

**J. Lawrence Aber, Ph.D.**  
(October, 2020)

**Personal**

University Address: Department of Applied Psychology  
Steinhardt School of Culture, Education, and Human Development  
New York University  
Kimball Hall, Room 417E  
246 Greene Street  
New York, New York 10003  
(212) 998-5410  
E-mail: [Lawrence.Aber@nyu.edu](mailto:Lawrence.Aber@nyu.edu)

Home address: 120 West 15<sup>th</sup> Street  
Apartment 3F  
New York, New York 10011  
(212) 645-1818

Date of Birth: September 12, 1950

**Education**

A.B., Harvard College, 1973, in Social Relations.  
M.S., Yale University, 1978, in Clinical-Community Psychology.  
Ph.D., Yale University, 1982, in Clinical-Community and Developmental Psychology.

**Employment History**

2012-present: University Professor, New York University

2012-present: Albert and Blanche Willner Family Professor in Psychology and Public Policy,  
New York University

2010-2012: Distinguished Professor of Applied Psychology and Public Policy, New York  
University.

2004-2010: Professor of Applied Psychology and Public Policy, New York University.

1994-2003: Director, National Center for Children in Poverty, and Professor of Population and  
Family Health, Mailman School of Public Health, Columbia University.

1999-2003: Co-Director, Institute for Child and Family Policy, Columbia University.

1989-1994: Associate Professor, Department of Psychology, Barnard College and Graduate Faculties, Columbia University; Director, Barnard Center for Toddler Development.

1982-1989: Assistant Professor of Psychology, Barnard College and Graduate Faculties Columbia University; Director, Barnard Center for Toddler Development.

1982-1984: Staff Director, National Study Panel on the Future of Services to Children and their Families, Edna McConnell Clark Foundation, New York, New York.

1979-1981: Associate Director, Harvard Child Maltreatment Project, Harvard University; Research Fellow, Bush Center in Child Development and Social Policy, Yale University.

1978-1981: Clinical Fellow in Psychology, Department of Psychiatry, Beth Israel Hospital, Harvard Medical School.

1976-1978: Special Assistant to the Director, Office for Children, Executive Office of Human Services, Commonwealth of Massachusetts.

1973-1974: Special Assistant for Civil Rights, Division of Civil Service, Executive Office of Administration and Finance, Commonwealth of Massachusetts.

1972-1973: Director of Emergency Services, Sanctuary Community Counseling Center, Cambridge, Massachusetts.

## **Teaching Expertise**

### **Graduate Courses at New York University**

- Developmental and Prevention Science
- Theories of Change in Applied Psychology
- Child Development and Social Policy in a Global Society
- Proseminar in Education Sciences
- Risk and Resilience in Human Development

### **Graduate Courses at Columbia University**

- Child and Family Policy: Multidisciplinary Perspectives
- Clinical Research Methods: Children at Risk
- Early Social and Personality Development

### **Undergraduate Courses at Barnard College**

- Developmental Psychology
- Laboratory in Developmental Psychology
- Abnormal Psychology
- Field Work and Research Methods Seminar in Early Childhood Development

### **Additional Areas of Teaching Expertise and Interest**

Poverty, Child Development and Social Policy

Violence, Human Development and Humanitarian Policy

Developmental Psychopathology

Comparative Child and Family Policy

Human and Community Development

Design and Conduct of Place-Randomized Trials of Social Interventions

### **Research Interests**

The social, emotional, motivational, behavioral and academic development of high-risk children and youth, including: abused/neglected and poor/disadvantaged preschool and school-aged children, and children and adolescents in areas of concentrated poverty and armed conflict; parent development; program and policy implications of developmental research with high risk children, youth and families; the influence of neighborhood and family socioeconomic disadvantage on parent and child development; developmental approaches to the design and evaluation of preventive interventions; policy research on child and family services.

### **Research Grants Awarded for the Study of the Social, Emotional, Behavioral, and Academic Development of Children and Adolescents at Risk**

#### **A. Toddlers and their Parents.**

"The Organization and Development of Early Social and Emotional Competencies." A longitudinal study of normal socio-emotional development from the second to the fifth year of life. In phase one, the study followed 286 children and their parents over a 12 month period from age 12-24 months to age 24-36 months and assessed the following areas of child development: secure base behavior, orientation to an unfamiliar peer, autonomous functioning in problem solving, symbolic play, ego-strength and resiliency. In addition, stage-salient parent characteristics (internal working models of relations with own parents and with toddlers, level of ego development, separation anxiety) and parenting competencies (maternal sensitivity, maternal quality of assistance) were assessed. In phase two, a subset of 127 children from phase one were followed for 2 years and assessed at age 48-60 months on such dimensions as self-regulatory abilities, internal working models of attachment relationships, and behavioral and socio-communicative indices of security. Preschoolers' parents are also assessed on such dimensions as attributional style and separation anxiety. (Principal Investigator)

"Social and Affective Development in Toddlers of Depressed Parents." A parallel study of the organization and development of early social and emotional competencies in toddlers whose parent-primary caretaker met formal diagnostic criteria for a major depressive episode within six months prior to the beginning of the study. Twenty-four toddlers were studied over 12 months in phase one and were followed over an additional 2 years in phase two. (Phase One of these studies was funded by the Faculty Grants Program of Barnard College and by a grant from an

anonymous donor. Phase Two was supported by grants from the Spencer Foundation and the Smith Richardson Foundation for 1986-1992.).<sup>a</sup> (Principal Investigator)

"Parental Representations of Attachment", with Drs. Jay Belsky and Keith Crnic, Pennsylvania State University, and Dr. Arietta Slade, City University of New York. A longitudinal study of change in parents' representations of their children during the "terrible twos", the children's second and third years of life. 150 working- and middle-class families were followed for two years. Parents' representations of attachment relationships were assessed when children were 12, 15 and 34 months of age. Children were observed in two-hour naturalistic home observations when children were 15-16, 21-22, 27-28, and 33-34 months age. Analyses focused on (1) change and stability of parental representations from 12-34 months and (2) the relationship between parents' representations and patterns of parent-child interaction in the home. Funded by the National Institute of Mental Health (1990-1996).<sup>c</sup> (Co-Principal Investigator)

### **B. Maltreated and Disadvantaged Preschool and School-Age Children.**

"The Developmental Sequelae of Id Maltreatment," with Dr. Dante Cicchetti and Dr. Vicki Carlson, Department of Psychology and Social Relations, Harvard University. A short-term cross-sequential study of 150 maltreated children and 150 nonmaltreated comparison children. Funded by the National Institute of Mental Health (1983-1985).<sup>c</sup> (Co-Investigator)

"Preschool Predictors of the Adaptation of Maltreated Children to their School Environments." A follow-up study of 32 maltreated children and 32 comparison children from the original longitudinal sample. Funded by the Spencer Foundation (1982-1984).<sup>a</sup> (Principal Investigator)

"A Reliability and Validity Study of a Sociometric Technique to Assess Social Adjustment in First and Second Graders". A cross-sectional study of 370 first and second grade children to validate a downward revision of a sociometric technique known as the Class Play. (The validated measure was used in a follow-up study of the effects of maltreatment on the development of peer relationships.) Funded by the Spencer Foundation (1984-1986).<sup>a</sup> (Principal Investigator)

"The Action Research Consortium in Early Childhood Education and Development". A collaborative short-term longitudinal study of the developmental processes which may mediate the relationship between poor minority children's participation in early education programs and later outcomes. Funded by the Foundation for Child Development (1987-1990).<sup>b</sup> (Principal Investigator)

"Interactional and Developmental Processes Study" with Dr. Jeanne Brooks-Gunn and Mathematica Policy Research, Inc. A short-term longitudinal study of a subset of 182 African-American children and their mothers embedded in a large scale evaluation of the Teenage Parent Demonstration (TPD). TPD randomly assigned mothers to an intervention condition (mandatory school and work requirements for welfare-dependent adolescent parents plus child care subsidies and referral assistance) and a no-intervention condition. The IDP Study focused on mother and child developmental and interactional processes which may mediate the impact of program participation on mother and child outcome. Funded by the Rockefeller Foundation and the Foundation for Child Development (1991-1993).<sup>c</sup> (Principal Investigator)

"Evaluation of the Resolving Conflict Creatively Program". Short-term process and outcome evaluation of the impact of a violence prevention program for elementary school children (n = 11,000) in 15 inner-city schools. In collaboration with Educators for Social Responsibility, New York City Board of Education and Educational Development Center. Funded by the Centers for Disease Control, the William T. Grant Foundation, the W. K. Kellogg Foundation, the Surdna Foundation, and the Pinkerton Foundation (1993-1999).<sup>d</sup> (Principal Investigator)

"Reading, Writing, Respect and Resolution: Evaluation of a School-based Social-Emotional and Literacy Development Program". In collaboration with Educators for Social Responsibility and the New York City Department of Education. Funded by the Institute of Education Sciences, (U.S. Department of Education), the Centers for Disease Control and Prevention (U.S. Department of Health and Human Services) and the William T. Grant Foundation, (2003-2009).<sup>d</sup> (Principal Investigator)

"Health Risk Behavior in Late Childhood: Impact of a Longitudinal Randomized Trial". This study proposes to rigorously test the effects of a long-term (3-year), school-randomized universal preventive intervention called 4Rs (Reading, Writing, Respect and Resolution) on children's health risk behaviors as they make the transition from elementary to middle school. Funded by National Institutes of Mental Health (2008-2012). (Co-Investigator).

### **C. High-Risk Adolescents.**

"The Development of High-Risk Youth: Impact of Comprehensive Services on Risk Status and Social Competencies." A three-year study of 120 high-risk youth (ages 15-17) receiving comprehensive services and 120 comparable youth receiving no or different services. Youth's problem behaviors, coping behaviors, social problem-solving skill repertoires and efficacy and outcome expectations were assessed at Time 1 (intake into the services program), and six to nine months later at Time 3 (program completion). Critical variables which could mediate the effects of program participation on adolescent development (e.g. quality of attachments, coping style, causal explanatory style) are assessed at Time 2. Funded by the William T. Grant Foundation (1984-1987).<sup>b</sup> (Principal Investigator)

"The Impact of Residential Services on Adolescent Mothers and their Children." A pilot study of a residential program for homeless young mothers in East Harlem, New York. Funded by the Ford Foundation (1984-1986).<sup>a</sup> (Principal Investigator)

"Pathways to Adaptive/Maladaptive Outcomes in Adolescence" with Drs. Edward Seidman, LaRue Allen and Christina Mitchell and, Center for Community Research and Action, Department of Psychology, New York University. A cross-sequential study which tested a theoretical model of the ontogeny of problem behaviors (such as substance abuse and delinquency) and psychopathology (such as depression) during the transition from late childhood to mid-adolescence. The study followed 1400 youth from high-risk communities in New York, NY, Baltimore, MD, and Washington, D.C. over a period of four years. Funded by the National Institute of Mental Health (1987-1995) and the Carnegie Corporation (1987-1991).<sup>d</sup> (Co-Principal Investigator)

"The Psychosocial Development of Children in Areas of Armed Conflict" with Dr. Mona Macksoud, Dr. Milagros Mendez, Lic. Jose Luis Henriquez and an international consortium of researchers. A cross-national, comparative study of the association between children's exposure to war-related stresses and trauma and their psychological symptomatology, including depression, anxiety, aggression and post-traumatic stress disorder. Four hundred children and their parents were surveyed in Lebanon and El Salvador. The research was designed to contribute to theory and to assist international relief organizations (e.g. UNICEF) and nongovernmental organizations design and evaluate community-based mental health services for children exposed to war. Funded by the Smith Richardson Foundation (1988-1992).<sup>b</sup> (Principal Investigator)

"Neighborhood and Family Influences on the Development of Poor Urban Children and Adolescents". A companion study to the Adolescent Pathways Project which examined the effects of neighborhood factors such as concentrations of female headship and male joblessness on adolescent developmental trajectories. Funded by the Russell Sage Foundation, the Smith Richardson Foundation, and the William T. Grant Foundation (1991-1994).<sup>a</sup> (Co-Principal Investigator)

"On being grown: Making meaning of the transition from adolescence to adulthood in the inner city" with Dr. Mary Waters, Department of Sociology, Harvard University. An intensive study of the meaning systems of inner-city youth employing qualitative and ethnographic research techniques. Funded by the William T. Grant Foundation (1998-2000).<sup>a</sup> (Principal Investigator)

"Follow-up Evaluation of the Resolving Conflict Creatively Program". The major goals of this follow-up study are to evaluate the long-term impact of a grade school violence prevention program on students' developmental trajectories through high school. Funded by the Centers for Disease Control (2000-2003).<sup>c</sup> (Principal Investigator)

"Dynamic Comorbidity and Prevention in High-Risk Youth." The major goals of this project are to study patterns of comorbidity between depression and conduct disorder over the period from middle childhood to adolescence. Funded by National Institutes of Mental Health. (2001-2004).<sup>d</sup> (Principal Investigator)

"Examining the Effectiveness of Scaling Up the 'First Things First' High School Reform". This school-randomized experiment tests the effects of a comprehensive high school reform model on the educational motivation, engagement and outcomes of youth in schools that serve a high percentage of low-income, ethnic-minority students. Funded by the Institute for Education Sciences and the U.S. Department of Education, (2007-2013).<sup>e</sup> (Co-Investigator)

"Resilience in Young People Orphaned by AIDS and Other Causes: Predictors and Mechanisms". This study follows a strategically selected sample of youth (n = 378) living in informal settlements in Cape Town, South Africa; and is designed to (1) identify person-, family- and community-level factors promoting or hindering resilience; and (2) to test which factors have specific relevance to AIDS orphans and which apply to young people in informal

settlements more generally. Funded by the Nuffield Foundation, United Kingdom (2008-2010)<sup>c</sup>. (Co-Investigator).

“Moderators, Mechanisms, Methods and Measurement in the Head Start Impact Study: Informing Head Start of the Future”. This project created a center to conduct secondary analysis of data from the Head Start Impact Study (HSIS). These analyses will extend HSIS findings to address a key question it left unanswered: how are features of Head Start centers associated with variation in program impacts on key child outcomes of cognitive functioning, social-emotional skills, and health status? Funded by the Administration for Children and Families (2011-2014)<sup>c</sup>. (Co-Investigator).

#### **D. Child Poverty, Child Care and Related Issues.**

“Consequences of child poverty: Understanding causal mechanisms to inform policy” with Dr. Neil Bennett (P-I). The main objective of this study was to deepen the knowledge of the mechanisms by which poverty influences the physical health, mortality, and development of children under six years of age. Funded by the Smith Richardson Foundation (1995-1997).<sup>b</sup> (Co-Investigator)

“Caring for low-income children: What can be learned from existing data from state subsidy and child care resource and referral programs?”. Uses current data on low-income children and families, and data on the supply of child care in low-income communities, to gain a deeper understanding of low-income child care markets. The study is being conducted in collaboration with the National Association of Child Care Resource and Referral Agencies, child care resource and referral networks, and state agencies that administer child care subsidies in Illinois, Maryland, New Jersey and New York City. Funded by the Child Care Bureau of the Administration for Children, Youth and Families, and the Department of Health and Human Services (1995-2000).<sup>c</sup> (Principal Investigator)

“Low quality jobs and trajectories of unemployment: Consequences for the psychological well-being of adults and children” with Dr. Mary Clare Lennon (P-I). Examined the effects of employment experiences on the psychological well-being of adults and children, with a focus on the social and economic conditions faced by low-skilled persons. Funded by the Russell Sage Foundation (1996-1997).<sup>b</sup> (Co-Investigator)

“National Study of Child Care for Low-Income Families” with Abt Associates (P-I). A study of how changes in federal and state child care and welfare policies affect the cost, availability and quality of child care in 25 communities across 17 states. The study also intensively follows a cohort of young children and their families in 5 of the communities. Funded by the Administration on Children and Families, Department of Health and Human Services (1997-2001).<sup>d</sup> (Co-Investigator)

“Public attitudes towards poverty, welfare and the working poor: An experimental vignette study” with Drs. Mary Clare Lennon and Lauren Applebaum. Using a vignette experimental methodology embedded in a general attitude survey, this study seeks to examine: how attitudes toward poverty and welfare have changed over time, what demographic and political factors

affect these attitudes, and how configurations of attitudes predict the public's policy preferences toward the poor. Funded by the Marguerite Casey Foundation (2001-2003).<sup>b</sup> (Co-Investigator)

“The effects of dynamic socioeconomic disadvantage on children.” This project uses longitudinal data from the Early Childhood Longitudinal Study-Kindergarten Cohort and appends data on neighborhood contexts and on state economic and educational policy contexts to test several hypotheses about: the influence of family economic trajectories on parent investments, behavior and distress and on children's social-emotional and cognitive-academic development; and the influence of neighborhood and policy contexts on family economic security, parenting and child development. Funded by the National Institute of Child Health & Development (2002-2008).<sup>c</sup> (Principal Investigator)

“Dynamics of economic disadvantage and child health and development.” This program of research examines how the family and policy contexts of children's lives affect their health and development. Using data from both the ECLS-K and the Panel Study of Income Dynamics-Child Development Supplement, we examine how turning points in family life (parent illness, unemployment, divorce) affect family economic trajectories and children's developmental trajectories; and whether state-level income and health policies mitigate the detrimental effects of economic disadvantage on children's health and development. Funded by the Robert Wood Johnson Foundation Investigator Awards in Health Policy Research (2003-2005).<sup>d</sup> (Co-Principal Investigator)

“Well-being of South African children: Household, community and policy influences”. This project will conduct a short-term, longitudinal, multi-level study of 5,940 7- to 10-year-olds and their parents/parent surrogates in 60 urban and rural South African communities in KwaZulu-Natal to determine the impact of changes in families' income and material disadvantage on children's cognitive and social-emotional development. Funded by National Institute of Child Health & Human Development (2008-2014).<sup>d</sup> (Principal Investigator)

“Dynamic Socio-economic Disadvantage: Children in Family and School Contexts”. The primary goal of this project is to strengthen the field's understanding of the mechanisms through which families' trajectories of income and hardship affect children's trajectories of success versus difficulty in academic and socio-emotional domains, and of the important contribution of school socio-economic disadvantage to children's development. Funded by the National Institutes of Health (2008-2011).<sup>d</sup> (Co-Principal Investigator).

“Opportunity NYC-Family Rewards: An Embedded Child and Family Study of Conditional Cash Transfers”. Funded by the William T. Grant Foundation and the Smith Richardson Foundation (2009-2011).<sup>c</sup> (Co-Investigator, in collaboration with MDRC).

\*Opportunities for Equitable Access to Quality Basic Education”. Funded by the United States Agency for International Development, Wellspring Advisors and the NoVo Foundation (2010-2015).<sup>b</sup> (Co-Investigator, in collaboration with the International Rescue Committee).



\*“Making Sense out of Variation in Impacts of Poverty Reduction Strategies: The Role of Secondary Analyses”. This project will review data archives and searchable databases being developed by IPA and the World Bank to identify evaluations of interventions that sought to foster women’s and families’ economic empowerment, and/or children’s health, education and development. It will also analyze the available data from such impact evaluations, and based on this review and analysis, make the data from these impact evaluations available to users to conduct secondary analyses. Funded by the William and Flora Hewlett Foundation (2014-2017).<sup>b</sup> (Principal Investigator).

\*“Intervention Design, Evaluation, and Applications at Scale (IDEAS) for Children”. This project will develop a new research center “Global TIES for Children: Transforming Intervention Effectiveness and Scale”. The center will focus on developing the science of social settings and human development and conducting research to improve the effectiveness and scalability of interventions on behalf of children and youth in low-income and conflict-affected countries. Funded by the NYU Abu Dhabi Institute (2014-2017).<sup>d</sup> (Co-Principal Investigator).

\*“Mapping of Instruments on Children’s Development and Related Settings for Social Processes”. Funded by the World Bank (2015).<sup>a</sup> (Principal Investigator).

\*“Behavioral Economic Strategies to Enhance Parent Language Interaction with their 0-3 Year olds: A Partnership with the NYC Department of Health and Mental Hygiene”. This project will assess the feasibility and application of behavioral economic strategies to improve implementation, and potential impact, of the NYC DOHMH planned roll-out of a population-level social media and book distribution campaign designed to enhance early language development among infants and toddlers residing in income-poor communities in the NYC area. Funded by Bezos Family Foundation (2015-2016).<sup>b</sup> (Principal Investigator).

\*“Supply- and Demand-side Approaches to Kindergarten Teaching Quality improvement in Ghana”. This study investigates supply- and demand-side approaches to improving the quality of Kindergarten education in the Greater Accra Region of Ghana. Specifically, it investigates how a teacher in-service training program with monitoring and feedback follow-up affects teacher practices, classroom quality, and child learning, in addition to testing if the impacts are enhanced when implemented alongside a parental awareness program about early childhood development and learning. Funded by Innovations for Poverty Action (2015-2019).<sup>b</sup> (Principal Investigator).

\*“Education Quality and Learning for All (EQUAL): A Global Research Network in Support of United Nations Sustainable Development Goal 4”. The EQUAL Global Network and its regional sections will commission research on measurement and innovative solutions to advance targets on SDG4 (particularly Targets 4.1, 4.2, 4.4 and 4.7). Funded by the Ford Foundation (2016-2019).<sup>e</sup> (Co-Principal Investigator).

“Understanding What Expectant and New Low-Income Mothers Know and Do about their Infants’ Early Learning: A Cross Institutional and Inter-Disciplinary Collaboration in Two Urban Communities”. Funded by the Bezos Foundation (2017-2019).<sup>b</sup> (Principal Investigator).

## **E. Enhancing the Learning and Development of Children in Conflict and Crisis Contexts**

\*“Promoting Children’s Learning Outcomes in Conflict-Affected Countries: Generating, Communicating and Incorporating Evidence for Impact”. This project aims to generate, communicate, and incorporate into practice rigorous evidence as to how to promote effective teaching and improve children’s academic and socio-emotional learning in conflict-affected contexts. Funded by ESRC/DFID (2015-2016).<sup>b</sup> (Principal Investigator).

\*“Education in Emergencies Evidence for Action (3EA): Learn Safe in Bo (Sierra Leone)”. This project will design, adapt, and test scientifically sound and field-feasible measures of implementation of teacher professional development activities and classroom practices and processes in Sierra Leone. Funded by Dubai Cares (2017-2018).<sup>b</sup> (Co-Principal Investigator, in collaboration with the International Rescue Committee).

\*“Education in Emergencies: Evidence for Action”. The overarching goal of this project is to have a catalytic effect on the education in emergencies sector, enabling global education actors to ensure that children in crisis-affected settings attend safe and predictable schools and gain the reading, math and social-emotional skills they need to thrive and succeed in school and life. Funded by Dubai Cares (2016-2019).<sup>d</sup> (Co-Principal Investigator, in collaboration with the International Rescue Committee).

\* “Education Cannot Wait: Whole of Syria Learning & Assessment: Psychometric Analysis” During the period of this project, TIES/NYU will conduct preliminary psychometric data analyses with five datasets; present preliminary psychometric results at a workshop in Jordan; conduct sensitivity analyses to finalize secondary analyses; and conduct psychometric analyses on pilot data collected using the newly constructed measure. Funded by Save the Children (2018-2019).<sup>a</sup> (Principal Investigator).

**\*“The Children Cannot Wait: Research Methodologies to improve the Practice of Education in Conflict-Affected Contexts”. This study leverages an independently funded strategic initiative between the International Rescue Committee and Global TIES to improve educational practices with Syrian refugee children in Lebanon. Funded by the Spencer Foundation (2016-2020).<sup>c</sup> (Principal Investigator).**

\*“Promoting Children’s Learning Outcomes in Conflict-Affected Countries: Evidence for Action in Niger”. This project will develop a dynamic, multi-level understanding of efforts to improve learning processes and outcomes for refugee, internally displaced, and local children in Niger and other conflict-affected countries (CACs); and to use the new, transdisciplinary knowledge developed in this study and related studies to have a catalytic effect on the education in emergencies sector, both in Niger and in other CACs, to improve children's learning and development. Funded by Economic and Social Research Council, UK (2017-2019).<sup>c</sup> (Principal Investigator).

**\*“Research Partnership for Holistic Measurement of Education Results”. The goal of this project is to build capacity for effective partnerships between researchers, practitioners,**

**and funders working in the Education in Emergencies (EiE) field, first in the MENA region, and over time in other crisis-affected regions throughout the world. Funded by an anonymous donor (2017-2020).<sup>d</sup> (Principal Investigator).**

**\*“Sesame Seeds: Early Childhood Development in Emergencies”**

**This project, which will be implemented in four countries (Lebanon, Jordan, Iraq, and Syria) will target children ages 0-8 and their caregivers. Mass media, home visiting to foster nurturing care for the youngest children, and a preschool based program for early learning will support the development of early language, literacy, numeracy and social-emotional skills. Funded by the MacArthur Foundation’s “100 and Change” initiative (2018-2022).<sup>e</sup> (Co-Investigator, in collaboration with Sesame Workshop and the International Rescue Committee).**

**\*“A Lebanon SEL/Teacher Professional Development Project Development”.**

**The purpose of this project is the development of SEL intervention with Lebanese public education system. Funded by an anonymous donor (2019-2020).<sup>a</sup> (Principal Investigator).**

**\*“Impact Evaluation of Teacher Professional Development Programming in Formal Schools in Lebanon”**

**This project is to support the government of Lebanon in using evidence-informed processes and rigorous methods to inform the development of foundational frameworks and systems to support children’s holistic learning and development. Funded by an anonymous donor (2019-2020).<sup>c</sup> (Principal Investigator).**

**\*“Understanding Children’s Holistic Development, Program Implementation and Effectiveness in Context: Evidence to Guide Investments in Social-Emotional Learning”.**

**This project will seek to understand the normative and adaptive academic and social-emotional development of children in conflict-affected contexts (Lebanon and Niger); identify and examine observable and relevant aspects of program implementation (adherence, dosage, quality) in three crisis-affected contexts; and test the variation in impacts by household, school, and individual risk levels. Funded by INEE/Dubai Cares (2019-2022).<sup>b</sup> (Co-Principal Investigator).**

## **F. Doctoral and Post-Doctoral Training Grants**

\*“The New York University (NYU) Predoctoral Training Program in Education Sciences”. This project will train 28 doctoral students from diverse backgrounds to become outstanding researchers in the educational sciences. This interdisciplinary fellowship program is designed to train the next generation of quantitative educational researchers in methodological techniques developed to more accurately identify educational effects through the utilization of randomized experimental designs, quasi-experimental methods and other statistical approaches appropriate for causal inference and the analysis of multi-level data on students, teachers, schools and developmental contexts. Funded by the US Department of Education/ Institute on Education Sciences (2008-2013<sup>d</sup>, Principal Investigator). (2014-2019<sup>d</sup>, Co-Investigator).

<sup>abcde</sup> Funding levels: <sup>a</sup>less than \$100,000; <sup>b</sup>\$100,000-\$500,000; <sup>c</sup>\$500,000-\$1,000,000;  
<sup>d</sup>greater than \$1,000,000; <sup>e</sup> greater than \$5,000,000.

\* Active grants in bold.

## **Awards & Honors**

**VISITING PROFESSOR:** London School of Economics and Sociology (Department of Social Psychology and Department of Sociology (International Inequalities Institute)). (Fall 2016)

**VISITING PROFESSOR OF EVIDENCE-BASED SOCIAL INTERVENTIONS:** University of Oxford (Department of Social Policy and Social Work). (2008 and 2009)

**NAN KEOHANE DISTINGUISHED VISITING PROFESSORSHIP:** Duke University (Center for Child and Family Policy) and University of North Carolina at Chapel Hill (Center for Developmental Science). (2007)

**NICHOLAS HOBBS AWARD FOR DEVOTION TO CHILD ADVOCACY AND PUBLIC POLICY:** Awarded by Division 37 of the American Psychological Association at the 106<sup>th</sup> Annual Convention of the American Psychological Association, San Francisco, California. (1998)

**VISITING SCHOLAR, RUSSELL SAGE FOUNDATION:** In residence to complete several studies of the development of poor urban adolescents and to write about the policy implications of developmental studies with high-risk youth (1991-1992).

**FACULTY SCHOLAR IN CHILDREN'S MENTAL HEALTH, WILLIAM T. GRANT FOUNDATION:** "Longitudinal Studies of High-Risk Adolescents during Key Periods of Developmental Transition". A five-year award which provides 50% salary to release the recipient from several teaching and administrative responsibilities in order to conduct research on the mental health of children. Through the support provided by this "early career award", I worked intensively on studies on "the development of high-risk youth" and "pathways to adaptive/maladaptive outcomes in adolescence". (1987-1992).

**SPENCER FELLOW, NATIONAL ACADEMY OF EDUCATION:** "Developmental Processes Influencing the Education of High-Risk Children and Adolescents." Award made to release me from teaching and administrative responsibilities in order to complete data analyses and publications on the educational implications of my prior studies of the development of maltreated children and of high-risk adolescents. Funded by the Spencer Foundation (1986-1987).

## Publications

### Citation Indices

- h-index = 63
- i10-index = 138

From a list of 106 peer-reviewed journal articles and 62 book chapters and monographs

### Books & Monographs

Huebner, G., Boothby, N., **Aber, J.L.**, Darmstadt, G.L., Diaz, A., Masten, A.S., Yoshikawa, H., Sachs, J., Redlener, I., Emmel, A., Pitt, M., Arnold, L., Barber, B., Berman, B., Blum, R., Canavera, M., Eckerle, J., Fox, N.A., Gibbons, J.L., Hargarten, S.W., Landers, C., Nelson, C.A. III, Pollak, S.D., Raugh, V., Samson, M., Ssewamala, F., St Clair, N., Stark, L., Waldman, R., Wessells, M., Wilson S.L., & Zeanah, C.H. (National Academies of Sciences/Forum on Investing in Young Children Globally). (2016). Beyond Survival: The Case for Investing in Young Children Globally. Washington, DC: National Academy of Medicine. <https://doi.org/10.31478/201606b>.  
<https://nam.edu/beyond-survival-the-case-for-investing-in-young-children-globally/>

**Aber, L.**, Butler, S., Danziger, S., Doar, R., Ellwood, D.T., Gueron, J.M., Haidt, J., Haskins, R., Holzer, H.J., Hymowitz, K., Mead, L., Mincy, R., Reeves, R.V., Strain, M.R., & Waldfogel, J. (AEI/Brookings Working Group on Poverty and Opportunity). (2015). Opportunity, Responsibility, and Security: A Consensus Plan for Reducing Poverty and Restoring the American Dream. Washington, DC: The American Enterprise Institute for Public Policy Research and the Brookings Institution. <https://www.brookings.edu/wp-content/uploads/2016/07/Full-Report.pdf>

**Aber, J.L.**, Lombardi, J., Klaus, S., and Champion, K. (2013). A New Global Development Goal for the World's Youngest Children. Commentary, Institute of Medicine, Washington, DC. <https://nam.edu/wp-content/uploads/2015/06/WorldsYoungestChildren.pdf>

**Aber, J.L.** Grannis, K.S., Owen, S., & Sawhill, I. (2013). The Social Genome Project: Middle Childhood Success and Economic Mobility. Brookings Institute. <http://www.brookings.edu/research/papers/2013/02/15-education-success-economic-mobility-aber-grannis-owen-sawhill>

**Aber, L.**, Morris, P., & Raver, C. (2012). Children, Families and Poverty: Definitions, Trends, Emerging Science and Implications for Policy. Social Policy Report volume 26, number 3: Publication of the Society for Research in Child Development. <https://www.clasp.org/sites/default/files/public/documents/SRCD-Social-Policy-Report-2012.pdf>

Morris, P., **Aber, J.L.**, Wolf, S., & Berg, J. (2012). Using Incentives to Change How Teenagers Spend Their Time: The Effects of New York City's Conditional Cash Transfer Program. New York, NY: MDRC. <https://www.mdrc.org/publication/using-incentives-change-how-teenagers-spend-their-time>

**Aber, J.L.**, & Rawlings, L.B. (2011). North-South Knowledge Sharing on Incentive-based Conditional Cash Transfer Programs. SP Discussion Paper No. 1101. Washington, DC: The World Bank. URI: <http://hdl.handle.net/10986/27343>.  
<https://openknowledge.worldbank.org/handle/10986/27343>

**Aber, J.L.**, Bishop-Josef, S.J., Jones, S.M., McLearn, K.T. & Phillips, D.A, (Eds.) (2007). Child Development and Social Policy: Knowledge for Action. Washington, D.C.: American Psychological Association. ISBN: 978-1-59147-425-8.

Ben-Arieh, A., Kaufman, N.H., Andrews, A.B., George, R.M., Lee, B.J., & **Aber, J.L.** (2001). Measuring and Monitoring Children's Well Being. Netherlands: Kluwer Academic Press. ISBN 978-0-7923-6789-5. DOI: 10.1007/978-94-017-2229-2

Shirk, M., Bennett, N., & **Aber, J.L.** (1999). Lives on the Line: American Families and the Struggle to Make Ends Meet. New York, NY: Basic Books.  
ISBN: 0813366534 (ISBN13: 9780813366531)

Brooks-Gunn, J., Duncan, G. & **Aber, J.L.** (Eds.) (1997). Neighborhood poverty I: Context and consequences for children. New York: Russell Sage. ISBN-10: 0871541459.

Brooks-Gunn, J., Duncan, G. & **Aber, J.L.** (Eds.) (1997). Neighborhood poverty II: Policy implications for studying neighborhoods. New York: Russell Sage. ISBN: 1610440862, 9781610440868.

## Journal Articles

**Aber, J.L.**, Tubbs Dolan, C., Kim, H., & Brown, L. (2020, in press). Children's Learning and Development in Conflict- and Crisis-Affected Countries: Building a Science for Action. Development & Psychopathology, Special Issue – Legacy of Ed Zigler.

Sherr, L., Cluver, L., Desmond, C., Toska, E., **Aber, L.**, Dhaliwal, M., Webb, D., & Dugbaza, J. (2002). A new vehicle to accelerate the UN Sustainable Development Goals. The Lancet Global Health, 8(5), pp e637-e638. [https://doi.org/10.1016/S2214-109X\(20\)30103-0](https://doi.org/10.1016/S2214-109X(20)30103-0)

Gennetian, L.A., Coskun, L.Z., Kennedy, J.L., Kuchirko, Y., & **Aber, J.L.** (2020). The Impact of Default Options for Parent Participation in an Early Language Intervention. Journal of Child and Family Studies. Published online September 24, 2020.  
<https://doi.org/10.1007/s10826-020-01838-7>

- Kim, H., Brown, L., Tubbs Dolan, C., Sheridan, M., & **Aber, J.L.** (2020). Post-Migration Risks, Developmental Processes, and Learning among Syrian Refugee Children in Lebanon. Journal of Applied Developmental Psychology, *69*,101142  
<https://doi.org/10.1016/j.appdev.2020.101142>
- Starkey, L., **Aber, J.L.**, & Crossman, A. (2019). Risk or resource: Does school climate moderate the influence of community violence on children’s social-emotional development in the Democratic Republic of Congo? Developmental Science, Special Issue Article, *22*,(5), page e12845. <https://doi.org/10.1111/desc.12845>
- Wolf, S., **Aber, J.L.**, Behrman, J., & Peele, M. (2019). Longitudinal causal impacts of preschool teacher training on Ghanaian children’s school readiness: Evidence for persistence and fadeout. Developmental Science, Special Issue Article, *22*(5), page e12878.  
<https://doi.org/10.1111/desc.12878>
- Turbeville, A., **Aber, J.L.**, Weinberg, S., Richter, L., & van Heerden, A. (2019). The relationship between multidimensional economic well-being and children’s mental health, physical health, and executive function development in South Africa. Developmental Science, Special Issue Article, *22*(5), page e12846.  
<https://doi.org/10.1111/desc.12846>
- Schwartz, K., Cappella, E., **Aber, J.L.**, Scott, M.A., Wolf, S., & Behrman, J. R. (2019). Early Childhood Teachers' Lives in Context: Implications for Professional Development in Under-Resourced Areas. American Journal of Community Psychology, 1-16.  
<https://doi.org/10.1002/ajcp.12325>
- Torrente, C., **Aber, J.L.**, Starkey, L., Johnston, B., Shivshanker, A., Weisenhorn, N., Annan, J., Seidman, E., Wolf, S., & Tubbs Dolan, C. (2019). Improving Primary Education in the Democratic Republic of the Congo: End-line Results of a Cluster-Randomized Wait-List Controlled Trial of Learning in a Healing Classroom. Journal of Research on Educational Effectiveness, *12*(3), 413-447.  
<https://doi-org.proxy.library.nyu.edu/10.1080/19345747.2018.1561963>
- Wolf, S., **Aber, J.L.**, Behrman, J.R., & Tsinigo, E. (2019). Experimental Impacts of the ‘Quality Preschool for Ghana’ Interventions on Teacher Professional Well-Being, Classroom Quality and Children’s School Readiness. Journal of Research on Educational Effectiveness, *12*(1) 10-37. <https://doi.org/10.1080/19345747.2018.1517199>
- Schwartz, K., Cappella, E., & **Aber, J.L.** (2019). Teachers’ Lives in Context: A Framework for Understanding Barriers to High-Quality Teaching Within Resource Deprived Settings. Journal of Research on Educational Effectiveness, *12*(1), 160-190.  
<https://doi.org/10.1080/19345747.2018.1502385>



- Williams, L.D., **Aber, J.L.**, & SIZE Research Group (2019). The Multilevel Relationship of HIV-Related Stigma on Child and Caregiver Mental Health among HIV-Affected Households in South Africa. *American Journal of Community Psychology*, *63*, 3-16.
- Turbeville, A., **Aber, J.L.**, Weinberg, S.L., Richter, L., & Van Heerden, A. (2019). Childhood Economic Well-Being in South Africa: Construction of a Theoretically-Grounded Empirically-Derived Multidimensional Measure. *Child Indicators Research*. Published on line: 03 January 2019. <https://doi.org/10.1007/s12187-018-9613-9>
- Wolf, S., Raza, M., Kim., S., **Aber, J.L.**, Behrman, J., & Seidman, E. (2018). Measuring and predicting process quality in Ghanaian pre-primary classrooms using the Teacher Instructional Practices and Processes System (TIPPS). *Early Childhood Research Quarterly*, *45*(4), 18-30. <https://doi.org/10.1016/j.ecresq.2018.05.003>
- Carlson, S.M., Shoda, Y., Ayduk, O., **Aber, L.**, Schaefer, C., Sethi, A., Wilson, N., Peake, P.K., & Mischel, W. (2018). Cohort Effects in Children's Delay of Gratification. *Developmental Psychology*, *54*(8), 1395-1407.
- Gordon, N., Godfrey, E., **Aber, J.L.**, Richter, L., & The SIZE Research Group (2017). Exploring patterns of receipt of cash grants, health care, and education among 7-10 year old children in KwaZulu-Natal, South Africa. *Children and Youth Services Review*, *78*, 177-188. <http://www.sciencedirect.com/science/article/pii/S0190740917303675>
- Morris, P. A., **Aber, J. L.**, Wolf, S., & Berg, J. (2017). Impacts of Family Rewards on Adolescents' Mental Health and Problem Behavior: Understanding the Full Range of Effects of a Conditional Cash Transfer Program. *Prevention Science*. Published on line: 31 January 2017. <https://doi.org/10.1007/s11121-017-0748-6>
- Aber, J.L.**, Tubbs, C., Torrente, C., Halpin, P.F., Johnston, B., Starkey, L., Shivshanker, A., Annan, J., Seidman, E., & Wolf, S. (2017). Promoting Children's Learning and Development in Conflict-Affected Countries: Testing Change Process in the Democratic Republic of the Congo. *Development and Psychopathology*, *29*, 53-67. <https://doi.org/10.1017/S0954579416001139>
- Aber, J.L.**, Torrente, C., Starkey, L., Johnston, B., Seidman, E., Halpin, P., Shivshanker, A., Weisenhorn, N., Annan, J., & Wolf, S. (2017). Impacts After One Year of "Healing Classroom" on Children's Reading and Math Skills in DRC: Results from a Cluster Randomized Trial. *Journal of Research on Educational Effectiveness*, *10*(3), 507-529. DOI: 10.1080/19345747.2016.1236160
- Gennetian, L., Darling, M., & **Aber, J.L.** (2016). Behavioral Economics and Developmental Science: A New Framework to Support Early Childhood Interventions. *Journal of Applied Research on Children: Informing Policy for Children at Risk*, *7*(2), Article 2. <http://digitalcommons.library.tmc.edu/childrenatrisk/vol7/iss2/2/>

- Godfrey, E. B., Gordon, N.D., Knight, L.C., **Aber, J. L.**, Allen, L., Richter, L. & the SIZE Research Group (2016). Which eligible households get grants: Demographic correlates of receipt in South Africa. Development Southern Africa, 33(6), 774-789. DOI: 10.1080/0376835X.2016.1231059.  
<http://www.tandfonline.com/doi/full/10.1080/0376835X.2016.1231059>
- Aber, J.L.**, Morris, P.A., Wolf, S., & Berg J. (2016). The Impact of a Holistic Conditional Cash Transfer Program in New York City on Parental Financial Investment, Student Time Use and Educational Processes and Outcomes. Journal of Research on Educational Effectiveness, 9(3), 335-363. <http://dx.doi.org/10.1080/19345747.2015.1107925>
- Collishaw, S., Gardner, F., **Aber, J.L.** & Cluver, L. (2016). Predictors of mental health resilience in children who have been parentally bereaved by AIDS in urban South Africa. Journal of Abnormal Child Psychology, 44, 719-730.
- Williams, L. D., & **Aber, J.L.** (2016). Testing for Plausibly Causal Links between Parental Bereavement and Child Socio-emotional and Academic Outcomes: A Propensity-Score Matching Model. Journal of Abnormal Psychology, 4, 705-718.  
<http://link.springer.com/article/10.1007/s10802-015-0069-9#>
- Early, E., Berg, J.K., Alicea, S., Yajuan, S., **Aber, J.L.**, Ryan, R.M. & Deci, E.L. (2015). The Impact of Every Classroom, Every Day on High School Student Achievement: Results from a School-Randomized Trial. Journal of Research on Educational Effectiveness, 9(1), 3-29.
- Torrente, C., Johnston, B., Starkey, L., Seidman, E., Shivshanker, A., Weisenhorn, N., Annan, J., & **Aber, J.L.** (2015). Improving the Quality of School Interactions and Student Wellbeing: Impacts of One Year of a School-based Program in the Democratic Republic of the Congo. Journal of Education in Emergencies, 1(1), 48-91.
- Berg, J. K., & **Aber, J.L.** (2015). A Multilevel View of Predictors of Children's Perceptions of School Climate. Journal of Educational Psychology, 107(4), 1150-1170.
- Wolf, S., Torrente, C., McCoy, M., Rasheed, D., & **Aber, J.L.** (2015). Cumulative Risk and Teacher Well-Being in the Democratic Republic of the Congo. Comparative Education Review, 59(4), 717-742.
- Lowenstein, A.E., Wolf, S., Gershoff, E.T., Sexton, H.R., Raver, C.C., & **Aber, J.L.** (2015). The stability of elementary school contexts from kindergarten to third grade. Journal of School Psychology, 53, 323-335.
- Wolf, S., **Aber, J. L.**, & Morris, P. M. (2015). Patterns of time use among low-income minority adolescents and associations with academic outcomes and problem behaviors. Journal of Youth and Adolescence 44(6), 1208-1225.

- Long, K., Brown, J.L., Jones, S.M., **Aber, J.L.**, & Yates, B.T. (FirstView Article, April 2015). Cost Analysis of a School-Based Social and Emotional Learning and Literacy Intervention. Journal of Benefit-Cost Analysis (1-27). Advance on line publication. <http://journals.cambridge.org/action/displayAbstract?fromPage=online&aid=9641256&fileId=S2194588815000068>
- Naghieh, A., Montgomery, P., Bonell, C.P., Thompson, M., & Aber, J.L. (2015). Organisational interventions for improving wellbeing and reducing work-related stress in teachers. The Cochrane Collaboration. The Cochrane Library, Issue 4.
- Conley, D., Aber, J.L., Brady, H., Cutter, S., Eckel, C., Entwisle, B., Hamilton, D., Hofferth, S., Hubacek, K., Moran, E., & Scholz, J. (2015). Big Data. Big Obstacles. The Chronicle Review, February 2, 2015). The Chronicle of Higher Education. [http://chronicle.com/article/Big-Data-Big-Obstacles/151421/?cid=cr&utm\\_source=cr&utm\\_medium=en](http://chronicle.com/article/Big-Data-Big-Obstacles/151421/?cid=cr&utm_source=cr&utm_medium=en)
- Wuermli, A., Tubbs, C., Petersen, A., & Aber J. (2015). Children and Youth in Low- and Middle Income Countries: Towards an Integrated Developmental and Intervention Science. Child Development Perspectives, 9(1), 1-6.
- Knight, L., Roberts, B.J., Aber, J.L., Richter, L., and the SIZE Research Team. (2015). Household Shocks and Coping Strategies in Rural and Peri-Urban South Africa: Baseline data from the SIZE study in KwaZulu-Natal, South Africa. Journal of International Development, 27, 213-233. Published online in Wiley Online Library (wileyonlinelibrary.com) DOI: 10.1002/jid.2993.
- Horan, J.M., Brown, J.L., Jones, S.M., & Aber J.L. (2014, November 10). Assessing Invariance Across Sex and Race/Ethnicity in Measures of Youth Psychopathic Characteristics. Psychological Assessment. Advance online publication. <http://dx.doi.org/10.1037/pas0000043>.
- Moran, E.F., Hofferth, S.L., Eckel, C.C., Hamilton, D., Entwisle, B., Aber, J.L., Brady, H.E., Conley, D., Cutter, S.L., Hubacek, K., & Scholz, J.T. (2014). Building a 21st Century Infrastructure for the Social Sciences. Proceedings of the National Academy of Sciences of the United States of America.
- Aratani, Y., Lu, H-H., & Aber, J.L. (2014). Shrinking the Public Safety Net or Helping the Poor Play by the Rules? The Changes in the State-Level Policies that Affected Low-Income Families with Children in the Welfare Reform Era: 1994-2002. American Journal of Evaluation, 35(2), 189-213.
- Hoglund, W.L.G., Jones, S.M., Brown, J.L., & Aber, J.L. (2014, July 7). The Evocative Influence of Child Academic and Social-Emotional Adjustment on Parent Involvement in Inner-City Schools. Journal of Educational Psychology. Advance online publication. <http://dx.doi.org/10.1037/a0037266>

- Desmond, C., Bruce, F., Tomlinson, M., Marlow, M.B., Aber, J.L., Ouifki, R., & Welte, A. (2014). Modelling the long-term impacts on affected children of adult HIV: benefits, challenges and a possible approach. AIDS, 28(3), S269-S275.
- Berg, J., Morris, P.A., & Aber, L. (2013). Two-Year Impacts of a Comprehensive Family Financial Rewards Program on Children's Academic Outcomes: Moderation by Likelihood of Earning rewards. Journal of Research on Educational Effectiveness, 6(4), 295-338.
- Molano, A., Jones, S., Brown, J., & Aber, L. (2013). Selection and Socialization of Aggressive and Prosocial Behavior: The Moderating Role of Social-Cognitive Processes. Journal of Research on Adolescence, 23(3), 424-436.
- Tubbs, C., & Aber, L. (2013). Cascading Effects of Parental Stress: Economic hardship reverberates through the family in multiple ways that harm children. The American Prospect, 24 (3), 69-72.
- Wolf, S., Aber, J.L. & Morris, P. (2013). Drawing on Psychological Theory to Understand and Improve Antipoverty Policies: The Case of Conditional Cash Transfers. (J.) Psychology, Public Policy and Law, 19(1), 3-14. <http://psycnet.apa.org/psycinfo/2012-22783-001/>
- Maurizi, L.K., Gershoff, E.T., & Aber, J.L. (2012). Item-Level Discordance in Parent and Adolescent Reports of Parenting Behavior and Its Implications for Adolescents' Mental Health and Relationships with their Parents. Journal of Youth and Adolescence, 41(8), 1035-1052. (Published on line: 19 January 2012 <http://dx.doi.org/10.1007/s10964-011-9741-8> .)
- Vuchinich, S., Flay, B.R., Aber, L., & Bickman, L. (2012). Person mobility in the design and analysis of cluster-randomized cohort prevention trials. Prevention Science, 13(3), 300-313.
- Yoshikawa, H., Aber, J.L., & Beardslee, W.R. (2012). The Effects of Poverty on Children's Mental, Emotional and Behavioral Health: Implications for Prevention. American Psychologist, 67(4), 272-284.
- Godfrey, E.B., Osher, D., Williams, L.D., Wolf, S., Berg, J.K., Torrente, C., Spier, E., & Aber, J.L. (2012). Cross-national measurement of school learning environments: Creating indicators for evaluating UNICEF's Child Friendly Schools Initiative. Children and Youth Services Review, 34, 546-557. <http://www.sciencedirect.com/science/article/pii/S019074091100380X>
- Aber, L., Brown, J.L., & Jones, S.M., Berg, J. & Torrente, C. (2011). School-based strategies to prevent violence, trauma and psychopathology: The challenges of going to scale. Development and Psychopathology, 23(2011), 411-421.

- Jones, S.M., Brown, J.L., & Aber, J.L. (2011). Two-Year Impacts of a Universal School-Based Social-Emotional and Literacy Intervention: An Experiment in Translational Developmental Research. Child Development, 82(2), 533-554.  
<http://onlinelibrary.wiley.com/doi/10.1111/j.1467-8624.2010.01560.x/abstract>
- Zayas, V., Mischel, W., Shoda, Y., Blum Cole, A., & Aber, J.L. (2011). Roots of Adult Attachment: Maternal Caregiving at 18 Months Predicts Adult Peer and Partner Attachment. Social Psychological and Personality Science, 2(3), 289-297.
- Jones, S.M., Brown, J.L., Hoglund, W.L.G., & Aber, J.L. (2010). A School-Randomized Clinical Trial of an Integrated Social-Emotional Learning and Literacy Intervention: Impacts on Third-Grade Outcomes. Journal of Consulting and Clinical Psychology, 78(6), 829-842.
- Aber, J.L., Hammond, A.S. & Thompson, S.M. (2010). U.S. Ratification of the CRC and Reducing Child Poverty: Can We Get There from Here? Child Welfare, 89(5), 159-175.
- Brown, J.L., Jones, S.M., LaRusso, M.D., & Aber, J.L. (2010). Improving Classroom Quality: Teacher Influences and Experimental Impacts of the 4Rs Program. Journal of Educational Psychology, 102(1), 153-167.
- Gershoff, E.T., Aber, J.L., Ware, A., & Kotler, J.A. (2010). Exposure to 9/11 Among Youth and Their Mothers in New York City: Enduring Associations with Mental Health and Sociopolitical Attitudes. Child Development, 81(4), 1141-1160.
- Aber, L., Brown, J., Jones, S., & Roderick, T. (2010). SEL: The history of a research–practice partnership. Better: Evidence-based Education, 2(2), 14-15.
- Aber, J.L. (2009). Experiments in 21<sup>st</sup> century antipoverty policy. Public Policy Research, 16(1), 57-63.
- Gershoff, E.T., Pederson, S. & Aber, J.L. (2009). Creating Neighborhood Typologies of GIS-Based Data in the Absence of a Neighborhood-Based Sampling: A Factor and Cluster Analytic Strategy. Journal of Prevention & Intervention in the Community, 37(1), 35-47.
- Clements, M., Aber, J.L. & Seidman, E. (2008). The Dynamics of Life Stressors and Depressive Symptoms in Early Adolescence: A Test of Six Theoretical Models. Child Development, 79(4), 1168-1182.
- Aber, J.L. (2007). Changing the climate on early childhood. The American Prospect, Special Report, December 2007, A4-A6.
- Gershoff, E. T., Aber, J. L., Raver, C. C., & Lennon, M. C. (2007). Income is not enough: Incorporating material hardship into models of income associations with parenting and child development. Child Development, 78(1), 70-95.

- Raver, C. C., Gershoff, E. T., & Aber, J. L. (2007). Testing equivalence of mediating models of income, parenting, and school readiness for White, Black, and Hispanic children in a national sample. Child Development, *78*(1), 96-115.
- Appelbaum, L.D., Lennon, M.C. & Aber, J.L. (2006). When effort is threatening: The influence of the belief in a just world on American's attitudes toward anti-poverty policy. Political Psychology *27*(3), 387-402.
- French, S.E., Seidman, E., Allen, L., & Aber, J.L. (2006). The development of ethnic identity during adolescence. Developmental Psychology, *42* (1), 1-10.
- Wagmiller, R.L., Lennon, M.C., Kuang, L., Alberti, P.M., & Aber, J.L. (2006). The Dynamics of economic disadvantage and children's life chances. American Sociological Review, *71*(5), 847-866.
- Eigsti, I-M., Zayas, V., Mischel, W., Shoda, Y., Ayduk, O., Dadlani, M.B., Davidson, M.C., Aber, J.L., & Casey, B.J. (2006). Predicting cognitive control from preschool to late adolescence and young adulthood. Psychological Science, *17*(6), 478-484.
- Rodriguez, M., Aber, J.L., Mischel, W., Sethi, A., & Shoda, Y. (2005). A contextual approach to the development of self-regulatory competencies: Maternal unresponsiveness and toddler's negative affect in stressful situations. Social Development, *14*(1), 136-157.
- Pedersen, S., Seidman, E., Yoshikawa, H., Rivera, A., Allen, L., & Aber, J.L. (2005). Contextual competence: Multiple manifestations among urban adolescents. American Journal of Community Psychology, *35* (1-2), 65-82.
- Hoven, C.W., Duarte, C.S., Lucas, C.P., Wu, P., Mandell, D.J., Goodwin, R.D., Cohen, M., Balaban, V., Woodruff, B.A., Bin, F., Musa, G.J., Mei, L., Cantor, P.A., Aber, J.L., Cohen, P., & Susser, E. (2005). Psychopathology among New York City public school children 6 months after September 11. Archives of General Psychiatry, *62*(5), 545-552.
- Gershoff, E., & **Aber, J.L.** (Eds.) (2004). Assessing the Impact of September 11<sup>th</sup>, 2001, on Children, Youth and Parents in the U.S.: Lessons from Applied Developmental Science. Special issues of Applied Developmental Science, *8* (3), 8(4)
- Aber, J.L., Gershoff, E., Ware, A., & Kotler, J. (2004). Estimating the effects of September 11<sup>th</sup> and other forms of violence on the mental health and social development of New York City's youth: A matter of context. Applied Developmental Science, *8*(3), 111-129
- Aber, J.L., & Gershoff, E.T. (2004). Child, Youth, and Parent Responses to the Terrorism of September 11, 2001: Implications for Applied Developmental Science and Practice. Applied Developmental Science, *8* (4) 221-225.

- Lu, H-H., Palmer, J., Song, Y., Lennon, M.C., & Aber, J.L. (2004). Children facing economic hardship in the United States: Differentials and changes in the 1990's. Demographic Research, 10, 287-338.
- Aber, J.L., Brown, J.L., & Jones, S.M. (2003). Developmental trajectories toward violence in middle childhood: Course, demographic differences, and response to school-based intervention. Developmental Psychology, 39(2), 324-348.
- Berlin, L., Brooks-Gunn, J., & Aber, J.L. (2001). Promoting early childhood development through comprehensive community initiatives. Children's Services: Social Policy, Research, and Practice, 1(4), 1-24.
- French, S., Seidman, E., Allen, L., & Aber, J.L. (2000). Racial/ethnic identity, congruence with the social context, and the transition to high school. Journal of Adolescent Research, 15(5), 587-602.
- Roberts, A., Seidman, E., Pedersen, S., Chesir-Teran, D., Allen, L., Aber, J.L., Duran, V., & Hsueh, J. (2000). Perceived family and peer transactions and self-esteem among urban early adolescents. Journal of Early Adolescence, 20(1), 68-92.
- Sethi, A., Mischel, W., Aber, J.L., Shoda, Y., & Rodriguez, M.L. (2000). The role of strategic attention deployment in development of self-regulation: Predicting preschoolers' delay of gratification from mother-toddler interactions. Developmental Psychology, 36(6), 767-777.
- Knitzer, J., Yoshikawa, H., Cauthen, N.K., & Aber, J.L. (2000). Welfare reform, family support, and child development: Perspectives from policy analysis and developmental psychopathology. Development & Psychopathology, 12(4), 619-632.
- Aber, J.L., Belsky, J., Slade, A., & Crnic, K. (1999). Stability and change in mother's representations of their relationship with their toddlers. Developmental Psychology, 35(4), 1038-1047.
- Slade, A., Belsky, J., Aber, J.L., & Phelps, J. (1999). Mother's representations of their toddlers: Links to adult attachment and observed mothering. Developmental Psychology, 35(3), 611-619.
- Seidman, E., Chesir-Terna, D., Friedman, J.L., Yoshikawa, H., Allen, L.A., Roberts, A., & Aber, J.L. (1999). The risk and protective function of perceived family and peer microsystems among urban adolescents in poverty. American Journal of Community Psychology, 27, 211-237.
- Goodman, G., Aber, J.L., Berlin, L., & Brooks-Gunn, J. (1998). The relations between maternal behaviors and urban preschool children's internal working models of attachment security. Infant Mental Health Journal, 19(4), 338-378.

- Cicchetti, D., & Aber, J.L. (Eds.) (1998). Contextualism and developmental psychopathology. Development and Psychopathology, 10(2), 137-141.
- Aber, J.L., Jones, S.M., Brown, J.L., Chaudry, N., & Samples, F., (1998). Resolving conflict creatively: Evaluating the developmental effects of a school-based violence prevention program in neighborhood and classroom context. Development and Psychopathology, 10(2), 187-213.
- Seidman, E., Yoshikawa, H., Roberts, A., Chesir, D., Allen, L., Friedman, J.L., & Aber, J.L. (1998). Structural and experiential neighborhood contexts, developmental stage, and antisocial behavior among urban adolescents in poverty. Development and Psychopathology, 10(2), 259-281.
- Aber, J.L., Bennett, N.G., Li, J., & Conley, D.C. (1997). The effects of poverty on child health and development. Annual Review of Public Health, 18, 463-483.
- Seidman, E., Aber, J.L., Allen, L., & French, S.E. (1996). The impact of the transition to high school on the self-system and perceived social context of poor urban youth. American Journal of Community Psychology, 24, 489-515.
- Aber, J.L., Brown, J.L., Chaudry, N., Jones, S.M., & Samples, F. (1996). The evaluation of the Resolving Conflict Creatively Program: An overview. American Journal of Preventive Medicine, Supplement to Volume 12(5), 82-90.
- Macksoud, M., & Aber, J.L. (1996). The war experiences and psychosocial development of children in Lebanon. Child Development, 67(1), 70-88.
- Knitzer, J., & Aber, J.L. (1996). What a difference a state makes: Tracking the well-being of young children and families. FOCUS, 18(1), 49-51.
- Aber, J.L., Brooks-Gunn, J., & Maynard, R. (1995). The effects of welfare reform on teenage parents and their children. Future of Children, 5(2), 53-71.
- Knitzer, J., & Aber, J.L. (1995). Young children in poverty: Facing the facts. American Journal of Orthopsychiatry, 65(2), 174-176.
- Seidman, E., Allen, L., Aber, J.L., Mitchell, C., Feinman, J., Yoshikawa, H., Comtois, K., Golz, K., Miller, R.L., Ortiz-Torres, B., & Roper, G.C. (1995). Development and validation of adolescent perceived microsystem scales: Social support, daily hassles and involvement. American Journal of Community Psychology, 23(3), 355-388.
- Rogosch, F.A., Cicchetti, D., & Aber, J.L. (1995). The role of child maltreatment in early deviations in cognitive and affective processing abilities and later peer relationship problems. Development and Psychopathology, 7(4), 591-609.



- Allen, J., Leadbeater, B., & Aber, J.L. (1994). The development of problem behavior syndromes in at-risk adolescents. Development and Psychopathology, 6(2), 323-342.
- Connell, J., Spencer, M., & Aber, J.L. (1994). Educational risk and resilience in African-American youth: Context, self, action and outcomes in school. Child Development, 65, 493-506.
- Seidman, E., Allen, L., Aber, J.L., & Mitchell, C., & Feinman, J. (1994). The Impact of School Transitions in Early Adolescence on the Self-System and Perceived Social Context of Poor Urban Youth. Child Development, 65, 507-522.
- Goodman, G., & Aber, J.L. (1994). Review of "Children of Alcoholics: A Critical Appraisal of Theory and Research." Family Business Review, 6(2), 223-227.
- Aber, J.L. (1992). Commentary on "Adolescent parenting: An integrative model". Human Development, 35(2), 100-106.
- Cohn, I., & Aber, J.L. (1991). Children's rights education and advocacy: International perspectives. The Child, Youth, and Family Services Quarterly, 14(2), 3-5.
- Trickett, P., Aber, J.L., Carlson, V., & Cicchetti, D. (1991). The relationship of socioeconomic status to the etiology and developmental sequelae of physical child abuse. Developmental Psychology, 27 (1), 148-158.
- Allen, J., Leadbeater, B., & Aber, J.L. (1990). The relationship of adolescents' expectations and values to delinquency, hard drug use and unprotected sexual intercourse. Development and Psychopathology, 2, 85-98.
- Allen, J., Aber, J.L., & Leadbeater, B. (1990) Adolescent behavior problems: The influence of attachment and autonomy. Psychiatric Clinics of North America, 13(3), 455-467.
- Leadbeater, B., Hellner, I., Allen, J., & Aber, J.L. (1989). The assessment of interpersonal negotiation strategies in youth engaged in problem behaviors. Developmental Psychology, 25(3), 465-472.
- Aber, J.L., & Allen, J. (1987). Effects of maltreatment on young children's socio-emotional development: An attachment theory perspective. Developmental Psychology, 23(3), 406-414.
- Cicchetti, D., & Aber, J.L. (1980). Abused children - abusive parents: An overstated case? Harvard Educational Review, 50(2), 244-255.

### Journal Articles (Under Review)

Pesando, L.M., Wolf, S., Behrman, J., Tsiningo, E., & **Aber, J.L.** (2020, under review). Public versus Private? Examining Kindergarten School Choice, Parental Resources, and **Children's** School Readiness in Ghana. International Journal of Educational Development.

Turbeville, A., **Aber, J.L.**, & Weinberg, S.L. (2020, under review). Applying a multidimensional framework to understand child economic well-being in South Africa. Child Indicators Research.

Brown, L., Kim, H., Tubbs Dolan, C., & **Aber, J.L.** (2020, under review). Remedial Programming and Skill-Targeted SEL in low-income contexts: Experimental evidence from Niger. Educational Evaluation and Policy Analysis.

### Chapters

Yoshikawa, H., Wuerkli, A., & **Aber, J.L.** (2019). Mitigating the Impact of Forced Displacement and Refugee and Unauthorized Migration on Youth: Integrating Developmental Processes with Intervention Research. In M. Suarez-Orozco & M. Sondono (eds.), Humanitarianism and Mass Migration (pp 186-206). Berkeley, CA: University of California Press.

**Aber, J.L.** (2019). Mistake: Not Establishing the Cross-cultural Validity of Measures by Key Constructs in a High-stakes Field Experiment. In Robert J. Sternberg (Ed.) My Biggest Research Mistake (Chapter 47). Thousand Oaks, CA: Sage Publications.

Wolf, S., Berg, J., Morris, P., & **Aber, L.** (2017). Conditional cash transfer programs and early childhood development. In Elizabeth Votruba-Drzal & Eric Dearing (Eds.). Handbook of Early Childhood Development Programs, Practices and Policies (Chapter 20). Hoboken, NJ: Wiley Publishing Inc.

Cappella, E., **Aber, J.L.**, & Kim H. (2016). Teaching beyond Achievement Tests: Perspectives from Developmental and Education Science. In Drew H. Gitomer & Courtney A. Bell (Eds.). Handbook of Research on Teaching (5<sup>th</sup> Edition) (pp 249-347). Washington, DC: American Educational Research Association.

Torrente, C., Alimchandani, A., & **Aber, J.L.** (2015). International Perspectives on SEL. In Joseph A. Durlak, Celene E. Domitrovich, Roger P. Weissberg, Thomas P. Gullotta & (Eds.). Handbook on Social and Emotional Learning: Research and Practice (pp 566-587). New York, NY: The Guilford Press.

- Aber, J.L.** (2014). Optimizing the relationship between basic and applied research for psychology education and training. In Rainer Silbereisen, Pierre Ritchie, & Janak Pandey (Eds.) Psychology Education and Training: A Global Perspective (pp 169-181). Hove, UK: Psychology Press.
- Aber, J.L.**, Biersteker, L., Dawes, A., & Rawlings, L. (2013). Social Protection and Welfare Systems: Implications for Early Childhood Development. In Pia R. Britto, Patrice Engle, Charles Super, Lonnie Sherrod, & Nurper Ulkuer (Eds.) Fulfilling Every Child's Potential: How Research Can Inform Global Policy (pp 260-274). Oxford, UK: Oxford Press.
- Leos-Urbel, J. & **Aber, J.L.** (2012). The Challenges of Developing a Robust Knowledge Base on Complementary Education: Toward a Policy Relevant Research Agenda. In Ezekiel Dixon-Román & Edmund W. Gordon (Eds.) Thinking Comprehensively About Education: Spaces of Educative Possibility and Their Implications for Public Policy (pp 213-218). New York, NY: Routledge.
- Wuermli, A., Silbereisen, R.K., Lundberg, M., Lamont, M., Behrman, J.R., & **Aber, L.** (2012). A Conceptual Framework. In Lundberg, M. & Wuermli, A. (Eds.) Children and Youth in Crisis: Protecting and Promoting Young People's Development During Economic Shocks (pp 29-101). Washington, DC: International Bank for Reconstruction and Development/World Bank.
- Wuermli, A., Hempel, K., **Aber, L.**, & Lundberg, M. (2012). Policies to Protect and Promote Young People's Development during Crisis. In Lundberg, M. & Wuermli, A. (Eds.) Children and Youth in Crisis: Protecting and Promoting Young People's Development During Economic Shocks (pp 229-277). Washington, DC: International Bank for Reconstruction and Development/World Bank.
- Aber, J.L.** (2012). Poor and Low-Income Families, Infant/Toddler Development and the Prospects for Change: Back to the Future. In Samuel L. Odom, Jr., Elizabeth Pungello, and Nicole Gardner-Neblett (Eds.). Infants, Toddlers, and Families in Poverty: Research Implications for Early Child Care. (pp 3-18). New York, NY: The Guilford Press.
- Aber, J.L.**, Berg, J., Godfrey, E., & Torrente, C. (2009). Using Child Indicators to Influence Policy: A Comparative Case Study. In S.B. Kamerman, S. Phipps & A. Ben Arieh (Eds.). From Child Welfare to Child Well-Being: An International Perspective on Knowledge in the Service of Making Policy (pp.189-215). The Netherlands: Springer Science+Business Media B.V.
- Gershoff, E.T., **Aber, J.L.** & Clements, M. (2009). Parent Learning Support and Child Reading Ability: A Cross-Lagged Panel Analysis for Developmental Transactions. In A. Sameroff (Ed.) The Transactional Model of Development: How Children and Contexts Shape Each Other (pp. 203-220). Washington, DC: American Psychological Association.

- LaRusso, M.D., Jones, S.M., Brown, J.L., & Aber, J.L. (2009). School Context and Micro-Contexts: The Complexity of Studying School Settings. In L.M. Dinella (Ed.) Conducting Science-Based Psychology Research in Schools (pp. 175-197). Washington, DC: APA Books.
- Aber, J.L. (2008). A Big, New Investment in America's Poorest (and Youngest?) Children: Conditional Cash Transfers. In BIG IDEAS For Children: Investing in our Nation's Future (pp. 191-202). Washington, DC: First Focus.  
<http://www.firstfocus.net/Download/18-Aber.pdf>
- Jones, S.M., Brown, J.L., & Aber J.L. (2008). Classroom Settings as Targets of Intervention and Research. In M. Shinn & H. Yoshikawa (Eds.) Toward Positive Youth Development: Transforming Schools and Community Programs (pp 58-77). UK: Oxford University Press, Inc.
- Aber, J.L. (2007). Across the Sectors: Commentary. Border Crossings: On the Relations Between the Major Age-Graded Education Systems in the United States. In S.H. Fuhrman, D.K. Cohen & F. Mosher (Eds.). The State of Education Policy Research (pp. 225-229). Mahwah, NJ: Lawrence Erlbaum Associates.
- Aber, J.L., Jones, S.M., & Raver, C.C. (2007). Poverty and child development: New perspectives on a defining issue. In J. L. Aber, S.J. Bishop-Josef, S.M. Jones, K.T. McLearn, & D.A. Phillips (Eds.) Child Development and Social Policy: Knowledge for Action (pp. 149-166). Washington, DC: APA Press.
- Gruendel, J. & Aber, J.L. (2007). Bridging the Gap Between Research and Child Policy Change: The Role of Strategic Communications in Policy Advocacy. In J.L. Aber, S.J. Bishop-Josef, S.M. Jones, K.T. McLearn & D.A. Phillips (Eds.). Child Development and Social Policy: Knowledge for Action (pp. 43-58). Washington, DC: APA Press.
- Gershoff, E. T., & Aber, J. L. (2006). Neighborhoods and schools: Contexts and consequences for the mental health and risk behaviors of children and youth. In L. Balter and C. Tamis-LeMonda (Eds.), Child Psychology: A Handbook of Contemporary Issues (2nd Edition) (pp. 611-645). New York: Psychology Press/Taylor & Francis.
- Allen, L., Bat-Chava, Y., Aber, J.L. & Seidman, E. (2005). Adolescent Racial and Ethnic Identity in Context. In G. Downey, J. Eccles, & C. Chatman (Eds.), Navigating the Future: Social identity, coping and life tasks (pp. 143-166). New York: Russell Sage Foundation.
- Brown, J.L., Roderick, T., Lantieri, L., & Aber, J.L. (2004). The Resolving Conflict Creatively Program: A School-Based Social and Emotional Learning Program. In J.E. Zins, R.P.

- Weissberg, M.C. Wang, & H.J. Walberg (Eds.), Building academic success on social and emotional learning: What does the research say? (pp.151-169). New York, NY: Teachers College Press.
- Seidman, E., Aber, J.L., & French, S.E. (2004). The organization of schooling and adolescent development. In K. Maton, C. Schellenbach, B. Leadbeater, & A. Solarz (Eds.), Investing in children, youth, families, and communities: Strengths-based research and policy (pp. 233-250). Washington, DC: American Psychological Association.
- Gershoff, E.T., Aber, J.L., & Raver, C.C. (2003). Child poverty in the U.S.: An evidence-based conceptual framework for programs and policies. In R. M. Lerner, F. Jacobs, & D. Wertlieb (Eds.), Handbook of Applied Developmental Science, Vol. 2, (pp. 81-136). Thousand Oaks, California: Sage Publications.
- Aber, J.L., Gershoff, E.T., & Brooks-Gunn, J. (2002). Social exclusion of children in the United States: Identifying potential indicators. In A.J. Kahn, & S.B. Kamerman (Eds.), Beyond child poverty: The social exclusion of children, (pp. 245-286). New York, NY: The Institute for Child and Family Policy at Columbia University.
- Aber, J.L., & Ellwood, D.T. (2001). Thinking about children in time. In B. Bradbury, S. Jenkins, & J. Micklewright (Eds.), The dynamics of child poverty in industrialised countries, (pp. 281-299). New York, NY: Cambridge University Press.
- Aber, J.L., Jones, S.M., & Cohen, J. (2000). The impact of poverty on the mental health and development of very young children. In C.H. Zeanah, Jr. (Ed.), Handbook of infant mental health, second edition, (pp. 113-128). New York, NY: Guilford Press.
- Aber, J.L. (1999). Twenty-something: Down and out in the other America? In A. Booth, A.C. Crouter, & M.J. Shanahan (Eds.), Transitions to adulthood in a changing economy: No work, no family, no future? (pp. 40-47). Westport, CT: Praeger Publishers.
- Samples, F., & Aber, J.L. (1998). Evaluations of school-based violence prevention programs. In D.S. Elliott, B.A. Hamburg, & R. Williams (Eds.), Violence in American Schools: A new perspective (pp.217-252). New York, NY: Cambridge University Press.
- Allen, L., Jones, S.M., Seidman, E., & Aber, J.L. (1998). The organization of exposure to violence among urban adolescents: Clinical, prevention, and research implications. In D.J. Flannery, & C.R. Huff (Eds.), Youth violence: Prevention, intervention, and social policy, (pp. 119-141). Washington, DC: American Psychiatric Press.
- Aber, J.L., & Jones, S.M. (1997). Indicators of positive development in early childhood: Improving concepts and measures. In R. Hauser, B. Brown, W. Prosser & M. Stagner (Eds.), Indicators of children's well-being, (pp. 395-427). New York: Russell Sage.

- Aber, J.L. (1997). Measuring child poverty for use in comparative policy analysis. In A. Ben-Arieh & H. Wintersberger (Eds.), Monitoring and measuring the state of children: Beyond survival, (pp. 193-208). Eurosocial Report, 62. Vienna: European Centre for Social Welfare Policy and Research.
- Aber, J.L., Gephart, M., Brooks-Gunn, J., & Connell, J. (1997). Development in context: Implications for studying neighborhood effects. In G. Duncan, J. Brooks-Gunn & J.L. Aber (Eds.), Neighborhood poverty: Context and consequences for children, (pp. 44-61). New York: Russell Sage.
- Duncan, G., & Aber, J.L. (1997). Neighborhood models and measures. In G. Duncan, J. Brooks-Gunn & J.L. Aber (Eds.), Neighborhood poverty: Context and consequences for children, (pp. 62-78). New York: Russell Sage.
- Halpern-Felsher, B., Connell, J. Spencer, M., Aber, J.L., Duncan, G., Clifford, E., Crichlow, W., Usinger, P., & Cole, S. (1997). Neighborhood and family factors predicting educational risk and attainment in African-American and European-American children and adolescents. In G. Duncan, J. Brooks-Gunn & J.L. Aber (Eds.), Neighborhood poverty: Context and consequences for children, (pp. 146-173). New York: Russell Sage.
- Allen, L., Aber, J.L., Seidman, E., Denner, J., & Mitchell, C. (1996). Midlife parenting in a Black and Latina urban sample: Effects of adolescent change across a school transition. In C. Ryff, & M. Seltzer (Eds.), When children grow up: Development and diversity in midlife parenting, (pp. 301-335). Chicago: University of Chicago Press.
- Allen, L., Denner, J., Yoshikawa, H., Seidman, E., & Aber, J.L. (1996). Acculturation and depression among Black and Latina urban girls. In B. Leadbeater, & N. Way (Eds.), Urban girls: Resisting stereotypes, creating identities, (pp. 337-352). New York: New York University Press.
- Macksoud, M., Aber, J.L., & Cohn, I. (1996). Assessing the impact of war on children. In R. Apfel, & B. Simon (Eds.), Minefields in their hearts: The mental health of children in war and communal violence, (pp. 218-231). New Haven: Yale University Press.
- Connell, J.P., Aber, J.L., & Walker, G. (1995). How do urban communities affect youth? Using Social Science research to inform the design and evaluation of comprehensive community initiatives. In J.P. Connell, A. Kubisch, L. Schorr, & C. Weiss (Eds.) New approaches to evaluating comprehensive community initiatives: Concepts, methods and contexts, (pp. 93-125). Roundtable on Comprehensive Community Initiatives for Children and Families, The Aspen Institute.
- Aber, J.L. (1994). Poverty, violence and child development: Untangling family- and community-level effects. In C. Nelson (Ed.), Threats to optimal development: Integrating biological, psychological and social risk factors. The Minnesota Symposia on Child Psychology, Vol. 27, (pp. 229-272). Hillsdale, N.J.: Lawrence Erlbaum.

- Slade, A., & Aber, J.L. (1992). Attachment, drives and development: Conflicts and convergences in theory. In J. Barrow, M. Eagle, & D. Wolitzky (Eds.), Interface of psychoanalysis and psychology, (pp. 154-185). Washington, D.C.: APA Publications.
- Aber, J.L., & Baker, A. (1990). Security of attachment in toddlerhood: Modifying assessment procedures for joint clinical and research purposes. In M. Greenberg, D. Cicchetti, & M. Cummings, Attachment in the preschool years, (pp. 427-460). Chicago: University of Chicago Press.
- Aber, J.L., Allen, J., Carlson, V., & Cicchetti, D. (1989). The effects of maltreatment on development during early childhood: Recent studies and their theoretical, clinical and policy implications. In D. Cicchetti, & V. Carlson (Eds.), Child maltreatment: Theory and research on causes and consequences, (pp. 579-619). New York: Cambridge University Press.
- Cicchetti, D., Carlson, V., Braunwald, K., & Aber, J.L. (1987). Sequelae of child maltreatment. In R.J. Gelles, & J.B. Lancaster (Eds.), Child abuse and neglect: Biosocial dimensions, (pp. 277-298). Hawthorne, NY: Aldine De Gruyter.
- Cicchetti, D., & Aber, J.L. (1986). Early precursors of later depression: An organizational perspective. In L.P. Lipsitt (Ed.), Advances in infancy research, Vol. 4, (pp. 87-137). Norwood, NJ: ABLEX.
- Aber, J.L., & Cicchetti, D. (1984). The socio-emotional development of maltreated children: An empirical and theoretical analysis. In H. Fitzgerald, B. Lester, & M. Yogman (Eds.), Theory and research in behavioral pediatrics, Vol. 2, (pp. 147-205). New York: Plenum Press.
- Aber, J.L. (1983). Social policy issues in the prevention of burnout. In B. Farber (Ed.), Stress and burnout in the human services professions, (pp. 213-226). New York: Pergamon Press.
- Aber, J.L. (1983). The role of state government in child and family policy. In E. Zigler, S. Kagan, & E. Klugman (Eds.), Children, families and government: Perspectives on American social policy, (pp. 96-116). New York: Cambridge University Press.
- Aber, J.L., & Zigler, E. (1981). Developmental considerations in the definition of child maltreatment. In R. Rizley, & D. Cicchetti (Eds.), Developmental perspectives on child maltreatment: New directions for child development, (pp. 1-29). San Francisco: Jossey-Bass.
- Aber, J.L. (1980). The involuntary child placement decision: Solomon's dilemma revisited. In G. Gerbner, C. Ross, & E. Zigler (Eds.), Child abuse: An agenda for action, (pp. 156-182). New York: Oxford University Press.

## Technical Reports/Research Briefs

- Cappella, E., Blair, C. & **Aber, J.L.** (2016). Outcomes Beyond Test Scores – What is Social Emotional Learning? Preparing Students for School and Life Success. Education Solutions Initiative NYU Steinhardt. Available at:  
<https://steinhardt.nyu.edu/e/i2/edsolutions/201609/2SELOutcomesBeyondTestScores.pdf>
- Aber, J.L.**, Torrente, C., Starkey, L., Wolf, S., & Johnston, B.M. (2016). Opportunities for Equitable Access to Quality Basic Education (OPEQ): Year 2 Impact Evaluation Report. Preliminary results from the Early Grade Reading Assessment (EGRA) after one year of pilot intervention.
- Deci, E.L., Early, D.M., **Aber, J.L.**, Ryan, R.M., Berg, J.K., Alicea, S. & Si, Y. (2013). Validation of the engagement, alignment, and rigor (EAR) classroom visit protocol & Every Classroom, Every Day efficacy trial. Report prepared for U.S. Department of Education Institute of Education Sciences.
- Aber, J.L.** & Chaudry A. (2010). Low-Income Children, Their Families and the Great Recession: What Next in Policy? Urban Institute.  
<https://www.urban.org/sites/default/files/publication/28526/412069-Low-Income-Children-Their-Families-and-the-Great-Recession.PDF>
- Aber, J. L.**, Pedersen, S.F.A., Brown, J.L., Jones, S.M., & Gershoff, E.T. (2003). Changing Children’s Trajectories of Development: Two-Year Evidence for the Effectiveness of a School-Based Approach to Violence Prevention. New York, NY: National Center for Children in Poverty. Available at:  
<https://academiccommons.columbia.edu/doi/10.796/D8R78PZ4>
- Appelbaum, L.D., Lennon, M.C., & **Aber, J.L.** (2003). Public attitudes toward low-income children and families: How the belief in a just world influences American’s attitudes toward solutions to poverty. Communications Research Brief, National Center for Children in Poverty, Columbia University.  
[http://www.nccp.org/publications/pdf/text\\_553.pdf](http://www.nccp.org/publications/pdf/text_553.pdf)
- Lennon, M.C., Appelbaum, L.D., **Aber, J.L.**, & McCaskie, K. (2003). Public attitudes toward low-income children and families: Circumstances Dictate Public Vies of Government Assistance. Communications Research Brief, National Center for Children in Poverty, Columbia University. [http://www.nccp.org/publications/pdf/text\\_552.pdf](http://www.nccp.org/publications/pdf/text_552.pdf)
- Aber, J.L.**, Brown, J.L., & Henrich, C.C. (1999). Teaching conflict resolution: An effective school-based approach to violence prevention. New York: National Center for Children in Poverty. <https://eric.ed.gov/?id=ED437176>



Henrich, C.C., Brown, J.L., & **Aber, J.L.** (1999). Evaluating the effectiveness of school-based violence prevention: Developmental approaches. SRCD Social Policy Report, 13(3), 1-17. <https://srcd.onlinelibrary.wiley.com/doi/epdf/10.1002/j.2379-3988.1999.tb00038.x>

Bernard, S.N., Collins, A., & **Aber, J.L.** (1996). State welfare waiver evaluations: Will they increase our understanding of the impact of welfare reform on children? Supplement to the working paper. National Center for Children in Poverty, Columbia School of Public Health.

Collins, A., & **Aber, J.L.** (1996). State welfare waiver evaluations: Will they increase our understanding of the impact of welfare reform on children? National Center for Children in Poverty, Columbia School of Public Health.

**Aber, J.L.**, Berlin, L., Brooks-Gunn, J., & Carcagno, G. (1995). The "Interactions and Developmental Processes" Study of the Teenage Parent Demonstration Project: Final Report. Mathematica Policy Research, Princeton, N.J.

Love, J., **Aber, J.L.**, & Brooks-Gunn, J. (1994). Strategies for assessing community progress toward achieving the first national education goal. Mathematica Policy Research, Princeton NJ.

Macksoud, M., Nazar, F., & **Aber, J.L.** (1994). Children's war experiences: The impact of the Iraqi occupation on the psychosocial development of children in Kuwait. Occasional Paper, Center for Contemporary Arab Studies, Georgetown University, Washington D.C. Aber J.L. (1993). The effects of poor neighborhoods on children, youth and families: Theory, research and policy implications. Paper prepared for the Policy Conference on Persistent Urban Poverty, sponsored by the Social Science Research Council's Committee for Research on the Urban Underclass. Papers available from the National Center for Children in Poverty, Columbia School of Public Health.

Goldman, D., Drew, J., & **Aber, J.L.** (1979). Outside in: A handbook for citizen review of children's residential facilities. Boston: Commonwealth of Massachusetts.

## **Invited Addresses (1984-2020)**

Dreyer, B., & **Aber, J.L.** A Roadmap to Reducing Child Poverty. Presentation at an NYU event entitled “Perspectives on *A Roadmap to Reducing Child Poverty*”, sponsored by IHDSC, NYU Strategies to Reduce Poverty at the McSilver Institute for Poverty Policy and Research, and the Office of the President, October 30, 2019.

**Aber, J.L.** Children’s Learning and Development in Conflict-affected Countries: Building a Science for Action. Presentation at the New School, October 14, 2019,

**Aber, J.L.** A Roadmap to Reducing Child Poverty. Guest Lecture at course on Inequality Studies. McSilver Institute/McSilver School of Social Work, NYU, September 26, 2019.

**Aber, J.L.** Children’s Learning and Development in Conflict-Affected Countries: Building a Science for Action. Presentation at PSI/Developmental Psychology Colloquium, NYU, September 25, 2019.

Tubbs Dolan, C., & **Aber, J.L.** The Children Cannot Wait: Improving the Practice of Education for Children in Crisis Contexts. Lyle Spencer Grantee presentation to the Spencer Foundation’s Board of Directors, Chicago, IL, June 25, 2019.

**Aber, J.L.**, Kim, H.Y., Brown, L., Montes De Oca Salinas, M., Annan, J., & Murugaiah, K. Working in a Conflict Zone in Niger with First-to-Third Grade Children. Presentation at Bezos Family Foundation’s Early Learning Science Advisor Summit, Scottsdale, AZ, May 31, 2019.

**Aber, J.L.**, Kim, H.Y., Brown, L., Montes De Oca Salinas, M., Annan, J., & Murugaiah, K. Working in a Conflict Zone in Niger with First-to-Third Grade Children. Presentation at LINKS Symposium on Investing in Early Childhood Development for Peaceful Societies. Riddell Hall, Queen’s University Belfast, Belfast, Northern Ireland, May 24, 2019

**Aber, J.L.**, Wolf, S., & Behrman, J. Masterclass on Training Preschool Teachers in Ghana: Sustained vs. Fade Out effects on Children in the early Primary Years. Queen’s University Belfast, Belfast, Northern Ireland, May 21, 2019.

**Aber, J.L.** A National Conversation on Deep Poverty. National Press Club, Washington, DC, March 1, 2019.  
<https://www.youtube.com/watch?v=krijv6XZLTok>

**Aber, J.L.** What is Social-Emotional Learning (SEL)? Why Should SEL Matter to Africa? Presentation at the IIEFG and Tri-State Africa Funders Group SEL Breakfast Panel. Columbia University, New York, NY, January 30, 2019.

- Aber, J.L.** Understanding and Promoting Children’s Learning and Development in Conflict-Affected Countries. Presentation to Unicef Office of Research – Innocenti, Florence, Italy, January 10, 2019.
- Grob, R., & **Aber, J.L.** Treasuring by Measuring: Developing and Using Global Indicators of SEL for Evidence-based Advocacy. Presentation at International Education Funders Group (IEFG) Semi-Annual Member Meeting: Social Emotional Learning (SEL), Exploratorium, San Francisco, CA, November 14, 2018.
- Jones, S., & **Aber, J.L.** Social Emotional Learning and Educational Equity: What are the Links? Presentation at International Education Funders Group (IEFG) Semi-Annual Member Meeting: Social Emotional Learning (SEL), Exploratorium, San Francisco, CA, November 15, 2018.
- Aber, J.L.** Understanding and Promoting Children’s Learning and Development in Conflict-Affected Countries. Keynote Presentation at 2018 NYUAD Research Conference, NYU Abu Dhabi, Saadiyat Campus, Abu Dhabi, UAE, November 5, 2018.
- Aber, J.L.** Building an Evidence Base on School-based Strategies to Promote the Learning and Development of Children in Conflict-Affected Countries: What works and why? Presentation at the Global Evidence and Implementation Summit (GEIS) 2018, Melbourne, Australia, October 23, 2018.
- Aber, J. L.** Violence, Trauma and Child Development: The Potentially Transformative Role of ECEC Services for Young Refugee Children. Migration Policy Institute Webinar, August 29, 2018.
- Aber, J.L.** Children’s Learning and Development in Conflict-Affected Countries: Building a Science for Action. Colloquium Presentation at Northwestern University, School of Education and Social Policy, Evanston, IL, on April 24, 2018.
- Wolf, S., **Aber, J.L.** & Behrman, J. Experimental Impacts of the ‘Quality Preschool for Ghana’ Intervention: Implications for System-level Reform. Presentation at an IPA Early Childhood Education Dissemination Event, Oak Plaza Hotel, East Airport, Accra, Ghana, October 10, 2017.
- Aber, J.L.** Violence, Trauma and Child Development: The Potentially Transformative Role of ECEC Services for Young Refugee Children. Presentation at a Transatlantic Forum on Inclusive Early Years: Investing in the Development of Young Children from Migrant and Low-Income Families, Berlin, Germany, September 11, 2017.
- Aber, J.L.** Early Childhood Programs for Refugees from Countries in Conflict. Presentation at a Workshop hosted by the Haruv Institute, Hebrew University of Jerusalem, Israel, February 22, 2017.

**Aber, J.L.** Violence, Complex Trauma and Young Children's Development: Research, Program and Policy Implications. The Third Patricia van Horn Memorial Lecture, Hebrew University of Jerusalem, Israel, on February 20, 2017.

**Aber, J.L.** Promoting Children's Learning and Development in Conflict-Affected Countries. Presentation at Dubai Cares, Dubai Healthcare City, Dubai, UAE, January 15, 2017.

**Aber, J.L.** Violence and Children's Development: Personal, Historical and International Perspectives. Presentation at the Center for Social Policy (CSP) Seminar, Somerset House, London, UK, on December 15, 2016.

**Aber, J.L.** Tackling Poverty: An American Perspective. Presentation at a Seminar on Tackling Poverty, hosted by the Dartington Social Research Unit, in Edinburgh, Scotland, on December 7, 2016.

**Aber, J.L.** Promoting and Sustaining Children's Learning and Development in Conflict-Affected Countries: Research for Action. Presentation at the Symposium on Research Frontiers in Human Development: Sustaining Gains – An Integrated Approach to Early Child Development, Klaus J. Jacobs Awards, Zurich, Switzerland, on December 2, 2016.

**Aber, J.L.** Promoting Children's Learning and Development in Conflict-Affected Countries: Building a Research Agenda. Presentation at the CIFAR Forum on the Well-Being of the World's Children, Canada House, London, UK, on November 18, 2016.

**Aber, J.L.** Opportunity, Responsibility and Security: A Consensus Plan for Reducing Poverty and Restoring the American Dream. Presentation at the International Inequalities Institute, London School of Economics and Political Science, London, UK, on October 18, 2016.

**Aber, J.L.,** Wolf, S., & Behrman, J. Quality Preschool for Ghana: Advancing Research Methods to Support Policy Change. Presentation at an Academic Conference organized by the Center for the Evaluation of Development Policy (EDePo) at the Institute for Fiscal Studies and the IADB on "The early years: child well-being and the role of public policy". The British Academy, London, UK. June 9, 2016.

**Aber, J.L.** Violence and Child Development: Historical and International Perspectives on "Normal" Trauma. Presentation at Haruv-USA Seminar at the University of Oklahoma, Tulsa, OK, on June 6, 2016.

**Aber, J.L.** Conducting CRTs in Challenging International Contexts: A Case Study from the D.R. Congo. Presentation at the American Research Institute's Impact Group, Washington, DC, on May 26, 2016.

**Aber, J.L.** 21<sup>st</sup> Century Research for Child and Youth Development: Toward a Science for Action. Presentation at the Inaugural Event for the Program for Research on Youth

Development and Engagement (PRYDE). Cornell University, Ithaca, NY, on May 5, 2016.

**Aber, J.L.** Young Children and Families in Conflict-Affected Countries: Science for Action. Presentation at the National Academy of Science's Forum on Investing In Young Children for Peaceful Societies: Individual And Structural Transformation. Landmark Amman Hotel & Conference Center, Amman, Jordan, March 17, 2016.

**Aber, L.A.,** Butler, S., Danziger, S., Doar, R., Ellwood, D.T., Gueron, J.M., Haidt, J., Haskins, R., Holzer, H.J., Hymowitz, K., Mead, L., Mincy, R., Reeves, R.V., Strain, M.R., & Waldfogel, J. (AEI/Brookings Working Group on Poverty and Opportunity). Opportunity Responsibility and Security: A Consensus Plan for Reducing Poverty and Restoring the American Dream. Presentation at an event at the Ford Foundation, NY, on February 4, 2016.

**Aber, J.L.** The Root Causes of Poverty and its Effects on Children and Youth. Presentation at the Congressional Briefing hosted by the National Prevention Science Coalition to Improve Lives (NSPC): "A Bipartisan Approach to Reducing Poverty and its Consequences via Evidence-Based Preventive Science". Capitol Hill, Washington, DC, December 2, 2015.

**Aber, J.L.** Promoting Social-Emotional Skills in Conflict-Affected Countries: Evidence for Impact. Presentation at the Global Compact on Learning Donor Meeting at the Brookings Institution, New York, NY, on October 1, 2015.

**Aber, J.L.** Young Children and Families: Back to the Future. Reflections at the Launch at the Straus Center, Bank Street College of Education, New York, NY, on September 21, 2015.

**Aber, J.L.** Setting the Stage: Measuring Student/Preschool Teacher Interactions. Presentation at a SIEF Workshop on ECD Measurement for Preschool Children at the World Bank, Washington, DC, on May 27, 2015.

**Aber, J.L.** Poverty and Babies' Development: Domestic and Global Perspectives. Presentation at the Congressional Baby Caucus and ZERO TO THREE "Congressional Briefing: The State of America's Babies", Capitol Hill, Washington, DC, April 16, 2015.

Aber, J.L. Measuring Educational Processes and Outcomes: The Role of Conceptual Frameworks and Theories of Change. Presentation at a Workshop on Measuring Settings and Child Outcomes at The World Bank, Washington, DC, May 12, 2015.

Aber, J.L. Can "Learning in Healing Classroom" Enhance the Academic and Psychosocial Development of Children in Conflict-Affected Countries?: Lessons from the DRC. Presentation at the NYUAD Annual Research Conference, NYUAD, Saadiyat Island, Abu Dhabi, UAE, February 28, 2015.

- Aber, J.L. Changing Social Settings to Promote Children's Development: What Would Kurt Lewin Think about CRTs? Presentation at Yale Psychology Department's Social Lunch Series, February 16, 2015.
- Aber, J.L. Global Initiatives for Families to Promote Early Childhood Development: The Critical Role of Anti-Poverty Policy. Presentation at "IV International Symposium of Early Child Development – The central role of the Family". Fundação Maria Cecília Souto Vidigal, Sao Paulo, Brazil, November 13, 2014.
- Aber, J.L. Child Development and Social Policy: Building a Science for Action. Presentation to Social Sciences Division, NYUAD, Saadiyat Island, Abu Dhabi, UAE, September 24, 2014.
- Aber, J.L. Non-Cognitive Abilities for the 21<sup>st</sup> Century: Insights from Developmental and Prevention Science. Keynote Address at 11<sup>th</sup> Itaú International Seminar on Economic Evaluation of Social Projects. Sao Paulo, Brazil, September 2, 2014.
- Aber, J.L. School-based Strategies to Promote Children's Learning and Development in the DRC: Early results from a large-scale randomized field experiment. Symposium on Children and Political Violence: Developmental Approaches and Dissemination Practices. University of Notre Dame, Notre Dame, Indiana, April 25, 2014
- Aber, J. L. Unlearning Violence in Schools: Lessons from the Democratic Republic of the Congo. Presentation to World Peace Foundation's Conference on "Unlearning Violence: Evidence and Policies for Early Childhood Development and Peace". The Eliot-Pearson Department of Child Development, Tufts University, Medford, MA, February 14, 2014.
- Aber, J.L., & Torrente, C. Classroom Quality as a Mediator of the Impact of School-based Interventions on Student Performance: Evidence from Social-Emotional Learning Programs in the US and the DRC. Presentation at a Workshop on "The Transformative Role of Settings for Children's Development". The World Bank, Washington, DC, December 4, 2013.
- Aber, J.L. The Role of Settings in Child and Youth Development: Implications for Intervention Design and Impact Evaluations. Presentation to Innovations for Poverty Action, Ghana, West Africa, November 5, 2013.
- Aber, J.L. The Role of Settings on Influencing Outcomes: Insights from Child and Youth Development Programs. Presentation to the The World Bank, Washington, DC, May 7, 2013.
- Aber, J. L. Ethical and Policy Issues of Applying Genetic Differential Sensitivity. Presentation at Jacobs Foundation Conference on "Genetic Moderation of Intervention Efficacy", Schloss Marbach, Germany, April 26, 2013.

- Aber, J.L. School-Randomized Experiments to Improve Children's Academic & Social-Emotional Outcomes: Lessons from U.S. and Congo. 2013 John Doris Memorial Lecture, Bronfenbrenner Center, Cornell University, Ithaca, NY. April 9, 2013.
- Aber, J.L. Child Development and Social Policy: Building a Science for Action. Inaugural University Professorship Lecture, New York University, NY. February 19, 2013.
- Aber, J.L. Poverty, CCTs and Children's Development: Using Psychology to Understand Policy Strategies. Presentation to the Department of Psychology's Colloquium Series, University of Pittsburgh, Pittsburgh, PA, February 8, 2013.
- Aber, J.L. Randomized Trial of a School-based Intervention in the Congo: Background, Opportunities and Challenges. Presentation to CEBI Multidisciplinary Seminar, Department of Social Policy and Intervention, University of Oxford, Oxford, UK, November 1, 2012.
- Aber, J.L. Opportunity NYC-Family Rewards: Impact of Conditional Cash Transfers on Children's Health, Education and Development. Presentation to the Department of Social Policy and Intervention, University of Oxford, Oxford, UK, November 1, 2012.
- Aber, J.L. Cluster Randomized Controlled Trials. EBSI Intervention Lecture, University of Oxford, Oxford, UK, October 31, 2012.
- Aber, J.L. Opportunity NYC-Family Rewards: Impact of Conditional Cash Transfers on Children's Health, Education and Development. Presentation to a Conference on "Re-thinking Aid and Subsidies in Urban Contexts". Turin School of Local Regulation, Torino, Italy, October 19, 2012.
- Aber, J.L. School-randomized Experiments to Improve Children's Academic and Mental Health Outcomes: Lessons from New York City and the Congo. Presentation to Chapin Hall Guest Speaker Series, University of Chicago, Chicago, IL, September 18, 2012.
- Aber, J.L. Evidence-based Training: How Research Findings Can Enrich Training Programs. Address to the University of Oklahoma - Tulsa Schusterman Family Foundation and the Haruv Institute Summit on Research and its Contribution to Training and Development of Professionals in Child Maltreatment, Tulsa, OK, September 10, 2012.
- Aber, J.L. Evaluating the Impact of OEQ on Teachers and Children: Design, Methods, Baseline Findings and Future Plans. Presentation to Global Partnership in Education, Washington, DC, July 26, 2012.
- Aber, J.L. Evaluating the Impact of OPEQ on Children's Reading, Math and Social and Emotional Wellbeing. Presentation to the William T. Grant Scholars Retreat Pre-meeting, Seattle, WA, June 28, 2012.

- Aber, J.L. Balancing Basic and Applied Research with National and International Needs in Psychological Education and Training. Address at the Workshop on Psychology Education and Training: A Global Perspective, Dornburg Castle, Germany, May 23-26, 2012.
- Aber, J.L. Conditional Cash Transfers to Reduce Poverty and Promote Educational Achievement: A Theory-based Evaluation of a Complex Strategy. Presentation to the Center for Education Policy Analysis, Stanford University, Stanford, CA, May 17, 2012.
- Aber, J.L. Social Protection and Welfare Systems: Implications for Early Development. Presentation at Executive Leadership Program in Early Childhood Development, Harvard University, Cambridge, MA, March 15, 2012.
- Aber, J.L. A Theory-based Evaluation of a Complex Antipoverty Strategy: Killing Two Bird with One Stone. Presentation to Spring 2012 CASSR Seminar Series, New York University, February 15, 2012
- Aber, J.L. The effects of Poverty on Children's Mental, Emotional and Behavioral Health: Implications for Prevention. Presentation to Beijing Normal University, Beijing, China, November 24, 2011.
- Aber, J.L. Poverty, Child Development and Social Policy: Lessons from the U.S. Presentation to Shanghai Normal University, Shanghai, China, November 17, 2011.
- Aber, J.L. Using Place-Randomized Experiments to Test Theories in Education and Human Development. Presentation to Shanghai Normal University, Shanghai, China, November 15, 2011.
- Aber, J.L. New Frontiers for Impact Evaluations of CCT Programs: The Case for Theory-Driven Designs. Presentation to the Generation Second of CCTs Evaluation Workshop, The World Bank, Washington, DC, October 25, 2011.
- Aber, J.L. Mental health of AIDS-affected children in South Africa: The role of families, the potential of family supportive policies. Presentation to Global Partner Forum on Children Affected by HIV and AIDS, UNICEF, June 3, 2011
- Aber, J.L. Poverty's Impact on Developmental and Cognitive Outcomes. Keynote address to Region II and III Academic Pediatric Association Meeting, NYU School of Medicine, March 11, 2011.
- Aber, J.L. Using Cluster-Randomized Trials to Test Developmental Theory. Presentation to Developmental Colloquium, Department of Applied Psychology, NYU Steinhardt, March 2, 2011.



- Aber, J.L. Impact of Conditional Cash Transfers on Children's Health, Education and Development: Early Results from a Randomized Field Trial. Invited address to Collegio Carlo Alberto's Seminar Series, Milan, Italy, November 3, 2010.
- Aber, J.L. & Rawlings, L. Using Incentives to Improve Outcomes: North-South Knowledge Sharing on Conditional Cash Transfer Programs. Invited address to The World Bank Human Development Chief Economist's Seminar Series, Washington, DC, October 13, 2010.
- Aber, J.L. Early Learning and Development for All Children: Can We Get There from Here? Invited address to the 23<sup>rd</sup> Annual Bank Street College Infancy Institute, New York, NY, June 16, 2010.
- Aber, J.L. Low-Income Children, Their Families and the Great Recession: What Next in Policy? Invited Address to the 10<sup>th</sup> Anniversary Celebration of the Child and Family Policy Center, Duke University, March 29, 2010.
- Aber, J.L. Impact of A School-Randomized Social-Emotional Learning Intervention on children's Mental Health and Academic Achievement. Invited Address to University of Pennsylvania Graduate School of Education's IES Pre-Doctoral Training Program, Philadelphia, PA, February 1, 2010.
- Aber, J.L. & Chaudry A. Low-Income Children, Their Families and The Great Recession: What Next in Policy after the ARRA? Invited address to Georgetown Center on Poverty, Inequality, and Public Policy Conference on "Reducing Poverty and Economic Distress After ARRA", Washington, DC., January 15, 2010
- Aber, J.L. Strategies for Preventing Family Separation: Knowledge for Action. Invited address to 1010<sup>th</sup> Wilton Park Conference, "The Neglected Agenda: Protecting Children Without Adequate Parental Care". Co-sponsored by Save the Children, UNICEF and the Better Care Network. Steyning, Sussex, UK. December 1, 2009
- Aber, J.L. School-Based Strategies to Prevent Violence, Trauma, and Psychopathology: Can we get there from here? Invited address to Mt. Hope Family Center's 30<sup>th</sup> Anniversary Symposium, "Frontiers in Translational Research on Trauma", University of Rochester, NY, November 13, 2009.
- Aber, J.L. Impact of Social-Emotional Learning Intervention on Children's Mental Health: A School-Randomized Trial. Invited address to Division of Child and Adolescent Psychiatry, Columbia University/New York State Psychiatric Institute Grand Rounds, New York, NY, October 7, 2009.
- Aber, J.L., Hammond, H. & Thompson, S. U.S. Ratification of the CRC and Halving Child Poverty: Can We Get There from Here? 2009 CRC Symposium - The Convention on the Rights of the Child: Why it is Time to Ratify, Washington, DC, June 1, 2009.

- Aber, J.L. Cluster-Randomized Trials: Their Potential Role in Social Policy Reform. Invited address to the Department of Social Policy and Social Work, University of Oxford, May 21, 2009.
- Aber, J.L. Family Economic Security and Children's Development in the Age of Obama. World Bank Seminar Series: Using Evidence to Inform Policy. The World Bank, Washington, DC. March 16, 2009.
- Aber, J.L. Promoting the Social-Emotional and Literacy Development of Low-Income Children: Results from a School Randomized Trial. IES-PERT Fellowship Speakers Series, New York University, March 9, 2009.
- Aber, J.L. Promoting the Social-Emotional and Literacy Development of Low-Income Children: Results from a School Randomized Trial. University of Virginia Curry Education Research Lectureship Series. February 13, 2009.
- Aber, J.L. CCTs: A New Strategy to Fight Poverty and Promote Human Capital Formation. Institute of Public Policy Research, London, England. January 15, 2009.
- Aber, J. L. A New Strategy to Help Close the Equity Gap in Early Childhood. Eliot Pearson Department of Child Development Colloquium, Tufts University. November 13, 2008.
- Rawlings, L.B. & Aber, J.L. What Can Higher-Income and Lower-Income Countries Learn from Each Other About Incentive-Based Anti-Poverty Policies? Thirtieth Annual APPAM Research Conference, Los Angeles, CA, November 6-8, 2008.
- Aber, J.L. Poverty, Violence and Children's Mental Health: Toward a Science of Place-Based Interventions. University of Minnesota Department of Psychiatry Grand Rounds. September 17, 2008.
- Aber, J.L. The Psychology of Incentive Payments: Promise and Risks. International CCT Conference. Sponsored by the Rockefeller Foundation and organized by MDRC, Bellagio, Italy, July 6-11, 2008.
- Aber, J. L. Child Development Under Stress in the Big Apple: Poverty, Parenting and Social Policy. New York Zero-to-Three. May 16, 2008
- Aber, J.L. Pathways Into and Out of Poverty: Research Insights and Policy Implications. Action for Children North Carolina, April 22, 2008
- Aber, J. L. Using Research Evidence to Inform and Influence Policy, Department of Social Policy and Social Work, University of Oxford, February 18, 2008.

- Aber, J. L. Antipoverty Policy and Children's Well-Being: Lessons from the U.S. University of Oxford, Oxford Centre for Research into Parenting Seminar, November 27, 2007.
- Aber, J. L. School-randomized trials of preventive interventions: A case from New York City. Department of Social Policy and Social Work Seminar, University of Oxford, November 26, 2007.
- Aber, J. L. Place-Randomized Experiments: Bridging the Gap between Developmental Science and Social Policy. Developmental Psychology Colloquium, University of North Carolina at Chapel Hill, November 24, 2007.
- Aber, J. L. Research and Action on Child Poverty: Philanthropy's Force and Foibles. Foundation Initiatives Research Group, Sanford School of Public Policy, Duke University, November 12, 2007.
- Aber, J. L. Pathways Out of Poverty: Setting the Context. Grant Makers in Health Fall Forum, Washington, DC. November 8, 2007.
- Aber, J. L. Attacking Poverty: Implications for Educational Policy and Practice. William C. Friday Lecture. University of North Carolina-Chapel Hill, November 7, 2007.
- Aber, J. L. Poverty and Child Development: Scientific Advances and Policy Implications. Frank Porter Graham Child Development Institute, University of North Carolina-Chapel Hill, November 5, 2007.
- Aber, J. L. Implications of Poverty for Prevention. Workshop of the Committee on Prevention of Mental Disorders and Substance Abuse Among Children, Youth and Young Adults, Washington, DC, October 31, 2007.
- Aber, J. L. Integrating Social-Emotional Learning and Literacy Development In New York City Schools: Making Sausage or Making Change. Fall 2007 Carolina Consortium of Human Development, University of North Carolina-Chapel Hill, October 22, 2007.
- Aber, J. L. Antipoverty Policy and Human Development: Toward Principled and Reasoned Action. Sulzberger Distinguished Lecture, Center for Child and Family Policy, Duke University, September 19, 2007.
- Aber, J. L. Poverty and Child Development: Scientific Advances and Policy Implications. Testimony at the National Summit on America's Children, U.S. House of Representatives, Washington, DC, May 22, 2007.
- Aber, J.L. Poverty, parenting and child development: Scientific progress and policy proposals. Departmental Conference, Yale Child Study Center, Yale University, April 10, 2007.

- Aber, J.L. Evaluating the Impact of Conditional Cash Transfers on Children, Families and Communities in South Africa. School of Social Work Seminar, Columbia University, February 13, 2007.
- Aber, J.L. Place-Randomized Experiments: Bridging the Gap between Developmental Science and Social Policy. Institute of Child Development Colloquium, University of Minnesota, February 6, 2007.
- Aber, J.L. Poverty, Child Abuse and Human Development. The New York Foundling's Fall Conference, October 20, 2006.
- Aber, J.L. Children's Exposure to War and Community Violence: Knowledge for Action. Society for Community Research & Action 10<sup>th</sup> Biennial Conference, University of Illinois, June 10, 2005.
- Aber, J.L. Poverty and Children's Learning and Development: Policy Communication Strategies to Address the Global Challenge. First International Conference on Globalization and Learning, Stockholm-Ross Project on Globalization and Learning, Stockholm, Sweden, March 17, 2005.
- Aber, J.L. Poverty, Parenting and Child Development: Scientific and Policy Issues. Psychology Department Colloquium, University of South Carolina, February 7, 2005.
- Aber, J.L. Escaping Poverty. University of Maryland, Baltimore County Public Policy Forum, UMBC, Baltimore, MD, November 12, 2004.
- Aber, J.L. Issues in the Choice and Collection of Measures in Longitudinal Studies. W. T. Grant Foundation Scholars Longitudinal Studies Meeting, November 10, 2004.
- Aber, J.L. The Influence of Socio-Economic Disadvantage on Parents and Children: Conceptual, Scientific and Policy Issues. NYU Wagner School's Doctoral Colloquium, September 30, 2004.
- Aber, J.L. What Condition our Condition is In. Parent Child Home Program 2004 Annual Conference, Garden City, NY, May 24, 2004.
- Aber, J.L. Understanding The Influence of State Policies on Family Economies, Parenting Processes and Children's Development: Implications for Prevention. Society for Prevention Research Annual Meeting, Quebec, Canada, May 28, 2004.
- Aber, J.L. Testimony before the New York City Council at a hearing on the "Dignity in all Schools Act for New York City", April 26, 2004.
- Aber, J.L. Poverty, Child Development and Social Policy. Yale University's Interdisciplinary Bioethics Project Lecture, New Haven, CT. April 13, 2004.

Aber, J.L. Poverty, Child Development and Social Policy. First Annual Edward Zigler Lecture, Steinhardt School of Education, New York University, February 17, 2004.

Aber, J.L. Integrating Developmental Science and Prevention Science in the Evaluation of School-Based Programs. Psychology Department Colloquium, New York University, November 4, 2003.

Aber, J.L. & Erickson, M.F. The Policy Context for Enhancing Early Attachment: Macro Processes and Intimate Relationships. Paper presented at conference entitled "Enhancing early attachments: Theory, research, intervention and policy". Duke University, Durham, N.C., October 14, 2003.

Aber, J.L. Advances in Research on Children's Health, Development, and Well-Being: Lessons for Central and Eastern Europe from the U.S. Invited address to International Conference of Child Researchers, Child Watch International, Bratislava, Slovakia, November 16, 2002.

Aber, J.L. Child Care Dollars & Sense: Research Facts for Policy Leadership. Paper presented at the Southern Regional Forum on Child Care, Charleston, S.C., October 29, 2002.

Aber, J.L. Strategic Communications for Change in Child & Family Policy. Invited address to the Board of Directors, Foundation Consortium, San Francisco, CA, April 16, 2002.

Aber, J.L. Communications for Policy Change in a Results Framework. Invited address to Annie E. Casey Foundation Annual Retreat, Baltimore, MD, February 21, 2002.

Aber, J.L. Poverty and Child Development: Scientific, Policy and Communications Issues. Invited address to the Institute for Public Policy Research, London, England, November 16, 2001.

Aber, J.L. Family Socio-Economic Disadvantage and Early Childhood Development: Research Advances and Policy Implications. Invited Colloquium, Carolina Consortium on Human Development, Chapel Hill, N.C., November 5, 2001.

Aber, J.L. Poverty and Child Development: Scientific, Communications and Policy Issues. Invited address to the Annual Meeting of William T. Grant Faculty Scholars Program, Santa Fe, N.M., June 22, 2001.

Aber, J.L. Social Exclusion of Children in the U.S.: Indicators Beyond Income Poverty. Invited address to the Social Exclusion and Children Conference, Institute for Child and Family Policy, Columbia University, New York, NY, May 3, 2001.

Aber, J.L. School-Based Violence Prevention: Can We Make A Difference? Invited address to the Annual Conference on Schools of the 21<sup>st</sup> Century, Yale University, July 19, 2000.

- Aber, J.L. Developmental and Population-Based Approaches to the Etiology and Prevention of Youth Violence. Invited address to the Center for Social and Demographic Analysis, University at Albany, SUNY, December 8, 2000.
- Aber, J.L. Developmental Trajectories Toward Violence in Middle Childhood: Can They Be Altered? Department of Psychology Colloquium Series, Yale University, December 8, 1999.
- Aber, J.L. & Slade, A. Attachment Processes: Their Importance in Child Treatment and Child Welfare. Keynote address to annual conference of the Connecticut Association of Mental Health Clinics for Children, Cromwell, CT, October 29, 1999.
- Aber, J.L. A General Framework of Contextual Effects on the Development of Young Children. Invited address to the Rochester Health Congress, University of Rochester School of Medicine and Dentistry, Rochester, NY, October 22, 1999
- Aber, J.L. New Opportunities to Reduce Child Poverty. Keynote address to annual meeting of the Partnership for Pennsylvania's Children, Harrisburgh, PA, October 5, 1999
- Aber, J.L. What Americans and Europeans Think About Child Poverty. Invited address to International Conference on Child Well-Being in Rich and Transition Countries, sponsored by the Luxembourg Income Study, October 1, 1999.
- Aber, J.L. The State of Child Care Policy Research. Invited address to the State Child Care Administrators, Child Care Bureau, DHHS, Washington, DC, July 27, 1999.
- Aber, J.L. What the Research Tells Us About Early Childhood Programs that Work. Invited address to summer meetings of the National Governors Association, Columbus, Ohio, June 23, 1999.
- Aber, J.L. The Development of Youth in Urban Neighborhoods. Invited address to Department of Youth and Community Development, City of New York, July 30, 1998.
- Aber, J.L. The Implications of Welfare Reform for the Health and Development of Children. Invited address to the annual conference of the Schools of the 21<sup>st</sup> Century, Bush Center for Child Development and Social Policy, Yale University, New Haven, CT, July 20, 1998.
- Aber, J.L. School-based Violence and Violence Prevention: What the Media Needs to Know. Invited address to the Prudential Fellows Conference on Children and Violence, Columbia School of Journalism, April 1, 1998.

- Aber, J.L. The Social, Emotional and Ethical Health of Young People: The Resolving Conflict Creatively Program and Public Policy. Invited address to the Milbank Memorial Fund, December 12, 1997.
- Aber, J.L. The Effects of Welfare Reform on Children, Families and Communities. Invited address to a New England regional conference of journalists, Casey Center for Children and Journalism, Boston, MA, November 7, 1997.
- Aber, J.L. Twenty-Something: Down and Out in the Other America. Invited address to the conference "Transitions to Adulthood in a Changing Economy," Center for Population Studies, Pennsylvania State University, October 30, 1997.
- Aber, J.L. New Approaches to Evaluating Community Initiatives. Paper presented at the National Institute of Mental Health, 5th National Conference on Prevention Research, McLean, Virginia, May 8-11, 1996.
- Aber, J.L. Child Poverty: Identifying Causal Mechanisms to Inform Program and Policy Interventions. Paper presented at the Judge Baker Children's Center Series on Child Poverty. Boston, Massachusetts, May 1, 1996.
- Aber, J.L. The Science and Politics of Child Poverty. 1996 Cynthia Longfellow Lecture in Child Development, Sarah Lawrence College, Bronxville, New York, April 26, 1996.
- Aber, J.L. Applied Research and Evaluation for Action. Paper presented at the Empowerment Zones Child Care Roundtable, Washington, DC, April 24, 1996.
- Aber, J.L. Resolving Conflict Creatively: Evaluation of a School-Based Violence Prevention Program in New York City. Paper presented at the Bush Center in Child Development and Social Policy Luncheon Series, New Haven, Connecticut, February 16, 1996.
- Aber, J.L. Recent Research on Child Poverty and Implications for Policy. Paper presented at the University of Missouri, Columbia, Missouri, November 9-10, 1995.
- Aber, J.L. The Extent and Consequences of Poverty. Paper presented at the symposium series, "Getting off on the right foot: Meeting the needs of our youngest children". Sponsored by the Cornell University Early Childhood Program, Ithaca, New York, March 10, 1995.
- Aber, J.L. Building a Coordinated Research Strategy. Paper presented at the Third Forum on Federally Funded Research on Child Abuse and Neglect, Bethesda, Maryland, February 21, 1995.
- Aber, J.L. Effects of the Teenage Parent Demonstration on parenting processes and child development. Paper presented at the Conference, "Welfare and Child Development," National Academy of Science, Washington, D.C. December 6, 1994.

- Aber, J.L. Neighborhood and family poverty and violence: Their effects on child development. Paper presented at the NIMH Conference on the Scientific Structure of Prevention Science, Baltimore, MD., December 5, 1994.
- Aber, J.L. Indicators of positive development in early childhood. Paper presented at the ASPE Conference on Indicators of Children's Well-Being, Bethesda, MD., November 18, 1994.
- Aber, J.L. The effects of welfare reform on teenage parents and their preschool children. Paper presented at the Rutgers Symposium on Education, October 28, 1994.
- Aber, J.L. War, trauma and adolescent development: Lessons from the Middle East and Central America. Paper presented at the Rochester Symposium on Developmental Psychopathology, Rochester, New York, October 6, 1994.
- Aber, J.L. Poverty, violence and child development: Untangling family- and community-level effects. Twenty-seventh Minnesota Symposium on Child Psychology, University of Minnesota, October 23, 1992.
- Aber, J.L. Indices of neighborhood distress: This association with adolescent mental health and school achievement. Invited address to Research Conference on Urban Poverty, Committee for Research on the Urban Underclass, Social Science Research Council, Ann Arbor, Michigan, June, 1992.
- Aber, J.L. Poverty and adolescent development: Untangling family- and community-level effects. Invited address to Bush Center in Child Development and Social Policy, Yale University, December, 1991.
- Aber, J.L. On thinking developmentally: Some cross-cutting themes and their implications for programming and policymaking within UNICEF. Invited address to the International Child Development Research Centre, UNICEF, Florence, Italy, November, 1991.
- Aber, J.L. Early toddler development and parenting competencies: From process to policy. Colloquium series, Teacher's College, Columbia University, March 11, 1991.
- Aber, J.L. The varieties of war experience: Community violence and child development in international perspective. Invited address to the conference "Community Violence and Child Development", National Institute of Mental Health, Bethesda, MD, November 16, 1990.
- Aber, J.L. Developmental research with high-risk adolescents: Can good science help make good policy. Lecture series on Poverty and Public Policy, University of Michigan, Ann Arbor, MI, October, 1990.



- Aber, J.L. Fear: Its role in parent and child development. The Julia Howe Ward Memorial Lecture in Child Development, Barnard College, Columbia University, October 24, 1990.
- Aber, J.L. Briefings for Capital Hill and Administration officials on Who Cares for America's Children, the Report of the Panel on Child Care Policy, National Academy of Science, February-May, 1990.
- Aber, J.L. Identity, meaning and purpose: Their relation to violence and war in children's development. Invited address to the conference "Children and War: The Psychosocial Impact of Violence on Children in Central America, UNICEF area Office for Central America and Panama, San Jose, Costa Rica, March 26-30, 1990.
- Aber, J.L. The development of maltreated children: Scientific, clinical and policy issues. Invited address to Colloquium in Developmental Psychology, The Graduate Center, City University of New York, March 20, 1990.
- Aber, J.L. Attachment processes beyond infancy: Clinical and research issues. Grand Rounds in Child Psychiatry, Harlem Hospital, New York, NY, March 3, 1990.
- Aber, J.L. Developmental pathways of high-risk adolescents: Gender and ethnic differences. Invited address to Colloquium in Developmental Psychology, Yale University, November 16, 1989.
- Aber, J.L. Interpreting child care research: Scientific and policy issues. Invited address to the Conference "Perspectives on Human Development and Social Policy: A Symposium in Honor of Bernice Neugarten". Northwestern University, School of Education and Social Policy, May 12, 1989.
- Aber, J.L., Cherlin, A., Danziger, S., & Hayes, C. Recent trends affecting the well-being of children in the United States: A general overview. Invited address to the executive staff of Children's Television Workshop, New York, NY, December 15, 1988.
- Aber, J.L. Preventing substance abuse through environmental and individual change strategies. Invited address to the Second National Learning Community Conference on the Prevention of Alcohol and Other Drug Use Among High Risk Youth, Washington, D.C., December 13, 1988.
- Aber, J.L. The impact of neighborhoods and communities on the development of poor children. Invited address to the Committee on Child Development Research and Public Policy. National Academy of Science, Washington, D.C., October 14, 1988.
- Aber, J.L. Attachment theory and research: A framework for clinical interventions. Grand Rounds in Child Psychiatry, New York State Psychiatry Institute, New York, NY, October 12, 1988.

- Aber, J.L. Developmental research with high risk children and adolescents: Can good science help make good policy? Paper presented to the program in Human Development and Social Policy, Northwestern University, Evanston, Illinois, November 30, 1987.
- Aber, J.L. Theory and research on early human attachment: Implications for clinical and preventive interventions. Paper presented at the Clinical Research Colloquium, Department of Psychology, New York University, November 23, 1987.
- Aber, J.L. Testimony before the United States Senate, Subcommittee on Children, Families, Drugs and Alcoholism, at hearings on the reauthorization of the Child Abuse Prevention and Treatment Act, April 1, 1987.
- Aber, J.L., & Slade, A. Attachment theory and research: A framework for clinical interventions. Paper presented at the Regional Scientific Meeting of the Division for Psychoanalysis, Section on Childhood and Adolescence, American Psychological Association, New York, NY, January 10, 1987.
- Aber, J.L. Testimony before the United States House of Representatives, Subcommittee on Intergovernmental Relations, at oversight hearings on the National Center on Child Abuse and Neglect, March 12, 1986.
- Aber, J.L. "Children of parents with affective illness." Paper presented to the Developmental Psychology Colloquium, Department of Psychology and Social Relations, Harvard University, Cambridge, MA, March 22, 1985.
- Aber, J.L. "Action research with high-risk adolescents: A developmental framework." Paper presented at the Colloquium of the Research Division, Bank Street College of Education, New York, NY, February 14, 1985.
- Aber, J.L. "Affective expression in toddlers of depressed and nondepressed parents: Vulnerability to stress." Paper presented at the Research Colloquium, Laboratory for Developmental Psychology, National Institute of Mental Health, Bethesda, MD, July 28, 1984.
- Aber, J.L. "Infants-at-risk: Identification and enhancement of development." Presentation to the conference on "Infants, Toddlers and Parents: Educational and Clinical Design." Teachers College, Columbia University, June 22, 1984.
- Aber, J.L. "Social services for children and their families: New policy directions." Paper presented at the Fifth Annual International Human Rights Research Symposium on "Health and Welfare Rights: Women, Children and the Family." Center for the Study of Human Rights, Columbia University, June 6, 1984.

## **Papers at Scientific Meetings (1984-2020)**

- Brown, L., Kim, H.Y., Tubbs Dolan, C., Jones, S.M., Sol Prieto, B., Annan, J., & **Aber, J.L.** Brain Games as a Low-Cost Targeted, Complementary Intervention: Impacts on Children's Social-Emotional Outcomes among Syrian Refugees in Lebanon. Presentation at Comparative and International Education Society (CIES) Conference, San Francisco, CA, April 15, 2019.
- Kim, H.Y., Brown, L., Montes de Oca, M., Annan, J., Murugaiah, K., & **Aber, J.L.** Vulnerable or Susceptible? Universal Social-Emotional Program Impacts on Girls and Refugees in Boko Haram-affected Niger. Presentation at Comparative and International Education Society (CIES) Conference, San Francisco, CA, April 15, 2019.
- Duncan, G., Dreyer, B., Currie, J., **Aber, J.L.**, & McLoyd, V. Reducing Child Poverty by Half in 10 Years. On Symposium Paper: Contextual Factors that Influence the Effects of Anti-Poverty Policies and Programs. SRCD 2019 Biennial Meeting, Baltimore, MD, March 21, 2019.
- Aber, J.L.**, & Kim, H.Y. School-Based Intervention in Conflict-Affected Countries. SRCD Pre-conference, Baltimore, MD, March 20, 2019.
- Kim, H.Y., Bailey, R., Borsani, S., Brown, L., Dolan, C., Jones, S., & **Aber J.L.** Brain Games as a Low-Cost, Targeted, Complementary Intervention: Impacts on Children's Social-Emotional Outcomes among Syrian Refugees in Lebanon. Symposium Title: Developing, Adapting, and Testing a Research- and Practice-Based Innovation in SEL for Domestic and International Contexts. SREE Spring 2018 Conference, Washington, DC, March 2, 2018.
- Wolf, S., **Aber, J.L.**, & Behrman, J.R. Evidence-Based Strategies to Improve Pre-Primary Education and Learning Outcomes in Ghana. Symposium on Early Childhood Title: Rigorous and Relevant: Research to Inform Early Childhood Education Practices in Low and Middle-Income Countries. SREE Spring 2018 Conference, Washington, DC, March 3, 2018.
- Aber, J.L.** & Tubbs Dolan, C. Understanding Children's Academic and Psychosocial Development in Conflict-Affected Countries: Insights from Intervention Research. In Paper Symposium: Using Intervention Research to Improve our Understanding of Child Development. SRCD 2017 Biennial Meeting, Austin, TX, April 6-8, 2017.
- Schwartz, K., Iqbal, Y., & **Aber J.L.** Taking Stock: Frequency Of, Barriers To, and Potential Ways to Foster More Policy-Relevant Education Research in Low- and Middle-Income Countries. Presentation at SREE Spring 2017 Conference, Washington, DC, March 3, 2017.

- Wolf, S., Aber, J.L., & Behrman, J. Impacts of Parent Trainings on Classroom Quality, Teacher Professional Well-Being, and Children's School Readiness in Ghanaian Preschools. Presentation at SREE Spring 2017 Conference, Washington, DC, March 4, 2017.
- Starkey, L., & **Aber J. Lawrence**. Resilience in the Face of Community Violence: Schools as Contexts for Social-Emotional Development in the D.R. Congo. Invited Symposium: Positive Adaptation and Resilience among Adolescents Exposed to Ethnic-Political Violence and Armed Conflict. Society for Research in Adolescence Biennial Meeting, Baltimore, MD, April 2, 2016.
- Aber, J.L.**, Torrente, C., Annan, J., Shivshanker, A., Johnston, B., Starkey, L., Seidman, E., Wolf, S., Halpin, P., & Tubbs C. Enhancing the Academic and Psychosocial Development of Children in Conflict-affected Countries: Lessons from the DRC. Presentation at the 2015 SRCD Biennial Meeting, Philadelphia, PA, March 20, 2015.
- Berg, J., **Aber, J.L.**, Early, D., Alicea, S., & Deci, E. Testing Classroom Instructional Quality as a Causal Mediator of an Instructional Improvement Intervention on Math Achievement. Presentation at the 2015 SRCD Biennial Meeting, Philadelphia, PA, March 21, 2015.
- Berg, J. & **Aber, J.L.** The Direct and Moderating Role of School Interpersonal Climate on Children's Academic Outcomes in the Context of Whole-School, Social-Emotional Learning Programs. Presentation at SREE Spring 2015 Conference, Washington, DC, March 5, 2015.
- Aber, J.L.** Optimizing the relationship between basic and applied research for psychology education and training. Invited Symposium: Toward an International Framework of Psychology Education and Training. International Congress of Applied Psychology (ICAP), Paris, France, July 11, 2014.
- Aber, J.L.** School Reform and Beyond: Improving the Educational Outcomes of Low-income Children. Presentation to the Pediatric Academic Societies and Asian Society for Pediatric Research Joint Meeting, Vancouver, Canada, May 3, 2014.
- Starkey, L., Aber, J.L.** & Johnston, B.M. Improving Congolese Children's Early Math and Reading Ability: Preliminary Results from a Cluster Randomized Trial in the Democratic Republic of the Congo. Invited Symposium at the Society for Research in Educational Effectiveness (SREE) Spring Conference. Alexandria, VA, March 7, 2014.
- Aber, J.L.** Transporting School-based Preventive Social-Emotional Learning Interventions Across Countries and Continents: Prospects & Perils. Presentation at the 2013 Society Prevention Research Conference, San Francisco, CA, May 29, 2013.
- Aber, J.L.** Conceptual and Methodological Considerations and Challenges in Cross-disciplinary, Cross-professional, Cross-cultural, Cross-national Research. Invited

Symposium at the Society for Research in Child Development (SRCD) 2013 Biennial Meeting. Seattle, WA, April 18, 2013.

Morris, P., Gennetian, L., Mendeloshn, A., Shaw, D.S., & **Aber, J.L.** Integrating Primary and Secondary/Tertiary Prevention with Behavioral Economics Principles in Pediatric Primary Care. Invited Symposium at the Society for Research on Educational Effectiveness (SREE) Spring 2013 Conference. Washington, DC, March 7, 2013.

**Aber, J.L.** School Reform and Beyond: The Science and Practice of Alignment Within and Across Grades. Invited Symposium at the Society for Research on Educational Effectiveness (SREE) Fall 2012 Conference. Washington, DC, September 6, 2012

**Aber, J.L.**, Torrente, C., Annan, J., Bundervoet, T. & Shivshanker, A. Cluster-Randomized Trial of a Large-Scale Education Initiative in the Democratic Republic of Congo: Baseline Findings and Lessons. Society for Research on Educational Effectiveness (SREE) Spring 2012 Conference. Washington, DC, March 9, 2012.

**Aber, J.L.**, Morris, P., Wolf, S., & Berg, J. Opportunity NYC-Family Rewards: An Embedded Child and Family Study of Conditional Cash Transfers. Association for Public Policy Analysis and Management (APPAM), Washington, DC. November 5, 2011

Brown, J.L., Jones, S.M., & **Aber, J.L.** Variation in the Implementation of School-Based Social-Emotional Learning and its Influence on Teacher Development. Paper Symposium, SRCD 2011 Biennial Meeting, Montreal, QC, Canada. April 2, 2011.

Berg, J.K., Morris, P., & **Aber, J.L.** Two-Year Impacts of Opportunity NYC by Families' Likelihood of Earning Rewards. Paper Symposium, SRCD 2011 Biennial Meeting, Montreal, QC, Canada. April 1, 2011.

Morris, P., **Aber, J.L.**, & Berg, J.K. Opportunity NYC-Family Rewards: An Embedded Child and Family Study of Conditional Cash Transfers. Paper Symposium, SRCD 2011 Biennial Meeting, Montreal, QC, Canada. April 1, 2011.

**Aber, J.L.**, Jones, S.M., Berg, J.K. & Brown, J.L. The Differential Impact of a Social-Emotional Learning and Literacy Intervention on Dynamic Patterns of Co-Morbidity by Gender. Paper Symposium, SRCD 2011 Biennial Meeting, Montreal, QC, Canada. March 31, 2011.

Jones, S.M., Brown, J.L. & **Aber, J.L.** Capitalizing on an Experimental Design to Estimate Causal Links Between Children's Behavior and Academic Skills. Paper Symposium, SRCD 2011 Biennial Meeting, Montreal, QC, Canada. March 31, 2011.

**Aber, J.L.**, Morris, P., Wolf, S., & Berg, J. Opportunity NYC- Family Rewards: An Embedded Child and Family Study of Conditional Cash Transfers. Society for Research on Educational Effectiveness (SREE) Washington, DC. March 3, 2011.

- Berg, J., Morris, P., & **Aber J.L.** Two-Year Impacts of Opportunity NYC by Families' Likelihood of Earning Rewards. Society for Research on Educational Effectiveness (SREE) Washington, DC. March 3, 2011.
- Jones, S.M., Brown, J.L. & **Aber, J.L.** Complex Setting-Level Interventions in Social-Emotional Learning: Testing Multi-Level Causal Processes in the School-Randomized Evaluation of the 4Rs Program. Society for Research on Educational Effectiveness (SREE) Washington, DC. March 5, 2011.
- Jones, S.M., Brown, J.L. & Aber, J.L. Three-Year Impacts of the 4Rs Program on Children's Mental Health and Behavioral Outcomes. Society for Research on Educational Effectiveness (SREE) Conference, Washington, DC, March 6, 2010.
- Brown, J.L., Jones, S.M., Aber, J.L., Torrente, C., & Berg, J. The Longitudinal Impact of a Universal School-Based Social-Emotional and Literacy Intervention on Classroom Climate and Teacher Processes and Practices. Society for Research on Educational Effectiveness (SREE) Conference, Washington, DC, March 6, 2010.
- Berg, J., Torrente, C., Jones, S.M., Brown, J.L. & Aber, J.L. Using Administrative Data to Evaluate Impacts in a School-Randomized Trial of the 4Rs Program. Society for Research on Educational Effectiveness (SREE) Conference, Washington, DC, March 6, 2010.
- Aber, J.L., Brown, J.L., Jones, S.M. Experimental Impacts of a Whole School Intervention on Child Psychopathology and Academic Achievement. International Society for Research in Child and Adolescent Psychopathology (ISRACP), Seattle, WA, June 20, 2009.
- Aber, J.L., Jones, S.M., Brown, J.L., Berg, J.K. & Torrente, C.E. Using Administrative Data to Evaluate Impacts in a School Randomized Trial of the 4Rs Program. Society for Prevention Research, Washington, DC, May 28, 2009.
- Aber, J.L., Allen, L., Dawes, A., Brooke Godfrey, E., & Richter, L.M. Testing New Social Policies for South Africa's Children: The role of Community-Randomized Trials. Paper Symposium, 2009 SRCD Biennial Meeting, Denver, CO. April 4, 2009.
- Gershoff, E.T. & Aber, J.L. Impacts of Exposure to Violence in Both Home and School Neighborhoods on Youth Depression and Conduct Disorder. Paper Symposium, 2009 SRCD Biennial Meeting, Denver, CO. April 4, 2009.
- Aber, J.L., Jones, S.M., Brown, J.L., Berg, J.K. & Torrente, C.E. Using Administrative Data to Evaluate Impacts in a School-Randomized Trial of the 4Rs Program. Paper Symposium, 2009 SRCD Biennial Meeting, Denver, CO. April 3, 2009.

- Jones, S.M., Brown, J.L. & Aber, J.L. Three-year Cumulative Impacts of the 4Rs Program on Children's Mental Health and Behavioral Outcomes. Paper Symposium, 2009 SRCD Biennial Meeting, Denver, CO. April 2, 2009.
- Jones, S.M., Brown, J.L. & Aber, J.L. NYC Study of Social and Literacy Development: Year 1 and Year 1-2 Impacts. AERA, March 28, 2008.
- Aber, J.L., Brown, J.L., & Jones, S.M. The impact of the 4Rs Program on intra- and inter-individual developmental processes and social-emotional and academic outcomes. Prepared for Symposium at SRCD, March 31, 2007, Boston, MA.
- LaRusso, M.D., Brown, J.L., Jones, S.M., & Aber, J.L. The influence on teacher-student relationships, school climate, and gender on social and behavioral outcomes in elementary school. Paper prepared for Symposium at SRCD, March 31, 2007, Boston, MA.
- Gershoff, E.T., Clements, M., & Aber, J.L. Following the income to investment to achievement pathway along simultaneously modeled growth curves. Paper prepared for Symposium at SRCD, March 30, 2007, Boston, MA.
- Hoglund, W.H., Aber, J.L., Brown, J.L., & Jones, S.M. Family-School Connections: Pathways to Children's School Adjustment. Poster presented at SRCD Symposium, March 30, 2007, Boston, MA.
- Jones, S.M., Brown, J.L. & Aber, J. L. Experimental impacts of the 4Rs Program on children's social-emotional and academic functioning over the course of one year. Prepared for Symposium at SRCD, March 29, 2007, Boston, MA.
- Berg, J., Hoglund, W.L., Brown, J.L., Aber, J.L., & Jones, S.M. An Ecological Model of Classroom and School Climate and Children's School Adjustment in Middle Childhood. Poster presented at SRCD Symposium, March 29, 2007, Boston, MA.
- Elgendy, S.H., Okada, G.A., Brown, J.L., Jones, S.M., & Aber, J.L. Teacher Burnout and Children's Social-Cognitive Functioning in Classroom Context. Poster presented at SRCD Symposium, March 29, 2007, Boston, MA.
- Jones, S.M., Brown, J. L, Aber, J.L., & Thomas, G. Quantity and Quality of Implementation of the 4Rs Program: Links to Teacher and Classroom Characteristics. Prepared for Society for Prevention Research Symposium, June 2, 2006, San Antonio, TX.
- Aber, J.L., Clements, P., Gershoff, E.T., & Raver, C.C. Estimating the effects of state policies on low-income families and their pre-adolescents. Prepared for Symposium at the SRA Biennial Meeting, March 23, 2006, San Francisco, CA.

- Jones, S.M., Brown, J.L., & Aber, J.L. Estimating the Effects of Multiple Classroom Contexts on Student Trajectories across Years. Prepared for Symposium at the SRA Biennial Meeting, March 23, 2006, San Francisco, CA.
- Okada, G.A., Elgendy, S.H., Brown, J.L., Jones, S.M. & Aber, J.L. The Influence of Child-Teacher Relationships on Children's Social-Emotional Skills in Classroom Context. Poster presented at the SRA Biennial Meeting, March 25, 2006, San Francisco, CA.
- Lu, H-H., Aber, J.L. & Aratani, Y. (2005). How the Declines in AFDC/TANF are Related to Changes in other Policies Helping Needy Families with Children, 1994-2002. Prepared for the 100<sup>th</sup> American Sociological Annual Meeting, Philadelphia, PA, August, 2005.
- Aber, J.L., Gershoff, E.T., Lu, H-H., & Clements, M. State Policies Toward Low-Income Families: Modeling Changes Over Time and Influences on Child Development. Prepared for Symposium at the SRCD Biennial Meeting, April 10, 2005, Atlanta, GA.
- Aber, J.L., Jones, S.M. & Brown, J.L. The Causal Effects of a School-Wide Social-Emotional Learning and Literacy Intervention: Design and Methodological Challenges. Prepared for Symposium at the SRCD Biennial Meeting, April 10, 2005, Atlanta, GA.
- Aber, J.L., & Gershoff, E. The aftermath of 9/11: Developmental effects and policy implications. Symposium presented at the biennial meeting of the Society for Research in Child Development, Tampa, Florida, April 24-27, 2003.
- Aber, J.L., & Gershoff, E. Child and family impacts on school readiness: Lessons from the E.C.L.S-K. Symposium presented at the biennial meeting of the Society for Research on Child Development, Tampa, Florida, April 24-27, 2003.
- Brown, J.L., & Aber, J.L. Can violence prevention do more than prevent violence? Direct and indirect effects on the course of children's academic achievement. Symposium paper presented at the biennial meeting of the Society for Research in Child Development, Minneapolis, MN, April 19-22, 2001.
- Aber, J.L., Brown, J.L., & Jones, S.M. Final impact analyses of the Resolving Conflict Creatively Program on aggressive related cognitions and behaviors over two years. Symposium paper presented at the biennial meeting of the Society of Research on Adolescence, Chicago, IL, March 30-April 2, 2000.
- Aber, J.L., Brown, J.L., Jones, S.M., & Mathew, K. Impact of the Resolving Conflict Creatively Program on aggression related cognitions and behaviors over two years. Symposium at the biennial meeting of the Society for Research in Child Development, Albuquerque, NM, April 15-18, 1999.



- Jones, S.M., Slade, A., & Aber, J.L. Classy thinking: The influence of socioeconomic status on parent's representations of their toddlers. Symposium at the biennial meeting of the Society for Research in Child Development, Albuquerque, NM, April 15-18, 1999.
- Aber, J.L., Jones, S., & Brown, J.L. The evaluation of resolving conflict creatively program: Impact findings from year one. Symposium at the biennial meeting of the Society for Research on Adolescence, San Diego, CA, February 26-March 1, 1998.
- Bat-Chava, J., Allen, L., Aber, J.L., & Seidman, E. Racial and ethnic identity and the contexts for Development. Symposium at the biennial meeting of the Society for Research in Child Development, Washington, DC, April 3-6, 1997.
- Aber, J.L. Common and unique pathways to adaptation and maladaptation in urban and at-risk adolescents. Symposium at the biennial meeting of the Society for Research in Adolescence, Boston, Massachusetts, March 7-10, 1996.
- Aber, J.L. Prevention of adolescent violence through interventions in middle childhood: Pathways to psychopathology in multiple contexts. Symposium at the biennial meeting of the Society for Research in Adolescence, Boston, Massachusetts, March 7-10, 1996.
- Aber, J.L. The impact of a welfare reform experiment on teen mothers' parenting and preschooler's development. Paper presented at the biennial meeting of the Society for Research in Child Development, Indianapolis, Indiana, March 30-April 2, 1995.
- Aber, J.L., & Jones, S.M. Neighborhood influences on adolescent antisocial behavior and psychological symptoms. Paper presented at the biennial meeting of the Society for Research in Child Development, Indianapolis, Indiana, March 30-April 2, 1995.
- Aber, J.L., Allen, L., & Seidman, E. Are neighborhoods determinants, mediators, and/or moderators of urban adolescent development? Paper presented at the biennial meeting of the Society for Research in Child Development, New Orleans, Louisiana, March 25-28, 1993.
- Aber, J.L. Developmental research on poverty and its correlates: Policy implications. Paper presented at the biennial meeting of the Society for Research in Child Development, New Orleans, Louisiana, March 25-28, 1993.
- Aber, J.L. A developmental approach to the evaluation of comprehensive service programs for high-risk youth. Paper presented at the biennial meeting of the Society for Research in Child Development, New Orleans, Louisiana, March 25-28, 1993.
- Aber, J.L., Allen, L., & Seidman, E. The influence of neighborhood poverty on the psychosocial adaptation of urban youth. Paper presented at the biennial meeting of the Society for Research in Adolescence, Washington, D.C., March 19, 1992.

Aber, J.L., Mitchell, T., Garfinkel, R., Allen, L., & Seidman, E. Indices of neighborhood distress: Their association with adolescent mental health and school achievement. Presented at the biennial meeting of the Society for Research in Child Development, Seattle, WA, April 19, 1991.

Aber, J.L., Slade, A., Cohen, L., & Meyer, J. Parental representations of their toddlers: Their relationships to parental history and sensitivity and toddler security of attachment. Paper presented at the biennial meeting of the Society for Research in Child Development, Kansas City, MO, April 27-30, 1989.

Aber, J.L., Trickett, P., & Carlson, V. The relationship of social class status to the etiology and developmental sequelae of physical child abuse. Paper presented at the biennial meeting of the Society for Research in Child Development, Kansas City, MO, April 27-30, 1989.

Aber, J.L. A components analysis of social competence in multiproblem adolescents: Toward an integrative model. Paper presented at the biennial meetings of the Society for Research in Adolescence, Alexandria, VA, March 25, 1988.

Aber, J.L. Theories of developmental pathways. Paper presented at the biennial meetings of the Society for Research in Adolescence, Alexandria, VA, March 25, 1988.

Aber, J.L., & Trickett, P.K. Child rearing characteristics and child development in two samples of physically abusive families. Paper presented at the annual meeting of the American Psychological Association, New York, NY, August, 1987.

Aber, J.L. Developmental research with high-risk adolescents: Program and policy implications. Symposium presented at the biennial meetings of the Society for Research in Child Development, Baltimore, MD, April 23-26, 1987.

Aber, J.L., & Slade, A. Parental detachment as a defense against separation anxiety: Behavior and representation. Paper presented at the biennial meetings of the Society for Research in Child Development, Baltimore, MD, April 23-26, 1987.

Baker, A., & Aber, J.L. "Attachment in toddlers: Theoretical and methodological issues." Paper presented at the Fifth Biennial International Conference on Infant Studies, Los Angeles, CA, April 11, 1986.

Berger, B., & Aber, J.L. "Maternal autonomy in separation: A new measure of mothers' negotiating ability during separation." Paper presented at the Fifth Biennial International Conference on Infant Studies, Los Angeles, CA, April 11, 1986.

Hartmann, A., & Aber, J.L. "Developmental dynamics of maternal recognition of toddler differentiation." Paper presented at the Fifth Biennial International Conference on Infant Studies, Los Angeles, CA, April 11, 1986.

Slade, A., & Aber, J.L. "The internal experience of parenting toddlers: Toward an analysis of individual and developmental differences." Paper presented at the Fifth Biennial International Conference on Infant Studies, Los Angeles, CA, April 11, 1986.

Aber, J.L., & Allen, J. "Developmental changes in the conflict between security and mastery motivation in maltreated children." Paper presented at the biennial meetings of the Society for Research in Child Development, April 25-28, 1985, Toronto, Ontario, Canada.

Aber, J.L. "Environmental influences on the socio-emotional development of maltreated children." Paper presented at the annual meeting of the American Psychological Association, Toronto, Ontario, Canada, August 24, 1984.

Aber, J.L. "Affective expression in toddlers of depressed and nondepressed mothers: Vulnerability to Shame." Paper presented at the Fourth Biennial International Conference on Infancy Studies, New York, NY, April 8, 1984.

## **Civic and Professional Activities, 1984-2020**

### INTERNATIONAL

- Member, Advisory Group on the development of an 'Evidence and Gap Map'. UNICEF Office of Research – Innocenti and Campbell Collaboration. (2019- )
- Board Member, The Children's Institute, University of Cape Town, Cape Town, South Africa, (2001-2014); Board Chair (2008-2014).
- Advisory Board Member, "Measuring change in multidimensional poverty". University of Oxford and Economic and Social Research Council, United Kingdom (2006-2009).
- Chair of Advisory Board, International Research Network on Children and Armed Conflict, Social Science Research Council, in collaboration with the Special Representative to the Secretary General of the United Nations on Children and Armed Conflict and UNICEF (2003-2006).

### NATIONAL

- Member, Advisory Committee to Administration for Children's Services, Division of Child and Family Well-Being, City of New York (2017-present).

- Member, Council of Distinguished Scientists, National Commission on Social, Emotional, and Academic Development, Aspen Institute (2016).
- Member, Forum on Investing in Young Children Globally (iYCG), Institute of Medicine of the National Academics (2014-present).
- Board Member, Society for Research on Educational Effectiveness (SREE) (2012-2019).
- Board Member, Collaborative for Academic, Social, and Emotional Learning (CASEL) (2012-present).
- Member, Gordon Commission on the Future of Assessment in K-12 Education, Educational Testing Service (2011-2014).
- Member, Advisory Committee on Head Start Evaluation Research, U. S. Department of Health and Human Services (1999-2001; 2010-2013).
- Editorial Board, Psychological Science in the Public Interest (2007-present).
- Fellow, Association for Psychological Science (2007-present).
- Member, Scientific Advisory Group, New England and Islands Regional Educational Laboratory, Education Development Corporation. (2006-2012).
- Research Affiliate, National Poverty Center, University of Michigan (2003-present).
- Board Member, William T. Grant Foundation (2003-2012).
- Board Member, Every Child Matters (2003-present).
- Member, National Advisory Board, Office for Child Development, University of Pittsburgh (2002-present).
- Board Member, Forum for Youth Investment (2002-2011); Board Chair (2005-2011).
- Advisory Board Member, Corporate Voices for Working Families (2002-2007).
- Member, Evaluation Research Advisory Group, “Free to Grow” Demonstration, Robert Wood Johnson Foundation, (2000-2006).
- Chair, Committee on Public Information and Public Policy, Society for Research in Child Development, (1998-2001).

- Steering Committee Member, “Caring for Kids: Our Lifetime Commitment”, Lifetime Television (1998-2001).
- Advisory Board Member, Joint Center for Poverty Research, University of Chicago/Northwestern University (1997-2002).
- Member, Technical Work Group, National Evaluation of the Early Head Start Program, ACYF, DHHS and Mathematica Policy Research, Inc. (1996-2000).
- Member, Technical Work Group, Early Childhood Longitudinal Study, National Center for Educational Statistics and National Opinion Research Center (1995-1999).
- Consultant, National Evaluation of the Comprehensive Child Development Program, ACYF and Abt Associates (1995-1998).
- Member, Evaluation Steering Committee, Roundtable on Comprehensive Community Initiatives for Children, Youth and Families, Aspen Institute (1994-1997).
- Member, Editorial Board, Child Development (1993-1995).
- Member, Advisory Board, Costs of Child Poverty Project, Children's Defense Fund (1993-1995).
- Co-Director, Project on Community Ecology and Youth Resilience; conducted by Public/Private Ventures, Philadelphia, Pa.; for the Annie E. Casey Foundation (1993-1994).
- Chair, New York City Seminar on Diversity in Midlife Development, MacArthur Network on Midlife Development and Social Science Research Council (1992-1994).
- Member, Panel on Research on Child Abuse and Neglect, National Academy of Science (1992-1993).
- Chair, Working Group on Communities and Neighborhoods, Family Process and Individual Development Social Science Research Council. (1991-1996).
- Consulting editor, American Journal of Community Psychology (1989-1993).
- Member, Committee for Research on the Urban Underclass, Social Science Research Council (1988-1993).
- Senior Consultant in Early Childhood Education and Development, National Center for Children in Poverty, Columbia University School of Public Health. (1988-1993).

- Advisor, Smith Richardson Foundation, Program on Children and Families at Risk (1987-1994).
- Member, Panel on Child Care Policy, National Academy of Science (1987-1990).
- Consultant, Carnegie Council on Adolescent Development, Washington, D.C. (1986-1987).
- Member, Advisory Board, The Child Growth and Development Newsletter, the parent newsletter of Johnson and Johnson Corp. (1985-1987).
- Member, Panel on Child and Adolescent Mental Health, Institute of Medicine, National Academy of Science (1984-1985).
- Ad hoc reviewer, American Journal of Community Psychology, Applied Developmental Science, Child Development, Developmental Psychology, Development and Psychopathology, Human Development, Infant Mental Health Journal, Journal of Consulting and Clinical Psychology, Journal for Research in Adolescence, Psychological Bulletin, Psychological Science.

## LOCAL

- Member, Expert Panel of the Division of Family and Child Health, New York City Department of Health and Mental Hygiene (2015-present)
- Commissioner, Mayoral Commission for Economic Opportunity, City of New York (2006-2007).
- Member, Professional Advisory Board, Baby Buggy (2003-2008).
- Member, Partnership for Recovery of New York City Schools (2001-2002).
- Member, Research Advisory Group to the Commissioner, Administration for Children's Services, New York City (1997-2001; 2005-present).
- Chair, Early Childhood Technical Planning Group, Harlem application for a federal Empowerment Zone designation (1994).
- Consultant, Expanded Child Care Options Demonstration Project, a collaboration of the Rockefeller Foundation and Mathematica Policy Research Inc. (1989-1992).
- Advisor to numerous community and volunteer service agencies such as The Children's Zone (Central Harlem), Youth Action Program (E. Harlem), The Young Mothers' Cooperative (E. Harlem), and the 92nd Street Y (Manhattan) and agencies (Administration for Children's Services, Board of Education, Department of Community

and Youth Development, Human Resources Administration, Agency for Child Development, Agenda for Children Tomorrow).

- Consultant, Foundation for Child Development, New York City, in the design of Foundation-sponsored research on the developmental effects of New York City's new early childhood education programs for 4 year olds (1985-1987).
- Consultant, Task Force on Curriculum and Program Development, Early Childhood Education Commission of New York City (1985-1986).

## COLLEGE/UNIVERSITY

### New York University

- Member, Advisory Board, NYU Press, (2009-2014).
- Member, Social and Economic Sciences Coordinating Group, NYU Abu Dhabi (2008-2010).
- Chair, Advisory Board, Institute of Human Development and Social Change (2007-present).
- Member, Applied Psychology Undergraduate Program Faculty Advisory Committee (2005-present).
- Training Director, Predoctoral Interdisciplinary Research Training Program in Education Sciences, Institute for Human Development and Social Change (2008-present)
- Co-chair, Ph.D. program in Psychology and Social Intervention (2007-2009).
- Co-chair, Faculty Committee to plan the creation of a doctoral program in Psychology and Social Intervention (2006-2007).
- Chair, Faculty Committee to plan an Institute on Human Development and Social Change, New York University (2004-2006)

### Columbia University

- Co-Director, Columbia Institute on Child and Family Policy (1998-2003).
- Board Member, Community Impact, Columbia University (1995-2003); Vice-Chair, Community Impact, Columbia University (1998-2002).
- Faculty Advisor, NYC Survey Research Center, School of Social Work (1996-2003).
- Member, Doctoral Committee, School of Social Work (1995-2003).
- Member, Doctoral Committee for Program in Socio-Medical Sciences, Graduate Faculty of Arts and Sciences and School of Public Health (1995-2003).
- Co-chair, Planning Committee, Barnard-Columbia Center for in Urban Policy, Barnard College (1991-1993); Member, Executive Committee (1994-1997).
- Chair, Child Care Committee, Barnard College (1991).
- Member, Committee C for Middle States Review, Barnard College (1990-1991).
- Chair, Advisory Board, Community Volunteer Service Center, Earl Hall, Columbia University (1984-1987); Member Program Committee, Community Impact, Earl Hall (1990-2004).
- Member, Ad Hoc Committee on Admissions and Financial Aid, Barnard College (1987-1988).
- Co-Director, Project on Children and War, Center for the Study of Human Rights, Columbia University (1986-1991).
- Member, Centennial Scholars Committee, Barnard College (1985-1986).
- Affiliate Faculty, Bush Center in Child Development and Social Policy, Yale University (1983-present).