

Amanda P. Williford
Curriculum Vitae
07/23/2015

Center for Advanced Study of Teaching and Learning
University of Virginia
246 Ruffner Hall, P.O. Box 400277
Charlottesville, VA 22903
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Education

Ph.D., Clinical Psychology, December 2003
University of North Carolina at Greensboro (UNCG), Greensboro, NC
Doctoral Minor in Statistics
Dissertation: *A contextual approach to the prediction of readiness in an at-risk preschool population*, defended April, 2003

APA-Approved Clinical Psychology Predoctoral Intern, August 2002-2003
Child Clinical Specialty Track, University of Alabama at Birmingham, Civitan International Research Center/ Sparks Clinics
Rotations: Pediatric Psychology in Oncology, Pediatric Neuropsychology, Psycho-Educational Assessment Clinic, Behavior Assessment Clinic, Child Development Clinic, Adolescent Inpatient Psychiatry, Newborn Follow-Up Clinic, Adult Outpatient Depression and Anxiety Clinic

M.A., Clinical Psychology, May 2000
University of North Carolina at Greensboro

B.A., Psychology, May 1996
University of Virginia (UVA), Charlottesville, VA

Professional Positions

Research Assistant Professor (August 2011 to present)
Senior Research Scientist (January 2009 to July 2011)
UVA, Curry School of Education, Center for Advanced Study of Teaching and Learning

Core Faculty
Clinical and School Psychology Program (2014-present)

Faculty Affiliate
Youth and Social Innovation (2013-present)
Educational Psychology-Applied Developmental Science (2009 to present)
Clinical and School Psychology (2009-2014)

Postdoctoral Fellow/Project Manager (January 2005 to December 2008)
UNCG, Human Development and Family Studies
 Mentor: Susan D. Calkins, Ph.D.

Clinical Postdoctoral Fellow (January 2003 to December 2004)
UNCG, Center for Youth, Family, and Community Partnerships
 Mentor: Terri L. Shelton, Ph.D.

Clinical Licensure and Expertise

Licensed Clinical Psychologist in Virginia; License # 0810004176

Credentialed as Health Service Provider by National Register of Health Service Psychologists #52242

Clinical Expertise: Behavioral and cognitive-behavioral assessment and treatment for young children, early childhood mental health consultation, evidence-based, non-pharmacological, treatments for children with ADHD and ODD.

Publications

*All articles were peer reviewed. * indicates a current or former graduate student, postdoctoral fellow, or NCRECE early career fellow; * indicates invited*

Journal Articles:

Whittaker, J. V., Kinzie, M. B., **Williford, A. P.**, DeCoster, J. (in press). Mathematics and Science Curricula and Professional Development: Effects of MyTeachingPartner-Math/Science on Teacher-Child Interactions in Prekindergarten Classrooms. *Early Education and Development*.

Williford, A. P., *Wolcott, C. S., Whittaker, J. E., & Locasale-Crouch, J. (2015). Classroom and teacher characteristics predicting the implementation of Banking Time with preschoolers who display disruptive behaviors. *Prevention Science*. Advance online publication.

*Hartz, K., & **Williford, A. P.** (2015). Differential susceptibility to sensitivity: Maternal and teacher influences on children's kindergarten behavior problems. *Infant and Child Development*, 24 (2), 107-129.

*Wolcott, C. S., & **Williford, A. P.** (2015). Teacher and TA ratings of preschoolers' externalizing behavior agreement and associations with observed classroom behavior. *Topics in Early Childhood Special Education*, 34 (4), 211-222.

*Roberts, A., LoCasale-Crouch, J., DeCoster, J., Hamre, B., Downer, J., **Williford, A.**, & Pianta, R. (2014). Individual and contextual predictors of pre-kindergarten teachers' responsiveness to the MyTeachingPartner coaching intervention, *Prevention Science*. Advance online publication.

- *Carter, L. M., **Williford, A. P.**, & LoCasale-Crouch, J. (2014). Reliability and validity of a measure of preschool teachers' attributions for disruptive behavior. *Early Education and Development*, 25 (7), 949-972.
- Williford, A. P.**, & Shelton, T. L. (2014). Behavior management for preschoolers. *Child and Adolescent Psychiatric Clinics of North America*, 23, 717-730.
- Kinzie, M. B., Vick Whittaker, J. E., **Williford, A. P.**, *Maier, M. F., *McGuire, P., *Lee, Y., & *Kilday, C. R. (2014). MyTeachingPartner-Math/Science Pre-kindergarten curricula and teacher supports: Associations with children's math and science learning. *Early Childhood Research Quarterly*, 29, 586-599.
- Pianta, R. C., DeCoster, J., Cabell, S., Burchinal, M., Hamre, B. K., Downer, J., LoCasale-Crouch, J., **Williford, A.**, Howes, C. (2014). Dose-response relations between preschool teachers' exposure to components of professional development and increases in quality of their interactions with children. *Early Childhood Research Quarterly*, 29, 499-508.
- Williford, A. P.** (2014). Young children's self-regulation in the classroom and how teachers can support this critical life skill. *Virginia Educational Leadership*, 11, 50-63.
- *Matthews, J. S., *Marulis, L., & **Williford, A. P.** (2014). Gender processes in school functioning and the mediating role of cognitive self-regulation. *Journal of Applied Developmental Psychology*, 35, 128-137.
- Williford, A. P.**, *Maier, M., Downer, J. T., Pianta, R. C., & Howes, C. (2013). Understanding how children's engagement and teachers' interactions combine to predict school readiness. *Journal of Applied Developmental Psychology*, 34, 299-309.
- Williford, A. P.**, Whittaker, J. V., *Vitiello, V. E., & Downer, J. T. (2013). Children's engagement within the preschool classroom and their development of self-regulation. *Early Education and Development*, 24, 162-187.
- *Vitiello, V. E., Booren, L. M., Downer, J. T., & **Williford, A. P.** (2012). Variation in children's classroom engagement throughout a day in preschool: Relations to classroom and child factors. *Early Childhood Research Quarterly*, 27, 210-220.
- *Jacobson, L. A., **Williford, A. P.**, & Pianta, R. C. (2011). The role of executive function in children's competent adjustment to middle school. *Child Neuropsychology*, 17 (3), 255-280.
- Williford, A. P.**, Graves, K. N., Shelton, T. L., & Woods, J. E. (2009). Contextual risk and parental attributions of children's behavior as factors that influence the acceptability of empirically supported treatments. *Vulnerable Children and Youth Studies* 4 (3), 226-237.
- Williford, A. P.**, & Shelton, T. L. (2008). Using mental health consultation to decrease disruptive behaviors in preschoolers: Adapting an empirically-supported intervention. *Journal of Child Psychology and Psychiatry*, 49 (2), 191-200.
- Calkins, S. D., Blandon, A. Y., **Williford, A. P.**, & Keane, S. P. (2007). Biological, behavioral and relational levels of resilience in the context of risk for early childhood behavior problems. *Development & Psychopathology*, 19, 675-700.

Williford, A. P., Calkins, S. D., & Keane, S. P. (2007). Predicting change in parenting stress across early childhood: Child and maternal factors. *Journal of Abnormal Child Psychology*, *35*, 251-263.

Rogers, K. N., Fernandez, M., Shelton, T. L., Frabutt, J. M., & **Williford, A. P.** (2005). Risk and protective factors associated with alcohol, cigarette, and marijuana use during adolescence. *Journal of Youth and Adolescence*, *34*, 379-387.

Calkins, S. D., Gill, K., & **Williford, A. P.** (1999). Externalizing problems in two-year olds: Implications for patterns of social behavior and peers responses to aggression. *Early Education and Development*, *10*(3), 267-288.

Chapters:

Williford, A. P., & *Carter, L. M., & Pianta, R. C. (in press). Attachment and school readiness. In J. Cassidy & P. Shaver (Eds.), *The Handbook of Attachment: Theory, research, and clinical applications, Third Edition*. New York: Guilford Press.

Williford, A. P., & *Wolcott, C. S. (2015). Student-teacher relationships. In J. Durlak, C. Domitrovich, R. Weissberg, & T. Gullotta (Eds.), *The Handbook of Social and Emotional Learning*. New York: Guilford Press.

Kinzie, M. B., Vick Whittaker, J. E., *Kilday, C. R., & **Williford A. P.** (2013). Designing effective curricula and teacher professional development for early childhood mathematics and science. In C. Howes, B. Hamre, & R. Pianta (Eds). *Early Childhood Professional Development*. Baltimore, MD: Brookes Publishing.

Williford, A. P., & Shelton, T. L. (2011). Psychosocial treatments for preschool children. In S. Evans & B. Hoza (Eds.), *Attention Deficit Hyperactivity Disorder: State of the Science and Best Practices – Volume 2*. Civic Research Institute.

*Vitiello, V. E., Downer, J. T., & **Williford, A. P.** (2011) Preschool classroom experiences of dual language learners: Summary of finding from publicly funded programs in 11 states. In C. Howes, J. Downer, & R. Pianta (Eds). *Dual Language Learners in the Early Childhood Classroom*. Baltimore, MD: Brookes Publishing.

Calkins, S. D., & **Williford, A. P.** (2009). Taming the terrible twos: Self-regulation and school readiness. In O. A. Barbarin & B. Wasik (Eds.), *Handbook of developmental science and early education: Translating basic research into practice: Vol. 1. Early childhood education: Cognitive, social and emotional foundations*. New York: Guilford Press.

Shelton, T. L., **Williford, A. P.**, & Woods, J. E. (2003). Internalizing disorders: Mood and anxiety disorders. Invited chapter in M. Breen and C. Fiedler (Eds.), *Behavioral approach to assessment of youth with emotional/behavioral disorders: A handbook for school-based practitioners*. (2nd ed.). Austin, TX: Pro-ed.

Manuscripts under Review

***Williford, A. P.**, & Vick Whittaker, J. E. (revise and resubmit). *Commentary on the review of self-regulation measures: The need to assess self-regulation both objectively and within context.* Invited manuscript for special issue.

Williford, A. P., *Carter, L. M., & *Maier, M., Cash, A., Hamre, B., Pianta, R., & Downer, J. (revise and resubmit). *Features of an early childhood course focused on teacher-child interactions that are associated with change in teachers' classroom practice.*

*Hartz K. & **Williford, A.P.** (revise and resubmit). *Children's perceptions of the teacher-child relationship: Associations with teachers' relationship perceptions, independent observations, and child characteristics.*

Vitiello, V. E., & **Williford, A. P.**, (revise and resubmit). *Relations between social skills and language and literacy outcomes among disruptive preschoolers: Task engagement as a mediator.*

Williford, A. P., LoCasale-Crouch, J., Whittaker, J. V., *Hartz, K. A., *Carter, L. M., *Wolcott, C. S. & DeCoster, J. (revise and resubmit). *Interventions focused on teacher-child interactions improve preschool children's externalizing behaviors.*

Williford, A. P., *Carter, L.M., Whittaker, J.V., & Vitiello, V.E. & Hatfield, B. E. (under review). *Using a standardized task to assess the quality of teacher-child dyadic interactions in preschool.*

*Carter, L. M. & **Williford, A. P.**, & Vitiello, V. E., (under review). *Teacher beliefs: Developing a deeper understanding of the links between teacher beliefs and the quality of teacher-child interactions.*

Manuscripts in Progress

*Hartz, K., & **Williford, A. P.**, & Koomen, H. (in revision). *Changes in teacher's perceptions of the teacher-child relationship: children's engagement and teacher's characteristics.* Manuscript undergoing revision (expected submission, July 31).

Williford, A. P., Russo, J. M., Miller-Bains, K., Cottone, E. A., & DeCoster J. (in progress). *Examining the validity of using Teaching Strategies GOLD as a kindergarten readiness assessment.* Manuscript in preparation (expected submission, August 31).

*Hatfield, B. E. & **Williford, A. P.** (in revision). *Cortisol patterns for young children displaying disruptive behavior: Differences linked with providing a teacher-child, relationship-focused intervention.* Manuscript undergoing revision (expected submission, August 31).

Bulotsky-Shearer, R., **Williford, A.**, *Carter, T., & *Hasbrouck, S. (in revision) *Making the invisible visible: using a contextual approach to identify shy and socially withdrawn children in preschool classrooms.* Manuscript undergoing revision (expected submission, September 31).

*Vitiello, V. E., **Williford, A. P.**, & Downer, J. T., (in revision). *English language and literacy development in preschool: Associations with children's classroom-based engagement with*

teachers, peers, and tasks. Manuscript undergoing revision (expected submission, September 31).

*Wolcott, C. S., **Williford, A. P.**, & *Hartz, K. A. (in progress). Preschool children's representations of the teacher-child relationship and their associations with children's task engagement. Manuscript in preparation—full draft available (expected submission, November 15).

Williford, A. P. & Vitiello, V. E. (in progress). *Exchanges between teachers' practice and children's engagement in a sample of preschoolers displaying disruptive behaviors*. Manuscript in preparation—analyses complete.

LoCasale-Crouch, J., **Williford, A.**, Vick Whittaker, J., DeCoster, J., *Wolcott, C. & *Carter, L. (in progress). *Fidelity of implementation in a randomized control trial of Banking Time: Influence on teacher and child behavior*. Manuscript in preparation—analyses complete.

Vick Whittaker, J. E., **Williford, A. P.**, LoCasale-Crouch, J., & DeCoster, J. (in progress). *Implementing a relationship focused intervention for preschoolers with externalizing behaviors: Predicting teacher and child outcomes*. Manuscript in preparation—analyses complete.

Project Reports, Manuals, and Other Publications

Williford, A. P. (June, 2015). Getting your child ready for kindergarten: For young children, there are more important things than the three Rs. *The University of Virginia Magazine*. Charlottesville, VA.

http://uvamagazine.org/articles/getting_your_child_ready_for_kindergarten

Williford, A. P., Downer, J.T., & Hamre, B. K. (2014). *Virginia Kindergarten Readiness Project--Phase 2 Legislative Report*. Research report prepared for the Virginia General Assembly.

Williford, A. P., Downer, J.T., & Hamre, B. K., & Pianta, R. C. (2014). *Virginia Kindergarten Readiness Project--Phase 2 Executive Summary*. Research summary report prepared for Virginia General Assembly.

Williford, A., *Wolcott, C., Whittaker, J., & LoCasale-Crouch, J. (2015). *What Predicts How Well Teachers Implement Banking Time with Disruptive Preschoolers?*. CASTL Research Brief. http://curry.virginia.edu/uploads/resourceLibrary/Research_Brief_Amanda_Williford%2C_et_al._%282015%29.pdf

*Wolcott, C. & **Williford, A.** (2015). *Assessing Preschoolers' Disruptive Behavior: Associations Among Teachers, TAs, and an Impartial Observer*. CASTL Research Brief. http://curry.virginia.edu/uploads/resourceLibrary/Assessing_Preschoolers_Disruptive_Behavior_Associations_Among_Teachers%2C_TAs_and_an_Impartial_Observer.pdf

Williford, A. & *Carter, L. (2014). *Comprehensive Curriculum Consumer Report: Understanding and Selecting the Best Curriculum for your Head Start Program*. Prepared for the Office of Head Start, by the National Center on Quality Teaching and Learning under grant #90HC0002.

Williford, A. P., Whittaker, J. E., Vitiello, V. E., & Downer, J. T. (2014) *Children's Engagement in Preschool and their Development of Self-Regulation*. CASTL Research Brief.

[http://curry.virginia.edu/uploads/resourceLibrary/CASTL_Research_Brief-Williford et al. %282013%29 EED Updated.pdf](http://curry.virginia.edu/uploads/resourceLibrary/CASTL_Research_Brief-Williford_et_al._%282013%29_EED_Updated.pdf)

Williford, A. P., Downer, J.T., & Hamre, B. K. (2013). *Virginia Kindergarten Readiness Project--Phase 1 Report: Concurrent Validity of Teaching Strategies GOLD*. Research report prepared for Elevate Early Education (E3).

Williford, A. P., Downer, J.T., & Hamre, B. K. (2013). *Virginia Kindergarten Readiness Project--Phase 1 Executive Summary*. Research summary report prepared for Elevate Early Education.

Vitiello, V. E., Downer, J. T., Booren, L. M., & **Williford, A.** (2012). *A Day in Preschool: Variation in Children's Classroom Engagement*. CASTL Research Brief.

[http://curry.virginia.edu/uploads/resourceLibrary/Research_Brief - Variation in Classroom Engagement.pdf](http://curry.virginia.edu/uploads/resourceLibrary/Research_Brief_-_Variation_in_Classroom_Engagement.pdf)

Mashburn, A. J., **Williford, A. P.,** Dawson, A., & Matthews, K. (2011). *Final report for the evaluation of the impacts of the SBSHR Quality Enhancement Initiative on preschool center quality and child outcomes*. Research report prepared for Smart Beginnings South Hampton Roads.

Downer, J. T., Booren, L. M., Hamre, B., Pianta, R. C., & **Williford, A.** (2011). *The Individualized Classroom Assessment Scoring (inCLASS)*. Unpublished measure, University of Virginia.

Williford, A. P., (August, 2005). *Head Start literacy first assessments: Data from the 2004/2005 school year*. Summary report prepared for Guilford County Head Start.

Williford, A. P., (November, 2004). *Spirited Kinders Project: Summary report*. Research Summary report prepared for Guilford County Public Schools.

Shelton, T. L., Arbuckle, M. B., & **Williford, A. P.,** (November, 2004). *Guilford County early childhood mental health consortium*. Summary report prepared for Guilford County Head Start.

Williford, A. P., (August, 2004). *Head Start literacy first assessments: Data from the 2003/2004 school year*. Summary report prepared for Guilford County Head Start.

Williford, A. P., Woods, J. E., & Shelton, T. L. (2002). *Childcare Enhancement Project: Providing therapeutic services to at-risk children within the childcare setting*. Unpublished training manual, Center for Youth, Family and Community Partnerships, University of North Carolina at Greensboro.

Grants and External Awards

Pending

CASTL Integrated Curriculum Package

2014-2015

PI

Submitted to Elevate Early Education

Behavioral Engagement and Executive Functions as Contributors to School Readiness
(2015-2020)

Co-PI (with J. Downer)

Submitted to the National Institute of Children's Health and Development (R01)

Reviewed: 4th percentile, Impact Score of 16 (within funding range)

Current

Statewide Implementation of the Virginia Kindergarten Readiness Program

(July 1, 2015-June 30, 2016)

PI

Funded by the Virginia Department of Education; \$1,000,000 (total funds)

Building Effective State-Wide Quality Rating Strategies for Early Childhood System Reform: Lessons from the Development of Louisiana's Kindergarten Readiness System
(2014-2017)

Co-PI (D. Bassok, PI)

Funded by the Institute for Education Sciences (Goal 1); \$1,598,266 (Total funds)

Using Observations of Child Behavior in Context to Guide Early Educators' Response toward Children who Display Challenging Behaviors (2012-2016)

Co-PI (J. Downer, PI)

Funded by the Institute of Education Sciences (Goal 2); \$1,273,580 (Total funds)

Efficacy Trial of MyTeaching Partner-Mathematics/Science Curricula and implementation support system (2012-2016)

Co-PI (M. Kinzie, PI)

Funded by the Institute of Education Sciences (Goal 3); \$3,476,829 (Total funds)

Completed

Virginia Kindergarten Readiness Project (2013-2015)

PI

Funded by Elevate Early Childhood (E3) via appropriation from state of Virginia and the Batten Educational Achievement Fund; \$524,312 (Total funds)

Examining the Efficacy of Banking Time: A Teacher-Child Early Intervention to Reduce Children's Disruptive Behavior (2010-2015)

PI

Funded by the Institute of Education Sciences (Goal 3); \$2,688,025 (Total funds)

National Center for Research on Early Childhood Education (NCRECE) Post-Treatment Follow-Up Phase of the Professional Development Study (2009-2013)

Co-I (R. Pianta, PI)

Supplemental Grant Funded by the Institute of Education Sciences; \$1,498,985 (Total funds)

Observation of Young Children's Competence in Classrooms (2009-2012)

Co-I (R. Pianta, PI)

Three supplemental awards to the parent grant (funded by the National Institute of Child Health and Human Development) issued under the American Recovery and Reinvestment Act of 2009; \$181,714 (Total funds)

Early Childhood Mental Health Consultation (2012-2013)

PI

Monticello Area Community Action Agency (MACAA) Head Start
\$6,500 (Total funds)

Early Childhood Mental Health Consultation (2011-2012)

PI

Monticello Area Community Action Agency (MACAA) Head Start
\$6,500 (Total funds)

Evaluation of the Smart Beginnings South Hampton Roads Quality Enhancement Initiative (2009-2010)

Co-PI (A. Mashburn, PI)

Funded by Smart Beginnings South Hampton Roads (SBSHR); \$198,642 (Total funds)

Not funded

Replication of Banking Time: Testing a Teacher-Child Interaction Based Intervention to Improve Behavioral Outcomes of 2- and 3- year olds (2015-2019)

Co-PI (J. LoCasale Crouch, PI)

Submitted to the Institute for Education Sciences (Goal 3)

Online Course and Coaching to Increase Teachers' Effectiveness in Supporting Children's Executive Function, Mathematics, and Science (2015-2018)

Co-PI (J. Whittaker, PI)

Submitted to the Institute for Education Sciences (Goal 2)

Testing the Efficacy of a Three-tiered Intervention to Build Social Competence in Preschool (2015-2019)

Co-PI (T. Stanton-Chapman, PI)

Submitted to the Institute for Education Sciences (Goal 3)

Web Training: Prek Teachers, Literacy, and Relationships (2011-2015)

Co-PI (R. Pianta, PI)

Grant submitted to the National Institute of Child Health and Human Development

Ecological Inputs to School Readiness: Implications for Preschool Policy and Program Improvement (2010-2012)

Co-PI (A. Mashburn, PI)

Grant submitted to the Institute of Education Sciences (Goal 1)

Peer Reviewed Research Presentations

*Note. * indicates a current or former graduate student, postdoctoral fellow, or NCRECE early career fellow*

Williford, A. P., Vick Whittaker, J. E., & Locasale-Crouch, J. (2015, September). *Examining the impacts of Banking Time to reduce preschool children's disruptive behaviors*. Paper symposium to be presented at the 17th European Conference of Developmental Psychology, Braga, Portugal.

Williford, A. P., &* Hatfield, B. E. (2015, September). *Cortisol patterns for young children displaying disruptive behavior: Differences linked with providing a teacher-child, relationship-focused intervention*. Paper symposium to be presented at the 17th European Conference of Developmental Psychology, Braga, Portugal.

LoCasale-Crouch, J., **Williford, A.**, Whittaker, J., DeCoster, J., Wolcott, C., & *Carter, L. (2015, May) *Variation in teachers' BankingTime implementation and improved teacher practice and child outcomes: The role of the teacher-consultant relationship*. Presented at Society for Prevention Research, Washington, DC.

Williford, A. P., Vick Whittaker, J. E., & Locasale-Crouch, J. (2015, April). *Improving behavioral outcomes for preschoolers displaying disruptive behavior: Examining the impacts of Banking Time*. Paper symposium presented at the Biennial Meeting of the Society for Research in Child Development, Philadelphia, Pennsylvania.

Locasale-Crouch, J., **Williford, A. P.**, Vick Whittaker, J. E., *Wolcott, C. E., & *Carter, L. M. (2015, April). *Variation in teachers' implementation of Banking Time: Association with teacher practice and children's disruptive behavior*. Paper symposium presented at the Biennial Meeting of the Society for Research in Child Development, Philadelphia, Pennsylvania.

Vick Whittaker, J. E., Kinzie, M., **Williford, A. P.**, DeCoster, J. (2015, April). *Associations between teachers' use of PD supports and quality of classroom interactions*. Paper symposium presented at the Biennial Meeting of the Society for Research in Child Development, Philadelphia, Pennsylvania.

Pianta, R. C., DeCoster, J., Cabell, S. Q., Burchinal, M., Hamre, B. K., Downer, J., LoCasale-Crouch, J., **Williford, A. P.**, & Howes, C. (2015, April). *Dose response relations between pre-k teachers' exposure to coaching and increases in quality of teacher-child interaction*. Paper symposium presented at the Biennial Meeting of the Society for Research in Child Development, Philadelphia, Pennsylvania.

Downer, J., **Williford, A. P.**, Bulotsky Shearer, R. J., (2015, April). *Data-driven early childhood mental health consultation with teachers to improve children's engagement in preschool classrooms*. Paper symposium presented at the Biennial Meeting of the Society for Research in Child Development, Philadelphia, Pennsylvania.

*Hatfield, B. E., Finders, J. C., & **Williford, A. P.** (2015, April). *Associations between consistently effective teacher-child interactions and children's cortisol patterns in preschool*. Poster symposium presented at the Biennial Meeting of the Society for Research in Child Development, Philadelphia, Pennsylvania.

*Carter, L. M., Vitiello, V. E., & **Williford, A. P.** (2015, April). *Teacher Beliefs: The link between teacher beliefs and the quality of teacher-child interactions*. Poster symposium presented at the Biennial Meeting of the Society for Research in Child Development, Philadelphia, Pennsylvania.

Bulotsky-Shearer, R., **Williford, A.**, Downer, J., L'hospital, A. (2014, July). *Using data to individualize the scope and sequence of consultation with teachers and address children's challenging behaviors in head Start Classrooms*. Poster presented at the Head Start 12th National Research Conference, Washington, D.C.

- Bulotsky-Shearer, R., **Williford, A.**, *Carter, T.,* Hasbrouck, S. (2014, July). *Making the invisible visible: Using a contextual approach to identify shy and socially withdrawn children in preschool classrooms*. Poster presented at the Head Start 12th National Research Conference, Washington, D.C.
- *Sanger, C. E., *Hartz, K. & **Williford, A. P.** (2014, July). *Banking Time: Coding children's perceptions of the teacher-child relationship*. Poster presented at the Head Start 12th National Research Conference, Washington, D.C.
- *Carter, L. & **Williford, A.** (2014, July). *Individualized emotional support for preschool children with disruptive behavior*. Poster presented at the Head Start 12th National Research Conference, Washington, D.C.
- *Hatfield, B., Finders J., **Williford, A.** (July, 2014). *Supporting preschool children's cortisol levels through responsive classroom interactions: A focus on children with challenging behaviors*. Poster presented at the Head Start 12th National Research Conference, Washington, D.C.
- Whittaker, J., Kinzie, M., **Williford, A.**, Kilday, C. (July, 2014). *MyTeachingPartner—Math/Science: Supporting early childhood educators' intentional teaching of mathematics and science in pre-kindergarten*. Poster presented at the Head Start 12th National Research Conference, Washington, D.C.
- Williford, A. P.**, & *Carter L. M. (2014, May). *The impact of Banking Time on teacher-child interaction quality in preschool*. Paper Symposium presented at the Society for Prevention Research Annual Meeting, Washington DC.
- Williford, A. P.**, & *Sanger C. E. (2014, May). *Classroom and teacher characteristics predicting the implementation of Banking Time with preschoolers who display disruptive behaviors*. Paper Symposium presented at the Society for Prevention Research Annual Meeting, Washington DC.
- Williford, A. P.**, Locasale-Crouch, J., & DeCoster, J. (2013, April). *Exchanges between teachers' practice and children's engagement in a sample of preschoolers displaying disruptive behaviors*. In **A. P. Williford** (chair), *The interplay between young children and teachers: Teacher-child relationships, teacher practice, and children's engagement*. Paper symposium presented at the Biennial Meeting of the Society for Research in Child Development, Seattle, Washington.
- *Hartz, K., **Williford, A.**, & Koomen, H. (2013, April). *Changes in teacher's perceptions of the teacher-child relationship: children's engagement and teachers' attributes*. In **A. P. Williford** (chair), *The interplay between young children and teachers: Teacher-child relationships, teacher practice, and children's engagement*. Paper symposium presented at the Biennial Meeting of the Society for Research in Child Development, Seattle, Washington.
- Williford, A. P.**, Whittaker, J. E., Locasale-Crouch, J., & *Matthew, K. (2013, April). *Improving teacher-child interaction quality for preschoolers displaying disruptive behaviors: Examining the impacts of Banking Time*. In **A. P. Williford** (chair), *Promoting positive teacher-child relationships to improve young children's behavioral adjustment*. Paper symposium

presented at the Biennial Meeting of the Society for Research in Child Development, Seattle, Washington.

*Hatfield, B. E. & **Williford, A. P.** (2013, April). *Effects of teacher-child relationship intervention for children with behavior problems on child cortisol patterns at child care*. Paper symposium presented at the Biennial Meeting of the Society for Research in Child Development, Seattle, Washington.

*Carter, L. M. & **Williford, A. P.** (April, 2013). *Exploring the teacher-child relationship: The role of a teacher's attributions for child disruptive behavior*. Poster presented at the Biennial Meeting of the Society for Research in Child Development, Seattle, Washington.

*Sanger, C. E. & **Williford, A. P.** (April, 2013). *Teacher and teacher aide agreement: associations with observed disruptive behavior in preschool*. Poster presented at the Biennial Meeting of the Society for Research in Child Development, Seattle, Washington.

Williford, A. P. (March, 2013). *Testing the impacts of Banking Time to improve social and behavioral outcomes for preschoolers displaying disruptive behaviors*. Virtual poster presented at the annual IES Principal Investigator's meeting, Washington, D.C.

Williford, A. P., *Hatfield, B., Locasale-Crouch, J., Whittaker, J. E. (2012, June). *Teacher's implementation of Banking Time with preschoolers at-risk for a disruptive behavior disorder*. Paper symposium presented at the Society for Research Prevention, Washington, DC.

Williford, A. P., *Maier, M. F., Downer, J. T., *Carter, L., & *Sanger, C. (2012, June). *Understanding how children's engagement and teachers' interactions combine to predict school readiness*. In J. A. Griffin (chair), *Developing new measures to assess the school readiness of young children: The Interagency Consortium for School Readiness Outcome Measures*. Poster symposium presented at the biennial Head Start's National Research Conference, Washington, D.C.

*Hartz, K., Locasale-Crouch, J., Whittaker, J., **Williford, A.** (2012, June). *Implementation of Banking Time in year one of a randomized controlled trial*. Poster presented the Head Start Research Conference, Washington, DC.

Vick Whittaker, J.E., *Hatfield, B., *Hartz, K., **Williford, A.**, & LoCasale-Crouch, J. (2012, June). *Congruence of teacher and teaching assistant ratings of children's behavior problems*. Poster presented at the National Head Start Research Conference, Washington, DC.

Williford, A. P. & Downer, J. T. (2011, March) *Preschoolers' individual classroom interactions with teachers, peers, and tasks: Implications for development and intervention*. Paper symposium presented at the Biennial Meeting of the Society for Research in Child Development, Montreal, Quebec, Canada.

Williford, A. P., & Mashburn, A. J. (2011, March). *The impact of Virginia's Star Quality Initiative on classroom quality and child outcomes*. Paper symposium presented at the Biennial Meeting of the Society for Research in Child Development, Montreal, Quebec, Canada.

*Barrueco, S. & **Williford, A. P.** (2011, March). *Preschool teachers' psychological well-being and beliefs: Influences on classroom practices and young children's development*. Paper

symposium presented at the Biennial Meeting of the Society for Research in Child Development, Montreal, Quebec, Canada.

Williford, A. P., *Maier, M., Downer, J. T., Pianta, R. C., & Howes, C. (2011, March). *Examining the fit between teachers' and children's classroom interactions observed at the classroom and the individual child Level*. Poster symposium presented at the Biennial Meeting of the Society for Research in Child Development, Montreal, Quebec, Canada.

*Hartz, K., & **Williford, A. P.** (2011, March). *Differential susceptibility to sensitivity: Maternal and teacher influences on children's kindergarten social competence*. Poster presented at the Biennial Meeting of the Society for Research in Child Development, Montreal, Quebec, Canada.

Vick Whittaker, J. E., **Williford, A. P.**, & Kinzie, M.B. (2011, March). *The association between teacher-child relationship quality and children's mathematics skills in pre-kindergarten*. Poster presented at the Biennial Meeting of the Society for Research in Child Development, Montreal, Quebec, Canada.

Downer, J. T., *Vitiello, V., & **Williford, A. P.** (2011, March). *Typologies of children's interactions within preschool classrooms and their associations with school readiness*. Poster presented at the Biennial Meeting of the Society for Research in Child Development, Montreal, Quebec, Canada.

*Hartz, K., *Haak, J., *Vitiello, V., **Williford, A. P.**, & Downer, J. T. (2011, March). *Emotion regulation development: The role of positive and negative engagement in preschool*. Poster presented at the Biennial Meeting of the Society for Research in Child Development, Montreal, Quebec, Canada.

Williford, A. P., & *Matthew, K. (2010, June). *Contextual risk and parental attributions of children's behaviors as factors that influence the acceptability of empirically supported treatments*. Poster presented at Head Start's Tenth National Research Conference, Washington, DC.

Downer, J. T., **Williford, A. P.**, Booren, L. M., *Vitiello, V. E., & Pianta R. C. (2010, June) *Using observations of children's classroom interactions to predict school readiness: Validity of the Individualized Classroom Assessment Scoring System (inCLASS)*. Poster presented at Head Start's Tenth National Research Conference, Washington, DC.

Williford, A. P., Calkins, S. D., Keane S. P. & O'Brien, M. (2009, April). *Predicting latent classes of ADHD and ODD comorbidity across early childhood: Child and maternal factors*. Paper symposium presented at the Biennial Meeting of the Society for Research in Child Development, Denver, CO.

Keane, S. P., Calkins, S. D., & **Williford, A. P.** (2008, July). *Early maternal and child factors as predictors of preschool social adjustment and kindergarten peer status*. Poster symposium presented at the 20th Biennial International Society for the Study of Behavioural Development (ISSBD), Wurzburg, Germany.

Williford, A. P., & Shelton, T. L. (2008, June). *Using mental health consultation to decrease disruptive behaviors in preschoolers: Adapting an empirically-supported intervention*. Poster presented at the Head Start's Ninth National Research Conference, Washington, DC.

Keane, S. P., **Williford, A. P.**, Shuey, E. A., & Calkins, S. D. (2007, March). *Developmental trajectories of negative peer status during the early school years*. Poster presented at the Biennial Meeting of the Society for Research in Child Development, Boston, MA.

Williford, A. P., & Shelton, T. L. (2003, April). *Predicting kindergarten readiness within an at-risk sample: A contextual approach*. Poster presented at the Biennial Meeting of the Society for Research in Child Development, Tampa, FL.

Williford, A. P., Woods, J. E., & Shelton, T. L. (2002, February). *Assessing the context of poverty: Implications for research examining child outcomes*. Poster presented at the annual research conference of the Research and Training Center for Children's Mental Health, University of South Florida, Tampa, FL.

Calkins, S. D., & **Williford, A. P.** (2003, April). *Anger regulation in infancy: Consequences and correlates*. Paper symposium presented at the Biennial Meeting of the Society for Research in Child Development, Tampa, FL.

Woods, J. E., **Williford, A. P.**, Neal, J. M., Dobbins, T. R., & Shelton, T. L. (2002, February). *Parent training with economically disadvantaged families: Tailoring services and increasing parent participation*. Paper symposium presented at the Annual Research Conference of the Research and Training Center for Children's Mental Health, University of South Florida, Tampa, FL.

Shelton, T. L., **Williford, A. P.**, & Woods, J. E. (2001, May). *Bringing out the best in Head Start preschoolers with disruptive behaviors: A family-centered approach*. Paper symposium presented at the Building on Family Strengths Conference, Research and Training Center on Family Support, Portland State University, Portland, OR.

Shelton, T. L., **Williford, A. P.**, & Woods, J. E. (2001, May). *Bringing out the best in Head Start preschoolers: A system of care approach to addressing behavioral challenges*. Paper symposium presented at the North Carolina Head Start Association Annual Training Conference, Greensboro, NC.

Shelton, T. L., Woods, J. E., & **Williford, A. P.** (2001, June). *Disruptive behavior symptoms in an economically disadvantaged preschool population*. Poster presented at the International Society for Research in Child and Adolescent Psychopathology, Vancouver, BC.

Williford, A. P., Woods, J. E., & Shelton, T. L. (2001, August). *Family-centered intervention for Head Start preschoolers with disruptive behaviors*. Poster presented at the annual meeting of the American Psychological Association, San Francisco, CA.

Williford, A. P., Ryan, E. E., Woods, J. E., & Shelton, T. L. (2000). *Kindergarten readiness in an at-risk population: Child and family factors*. Poster presented at the annual meeting of the American Psychological Association, Washington, D.C.

Williford, A. P., Woods, J. E., & Shelton, T. L. (2000). *Project Mastery: A family-centered intervention for preschoolers with behavior problems*. Poster presented at the annual meeting of the American Psychological Association, Washington D.C.

Invited Research Presentations

*Note. * indicates a current or former graduate student, postdoctoral fellow, or NCRECE early career fellow; * indicates invited*

Williford, A. P. (2015, June 25). *The Virginia Kindergarten Readiness Project: Pilot results and statewide rollout*. Invited presentation for Elevate Early Education, Norfolk Va.

Williford, A. P. (2015, April 1). *The effects of Banking Time to improve preschool children's behavior problems*. Colloquium presentation. George Mason University, Department of Applied Developmental Psychology. Fairfax, VA.

Williford, A. P. (2015, February 13). *Examining the impacts of Banking Time to improve outcomes for preschool children displaying disruptive behaviors*. Invited presentation for the VEST sponsored Curry Education Research Lectureship Series. Charlottesville, VA.

Williford, A. P. (2015, February 5). *Phase II results of the Virginia Kindergarten Readiness Project*. Invited webinar presentation for the Early Elementary Workgroup of Virginia's Commonwealth Council for Childhood Success. Richmond, VA.

Williford, A. P. (2014, November 19). *Applying research to policy and practice: The Virginia Kindergarten Readiness Project*. Invited presentation for PSY 636: Research Methods with Children and Adolescents at the University of Miami (Instructor: Dr. Rebecca Shearer). via Skype, Miami, FL.

Williford, A. P. (2014, June 18). *The impact of the teacher-child relationship in supporting social-emotional competencies in young children*. Invited presentation at the Summer 2014 Early Childhood Symposium organized by the Educational Service Center of Central Ohio and The Ohio State University, Columbus, Oh.

Williford, A. P., Cabell, S., Reich, G., & Barrett, D. (2013, April) *Using research-based comprehensive curricula and teaching practices in Head Start: What works?* Invited presentation at the Office of Head Start National Birth to Five leadership Institute, National Harbor, MD.

Hamre, B. K. & **Williford, A. P.** (2012, May) *Effects of coaching and coursework on preschool teacher's interactions with children*. Invited paper presented at the Annual Smart Start Conference, Greensboro, NC.

Downer, J. T. & **Williford, A. P.** (2011, October) *Designing a national model for effective early childhood teacher preparation*. Invited presentation to UVA's Curry School Foundation, Charlottesville, VA

Williford, A. P., & Whittaker, J. E. (2010, August). *Teacher-child relationship quality: Key to improving child outcomes*. Invited paper presented at the U.S. Department of Education and Department of Health and Human Services' early childhood meeting entitled "Early Childhood 2010: Innovation for the Next Generation". Washington, DC.

Selected Invited Workshop Presentations

*Note. * indicates a current or former graduate student, postdoctoral fellow, or NCRECE early career fellow;*

Williford, A. P., *Hasbrouck, S., *Russo, J., & *Phillips, K. (2014, November 6). *Targeted strategies to reduce young children's challenging behaviors*. Invited half day workshop presented to pre-k and kindergarten teachers and services providers through the VaASCD. Williamsburg, VA.

Williford, A. P., *Carter, L. & *Hasbrouck, S. (2014, October 9). *Effective strategies to improve children's abilities to control their behaviors and emotions*. Invited day long workshop presented to pre-k and kindergarten teachers and services providers through the VaASCD. Williamsburg, VA.

Williford, A. P. (2014, August 8). *Promoting social-emotional competencies in young children*. Invited half-day workshop presented to Montgomery County Public Schools and Head Start preschool teachers. Christiansburg, VA.

Williford, A. P. (2014, March 7). *Effective strategies to improve children's abilities to control their behaviors and emotions*. Invited day long workshop presented to pre-k and kindergarten teachers and services providers through the VaASCD. Richmond, VA.

Williford, A. P. (2014, March 11). *Effective strategies to improve children's abilities to control their behaviors and emotions*. Invited day long workshop presented to pre-k and kindergarten teachers and services providers through the VaASCD. Daleville, VA.

Williford, A. P. (2005, February). *How to handle angry parents*. Invited workshop presented to area childcare providers as part of the Childcare Enhancement Project, Greensboro, NC.

Williford, A. P. (2004, December). *Preventing and handling challenging behaviors*. Invited workshop presented to area childcare providers as part of the Childcare Enhancement Project. Greensboro, NC.

Teaching, Mentorship, and Clinical Supervision

UVA, Center for Advanced Study of Teaching and Learning

Graduate Teaching

Instructor

- EDHS 8670: Personality Assessment II (Spring, 2015)
- Guest lecture—Depression, EDHS 7680 Advanced Psychopathology (October 3, 2013)

Research Supervision

Post Graduate

- Research Mentor for the NCRECE Minority Fellows :
 - Jamaal Matthews, Ph.D. Montclair State University (2010-2013)
 - Sandra Barrueco, Ph.D. Catholic University (2009-2011)
 - Postdoctoral Research Advisor :
 - Michelle Maier; CASTL postdoctoral fellow (2011-2012)
 - Jessica Whittaker; CASTL postdoctoral fellow (2009-2010)
- Provided letters of reference in support for faculty or research scientist positions:

Dr. Bridget Hatfield (2011 & 2012), Dr. Michelle Maier (2011), Dr. Jamaal Matthews (2013)

Graduate

- Doctoral Research Advisor (2009- present):
 - Michelle Yoder; Incoming 1st year PhD student in Clinical and School Psychology
 - Pilar Alamos; Incoming 1st year PhD student in Educational Psychology-Applied Developmental Science
 - Jaclyn Russo; 2nd year PhD student in Clinical and School Psychology
 - Catherine Sanger; 5th year PhD student in Clinical Psychology
 - Successfully defended 3-paper dissertation—June 4 2015
Preschoolers and Disruptive Behavior: Using Multiple Measurers to Examine Intervention Processes
 - Awarded Jesse C. Carpenter Award-2015
 - Awarded the Buffet Fellowship-2013
 - Lauren Carter; 5th year PhD student in Clinical Psychology
 - Successfully defended 3-paper dissertation—June 15, 2015
Teachers' Beliefs about Children and their Behavior: Furthering our Measurement and Understanding of how Preschool Teachers' Beliefs Relate to their Interactions with Young Children
 - Awarded the A.L. Bennett Endowed Scholarship-2013
 - Karyn Hartz; PhD Graduate in Clinical Psychology—August, 2014
 - Current appointment: Postdoctoral Fellow in Early Childhood, Bradley Research Center, Bradley Hospital, Brown University
 - Successfully defended 3-paper style dissertation—March 3, 2014
Adult-Child Relationships in Preschool: Perceptions, Contributors to Change, and Associated Child Outcomes
 - Awarded the Abidin Research Award—2013
 - Accepted as a Curry, IES, Two-year Vest Fellow—2011-2013
- Program Committee Member (2010):
 - Jane McCarty; PhD student in Educational Psychology (comprehensive exam)
 - Kate Matthew; MA Student in Educational Psychology (comprehensive exam)

Undergraduate

- Primary Research Adviser for the Summer Undergraduate Research Program (SURP) in Educational Psychology and Applied Developmental Science (4 students, 2010 & 2012)
- Regular supervisor for Undergraduate Research Assistants—5-15 students per semester (2009 to present)
- Provided letters of reference in support for admission into graduate school for the following students: Benjamin Brumley (2010), Anne Dawson (2011), Dakota Bruner (2012), Kara Weisman (2012), Michelle Stith (2012), Emily Rakosi (2013, 2014), Melissa Avalos (2013)

Clinical Supervision

- **Early Childhood Mental Health Consultation** for Monticello Area Community Action Agency (MACAA) Head Start, Clinical Psychology, Curry School, UVA (Fall 2011 to Spring 2014)

- ***Child Clinical Practicum, Clinical Psychology, Curry School , UVA*** (Fall 2015-Summer 2016; Fall 2014-Summer 2015; Fall 2013-Summer 2014; Fall 2011-Summer 2012;)

Primary clinical supervisor of practicum focused on assessment and treatment for young children—1 graduate student during each practicum year.
- Provided letters of reference for APA approved APPIC Clinical Internship: Karyn Hartz (2012), Catherine Wolcott (2014), Lauren Carter (2014)

UNCG, Department of Psychology

Graduate Teaching

Instructor

Graduate Student Workshop: Introduction to HLM (May 21, 2008)

Psy 502: Psychological Problems of Childhood (Summer, 2000)

Undergraduate Teaching

Instructor

Psy 470: Abnormal Child Psychology (Fall, 2007; Spring, 2004)

Rco 273: General Psychology (Fall, 2004; Fall 2005)

Psy 310: Statistics in Behavioral Science Research (Summer, 2001)

Research Supervision

- Supervisor for 2 merit awarded University Undergraduate Research Scholars (2006-2008)
- Provided letters of reference in support for admission into graduate school for the following students: Peter Martin (2006), Sharon Bowen (2008), Leslie Hill (2007 & 2009)

Clinical Supervision

- ***Dream Camp, Department of Psychology, UNCG*** (Summer, 2008)

Primary on-site supervisor for week 3 of a 4-week social skills oriented therapeutic day camp for children (4 to 18 years) with Asperger's Disorder
- Provided letters of reference into APA approved APPIC Clinical Internship: Sara Lowdermilk (2009)

Professional Affiliations

- Member, Society for Research in Child Development (SRCD)
- Member, American Psychological Association (APA)

Professional Service

- Associate Editor: *Journal of Early Intervention* (2014 to current)
- Guest Reviewer:

Child Development, Development and Psychopathology, Early Childhood Research Quarterly, Early Education and Development, Infant and Child Development, Journal of Abnormal Child Psychology, Journal of Applied Developmental Psychology, Journal of the American Academy of Child and Adolescent Psychiatry, Journal of Consulting and

Clinical Psychology, Journal of Developmental Psychology, Journal of Emotional and Behavioral Disorders, Prevention Science

- Provided consultation on adding self-regulation items on the National Survey of Children's Health (July, 2015)
- Member, Virginia's Commonwealth Council on Childhood Success, Data and Governance Workgroup (2014-2015)
- Faculty Mentor for visiting doctoral student, Anne Milatz from University of Vienna (Summer 2014)
- Member of the CASTL Space and Moving Committee (2013-2014)
- Search committee member for School Psychology Faculty Search (Tenured, Associate level, 2013-2014)
- Reviewer for SREE 2014 Conference: Improving Education Science and Practice: The Role of Replication, Washington DC, March 6-8, 2014
- Measurement consultant for Anne Dawson, a doctoral student in Clinical Psychology at Ohio University (former employee) who was awarded a competitive \$6000 university student grant to create a parent-teacher alignment measure
- Early Childhood Workgroup Leader for CASTL-SRCD sponsored meeting : Using Measures to Leverage the Impact of Child Development Research on Educational Practice: Beyond Cognitive Skills (Planning from 2012-2013; Meeting: June 20-21, 2013)
- Reviewer for the SRCD 2013 Biennial Meeting to be held in Seattle, WA, April 18-20, 2013.
 - Panel 19: "Education: School Context, Extra-Curricular, Enrichment, Physical Education, Remediation, Success, Educational Media"
- Faculty mentor for visiting scholar Dr. Helma Koomen from the University of Amsterdam (Spring 2012)
- MACAA Head Start Self-Assessment Team (Fall, 2012)
- Training workshop provided to MACAA Head Start teachers and staff (August 2012, 2013)
- Admissions Committee Member:
 - PhD Program in Clinical Psychology (2009; 2011, 2012)
 - PhD Program in Educational Psychology and Applied Developmental Science (2010)
 - SURP in Educational Psychology and Applied Developmental Science (2010, 2014)
- Community Liaison, Child and Family Research Network, UNCG (2008)
- Graduate Studies Committee: Clinical Student Representative, UNCG (1999-2000)
- Clinical Faculty Search Committee: Student Representative, UNCG (Spring 2000)

Honors and Awards

- Selected participant, *NCSEER Summer Research Training Institute in Single-Case Design Research*: June, 2013
- Outstanding Instructional Design Practice, Association for Educational Communications & Technology (for *MyTeachingPartner-Mathematics/Science*, Role: Consultant, PI: M. Kinzie): July, 2010
- Selected participant, *NCES-sponsored Early Childhood Longitudinal Study, Birth Cohort (ECLS-B) Database Training Seminar*: November, 2009
- Selected participant, APA-sponsored *Advanced Training Institute in Longitudinal Methods, Modeling, and Measurement*: June, 2005
- Summer Research Scholarship, UNCG: Summer 2002

- Graduate Student Association Research Funding, UNCG: Spring 2002
- Certificate of Merit for Outstanding Public Service, Division of Psychologists in Public Service (Division 18) of APA: August 2001
- Hayes Fellowship, UNCG: 1999-2000
- Greensboro Graduate Scholarship, UNCG: 1997-1999
- Phi Sigma Pi National Honor Fraternity, UVA, November 1994

Recent Media Mentions

2015

- “Va. Legislature Awards Researchers \$1M to Assess Kindergarten Readiness”, UVA Today
- “Researchers at UVA Awarded \$1M to Assess Kindergarten Readiness”, NBC 20 Newsplex
- “Kindergarten Ready” Guest on HearSay with Cathy Lewis on WHRV 89.5-Hampton Roads local NPR
- “34 Percent of Virginia Kindergartners Lack Key Skills”, Inside Business
- “Comprehensive Report on School Readiness Find some Virginia Students Lacking”, UVA Today
- “1/3 of Va. Students Aren’t Ready for Kindergarten, Virginian Pilot
- 30 Percent of VA Kids Not Ready for Kindergarten”, NBC 29 Newsplex
- “Group Proposes More Assessments for Va. Kindergartners” Washington Post

2014

- “Early Education Advocates Set Sights on 2014 for Progress”, Inside Business