Durham, NC
1991 - 1993	Respite Provider.	Durham County Mental Health Services, Willie M. Program, Durham, NC
1989 - 1990	Liaison Teacher-Counselor.	Wright School, Durham, NC
1988 - 1990	Professional Parent.	Durham County Mental Health Services, Willie M. Program, Durham, NC
1987 - 1988	Evening Teacher-Counselor.	Wright School, Durham, NC
1987	Day Teacher-Counselor.	Wright School, Durham, NC
1986 - 1987	Intern in Social Skills Training and Assessment.	Wright School, Durham, NC
1985 - 1986	Production Supervisor.	Colonial Employment Services, Williamsburg, VA
1985	Independent Living Skills Instructor.	Colonial Behavioral Health, Williamsburg, VA
1984	Houseparent.	Concord Intellectual Disabilities Services, Yellowspring, WV

BIBLIOGRAPHY: *Refereed Articles*

- Farmer, T.W., Serpell, Z., Scott, L., DeVlieger, S. E., & Brooks, D. S. (forthcoming: 2022). The developmental dynamics of emotional and behavioral difficulties of youth of color: Systemic oppression, correlated constraints, and the need for targeted universalism. *Journal of Emotional and Behavioral Disorders*.
- Marraccini, M., Hamm, J. V., & Farmer, T. W. (forthcoming: 2022). Changes in African American and Latinx students' perceived ethnic-racial discrimination during the middle school transition year. *Journal of Early Adolescence*.
- Dawes, M., Sterrett, B. I., Norwalk, K. E., Farmer, T. W., & Hamm, J. V. (2021). Teachers' perceptions of middle schoolers' social concerns: strategies and barriers to supporting students' social success. *Social Psychology of Education, 24*, 465-488.
- Farmer, T. W., Bierman, K. L., Hall, C. M., Brooks, D. S., & Lee, D. L. (2021). Tiered systems of adaptive supports and the individualization of intervention: Merging developmental cascades and correlated constraints perspectives. *Journal of Emotional and Behavioral Disorders, 29*, 3-13.
- Farmer, T.W., Sterrett, B., Norwalk, K., Chen, C-C., Dawes, M., Hamm, J. V., Lee, D. L., & Farmer, A. G. (2021). Supporting the inclusion of socially vulnerable early adolescents: Theory and illustrations of the BASE model. *Frontiers in Education*.
- Chen, C-C., Farmer, T. W., Hamm, J. V., Brooks, D. S., Lee, D. L., Norwalk, K., Lambert, K., Dawes, M., Sterrett, B., & Rizzo, K. (2020). Emotional and behavioral risk configurations, students with disabilities, and perceptions of the middle school ecology. *Journal of Emotional and Behavioral Disorders, 28*, 180-192.
- Dawes, M., Farmer, T. W., Hamm, J. V., Lee, D., Norwalk, K., Sterrett, B., & Lambert, K. (2020). Creating supportive contexts during the first year of middle school: Impact of a developmentally responsive multi-component intervention. *Journal of Youth and Adolescence, 49*, 1447-1463.
- Farmer, T. W. (2020). Reforming research to support culturally and ecologically responsive and developmentally meaningful practice in schools. *Educational Psychologist, 55*, 32-39.
- Norwalk, K. E., Dawes, M., Hamm, J. V. (2020). Improving middle school teachers' self-reported use of social dynamics management practices. *Journal of Applied School Psychology, 37*, 106-126.
- Dawes, M., Norwalk, Chen, C-C., Hamm, J. V., & Farmer, T. W. (2019). Teachers' perceptions of self-and peer-identified victims. *School Mental Health, 11*, 819-832.
- Farmer, T. W., Hamm, J. V., Dawes, M., Barko-Alva, K., & Cross, J. R. (2019). Promoting inclusive communities in diverse classrooms: Teacher attunement and social dynamics management. *Educational Psychologist, 54*, 286-305.
- Farmer, T.W., Hamm, J. V., Lee, D. L., Sterrett, B., Rizzo, K., & Hoffman, A. (2018). Directed consultation and supported professionalism: Promoting adaptive evidence-based practices in rural schools. *Rural Special Education Quarterly, 37*, 164-175.
- Farmer, T. W., Dawes, M., Hamm, J. V., Lee, D., Mehtaji, M., Hoffman, A. S., & Brooks, D. S. (2018). Classroom social dynamics management: Why the invisible hand of the teacher matters for special education. *Remedial & Special Education, 39*, 177-192.
- Farmer, T.W., Talbott, B., Dawes, M., Huber, H.B., Brooks, D. S., & Powers, E. (2018). Social dynamics management: What is it and why is it important for intervention? *Journal of Emotional and Behavioral Disorders, 26*, 1-10.
- Dawes, M., Chen, C-C., Farmer, T. W., & Hamm, J. V. (2017). Self- and peer-identified victims in late childhood: Differences in perceptions of the school ecology. *Journal of Youth and Adolescence*, 1-16.
- Dawes, M., Chen, C-C., Zumbunn, S. K., Mehtaji, M., Farmer, T. W., & Hamm, J. V. (2017). Teacher attunement to peer-nominated aggressors. *Aggressive Behavior, 43*, 263-272.
- Farmer, T. W., Lee, D. L., Sprott-Brooks, D., Chen, C. C., Moates, M., Hamm, J. V. (2017). Management of behavioral dynamics in general education classrooms. *Journal of Evidence-Based Practices for Schools, 16*.
- Farmer, T.W., Chen, C-C., Hamm, J. V., Moates, M. M., Mehtaji, M., Lee, D., & Huneke, M. R. (2016). Supporting teachers' management of middle school social dynamics: The scouting report process. *Intervention in School and Clinic, 52*, 67-76. .doi:10.1177/1053451216636073
- Farmer, T. W., Gatzke-Kopp, L. M., Lee, D. L., Dawes, M., & Talbott, E. (2016). Research and policy on disability: Linking special education to developmental science. *Policy Insights from the Behavioral and Brain Sciences, 3*, 138-145. doi:10.1177/2372732215624217

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- Irvin, M.J., Byun, S-Y., Meece, J. L., Reed, K. S., & Farmer, T. W. (2016). School characteristics and experiences of African American, Hispanic/Latino, and Native American youth in rural communities: Relation to educational aspirations. *Peabody Journal of Education, 91*, 176-202, DOI: 10.1080/0161956X.2016.1151739
- Maggin, D. M., Wehby, J. H., Farmer, T. W., & Brooks, D. S. (2016). Intensive interventions for students with emotional and behavioral disorders: Issues, theory, and future directions. *Journal of Emotional and Behavioral Disorders, 24*, 127-137. doi:10.1177/1063426616661498
- Norwalk, K. Hamm, J.V., Farmer, T.W., & Barnes, K (2016). Improving social context of early adolescence through teacher attunement to victimization: Effects on school belonging. *Journal of Early Adolescence, 36*, 988-1009
- Chen, C-C., Hamm, J.V., Farmer, T.W., Lambert, K., & Mehtaji, M. (2015). Exceptionality and peer victimization involvement in late childhood: Subtypes, stability, and social marginalization. *Remedial and Special Education, 36*, 312-324.
- Farmer, T.W., Wike, T., Alexander, Q., Rodkin, P.C., & Mehtaji, M. (2015). Students with disabilities and involvement in peer victimization: Theory, research, and considerations for the future. *Remedial and Special Education, 36*, 263-274.
- Farmer, T.W., Irvin, M.J., Motoca, L.M., Brooks, D.S., Leung, M-C., & Hutchins, B.C. (2015). Externalizing and internalizing behavior problems, peer affiliations, and bullying involvement across the transition to middle school. *Journal of Emotional and Behavioral Disorders*. Doi:10.1177/1063426613491286.
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- Day, K.M., Hamm, J.V., Lambert, K., & Farmer, T.W. (2014). Social integration and students' perceptions of the transition to middle school. *Journal of Educational and Developmental Psychology, 4*, 10-26.
- de la Varre, C., Irvin, M. J., Jordan, A.W., Hannum, W.H., & Farmer, T.W. (2014). Reasons for student dropout in an online course in a rural K-12 setting. *Distance Education, 35*, 324-344.
- Hamm, J.V., Dadisman, K.A., Day, K. M., Agger, C. A., & Farmer, T.W. (2014). The move to middle school: Parents' Expectations and early adolescents' adjustment in rural communities. *Journal of Educational and Developmental Psychology, 4*, 46-65.
- Weiss, M. P., Petrin, R.A., & Farmer, T.W. (2014). Responsibilities of special educators in rural schools: A latent class analysis. *Exceptionality, 22*, 69-90.
- Farmer, T.W., Reinke, W., & Brooks, D.S. (2014). Managing Classrooms and Challenging Behavior: Theoretical Considerations and Critical Issues. *Journal of Emotional and Behavioral Disorders, 22*, 67-73.
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- Hamm, J.V., Farmer, T.W., Lambert, K., & Gravelle, M. (2014). Enhancing peer cultures of academic effort and achievement in early adolescence: Promotive effects of the SEALS intervention. *Developmental Psychology, 50*, 216-228. doi: 10.1037/a0032979.
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- Farmer, T.W. & Xie, HL (2013). Manufacturing phenomena or preserving phenomena? Core issues in the identification of peer social groups with cognitive mapping procedures. *Social Development, 22*, 595-603.
- Farmer, T.W., Hamm, J.V., Lee, D., Lane, K.L., Sutherland, K.S., Hall, C.M., & Murray, R.M. (2013). Conceptual foundations and components of a contextual intervention to promote student engagement during early adolescence: The Supporting Early Adolescent Learning and Social Success (SEALS) model. *Journal of Educational and Psychological Consultation, 23*, 115-139.

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- Farmer, T.W., Lane, K.L., Lee, D.L., Hamm, J.V., & Lambert, K. (2012). The social functions of antisocial behavior: Considerations for school violence prevention strategies for students with disabilities. *Behavioral Disorders*, 37, 149-162.
- Farmer, T.W., Petrin, R.A., Brooks, D.S., Hamm, J.V., Lambert, K., & Gravelle, M. (2012). Bullying involvement and the school adjustment of rural students with and without disabilities. *Journal of Emotional and Behavioral Disorders*, 20, 19-36.
- Hutchins, B. C., Meece, J. L., Byun, S.-Y., & Farmer, T. W. (2012). Planning for the Future: An Investigation of Work-Bound Rural Youth. *The Rural Educator*, 33, 7-19.
- Irvin, M.J., Byun, S-Y., Meece, J.L., Farmer, T.W., & Hutchins, B.C. (2012). "Barriers to rural youths' educational aspirations: Relation of individual and contextual difference variables." *Journal of Career Assessment*, 20, 171-187.
- Berry, A., Petrin, R., Gravelle, M., Farmer, T., (2011). Issues in special education teacher recruitment, retention, and professional development: Considerations in supporting rural teachers. *Rural Special Education Quarterly*, 30, 3-11.
- Farmer, T.W., Hall, C. M., Leung, M-C., Estell, D.B., & Brooks, D.S. (2011). Social prominence and the heterogeneity of rejected status in late elementary school. *School Psychology Quarterly*, 26, 260-274.
- Farmer, T.W., Hamm, J.V., Leung, M-C., Lambert, K., & Gravelle, M. (2011). Early adolescent peer ecologies in rural communities: Bullying in schools that do and do not have a transition during the middle grades. *Journal of Youth and Adolescence*, 40, 1106-1117.
- Petrin, R.A., Farmer, T.W., Meece, J.L., & Byun, S-Y. (2011). Interpersonal competence configurations, attachment to community, and residential aspirations of rural adolescents. *Journal of Youth and Adolescence*, 40, 1091-1105.
- Irvin, M. J., Meece, J. L., Byun, S., Farmer, T., & Hutchins, B. (2011). Relations of community, family, and school contexts to rural youth's educational achievement and aspirations. *Journal of Youth and Adolescence*, 40, 1225-1242.
- Farmer, T.W., Leung, M-C., Weiss, M.P., Irvin, M.J., Meece, J.L., & Hutchins, B.C. (2011). The social network placement of rural high school students with disabilities: Centrality and peer affiliations. *Exceptional Children*, 78, 24-38.
- Farmer, T.W., Lines, M.M., & Hamm, J.V. (2011). Revealing the invisible hand: The role of teachers in children's peer experiences. *Journal of Applied Developmental Psychology*, 32, 247-256.
- Farmer, T.W., Hall, C.M., Weiss, M.P., Petrin, R.A., Meece, J.L., & Moohr, M. (2011). The school adjustment of rural adolescents with and without disabilities: Variable and person-centered approaches. *Journal of Child and Family Studies*, 20, 78-88.
- Hamm, J.V., Schmid, L, Farmer, T.W., & Locke, B. L. (2011). The influence of injunctive and descriptive peer group norms on the academic adjustment of rural early adolescents. *Journal of Early Adolescence*, 31, 41-73.
- Hamm, J.V., Farmer, T.W., Dadisman, K., Gravelle, M., & Murray, R.A. (2011). Teachers' attunement to students' peer group affiliations as a source of improved student experiences of the school social-affective context following the middle school transition. *Journal of Applied Developmental Psychology*, 32, 267-277.
- Irvin, M., Farmer, T. W., Weiss, M. P., Meece, J. M., Byun, S-Y., McConnell, B., & Petrin, R. (2011). Perceptions of school and postsecondary aspirations of rural high school students with learning disabilities and their nondisabled peers. *Learning Disabilities Research & Practice*, 26, 2-14.
- Farmer, T.W., Farmer, E.M.Z., & Brooks, (2010). Recasting the ecological and developmental roots of intervention for students with emotional and behavioral problems: The promise of strength-based perspectives. *Exceptionality*, 18, 53-57.
- Farmer, T.W., Hall, C.M., Petrin, R.A., Hamm, J.V., & Dadisman, K. (2010). Promoting teachers' awareness of social networks at the beginning of middle school. *School Psychology Quarterly*, 25, 94-106.
- Farmer, T.W., Hamm, J.L., Petrin, R.A., Robertson, D.L., Murray, R.A., Meece, J.L., & Brooks, D.S. (2010). Creating supportive classroom contexts for academically and behaviorally at-risk youth during the transition to middle school: A strength-based perspective. *Exceptionality*, 18, 94-106.

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- Farmer, T.W., Irvin, M., Leung, M-C., Hall, C.M., Hutchins, B.C., & McDonough, E. (2010). Social preference, social prominence, and group membership in late elementary school: Homophilic concentration and peer affiliation configurations. *Social Psychology of Education, 13*, 271-293.
- Farmer, T.W., Petrin, R.A., Robertson, D., Hall, C.M., Fraser, M.S., Day, S., & Dadisman, K. (2010). Peer relations of bullies, bully-victims, and victims: The two social worlds of bullying in second grade classrooms. *Elementary School Journal, 110*, 364-392.
- Hamm, J.V., Farmer, T.W., Robertson, D., Dadisman, K., Murray, A.R., Meece, J., & Song, S. (2010). Effects of a developmentally-based intervention with teachers on Native American and White Early adolescents' schooling adjustment in rural settings. *Journal of Experimental Education, 78*, 343-377.
- Irvin, M., Farmer, T., Leung, M., Thompson, J., & Hutchins, B. (2010). School, community, and church activities: Relationship to academic achievement of low-income African American early adolescents in the rural Deep South. *Journal of Research in Rural Education, 25*(4), 1-21.
- Irvin, M. J., Hannum, W. H., de la Varre, C., & Farmer, T. W. (2010). Barriers to distance education in rural schools. *Quarterly Review of Distance Education, 11*.
- Robertson, D.L., Farmer, T.W., Fraser, M.S., Crowther, A., Day, S.H., Duncan, T., & Dadisman, K.A. (2010). Interpersonal competence configurations and peer relations in early elementary classrooms: Popular and unpopular aggressive subtypes. *International Journal of Behavioral Development, 34*, 73-87.
- Estell, D. B., Farmer, T. W., Irvin, M. J., Crowther, A., Akos, P., & Boudah, D. J. (2009). Students with exceptionalities and the peer group context of bullying and victimization in late elementary school. *Journal of Child and Family Studies, 18*, 136-150.
- Farmer, T.W., Irvin, M.J., Sgammato, A., Dadisman, K., & Thompson, J. H. (2009). Interpersonal competence configurations in rural Appalachian fifth graders: Academic achievement and associated adjustment factors. *Elementary School Journal, 109*, 301-321.
- Farmer, T.W., Leung, M-C., Keagy, K., Boudah, D.J., Akos, P., McDonough, E., & Hall, C.M. (2009). Social preference choices in late elementary school: Within and across group nominations. *Psychology in the Schools, 46*, 362-374.
- Hannum, W., Irvin, M. J., Banks, J. B., & Farmer, T. W. (2009). Distance education use in rural schools. *Journal of Research in Rural Education, 24* (3).
- Irvin, M. J., Hannum, W. H., Farmer, T. W., de la Varre, C. & Keane, J. (2009). Supporting online learning for advanced placement students in small rural schools: conceptual foundations and intervention components of the facilitator preparation program. *The Rural Educator, 31*(1), 29-37.
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- Estell, D. B., Jones, M. H., Pearl, R. A., Van Acker, R., Farmer, T. W., & Rodkin, P. R. (2008). Peer groups, popularity, and social preference: Trajectories of social functioning among students with and without learning disabilities. *Journal of Learning Disabilities, 41*, 5-14.
- Farmer, T.W., Estell, D.B., Hall, C.M., Pearl, R., Van Acker, R., & Rodkin, P.C. (2008). Interpersonal competence configurations, behavior problems, and social adjustment in preadolescence. *Journal of Emotional and Behavioral Disorders, 16*, 195-212.
- Hannum, W., Irvin, M. J., Lei, P.-W., & Farmer, T. W. (2008). Effectiveness of using learner-centered principles on student retention in distance education courses in rural schools. *Distance Education, 29*, 211-229.
- Estell, D. B., Farmer, T. W., & Cairns, B. D. (2007). Bullies and victims in rural African American youth: Individual characteristics and social network placement. *Aggressive Behavior, 33*, 145-159.
- Estell, D. B., Farmer, T. W., Irvin, M. J., Thompson, J. H., Hutchins, B. C., & McDonough, E. M. (2007). Patterns of middle school adjustment and ninth grade adaptation of rural African American youth: Grades and substance use. *Journal of Youth and Adolescence, 36*, 477-487.

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- Farmer, T.W. (2007). Studying the individual within the peer context: Are we on target? *New Directions in Child and Adolescent Development*, 118, 101-108.
- Farmer, T.W. & Xie, H.L. (2007). Aggression and school social dynamics: The good, the bad, and the ordinary. *Journal of School Psychology*, 45, 461-478.
- Farmer, T. W., Farmer, E. M. Z., Estell, D. & Hutchins, B.C. (2007). The developmental dynamics of aggression and the prevention of school violence. *Journal of Emotional and Behavioral Disorders*, 15, 197-208.
- Pearl, R., Leung, M-C., Van Acker, R., Farmer, T.W., & Rodkin, P.C. (2007). Teachers' awareness of their classroom's social network. *Elementary School Journal*, 108, 25-39.
- Farmer, T. W., Dadisman, K., Latendresse, S. J., Thompson, J., Irvin, M. J., & Zhang, L. (2006, September 15). Educating out and giving back: Adults' conceptions of successful outcomes of African American high school students from impoverished rural communities. *Journal of Research in Rural Education*, 21(10).
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- Farmer, T. W., Irvin, M. J., Thompson, J. H., Hutchins, B. C., & Leung, M.-C. (2006). School adjustment and the academic success of rural African American early adolescents in the Deep South. *Journal of Research in Rural Education*, 21, 1 – 14.
- Farmer, T.W., Leung, M-C., Banks, J.B., Schaefer, V., Andrews, B, & Murray, R.A. (2006). Adequate yearly progress in small rural schools and rural low-income schools. *Rural Educator*, 1-7.
- Rodkin, P. C., Farmer, T. W., Pearl, R., & Van Acker, R. (2006). They're cool: Social status and group support for aggressive boys and girls. *Social Development*, 15, 175-204.
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- Farmer, T. W., Clemmer, J., Leung, M.-C, Goforth, J. Thompson, J, Keagy, K., & Bouche, S. (2005). Strength-based assessment of rural African-American early adolescents: Characteristics of students in high and low groups on the behavioral and emotional rating scale. *Journal of Child and Family Studies*, 14, 55-69.
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- Farmer, T. W., Price, L., O'Neal, K. K., Leung, M.-C., Goforth, J. B., Cairns, B. D. & Reese, L. E. (2004). Exploring risk in African-American youth. *American Journal of Community Psychology*, 33, 51-59.
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- Farmer, T. W. & Farmer, E. M. Z. (2001). Developmental science, systems of care, and prevention of emotional and behavioral problems in youth. *American Journal of Orthopsychiatry, 71*, 171-181.
- Farmer, T. W., Quinn, M. M., Hussey, W., & Holahan, T. (2001). The development of disruptive behavior disorders and correlated constraints: Implications for intervention. *Behavioral Disorders, 26*, (2), 117-130.
- Farmer, T. W. (2000). Social dynamics of aggressive and disruptive behavior in school: Implications for behavior consultation. *Journal of Educational and Psychological Consultation, 11*, 299-322.
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- Farmer, T. W., Farmer, E. M. Z., & Gut, D. (1999). Implications of social development research for school based interventions for aggressive youth with EBD. *Journal of Emotional and Behavioral Disorders, 7*, 130-136.
- Farmer, T. W., Rodkin, P. C., Pearl, R., & Van Acker, R. (1999). Teacher-assessed behavioral configurations, peer-assessments, and self-concepts of elementary students with mild disabilities. *Journal of Special Education, 33*, 66-80.
- Farmer, T. W., Van Acker, R. Pearl, R., & Rodkin, P. C. (1999). Social networks and peer-assessed problem behavior in elementary classrooms: Students with and without disabilities. *Remedial and Special Education, 20*, 244-256.
- Pearl, R., Farmer, T. W., Van Acker, R., Rodkin, P. C., Bost, K. K., Coe, M. & Henley, W. (1998). The social integration of students with mild disabilities in general education classrooms: Peer group membership and peer-assessed social behavior. *Elementary School Journal, 99*, 167-185.
- Farmer, T. W., & Farmer, E. M. Z. (1996). Social relationships of students with exceptionalities in mainstream classrooms: Social networks and homophily. *Exceptional Children, 62*, 431-450.
- Farmer, T. W., Pearl, R., & Van Acker, R. (1996). Expanding the social skills deficit framework: A developmental synthesis perspective, classroom social networks, and implications for the social growth of students with disabilities. *Journal of Special Education, 30*, 232-256.
- Farmer, T. W., & Rodkin, P. C. (1996). Antisocial and prosocial correlates of classroom social positions: The social network centrality perspective. *Social Development, 5*(2), 174-188.
- Farmer, T. W. (1994). Social networks and the social behavior of youth with emotional and behavioral disorders: Implications for intervention. *B.C. Journal of Special Education, 18*, 223-234.
- Farmer, T. W., & Hollowell, J. L. (1994). Social networks in mainstream classrooms: Social affiliations and behavioral characteristics of students with EBD. *Journal of Emotional and Behavioral Disorders, 2*, 143-155, 163.

Refereed Articles (continued)

- Farmer, T. W., Stuart, C., Lorch, N., & Fields, E. (1993). The social behavior and peer relations of emotionally and behaviorally disturbed students in residential treatment: A pilot study. *Journal of Emotional and Behavioral Disorders, 1*, (4), 223-234.
- Farmer, T. W. & Cairns, R. B. (1991). Social networks and social status in emotionally disturbed children. *Behavioral Disorders, 16*, (4), 288-298.

Books

- Farmer, T. W. & Hamm, J. V. (in preparation). *Teens in school: Managing social dynamics*. Norton.
- Farmer T. W., Talbott, E., Lee, D., McMaster, K., & Aceves, T. (Forthcoming: 2022). *Handbook of special education research: Theory, methods, & developmental processes*. Routledge.
- Farmer, T. W., Conroy, M., Farmer, E. M. Z., & Sutherland, K. S. (2020). *Handbook of research on emotional & behavioral disorders: Interdisciplinary developmental perspectives on children and youth*. Routledge.

Book Chapters

- Farmer, T. W., Wehmeyer, M., Houchins, D., & Abdellatif, H. (forthcoming: 2022). Developmental science and special education research: Dynamic systems, person-in-context, and lifecourse perspectives. In T.W. Farmer, E. Talbott, D. Lee, K. McMaster, & T. Aceves (Eds). *Handbook of special education research: Theory, methods, & developmental processes*. Routledge.
- Farmer, T. W., Huber, H. B., Lee, D. L., Hamm, J. V., & Sterrett, B. (forthcoming: 2022). The behavioral, academic, and social engagement (BASE) model of social inclusion. In C. Lemons, S. Powell, & K. L. Lane (Eds). *Handbook of research based practices in special education*. Routledge.
- Chen, C.-C., Qin, X., DeVlieger, S., & Farmer, T. W. (forthcoming: 2022). Longitudinal research to support tailored interventions: Person- and process-oriented approaches. In T.W. Farmer, E. Talbott, D. Lee, K. McMaster, & T. Aceves (Eds). *Handbook of special education research: Theory, methods, & developmental processes*. Routledge.
- Farmer, T. W., Berry, A. B., Hamm, J. V., & Lee, D. L. (2021). Rural tiered systems of adaptive supports: A person-in-context, placed based perspective. In A. Azano, K. Eppley, & C. Bittle (Eds.). *The Bloomsbury Handbook of Rural Education in the USA*.
- Farmer, T.W., Gatzke-Kopp, L., Latendresse, S. J. (2020). The development, prevention, and treatment of emotional and behavioral disorders: An interdisciplinary developmental systems perspective (pp. 3-22). In T. W. Farmer, M. Conroy, E. M. Z., Farmer, & Sutherland (Co-editors). *Handbook of research on emotional & behavioral disorders: Interdisciplinary developmental perspectives on children and youth*. Routledge: London.
- Farmer, T. W., Hamm, J. V., Lee, D. L., Sterrett, B., Rizzo, K., & Norwalk, K. (2020). An adaptive, correlated constraints model of classroom management: The behavioral, academic, and social engagement (BASE) program (pp. 227-242). In T. W. Farmer, M. Conroy, E. M. Z., Farmer, & Sutherland (Co-editors). *Handbook of research on emotional & behavioral disorders: Interdisciplinary developmental perspectives on children and youth*. Routledge: London.
- Sutherland, K. S., Farmer, T. W., Kunemund, R. L. & Sterrett, B. I. (2018). Learning, behavioral, and social difficulties within MTSS: A dynamic perspective of intervention intensification. In N. D. Young, K. Bonanno-Sotiropoulos & T. A. Citro (Eds). *Paving the Pathway for Educational Success: Effective Classroom Interventions for Students with Learning Disabilities*. New York: Rowman & Littlefield.
- Farmer, T.W. & Hamm, J. V. (2016). Promoting supportive contexts for minority youth in low-resource rural communities: The SEALS model, directed consultation, and the scouting report approach. In L.J. Crockett & G. Carlo (Eds), *Rural ethnic minority youth and families in the United States*. Springer.
- Farmer, T.W., Dawes, M., Alexander, Q., & Brooks, D.S. (2015). Challenges associated with applications and interventions: Correlated constraints, shadows of synchrony, and teacher/institutional factors that impact social change. In K. Wentzel and G. Ramani (Eds)., *Handbook of Social Influences on Social-Emotional, Motivation, and Cognitive Outcomes in School Contexts*. Routledge Taylor & Francis Group.
- Hamm, J. V., Hoffman, A., & Farmer, T. W. (2012). Peer cultures of academic success in adolescence: Why they matter and what teachers can do to promote them. In A. Ryan & G. Ladd (Eds.), *Peer relationships and adjustment at school*. New York, NY: Information Age Publishing.

Book Chapters (continued)

- Sutherland, K. S., & Farmer, T. W. (2009). Classroom contexts and problem behavior. In G. D. Sideridis & T. A. Citro, T. A. *Best practices in learning disabilities: Bridging the gap between research and practice*. Boston, MA: LDW.
- Farmer, T. W., Xie, H., Cairns, B. D., & Hutchins, B. C. (2007). Social synchrony, peer networks, and aggression in school. P. Hawley, T. Little, & P.C. Rodkin (Eds.), *Aggression and adaptation: The bright side to bad behavior* (209-234). Mahwah, NJ: Lawrence Erlbaum Associates.
- Gallagher, K.C., Dadisman, K., Farmer, T.W., Huss, L. & Hutchins, B.C. (2007). Social dynamics of early childhood classrooms: Considerations and implications for teachers. In O. N. Saracho and B. Spodek (Eds.). *Social learning: Contemporary perspectives in early childhood education*.
- Sutherland, K. S., Carter, E., Farmer, T. W., Hoover, H., & Kostewicz, D. (2007). *Re-examination of effective classroom management with focus on learners with or at-risk for emotional/behavioral disorders*. Monograph published by the Division of the Council for Children with Behavior Disorders, Reston, VA.
- Unpublished Presentations (Peer Reviewed unless Otherwise Noted)*
- Chen, C-C, Dawes, M., Farmer, T. W., & Hamm, J. V. (2017: April). *Risk configurations, interpersonal characteristics, and patterns of school adjustment among boys in 6th grade*. Poster presented at the biennial conference of the Society for Child Development: Austin, TX.
- Dawes, M., Chen, C-C., Hamm, J. V., & Farmer, T. W. (2017: April). *Differences in Perceptions of the Bullying and Academic Ecology: Associations with Norm Salience*. Poster presented at the biennial conference of the Society for Child Development: Austin, TX.
- Norwalk, K. E., Holland, M., Hamm, J. V., & Farmer, T. W. (2017: April). *Improving middle school peer cultures through teachers' use of social dynamics management practices*. Paper presented in *Christoph Michael Müller, Antonius H. N. Cillessen (Chairs)*. The Impact of teachers on child and adolescent peer relationships: New evidence from longitudinal research. The biennial conference of the Society for Child Development: Austin, TX.
- Chen, C-C., Dawes, M., Farmer, T. W., & Hamm, J. V. (2016: May). *Peer group influences on bias in self-perceptions of aggression among youth in early adolescence*. Poster presented at the biennial conference of the Society for Research on Adolescence.
- Dawes, M., Farmer, T.W., Chen, C-C., Hamm, J. V. (2016: May). *Changes in victim group status according to peer and self-reports of victimization form the 5th to 6th grades*. Poster presented at the biennial conference of the Society for Research on Adolescence: Baltimore, MD.
- Chen, CC., Hamm, J.V., Farmer, T.W., Lambert, K., & Metahji, M. (2015, April). *Involvement of students with exceptionalities in peer victimization across the fifth and sixth grades*. In C. Rose (chair) *Bullying and Challenging Behavior among Individuals with Disabilities*. Annual Conference of the American Education Research Association: Chicago, IL.
- Farmer, T.W. (2015, April). *Interdisciplinary approaches to create supportive contexts for middle school students*. In (E. Talbott, Chair) *symposium on Fostering Interdisciplinary Collaborations to Support External Funding in Special Education Research*. Annual Convention of the Council for Exceptional Children, San Diego, CA.
- Farmer, T.W., Hamm, J.V., Lee, D.L., & Brooks, D.S. (2015, March). *Promoting supportive middle school contexts: Directed consultation and the scouting report approach*. SRCED Peer-Preconference. Philadelphia, PA.
- Hamm, J.V., Farmer, T.W., & Lee, D. (2015, March). *Measures to Guide Professional Development to Promote Supportive Middle School Contexts: Directed Consultation, Scouting Reports, and Teachers' Professional Networks*. Paper presented at the annual meeting of the Society for Research on Educational Effectiveness, Washington, D.C.
- Hutchens, B.C., Meece, J.L., Farmer, T.W., Irvin, M.J. (2015, April). *Postsecondary education enrollment and completion status among rural college- and work-bound youth: A follow-up investigation from the rural high school aspirations study*. Rural SIG round table symposium. Annual Conference of the American Education Research Association: Chicago, IL.
- Norwalk, K. E., Hamm, J. V., & Farmer, T. W. (2015, March). *Improving the school context of early adolescence through teacher attunement to victimization: Effects on school belonging*. In *Classroom Social Climate in Adolescence: Peers and Teachers*, Henrike Boor-Klip & A. C. Cillessen (Chairs). Symposium conducted at the meeting of the Society for Research in Child Development, Philadelphia, PA.

Unpublished Presentations (continued)

- Farmer, T.W., Vernon-Feagans, L., Meece, J.L., Hamm, J.V., & Irvin, M.J., (2014, Dec). Overview of the National Research Center on Rural Education Support: Programs, Findings, and Implications. *Technical Working Group on Rural Education*. Institute of Education Sciences: Washington, DC. (invited)
- Farmer, T.W. (2014, Nov). Disability and adaptation: The awesome shared responsibility of developmental science and special education. *Proseminar Series on Educational and Developmental Sciences*. Center for Developmental Science: University of North Carolina at Chapel Hill. (invited)
- Farmer, T.W. (2014, Oct). Leveraging Correlated Constraints and Shadows of Synchrony: Managing the Classroom Society. In international symposium titled "From Developmental Science to Practice." Radboud University: Nijmegen, Netherlands. (invited)
- Farmer, T.W. (2014, July). The Context of the Aggression and Popularity Dynamic: Beyond Trough and Troubled Boys. In *Peer Influence on Children's and Adolescents' Social Behaviors: The Philip C. Rodkin Memorial Symposium*. International Society for the Study of Behavioral Development: Shanghai, China (invited).
- Farmer, T.W. (2014, June). From the social relations of students with disabilities to wrestling with giants: Philip Rodkin's contributions to developmental and educational sciences. In *the Philip C. Rodkin Memorial Symposium*. University of Illinois, Urbana-Champaign: Champaign, IL. (Invited Keynote)
- Farmer, T.W., Hamm, J.V., Chen, C-C., & Irvin, M.J. (2014, April). Promoting Socially Supportive Middle Level Contexts during the Era of High Stakes Testing: Reducing the Popularity of Aggression. Society for Research on Child Development- Strengthening the Connection between Research and Policy. Alexandria, VA.
- Irvin, M.J., Byun, S-Y., Meece, J.L., & Farmer, T.W. (2014, April). School Characteristics and Experiences of Youth from Minority Backgrounds in Rural Communities: Relation to Educational Aspirations. Paper presented at the American Education Research Association: Philadelphia, PA.
- Farmer, T.W. (2013, September). *The publication process of the Journal of Emotional and Behavioral Disorders*. In the "Meet the Editors" symposium. Council for Children with Behavioral Disorders: Chicago, IL.
- Farmer, T.W. (2013, August). *The bullying involvement of students with disabilities*. Webinar presentation for American Association of Individuals with Disabilities. (Webinar).
- Farmer, T.W. (2013, April). *Developing and examining the efficacy of a classroom-based prevention model for preschoolers with problem behaviors*. In M. Conroy and K. Sutherland (Chairs) Symposium on the BEST in CLASS Implementation and Preliminary Impact. Discussant at the American Education Research Association: San Francisco, CA. (Discussant)
- Irvin, M.J., Smiley, W., Hannum, W., & Farmer, T.W. (2013, April). *Profiles of multiple learning goals among students in an online course: Relationship with final grade*. Paper presented at the American Education Research Association: San Francisco, CA.
- Byun, S-Y., Park, Y.J., & Farmer, T.W. (2013, April). *Postsecondary educational aspirations of rural youth with learning disability: The role of schooling experiences*. Paper presented at the American Education Research Association: San Francisco, CA.
- Norwalk, K. & Farmer, T.W. (2011, September). *Classroom peer dynamics as setting events for aggression and victimization: Two distinct examples*. Paper presented at the Biannual Conferences of the International Council on Children with Behavioral Disorders: New Orleans, LA.
- Schafft, K. A., Petrin, R. A., & Farmer, T. W. (2011, July). *Achievers, stayers, seekers and others: Brain drain and the potential for rural return among rural high school students*. Paper presented at the 73rd Annual Rural Sociological Society Meetings, Boise, ID.
- Meece, J. L., Byun, S. Y., Irvin, M. J., Farmer, T. W., Askew, K., & Hutchins, B. C. (2011, April). *Gender differences in educational aspirations of rural youth*. Poster presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Irvin, M. J., Meece, J. L., Byun, S-Y., Farmer, T. W., & Hutchins, B. C. (2011, April). *Relation of community, family, and school contexts to rural youth's educational achievement and aspirations*. Poster presented at the biennial meeting of the Society for Research in Child Development, Montreal, QC.
- Hutchins, B. C., Irvin, M. J., Farmer, T. W., & Meece, J. L. (2011, April). *School context and peer networks in diverse rural communities*. Poster presented at the biennial meeting of the Society for Research in Child Development, Montreal, QC.

- Unpublished Presentations (continued)* Farmer, T.W. (2011, April). *Learning to drive and driving on ice*. In E. Capella (chair), Linking teacher practices to classroom peer relationships and student outcomes. Discussant for paper symposium at the biennial conference of the Society for Research on Child Development, Montreal, QC. (Invited Discussant)
- Farmer, T.W., Hamm, J.L., Irvin, M.J., & Petrin, R.A. (2011, March). *Impact and mechanisms of change of a multi-component intervention to promote productive classroom contexts for rural early adolescents*. Paper presented at the annual meeting of the Society of Research on Educational Effectiveness: Washington, D.C.
- Weiss, M. P., Meece, J. L., & Farmer, T. W. (2010, October). *Preparing rural youth for the future: School administrators' perspective*. Presentation made at the annual meeting of the National Rural Education Association, Branson, MO.
- Hutchins, B. C., Meece, J. L., Byun, S-Y, & Farmer, T. W. (2010, October). *Planning for the future: An investigation of work and college-bound rural youth*. Presentation made at the annual meeting of the National Rural Education Association, Branson, MO.
- Irvin, M. J., Hannum, W. H., Farmer, T. W., Lei, P-W, de la Varre, C., & Keane, J. (2009, June). *Enhancing Rural Online Learning: Impacts on facilitators*. Poster session presented at the annual meeting of the Institute of Education Sciences Research conference, Washington, DC.
- Meece, J., & Farmer, T. W. (2009, June). *The rural high school aspirations study*. Poster presented at the annual conference of the Institute of Educational Sciences, Washington, D.C.
- Farmer, T.W. (2009, April). *Revealing the invisible hand: The role of teachers in children's peer relationships*. In J. Hubbard (chair). The role of teachers in children's peer relations. Paper symposium at the biennial meeting of the Society For Research in Child Development: Denver, CO.
- Meece, J. L., & Farmer, T. W. (2009, May). *Preliminary results of the Rural High School Aspirations Study*. Presentation to the Organizations Concerned about Rural Education (OCRE). Washington, DC.
- Irvin, M.J., Petersen, S., Meece, J., & Farmer, T.W. (2009, April). *Educational expectations of rural African American adolescents. Longitudinal relations with math and English achievement*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.
- Farmer, T.W., Irvin, M.J., Leung, M-C., & Hutchins, B.C. (2008: March). *Victimization, behavior problems, and peer group membership across the transition from elementary to middle school*. In W. Høglund (Chair), Developmental course of peer relationship problems and internalizing and externalizing problems from elementary to middle school. Paper symposium of the biennial conference of Society for Research on Adolescence: Chicago, IL.
- Meece, J., & Farmer, T. W. (2008, June). *The rural high school aspirations study*. Poster presented at the annual conference of the Institute of Educational Sciences, Washington, D.C.
- Farmer, T. W. (2007, November). *Issues in Rural Education Research: Views from the National Research Center on Rural Education Support*. Presentation made at the National Rural Education Association Research Symposium, Oklahoma City, OK. (Invited Keynote)
- Farmer, T. W. (2007, June). *Conducting Educational Interventions in Diverse Rural Contexts: Issues, Challenges, and Lessons Learned*. Presentation made at the Institute for Education Sciences Research Conference, Washington, DC.
- Farmer, T.W., Hoover, T.M., & Kostewicz, D.E. (2007, October). *Re-examination of effective classroom management: Middle schools*. Paper presented at the International CCBD Conference on Behavior Disorders. Irving, TX.
- Mason, L., Taft, R., Farmer, T.W., & Brooks, D.S. (2007, October). *Creating instructionally effective classroom contexts for middle school students with EBD*. Paper presented at the International CCBD Conference on Behavior Disorders. Irving, TX.
- Farmer, T.W. (2006, June). *The role of rural education in the future of rural communities and the people who live in them*. Paper presented at the Growing UP and Growing Old in Rural America research and policy workshop. The Economic Research Service of the United States Department of Agriculture, The National Center for Food and Agricultural Policy: Washington D. C.
- Farmer, T. W. (2005, November). *The state of rural education research*. Invited keynote presentation. National Rural Education Association, Research Symposium. Tucson, AZ. (Invited Keynote)

Unpublished Presentations (continued)

- Farmer, T. W. (2005, November). *The Rural Early Adolescent Learning Program*. National Rural Education Association, Research Symposium. Tucson, AZ.
- Irvin, M., Tickle, M., & Farmer, T.W. (2005, April). *Individual and Peer Influences on the Academic Achievement of 8th Grade Rural African American Youth*. Annual Conference of the American Educational Research Association. Montreal, Canada.
- Farmer, T.W., Irvin, M., Leung, M-C., Crowther, A., & Hutchins, B. (2005). *Social preference, social prominence, and peer affiliations: An analysis of acadmeic, aggressive, and popular group types*. Biennial Meeting of the Society for Research in Child Development. Atlanta, GA.
- Farmer, T.W. & Fraser, M. (2005, April). *Theoretical foundations: Integrating social skills training, social dynamics, and classroom behavior management*. Biennial Meeting of the Society for Research in Child Development. Atlanta, GA.
- Farmer, T.W. & Fraser, M. (2004, November). *The Rural Competence Support Program*. Paper presented at the Annual American Evaluation Association Conference. Atlanta, GA.
- Farmer, T. W., Clemmer, J., Farmer, E. M. Z., McMillan, B., & Foxx, C. (2003, October). *Alternative learning programs in North Carolina: Expanding what we know*. Paper presented at the 5th Biannual International Conference of the Council for Children with Behavioral Disorders. St. Louis, MO.
- Farmer, T. W. & Cairns, B. D. (2003, June). *Cumulative risks and correlated constraints: A developmental science perspective of the treatment of disruptive behavior disorders*. Paper presented at the 5th Annual International Institute for Developmental Science. Stockholm, Sweden.
- Farmer, T. W., Bishop, J. L., & Estell, D. B. (2003, April). *The social relations of popular and unpopular aggressive youth: New perspectives for the development of school-based violence prevention programs*. Poster presented at Safety in Numbers: Annual Injury Control and Prevention Conference, Centers for Disease Control. Atlanta, GA.
- Farmer, T. W. (2003, April). *Rejected bullies or skilled leaders? The social relations of aggressive youth*. Paper presented at the biennial meeting of the Society for Research in Child Development, Tampa, FL.
- Farmer, T. W. (2002, April). *New perspectives on the social relations of aggressive youth*. Invited lecture, Youth Violence Prevention Proseminar Series, University of Alabama-Birmingham, Injury Control Prevention Research Center. Birmingham, AL. (Invited Symposium)
- Farmer, T. W., Estell, D., & Clemmer, J. (2001, October). *School social networks and the risk for gang involvement in youth with mild disabilities*. Paper presented at the 4th International Conference of the Council for Children with Behavioral Disorders. Atlanta, GA.
- Farmer, T. W. (2001, October). *Correlated constraints and the development of disruptive behavior disorders: Outlining the need for intervention specialists*. Paper presented at the 4th International Conference of the Council for Children with Behavioral Disorders. Atlanta, GA.
- Farmer, T. W., Leung, M.-C., & Cadwallader, T. W. (2001, April). *Deviant or diverse peer groups? Clarifying the school affiliations of aggressive youth*. Paper presented at the biennial meeting of the Society for Research in Child Development. Minneapolis, MN.
- Rodkin, P. C., Pearl, R., & Farmer, T. W. (2001, April). *Enemies and friends of popular-aggressive and popular-prosocial elementary boys*. Paper presented at the biennial meeting of the Society for Research in Child Development. Minneapolis, MN.
- Farmer, T. W. (2000, June). *Aggression and school social dynamics*. Paper presented at the Biennial Congress of the European Association on Research in Adolescence. Jena, Germany.
- Farmer, T. W. & Stahlman, J. (2000, February). *Integrating developmental systems and systems of care frameworks to prepare teachers and related services providers for interagency collaboration*. Paper presented at the 13th Annual Conference for System of Care for Children's Mental Health: Expanding the Research Base. Research and Training Center for Children's Mental Health. Tampa, FL.
- Di-Nardo, L., Farmer, T. W., & Rodkin, P. C. (1999, April). *Investigating peer support for aggressive and disruptive behavior in elementary students: Implications for school violence prevention*. Poster presented at the Annual National Convention of the National Association of School Psychologists. Las Vegas.

Unpublished Presentations (continued)

- Farmer, T. W. (1999, February). *Variability in the social roles of students with mild disabilities*. Paper presented at the 7th Annual Pacific Coast Research Conference. La Jolla, CA.
- Farmer, T. W., Van Acker, R., Pearl, R., & Rodkin, P. C. (1998, November). *Configural analysis of high aggressive and disruptive boys: Social support of three distinct behavioral subtypes*. The 22nd Annual Conference on Severe Behavior Disorders of Children and Youth. Teacher Educators for Children with Behavior Disorders, Scottsdale, AZ.
- Farmer, T. W. (1998, August). *Social networks of youth with mild disabilities: Considerations for placements across the continuum of services*. In R. B. Cairns (chair), Symposia on Social network analysis: Roundtable discussion and reevaluation of aggression and externalization in children and adolescents. The 14th International Congress of the International Association of Child and Adolescent Psychiatry and Allied Professions. Stockholm, Sweden.
- Farmer, T. W., Pearl, R., Van Acker, R., & Rodkin, P. C. (1998, July). *Variability in the social relations and interpersonal competence of students with mild disabilities: Configural and social network analysis*. Poster presentation at the Office of Special Education Programs, Annual Research Project Directors' Conference.
- Farmer, T. W. (1998, February). *Implications of social network research for the development of systems-of-care services*. In F. Poulin (chair), Symposia on the Prevention of Problem Behavior in Adolescence: Intervening on Association with Deviant Peers. Presented at the Conference of the Society for Research on Adolescence.
- Farmer, T. W., Rodkin, P. C., & Pearl, R. (1997, April). *Students with high antisocial behavior and self-perceptions of social competence: The social network perspective*. Poster presented at the Conference of the Society for Research in Child Development. Washington, D.C.
- Rodkin, P. C., Pearl, R., & Farmer, T. W. (1997, April). *Peer groups of African-American, Hispanic, and White elementary school students*. Poster presented at the Conference of the Society for Research in Child Development. Washington, D.C.
- Farmer, T. W., Pearl, R., Rodkin, P. C., & Van Acker, R. (1996, July). *The social relations of students with exceptionalities in general education classrooms*. Poster presentation at the Office of Special Education Programs, Annual Research Project Directors' Conference. Washington, D.C.
- Farmer, T. W., Rodkin, P. C., Pearl, R., & Van Acker, R. (1996, May). *Risk and resilience in urban, suburban, and rural elementary students: Peer groups, social centrality, and antisocial behavior*. Poster presentation at the 5th Annual NIMH Conference on Prevention Research. Tysons Corner, VA.
- Farmer, T. W. & Farmer, E. M. Z. (1995, December). *Social contextual factors that support aggressive and violent behavior patterns: Implications for interventions and services for highly aggressive youth*. Paper presented at the International CCBDB Conference on Behavior Disorders. Irving, TX.
- Farmer, T. W. (1995, May). *Beyond the curriculum of control: Developing IEPs and classroom management strategies for aggressive and defiant students with EBD*. Paper presented at the Conference on School Violence Prevention and Teacher Preparation. Injury Prevention Research Center, University of Alabama-Birmingham. Birmingham, AL.
- Farmer, T. W. (1994, February). *The social affiliations of students with emotional and behavioral disorders: Implications for intervention in a system of care*. Paper presented at A System of Care for Children's Mental Health: Expanding the Research Base. Research and Training Center for Children's Mental Health. Tampa. .

MENTORING OF PRE-AND POSTDOCTORAL FELLOWS

Virginia Commonwealth University

- Brittany Sterrett (2015 - 2020). Doctoral student in special education; served as doctoral committee and dissertation chair. Research Scientist, AIR.
- Katie Best (2012 – 2016) Doctoral student in special education; served as doctoral committee and dissertation chair. Completion of doctoral program - June, 2016.
- Meera Metahji (2012 – 2017) Doctoral student in special education; served as doctoral committee and dissertation chair. Term faculty and coordinator of VCU LEND program.
- Molly Dawes (2014 – 2016). Postdoctoral fellow. Dr. Dawes completed her Ph.D. in developmental psychology at Temple University. Assistant Professor Educational Psychology, University of South Carolina

Pennsylvania State University

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

Kate Norwalk (2007-2013) – Doctoral student in school psychology: served as dissertation co-advisor and doctoral committee member. Current position: Assistant Professor, School Psychology, North Carolina State University

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

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

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

Deborah Sprott Brooks (2006-2009) –Doctoral student in special education: served as dissertation advisor and chair of the doctoral committee. Assistant Professor, Pennsylvania State University.

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

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

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

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

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

Heidi Gazelle. Postdoctoral fellow (2002-2004). Co-mentor and co-chair of advisory committee. Carolina Consortium on Human Development. Current position: Associate Professor of Developmental Psychology. University of North Carolina-Greensboro.

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

LeShawndra Price. Predoctoral fellow (2000-2001). Mentor and chair of predoctoral advisory committee and member of doctoral committee. Carolina Consortium on Human Development. Chief, Health Inequities and Global Health Branch, National Institutes of Health

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

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

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

GRANTS

Pending

Title: The Rural ADAPT for Success Project

Role: Principal Investigator (with Jill Hamm, Co-PI)

Agency: Institute for Education Sciences, United States Department of Education

Type: Transforming Education Research Period: 08-2021 to 07-2024

The goal of the Rural ADAPT for Success Project is to shift the focus in education research from a “what works” model to a data driven model that centers on adapting strategies to be responsive to the strengths, needs, and circumstances of specific students, communities, and cultures. The work of the Rural ADAPT for Success Project will be conducted in 3 rural middle schools in Alabama, North Carolina, and Pennsylvania. Total cost: \$2,993,000

Funded Research

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

This project involves developing and evaluating the Content-Focused Coaching Model to support teachers in strategies to promote the writing of rural students.

Title: Supporting the middle school success of students with disabilities who experience emotional and behavioral difficulties: The preparation of pre- and in-service training materials for teachers
Role: PI of University of Pittsburgh site
Agency: PaTTAN
Type: Consortium of Institutes of Higher Education to Prepare Statewide Training Materials
Period: August 2020-June 2021

This consortium involved special education faculty from 12 institutes of higher education in PA working together to prepare training materials for pre- and in-service teachers to guide them in strategies to recognize students who are at-risk for not completing school and how to use evidence-based practices to support their school success. This work focused on youth from minoritized ethnic and racial groups and involved strategies to promote teachers' cultural humility and capacity to adapt strategies to students and contexts.

Title: "Supporting Early Adolescent Learning and Social Success across the Middle School Years: The SEALS II Intervention Development Program"
Role: Principal Investigator (with Jill Hamm & David Lee)
Agency: Institute for Education Sciences, United States Department of Education
Type: Goal 2 Period: 08-2014 to 06-2018

The purpose of SEALS II is to develop a professional development and consultation model to support teachers in their efforts to create classroom contexts that promote the adjustment of all students across middle school. Building from the original SEALS universal program designed to support students during the transition to 6th grade, this study extended the SEALS program to 7th and 8th grades; and built on the SEALS professional development framework to develop an intervention consultation model to help teachers support struggling students. Total cost: \$1,497,389

Title: "Supporting Early Adolescent Learning and Social Success - Project SEALS"
Role: Principal Investigator (with Jill Hamm & David Lee)
Agency: Institute for Education Sciences, United States Department of Education
Type: Period: 09-2011 to 08-2015

This project involves conducting a cluster randomized trial to evaluate a multicomponent intervention model aimed at supporting students during the transition to middle school. Total cost: \$3,952,267.

Title: "Aspirations and Preparation for the Transition from High School in Rural America: Students', Parents', and Teachers' Perspectives"
Role: Principal Investigator (with Judith Meece)
Agency: Institute for Education Sciences, United States Department of Education
Type: Period: 12-2006 to 11-2009

This project will conduct a nationally representative survey of the postsecondary aspirations of rural high school students and the aspirations that teachers and parents hold for them. Total cost: \$3,200,000.

Title: "The Facilitator Preparation Program"
Role: Principal Investigator (with Wally Hannum and Matt Irvin)
Agency: Institute for Education Sciences, United States Department of Education
Type: Period: 12-2006 to 11-2009

The goal of this project is to develop and evaluate a facilitator preparation program to support rural high school students as they take advanced placement distance learning courses. Total cost: \$1,600,000.

Funded Research (continued)

Title: "Supplement to the National Research Center on Rural Education Support"
Role: Principal Investigator (with Lynne Vernon-Feagans)
Agency: Institute for Education Sciences, United States Department of Education
Type: Period: 12-2006 to 11-2009

This grant extended the Rural Early Literacy Initiative and the Rural Early Adolescent Learning Program of the National Research Center on Rural Education Support. Total cost: \$2,200,000.

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

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

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

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

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

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

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

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

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

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

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

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

Funded Research (continued)

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

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

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

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

Funded Research (continued)

Title: "Developmental Pathways of Inner-city Youth"
Role: Principal Investigator
Agency: Centers of Disease Control (subcontract through University of Alabama-Birmingham)
Period: 10-2000 to 9-2001

Examined social/academic correlates of behavioral adaptation in African American youth. Total cost: \$25,000.

Title: "A Center for Developmental Science Research"
Role: Co-Principal Investigator (PI: P. A. Ornstein)
Agency: National Institute of Mental Health
Type: (R01 MH45532- years 5-10) Period: 10-01-1998 to 09-30-2003

Co-PI on research units focusing on adolescent developmental transitions and the prevention of youth violence. Prevention research is necessary to produce a more robust science and more effective prevention strategies. Total Costs: \$3,500,000.

Title: "Assessment of B/ED Services in North Carolina"
Role: Principal Investigator (with EMZ Farmer)
Agency: North Carolina Department of Public Instruction
Type: Legislative mandated evaluation Period: 10-2000 to 6-2001

Evaluated the identification and delivery of services to youth with behavioral and emotional disabilities in North Carolina with a focus on ethnic and racial differences. Total cost: \$119,000.

Title: "Antisocial and Violent Behavior - Longitudinal Sequelae"
Role: Principal Investigator (assumed from R. B. Cairns: with B.D. Cairns & HL Xie)
Agency: National Institute of Mental Health
Type: R01 MH45532 (years 11-14) Period: 02-01-2000 to 01-31-2003

Examines the development and sequelae of aggressive behaviors over ontogeny and across generations. A particular focus is on the identification of correlated constraints that promote resilience or vulnerability to the development of antisocial patterns from middle childhood into adulthood. Total cost: \$699,004.

Title: "Evaluating a Model Program for Preventing Violence in Rural Minority Adolescents"
Role: Principal Investigator (assumed from R. B. Cairns: with B. D. Cairns & D. M. Gut)
Agency: Centers for Disease Control and Prevention
Type: U81/CCU416369 Period: 09-30-1998 to 09-29-2001

Implemented and evaluated a preventive intervention aimed at promoting the school engagement and productive behavior of minority youth in grades five and six. Total cost: \$1,030,988.

Funded Research (continued)

Title: "Risk and Resilience in Elementary Students"
Role: Co-Principal Investigator (PI: R. Pearl)
Agency: Office of Special Education Programs, Department of Education
Type: H023C970103 Period: 09-01-1997 to 08-31-2002

Examines social and behavioral functioning and adaptation in two cohorts (one-year staggered) during the transition from middle childhood to early adolescence. An emphasis is placed on the role of social network factors in promoting or inhibiting involvement in antisocial behavior in relation to configurations of individual factors. Total cost: \$822,000.

Title: Intergenerational Turning Points for School Success
Role: Principal Investigator (assumed from R. B. Cairns: with HL Xie & B.D. Cairns)
Agency: Spencer Foundation
Type: Major Grant Period: 1999-2001

Examined linkages between parents' school adjustment in early adolescence and the adjustment of their offspring in the early school years.

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

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

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

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

Training Grants

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

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

1994 - 2003 Fellowship Training Supervisor. "Human Development: Interdisciplinary Research Training: The Carolina Consortium on Human Development." NICHD postdoctoral training (PIs – R. B. Cairns & G. H. Elder, Jr.). Postdoctoral training program with interdisciplinary developmental perspective and longitudinal research methods.

PROFESSIONAL SERVICE

International

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

National

Leadership

2017- 2021	Presidential leadership sequence for the Division of Research of the Council for Exceptional Children (Vice President- 2017/2018; President Elect – 2018/2019; President – 2019-2020; Past President – 2020/2021).
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Journal Activities: Editor or Special Issue Editor

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

Journal Activities: Associate or Consulting Editor

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

Journal Activities: Ad-Hoc and Occasional Reviewer

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

Membership in professional organizations

American Council of Rural Special Education

Council for Exceptional Children - Division of Behavioral Disorders
Division of Research

Society for Research on Adolescence

Society for Research in Child Development

Research Grant Review Activities

2013 IRG-Special Review Committee Member, IES. Research and Community Partnerships panel.

2008-2010 IRG-Review Committee Member, IES. Social and Behavioral Context of Learning panel.

2005-2007 IRG-Review Committee Member, IES. Special Education General panel.

2004-2005 IRG-Review Committee Member, IES. Math and Science Education panel.

2003 IRG-Review Committee Member, Field Initiated Competition, Office of Special Education Programs, United States Department of Education.

2003-2004 IRG-Review Committee Member, Early Career Injury Control and Violence Prevention Research Competition, Centers for Disease Control and Prevention.

2003-2004 Field Reviewer, Human Development Grants, National Science Foundation.

Other National Professional Activities

2020 – 2021 Past President Division of Research, Council for Exceptional Children

2019 – 2020 President Division of Research, Council for Exceptional Children

2018 – 2019 President Elect Division of Research, Council for Exceptional Children

2017 - 2018 Vice President Division of Research, Council for Exceptional Children

2006 - Reviewer Occasional reviewer of special reports contracted by the Institute of Education Sciences on such topics as rural education, bullying, and professional development

2000 - Reviewer Conference submission proposal for various national conferences including the Society for Research in Educational Effectiveness; Society for Research on Adolescence; Council for Children with Behavioral Disorders; Society for Research on Child Development;

2013 Participant Using Measures to Leverage the Impact of Child Development Research on Educational Practice: Beyond Cognitive Skills. National invited panel sponsored by CASTL and SRCD

2010 Member Panel to Review Current State of Special Education Services for Students with Behavioral Disorders – US Dept of Education, Office of Special Education Programs

2006 – 2011 Member National Advisory Board for the Center for Developmental Science

2004 - 2006 Member Nominations and election committee of the Council for Children with Behavior Disorders

2004 Reviewer National Science Foundation research proposal review

2004 Panel Member National Center for Education Statistics to review report of Youth Indicators

2004 Reviewer Center of Disease Control’s National Center for Injury Prevention and Control Initial Review Group

1999 Member National Institute of Mental Health expert panel charged with drafting an executive summary of the development of youth violence

1999 Participant Lake-Geuga Counties Strategic Planning Consortium to restructure school and community-based services for high aggressive youth

1996 Participant Invited participant at the Franco-American Conference on *The Development and Prevention of Violence*, sponsored by the French National Embassy

1996 Participant Invited participant to the National Institute of Mental Health Fifth Annual National Conference on Prevention Research

1995 Participant Invited participant as early career investigator to the National Institute of Mental Health Fourth Annual National Conference on Prevention Research

State and Community (Virginia)

2015	Presenter	Presented and prepared materials related to the need for accountability measures related to the social and emotional adjustment of students with disabilities for the Subcommittee on Accountability for the Standards of Learning Innovation Committee for the Office of the Secretary of Education of Virginia
2012-2013	Member	Middle School Initiative Planning and Regional Program Development Committee for Bridging Richmond

State and Community (North Carolina)

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

School or College of Education

Virginia Commonwealth University

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

Pennsylvania State University

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

University of North Carolina at Chapel Hill

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

Cleveland State University

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

Virginia Commonwealth University

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

Pennsylvania State University

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

University of North Carolina at Chapel Hill

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