

Adam Winsler - Curriculum Vitae

Contact Information

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Education

1994 Ph.D. Child and Adolescent Development Stanford University
 1988 B.A. Psychology University of New Mexico

Academic Appointments

2016 Spring Interim Assistant Director of OSCAR –Student Scholarly Activities Committee Chair

2014-Present Associate Chair of Graduate Studies
 Department of Psychology, George Mason University

2007-Present Professor, Applied Developmental Psychology
 Department of Psychology (and Human Development and Family Science)
 George Mason University

Spring 2013 Visiting International Scholar – Early Years Collaborative Research Network
 School of Early Childhood, Queensland University of Technology (Brisbane)
 School of Teacher Education, Charles Sturt University (Bathurst, Albury, Dubbo)
 Faculty of Education, Early Childhood Education, Monash University (Frankston)

2000-2007 Associate Professor, Applied Developmental Psychology
 Department of Psychology, George Mason University

1997-2000 Assistant Professor, Applied Developmental Psychology
 Department of Psychology, George Mason University

1994 - 1997 Assistant Professor, Educational and School Psychology
 College of Education, University of Alabama

Other Employment

1993-1994 Project Director/Research Fellow Stanford University
 • *The Development of Verbal Self-Regulation in Children At-risk for ADHD*

1992-1993 Evaluation Director Stanford University/Redwood City Schools, CA
 • *Fostering Bilingual Language Development, Mother-Child Teaching, and School Success in At-Risk Mexican-American Preschool Children*

1990 Program Evaluator Redwood City Schools, CA
 • *The Social Interactions and Task Activities of Young Children in Mixed-Age and Same-Age Classrooms*

1988-1989	Mental Health Worker/ Clinical Assistant	Children's Psychiatric Hospital Albuquerque, New Mexico
1987-1988	Assistant Coordinator	AGORA Crisis Center, Albuquerque, NM
1985-1986	Preschool Teacher/ Child Care Worker	Kinderkraft Day Care Center Albuquerque, New Mexico
1980-1990	Counselor / Head Counselor / Music Teacher	Hummingbird Music Camp Jemez Springs, New Mexico

Publications

Refereed Journal Articles:

- 81) *Thompson, B., & **Winsler**, A. (in press). Parent-teacher agreement on social skills and behavior problems among ethnically diverse preschoolers with autism spectrum disorder. *Journal of Autism and Developmental Disabilities*. Advance online. DOI: 10.1007/s10803-018-3570-5
- 80) *Thibodeaux, J., & **Winsler**, A. (2018). What do youth tennis athletes say to themselves?: Observed and self-reported self-talk on the court. *Psychology of Sport & Exercise*, 38, 126-136. DOI: [10.1016/j.psychsport.2018.06.006](https://doi.org/10.1016/j.psychsport.2018.06.006)
- 79) *Tavassolie, T., Lopez, C., De Feyter, J., Hartman, S.C., & **Winsler**, A. (2018). Migrant preschool children's school readiness and early elementary school performance. *Journal of Educational Research*, 111 (3), 331-344. doi:[10.1080/00220671.2016.1261074](https://doi.org/10.1080/00220671.2016.1261074)
- 78) Chen, L., Hu, B.Y., Zhou, Y., Fan, X., & **Winsler**, A. (2017). Preschool expenditures and Chinese children's academic performance: The mediating effect of teacher-child interaction quality. *Early Childhood Research Quarterly*, 41, 37-49. DOI: [10.1016/j.ecresq.2017.05.002](https://doi.org/10.1016/j.ecresq.2017.05.002)
- 77) Espinosa, L.E., Burchinal, M. R., **Winsler**, A., Castro, D. C., Peisner-Feinberg, E., Laforett, D.R. (2017). Child care experiences among dual language learners in the US: Analyses of the Early Childhood Longitudinal Survey-Birth Cohort. *AERA Open*, 3 (2), 1-15. Doi: 10.1177/2332858417699380
- 76) *Thibodeaux, J., Deutsch, A., Kitsantas, A., & **Winsler**, A. (2017). First-year college students' time use: Relations with self-regulation and GPA. *Journal of Advanced Academics*, 28 (1), 5-27. Doi: 10.1177/1932202X16676860
- 75) Manfra, L., Squires, C., Dinehart, L.H.B., Bleiker, C., Hartman, S.C., & **Winsler**, A. (2017). Preschool writing and premathematics predict Grade 3 achievement for low-income, ethnically-diverse children. *Journal of Educational Research*, 110, 528-537. Doi: [10.1080/00220671.2016.1145095](https://doi.org/10.1080/00220671.2016.1145095)
- 74) *Hartman, S.C., & **Winsler**, A. (2017). Behavioral concerns among low-income ethnically diverse children in child care: Importance for school readiness and kindergarten achievement. *Early Education and Development*, 28 (3), 255-273. [10.1080/00220671.2016.1145095](https://doi.org/10.1080/00220671.2016.1145095)
- 73) *Ansari, A., López, M., Manfra, L., Bleiker, C., Dinehart, L.H.B., Hartman, S.C., & **Winsler**, A. (2017). Differential third grade outcomes associated with attending publically funded preschool programs for low-income, Latino children. *Child Development*, 88 (5), 1743-1756. DOI: 10.1111/cdev.12663
- 72) *Hutchison, L., Feder, M., Abar, B., & **Winsler**, A. (2016). Relations between parenting stress, parenting style, and child executive functioning for children with ADHD or autism. *Journal of Child and Family Studies*, 25, 3644-3656. Doi: 10.1007/s10826-016-0518-2

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- 71) *Gupta Karkhanis, D., & **Winsler**, A. (2016). Temperament, gender, and cultural differences in maternal emotion socialization of anxiety, somatization, and anger. *Psychological Studies*, *61*(3) 137-158. DOI 10.1007/s12646-016-0360-z
- 70) *Ansari, A., & **Winsler**, A. (2016). Kindergarten readiness for low-income minority children in center-based care, family childcare, and public school pre-K. *Early Childhood Research Quarterly*, *37*, 69-80. Doi: 10.1016/j.ecresq.2016.06.002
- 69) *Manfra, L., Tyler, S., & **Winsler**, A. (2016). Speech monitoring and repair in preschool children's social and private speech. *Early Childhood Research Quarterly*, *37*, 94-105. Doi: 10.1016/j.ecresq.2016.04.004
- 68) *Qiu, C., & **Winsler**, A. (2016). Language use in a "One Parent One-Language" Mandarin-English bilingual family: Noun versus verb use and language mixing compared to maternal perception. *International Journal of Bilingual Education and Bilingualism*. Advance online Doi: 10.1080/13670050.2015.1044935
- 67) *Tavassolie, T., Dudding, S., Madigan, A.L., Thorvardarson, E., & **Winsler**, A. (2016). Differences in perceived parenting style between mothers and fathers: Implications for child outcomes and marital conflict. *Journal of Child and Family Studies*, *25*, 2055-2068. Doi: 10.1007/s10826-016-0376-y
- 66) *Kim., H., Carlson, A.G., Curby, T.W., & **Winsler**, A. (2016). Relations among motor, social, and cognitive skills in pre-kindergarten children with developmental disabilities. *Research in Developmental Disabilities*, *53-54*, 43-60. Doi: 10.1016/j.ridd.2016.01.016
- 65) *Gupta Karkhanis, D., & **Winsler**, A. (2016). Somatization in children and adolescents: Practical implications. *Journal of the Indian Association for Child and Adolescent Mental Health*, *12*, 79-115.
- 64) **Winsler**, A., Deutsch, A., Vorona, R., Payne, P. A., & Szklo-Coxe, M. (2015). Sleepless in Fairfax: The difference one more hour of sleep can make for teen hopelessness, suicidal ideation, and substance use. *Journal of Youth and Adolescence*, *44* (2), 362-378. Doi: 10.1007/s10964-014-0170-3
- 63) *Kim, Y.K., Hutchison, L.A., & **Winsler**, A. (2015). Bilingual education in the United States: An historical overview and examination of two-way immersion. *Educational Review*, *67* (2), 236-252. Doi:10.1080/00131911.2013.865593
- 62) *Kim, Y.K., Curby, T.W., & **Winsler**, A. (2014). Child, family, and school characteristics related to English proficiency development among low-income dual language learners (DLLs). *Developmental Psychology*, *50*, 2600-2613. Doi: 10.1037/a0038050
- 61) **Winsler**, A., Kim, Y. K., & Richard, E. (2014). Socio-emotional skills, behavior problems, and Spanish competence predict the acquisition of English among English language learners in poverty. *Developmental Psychology*, *50*, 2242-2254. Doi: 10.1037/a0037161
- 60) Manfra, L., Davis, K., Ducenne, L., & **Winsler**, A. (2014). Preschoolers' motor and verbal self-control strategies during a resistance-to-temptation task. *Journal of Genetic Psychology*, *175*, 332-345. Doi:10.1080/00221325.2014.917067
- 59) *Verdon, S., McLeod, S., & **Winsler**, A. (2014). Linguistic diversity among Australian children in the first five years of life. *Speech, Language, and Hearing*, *17*(4), 196-203. Doi: <http://dx.doi.org/10.1179/2050572814Y.0000000038>
- 58) *Ansari, A., & **Winsler**, A. (2014). Montessori public school pre-K programs and the school readiness of low-income Black and Latino children. *Journal of Educational Psychology*. *106* (4), 1066-1079.. Doi: 10.1037/a0036799
- 57) **Winsler**, A., Burchinal, M., Tien, H., Peisner-Feinberg, E., Espinosa, L., Castro, D.C., LaForett, D., Kim, Y.K., & De Feyter, J. (2014). Early development among dual language learners: The roles of language use at home, maternal immigration, country of origin, and sociodemographics. *Early Childhood Research Quarterly*, *29*, 750-764. Doi: 10.1016/j.ecresq.2014.02.008

- 56) *Medeiros, K., & **Winsler**, A. (2014). Parent-child gesture use during problem solving in autistic spectrum disorder. *Journal of Autism and Developmental Disabilities*, 44, 1946-1958. Doi: [10.1007/s10803-014-2069-y](https://doi.org/10.1007/s10803-014-2069-y)
- 55) *D'Lima, G., **Winsler**, A., & Kitsantas, A. (2014). Gender and ethnic differences in first-year college students' goal orientation, academic self-efficacy, and intrinsic/extrinsic motivation. *Journal of Educational Research*, 107, 341-356. Doi: [10.1080/00220671.2013.823366](https://doi.org/10.1080/00220671.2013.823366)
- 54) Morrissey, T.W., Hutchison, L., & **Winsler**, A. (2014). Family income, school attendance, and academic achievement in elementary school. *Developmental Psychology*, 50, 741-753. Doi: [10.1037/a0033848](https://doi.org/10.1037/a0033848)
- 53) *Verdon, S., McLeod, S., & **Winsler**, A. (2014). Language maintenance and loss in a population study of young Australian children. *Early Childhood Research Quarterly*, 29, 168-181. Doi: [10.1016/j.ecresq.2013.12.003](https://doi.org/10.1016/j.ecresq.2013.12.003)
- 52) *Huie, F., **Winsler**, A., & Kitsantas, A. (2014). Employment and first-year college achievement: The role of self-regulation and motivation. *Journal of Education and Work*, 27, 110-135. Doi: [10.1080/13639080.2012.718746](https://doi.org/10.1080/13639080.2012.718746)
- 51) **Winsler**, A., Gupta, Karkhanis, D., Kim, Y., & Levitt, J. (2013). Being Black, male, and gifted in Miami: Prevalence and predictors of placement in elementary school gifted education programs. *Urban Review*, 45, 416-447. Doi: [10.1007/s11256-013-0259-0](https://doi.org/10.1007/s11256-013-0259-0)
- 50) *Cambridge-Williams, T., **Winsler**, A., Kitsantas, A., & Bernard, E. (2013). University 100 orientation courses and living-learning communities boost academic retention and graduation via enhanced self-efficacy and self-regulated learning. *Journal of College Student Retention*, 15(2), 243-268. doi: [10.2190/CS.15.2.f](https://doi.org/10.2190/CS.15.2.f)
- 49) *Rubio, D.A., Sánchez Medina, J.A., & **Winsler**, A. (2013). Private speech in illiterate adults: Cognitive functions, task difficulty, and literacy. *Journal of Adult Development*, 20 (2), 100-111. Doi: [10.1007/s10804-013-9161-y](https://doi.org/10.1007/s10804-013-9161-y)
- 48) *Loyola Briceno, A-C., De Feyter, J.J., & **Winsler**, A. (2013). The school readiness of children born to low-income adolescent Latinas in Miami. *American Journal of Orthopsychiatry*, 83 (2-3), 430-442. Doi: [10.1111/ajop.12021](https://doi.org/10.1111/ajop.12021)
- 47) *Crane, J., **Winsler**, A., & Sands, B. (2013). Predictors of referral recommendations by teachers and clinicians for ethnically diverse, low-income children receiving childcare subsidies. *Exceptional Children*, 80 (1), 45-64.
- 46) *Ansari, A., & **Winsler**, A. (2013). Stability and sequence of center-based vs. family childcare: Links with low-income children's school readiness. *Children and Youth Services Review*, 35, 358-366. doi: [10.1016/j.childyouth.2012.11.017](https://doi.org/10.1016/j.childyouth.2012.11.017)
- 45) Cohen, R.C., Halle, T.G., Barton, L.R., & **Winsler**, A. (2012). Supporting optimal child development through Early Head Start and Head Start Programs: Reflections on secondary data analyses of FACES and EHSREP. *Early Childhood Research Quarterly*, 27, 708-715. doi: [10.1016/j.ecresq.2012.09.002](https://doi.org/10.1016/j.ecresq.2012.09.002)
- 44) **Winsler**, A., Hutchison, L., De Feyter, J.J., Manfra, L., Bleiker, C., Hartman, S., & Levitt, J. (2012). Child, family, and childcare predictors of delayed school entry and kindergarten retention among linguistically- and ethnically-diverse children. *Developmental Psychology*, 48, 1299-1314. doi: [10.1037/a0026985](https://doi.org/10.1037/a0026985)
- 43) *Ansari, A., & **Winsler**, A. (2012). School readiness among low-income, Latino children attending family daycare versus center-based care. *Early Child Development and Care*, 182, 1465-1485. doi: [10.1080/03004430.2011.622755](https://doi.org/10.1080/03004430.2011.622755)
- 42) Tran, H., & **Winsler**, A. (2011). Teacher and center stability and school readiness among low-income, ethnically diverse children in subsidized, center-based child care. *Children and Youth Services Review*, 33, 2241-2252. doi: [10.1016/j.childyouth.2011.07.008](https://doi.org/10.1016/j.childyouth.2011.07.008)
- 41) *Crane, J., Mincic, M., & **Winsler**, A. (2011). Parent-teacher agreement and reliability on the Devereux Early Childhood Assessment (DECA) in English and Spanish for ethnically diverse children in poverty. *Early Education and Development*, 22 520-547. doi: [10.1080/10409289.2011.565722](https://doi.org/10.1080/10409289.2011.565722)

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- 40) **Winsler**, A., Ducenne, L., & Koury, A. (2011). Singing one's way to self-regulation: The role of early music and movement curricula and private speech. *Early Education and Development*, 22, 274-304. doi: [10.1080/10409280903585739](https://doi.org/10.1080/10409280903585739)
- 39) *Cole, C., & **Winsler**, A. (2010). Protecting children from exposure to lead: Old problem, new data, and new policy needs. *SRCD Social Policy Report*, 24, (1), 3-23.
- 38) *De Feyter, J.J., & **Winsler**, A. (2009). The early developmental competencies and school readiness of low-income, immigrant children: Influences of generation, race/ethnicity, and national origins. *Early Childhood Research Quarterly*, 24, 411-431. doi: [10.1016/j.ecresq.2009.07.004](https://doi.org/10.1016/j.ecresq.2009.07.004)
- 37) *Hastings, E.I., Karas, T., L., **Winsler**, A., Way, E., Madigan, A.L., & Tyler, S. (2009). Young children's video/computer game use: Relations with school performance and behavior. *Issues in Mental Health Nursing*, 30, 638-649. doi: [10.1080/01612840903050414](https://doi.org/10.1080/01612840903050414)
- 36) *Abar, B., Carter, K.L., & **Winsler**, A. (2009). The effects of maternal parenting style and religious commitment on self-regulation, academic achievement, and risk behavior among African-American parochial college students. *Journal of Adolescence*, 32, 259-273. doi: [10.1016/j.adolescence.2008.03.008](https://doi.org/10.1016/j.adolescence.2008.03.008)
- 35) Kitsantas, A., **Winsler**, A., & Huie, F. (2008). Self-regulation and ability predictors of academic success during college: A predictive validity study. *Journal of Advanced Academics: Special Issue - Self-Regulated Learning*, 20, 42-68.
- 34) **Winsler**, A., Tran, H., Hartman, S., Madigan, A.L., Manfra, L., & Bleiker, C. (2008). School readiness gains made by ethnically-diverse children in poverty attending center-based childcare and public school pre-kindergarten programs. *Early Childhood Research Quarterly*, 23, 314-329. doi: [10.1016/j.ecresq.2008.02.003](https://doi.org/10.1016/j.ecresq.2008.02.003)
- 33) *Crane, J.L., & **Winsler**, A., (2008). Early autism detection: Implications for pediatric practice and public policy. *Journal of Disability Policy Studies*, 18, 245-253. doi: [10.1177/1044207307311527](https://doi.org/10.1177/1044207307311527)
- 32) Bernhard, J., **Winsler**, A., Bleiker, C., Ginieniewicz, J., & Madigan, A.L. (2008). "Read my story:" Using the Early Authors Program to promote early literacy among diverse, urban, preschool children in poverty. *Journal for the Education of Students Placed at Risk*, 13, 76-105. doi: [10.1080/10824660701860458](https://doi.org/10.1080/10824660701860458)
- 31) **Winsler**, A., Abar, B., Feder, M., Rubio, D.A., & Schunn, C. (2007). Private speech and executive functioning among high functioning children with autistic spectrum disorders. *Journal of Autism and Developmental Disabilities*, 37, 1617-1635. doi: [10.1007/s10803-006-0294-8](https://doi.org/10.1007/s10803-006-0294-8)
- 30) **Winsler**, A., Manfra, L., & Diaz, R.M. (2007). "Should I let them talk?" Private speech and task performance among preschool children with and without behavior problems. *Early Childhood Research Quarterly*, 22, 215-231. doi: [10.1016/j.ecresq.2007.01.001](https://doi.org/10.1016/j.ecresq.2007.01.001)
- 29) *Manfra, L., & **Winsler**, A. (2006). Preschool children's awareness of private speech. *International Journal of Behavioral Development*, 30, 537-549. doi: [10.1177/0165025406072902](https://doi.org/10.1177/0165025406072902)
- 28) **Winsler**, A., Feder, M., Way, E., & Manfra, L. (2006). Maternal beliefs concerning young children's private speech. *Infant and Child Development*, 15, 403-420. doi: [10.1002/icd.467](https://doi.org/10.1002/icd.467)
- 27) Bernhard, J.K., Cummins, J., Campoy, F.A., Ada, A.F., **Winsler**, A., & Bleiker, C. (2006). Identity texts and literacy development among preschool English language learners: Enhancing learning opportunities for children at risk of learning disabilities. *Teachers College Record*, 108, 2380-2405. doi: [10.1111/j.1467-9620.2006.00786.x](https://doi.org/10.1111/j.1467-9620.2006.00786.x)
- 26) *Davis, K.D., **Winsler**, A., & Middleton, M. (2006). Students' perceptions of rewards for academic performance by parents and teachers: Relations with achievement and motivation in college. *Journal of Genetic Psychology*, 167, 211-220. doi: [10.3200/GNTP.167.2.211-220](https://doi.org/10.3200/GNTP.167.2.211-220)

- 25) *Lobo, Y.B., & **Winsler**, A. (2006). The effects of a creative dance and movement program on the social competence and behavior of Head Start preschoolers. *Social Development*, 15, 501-519. doi: [10.1111/j.1467-9507.2006.00353.x](https://doi.org/10.1111/j.1467-9507.2006.00353.x)
- 24) **Winsler**, A., Naglieri, J.A., & Manfra, L. (2006). Children's search strategies and accompanying verbal and motor strategic behavior: Developmental trends and relations with task performance among children age 5 to 17. *Cognitive Development*, 21, 232-248. doi: [10.1016/j.cogdev.2006.03.003](https://doi.org/10.1016/j.cogdev.2006.03.003)
- 23) Tyler, S., Allison, K., & **Winsler**, A. (2006). Child neglect: Developmental consequences, intervention, and policy implications. *Child and Youth Care Forum*, 35, 1-20. doi: [10.1007/s10566-005-9000-9](https://doi.org/10.1007/s10566-005-9000-9)
- 22) **Winsler**, A., Madigan, A. & Aquilino, S. (2005). Correspondence between maternal and paternal parenting styles during early childhood. *Early Childhood Research Quarterly*, 20, 1-12. doi: [10.1016/j.ecresq.2005.01.007](https://doi.org/10.1016/j.ecresq.2005.01.007)
- 21) *Sarampote, N.C., Bassett, H. H., & **Winsler**, A. (2004). After-school care: Child outcomes and recommendations for research and policy. *Child & Youth Care Forum*, 33, 329-348. doi: [10.1023/B:CCAR.0000043039.79476.e9](https://doi.org/10.1023/B:CCAR.0000043039.79476.e9)
- 20) Naglieri, J.A. Booth, A.L., & **Winsler**, A. (2004). Comparison of Hispanic children with and without limited English proficiency on the Naglieri Nonverbal Ability Test. *Psychological Assessment*, 16, 81-84. doi: [10.1037/1040-3590.16.1.81](https://doi.org/10.1037/1040-3590.16.1.81)
- 19) **Winsler**, A., De León, J.R., Wallace, B., Carlton, M.P., & Willson-Quayle, A. (2003). Private speech in preschool children: Developmental stability and change, across-task consistency, and relations with classroom behavior. *Journal of Child Language*, 30, 583-608. doi: [10.1017/S0305000903005671](https://doi.org/10.1017/S0305000903005671)
- 18) **Winsler**, A. (2003). Vygotskian perspectives in early childhood education: Introduction to special issue. *Early Education & Development*, 14, 253-270. doi: [10.1207/s15566935eed1403_1](https://doi.org/10.1207/s15566935eed1403_1)
- 17) **Winsler**, A., & Naglieri, J.A. (2003). Overt and covert verbal problem-solving strategies: Developmental trends in use, awareness, and relations with task performance in children age 5 to 17. *Child Development*, 74, 659-678. doi: [10.1111/1467-8624.00561](https://doi.org/10.1111/1467-8624.00561)
- 16) **Winsler**, A., & Carlton, M.P. (2003). Observations of children's task activities and social interactions in relation to teacher perceptions in a child-centered preschool: Are we leaving too much to chance? *Early Education & Development*, 14, 155-178. doi: [10.1207/s15566935eed1402_2](https://doi.org/10.1207/s15566935eed1402_2)
- 15) *Madigan, A. L., **Winsler**, A., Maradiaga, J., & Grubba, J. (2003). Self-perceived competence among preschool children in relation to teacher-perceived competence. *Journal of Psychoeducational Assessment*, 20, 358-369. doi: [10.1177/073428290202000404](https://doi.org/10.1177/073428290202000404)
- 14) **Winsler**, A., Caverly, S.L, Willson-Quayle, A., Carlton, M.P., & Howell, C. (2002). The social and behavioral ecology of mixed-age and same-age preschool classrooms: A natural experiment. *Journal of Applied Developmental Psychology*, 23, 305-330. doi: [10.1016/S0193-3973\(02\)00111-9](https://doi.org/10.1016/S0193-3973(02)00111-9)
- 13) **Winsler**, A., & Wallace, G.L. (2002). Behavior problems and social skills in preschool children: Parent-teacher agreement and relations with classroom observations. *Early Education & Development*, 13, 41-58. doi: [10.1207/s15566935eed1301_3](https://doi.org/10.1207/s15566935eed1301_3)
- 12) **Winsler**, A., Carlton, M.P., & Barry, M.J. (2000). Age-related changes in preschool children's systematic use of private speech in a natural setting. *Journal of Child Language*, 27, 665-687. doi: [10.1017/S0305000900004402](https://doi.org/10.1017/S0305000900004402)
- 11) **Winsler**, A., Diaz, R. M., Atencio, D.J , McCarthy, E. M., & Adams Chabay, L. (2000). Verbal self-regulation over time in preschool children at-risk for attention and behavior problems. *Journal of Child Psychology and Psychiatry and Allied Disciplines*, 41, 875-886. doi: [10.1111/1469-7610.00675](https://doi.org/10.1111/1469-7610.00675)
- 10) Iran-Nejad, A., & **Winsler**, A. (2000). Bartlett's schema theory and modern accounts of learning and remembering. *Journal of Mind & Behavior*, 21 (1-2), 5-35.

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- 9) **Winsler**, A., Diaz, R.M., McCarthy, E.M., Atencio, D., & Adams Chabay, L. (1999). Mother-child interaction, private speech, and task performance in preschool children with behavior problems. *Journal of Child Psychology and Psychiatry and Allied Disciplines*, 40, 891-904. doi: [10.1111/1469-7610.00507](https://doi.org/10.1111/1469-7610.00507)
- 8) *Carlton, M.P., & **Winsler**, A. (1999). School readiness: The need for a paradigm shift. *School Psychology Review*, 28, 338-352.
- 7) **Winsler**, A., Diaz, R.M., Espinosa, L., & Rodriguez, J. L. (1999). When learning a second language does not mean losing the first: Bilingual language development in low-income, Spanish-speaking children attending bilingual preschool. *Child Development*, 70, 349-362. doi: [10.1111/1467-8624.t01-1-00026](https://doi.org/10.1111/1467-8624.t01-1-00026)
- 6) **Winsler**, A. (1998). Parent-child interaction and private speech in boys with ADHD. *Applied Developmental Science*, 2, 17-39. doi: [10.1207/s1532480xads0201_2](https://doi.org/10.1207/s1532480xads0201_2)
- 5) Carlton, M. P., & **Winsler**, A. (1998). Fostering intrinsic motivation in early childhood classrooms. *Early Childhood Education Journal*, 25, 159-166.
- 4) **Winsler**, A., Diaz, R. M., & Montero, I. (1997). The role of private speech in the transition from collaborative to independent task performance in young children. *Early Childhood Research Quarterly*, 12, 59-79. doi: [10.1016/S0885-2006\(97\)90043-0](https://doi.org/10.1016/S0885-2006(97)90043-0)
- 3) **Winsler**, A., & Diaz, R. M. (1995). Private speech in the classroom: The effects of activity type, presence of others, classroom context, and mixed-age grouping. *International Journal of Behavioral Development*, 18, 463-488.
- 2) Pease-Alvarez, L., & **Winsler**, A. (1994). Cuando el maestro no habla Español: Children's bilingual languages practices in the classroom. *TESOL Quarterly*, 28, 507-535.
- 1) Diaz, R. M., **Winsler**, A., Atencio, D. J., & Harbers, K. (1992). Mediation of self-regulation through the use of private speech. *International Journal of Cognitive Education and Mediated Learning*, 2, 155-167.

Books / Journal Special Issues:

- 4) Menzer, M., & **Winsler**, A. (Eds.). (2018). Special section. Glimmers of impact: Early childhood arts programs. *Early Childhood Research Quarterly*, **.
- 3) **Winsler**, A., Fernyhough, C., & Montero, I. (Eds.). (2009). *Private speech, executive functioning, and the development of verbal self-regulation*. Cambridge University Press. doi: [10.1017/CBO9780511581533](https://doi.org/10.1017/CBO9780511581533)
- 2) **Winsler**, A. (Ed.). (2003). Special issue. Vygotskian perspectives in early childhood education. *Early Education & Development*, 14. doi: [10.1207/s15566935eed1403_1](https://doi.org/10.1207/s15566935eed1403_1)
- 1) Berk, L. E., & **Winsler**, A. (1995). *Scaffolding children's learning: Vygotsky and early childhood education*. Washington, DC: National Association for the Education of Young Children.

Book Chapters / Book Reviews:

- 11) *Williams, A., Ricciardi, C., & **Winsler**, A. (in press). Parent- and preschool-teacher-perceived strengths among Black and Latino boys in Miami: Links to early success in elementary school. In S. Sonnenschein & B. Sawyer (Eds.), *Academic socialization of young Black and Latino children: Building on family strengths*. New York, NY: Springer
- 10) **Winsler**, A., & Mumma, K. (in press). Understanding long-term preschool “fade-out” effects: Be careful what you ask for: Magical thinking revisited. In B. Graue, S. Ryan, F. L. Levine, & V.L. Gadsden (Eds.). *Advancing knowledge & building capacity for early childhood research*. Washington, DC: American Educational Research Association.

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- 9) **Winsler**, A. (2018). Review of “*It Takes a Community: Leveraging Community College Capacity to Transform the Early Childhood Workforce*” and “*Pre-K Teachers and Bachelor’s Degrees: Envisioning Equitable Access to High-Quality Preparation Programs*.” Boulder, CO: National Education Policy Center. Retrieved from <http://nepc.colorado.edu/thinktank/review-ece-prep>
- 8) **Winsler**, A., & Doll, E. (2014). Understanding the pervasive effects of language disorders: A book review of: “Language disorders in children and adolescents.” *PsychCritiques*, 59 (38). doi: <http://dx.doi.org/10.1037/a0037731>
- 7) *Mead, D. L., & **Winsler**, A. (2015). Children’s private speech. In S. Robson & S.F. Quinn (Eds.), *The Routledge international handbook of young children's thinking and understanding* (pp. 150-162). London, UK: Routledge.
- 6) *Johnson De Feyter, J., & **Winsler**, A. (2009). Disentangling nativity status, race/ethnicity, and country of origin in predicting the school readiness of young immigrant children. In E. Grigorenko & R. Takanishi (Eds.), *Immigration, diversity, and education* (pp. 48-66). New York: Routledge.
- 5) **Winsler**, A. (2009). Still talking to ourselves after all these years: A review of current research on private speech. In A. Winsler, C. Fernyhough, & I. Montero (Eds.), *Private speech, executive functioning, and the development of verbal self-regulation* (pp. 3-41). New York: Cambridge University Press. doi: [10.1017/CBO9780511581533.003](https://doi.org/10.1017/CBO9780511581533.003)
- 4) **Winsler**, A. (2006). Still talking to ourselves after all these years: Vygotsky, private speech, and self-regulation. In I. Montero, I. (Ed.). *Current research trends in private speech. Proceedings of the First International Symposium of the Self-Regulatory Functions of Language* (pp. 17-72). Madrid, Spain: Universidad Autónoma de Madrid Press.
- 3) **Winsler**, A. (2002). The socialization of cognitive development. [Review of the book *The social context of cognitive development*]. *Social Development*, 11, 302-305.
- 2) *Carlton, M. P., & **Winsler**, A. (2000). Fostering intrinsic motivation in early childhood classrooms. In K. M. Paciorek & J.H. Munro (Eds.) *Annual editions: Early childhood education 2000/2001* (21th Ed.) (pp. 149-157). Guilford, CT: Dushkin/McGraw-Hill.
- 1) *Carlton, M. P., & **Winsler**, A. (1999). Fostering intrinsic motivation in early childhood classrooms. In K. M. Paciorek & J.H. Munro (Eds.) *Annual editions: Early childhood education 1999/2000* (20th Ed.) (pp. 137-145). Guilford, CT: Dushkin/McGraw-Hill.

Encyclopedia Entries / Articles in Periodicals

- 28) *Ricciardi, C., Williams, A., & **Winsler**, A. (in press). Neighborhood effects. In P. Smith (Ed.) *Encyclopedia of Child & Adolescent Development: Community* (Vol **). New York, NY: Wiley.
- 27) Serafini, E., Rozell, N., & **Winsler**, A. (2018). Long-term outcomes of bilingual education models: What does the research tell us? *Teachers’ Hub*. Available at: <http://www.teachershubmag.com/>
- 26) *Moffett, A., & **Winsler**, A. (2018). Cyberbullying. In M. Bornstein (Ed.), *The SAGE Encyclopedia of Lifespan Human Development*. Thousand Oaks, CA: Sage Publications. DOI: <http://dx.doi.org/10.4135/9781506307633.n193>
- 25) *Tavassolie, T., & **Winsler**, A. (2018). Vygotsky’s sociocultural theory. In M. H. Bornstein (Ed.), *The SAGE Encyclopedia of Lifespan Human Development*. (pp. 2307-2310). Thousand Oaks, CA: Sage Publications. DOI: <http://dx.doi.org/10.4135/9781506307633.n858>
- 24) *Tavassolie, T., & **Winsler**, A. (2018). Scaffolding. In M. H. Bornstein (Ed.), *The SAGE Encyclopedia of Lifespan Human Development* (pp. 1885-1886). Thousand Oaks, CA: Sage Publications. DOI: <http://dx.doi.org/10.4135/9781506307633.n701>

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- 23) *Thibodeaux, J., & **Winsler**, A. (2018). Athletics. In M. H. Bornstein (Ed.), *The SAGE Encyclopedia of Lifespan Human Development*. Thousand Oaks, CA: Sage Publications. DOI: <http://dx.doi.org/10.4135/9781506307633.n67>
- 22) *Gara, T. V., & **Winsler**, A. (2018). Art. In M. H. Bornstein (Ed.), *The SAGE Encyclopedia of Lifespan Human Development*. (pp. 147-149). Thousand Oaks, CA: Sage Publications. DOI: <http://dx.doi.org/10.4135/9781506307633.n60>
- 21) **Winsler**, A., & Gray, M. (2010). Why does my child talk to himself? *Pediatrics for Parents*. 25, (11/12). 24-25. <http://www.pedsforparents.com>
- 20) **Winsler**, A. (2006). Private speech. In N. J. Salkind (Ed.). *The encyclopedia of human development*. Vol 3. (pp.1034-1036). Thousand Oaks, CA: Sage.
- 19) **Winsler**, A., & Carlton, M. (2006). School readiness. In N. J. Salkind (Ed.). *The encyclopedia of human development*. Vol 3. (pp.1114-1115). Thousand Oaks, CA: Sage.
- 18) *Abar, B., & **Winsler**, A. (2006). Authoritative parenting style. In N. J. Salkind (Ed.). *The encyclopedia of human development*. Vol 1. (pp.146-147). Thousand Oaks, CA: Sage.
- 17) *Abar, B., & **Winsler**, A. (2006). Permissive parenting style. In N. J. Salkind (Ed.). *The encyclopedia of human development*. Vol 3. (pp.984-985). Thousand Oaks, CA: Sage.
- 16) *Ducenne, L., & **Winsler**, A. (2006). Echolalia. In N. J. Salkind (Ed.). *The encyclopedia of human development*. Vol 1. (pp.437-438). Thousand Oaks, CA: Sage.
- 15) *Espinoza, L., & **Winsler**, A. (2006). Zone of proximal development (ZPD). In N. J. Salkind (Ed.). *The encyclopedia of human development*. Vol 3. (pp.1343-1345). Thousand Oaks, CA: Sage.
- 14) *Feder, M., & **Winsler**, A. (2006). Cooperative play. In N. J. Salkind (Ed.). *The encyclopedia of human development*. Vol 1. (pp.310-311). Thousand Oaks, CA: Sage.
- 13) *Hartman, S., & **Winsler**, A. (2006). Resiliency. In N. J. Salkind (Ed.). *The encyclopedia of human development*. Vol 3. (pp.1075-1077). Thousand Oaks, CA: Sage.
- 12) *McClaren, E.M., & **Winsler**, A. (2006). Ritalin. In N. J. Salkind (Ed.). *The encyclopedia of human development*. Vol 3. (pp.1090-1091). Thousand Oaks, CA: Sage.
- 11) *McClaren, E.M., & **Winsler**, A. (2006). Lev Vygotsky. In N. J. Salkind (Ed.). *The encyclopedia of human development*. Vol 3. (pp.1314-1315). Thousand Oaks, CA: Sage.
- 10) *McClaren, E.M., & **Winsler**, A. (2006). Asperger Syndrome. In N. J. Salkind (Ed.). *The encyclopedia of human development*. Vol 1. (pp.116-118). Thousand Oaks, CA: Sage.
- 9) *Way, E., & **Winsler**, A. (2006). Scaffolding. In N. J. Salkind (Ed.). *The encyclopedia of human development*. Vol 3. (pp.1102-1103). Thousand Oaks, CA: Sage.
- 8) Carlton, M.P., & **Winsler**, A. (2000). Self-esteem. In L. Balter (Ed.), *Parenthood in America: An encyclopedia* (Vol. 2) (pp. 549-553). Denver, CO: ABC-CLIO.
- 7) *Grubba, J.J., & **Winsler**, A. (2000). Native American parenting. In L. Balter (Ed.), *Parenthood in America: An encyclopedia* (Vol. 2) (pp. 391-394). Denver, CO: ABC-CLIO.
- 6) *Manfra, L., & **Winsler**, A. (2000). Birth order. In L. Balter (Ed.), *Parenthood in America: An encyclopedia* (Vol. 1) (pp. 95-99). Denver, CO: ABC-CLIO.

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- 5) *Manfra, L., & **Winsler**, A. (2000). Spacing of children. In L. Balter (Ed.), *Parenthood in America: An encyclopedia* (Vol. 2) (pp. 589-592). Denver, CO: ABC-CLIO.
- 4) *Thorvardarson, E., & **Winsler**, A. (2000). Dual career families. In L. Balter (Ed.), *Parenthood in America: An encyclopedia* (Vol. 1) (pp. 186-189). Denver, CO: ABC-CLIO.
- 3) *Wallace, G.L., & **Winsler**, A. (2000). Autism. In L. Balter (Ed.), *Parenthood in America: An encyclopedia* (Vol. 1) (pp. 69-73). Denver, CO: ABC-CLIO.
- 2) *Wallace, B.A., & **Winsler**, A. (2000). Attention Deficit Hyperactivity Disorder (ADHD). In L. Balter (Ed.), *Parenthood in America: An encyclopedia* (Vol. 1) (pp. 63-67). Denver, CO: ABC-CLIO.
- 1) **Winsler**, A. (1993). Bilingualism: Acquisition, storage, and processing. In F. N. Magill (Ed.), *Survey of social science: Psychology* (pp. 408-415). Pasadena, CA: Salem Press.

Other Publications- Electronic Media – Research Reports and Materials

Winsler, A., Gara, T., Alegrodo, A., Castro, S., & Tavassolie, T. (2016). *Selection into, and academic benefits from, arts-related elective courses in middle-school among low-income, ethnically diverse youth*. Final research report submitted to the National Endowment for the Arts. NEA award #15-3800-7015. Available soon on the NEA website as a research report / white paper.

Winsler, A., Fernyhough, C., McClaren, E., & Way, E. (2004). *Private speech coding manual*. Unpublished document. George Mason University. Available at: <http://winslerlab.gmu.edu/PSCodingManual.pdf>

Winsler, A., Borre, A., Kleiman, E., & Keegan, S. (2012/1998). *GMU's Online Resources for Developmental Psychology*. (Available at <http://classweb.gmu.edu/awinsler/ordp>)

Conference Presentations

International Conferences:

- 21) Winsler, A. (2018, May). *Demographic, social, and cultural variability in the study of bilinguals*. Panel discussion presented at the first Harmonious Bilingualism Network conference (HABILNET1). Brussels, Belgium.
- 20) Conway-Turner, J., Tavassolie, T., & **Winsler**, A. (2015, June). *Resilience among low-income, ethnically diverse children: Early predictors of later academic success in elementary school students*. Poster presented at the 4th meeting of the Resilience Research Centre, Halifax, Canada.
- 19) **Winsler**, A., Curby, T.W., Kim, Y.K., & De Feyter, J.J. (2015, May). Bidirectional relations between early childhood bilingualism and academic, behavioral, and social competence among low-income, immigrant, English language learners in the U.S. In A. De Houwer (Chair), *Early bilingual development and well-Being: Insights from a new subfield of research*. Symposium presented at the 10th International Symposium on Bilingualism. New Brunswick, New Jersey.
- 18) *Verdon, S., McLeod, S., & **Winsler**, A. (2014, June). *Facilitating home language maintenance in an English dominant context*. Paper presented at the International Clinical Phonetics and Linguistics Association Conference. Stockholm, Sweden.
- 17) *Verdon, S., McLeod, S., & **Winsler**, A. (2014, May). *Language diversity, maintenance, and loss: A population study of young Australian children*. Paper presented at the Speech Pathology Australia Conference 2014, Melbourne, Australia.
- 16) *Verdon, S., McLeod, S., & **Winsler**, A. (2013, November). *Language diversity, use, maintenance, and loss in young Australian children*. Paper presented at the Asia Pacific Conference of Speech Language and Hearing. Taiwan, China.

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- 15) *De Feyter, J., **Winsler**, A., Curby, T., Kim, Y., & Hutchison, L. (2010, November). *Paradoxical patterns in the early academic achievement of young newcomer children in Miami*. Paper presented at the international 'On New Shores' immigrant conference, Guelph, Canada.
- 14) *Johnson, J., Hutchison, L., & **Winsler**, A. (2008, November). *After preschool: Early schooling follow-up outcomes for young immigrant children in Miami*. Poster presented at the On New Shores conference. Guelph, CA.
- 13) **Winsler**, A., Johnson, J., & Hutchison, L. (2008, November). *Differential predictive validity of preschool school readiness assessments for immigrant and native children in poverty*. Paper presented at the On New Shores conference. Guelph, CA.
- 12) *Johnson, J., Bernard, J., Hutchison, L., & **Winsler**, A. (2007, October). *School readiness outcomes for low-income, immigrant preschool children*. Poster presented at the international conference "On New Shores: Understanding Immigrant Children." Guelph, Ontario, Canada.
- 11) Bleiker**, C.A., Marín, M.M., Marín, C.E., Johnson, J., & **Winsler**, A. (2007, September). *Across and beyond borders: A study of transnational families in Miami*. Paper presented at the Second International Conference on Ethnography and Education. Barcelona, Spain.
- 10) *Bor, E., Tran, H., Richard, E., & **Winsler**, A. (2007, August). *Childcare as a mediating process between neighborhood quality and preschool outcomes in low-income, diverse families*. Poster presented at the annual conference of the British Psychological Society Developmental Section, Plymouth, UK.
- 9) Bleiker, C., Johnson, J., & **Winsler**, A. (2007, March). *Miami School Readiness Project: Age 4 outcomes for immigrant and nonimmigrant children*. Paper presented at the Fifth Congress on Immigration in Spain: Migrant Human Development. Madrid, Spain.
- 8) *Hartman, S., Richard, E., Bor, E., **Winsler**, A., & Manfra, L. (2006, July). *Socio-emotional and academic resilience in low-income preschoolers as predictors of academic performance during kindergarten*. Poster presented at the biennial meeting of the International Society for the Study of Behavioral Development, Melbourne, Australia.
- 7) Tran, H., **Winsler**, A., Manfra, L., & Hartman, S. (2006, July). *The impact of teacher change on the school readiness of diverse, urban, low-income preschool children in subsidized care*. Poster presented at the biennial meeting of the International Society for the Study of Behavioral Development, Melbourne, Australia.
- 6) Fujioka, K., **Winsler**, A., & Conway, C. (2006, July). *Developmental trends in relations between private speech use and task performance in young children*. Poster presented at the biennial meeting of the International Society for the Study of Behavioral Development, Melbourne, Australia.
- 5) **Winsler**, A., Abar, B., & Alarcon, D. (2004, November). *Private speech and executive functioning in children with autistic spectrum disorders and ADHD*. Poster presented at the First International Symposium on the Self-Regulatory Functions of Language. Madrid, Spain.
- 4) *Carlton, M.P., **Winsler**, A., & Barry, M.J. (1998, Aug). *Applying constructivist theory to educational practice: Are we losing something in the translation?* Paper presented at the annual conference of the International Congress of Applied Psychology, San Francisco, CA.
- 3) McCarthy, E. M., Diaz, R. M., Bird, R. L., & **Winsler**, A. (1996, July). *A study of private speech and working memory in five-year-olds at risk for attention deficit hyperactivity disorder*. Paper presented at the International Conference on Memory, Padova, Italy.

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2) **Winsler**, A. (1994a, June). *The social origins and quality of self-regulatory private speech in hyperactive and normal children*. Paper presented at the biennial meeting of the International Society for the Study of Behavioral Development, Amsterdam, The Netherlands.

1) **Winsler**, A. (1992a, September). Children's use of private speech in the classroom: Investigating Vygotskian hypotheses about the effects of contextual variables. In J. D. Ramirez (Chair), *Private speech and self-regulation*. Symposium conducted at the First International Conference for Socio-Cultural Research, Madrid, Spain.

National Conferences:

192) *Williams, A.B., Ricciardi, C., & **Winsler**, A. (2018, June) *Why so different? Parent and teacher perceptions of the social skills and behavior problems of Black and Latino preschool boys*. Poster presented at the Biennial ACF National Research Conference on Early Childhood. Arlington, VA.

191) *Mumma, K., & Winsler, A. (2018, June). *The influence of elementary school quality on differential effects of preschool programs in fifth grade*. Poster presented at the Biennial ACF National Research Conference on Early Childhood. Arlington, VA.

190) *Parada, M., Carr, R., Allan, M., Peisner-Feinberg, E., Friedman, R., Malin, J., & **Winsler**, A. (2018, June). *The Rewards and Challenges of Research-Policy Partnerships: Perspectives from SRCD State and Federal Policy Fellows*. Symposium presented at the Biennial ACF National Research Conference on Early Childhood. Arlington, VA.

189) *Mize, J., & **Winsler**, A. (2018, May). *Maternal and Peer Relations in Early Childhood Predict Aggression in Grades 3-6*. Poster presented at the annual conference of the Association for Psychological Science. San Francisco, CA.

188) *Rozell, N., & **Winsler**, A. (2018, April). *Elementary School Outcomes Associated with Faster English Language Acquisition for Dual Language Learners*. Poster presented at the annual conference of the National Conference on Undergraduate Research, Edmund, Oklahoma, OK.

187) *Ricciardi, C., Manfra, L., Hartman, S., Bleiker, C., Dinehart, L., & **Winsler**, A. (2017, May). *School readiness skills at age 4 predict academic achievement through 5th grade*. Poster presented at the annual conference of the Association for Psychological Science. Boston, MA.

186) *Mize, J., & **Winsler**, A. (2017, May). *Negative influences from socialization agents on externalizing behavior problems in adolescence*. Poster presented at the annual conference of the Association for Psychological Science. Boston, MA.

185) *Thompson, B., & **Winsler**, A. (2017, May). *Parent-teacher agreement on the Devereux Early Childhood Assessment (DECA) for preschoolers with autism spectrum disorders*. Poster presented at the annual conference of the Association for Psychological Science. Boston, MA.

184) *Moffett, A., & **Winsler**, A. (2017, May). *Child- and school-level predictors of elementary school mobility among ethnically diverse children in poverty*. Poster presented at the annual conference of the Association for Psychological Science. Boston, MA.

183) *Williams, A., Picci, G., & **Winsler**, A. (2017, May). *How are they doing? Long-term outcomes for ethnically diverse children with ASD in pre-K programs for children with disabilities*. Poster presented at the annual conference of the Association for Psychological Science. Boston, MA.

182) *Burke, J., Tavassolie, T., & **Winsler**, A. (2017, May). *The impact of school suspensions on school attendance, academic performance, retention, and school leaving*. Poster presented at the annual conference of the Association for Psychological Science. Boston, MA.

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- 181) Mize, J., & **Winsler**, A. (2017, April). *Social support from the family, school, and neighborhood: Links To rebelliousness and sensation seeking in adolescence*. Poster presented at the biennial conference of the Society for Research on Child Development. Austin TX.
- 180) *Alegrado, A., Gara, T., Tavassolie, T., & **Winsler**, A. (2017, April). *Predictors of music class participation and persistence in middle school among low-income, ethnically diverse students*. Poster presented at the biennial conference of the Society for Research on Child Development. Austin TX.
- 179) *Thibodeaux, J., Bradner, P., Hines, C., Perla, V., Burke, J., & **Winsler**, A. (2017, April). *Young tennis athletes' self-talk and sport motivation*. Poster presented at the Biennial conference of the Society for Research in Child Development, Austin, TX.
- 178) Esposito, A., Luk, G., Marian, V., Castro, D.C., Byers-Heinlein, K., & **Winsler**, A. (2017, April). *Describing and quantifying "bilingualism" Part 2; the need for consistency and accuracy for research and education*. Roundtable discussion presented at the biennial conference of the Society for Research on Child Development. Austin TX.
- 177) *Parada, M., & **Winsler**, A. (2016, October). *Immigrant advantage for Latino and Black males attending elementary school in Miami*. Poster presented at the SRCD theme conference: Babies, Boys, and Men of Color Tampa, FL.
- 176) *Mumma, K., & **Winsler**, A. (2016, October). Positive effects of pre-k are sustained for Black males through third grade, and effects are stronger at higher-quality elementary schools. In S. Anderson (Chair), *School-based mechanisms of differential long-term pre-K effects among black and white youth*. Symposium presented at the SRCD theme conference: Babies, Boys, and Men of Color Tampa, FL.
- 175) *Tavassolie, T., Hines, C., & **Winsler**, A. (2016, October). How do boys of color experience high-stakes tests and mandatory retention policies in Miami, Florida? In S. Anderson (Chair), *School-based mechanisms of differential long-term pre-K effects among black and white youth*. Symposium presented at the SRCD theme conference: Babies, Boys, and Men of Color Tampa, FL.
- 174) *Mumma, K., Moffett, A., & **Winsler**, A. (2016, July). *Elementary school quality moderates third grade academic outcomes associated with attending public school pre-k and subsidized center-based and family child care*. Poster presented at the ACF National Research Conference on Early Childhood, Washington, D.C.
- 173) * Haag, A., & **Winsler**, A. (2016, May). *Child, family, and school factors associated with gifted educational placement and services for low-income, ethnically diverse children in Miami: Which students are breaking the barriers?* Poster presented at the annual meeting of the Association for Psychological Science. Chicago, IL.
- 172) *Thibodeaux, J., & **Winsler**, A., (2016, May). *What do youth tennis athletes say to themselves? Observed and self-reported self-talk on the court*. Poster presented at the annual conference of the Association for Psychological Science, Chicago, IL.
- 171) *Burke, J., & **Winsler**, A. (2016, April). *The impact of school suspensions on school attendance, academic performance, retention, and school leaving*. Poster presented at the National Collegiate Undergraduate Research (NCUR) conference. Asheville, NC.
- 170) *Alegrado, A., Gara, T., & **Winsler**, A. (2016, April). *Predictors of music class enrollment and persistence in middle school among low-SES, ethnically diverse students*. Paper and poster presented at the National Collegiate Undergraduate Research (NCUR) conference. Asheville, NC.
- 169) *Gara, T., Tavassolie, T., & **Winsler**, A. (2016, April). *Who is taking dance electives? Predictors of in-school dance engagement among low-income, ethnically diverse middle school students*. Poster presented at the annual conference of the American Educational Research Association. Washington, DC.

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- 168) *Hines, C., & **Winsler**, A. (2016, April). *School quality and mobility between public school prekindergarten and kindergarten: Predictors and outcomes*. Paper presented at the annual conference of the American Educational Research Association. Washington, DC.
- 167) *Mathew, D., Conway-Turner, J., & **Winsler**, A. (2016, April). *Predictors of school suspension in elementary school for low-income, ethnically diverse children*. Poster presented at the annual conference of the American Educational Research Association. Washington, DC.
- 166) *Ansari, A., Lopez, M., Manfra, L., & **Winsler**, A. (2015, November). Differential third grade outcomes associated with attending publicly funded preschool programs for low-income, Latino children. In J.E. Finch (Chair), *Publicly funded preschool: Impacts across early- and middle-childhood*. Symposium presented at the annual conference of the Association for Public Policy Analysis and Management. Miami, FL.
- 165) **Winsler**, A. (2015, November) (Chair and Discussant). *Preschool program fadeout: Understanding impact persistence and heterogeneity*. Symposium to be presented at the annual conference of the Association for Public Policy Analysis and Management. Miami, FL.
- 164) *Hines, C., Doll, E., & **Winsler**, A. (2015, October). *Longitudinal academic outcomes for ethnically diverse children with speech or language disorders*. Poster presented at the Society for the Study of Human Development, Austin, TX.
- 163) *Hines, C., & **Winsler**, A. (2015, May). *Predictors of mobility between public school pre-K and kindergarten and links with children's school readiness and performance in K and 1st grade*. Poster presented at the annual convention of the Association for Psychological Science, New York, NY.
- 162) *Moffett, A., & **Winsler**, A. (2015, March). *Cyberbullying, depression, and substance abuse in adolescence: Variation by sexual orientation, gender, and age*. Poster presented at the biennial meeting of the Society for Research in Child Development, Philadelphia, PA.
- 161) Menzer, M., & **Winsler**, A. (Co-Chairs). (2015, March). *Arts participation and early childhood social and emotional development*. Symposium presented at the biennial meeting of the Society for Research in Child Development, Philadelphia, PA.
- 160) *Hutchison, L.A., Mead, D., & **Winsler**, A. (2015, March). Relations between executive functioning, second language fluency, and externalizing behavior problems in early childhood. In Daneri, P., & Blair, C. (Co-Chairs), *Executive functioning among dual language learners*. Symposium presented at the biennial meeting of the Society for Research in Child Development, Philadelphia, PA.
- 159) *Qiu, C., & **Winsler**, A. (2015, March). *Language use in a "One-Parent One-Language" bilingual family: Maternal perception, noun/verb use, and code switching*. Poster presented at the biennial meeting of the Society for Research in Child Development, Philadelphia, PA.
- 158) *Conway-Turner, J., Visconti, K, C., & **Winsler**, A. (2015, March). *Gang involvement is a protective factor for depression among those who experience victimization*. Poster presented at the biennial meeting of the Society for Research in Child Development, Philadelphia, PA.
- 157) *Tavassolie, T., & **Winsler**, A. (2015, March). *Long-term academic outcomes for low-income, ethnically diverse children retained from third-grade high-stakes tests*. Poster presented at the biennial meeting of the Society for Research in Child Development, Philadelphia, PA.
- 156) *Tavassolie, T., López, C., De Feyter, J.J., Hartman, S., & **Winsler**, A. (2015, March). *Migrant preschool children's school readiness and early elementary school performance through 3rd Grade*. Poster presented at the biennial meeting of the Society for Research in Child Development, Philadelphia, PA.

* Facilitation/Supervision of student scholarship

- 155) *Thibodeaux, C., Bock, A., & **Winsler**, A. (2015, March). *Singing to the self: The role of singing and private speech in executive function*. Poster presented at the biennial meeting of the Society for Research in Child Development, Philadelphia, PA.
- 154) *Thibodeaux, J., Curby, T., & **Winsler**, A. (2014, October). *Are college students feeling motivated? Growth in goal orientation and GPA*. Poster presented at the American Educational Psychology Conference, Fairfax, VA.
- 153) *Ansari, A., & **Winsler**, A. (2014, July). *Kindergarten readiness for low-income minority children in center-based care, family childcare, and public school pre-K*. Poster presented at the 12th National Head Start Conference, Washington, DC.
- 152) *Karkhanis, D. G., **Winsler**, A., & Levitt, J. (2014, April). Being Black, male, and gifted in Miami: Prevalence and predictors of placement in elementary school gifted education programs. In M. Henfield, Symposium Chair, *Race, masculinity and the pursuit of academic excellence: Educating gifted Black males*. Paper presented at the annual conference on the American Educational Research Association. Philadelphia, PA.
- 151) *Tavassolie, T., & **Winsler**, A. (2014, April). *Mandatory grade retention from high-stakes test performance among low-income, ethnically diverse children: Who fails the FCAT and who repeats 3rd grade?*. Poster to be presented at the SRCD theme conference –Strengthening Connections Among Child and Family Research, Policy and Practice. Alexandria VA.
- 150) Espinosa, L.E., Burchinal, M.R., **Winsler**, A., Castro, D. C., Peisner-Feinberg, E., Laforett, D.R. (2013, April). Child care experiences among dual language learners in the US: Analyses of the Early Childhood Longitudinal Survey-Birth Cohort. In A. Fuligni (Chair), *The complex picture of child care use for dual-language learners: Diversity of families and children's experiences over time*. Paper presented at the biennial conference of the Society for Research on Child Development, Seattle, WA.
- 149) *Mead, D., LaRocque, R., Lindgren, E., & **Winsler**, A. (2013, April). *Change over time in the type and functions of crib speech around the fourth birthday*. Poster presented at the biennial conference of the Society for Research on Child Development, Seattle, WA
- 148) *Ansari, A., & **Winsler**, A. (2013, April). *Montessori public school pre-K programs and the school readiness of low-income, Black and Latino children*. Poster presented at the biennial conference of the Society for Research on Child Development, Seattle, WA.
- 147) *Borre, A., **Winsler**, A., Bleiker, C., & Bernard, J. (2013, April). *Long -term effects through grade three of the Early Authors Program for low-income, ethnically diverse preschoolers*. Poster presented at the biennial conference of the Society for Research on Child Development, Seattle, WA.
- 146) *Gupta, D., **Winsler**, A., & Perez-Edgar, K. (2013, April). *Cultural differences in maternal emotion socialization: Links between negative affect, anxiety, and somatic complaints in children*. Poster presented at the biennial conference of the Society for Research on Child Development, Seattle, WA.
- 145) **Winsler**, A., Robinson, J., & Thibodeaux, J. (2013, April). Patterns of subsidized child care and public school pre-k use in Miami as a function of ethnicity, language, immigration, and generation. In A. Fuligni (Chair), *The complex picture of child care use for dual-language learners: Diversity of families and children's experiences over time*. Paper presented at the biennial conference of the Society for Research on Child Development, Seattle, WA.
- 144) *Gupta, D., Doll, E., & **Winsler**, A. (2013, April). School readiness and the early school performance of low-income migrant children are related to preschool health and medical care status. In R. Manes (Chair), *SES, child health and well-being across contexts and developmental stages*. Poster symposium presented at the biennial conference of the Society for Research on Child Development, Seattle, WA.

* Facilitation/Supervision of student scholarship

- 143) **Winsler**, A. (2013, April). Discussant. In M. Bratsch-Hines (Chair). *Associations between child care instability, multiplicity, and children's social development*. Paper presented at the biennial conference of the Society for Research on Child Development, Seattle, WA.
- 142) *Ansari, A., & **Winsler**, A. (2012, June). *Stability and sequence of center-based vs. family childcare: Links with low-income children's school readiness*. Poster presented at the 4th National Head Start Research Conference. Washington, DC.
- 141) Kim, H., Curby, T., Bader-Tables, R., Mendoza, D., & **Winsler**, A. (2012, June). *Concurrent and longitudinal links between motor, social, and cognitive skills in preschool children with disabilities*. Poster presented at the 4th National Head Start Research Conference. Washington, DC.
- 140) *Picci, G., Bader-Tables, R., Mendoza, D., & **Winsler**, A. (2012, June). *Early school outcomes for children with autism in a pre-K program for children with disabilities*. Poster presented at the 4th National Head Start Research Conference. Washington, DC.
- 139) *Picci, G., Hutchison, L., Bader-Tables, R., Mendoza, D., & **Winsler**, A. (2012, June). *Typically developing children in reverse mainstream pre-k programs: Academic and social outcomes in kindergarten through third grade*. Poster presented at the 4th National Head Start Research Conference. Washington, DC.
- 139) *Dudding, S., Madigan, A.L., Thorvardarson, E., & **Winsler**, A. (2012, May). *Perceived parenting style, marital conflict, and child outcomes*. Poster presented at the annual meeting of the Association for Psychological Science. Chicago, IL.
- 138) *LaRocque, R., Kim, Y.K., Hutchison, L., & **Winsler**, A. (2012, May). *Children's private speech use in Head Start classrooms*. Poster presented at the annual meeting of the Association for Psychological Science. Chicago, IL.
- 137) *Deutsch, A., Payne, P., Szklo-Coxe, M., Vorona, R., & **Winsler**, A. (2012, April). *Reduced sleep is associated with teen hopelessness, suicidal ideation, and substance use*. Poster presented at the National Health Promotion Summit. Washington, DC.
- 136) *Deutsch, A., Szklo-Coxe, M., Vorona, R., Robinson, J., Payne, P., & **Winsler**, A. (2012, March). *Ethnic and gender differences in sleep duration between middle school and high school*. Poster presented at the National Sleep Foundation conference. Washington, DC.
- 135) *Deutsch, A., & **Winsler**, A. (2012, March). *Parental attitudes regarding marijuana consumption and adolescent's perceptions and use of marijuana*. Poster presented at the Society for Research in Adolescence conference. Vancouver, CA.
- 134) *Kim, Y.K., & **Winsler**, A. (2012, February). *Child, family, and school characteristics related to English proficiency development among four-year-old English language learners (ELLs) in Miami*. Paper presented at the SRCD Positive Minority Development conference. Tampa, FL.
- 133) *Carlson, A.G., **Winsler**, A., & Curby, T.W. (2012, February). *Pre-K fine motor skills predict third and fourth grade achievement for low-income, ethnically diverse children*. Poster presented at the Society for Research in Child Development Themed Meeting: Positive Development of Minority Children, Tampa, Florida.
- 132) *De Feyter, J., **Winsler**, A., & Curby, T. (2012, February). *School readiness, early achievement, and the role of English language proficiency for children in low-income immigrant families*. Paper presented at the SRCD Positive Minority Development conference. Tampa, FL.
- 131) *Crane, J., **Winsler**, A., Bader-Tables, R., & Mendoza, D. (2011, August). *Preschool assessment performance, school readiness, and early academic achievement of ethnically diverse children with special educational needs*. Poster presented at the annual convention of the American Psychological Association. Washington, DC.

* Facilitation/Supervision of student scholarship

- 130) *Ansari, A., & **Winsler**, A. (2011, May). *School readiness gains for children in poverty associated with child care type and quality*. Poster presented at the annual convention of the Association for Psychological Science. Washington, DC.
- 129) *Mead, D.L., Hutchison, L.A., & **Winsler**, A. (2011, May). *Effects of kindergarten retention on children's academic performance through third grade for ethnically diverse, low-income children*. Poster presented at the annual convention of the Association for Psychological Science. Washington, DC.
- 128) Zinsser, K., **Winsler**, A., & Curby, T.W. (2011, May). *Experiencing variability in child care quality and maternal sensitivity*. Poster presented at the annual convention of the Association for Psychological Science. Washington, DC.
- 127) *Crane, J., **Winsler**, A. Bader-Tables, R., & Mendoza, D. (2011, May). *Continuous and discontinuous enrollment in special education through early elementary school*. Poster presented at the annual convention of the American Psychological Association. Washington, DC.
- 126) *Deutsch, A., Kitsantas, A., & **Winsler**, A. (2011, May). *First-year college student time management over time: Relations with goals and GPA*. Poster presented at the annual convention of the Association for Psychological Science. Washington, DC.
- 125) *Hutchison, L., Kim, Y., & **Winsler**, A. (2011, May). *Disproportionate representation of language-minority students in special education, 1st – 5th grade*. Poster presented at the annual convention of the American Psychological Association. Washington, DC.
- 124) *LaRocque, B., & **Winsler**, A. (2011, March). Parent-child interaction, scaffolding, private speech, and executive functioning among children with ADHD or high functioning autism. In D. Finestone & J. Lidstone (Chairs), "*If I say so:*" *Current trends in research on private and inner speech*. Symposium presented at the biennial meeting of the Society for Research in Child Development. Montreal, Canada.
- 123) Morrissey, T., Hutchison, L., & **Winsler**, A. (2011, March). Family poverty, school absence, and academic achievement in early elementary school. In T. Morrissey & A. **Winsler** (Chairs), *Exploring mechanisms for poverty's effects on student achievement: Proximal processes, school attendance, and neighborhood effects*. Symposium presented at the biennial meeting of the Society for Research in Child Development. Montreal, Canada.
- 122) *Ansari, A., & **Winsler**, A. (2011, March). *School readiness among low-income, Latino children attending family-day care vs. center-based care*. Poster presented at the biennial meeting of the Society for Research in Child Development. Montreal, Canada.
- 121) *Kim, Y., Hutchison, L., De Feyter, J.J., & **Winsler**, A. (2011, March). *Predictors of gifted placement among low-income dual language learners (DLLs) in Miami*. Poster presented at the biennial meeting of the Society for Research in Child Development. Montreal, Canada.
- 120) *Simpkins, A., & **Winsler**, A. (2011, March). *Relations between school readiness skills, elementary school characteristics, and later academic outcomes for children in poverty*. Poster presented at the biennial meeting of the Society for Research in Child Development. Montreal, Canada.
- 119) *Hutchison, L.A., Kim, Y.K., De Feyter, J.J., & **Winsler**, A. (2010, August). *Disproportionate representation of Latino language-minority kindergarteners in special education*. Poster presented at the annual Conference of the American Psychological Association, San Diego, CA.
- 118) *Hartman, S., Denham, S., Manfra, L., & **Winsler**, A. (2010, June). *Importance of early emotion regulation and expression for academic outcomes among low-income Latino children*. Poster presented at the Tenth Biennial Head Start National Research Conference, Washington, D.C.

* Facilitation/Supervision of student scholarship

- 117) **Winsler**, A., Hutchison, L.A., & Kim, Y.K. (2010, June). *The important role of social and behavioral competence for early elementary school performance among ethnically and linguistically diverse children in poverty*. Paper presented at the 19th National Institute for Early Childhood Professional Development, Phoenix, AZ.
- 116) **Winsler**, A., & LaRocque, R. (2010, June). Private speech and self-regulation among children with problems of executive functioning: Autism and ADHD. In D. Liebermann Finestone (Chair), *Private speech: A tool for cognitive self-regulation*. Paper symposium presented at the annual conference of the Jean Piaget Society. St. Louis, MO.
- 115) *Kim, Y., De Feyter, J., Hutchison, L. Rioja, S., & **Winsler**, A. (2010, April) *Early child and family predictors of English language proficiency by third grade among English language learners in poverty*. Paper presented at the biennial Conference on Human Development, New York.
- 114) *Kim, Y.K., Tran, H., & **Winsler**, A., (2009, May). *English proficiency mediates relations between preschool Spanish competence and 1st grade academic performance among English language learners in poverty*. Poster presented at the annual conference of the Association for Psychological Science, San Francisco, CA.
- 113) *Hutchison, L., Hartman, S., Kim, Y., De Feyter, J. J., & **Winsler**, A. (2009, May). *Relationships between attendance patterns and school performance in kindergarten and first grade*. Poster presented at the annual conference of the Association for Psychological Science, San Francisco, CA.
- 112) *De Feyter, J.J., Tran, H., & **Winsler**, A., Manfra, L., Dinehart, L.H.B., Bleiker, C., & Sembiente, S. (2009, April). *Early academic outcomes for children in family daycare, center-based care, and public school pre-k*. Poster presented at the biennial meeting of the Society for Research in Child Development. Denver CO.
- 111) *Day, K., & **Winsler**, A. (2009, April). *Relations between maternal control strategies, child compliance, and private speech*. Poster presented at the biennial meeting of the Society for Research in Child Development. Denver CO.
- 110) *Gray, M., & **Winsler**, A. (2009, April). *Kindergarten performance of children with autism: The role of early detection and intervention*. Poster presented at the biennial meeting of the Society for Research in Child Development. Denver CO.
- 109) *D'Lima, G., & **Winsler**, A. (2009, April). *Gender and ethnic differences in first-year college students' goal orientation, academic self-efficacy, extrinsic motivation, and intrinsic motivation*. Poster presented at the biennial meeting of the Society for Research in Child Development. Denver CO.
- 108) *Tatro, N., & **Winsler** A. (2009, April). *The role of language skills and (English) phonemic awareness in predicting kindergarten outcomes in native English speakers and English-Language Learners*. Poster presented at the biennial meeting of the Society for Research in Child Development. Denver CO.
- 107) *Kim, Y., & **Winsler**, A. (2009, April). *Predicting preschooler's L2 acquisition: First language, closeness with adults, teacher dominant language*. Poster presented at the biennial meeting of the Society for Research in Child Development. Denver CO.
- 106) *Hutchison, L., & **Winsler**, A. (2009, April). *Relationships between parental stress and executive functioning in typically-developing children, and children with ADHD or Autism*. Poster presented at the biennial meeting of the Society for Research in Child Development. Denver CO.
- 105) **Winsler**, A., Hutchison, L., Bleiker, C., Manfra, L., & Hartman, S. (2009, April). *Should they stay or should they go? Predictors of kindergarten retention among ethnically- and linguistically-diverse children*. Poster presented at the biennial meeting of the Society for Research in Child Development. Denver CO.
- 104) *Koury, A., Ducenne, L., & **Winsler**, A. (2009, April). *Musical experience, private speech, and self-regulation in young children*. Poster presented at the biennial meeting of the Society for Research in Child Development. Denver CO.

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- 103) *Manfra, L., Hartman, S.C., Dinehart, L.H.B., **Winsler**, A., Bleiker, C., Sembiane, S., Tran, H., De Feyter, J.J., & Hutchison, L. (2009, April). *Association between early school readiness assessments and later outcomes in a diverse sample of low-income children*. Poster presented at the biennial meeting of the Society for Research in Child Development, Denver, CO.
- 102) *Huie, F., **Winsler**, A., & Kitsantas, A. (March, 2009). *Self-regulation and academic achievement among employed college students: Does cutting back on number of work hours help?* Poster presented at the annual meeting of the American Educational Research Association, San Diego, CA.
- 101) *Johnson, J., & **Winsler**, A. (2008, June). *Toward beating the odds in preschool and beyond: Developmental and educational outcomes for young migrant children*. Poster presented at the National Head Start Research Conference. Washington, DC.
- 100) Tran, H., Hutchison, L., & **Winsler**, A. (2008, May). *Kindergarten retention and children's school grades in kindergarten and 1st grade among low-income, ethnically diverse children*. Poster presented at the annual convention of the Association for Psychological Science. Chicago, IL
- 99) *Hutchison, L., Crane, J., **Winsler**, A., Mendoza, D., & Bader-Tables, R. (2008, April). *How are typically developing preschool children in reverse mainstream classrooms doing on pre-academic, social skills, and behavior problems compared to typical children in regular pre-kindergarten programs?* Poster presented at the Conference on Human Development. Indianapolis, IN.
- 98) *Hartman, S., & **Winsler**, A. (2007, November). *Preschool and child care practices that foster cognitive and language development among children living in poverty*. Paper presented at the annual convention of the National Association for the Education of Young Children. Chicago, IL.
- 97) Bleiker, C., **Winsler**, A., & Manfra, L. (2007, November). *The Miami School Readiness Project: Linking assessments at age four to outcomes in second grade*. Paper presented at the annual convention of the National Association for the Education of Young Children. Chicago, IL.
- 96) Koury, A.S., & **Winsler**, A. (2007, May). "Say what?" *Young children's private speech during a self-regulation task*. Poster presented at the annual meeting of the Association for Psychological Science. Washington, DC.
- 95) Kitsantas, A., Huie, F., & **Winsler**, A. (2007, May). *Self-regulation and ability predictors of academic success during college*. Poster presented at the annual meeting of the Association for Psychological Science. Washington, DC.
- 94) *Cooper, K., & **Winsler**, A. (2007, May). *School performance grades based on high stakes testing: Relations with student, teacher, and parent perceptions and other Indicators of elementary school quality*. Poster presented at the annual meeting of the Association for Psychological Science. Washington, DC.
- 93) Tran, H., Bor, E., & **Winsler**, A. (2007, May). *The importance of preschool language skills to children's school grades*. Poster presented at the annual meeting of the Association for Psychological Science. Washington, DC.
- 92) *Richard, E., & **Winsler**, A. (2007, May). *Bidirectional associations between social-emotional skills and English language learning among preschoolers*. Poster presented at the annual meeting of the Association for Psychological Science. Washington, DC.
- 91) *Hartman, S.C. Johnson, J., & **Winsler**, A. (2007, May). *Preschool cognitive and language skills and kindergarten retention among ethnically-diverse, low-income children*. Poster presented at the annual meeting of the Association for Psychological Science. Washington, DC.
- 90) *Kim, Y.K., & **Winsler**, A. (2007, May). *Preschool teacher's dominant language and low-income Latino preschooler's learning of English*. Poster presented at the annual meeting of the Association for Psychological Science. Washington, DC.

* Facilitation/Supervision of student scholarship

- 89) *Hutchison, L.A., **Winsler**, A., Bernhard, J.K., & Bleiker, C. (2007, May). *Home literacy environments of low-income families: Relations with children's early literacy outcomes*. Poster presented at the annual meeting of the Association for Psychological Science. Washington, DC.
- 88) Bleiker, C., **Winsler**, A., & Manfra, L. (2007, May). SPARK Miami. In P. Curtis (Chair), *SPARK gets children ready for school*. Paper presented at the annual National Smart Start Conference, Greensboro, NC.
- 87) *Manfra, L., Bor, E., Crane, J., Huie, F., D'Albenzio, K., Conway, C., Hartman, S.C., & **Winsler**, A. (2007, March). *The effects of speech awareness and speech instructions on children's self-talk and performance on a counting task*. Poster presented at the biennial meeting of the Society for Research in Child Development. Boston, MA.
- 86) *Manfra, L., Huie, F., D'Albenzio, K., Conway, C., Bor, E., Crane, J., Hartman, S.C., & **Winsler**, A. (2007, March). *Overt and covert self-speech awareness: Data from introspective and extrospective sources*. Poster presented at the biennial meeting of the Society for Research in Child Development. Boston, MA.
- 85) *Crane, J., **Winsler**, A., Manfra, L., & Hartman, S.C. (2007, March). *Developmental change over time for typical and developmentally disabled preschoolers in an urban, low-income environment*. Poster presented at the biennial meeting of the Society for Research in Child Development. Boston, MA.
- 84) Tran, H., Hartman, S.C., Richard, E., **Winsler**, A., Manfra, L., & Bleiker, C. (2007, March). *Mediating processes between childcare structural quality indicators and preschool outcomes in low-income, diverse families*. Poster presented at the biennial meeting of the Society for Research in Child Development. Boston, MA.
- 83) Bleiker, C., & **Winsler**, A. (2006, November). *Year four of the Miami School Readiness Project: Predicting reading scores and social and emotional development at the end of first grade*. Paper presented at the annual meeting of the National Association for the Education of Young Children, Atlanta, GA.
- 82) Bleiker, C., **Winsler**, A., Manfra, L., Pizano, A., Armbrister, J., Key, B., & Binelo, M. (2006, October). *The state of school readiness for Miami's preschoolers receiving childcare subsidies: Three years of data from the Miami School Readiness Project*. Paper presented at the annual National Black Child Development Institute, Miami, FL.
- 81) *Lobo, Y., & **Winsler**, A. (2006, June). *The effects of a creative dance program on the social competence of Head Start children*. Poster presented at the Eight Head Start National Research Conference. Washington, DC.
- 80) Tran, H., & **Winsler**, A. (2006, June). *The impact of center provider change on the school readiness of diverse, urban, low-income preschool children in subsidized care*. Poster presented at the Eight Head Start National Research Conference. Washington, DC.
- 79) *Hartman, S.C., **Winsler**, A., & Manfra, L. (2006, June). *Low-income children's teacher-child relationships in preschool and social skills at kindergarten entry as predictors of kindergarten performance*. Poster presented at the Eight Head Start National Research Conference. Washington, DC.
- 78) *Crane, J., D'Albenzio, K., & **Winsler**, A. (2006, June). *Parent-teacher agreement and child referral decisions in a subsidized childcare setting*. Poster presented at the Eight Head Start National Research Conference. Washington, DC.
- 77) Tran, H., **Winsler**, A., Hartman, S. C., Manfra, L., & Bleiker, C. (2006, April). *Quantity of use and impact of childcare on low-income preschooler's socio-emotional development*. Poster presented at the Biennial Conference on Human Development. Louisville, KY.
- 76) *D'Albenzio, K., Herold, J., & **Winsler**, A. (2006, April). *Preschool teacher ratings of low-income children's attachment with adults: Gender differences, ethnic differences, and links with children's performance in kindergarten*. Poster presented at the Biennial Conference on Human Development. Louisville, KY.

- 75) Bleiker, C., & **Winsler**, A. (2006, March). *SPARK Florida*. Paper presented at the 2006 National Smart Start Conference, Greensboro, NC.
- 74) **Winsler**, A., Bleiker, C., Hartman, S., Madigan, A.L., Levitt, J., & Ditlow, P. (2005, December). *Fostering school readiness among low-income, ethnically-diverse preschoolers: Kindergarten outcomes for children in Miami-Dade County's early childhood assessment/intervention program*. Paper presented at the annual convention of the National Association for the Education of Young Children. Washington, DC.
- 73) Hartman, S.C., Crane, J., McClaren, E., & **Winsler**, A. (2005, May). *Preschool teacher- and parent-child attachment as predictors of kindergarten performance among children in poverty*. Poster presented at the annual meeting of the American Psychological Society. Los Angeles, California.
- 72) Bernhard, J., **Winsler**, A., Bleiker, C., Ginieniewicz, J., & Madigan, A.L. (2005, April). *The Early Authors Program: Implementing transformative literacy in early childhood education*. Paper presented at the annual meeting of the American Educational Research Association. Montreal, CA.
- 71) *Abar, B., **Winsler**, A., Kitsantas, A., & Ducenne, L. (2005, April). *Gender and ethnic differences in parenting, self-regulation, and academic achievement among first-year college students*. Paper presented at the annual meeting of the American Educational Research Association. Montreal, Canada.
- 70) *Abar, B., **Winsler**, A., Feder, M., & Schunn, C. (2005, April). *Private speech and executive functioning in children with autistic spectrum disorders and ADHD*. Poster presented at the biennial meeting of the Society for Research in Child Development. Atlanta, GA.
- 69) *Manfra, L., **Winsler**, A., & Hartman, S.C. (2005, April). *Relations between low-income preschoolers' self control and language development*. Poster presented at the biennial meeting of the Society for Research in Child Development. Atlanta, GA.
- 68) Bleiker, C., **Winsler**, A., Cheyney, W., Bender, P., de las Posas, A., & Binelo, M. (2004, November). *Making assessments work for intervention: Year 1 report of the Miami Assessment Intervention Program*. Panel session presented at the annual convention of the National Association for the Education of Young Children, Anaheim, CA.
- 67) **Winsler**, A., Manfra, L., Madigan, A.L., & Feder, M. (2004, July). *Differences in child cognitive and socio-emotional outcomes and parent-teacher agreement as a function of language of assessment*. Poster presented at the annual conference of the American Psychological Association, Honolulu, Hawaii.
- 66) *Manfra, L., & **Winsler**, A. (2004, July). *Within-rater changes on children's socio-emotional outcomes when language of assessment changes*. Poster presented at the annual conference of the American Psychological Association, Honolulu, Hawaii.
- 65) *Madigan, A. L., Hartman, S., & **Winsler**, A. (2004, July). *Match/Mismatch between parent, teacher, and child language and children's functioning*. Poster presented at the annual conference of the American Psychological Association, Honolulu, Hawaii.
- 64) Bleiker, C., Cheyney, W., Soden, L.R., Oliver, W., Hernandez, B., Hartman, S., & **Winsler**, A (2004, July). *Monolingual vs. dual-language developmental assessment with bilingual children*. Poster presented at the annual conference of the American Psychological Association, Honolulu, Hawaii.
- 63) *Ducenne, L., Kitsantas, A., & **Winsler**, A. (2004, July). *Use of academic services and its relationship with academic performance, motivation, and learning among first-year college students*. Poster presented at the annual conference of the American Psychological Association, Honolulu, Hawaii.
- 62) *Feder, M., **Winsler**, A., Bleiker, C., & Manfra, L. (2004, July). *The positive effects of subsidized childcare on school readiness of low-income, ethnically diverse preschoolers are not moderated by child attachment*. Poster presented at the annual conference of the American Psychological Association, Honolulu, Hawaii.

* Facilitation/Supervision of student scholarship

- 61) *Madigan, A.L., Hartman, S., & **Winsler**, A. (2004, July). *Multiple risk factors and preschoolers' cognitive and social-emotional adjustment*. Poster presented at the annual conference of the American Psychological Association, Honolulu, Hawaii.
- 60) **Winsler**, A., Bleiker, C., Bender, P., Cheyney, W., & Soden, L. (2004, June). Assessing and promoting early resilience in a culturally diverse, low-income community: Overview and early insights from the Miami-Dade School Readiness Assessment/Intervention Project. In F. Lamb-Parker (Chair), *Assessing and strengthening within-child protective factors to promote school readiness in preschool children*. Symposium presented at the 7th National Head Start Research Conference, Washington, DC.
- 59) **Winsler**, A., Kitsantas, A., & Ducenne, L. (2004, April). *Parenting styles and parental intrusive control as predictors of self-regulated learning, motivation, and performance among first-year college students*. Paper presented at the 18th Biennial Conference on Human Development. Washington, DC.
- 58) **Winsler**, A., Naglieri, J., & Manfra, L. (2004, April). *Children's search strategies and accompanying verbal and motor strategic behavior: Developmental trends and relations with task performance among children aged 5 to 17*. Poster presented at the 18th Biennial Conference on Human Development. Washington, DC.
- 57) *Manfra, L., **Winsler**, A., Feder, M., Madigan, A., & Tyler, S. (2004, April). *Relations between parenting style, and preschoolers' self-control, and language development*. Paper presented at the 18th Biennial Conference on Human Development. Washington, DC.
- 56) Bernhard, J., **Winsler**, A., Bleiker, C., Ambrister, J., Blair, & Ginieniewicz, J. (2004, April). *Authoring books as transformative literacy practice in early childhood programs*. Poster presented at the 18th Biennial Conference on Human Development. Washington, DC.
- 55) *Abar, B., Feder, M., & **Winsler**, A. (2004, April). *Parental report of executive functioning and Wisconsin Card Sort Task performance among children with ADHD and high functioning autism*. Poster presented at the 18th Biennial Conference on Human Development. Washington, DC.
- 54) Madigan, A., **Winsler**, A., Feder, M., & Ducenne, L. (2004, April). *Self-regulation and affective expression during interactions between parents and children with ADHD, and autistic spectrum disorders*. Poster presented at the 18th Biennial Conference on Human Development. Washington, DC.
- 53) Kitsantas, A., **Winsler**, A., & Ducenne, L. (2004, April). *Self-regulation and ability predictors of academic success during the first semester of college*. Paper presented at the 18th Biennial Conference on Human Development. Washington, DC.
- 52) **Winsler**, A., Bleiker, C., Bender, P., Cheyney, W., Manfra, L., & Madigan, A. (2004, April). *The influence of subsidized child care type and quality on child development among urban low-income children: Early findings from the Miami School Readiness Assessment and Intervention Program*. Paper presented at the 18th Biennial Conference on Human Development. Washington, DC.
- 51) *Wheeler, T. L., **Winsler**, A., Chrosniak, L., & Smith, R. (2003, November). *Behavioral and neurological dose effects of methylphenidate (MPH) in the male long Evans hooded rat*. Poster presented at the 33rd annual meeting of the Society for Neuroscience, New Orleans, LA.
- 50) *Chandler-Davis, K., Willson-Quayle, A., Ducenne, L., & **Winsler**, A. (2003, April). *Intrinsic motivation and task performance in low-income Latino preschoolers: Relations with home environment and language proficiency*. Poster presented at the biennial meeting of the Society for Research in Child Development, Tampa, FL.
- 49) *Feder, M., **Winsler**, A., Schunn, C., & Shiflett, K. (2003, April). *Connections between language and executive functioning among children with ADHD and Autism*. Poster presented at the biennial meeting of the Society for Research in Child Development, Tampa, FL.

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- 48) *Manfra, L., Tyler, S., Shiflett, K., & **Winsler**, A. (2003, April). *Correction of speech errors and dysfluencies in preschool children's private speech: Implications for metalinguistic awareness*. Poster presented at the biennial meeting of the Society for Research in Child Development, Tampa, FL.
- 47) **Winsler**, A. (2003, April). *Awareness, attitudes, and beliefs concerning children's private speech: Perspectives from children, parents, and teachers* (A. Winsler, Chair). Symposium presented at the biennial meeting of the Society for Research in Child Development, Tampa, FL.
- 46) **Winsler**, A. Feder, M., & Way, E. (2003, April). Parental attitudes and beliefs concerning children's private speech. Paper presented in *Awareness, attitudes, and beliefs concerning children's private speech: Perspectives from children, parents, and teachers* (A. Winsler, Chair). Symposium presented at the biennial meeting of the Society for Research in Child Development, Tampa, FL.
- 45) **Winsler**, A., & Manfra, L. (2002, August). *Increasing student learning, technology use, and computer skills via use of WebCT in an undergraduate child development course: A pre-post course evaluation study*. Poster presented at the annual convention of the American Psychological Association. Chicago, IL.
- 44) **Winsler**, A., & Naglieri, J.A. (2002, April). *Overt and covert verbal problem-solving strategies: Developmental trends in use, awareness, and relations with task performance in children age 5 to 17*. Paper presented at the Biennial Conference on Human Development. Charlotte, NC.
- 43) *Shiflett, K., **Winsler**, A., & Schunn, C. (2002, April). *Parenting style and parenting stress among children with executive and self-regulatory problems*. Poster presented at the Biennial Conference on Human Development. Charlotte, NC.
- 42) *Way, E., Karas, T., Madigan, A., Tyler, S., & **Winsler**, A. (2002, April). *Video game playing, parental monitoring, and children's academic performance and behavior problems*. Poster presented at the Biennial Conference on Human Development. Charlotte, NC.
- 41) *Chandler, K.D., & **Winsler**, A. (2002, April). *Rewards and punishments for school performance by parents and teachers: Gender and ethnic differences and relations with achievement motivation*. Poster presented at the Biennial Conference on Human Development. Charlotte, NC.
- 40) *Feder, M., **Winsler**, A., & Schunn, C. (2002, April). *Executive functioning in children with ADHD, High Functioning Autism, and controls: Parent report and Tower of Hanoi performance*. Poster presented at the Biennial Conference on Human Development. Charlotte, NC.
- 39) *Manfra, L., **Winsler**, A., Chandler, K.D., & Ducenne, L. (2002, April). *Preschool children's spontaneous use of verbal strategies for delaying gratification*. Poster presented at the Biennial Conference on Human Development. Charlotte, NC.
- 38) *Ducenne, L., Chandler, K.D., Manfra, L., Karas, T.L., & **Winsler**, A. (2002, April). *Preschoolers' nonverbal strategies during a delay task*. Poster presented at the Biennial Conference on Human Development. Charlotte, NC.
- 37) *Caverly, S., Neal, K., & **Winsler**, A. (2002, April). *Sibling influences on pragmatic language development*. Poster presented at the Biennial Conference on Human Development. Charlotte, NC.
- 36) *Caverly, S., Denham, S.A., **Winsler**, A., & Sarampote, N. (2002, April). *Social competence and siblings: Do they make a difference?*. Poster presented at the Biennial Conference on Human Development. Charlotte, NC.
- 35) *Madigan, A.L., Thorvardarson, E., & **Winsler**, A. (2001, August). *Correspondence between maternal and paternal parenting: Implications for child outcomes*. Paper presented at the annual meeting of the American Psychological Association, San Francisco, CA.

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- 34) *Manfra, L., Thorvardarson, E., Ducenne, L., & **Winsler**, A. (2001, August). *Marital satisfaction, job satisfaction, parenting style, and child peer/academic competence*. Paper presented at the annual meeting of the American Psychological Association, San Francisco, CA.
- 33) *Feder, M., Manfra, L., Thorvardarson, E., & **Winsler**, A. (2001, June). *Relations between maternal and paternal views of child behavior*. Paper presented at the annual conference of the American Psychological Society, Toronto, CA.
- 32) **Winsler**, A., Willson-Quayle, A., Wallace, B. A., & Carlton, M.P. (2001, April). *Private speech and self-regulation in the preschool years: Change over time and relations with children's behavior at home and school*. Paper presented at the biennial meeting of the Society for Research in Child Development, Minneapolis, MN.
- 31) *Manfra, L., **Winsler**, A., Wallace, G.L., Willson-Quayle, A., Shami, M., & Thorvardarson, E. (2001, April). *Relations between preschool children's social competence and social and private speech*. Paper presented at the biennial meeting of the Society for Research in Child Development, Minneapolis, MN.
- 30) *Wallace, G.L., **Winsler**, A., Shami, M., Willson-Quayle, A., & Rorrer, A. (2000, August). *Private speech, self-regulation, and behavior problems at home and preschool*. Paper presented at the annual conference of the American Psychological Association. Washington, DC.
- 29) *Willson-Quayle, A., **Winsler**, A., Chandler, K.D., Kim, E., Ducenne, L., Shami, M., Grubba, J., Manfra, L., Maradiaga, J., & Thorvardarson, E. (2000, July). *How much teacher direction is best for promoting low-income Latino preschoolers' learning, motivation, and private speech? A controlled experiment*. Paper presented at the Fifth National Head Start Research Conference, Washington, DC.
- 28) *Manfra, L., **Winsler**, A., Shami, M., Willson-Quayle, A., Wallace, G.L., Thorvardarson, E., Carlton, M.P., & Ford, M.E. (2000, April). *Relations between parenting style and children's private speech and motivation during problem solving*. Paper presented at the Biennial Conference on Human Development, Memphis, TN.
- 27) *Thorvardarson, E., **Winsler**, A., Maradiaga, J.A., Wallace, G.L., Shami, M., & Willson-Quayle, A. (2000, April). *Relations between children's private speech, affect, and task performance during problem solving*. Paper presented at the Biennial Conference on Human Development, Memphis, TN.
- 26) *Wallace, G. L., & **Winsler**, A. (1999, June). *Parent and teacher agreement on preschool children's behavior problems and social skills*. Paper presented at the annual meeting of the American Psychological Society, Denver, CO.
- 25) **Winsler**, A., De León, J.R., Wallace, B., Carlton, M.P., Howell, C., & Long, G.N. (1999, April). *Developmental stability and across-task generalizability of children's private speech during the preschool years*. Paper presented at the biennial meeting of the Society for Research in Child Development, Albuquerque, NM.
- 24) **Winsler**, A., Willson-Quayle, A., Caverly, S.L., Carlton, M.P., Long, G.N., & Howell, C. (1999, April). *The social and behavioral ecology of mixed-age and same-age preschool classrooms: A natural experiment*. Paper presented at the biennial meeting of the Society for Research in Child Development, Albuquerque, NM.
- 23) *Wallace, B.A., **Winsler**, A., & Nesmith, P. (1999, April). *Factors associated with success for college students with ADHD: Are standard accommodations helping?*. Paper presented at the annual conference of the American Educational Research Association, Montreal, Quebec, CA.
- 22) *Srokowski, S., **Winsler**, A., Rines, O.A., & Clark, R.V. (1998, May). *Correspondence between maternal and paternal parenting styles*. Paper presented at the annual conference of the American Psychological Society. Washington, DC.
- 21) *Carlton, M.P., & **Winsler**, A. (1998, April). *On the translation of theory into practice: Children's learning activities in a child-centered preschool and their relation to teacher's perceptions*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.

- 20) **Winsler**, A., de León, J.R., Carlton, M.P., Barry, M.J, Jenkins, T. M., & Carter, K.L. (1997, April). *Components of self-regulation in the preschool years: Developmental stability, validity, and relationship to classroom behavior*. Paper presented at the biennial meeting of the Society for Research in Child Development, Washington, DC. (ERIC Doc. # 413 058)
- 19) **Winsler**, A., Diaz, R. M., McCarthy, E. M., & Bird, R. L. (1997, April). *Two-year follow-up of preschool children at risk for ADHD: Verbal self-regulation and speech-action coordination*. Paper presented at the biennial meeting of the Society for Research in Child Development, Washington, DC. (ERIC Doc. # 413 057)
- 18) **Winsler**, A., Carlton, M. P., & Barry, M.J. (1997, March). *Children's systematic use of private speech in early childhood classrooms*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL. (ERIC Doc. # 411 565)
- 17) **Winsler**, A., Diaz, R.M., & Espinosa, L. (1997, March). *Learning a second language does not mean losing the first: A replication and follow up of bilingual language development in Spanish-speaking children attending bilingual preschool*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL. (ERIC Doc. # 412 768)
- 16) *Phillips, D. M., Riccio, C.A., **Winsler**, A., Harrison, P. L., Iran-Nejad, A., Cound, D., & Carter, K. (1996, August). *Teachers' needs from the field of school psychology*. Paper presented at the annual meeting of the American Psychological Association, Toronto, Ontario, Canada.
- 15) *Cound, J. D., Iran-Nejad, A., **Winsler**, A., Harrison, P. L., Riccio, C. A., & Carter, K. (1996, August). *Meeting teachers' needs from the field of educational psychology*. Paper presented at the annual meeting of the American Psychological Association, Toronto, Ontario, Canada.
- 14) *Chen, W., **Winsler**, A., & Rovegno, I. (1996, April). *Preservice teachers' construction of pedagogical content knowledge for teaching physical education*. Paper presented at the annual meeting of the American Alliance for Health, Physical Education, Recreation, and Dance. Atlanta, GA.
- 13) **Winsler**, A., Carter, K. L., & Speed, S. K. (1996, March). *Parent-child interaction in ADHD children: The social origins of self-regulation*. Paper presented at the biennial Conference on Human Development. Birmingham, AL.
- 12) *Seagraves, M., & **Winsler**, A. (1996, March). *Successful academic intervention for the prevention of juvenile crime*. Paper presented at the annual meeting of the National Association of School Psychologists, Atlanta, GA.
- 11) **Winsler**, A., O'Hara Gordon, A., & Feldman, A. (1995, April). *The self-regulatory quality of private speech in ADHD children*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- 10) McCarthy, E. M., Diaz, R. M., Bird, R. L., & **Winsler**, A. (1995, April). *A longitudinal study of private speech and working memory in five-year-olds at risk for attention deficit hyperactivity disorder*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- 9) **Winsler**, A., Diaz, R.M., McCarthy, E.M., Bird, R.L., & Feldman, A. (1995, March). *Early verbal self-regulation in children at-risk for attention deficit hyperactivity disorder*. Paper presented at the biennial meeting of the Society for Research in Child Development, Indianapolis, IN.
- 8) **Winsler**, A. (1995a, March). *Motivating the reluctant ADHD child: Is it that they can't achieve, don't achieve, or won't achieve?* Paper presented at the annual meeting of the Association for the Education of Gifted Underachieving Students, Birmingham, AL.
- 7) Diaz, R. M., & **Winsler**, A. (1994, April). *Eliciting spontaneous private speech*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

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- 6) Feldman, S. S., Araujo, K., & **Winsler**, A. (1994, February). The relationship context: Its differential effect on sexual attitudes and behaviors. In J. Coleman & S.S. Feldman (Chairs), *Sexuality and interpersonal relationships*. Symposium conducted at the annual meeting of the Society for Research on Adolescence. San Diego, CA.
- 5) **Winsler**, A. (1993, March). *The social interactions and task activities of young children in mixed-age and same-age classrooms: An observational study*. Paper presented at the biennial meeting of the Society for Research in Child Development, New Orleans, LA.(ERIC Doc. # 356 074)
- 4) **Winsler**, A., & Diaz, R. M. (1992, April). *Private speech in the classroom: The effects of activity type, presence of others, classroom context, and mixed-age grouping*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA. (ERIC Doc. # 346 521)
- 3) Pease-Alvarez, L., Hakuta, K., Kuwahara, Y. L., Rodriguez, J. L., Silva, G. J., Whitenack, D., & **Winsler**, A. (1992, April). *Language maintenance and shift in a Mexican immigrant community*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- 2) **Winsler**, A. (1992b, March). "Los dos son importantes:" *Investigating bilingual maintenance and language shift in a Mexican-immigrant community*. Paper presented at the annual meeting of the National Association for Chicano Studies, San Antonio, TX.
- 1) **Winsler**, A., Atencio, D. J., & Diaz, R. M. (1991, April). *Self-regulation training and private speech in impulsive preschoolers*. Paper presented at the biennial meeting of the Society for Research in Child Development, Seattle, WA. (ERIC Doc. # 333 989) (Also presented at the annual meeting of the Western Psychological Association, San Francisco, CA. - April, 1991)

Regional Conferences:

- 29) **Winsler**, A. (2018, February). *Grade Retention in Elementary School: Who is held back and does it help them?* Presentation for the Forum @DC. Washington, DC.
- 28) *Tavassolie, T., & **Winsler**, A. (2018, May). *Migrant preschool children's school readiness and early elementary school performance*. Paper presented at the University of Maryland Diversity Conference. College Park, MD.
- 27) *Dudding, S.M., & **Winsler**, A. (2011, April). *Perceived parenting style, marital conflict, and child outcomes*. Poster presented at the L. Starling Reid UVA Undergraduate Psychology Conference, Charlottesville, VA.
- 26) *Hutchison, L.A., & **Winsler**, A. (2011, March). *Relations between parenting stress and parenting style for children diagnosed with attention deficit hyperactivity disorder or autistic spectrum disorder*. Paper presented at the annual conference of the Virginia Social Science Association. Norfolk, VA.
- 25) *Cambridge-Williams, T., & **Winsler**, A. (2010, April). *University 100: Examining the effect of a first-year program on self-efficacy, self-regulation, help seeking, retention, and graduation*. Poster presented at the L. Starling Reid UVA Undergraduate Psychology Conference, Charlottesville, VA.
- 24) Ansari, A., & **Winsler**, A. (2010, April). *School readiness among low-income, Latino children attending family-day care vs. center-based care*. Paper presented at the L. Starling Reid UVA Undergraduate Psychology Conference, Charlottesville, VA.
- 23) *Tatro, N., **Winsler**, A., & Kitsantas, A. (2009, March). *Will I stay or will I go? The developmental nature of motivation and self-regulation factors in predicting college student drop-out*. Poster presented at the annual conference of the Eastern Psychological Association. Pittsburgh, PA.
- 22) *Koury, A., & **Winsler**, A. (2007, April). *Say what?" Young children's private speech during a self-regulation task*. Poster presented at the L. Starling Reid UVA Undergraduate Psychology Conference, Charlottesville, VA.

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- 21) *Huie, F., **Winsler**, A., & Chrosniak, L. (2006, March). *Motivation, self-regulation, and academic performance in working college students*. Poster presented at the annual meeting of the Eastern Psychological Association, Baltimore, MD.
- 20) *Tatro, N.A., Tran, H., **Winsler**, A., Huie, F., Bor, E., Evans, S., & Payne, P. (2006, March). *Rise and shine: When teenage sleep needs and early school start times conflict*. Poster presented at the annual meeting of the Eastern Psychological Association, Baltimore, MD.
- 19) *Espinoza, L., & **Winsler**, A., (2004, February). *Motivational profiles that characterize students who are and are not performing well in their first year of college*. Poster presented at the Colonial Academic Alliance Undergraduate Research Conference, Wilmington, DE.
- 18) Chandler, K., & **Winsler**, A. (2001, April). *Rewards and punishments for academic performance and students' academic achievement and motivational orientation*. Poster presented at the annual conference of the Eastern Psychological Association, Washington, DC.
- 17) *Ducenne, L., Carter, K.L., Manfra, L., & **Winsler**, A. (2001, April). *Family structure, religiosity, and behavioral outcomes in African-American parochial college students*. Poster presented at the annual conference of the Eastern Psychological Association, Washington, DC.
- 16) *Karas, T., & **Winsler**, A. (2001, April). *Children's video game playing, academic performance, and externalizing behavior problems*. Poster presented at the annual conference of the Eastern Psychological Association, Washington, DC.
- 15) *Maradiaga, J.A., Grubba, J., **Winsler**, A., & Wallace, G. (2000, March). *Self-perceived competence among preschool children in relation to teacher-perceived competence*. Paper presented at the annual conference of the Eastern Psychological Association, Baltimore, MD.
- 14) *Howell, C., Long, G. N., & **Winsler**, A. (1997b, Nov). *Teaching non-English speaking children in an English speaking preschool*. Paper presented at the annual meeting of the Georgia Association for the Education of Young Children, Atlanta, GA.
- 13) *Wallace, B., **Winsler**, A., & Rice, M.L. (1997, June). *Using sound learning theory in the design of intelligent computer assisted instruction*. Paper presented at the annual Alabama Educational Technology Conference, Birmingham, AL.
- 12) *Howell, C., Long, G. N., & **Winsler**, A. (1997a, March). *Teaching non-English speaking children in an English speaking preschool*. Paper presented at the annual meeting of the Alabama Association for Young Children, Athens, AL.
- 11) **Winsler**, A. (1996, November). *Self-regulation and motivation in education*. Symposium presented at the annual meeting of the Mid-South Educational Research Association, Tuscaloosa, AL.
- 10) *de León J. R., & **Winsler**, A. (1996, November). *Fostering self-regulation in the preschool years: Activities for teachers and parents*. Paper presented at the annual meeting of the Mid-South Educational Research Association, Tuscaloosa, AL.
- 9) *Carter, K.L., & **Winsler**, A. (1996, November). *Internalization of religious values at home and at school: Implications for behavioral self-regulation and self-determination in adolescence and young adulthood*. Paper presented at the annual meeting of the Mid-South Educational Research Association, Tuscaloosa, AL.
- 8) *Wallace, B., & **Winsler**, A. (1996, November). *A new model for understanding ADHD and effective, multimodal intervention*. Paper presented at the annual meeting of the Mid-South Educational Research Association, Tuscaloosa, AL.
- 7) *Barstow, L., & **Winsler**, A. (1996, March). *Imaginary audience perceptions and self-consciousness in first-year college students*. Paper presented at the annual meeting of the Southeastern Psychological Association, Norfolk, VA.

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- 6) *King, T., & **Winsler**, A. (1996, March). *Language delay and self-esteem in hearing-impaired children: Implications for educational placement*. Paper presented at the annual meeting of the Southeastern Psychological Association, Norfolk, VA.
- 5) **Winsler**, A. (1995b, November). *The interaction of social and biological causes in attention deficit hyperactivity disorder (ADHD)*. Paper presented at the annual meeting of the Mid-South Educational Research Association, Biloxi, MS.
- 4) **Winsler**, A., Carter, K. L., & Speed, S. K. (1995, November). *Internalization of private speech in ADHD and normal boys*. Paper presented at the annual meeting of the Mid-South Educational Research Association, Biloxi, MS.
- 3) **Winsler**, A. (1994b, November). *Promoting verbal self-regulatory skills in ADHD children*. Paper presented at the annual meeting of the Mid-South Regional Conference on Psychology in the Schools, Huntsville, AL.
- 2) **Winsler**, A. (1992c, April). *Chaos or cooperation?: What do you get when you mix pre-kindergarteners, kindergarteners, and 1st-graders in one classroom?* Workshop given at the annual conference of the Peninsula Chapter of the National Association for the Education of Young Children, Los Altos, CA.
- 1) Diaz, R. M., **Winsler**, A., & Atencio, D. J. (1990, March). *The origins of self-direction in the preschool years*. Workshop given at the annual conference of the Peninsula Chapter of the National Association for the Education of Young Children, Santa Clara, CA.

Invited (non refereed) Presentations/Workshops/Key Note Addresses:

- 90) Winsler, A. (2018, September). *Private speech, self-regulation, executive functioning, and bilingualism*. Presentation given to the University of Leipzig Department of Educational Psychology. Leipzig, Germany.
- 89) Winsler, A. (2018, August). *Becoming Bilingual in Miami: Predictors and Outcomes of English Acquisition for Young Dual Language Learners in Poverty*. Keynote address given at the Bilingual Education Research Conference (BERC): Max Planck Institute for Human Development, Berlin Germany.
- 88) Winsler, A. (2018, June). *Private Speech, Scaffolding, and Self-Regulation in Typical Children and Children with ADHD or Autism*. Keynote address given at the Promoting Psychological Wellbeing in Schools: Clinical and Research Perspectives. University of Calabria, Italy.
- 87) Winsler, A. (2018, April). *Early Childhood Education: What components make the difference?* Workshop provided at the Virginia VPI Coordinator Institute, Staunton, VA.
- 86) Winsler, (2017, December). *Selected Results from the Miami School Readiness Project*. Workshop provided at the first Higher Education Research Design and English Paper Writing in Early Childhood Education Conference. Chinese University of Hong Kong, Shenzhen, China.
- 85) Winsler, (2017, December). *Sustained Effects of Pre-K Programs vs. Fade Out: Be Careful What You Wish for*. Workshop provided at the first Higher Education Research Design and English Paper Writing in Early Childhood Education Conference. Chinese University of Hong Kong, Shenzhen, China.
- 84) Winsler, (2017, December). *Exploratory data analysis techniques, safe statistics, and dealing with missing and nested data*. Workshop provided at the first Higher Education Research Design and English Paper Writing in Early Childhood Education Conference. Chinese University of Hong Kong, Shenzhen, China.
- 83) Winsler, (2017, December). *Current Trends in Research on Early Childhood Education and Child Development (in the USA)*. Workshop provided at the first Higher Education Research Design and English Paper Writing in Early Childhood Education Conference. Chinese University of Hong Kong, Shenzhen, China.
- 82) Winsler, (2017, December). *How to submit research papers to high-quality English journals: All you need you know about peer review*. Workshop provided at the first Higher Education Research Design and English Paper Writing in Early Childhood Education Conference. Chinese University of Hong Kong, Shenzhen, China.

- 81) Winsler, (2017, December). *Effective Research Paper Writing and English and APA Writing Tips*. Workshop provided at the first Higher Education Research Design and English Paper Writing in Early Childhood Education Conference. Chinese University of Hong Kong, Shenzhen, China
- 80) Winsler, A. (2017, May). *Everything you need to know about peer review: How to get your paper published in a top journal*. Presentation given at the Responsible Conduct of Research workshop George Mason University, Fairfax, VA.
- 79) Winsler, A. (2017, January). *Everything you need to know about peer review: How to get your paper published in a top journal*. Presentation given at the George Mason University Faculty Writing Retreat, Fairfax, VA.
- 78) Winsler, A. (2016, October). *Bidirectional relations between early childhood bilingualism and academic, behavioral, and social competence among low-income immigrant, English language learners in Miami, USA*. Presentation given at the George Mason University Linguistics Program Colloquia Series. Fairfax, VA.
- 77) Winsler, A. (2016, March). *The Strengths of Bilingualism, Dual Language Learners, and Immigrant Families: School Readiness, Executive Functioning, and Early School Performance and Behavior*. Presentation given at the Osher Life-Long Learning Center, Fairfax, VA.
- 76) Winsler, A. (2015, June). *Private Speech, Scaffolding, and Self-Regulation in Typically Developing Children and Children with ADHD and ASD*. Presentation given at the Kids Connect. Hong Kong, China.
- 75) Winsler, A. (2015, June). *How to Scaffold Children's Learning and Development*. Presentation given at the Hong Kong Institute of Education. Hong Kong, China.
- 74) Winsler, A. (2015, June). *The Strengths of Bilingualism, Dual Language Learners, and Immigrant Families: School Readiness, Executive Functioning, and Early School Performance and Behavior in the Context of the USA*. Presentation given at the Hong Kong Institute of Education. Hong Kong, China
- 73) Winsler, A. (2015, June). *Exploratory data analysis techniques, safe statistics, and dealing with missing and nested data*. Workshop given at the Hong Kong Institute of Education. Hong Kong, China.
- 72) Winsler, A. (2015, June). *Childcare, School Readiness, Grade Retention, English Language Acquisition, and Early School Performance Among Ethnically Diverse, Dual-Language Learner, Immigrant Children in Poverty: Results from the Miami School Readiness Project (MSRP)*. Workshop given at the Hong Kong Institute of Education. Hong Kong, China.
- 71) Winsler, A. (2015, June). *Private Speech, Scaffolding, and Self-Regulation in Typical developing Children and Children with ADHD and ASD*. Presentation given at the Center for Early Childhood Education and Child Development, University of Macau, Macau.
- 70) Winsler, A. (2015, May). *Private Speech, Scaffolding, and Self-Regulation in Young Children*. Keynote address to be given at the 2015 Neuroscience and Early Childhood Education Symposium. Zhejiang Normal University, Hangzhou, China.
- 69) Winsler, A. (2015, April). *Long-Term Outcomes for Early Childhood Programs, School Readiness, High-Stakes Tests, Retention, and English Language Acquisition Among Ethnically Diverse, Immigrant Children in Poverty: Selected Results from the Miami School Readiness Project*. Presentation given to the Human Resources Research Organization (HumRRO), Alexandria, VA.
- 68) Winsler, A. (2014, October). *Secondary Analyses of the ECLS-B*. Paper presented at the Center for Early Care and Education Research – Dual Language Learners Summit. OPRE. Washington, DC.
- 67) Winsler, A. (2014, September). *Childcare, School Readiness, Kindergarten Retention, English Language Acquisition, and Early School Performance Among Ethnically Diverse, Immigrant Children in Poverty: Results from the Miami School Readiness Project (MSRP)*. Presentation given to the Community Psychology Program, Department of Psychology, University of Virginia, Charlottesville, VA.

- 66) Winsler, A. (2014, August). *Childcare, School Readiness, English Language Acquisition, and Early School Performance Among Dual Language Learner, Immigrant Children in Poverty: Results from the Miami School Readiness Project (MSRP)*. Presentation given to the Abt Associates, Washington DC.
- 65) Winsler, A. (2014, June). *Private speech, scaffolding, and self-regulation in young children*. Presentation given at the Hong Kong Institute of Education, Hong Kong, China.
- 64) Winsler, A. (2014, June). *Publishing and reviewing in top-flight peer-reviewed journals: A mentoring workshop for early-career (and seasoned researchers)*. Workshop presented at the Hong Kong Institute of Education, Hong Kong, China.
- 63) Winsler, A. (2014, June). *Childcare, School Readiness, Kindergarten Retention, English Language Acquisition, and Early School Performance Among Ethnically Diverse, Immigrant Children in Poverty: Results from the Miami School Readiness Project (MSRP)*. Presentation given to the Faculty of Education, University of Macau, China.
- 62) Winsler, A. (2014, June). *Childcare, School Readiness, Kindergarten Retention, English Language Acquisition, and Early School Performance Among Ethnically Diverse, Immigrant Children in Poverty: Results from the Miami School Readiness Project (MSRP)*. Presentation given to South China Normal University, Guangzhou, Guangdong Province, China.
- 61) Winsler, A. (2014, June). *Private speech, scaffolding, and self-regulation in young children*. Presentation given at Hunan Normal University, Changsha, Hunan Province, China.
- 60) Winsler, A. (2014, June). *Publishing and reviewing in top-flight peer-reviewed journals: A mentoring workshop for early-career (and seasoned researchers)*. Workshop presented at Changsha Normal University, Changsha, Hunan Province, China.
- 59) Winsler, A. (2014, June). *Publishing and reviewing in top-flight peer-reviewed journals: A mentoring workshop for early-career (and seasoned researchers)*. Workshop presented at Zhejiang Normal University, Hangzhou, Zhejiang Province, China.
- 58) Winsler, A. (2014, June). *Childcare, School Readiness, Kindergarten Retention, English Language Acquisition, and Early School Performance Among Ethnically Diverse, Immigrant Children in Poverty: Results from the Miami School Readiness Project (MSRP)*. Presentation given to Zhejiang Normal University, Hangzhou, Zhejiang Province, China.
- 57) Winsler, A. (2014, June). *Private speech, scaffolding, and self-regulation in young children*. Presentation given at East China Normal University, Shanghai, China.
- 56) Winsler, A. (2014, June). *Publishing and reviewing in top-flight peer-reviewed journals: A mentoring workshop for early-career (and seasoned researchers)*. Workshop presented at East China Normal University, Shanghai, China.
- 55) Winsler, A. (2014, June). *Private speech, scaffolding, and self-regulation in young children*. Presentation given to Liaoning Normal University, Dalian, Liaoning Province, China.
- 54) Winsler, A. (2014, June). *Childcare, School Readiness, Kindergarten Retention, English Language Acquisition, and Early School Performance Among Ethnically Diverse, Immigrant Children in Poverty: Results from the Miami School Readiness Project (MSRP)*. Presentation to be given at the Research Institute for Early Childhood Education (RIECE) Shandong Yingcai University. Jinan, Shandong, China.
- 53) Winsler, A. (2014, June). *Publishing and reviewing in top-flight peer-reviewed journals: A mentoring workshop for early-career (and seasoned researchers)*. Workshop presented at the Research Institute for Early Childhood Education (RIECE) Shandong Yingcai University. Jinan, Shandong, China.
- 52) Winsler, A. (2014, June). *The reality and future of early childhood research in America: Topics, methods, and trends*. Keynote address given to the 1st Sino-American early childhood research exchange summit. Jinan, Shandong, China.
- 51) Winsler, A. (2013, May). *Private speech, scaffolding, and self-regulation in young children*. Presentation given to the Early Childhood Program, Faculty of Education, Monash University - Frankston, Victoria, Australia.

- 50) Winsler, A. (2013, May). *Private speech, scaffolding, and self-regulation in typical children and children with ADHD and/or autism*. Presentation given to the Murdoch Children's Research Institute, Royal Children's Hospital. Melbourne, Victoria, Australia.
- 49) Winsler, A. (2013, May). *Publishing and reviewing in top-flight peer-reviewed journals: A mentoring workshop for early-career (and seasoned researchers)*. Workshop presented at the Early Childhood Program, Faculty of Education, Monash University - Frankston, Victoria, Australia.
- 48) Winsler, A. (2013, April). *Publishing and reviewing in top-flight peer-reviewed journals: A mentoring workshop for early-career (and seasoned researchers)*. Workshop presented for the Faculty of Teacher Education, Charles Sturt University - Albury, New South Wales, Australia.
- 47) Winsler, A. (2013, April). *Short- and long-term effects of a culturally sensitive preschool literacy program: The Early Authors Program (EAP) in Miami-Dade County Florida, USA*. Presentation given for the Pedagogies for Educational Transitions Program. Faculty of Teacher Education, Charles Sturt University - Albury, New South Wales, Australia.
- 46) Winsler, A. (2013, April). *Long-term associations between children's school readiness and later outcomes in school, and long-term effects of a culturally sensitive preschool literacy intervention: Results from the Early Authors Program and the Miami School Readiness Project*. Presentation given for the Faculty of Teacher Education, Charles Sturt University - Dubbo, New South Wales, Australia.
- 45) Winsler, A. (2013, April). *Private speech, scaffolding, and self-regulation in typical children and children with ADHD and/or autism*. Presentation given for the Faculty of Teacher Education, Charles Sturt University - Dubbo, New South Wales, Australia.
- 44) Winsler, A. (2013, March). *Publishing and reviewing in top-flight peer-reviewed journals: A mentoring workshop for early-career (and seasoned researchers)*. Workshop presented for the Faculty of Teacher Education, Charles Sturt University - Bathurst, New South Wales, Australia.
- 43) Winsler, A. (2013, March). *Private speech, scaffolding, and self-regulation in young children with and without problems of executive function*. Presentation given for the Faculty of Teacher Education, Charles Sturt University - Bathurst, New South Wales, Australia..
- 42) Winsler, A. (2013, March). *Child, Family, and Childcare Predictors of Delayed School Entry and Kindergarten Retention Among Linguistically and Ethnically Diverse Children - Overview of the Miami School Readiness Project (MSRP) - Behind the Scenes Evolution of a Project from a Big Data Set to Data Organization, Analyses, and Peer Review*. Workshop presented for the Faculty of Teacher Education Writing Workshop, Charles Sturt University - Bathurst, New South Wales, Australia.
- 41) Winsler, A. (2013, March). *Publishing and reviewing in top-flight peer-reviewed journals: A mentoring workshop for early-career (and seasoned researchers)*. Workshop presented for the School of Psychological Science, University of Melbourne, Victoria, Australia.
- 40) Winsler, A. (2013, March). *Overview of the Miami School Readiness Project (MSRP): Reflections on Large-Scale University-Community Partnerships*. Presentation given for the Early Years Education CRN Leadership Planning Meeting Sydney, NSW, Australia.
- 39) Winsler, A. (2013, February). *Publishing and reviewing in top-flight peer-reviewed journals: A mentoring workshop for early-career (and seasoned researchers)*. Workshop presented for the School of Early Childhood, Queensland University of Technology. Brisbane, Queensland, Australia.
- 38) Winsler, A. (2013, February). *Private speech, scaffolding, and self-regulation in young children with and without problems of executive function*. Presentation given for the School of Early Childhood, Queensland University of Technology. Brisbane, Queensland, Australia.

- 37) Winsler, A. (2012, April). *Early school transitions and trajectories for low-income Dual Language Learners (DLLs) in Miami: Immigration, retention, childcare, social skills, and English proficiency*. Presentation given for the Center for Children, Relationships, and Culture Seminar Series, University of Maryland, MD.
- 36) Winsler, A. (2012, April). *Early school transitions and trajectories for low-income Dual Language Learners (DLLs) in Miami: Immigration, retention, childcare, social skills, and English proficiency*. Presentation given to the Board of Directors, Early Learning Coalition of Miami-Dade/Monroe. Miami, FL.
- 35) Winsler, A. (2012, March). *Child Private Speech and Self-Regulation*. Workshop given at the George Mason University Child Development Center's Professional Development Day, Fairfax, VA.
- 34) Winsler, A. (2010, March). *Private Speech, Self-Regulation, and Parent-Child Scaffolding among Children with Problems of Executive Functioning: Autism and ADHD*. Presentation given at University of Waterloo. Waterloo, Ontario, Canada.
- 33) Winsler, A. (2010, March). *School readiness, kindergarten retention, center stability, and the long-term predictability of preschool assessments for ethnically and linguistically diverse, largely immigrant children in poverty: Early lessons learned from the Miami School Readiness Project*. Presentation given at Child Trends. Washington, DC.
- 32) Winsler, A. (2009, October). *School readiness, kindergarten retention, center stability, and the long-term predictability of preschool assessments for ethnically and linguistically diverse, largely immigrant children in poverty: Early lessons learned from the Miami School Readiness Project*. Presentation given at Westat, Inc. Washington, DC.
- 31) Winsler, A. (2007, October). *Assessing and reducing risk for the transition to school among diverse children in poverty attending early childhood programs: The Miami School Readiness Project*. Presentation given as part of the speaker series for the IES Interdisciplinary Training Center. University of Miami. Miami, FL.
- 30) Winsler, A. (2007, October). *Assessing and reducing risk for the transition to school among diverse children in poverty attending early childhood programs: The Miami School Readiness Project*. Presentation given as part of the Risk and Prevention Speaker Series. IES Interdisciplinary Training Center. University of Virginia. Charlottesville, VA.
- 29) Winsler, A. (2007, June). "So THIS is why we do child assessments" *Useful results from Monroe County Creative Curriculum and DECA assessments*. Workshop given at the 15th annual Wesley House Family Services Spring Conference. Duck Key, FL.
- 28) Winsler, A. (2006, October). *The ABC's of ADHD: Understanding Attention Deficit Hyperactivity Disorder in the early childhood classroom*. Workshop given for Alexandria Head Start. Alexandria, VA.
- 27) Winsler, A., & Hartman, S. (2006, February). *Fostering school readiness and successful school transitions: Assessment, intervention, and outcomes for children attending (REM) childcare centers in Miami-Dade County*. Workshop given at the REM Learning Center. Miami, FL.
- 26) Winsler, A. (2006, February). *Fostering successful transitions to school in Miami-Dade: Yr3 (2004-2005) report to the Board of the Early Learning Coalition of Miami-Dade/Monroe assessment and intervention programs*. Presentation given to the Board of Directors, Early Learning Coalition of Miami-Dade/Monroe. Miami, FL.
- 25) Winsler, A. (2006, January). *Why are they talking to themselves?" Understanding and facilitating children's private speech and self-control*. Workshop given at the Kiddie Country Child Development Center. Burke, VA.
- 24) Winsler, A. (2005, September). *The ABC's of ADHD: Understanding Attention Deficit Hyperactivity Disorder in the early childhood classroom*. Workshop given for the Potomac Association of Cooperative Teachers. Falls Church, VA.
- 23) Winsler, A. (2005, March). *School readiness*. Workshop given at the George Mason University Child Development Center's Professional Development Day, Fairfax, VA.
- 22) Winsler, A., & Bleiker, C. (2004, December). *Assessment/Intervention Program: Summary of MDCPS findings Yr2 (2003-2004)*. Presentation given to the Board of Directors, Miami-Dade County School Readiness Coalition. Miami, FL.

- 21) [Winsler, A. \(2004, November\)](#). *Still talking to ourselves after all these years: Vygotsky, private speech, and self-regulation*. Invited keynote address given at the First International Symposium on the Self-Regulatory Functions of Language. Madrid, Spain.
- 20) Winsler, A., & Bleiker, C. (2004, September). *Assessment/Intervention Program: Summary of findings from Yr2 (2003-2004)*. Presentation given to the Board of Directors, Miami-Dade County School Readiness Coalition. Miami, FL.
- 19) Winsler, A., & Bleiker, C. (2003, September). *Assessment/Intervention Program: Summary of PRE-POST findings from the Yr1 (2002-2003) Assessment*. Presentation given to the Board of Directors, Miami-Dade County School Readiness Coalition. Miami, FL.
- 18) Winsler, A. (2003, April). *School readiness*. Professional development workshop given at the Wesley United Methodist Preschool, Vienna, VA.
- 17) Winsler, A. (2003, February). *Cultural historical applications in the early childhood classroom: Scaffolding, language, and self-regulation*. Invited address given at the first Miami CHAT (Cultural-Historical Activity Theory) Symposium Miami, FL.
- 16) Winsler, A. (2003, February). *School readiness*. Workshop given at the George Mason University Child Development Center's Professional Development Day, Fairfax, VA.
- 15) Winsler, A. (2002, November). *Scaffolding Children's Learning: A Vygotskian Approach to Early Childhood Education*. Professional development workshop given at the National Child Research Center, Washington, DC.
- 14) Winsler, A. (2002, September). *The ABC's of ADHD: Understanding Attention Deficit Hyperactivity Disorder in the early childhood classroom*. Community education workshop given at the Fauquier County Library, Warrenton, VA.
- 13) Winsler, A. (2002, August). *Scaffolding Children's Learning: A Vygotskian Approach to Early Childhood Education*. Professional development workshop given at the Reston Children's Center, Reston, VA.
- 12) Winsler, A. (2002, March). *School Readiness*. Presentation given at Lowe's Island Village Green Day School, Potomac Falls, VA.
- 11) Winsler, A. (2002, January). *Scaffolding Children's Learning: A Vygotskian Approach to Early Childhood Education*. Workshop given at the GMU Child Development Center's Professional Development Day, Fairfax, VA.
- 10) Winsler, A. (2001, August). *The ABC's of ADHD: Understanding Attention Deficit Hyperactivity Disorder in the early childhood classroom*. Professional development workshop given at the Reston Children's Center, Reston, VA.
- 9) Winsler, A. (2001, July). *Why do we sing "Bells Away" anyway?: Links between music, language, and behavioral control during early childhood*. Keynote address given to the Kindermusik Educators of America (KEA) Biennial Convention. Washington, DC.
- 8) Winsler, A. (2001, February). *Continued Applications of a Vygotskian Approach to Early Childhood Education: Private Speech in the Classroom & Dynamic Assessment*. Workshop given at the National Child Research Center, Washington, DC.
- 7) Winsler, A. (2001, January). *The ABC's of ADHD: Understanding Attention Deficit Hyperactivity Disorder in the early childhood classroom*. Workshop given at the George Mason University Child Development Center's Professional Development Day, Fairfax, VA.
- 6) Winsler, A. (2000, November). *The ABC's of ADHD: Understanding Attention Deficit Hyperactivity Disorder in the early childhood classroom*. Professional development workshop given at the Reston Children's Center, Reston, VA.
- 5) Winsler, A. (2000, May). *Scaffolding Children's Learning: A Vygotskian Approach to Early Childhood Education*. Workshop given at the National Child Research Center, Washington, DC.

- 4) Winsler, A. (1999, November). *Scaffolding children's development in the context of Kindermusik®*. Workshop given to Kindermusik® International. Greensboro, NC.
- 3) Winsler, A. (1999, September). *Does learning a second language mean losing the first? Bilingual language acquisition and loss in low-income, Mexican-American children*. Presentation as part of CAS Faculty Talks and Hispanic Heritage Month. Borders Book and Music. Fairfax, VA.
- 2) Winsler, A. (1999, March). *Early child development and the importance of Kindermusik®*. Workshop given for LittleHands Kindermusik® Inc. Centreville, VA.
- 1) Winsler, A. (1999, January). *Why are they talking to themselves?" Understanding and facilitating children's private speech and self-control*. Workshop given at the George Mason University Child Development Center's Professional Development Day, Fairfax, VA.

Research Grants/Contracts

2018-2021	Institute for Education Sciences (IES) (GMU sub-award from UNC) La Forett, D., Franco, X., & Winsler, A. (co-PIs) <i>Young Children in Dual Language Education Programs: Language of Instruction, Student Classroom Engagement and Motivation, and Student-Teacher Relationships as Contributors to Academic Outcomes</i>	\$184,352
2018-2020	National Endowment for the Arts (NEA) Goldstein, T., Winsler, A., & Sheridan, K. (PIs) <i>The Mason Arts Research Center (MasonARC)</i>	\$149,951
2017-2018	Virginia Repertory Theatre Winsler - <i>Evaluation of the FIELD Theatre for the Very Young program</i>	\$17,500
2017	George Mason University College of Humanities and Social Sciences Winsler, A., & Serafini, E. (co-PIs) • <i>Which bilingual education model is linked to stronger English language acquisition and long-term educational success for low-income, dual language learners?</i>	\$5,000
2015-2016	National Endowment for the Arts (NEA) Winsler (PI) <i>Middle School Arts Electives Among Low-Income, Ethnically Diverse Students: Who Takes Them, for How Long, and What are the Academic Benefits?</i>	\$20,000
2013-2015	Elsevier Science Publishers (\$55,000/year for 3 years) • Winsler - Editorship support for <i>Early Childhood Research Quarterly</i>	\$165,000
2010-2012	Elsevier Science Publishers (\$47,500/year for 4 years) • Winsler - Editorship support for <i>Early Childhood Research Quarterly</i>	\$142,500
2010	The Children's Trust • Manfra, L., & Winsler, A., – <i>Long-Term Follow-up of School Success in Grades 3 through 5 for Children Attending Different Early Childhood Programs in Miami-Dade</i>	\$59,530

2008-2009	The Children's Trust • Manfra, L., & Winsler, A., – <i>Long-Term Follow-up of School Success in Grades 3 through 5 for Children Attending Different Early Childhood Programs in Miami-Dade</i>	\$61,625
2007-2008	The Children's Trust • Winsler, A., & Bleiker, C. – <i>Long-Term Follow-up of School Success in Grades 3 through 5 for Children Attending Different Early Childhood Programs in Miami-Dade</i>	\$86,846
2006-2007	Early Learning Coalition of Miami-Dade/Monroe • Winsler, A. – <i>Miami-Dade County School Readiness Assessment/ Intervention Project: Continued Database Management, Data Analysis, and Program Evaluation</i>	\$287,369
2006-2010	Elsevier Science Publishers (\$47,500/year for 4 years) • Winsler - Editorship support for <i>Early Childhood Research Quarterly</i>	\$190,000
2005-2007	Subcontract with the Institute for Education Sciences and FIU • Winsler, A. – <i>Learning Educational Approaches to Reading Now (LEARN): Early Reading First Evaluation</i>	\$10,000
2005-2006	Early Learning Coalition of Miami-Dade/Monroe • Winsler, A. – <i>Miami-Dade County School Readiness Assessment/ Intervention Project: Continued Database Management, Data Analysis, and Program Evaluation</i>	\$241,500
2004-2005	George Mason University - Interdisciplinary GRA Award Continuation • Kitsantas, A., & Winsler, A. - <i>Self-Regulated Learning, Motivation, and Study Skills Among University Freshman: Predicting Academic Retention and Success</i>	\$20,827
2003-2007	Subcontract with Kellogg Foundation and Florida International University • Winsler, A. – <i>SPARK: Supporting Partnerships to Assure Ready Kids: Early Childhood Intervention and Evaluation</i>	\$50,000
2003-2004	Kindermusik International® Winsler, A., & Ducenne, L. - <i>The Effects of Kindermusik on the Development of Early Childhood Behavioral Self-Regulation</i>	\$8,460
2003-2004	Subcontract with ABT Associates and Florida International University • Winsler, A. - <i>Project Upgrade: Early Childhood Curriculum Evaluation</i>	\$6,000
2003-2005	Miami-Dade County School Readiness Coalition Expansion Subcontract with Florida International University • Winsler, A. – <i>Miami-Dade County School Readiness Assessment/Intervention Project: Database Management, Data Analysis, and Program Evaluation</i>	\$120,537

2003-2004	College of Arts & Sciences (CAS) - Graduate Research Assistant award • Winsler, A. - <i>Strategy Adaptivity, Environmental Awareness, Executive Functioning, and Private Speech in High Functioning Autistic Children and Children with ADHD</i>	\$ 8,338
2002-2005	Miami-Dade County School Readiness Coalition Subcontract with Florida International University • Winsler, A. – <i>Miami-Dade County School Readiness Assessment/ Intervention Project: Database Management, Data Analysis, and Program Evaluation</i>	\$462,517
2002	George Mason University - Interdisciplinary GRA Award • Kitsantas, A. & Winsler, A. - <i>Self-Regulated Learning, Motivation, and Study Skills Among University Freshman: Predicting Academic Retention and Success Over the First Year</i>	\$20,287
2001	Autism Society of America Foundation (ASAF) - • Winsler, A., & Schunn, C. (Competitive Continuation) <i>The Role of Environmental Awareness and Private Speech in Adapting and Controlling Behavior in Children with Autism</i>	\$24,998
2001	College of Arts & Sciences (CAS) - Graduate Research Assistant award • Winsler, A. - <i>Young Children's Awareness of Private Speech</i>	\$15,186
2001	GMU Office of the Provost's - Research Funding for Tenured Faculty • Winsler, A. - <i>Young Children's Awareness of Private Speech</i>	\$4,800
2000	Autism Society of America Foundation (ASAF) • Schunn, C., Winsler, A., & Wallace, G. - <i>The Role of Environmental Awareness and Private Speech in Adapting and Controlling Behavior in Children with Autism</i>	\$24,963
2000	College of Arts & Sciences (CAS) - Graduate Research Assistant award • Winsler, A. - <i>The Development of Language, Private Speech, and Self-Regulation in Preschool Children</i>	\$15,186
1999	College of Arts & Sciences - Technology Across the Curriculum Award • Winsler, A., & Pasnak, R. - <i>Technological Enhancements in the Teaching of Developmental Psychology at GMU</i>	\$10,757
1999	College of Arts & Sciences (CAS) - Graduate Research Assistant award • Winsler, A. - <i>Scaffolding, Private Speech, and Motivation in Young Children</i>	\$8,844
1998	College of Arts & Sciences (CAS) - Course release for grant preparation • Winsler, A. - <i>The Development of Verbal Self-Regulation in Children</i>	\$5,300

1998	College of Arts & Sciences - Technology Across the Curriculum Award • Winsler, A., & Pasnak, R. - <i>Technological Enhancements in the Teaching of Developmental Psychology at GMU</i>	\$29,840
1998	College of Arts & Sciences (CAS) - George Mason University • Winsler, A. - <i>The Creation of Web-Based Supplementary Instructional Materials for Undergraduate Courses in Developmental Psychology at GMU</i>	\$4,240
1998	George Mason University - Interdisciplinary GRA Award • Winsler, A., & Ford, M.E. - <i>Scaffolding Young Children's Motivation for Learning</i>	\$10,148
1997	George Mason University Faculty Summer Research Support • Winsler, A. - <i>Scaffolding Young Children's Motivation for Learning</i>	\$3,500
1997	University of Alabama Research Advisory Committee Faculty Research Grant • Winsler, A. - <i>The Social and Behavioral Ecology of Mixed-Age and Same-Age Preschool Classrooms</i>	\$4,000
1996	College of Education Research Grant • Winsler, A. - <i>The Role of Private Speech in the Development of Behavioral Self-Regulation in Young Children: A Longitudinal Study</i>	\$1,154
1996	College of Education Research Grant • Winsler, A., Howell, C., & Long, G. - <i>The Private Speech of Bilingual Children Attending English Preschool</i>	\$1,040
1995	College of Education Research Grant • Winsler, A. - <i>The Role of Private Speech in the Development of Behavioral Self-Regulation in Young Children</i>	\$1,000
1995	University of Alabama Research Grants Committee Faculty Research Grant • Winsler, A. - <i>Early Classroom Contexts and the Development of Self-Regulation in Children</i>	\$4,000
1994	College of Education Research Grant • Winsler, A. - <i>Abbreviation and Internalization of Private Speech in ADHD and Normal School-Age Children</i>	\$1,250
1994/1995	College of Education Research Grant • Harrison, P. L., Iran-Nejad, A., Riccio, C., & Winsler, A. -- <i>Teachers' Needs From the Fields of Educational and School Psychology</i>	\$2,100
1993	Stanford University School of Education Student Travel Grant	\$600
1992	Stanford University School of Education Student Travel Grant	\$400

Awards

2012	Recipient	GMU OSCAR Undergraduate Mentoring Award	\$3,000
2005	Fellow	American Psychological Association (APA) Division 7 (Developmental Psychology)	
2006	Fellow	American Educational Research Association (AERA)	
1999	Finalist	GMU Excellence in Teaching Award	
1993		American Psychological Association (APA) Dissertation Research Award	\$500
1992		Stanford University School of Education Dissertation Research Award	\$250
Total Internal Research Grant Funds			\$181,047
Total External Research Grant Funds			<u>\$2,314,148</u>
Total Research Grant Funds			<u>\$2,495,195</u>

Professional Memberships

American Educational Research Association (AERA)
 American Psychological Association (APA)
 Divisions: (7) Developmental Psychology - Fellow
 American Psychological Society (APS)
 National Association for the Education of Young Children (NAEYC)
 Society for Research in Child Development (SRCD)
 Southern Early Childhood Association (SECA)
 Virginia Association for Early Childhood Education (VAECE)

Consulting

2017-2018 Evaluation of Virginia Repertory Theatre's *Theatre for the Very Young* program

2017-2018 Culture of Continuous Learning Technical Expert Panel
 Child Trends, OPRE, HHS, ACF

2015-2017 Virginia Department of Education (VDOE)
 School Readiness Consulting, LLC
 VPI+ Educational Advisory Board

2015 Visiting International Scholar
 Hong Kong Institute of Education, Hong Kong, China

2014 Visiting International Scholar
 Hong Kong Institute of Education, Hong Kong, China
 Faculty of Education - University of Macau, China
 Research Institute for Early Childhood Education (RIECE) Shandong Yingcai
 University. Jinan, Shandong, China

2013	Visiting International Scholar – Early Years Collaborative Research Network School of Early Childhood, Queensland University of Technology (Brisbane) School of Teacher Education, Charles Sturt University (Bathurst, Albury, Dubbo) Faculty of Education, Early Childhood Education, Monash University (Frankston)	
2015	Member	Bridging the Word Gap - Network of Researchers
2010-2012	Consultant / Advisory Board	Center for Early Care and Education Research – Dual Language Learners (CECER-DLL)
2009-2010	Consultant / Research Advisor	Ready Kids Follow-up - SPARK Walter R McDonald & Associates – Kellogg Foundation
2009-2010	Program Evaluation / Data Analysis Measuring the Quality and Continuity of PK-3 Schooling Contexts and Investigating their Cumulative Impacts on Children’s Academic and Behavioral Outcomes	UC Berkeley Foundation for Child Development
2009-2010	Program Evaluation / Data Analysis	SPARK3 Miami – Third Grade Follow-up Walter R McDonald & Associates – Kellogg Foundation
2003-2008	Research Design / Data Analysis / Data Base Integration	SPARK - FIU Early Childhood Initiative Foundation
2003	Research Design / Data Analysis / Data Base Integration	Project Upgrade ABT Associates, Boston, MA
2003-2004	Research Design / Data Analysis / Program Evaluation	Early Authors Program Miami-Dade School Readiness Coalition
2003	Data Analysis / Program Evaluation	Pre-K Assessment / Intervention Program Miami-Dade County Public Schools
2003-	Consultant	Devereux Foundation
2002 2000	Consultant Research Design / Proposal Development	McGuire Woods, LLP Reading Recovery Program Evaluation Loudon County Public Schools
1999	Content Provider for Companion Website / CD	Prentice Hall Publishing

1993 Research Design /
Proposal Development

San Mateo County Juvenile Probation
Walter S. Johnson Foundation

Courses Taught to Date

George Mason University

HNRS 110	Research Methods
HNRS 230	Cross Cultural Perspectives in Human Behavior
PSYC 260	Basic Research Methods in Psychology
PSYC 313	Child Psychology
PSYC 379	Applied Cross Cultural Psychology
PSYC 350/597/897	Directed Reading and Research in Psychology
PSYC 460	Independent Study in Psychology
PSYC 612	Advanced Statistical and Research Methods in Psychology II
PSYC 646	Issues and Methods in Longitudinal/Developmental Research
PSYC 780	Applied Developmental Psychology
PSYC 792	Practicum in Applied Developmental Psychology
PSYC 890/590	Professional Seminar in Psychology
PSYC 592/892	Early Childhood Education, Child Care, and School Readiness
PSYC 615	Language Development
PSYC 898/899	Doctoral Dissertation Proposal / Dissertation
BIS 489	Directed Readings and Research
BIS 490	Bachelor of Individualized Study Project
NCLC 395	Technology Apprenticeship Program
CAS 485	International Internship

University of Alabama

BEP 500	Advanced Educational Psychology
BEP 550	Life-Span Development
BEP 640	Interactionist Perspectives on Teaching and Learning
BEP 660	The Study of Abnormal Behavior
BEP 665	Self-Regulation and Motivation in Education
BEP/BSP 673	Seminar in Educational/School Psychology
BEP/BSP 689	Practicum in Educational/School Psychology
BEP 690	Readings in Educational Psychology
BEP 698	Non Dissertation Research

Stanford University

ED 250B	Intermediate Statistics for Education and the Behavioral Sciences
ED 350	Research Practicum in Psychology and Education

Professional Activities, Awards, and ServiceDepartment

- 2018 Chair P & T Fact-Finding Committee Department of Psychology
George Mason University
- 2018 Member P & T Fact-Finding Committee Department of Psychology
George Mason University
- 2016-pres. Assistant Director, ADP Program Department of Psychology
George Mason University
- 2014-pres. Associate Chair of Graduate Studies Department of Psychology
George Mason University
- 2016 Member, ADP Faculty Search Committee Department of Psychology
George Mason University
- 2008-pres. Member Mentorship Committee Department of Psychology
George Mason University
- 2005-2016 Faculty Applied Developmental Psychology Department of Psychology
Advisor Student Group (ADPSG) George Mason University
- 2003-2014 Advisor Psychology Student Diversity Affairs Department of Psychology
Committee (PSDAC) George Mason University
- 2008-2013 Member Faculty Evaluation Committee Department of Psychology
George Mason University
- 2008-2014 Member Diversity Affairs Committee Department of Psychology
George Mason University
- 2012 Member School Psych Search Committee Department of Psychology
George Mason University
- 2012 Member P & T Fact-Finding Committee Department of Psychology
George Mason University
- 2011 Chair P & T Fact-Finding Committee Department of Psychology
George Mason University
- 2010 Chair Clinical Search Committee Department of Psychology
George Mason University
- 2006-2008 Member Resource Committee Department of Psychology
George Mason University

- 2006-2012 Member Quantitative Committee Department of Psychology
George Mason University
- 2005-2006 Member Applied Developmental Faculty Search Committee Department of Psychology
George Mason University
- 2003-2008 Chair Diversity Affairs Committee Department of Psychology
George Mason University
- 2003-2007 Coordinator DBS Prospective Graduate Student Open House Department of Psychology
George Mason University
- 2002 Chair DBS Professional Seminar Revisions Committee Department of Psychology
George Mason University
- 2002 Member I/O Faculty Search Committee Department of Psychology
George Mason University
- 2001-2003 Member Diversity Affairs Committee Department of Psychology
George Mason University
- 2001-2003 Member Infancy/Early Childhood Faculty Search Committee Department of Psychology
George Mason University
- 2000 Chair DBS – Student Awards Committee Department of Psychology
George Mason University
- 2000 Member Applied Decision Making Faculty Search Committee Department of Psychology
George Mason University
- 1999 Member Center for Cognitive Development Search Committee Department of Psychology
George Mason University
- 1999 Member Center for Cognitive Development Advisory Committee Department of Psychology
George Mason University
- 1998-2001 Chair Task Force on Student Course Evaluations Department of Psychology
George Mason University
- 1998-2001 Member Undergraduate Committee Department of Psychology
George Mason University
- 1999 Member I/O Faculty Search Committee Department of Psychology
George Mason University
- 1998 Member I/O Faculty Search Committee Department of Psychology
George Mason University

- 1998 Chair DPS - Comprehensive Examination Revisions Committee Department of Psychology
George Mason University
- 1997 Member DPS - Student Fellowship Selection Committee Department of Psychology
George Mason University
- 1997 Member School Psychology Search Committee UA - College of Education

College

- 2018- Chair Resources and Long-Range Planning Committee CHSS - GMU
- 2017- Member Promotion and Tenure Committee CHSS - GMU
- 2017 Member Resources and Long-Range Planning Committee CHSS - GMU
- 2016-2017 Member Dean's Challenge Review Committee CHSS - GMU
- 2015-2016 Member Study Leave Review Committee CHSS - GMU
- 2008-2014 Member Information Technology Committee CHSS - GMU
- 2008-2012 Chair Faculty Grievance Committee CHSS - GMU
- 2007-2008 Chair African-American Studies Search Comm. LAHS - GMU
- 2006-2007 Member African-American Studies Search Comm. LAHS - GMU
- 2002-2005 Member Promotion & Tenure Committee CHSS - GMU
- 2001-2004 Member Technology Policy Committee CAS - GMU
- 1998 Member Technology Across the Curriculum CAS - GMU
- 1996 Chair Research Committee UA - College of Education
- 1995-1997 Member Faculty Council UA - College of Education
- 1995 Member Research Committee UA - College of Education
- 1995 Member Technology Advisory Committee UA - College of Education
- 1994 Member Curriculum Committee UA - College of Education
- 1994-1995 Member Merit Committee University of Alabama

University

- 2016 Spr. Interim Ass. Director Acting Chair - Students as Scholars Committee (SSA) OSCAR
George Mason University
- 2015-2016 Member Ass. Director SSA Search Committee OSCAR - GMU

- | | | | |
|--------------|-----------------|---|--|
| • 2012-pres. | Member | Students as Scholars QEP Committee | OSCAR - GMU |
| • 2013 | Member | HDFS Program Advisory Board | College of Education & Human Development |
| • 2013 | Chair | Tenure Appeal Board | Office of the Provost
George Mason University |
| • 2011-2012 | Co-Chair | Planning Team for Development of HDFS program | College of Education & Human Development |
| • 2011 | Member | Tenure Appeal Board | Office of the Provost
George Mason University |
| • 2003 | Member | First Tier P & T Committee | School of Education
George Mason University |
| • 2002-pres. | Member | Educational Psychology Graduate Program Advisory Committee | School of Education
George Mason University |
| • 2002-2004 | Member | Retention Committee | Office of the Provost
George Mason University |
| • 2002 | Member | Faculty Dismissal Review Committee | Office of the President
George Mason University |
| • 2001 | Member | Educational Psychology Faculty Search Committee | School of Education
George Mason University |
| • 2000 | Member | School Counseling Faculty Search Committee | School of Education
George Mason University |
| • 1999-pres. | Faculty Advisor | Child Welfare Certificate Program | George Mason University |
| • 1999 | Member | School Counseling Faculty Search Committee | School of Education
George Mason University |
| • 1995-1996 | Member | University Awards Committee | University of Alabama |
| • 1994-1997 | Member | Educational Psychology/Human Development Collaborative Steering Committee | University of Alabama |

Local /State

2002-2007	Member	Institutional Review Board (Human Subjects IRB)	Caliber Associates Fairfax, VA
1998	Reviewer/ Judge	Virginia Junior Academy of Science Conference	

National

1999-pres.	Listserve Administrator	APA Division 7 (Developmental)	
2011-2013	Member	APA Coalition for Psychology in Schools and Education	
2013	APA Division 7	Fellows Committee	
2003-2009	Member	Devereux Foundation Early Childhood Initiative Research Advisory Board	
2004	Conference Co-Organizer	Biennial Conference on Human Development (CHD 2004) George Mason University	
1999-2006	Executive Committee APA-Division 7 (Developmental Psychology) Member (Webmaster, Listserv Administrator)		
1995-1998	Member	APA-Division 15 (Educational Psychology) Ad-hoc committee Future of Educational Psychology in Teacher Preparation	

Editor
(2006-2015) Early Childhood Research Quarterly

Associate Editor
(2003-2006) Early Education & Development

Guest Editor
(2002-2003) Early Education & Development – Special Issue:
Vygotskian Perspectives in Early Childhood Education

Editorial Board	<u>Social Development</u>	(2004-present)
Editorial Board	<u>Early Education & Development</u>	(2006-present)
Editorial Board	<u>Early Childhood Research Quarterly</u>	(2016-present)
Editorial Board	<u>Early Childhood Research Quarterly</u>	(2005-2007)
Editorial Board	<u>Early Childhood Research Quarterly</u>	(1999-2001)
Editorial Board	<u>Early Education & Development</u>	(2000-2002)

Reviewer

<p><u>American Educational Research Journal</u> <u>Educational Psychology Review</u> <u>Merrill-Palmer Quarterly</u> <u>Contemporary Educational Psychology</u> <u>Child Development</u> <u>Early Childhood Research Quarterly</u> <u>Developmental Psychology</u> <u>Journal of Experimental Child Psychology</u> <u>Journal of Comparative Psychology</u> <u>Child Language Teaching and Therapy</u> <u>Psychological Reports</u> <u>Infant and Child Development</u> <u>School Psychology Review</u> <u>Journal of Cognition and Development</u> <u>Educational Psychology</u> <u>Journal of Abnormal Child Psychology</u> <u>Journal of Family Psychology</u> <u>International Journal of Behavioral Development</u> <u>Journal of Child Psychology, Psychiatry, & Allied Disciplines</u> <u>Educational Evaluation and Policy Analysis</u> <u>British Journal of Developmental Psychology</u> <u>British Journal of Educational Psychology</u> <u>Journal of Autism and Developmental Disabilities</u> <u>Journal of Applied Developmental Psychology</u> <u>Perspectives on Psychological Science</u> <u>American Journal of Orthopsychiatry</u> <u>Journal of Multilingual and Multicultural Development</u> <u>Diaspora, Indigenous, and Minority Education</u> <u>Children and Youth Services Review</u> <u>International Journal of Bilingualism</u> <u>International Journal of Bilingualism and Bilingual Education</u> <u>Development and Psychopathology</u> <u>Early Childhood Development and Care</u></p>	<p><u>Developmental Review</u> <u>Journal of School Psychology</u> <u>Research in the Schools</u> <u>Social Development</u> <u>Educational Researcher</u> <u>Cognitive Development</u> <u>Discourse Processes</u> <u>Learning and Instruction</u> <u>Philosophical Psychology</u> <u>Exceptional Children</u> <u>Psychological Science</u> <u>Autism Research</u> <u>Journal of Youth and Adolescence</u> <u>Psych Critiques</u> <u>Discourse Processes</u> <u>PlosOne</u></p>
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Reviewer

NIH/NICHD English Language Learner RFA Review Panel (2008)
 NIH/NICHD Early Childhood Assessment RFA Review Panel (2005)
 NIH/NICHD School Readiness RFA Review Panel Member (2003)
 Bi-national (Israel-US) Science Foundation (BSF) Grant Proposals (2002)
 Program proposals (Division 7) for the APA convention (2001, 2002)
 National Science Foundation (NSF) Grant Proposals (2000)
 Program proposals for National Head Start Conference (2014)
 Program proposals for the S.R.C.D. conference (2004, 2010, 2014, 2015)
 Program proposals for the Conference on Human Development (2004)
 Program proposals for the N.A.E.Y.C. convention (2001, 2005, 2006, 2008)
 Program proposals for the A.E.R.A. convention (1996, 1997, 2000, 2001, 2010)
 Program proposals for the S.E.P.A. convention (1997)
 Program proposals for the M.S.E.R.A. convention (1997)

Book Reviewer	<u>Prentice-Hall</u> <u>Cambridge University Press</u>	<u>Brooks-Cole</u> <u>Sage</u>	<u>John Wiley & Sons</u> <u>Oxford University Press</u>
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Completed Dissertations/Theses as Chair

Dissertations:

- Martha P. Carlton “Motivation and School Readiness in Kindergarten Children”
- Kermit L. Carter “Parenting Style, Religious Commitment, Academic Achievement, and Behavioral Self-Regulation Among African-American Parochial College Students”
- Jameela Conway-Turner “The influence of elementary school quality on differential effects of preschool programs in fifth grade”
- Jennifer Crane “Preschool Children with Special Educational Needs: Achievement, Retention, and Classification through Second Grade”
- Jessica J. De Feyter “School Readiness, Early Achievement, and the Role of English Language Proficiency for Children in Low-Income Immigrant Families”
- Deepti Gupta “Cultural Differences In Maternal Emotion Socialization Of Anxiety and Anger in Young Children: Links with Temperament”
- Sue Hartman “Behavior Problems in Child Care: Associations with Child Care Quality and Importance for School Readiness and Achievement among an Ethnically-Diverse Sample of Children in Poverty”
- Lindsey Hutchison “Relations Between Executive Functioning, Second Language Fluency, and Externalizing Behavior Problems in Early Childhood”
- Mike Feder “Mental Health and Academic Skills of Sierra Leonian Children from Refugee Families”
- Yoon Kyong Kim “Child, Family, and School Characteristics Related to English Proficiency Development Among Four-Year-Old English Language Learners (ELLs) In Miami”
- Amy Madigan “Inter-parental Conflict, Children’s Self-Control and the Mediating Role of Parenting”
- Louis Manfra “The Effects of Speech Awareness and Speech Instructions on Young Children’s Speech Use and Cognitive Self-Regulation in a Dimensional Change Counting Task”
- Danielle Mead “Narrative Competence and Executive Functioning in Young Children with Varying Degrees of Bilingualism”
- Tanya Tavassolie “How Profiles of School Readiness Relate to Third Grade Performance Among Low-Income Ethnically and Linguistically Diverse Children”
- Jordan Thibedeaux “What are athletes saying to themselves? Self-talk and motivation in youth tennis”
- Angela Willson-Quayle “The Effects of Child-Centered, Teacher-Directed, and Scaffolded Instruction on Low-Income Latino Preschoolers’ Task Performance, Motivation, and Private Speech”

MA Theses:

- Elif Bor “Neighborhood Quality, Childcare Quality, and Children’s Early Developmental Outcomes”
- Alicia Borré “The Long-Term Outcomes of the Early Authors Program”
- Jennifer Crane “Congruence between parent, teacher, and clinician report of behavior and adaptive functioning in ethnically diverse, low-income, preschool children: Implications for referral decisions”
- William Aaron Deutsch “Motivational and Self-Regulatory Predictors of Academic Retention and Graduation in First-Year College Students”
- Lesley Ducenne “The Role of Music in the Development of Self-Regulation in Young Children”
- Taylor Gara “The influence of elementary school quality on differential effects of preschool programs in fifth grade”
- Alison Haag “Child, Family, and School Factors Associated with Gifted Educational Placement and Services for Low-Income, Ethnically Diverse Children in Miami: Which Students are Breaking the Barriers”
- Lindsey Hutchison “Home and Preschool Literacy Environments of Children from Low-Income, Linguistically Diverse Families: Relations with Early Literacy Outcomes”
- Yoon Kim “Low-income Latino preschooler’s learning of English as a function of child first language proficiency, closeness with adults, and teacher dominant language”
- Rebecca LaRocque “Parent-Child Interaction, Scaffolding, and Private Speech Among Typically Developing Children and Children with ADHD or High Functioning Autism”
- Yovanka Lobo “Effects of a Creative Movement/Dance Program on Head Start Preschoolers’ Social Competence
- Louis Manfra “Awareness of the Use of Private Speech in Preschool Children”
- Danielle Mead “Change over time in the type and functions of crib speech around the fourth birthday”
- Jerry Mize “Early Socialization and Later Aggression: A Multi-Informant Longitudinal Analysis of Parent and Peer Relationships in Early Childhood and Aggression in Grade School”
- Alex Moffett “The influence of elementary school quality on differential effects of preschool programs in fifth grade”
- Kaitlin Mumma “The influence of elementary school quality on differential effects of preschool programs in fifth grade”
- Mayra Parada “Does immigrant advantage remain stable throughout elementary school?”
- Courtney Ricciardi “Who Gets In?: Selection into Gifted and Advanced Courses among Low-Income, Ethnically Diverse Youth”
- Erin Richard “Individual Differences and Second Language Acquisition among Low-Income Preschoolers”

- Nathan Tatro “The Role of Phonemic Awareness in Predicting Kindergarten Outcomes Among Ethnically- and Linguistically-Diverse Children in Poverty”
- Eirikur Thorvardarson “Work-Family Conflict, Marital Satisfaction, and Parenting in Dual- Career and Dual-Earner Couples”
- Angelique Williams “Longitudinal Follow-Up of Ethnically Diverse Children with ASD in Public School Pre-K Programs: Predictors of Success Through 5th Grade”

Undergraduate Honors/BIS Theses:

- Alena Alegrado “Predictors of Music Class Participation and Persistence in Middle School among Low-SES, Ethnically Diverse Students”
- Arya Ansari “School readiness among low-income, Latino children attending family-day care vs. center-based care.”
- Justine Burke “The impact of school suspensions on school attendance, academic performance, retention, and school leaving”
- Margot Cabrera “Predictors and Outcomes of Speech Delay Identification in Young, Low-Income, English Language Learners”
- Sonia Castro “Who Gets the Benefits of Art? Predictors of Selecting Visual Arts Electives in Low-Income, Ethnically Diverse Middle-School Students”
- Kelly Chandler “Extrinsic Rewards and Students’ Academic Achievement and Academic Motivational Orientation”
- Tiffany Cambridge-Williams. “University 100: Examining the effect of a first-year program on self-efficacy, self-regulation, help seeking, retention, and graduation”
- Bernadette Cogswell “Cultural Influences on Children’s Coping with School Stress”
- Kimberly Day “Relations between Maternal Control Strategies, Toddler Compliance, and Private Speech”
- Lesley Anne duCille “Using Music to Help Young Children with Learning Disabilities”
- Gabby D’Lima “Gender and Ethnic Differences in First-year College Students’ Goal Orientation, Self-Efficacy, and Intrinsic Motivation”
- Sharon Dehmlow “Attitudes and Perceptions of ADHD and the Training Needs of Teachers in International Schools in Africa”
- Samantha Dudding “Perceived parenting style, marital conflict, and child outcomes”
- Luis Espinoza “Motivational Profiles of Students With Low and High Aptitude Who Are and Are Not Performing Well in their First Year of College”
- Mara Gray “Developmental Trajectories in Crib Speech”
- Ed Holsinger “The Effect of Instructional Gesture on the Learning of Spatial Data”

- Faye Huie “ Self-Regulation, Motivation, Self-Efficacy, and Life Satisfaction Among Working College Students”
- Tammy Karas “Video Games, Behavior Problems, and Academic Achievement in Elementary School Children”
- Amanda Koury “Say What?: The Role of Private Speech in a Task of Self-Regulation”
- Erin Lindgren “The role of parenting style in the development of self-regulation and private speech in early childhood”
- Claudia Lopez “Migrant Preschool Children’s School Readiness and Early Elementary School Performance”
- Carolina Loyola “Ready or Not: Latino Teenage Parenting and the School Readiness of Children in Poverty”
- David Mathew “Predictors of School Suspension in Elementary School for Low-Income, Ethnically Diverse Children”
- Kellie Parker “ Media Education Resources for Parents, Teachers, and Children”
- Vinicio Perla “Latino Adolescent Substance Use In Relation To Parenting and Community Support”
- Giorgia Picci “Typically Developing Children in Reverse Mainstream Preschool Classrooms: Outcomes from Kindergarten to Second Grade”
- Nadine Rozell “Elementary School Outcomes Associated with Faster English Language Acquisition for Dual Language Learners”
- Ihsan Shaikhly “Parent-Teacher Agreement for Ethnically Diverse Children in Preschool Special Education”
- Amanda Tator “Gender Roles, Self-Esteem, and Perceived Social Support During Adolescence and Young Adulthood”