

STEPHANIE M. JONES
Gerald S. Lesser Professor of Child Development and Education
Harvard Graduate School of Education
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EDUCATION

2002 Ph.D., Developmental Psychology
Department of Psychology, Yale University

2000 M.S., Developmental Psychology
Department of Psychology, Yale University

1992 B.A., Psychology
Barnard College, Columbia University

EXPERIENCE

2017- **Gerald S. Lesser Professor of Child Development and Education**, Harvard Graduate School of Education, Harvard University.

2016- **Faculty Co-Director** (with Nonie Lesaux), Saul Zaentz Early Education Initiative, Harvard Graduate School of Education, Harvard University (total award to HGSE and Faculty Co-Directors, ~\$53M over seven years).

2008- **Director**, EASEL Lab, Harvard Graduate School of Education, Harvard University.

2012-2017 **Marie & Max Kargman Associate Professor in Human Development and Urban Education Advancement**, Harvard Graduate School of Education, Harvard University.

2008-2012 **Assistant Professor of Education**, Harvard Graduate School of Education, Harvard University.

2024-present **Faculty Associate**, Weatherhead Center for International Affairs, Harvard University.

2017-present **Faculty Affiliate**, Harvard Center for Population and Development Studies, Harvard University.

2010-present **Faculty Affiliate**, Center on the Developing Child, Harvard University.

2004-2008 **Assistant Professor**, Applied Developmental Psychology, Department of Psychology, Fordham University.

1998-present **Faculty Affiliate**, Zigler Center in Child Development and Social Policy, Yale University.

2002-2003 **Postdoctoral Fellow**, NIMH Sponsored Training Program, Yale Child Study Center, Yale University School of Medicine. Primary Mentor: Dr. Mary Schwab-Stone.

2002-2003 **Connecticut Child Health Policy Fellow**, Child Health and Development Institute and the CT Department of Children and Families, Division of Early Childhood Mental Health Services. Primary Supervisors: Dr. Jean Adnopoz & MaryAnn Dayton-Fitzgerald.

1998-2002 **Graduate Research Assistant**, Connecticut Early Development Project, Yale University. Principal Investigators: Drs. A.S. Carter, S. Horwitz & M. Briggs-Gowan.

1999-2002 **Graduate Research Assistant**, Social and Health Assessment (SAHA) Project Team, Yale Child Study Center, Yale University. Principal Investigator: Dr. M. Schwab-Stone.

1995-1998 **Coordinator of Developmental Research - Staff Associate**, National Center for Children in Poverty, Joseph L. Mailman School of Public Health, Columbia University.

1994-1998 **Research Associate**, Adolescent Pathways Project, New York University. Principal Investigators: Drs. J. Lawrence Aber, Edward Seidman & LaRue Allen.

1992-1994 **Research Coordinator**, Barnard College Center for Toddler Development, Barnard College, Columbia University.

1990-1992 **Research Assistant/Student Teacher**, Barnard College Center for Toddler Development, Barnard College, Columbia University.

FELLOWSHIPS & AWARDS

Joseph E. Zins Early-Career Distinguished Contribution Award for Action Research in Social and Emotional Learning, Collaborative for Academic, Social, and Emotional Learning (CASEL), 2013.

Grawemeyer Award in Education, for *A Vision for Universal Preschool Education*, with Edward Zigler and Walter Gilliam, 2008.

William T. Kessen Student Teaching Award, Department of Psychology, Yale University, 2002.

Yale University Graduate School of Arts and Sciences Dissertation Fellowship, 2002-2003.

American Psychological Association Science Directorate Dissertation Research Award, 2001.

Society for Research in Child Development Student Travel Award, 2001 Biennial Meeting.

Yale University Graduate School of Arts and Sciences Student Fellowship, 1998-2002.

Dana Fellowship, Barnard College, Columbia University, 1991-1992.

GRANTS (by area, current are highlighted in gray)

Early Education Research and Practice:

Co-Principal Investigator (with N. Lesaux (Co-PI)), *Early Learning Study at Harvard (ELS@H)*. Saul Zaentz Charitable Foundation (2016-2026), \$40,000,000. Note, this is one of three primary pillars of the Saul Zaentz Early Education Initiative co-directed with Nonie Lesaux).

Principal Investigator (with L. Fritz), *An Ecological Approach to Emotion Socialization in the Early Childhood Classroom: Examining Contextual Influences on Children's Early Social-Emotional Development*. Administration for Children and Families (ACF; 2023-2025), 90YR0171. \$50,000.

Principal Investigator (with E. Hanno), *A novel approach to professional development for early childhood educators and caregivers*. Administration for Children and Families (ACF; 2019-2022), #90PD0305. \$50,000. **Completed**

Principal Investigator, *Acceleration Grant II, Mindfulness and Mastery*. Buffet Early Childhood Fund/University of Nebraska (2019-2022), \$42,362. **Completed**

Principal Investigator (with N.K. Lesaux (Co-PI)), *Building Community Capacity to Promote the Healthy Development of Children in Vulnerable Communities – Boston Extension*. Barr Foundation (2013-2014), \$1,218,000; to Jones & Lesaux: \$511,258. **Completed**

Principal Investigator (with N.K. Lesaux (Co-PI)), *Building Community Capacity to Promote the Healthy Development of Children in Vulnerable Communities*. Robert Wood Johnson Foundation (2011-2013), \$380,000. **Completed**

Social-Emotional Learning: From Brands to Strategies/Translational Research

Principal Investigator, *PSS-SEL Toolbox Phase 2: Inception and Prototype*, Porticus (2025-2026), \$345,158.

Stephanie M. Jones

Principal Investigator, *SELECT Schools: Social and Emotional Learning to Address Equity, COVID-19, and Trauma in Schools*, Service Agreement from the Alliance for Inclusion and Prevention, Education Innovation and Research (EIR) Early Phase Competition, US Department of Education (2024-2028), \$361,251.

Principal Investigator, *Developing Training Modules for SEL Kernels National Rollout in Brazil*, Dean's Venture Fund (2024-2025), \$20,000.

Principal Investigator, *Play-Based SEL Kernels in Ukraine: Supporting Children's Social-Emotional Development, Wellbeing, and Learning Through Play*, The LEGO Foundation (2023-2026), \$1,600,000.

Principal Investigator, *Building Character Through Equity-Oriented Social Emotional Learning and Communities of Practice*, John Templeton Foundation (2022-2025), \$1,690,709.

Principal Investigator, *Kernels of Practice for Social Emotional Learning in Afterschool Settings*, Education Innovation and Research (EIR) Early Phase Competition, US Department of Education (2022-2026), \$4,000,000. With \$400,000 match from the Wallace Foundation. **Illegally terminated May 12, 2025**

Principal Investigator, *Adapting Evidence-Based Social Emotional Learning Materials for Students in Chile*, David Rockefeller Center for Latin American Studies (DRCLAS) (2023-2024), \$20,000. **Completed**

Principal Investigator, *Building a Global SEL Strategy for UBS Optimus Foundation*, UBS Optimus Foundation (2022-2024), \$129,490. **Completed**

Principal Investigator, *SEL Kernels for Local Needs in Amazonas Region of Brazil*, Harvard University Lemann Brazil Research Fund (2022-2024), \$150,000. **Completed**

Principal Investigator, *REACHing for Character*. Tauck Family Foundation (2015-2023), \$1,112,181. **Completed**

Principal Investigator, *Designing Culturally Responsive SEL*, Ethel Walker School Inc./LEGO Foundation (2019-2023), \$112,061. **Completed**

Principal Investigator, *Innovations in SEL Research and Practice: Kernels in Nigeria with the International Rescue Committee*. USAID (2020-2023), \$139,772. **Completed**

Principal Investigator, *Building Capacity in Nebraska's 21st Century Community Learning Centers (CCLC)*, University of Nebraska Medical Center (2022-2023), \$114,000. **Completed**

Principal Investigator, *Developing a Core Adaptive Framework (Partnership with INEE/IRC)*, Porticus (2020-2023), \$319,751. **Completed**

Principal Investigator, *Supporting SEL Kernels in TaRL + @ PLAY*, LEGO Foundation and VVOB (2022-2023), \$37,500. **Completed**

Principal Investigator, *The SEL Analysis Project Part 2*. The Wallace Foundation (2019-2022), \$1,010,329. **Completed**

Principal Investigator, *SEL Kernels: A Personalized Approach to Social and Emotional Learning in Schools, Phase 1*, Silicon Valley Community Foundation (Chan-Zuckerberg Initiative; 2017-2022), \$1,091,691. **Completed**

Principal Investigator, *Building Capacity to Measure SEL*, Amal Alliance, Inc. (2021-2022), \$25,500. **Completed**

Principal Investigator, *SEL Kernels for Brazil ECE: A Low-Cost, Evidence-Based, and Scalable Approach to Social and Emotional Learning (SEL) in Brazilian Early Childhood Settings*, Harvard University Lemann Brazil Research Fund (2018-2021), \$149,995. **Completed**

Principal Investigator, *Inter-Agency Network for Education in Emergencies (INEE) Quality and Equitable Learning Outcomes (QELO) Mapping Project*, Porticus Global (2018-2020), \$103,500. **Completed**

Principal Investigator, *Social and Emotional Learning in School: District and School Leader Training Workshop Series*, MetroWest Foundation (2018-2021), \$94,500. **Completed**

Stephanie M. Jones

Principal Investigator, *Adding SEL Standards to Explore SEL*, Gates Foundation (2020-2021), \$50,000.

Completed

Principal Investigator, *Integrating International Frameworks into the Taxonomy Project*, Echidna Giving (2018-2019), \$300,000. **Completed**

Principal Investigator, *The Taxonomy Project Bridge Grant: Phase III User Testing*, Bill and Melinda Gates Foundation (2018-2019), \$157,000. **Completed**

Principal Investigator, *The Taxonomy Project*. Funders Collaborative on Innovative Measurement (Overdeck Family Foundation, William and Flora Hewlett Foundation, Einhorn Family Charitable Trust, Wallace Foundation, Raikes Foundation; 2016-2018), \$275,000. **Completed**

Principal Investigator, *The Taxonomy Project*. Einhorn Family Charitable Trust (2015-2017), \$185,000. **Completed**

Principal Investigator, *The SEL Analysis Project*. The Wallace Foundation (2015-2017), \$300,000. **Completed**

Principal Investigator, *Mapping Executive Function: Translating Research Evidence for Application*. Administration for Children and Families, U.S. Department of Health and Human Services (2013-2017), \$171,556. **Completed**

SECURE Development and Evaluation:

Principal Investigator, *SECURE for Parents and Children*. Aspen Institute Ascend Fund with the Children's Aid Society of New York (2014-2015), \$100,000. **Completed**

Principal Investigator (with C.C. Raver (Co-I) and D. Phillips (Co-I)), *School Reform and Beyond: Pre-K to 1st Grade*. National Institute of Child Health and Human Development (2011-2014), \$463,219. **Completed**

Co-Principal Investigator (with F. Morrison (PI) and R. Jacob (Co-PI)), *SECURE: Developing an Integrated Socio-emotional and Cognitive Regulation Intervention*. Institute of Education Sciences (2009-2013), \$1,341,160. **Completed**

Principal Investigator, *Continuing Development of SECURE with the Children's Aid Society of New York*. The Children's Aid Society of New York (2012-2014), \$154,258. **Completed**

New York City Study of Social and Literacy Development:

Principal Investigator (with J. Brown (Co-PI)), *Health Risk Behavior in Late Childhood: Impact of a Longitudinal Randomized Trial*. National Institute of Mental Health (2008-2014), \$2,256,615. **Completed**

Co-Investigator (with M. LaRusso (PI) & J. Brown (Co-I)), *Early Adolescents' Experiences of Continuity and Discontinuity of School Micro-contexts: Implications for Place-Based Treatment Effects*. William T. Grant Foundation (2009-2012), \$598,013. **Completed**

Co-Principal Investigator (with J. Brown (Co-PI) and M. LaRusso (Co-I)), *Changing Classroom Climate and other School Micro-Contexts to Promote Children's Social-Emotional and Academic Development*. William T. Grant Foundation (2006-2012), \$538,447. **Completed**

Principal Investigator, *Developmental Trajectories and Co-Morbidity of Health Risk Behaviors over Elementary School*. The Milton Fund, Harvard University (2009-2011), \$30,000. **Completed**

Co-Principal Investigator (with J.L. Aber (Co-PI) and J. Brown (Co-PI)), *Reading, Writing, Respect and Resolution: The Impact of a Social and Character Development and Literacy Program on Teachers and Children*. Institute of Education Sciences and the National Center for Injury Prevention and Control, Centers for Disease Control and Prevention (2005-2009). **Completed**

Co-Principal Investigator (with J.L. Aber (Co-PI) and J. Brown (Co-PI)), *Reading, Writing, Respect, & Resolution: The Causal Effects of a School-Wide Social-Emotional Learning and Literacy Intervention*

Stephanie M. Jones

on Teachers and Children. William T. Grant Foundation (20042008). **Completed**

Chicago School Readiness Project:

Co-Investigator (with C.C. Raver, (PI)), *Improving Low-Income Students' Odds of Being 'On-Track' and College Ready in Chicago Public Schools: The Respective Roles of Child Self-Regulation and Preschool vs. High School Intervention.* Institute of Education Sciences (2017-2022). **Completed**

Co-Investigator (with C.C. Raver, (Co-PI) and C. Li-Grining (Co-PI)), *Type, timing, & turbulence of poverty-related risk: Long-term evidence from CSRP.* National Institute of Child Health and Human Development (2015-2019), \$2,893,677. **Completed**

Co-Investigator (with C.C. Raver, (PI) & C. Li-Grining (Co-I)), *Testing CSRP's Impact on Low-income Children's Outcomes in 3rd-5th grade: A 5-year Follow-up.* National Institute of Child Health and Human Development (2009-2015), \$3,739,895. **Completed**

Co-Investigator (with C.C. Raver (PI)), *Early Investments in Non-cognitive Skills: Testing the Impact of CSRP on Low-income Children's Educational Outcomes in 3rd Grade.* The Spencer Foundation (2009-2011), \$662,558. **Completed**

Co-Investigator (with P. Morris (PI) and C.C. Raver (Co-I)), *The Foundations of Learning Project: Improving Emotional and Behavioral Adjustment among Preschoolers.* The Grable Foundation (2006-2010). **Completed**

Co-Investigator (with P. Morris (PI) and C.C. Raver (Co-I)), *The Foundations of Learning Project: Improving Emotional and Behavioral Adjustment among Preschoolers.* The Nicholson Foundation. Period of Support (2006-2010). **Completed**

Co-Investigator (with C.C. Raver (PI) and R. Goerge (Co-I)), *Emotions Matter: Classroom Based Integrated Intervention.* National Institute of Child Health and Human Development (2003-2009). **Completed**

Making Caring Common:

Co-Principal Investigator (with R. Weissbourd, (Co-PI)), *The Making Caring Common Initiative.* The Poses Family Foundation (2013-2017), \$2,000,000. **Completed**

Catalyzing Comprehension through Discussion and Debate:

Co-Investigator (with S. Donovan (Co-PI) and C.E. Snow (Co-PI) and others), *Catalyzing Comprehension through Discussion and Debate.* Institute of Education Sciences (2010-2016), \$5,512,216. **Completed**

Other:

Principal Investigator, *Inclusive Mindsets & Behaviors Phase 2: Measurement Tools, Next Generation Programming, and Guidance to SOI Teams.* Special Olympics International (2023-2025), \$550,000.

Principal Investigator, *A conceptual model and research agenda for inclusive mindsets and behaviors.* Special Olympics International (2021-2023), \$320,000. **Completed**

Principal Investigator, *SEL in schools across the nation: What's really happening?* William and Flora Hewlett Foundation (2019-2021), \$552,000. **Completed**

Co-Principal Investigator (with HY Kim), *What's Fair for Teachers and Students: Impacts of Within-Classroom Heterogeneity and Ability-Grouping on Teacher Practice and Student Achievement.* Spencer Foundation (2017-2020), \$49,999. **Completed**

Principal Investigator, *A Quasi-Experimental Evaluation of Lions Quest Skills for Adolescence in Two Middle Schools,* Lions Club International (2016-2018), \$300,000. **Completed**

Stephanie M. Jones

Project Leadership Team and Task Leader for Measurement and Impact Research (with F. Doolittle, (PI) & MDRC/AIR Team), *Impact Evaluation of Training in School-Wide Positive Behavior Support*. U.S. Department of Education (2013-2018), \$17,770,151. **Completed**

Principal Investigator (with K. O'Carroll), *Beyond Barriers: The Relationship between Head Start Parents' Social Capital, their Involvement and Children's Preschool Competencies*. DHHS/Administration for Children and Families (2011-2012), \$50,000. **Completed**

PUBLICATIONS

Articles:

Raisch, N., Bailey, R., & **Jones, S.M.** (2024). SEL insights: Applying behavioral insights to social and emotional learning programs in global settings. *Social and Emotional Learning: Research, Practice, and Policy*.

Jones, S.M. (2023). The Science of Learning and Development: A Translational and Transactional Science in Service of Human Development and Wellbeing, *Review of Research in Education*, Volume 47, 185-193.

Jones, S. M., Domitrovich, C., Molano, A., Barnes, S., eds. (2023). Implementation of social and emotional learning interventions in applied settings: Approaches to definition, measurement, and analysis. Lausanne: Frontiers Media SA. doi: 10.3389/978-2-8325-3542-4

Temko, S., Smith, R., Nelson, B., Park, C., Bailey, R., Johna, J.F., Diazgranados Ferráns, S., **Jones, & S.M.** (2023). Responding to the field: Development of and findings from the PSS-SEL Toolbox, *Social and Emotional Learning: Research, Practice, and Policy*, Volume 2, 100017, ISSN 2773-2339, <https://doi.org/10.1016/j.sel.2023.100017>.

Colagrossi, A. L. R., de Magalhães-Barbosa, M. C., McCoy, D. C., Barnes, S. P., Temko, S., Bailey, R., **Jones, S. M.**, Bianchi, L. M., da Cunha, A. J. L. A., & Prata-Barbosa, A. (2023). Adaptation and efficacy of a social-emotional learning intervention (sel kernels) in early childhood settings in southeastern Brazil: A quasi-experimental study. *Early Education and Development*. <https://doi-org.ezp-prod1.hul.harvard.edu/10.1080/10409289.2023.2219583>

Gardner, M., Hanno, E. C., **Jones, S. M.**, & Lesaux, N. K. (2023). Exploring early educator burnout and process quality in a statewide sample. *Journal of School Psychology*, 99, N.PAG. <https://doi-org.ezp-prod1.hul.harvard.edu/10.1016/j.jsp.2023.04.004>

Gardner, M., Hanno, E. C., Wei, W. S., Turco, R. G., **Jones, S. M.**, & Lesaux, N. K. (2023). Residential and preschool neighborhoods: Exploring patterns of socioeconomic match and its association with child skills across Massachusetts. *Early Childhood Research Quarterly*, 63, 24-38.

Turco, R. G., Lesaux, N. K., & **Jones, S. M.** (2023). Home literacy in the digital era: The role of mobile screen media frequency in a US state. *British Journal of Educational Technology*, 54(2), 513-533.

Cuartas, J., Hanno, E., Lesaux, N. K., & **Jones, S. M.** (2022). Executive function, self-regulation skills, behaviors, and socioeconomic status in early childhood. *Plos one*, 17(11), e0277013.

McCoy D.C., Koepp A.E., **Jones S.M.**, Bodrova E., Leong D.J., & Deaver A.H. (2022). An observational approach for exploring variability in young children's regulation-related skills within classroom contexts. *Developmental Science* doi: 10.1111/desc.13250.

Barnes, S. P., **Jones, S. M.**, & Bailey, R. (2022). An ecological view of executive function in young children: Variation in and predictors of executive function skills over one school year. *Developmental Science*, e13355.

Hanno, E.C., Gardner, M., **Jones, S.M.**, & Lesaux, N.K. (2022). An ecological perspective on early educator well-being at the start of the COVID-19 pandemic. *Early Childhood Research Quarterly*. <https://doi.org/10.1016/j.ecresq.2022.02.002>

Hanno, E.C., Fritz, L., **Jones, S.M.**, & Lesaux, N.K. (2022). School learning format and children's behavioral health during the pandemic. *JAMA Pediatrics*. <https://doi.org/10.1001/jamapediatrics.2021.5698>

Barnes, S. P., & **Jones, S. M.** (2022). Social and Emotional Learning (SEL) in Schools. Routledge.

Ramirez, T., Brush, K., Raisch, N., Bailey, R., and **Jones, S.M.** (2021). Equity in social emotional learning programs: A content analysis of equitable practices in PreK-5 SEL programs. *Frontiers of Education*.

Barnes, S., Bailey, R., and **Jones, S.M.** (2021). Evaluating the impact of a targeted approach designed to build executive function skills: A randomized control trial of Brain Games. *Frontiers in Psychology, Developmental Psychology*.

Hanno, E.C., Gonzalez, K.E., **Jones, S.M.**, & Lesaux, N.K. (2021). Linking features of structural quality to micro-features of process quality across the landscape of early education and care. *AERA Open*.

Hanno, E.C., Cuartas, J., Miratrix, L.W., **Jones, S.M.**, & Lesaux, N.K. (2021). Changes in children's behavioral health and family well-being during the COVID-19 pandemic. *Journal of Developmental & Behavioral Pediatrics*. <https://doi.org/10.1097/DBP.0000000000001010>

Hanno, E.C., **Jones, S.M.**, & Lesaux, N.K. (2021). Back to basics: Developmental catalysts for quality improvement in early education and care settings. *Policy Insights from the Behavioral and Brain Sciences*.

Bailey, R., Raisch, N., Titus, B., Bautista, J., Eniola, O.T., Temko, S., & **Jones, S.M.** (2021). Innovations in SEL research and practice: Building from evidence and applying behavioral insights to the design of an SEL intervention in Northeast Nigeria. *International Journal of Environmental Research and Public Health*, Special Issue "Psychoeducational Interventions to Promote Mental Health and Wellbeing through Covitality and Socioemotional Skills in Children and Adolescents."

Jones, S.M., Lesaux, N.K., Gonzalez, K., Hanno, E., & Guzman, R. Exploring the role of quality in a population study of early education and care (2020). *Early Childhood Research Quality*.

Bailey, R., Meland, E., Brion-Meisels, G., & **Jones, S.M.** (2019). Getting developmental science back into schools: Can what we know about self-regulation help change how we think about "no excuses"? *Frontiers in Psychology*.

Jones, S.M., McGarrah, M. & Kahn, J. (2019). Social and emotional learning: A principled science of human development in context. *Educational Psychologist*. (Winner of APA Division 15 best paper award.)

McCoy, D.C., Gonzalez, K., **Jones, S.M.** & Raver, C.C. (2019). Preschool Self-Regulation and Academic Skills as Mediators of the Long-Term Impacts of an Early Intervention. *Child Development*.

Jones, S.M., Bailey, R., & Kahn, J. (2019). The Science and Practice of Social and Emotional Learning: Implications for State Policymaking. *State Education Standard*, (19), 18-24.

Bailey, R., Stickle, L., Brion-Meisels, G., & **Jones, S. M.** (2019). Re-Imagining Social-Emotional Learning: Findings from a Strategy-Based Approach. *Phi Delta Kappan*, 100(5), 53-58.

Prinz, R., **Jones, S.M.**, & Sanders, M. Guest Co-Editors, Self-Regulation: A Critical Construct in Research and Application with Children and Families, *Clinical Child & Family Psychology Review*, 22(1), 2-23.

Bailey, R., & **Jones, S. M.** (2019). An Integrated Model of Regulation for Applied Settings. *Clinical Child & Family Psychology Review*, 22(1), 2-23. <https://doi.org.ezp-prod1.hul.harvard.edu/10.1007/s10567-019-00288-y>

Jones, S.M., LaRusso, M., Kim, J., Kim, H.Y., Selman, R., Uccelli, P. Donovan, S., & Snow, C. (2019). Experimental effects of Word Generation on vocabulary, academic language, perspective taking, and reading comprehension in high poverty middle schools. *Journal of Research on Educational Effectiveness*.

Jones, S. M., & Kahn, J. (2018). The Evidence Base for How Learning Happens: A Consensus on Social, Emotional, and Academic Development. *American Educator*, 41(4), 16-21.

Molano, A., & **Jones, S. M.** (2018). Social centrality and aggressive behavior in the elementary school: Gender segregation, social structure, and psychological factors. *Social Development*, 27(2), 415-430.

doi:10.1111/sode.12267

McCoy, D. C., **Jones, S.M.**, Roy, A., & Raver, C. C. (2018). Classifying Trajectories of Social-Emotional Difficulties through Elementary School: Impacts of the Chicago School Readiness Project. *Developmental Psychology, 54*(4), 772-787.

Jones, S. M., Barnes, S. P., Bailey, R., & Doolittle, E. J. (2017). Promoting Social and Emotional Competencies in Elementary School. *Future Of Children, 27*(1), 49-72.

Jones, S. M., & Doolittle, E. J. (2017). Social and Emotional Learning: Introducing the Issue. *Future Of Children, 27*(1), 3-11.

Osher, D., Kidron, Y., Dymnicki, A., Brackett, M., **Jones, S.M.** & Weissberg, R. (2017). Advancing the science and practice of social-emotional learning: Looking back and moving forward. *Review of Research in Education*.

Kim, J. k., Hemphill, L., Troyer, M., Thomson, J. M., **Jones, S. M.**, LaRusso, M. D., & Donovan, S. (2017). Engaging Struggling Adolescent Readers to Improve Reading Skills. *Reading Research Quarterly, 52*(3), 357-382.

Jones, S.M., & Molano, A. (2016). Seasonal and compositional effects of classroom aggression: A test of developmental-contextual models. *Journal of Cognitive Education and Psychology, Special issue on classroom composition research and social-emotional outcomes*, doi: 10.1891/1945-8959.15.2.225.

Yudron, M. & **Jones, S.M.** (2016). Developmental trajectories of children's social competence in early childhood: The role of the externalizing behaviors of their preschool peers. *Journal of Cognitive Education and Psychology, Special issue on classroom composition research and social-emotional outcomes*. doi: 10.1891/1945-8959.15.2.268.

Jones, S. M., Zaslow, M., Darling-Churchill, K. E., & Halle, T. G. (2016). Assessing early childhood social and emotional development: Key conceptual and measurement issues. *Journal Of Applied Developmental Psychology*, doi:10.1016/j.appdev.2016.02.008

Campbell, S. B., Denham, S. A., Howarth, G. Z., **Jones, S. M.**, Whittaker, J. V., Williford, A. P., & ... Darling-Churchill, K. (2016). Commentary on the review of measures of early childhood social and emotional development: Conceptualization, critique, and recommendations. *Journal Of Applied Developmental Psychology*, doi:10.1016/j.appdev.2016.01.008

LaRusso, M., Kim, H.Y., Selman, R., Uccelli, P., Dawson, T., **Jones, S.M.**, Donovan, S., & Snow, C. (2016). Beyond the simple view: Contributions of academic language, perspective taking, and complex reasoning to deep reading comprehension. *Journal of Research on Educational Effectiveness*. doi: 10.1080/19345747.2015.1116035.

Long, K., Brown, J.L., **Jones, S.M.**, Aber, J.L., & Yates, B.T. (2015). Cost analysis of a school-based social-emotional learning and literacy intervention. *Journal of Benefit-Cost Analysis*. doi: 10.1017/bca.2015.6.

Lowenstein, A., Friedman-Krauss, A., Raver, C.C., **Jones, S.M.** & Pess, R.A. (2015). School climate, teacher-child closeness, and low-income children's academic skills in kindergarten. *Journal of Educational and Developmental Psychology*. doi: 10.5539/jedp.v5n2p89.

Horan, J. M., Brown, J. L., **Jones, S. M.**, & Aber, J. L. (2015). The influence of conduct problems and callous-unemotional traits on academic development among youth. *Journal Of Youth And Adolescence*, doi:10.1007/s10964-015-0349-2

Zhai, F., Raver, C. C., & **Jones, S. M.** (2015). Social and emotional learning services and child outcomes in third grade: Evidence from a cohort of Head Start participants. *Children And Youth Services Review, 56*42-51. doi:10.1016/j.childyouth.2015.06.016

Dunn, E. C., Masyn, K. E., **Jones, S. M.**, Subramanian, S. V., & Koenen, K. C. (2015). Measuring psychosocial environments using individual responses: An application of multilevel factor analysis to examining students in schools. *Prevention Science, 16*(5), 718-733. doi:10.1007/s11121-014-0523-x

Horan, J. M., Brown, J. L., **Jones, S. M.**, & Aber, J. L. (2015). Assessing invariance across sex and race/ethnicity in measures of youth psychopathic characteristics. *Psychological Assessment*, 27(2), 657-668. doi:10.1037/pas0000043

Lesaux, N., **Jones, S.M.**, Harris, J.R. & Bock, K. (2015). The regulated learning environment: Supporting adults to support children. *Young Children*.

Hoglund, W., **Jones, S.M.**, Brown, J.L. & Aber. J.L. (2015). The evocative influence of child academic and social-emotional adjustment on parent involvement in inner-city schools. *Journal of Educational Psychology*. 107(2), 517-532. doi:10.1037/a0037266

Molano, A., Torrente, C., & **Jones, S.M.** (2015). Relative risk in context: Exposure to family and neighborhood violence within schools and towns in Colombia. *Journal of the Office of Latino-Latin American Studies*. 2015, 4(1), 7-26

Horan, J., Brown, J.L., **Jones, S.M.**, & Aber, J.L. (2014). Assessing invariance across sex and race/ethnicity in measures of youth psychopathic characteristics. *Psychological Assessment*. doi:10.1037/pas0000043

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Jones, S. M., Kahn, J., & Aspen Institute (2017). *The Evidence Base for How We Learn: Supporting Students' Social, Emotional, and Academic Development*. Consensus Statements of Evidence from the Council of Distinguished Scientists.

Jones, S.M., Bailey, R., & Partee, A. (2017). *SECURE Families: Interrupting Intergenerational Cycles of Stress and Poverty, The Aspen Journal of Ideas*, Aspen Institute.

Sokolovic, N., Bailey, R., & **Jones S.M.** (2017). A review of research: Strategies for the design, recruitment and implementation of parenting and 2Gen programs. ASCEND, The Aspen Institute & the Harvard Graduate School of Education.

Jones, S. M., Bailey, R., Brion-Meisels, G., & Partee, A. (2016). *CHOOSING TO BE POSITIVE. Educational Leadership*, 74(1), 63-68.

Jones, S.M., Bailey, R., Partee, A., and Barnes, S. (2016). *Untangling the Terms and Skills Related to Executive Function and Self-Regulation in Early Childhood*. OPRE Report # 2016-88, Washington, DC: Office of Planning, Research and Evaluation, Administration for Children and Families, U.S.

Department of Health and Human Services. November 2016. Available at:

<https://www.acf.hhs.gov/opre/resource/untangling-the-terms-and-skills-related-to-executivefunction-and-self-regulation-in-early-childhood>

Bailey, R. and **Jones, S.M.** (2015). *Pennsylvania Student Interpersonal Skills Report: A Review of Supporting Research and Alignment with State and National Frameworks*. Submitted to the National Governors Association Center for Best Practices Education Division and members of the Pennsylvania Department of Education Student Interpersonal Skills Working Group; November 20, 2015. Cambridge, MA: Harvard University.

Jones, S. M., & Imm, P. with HopeLab (2016). *Brain Games 2015-2016 Pilot Study*, South Carolina Final Report. Harvard Graduate School of Education, Harvard University.

Lesaux, N. K. & **Jones, S. M.** et al. (2014). *Lead Early Educators for Success*.

<http://isites.harvard.edu/icb/icb.do?keyword=lesaux&pageid=icb.page660137>

Jones, S. M., Weissbourd, R., Bouffard, S., & Kahn, J., & Ross, T. (2014). *A Content Analysis of Empathy-Focused School Curricula, a Re-Conceptualized Model of Empathy, and Strategies for Promoting Empathy in Practice*. Cambridge, MA: Harvard Graduate School of Education.

Jones, S. M., Weissbourd, R., Bouffard, S., & Kahn, J., & Ross, T. (2014). *How to build empathy and strengthen your school community*. Cambridge, MA: Harvard Graduate School of Education.

Jones, S. M. & Lesaux, N.K. (2013). *Supporting Adults to Support Young Children: A Study of Three Parent-and Educator-Focused Initiatives to Support Young Children*. Robert Wood Johnson Foundation.

Jones, S. M., Eidelman, H., & Yudron, M. (2011). Poverty and adolescent development. In B. B. Brown, & M. J. Prinstein (Eds.), *Encyclopedia of adolescence, volume 2: Interpersonal and sociocultural factors* (pp. 269-277). Waltham, MA: Elsevier, Academic Press.

Jones, S. M., & Domitrovich, C. (2011). *Social and emotional learning in educational settings: Research implications for educational practice, standards, and assessment*. Chicago, IL: Collaborative for Academic, Social, and Emotional Learning.

Jones, S.M., & Molano, A. E. (2010). *The influence of schools on adolescent behavior and risk-taking*. Paper commissioned by the Committee on the Science of Adolescence, Board on Children, Youth, and Families, Institute of Medicine, and the National Research Council.

Aber, J. L., Brown, J. L., **Jones, S.M.**, & Roderick, T. (2010). *SEL: The history of a research-practice partnership*. Better: Evidence-based Education, 2(2), 14-15.

Savitz-Romer, M., **Jones, S. M.**, & Bouffard, S. (2009). *Birds of a feather: Peer group processes and the cohort program model in GEAR UP*. Paper commissioned by RTI International and the U.S. Department of Education.

Stephanie M. Jones

Morris, P., **Jones, S. M.**, & Smith, J. (2003). *Children in public housing developments: An examination of the children at the beginning of the Jobs Plus evaluation*. New York: Manpower Demonstration Research Corporation.

Zigler, E., & **Jones, S. M.** (2002). *Reflections – Where do we go from here?* In B. Bowman (Ed.), LOVE TO READ: Preparing African American Children for Reading Success. Washington, DC: US Department of Education Office of Educational Research and Improvement.

Curricula and Educational Products:

Bailey, R., **Jones S.M.**, & Ross, T. (2013). SECURE PreK-3rd Grade: Curriculum and Lesson Guides. Harvard University.

Bailey, R., **Jones S.M.**, Partee, A., & Ross-Anderson, T. (2014). SECURE PreK-3rd Grade: Professional Development Facilitator Manual. Harvard University.

Bailey, R., **Jones S.M.**, Partee, A. (2015). SECURE Families: Curriculum and Workshop Guide. Harvard University.

Bailey, R., & **Jones S.M.** (2016). Brain Games (PreK-8, Toddler, and Caregiver versions; with adaptations for Lebanon, Niger, Sierra Leone, Brazil, NE Nigeria, Argentina, Uganda, Chile, Ukraine, Estonia, and others). Harvard University.

Bailey, R., & **Jones S.M.** (2019 and onward). SEL Kernels (with adaptations for Brazil, NE Nigeria, Uganda, Chile, Ukraine, Estonia, and others). Harvard University.

- Selected for the HundrED Global Collection 2023, 2024 (<https://hundred.org/en/innovations/sel-kernels-of-practice>)
- Shortlisted by the jury (top 10) for the Falling Walls Science Breakthroughs of the Year 2022 in the Future Learning category; Falling Walls Foundation, Berlin, Germany

Explore SEL: <http://exploresel.gse.harvard.edu/>

Global Explore SEL with Localizing Tools: <http://inee.exploresel.gse.harvard.edu/>

Navigating SEL from the Inside Out – PreK & Elementary edition:

<https://wallacefoundation.org/sites/default/files/2023-08/navigating-social-and-emotional-learning-from-the-inside-out-2ed.pdf>

Navigating SEL from the Inside Out – Middle & High School edition:

<https://wallacefoundation.org/sites/default/files/2023-09/navigating-social-and-emotional-learning-from-the-inside-out-middle-high-school.pdf>

SELECTED PRESENTATIONS (2008 onward)

Roma, O., **Jones S.M.**, Stolz, E., Temko, S., & Bailey, R. (May, 2025). Play-based SEL Kernels in Ukraine: Landscape research, pilot findings, and next steps. Paper presented at the Society for Research in Child Development, Minneapolis, MN.

Fritz, L., **Jones, S.M.**, & Lesaux, N.L. (May, 2025). Emotion socialization in the classroom: Understanding the contributions of teacher-child relationships and setting relational climate (May, 2025). Paper presented at the Society for Research in Child Development, Minneapolis, MN.

Dermody, C., **Jones, S.M.** & Barnes (May, 2025). Examining the impact of Brain Games on the social and emotional setting. Paper presented at the Society for Research in Child Development, Minneapolis, MN.

Jones, S.M., Dermody, C., Fritz, L., Mozaffari, A. & Lesaux, N.L. (May, 2025). The impact of COVID-19 on young children's executive function: A longitudinal, population-based study. Paper presented at the Society for Research in Child Development, Minneapolis, MN.

Mozaffari, A., **Jones, S.M.**, Hanno, E. & Lesaux, N.L. (May, 2025). Changes in children's behavioral health and family wellbeing before and beyond the COVID-19 pandemic. Paper presented at the Society for Research in Child Development, Minneapolis, MN.

Ramirez, T., Massaro, L., Bailey, R., Brown, D., Holt, S., Tingman, T., Brion-Meisels, G., Li, J., & **Jones, S.M.** (2024, May 29-31). Empowering Communities: Cultivating Equitable Social-Emotional Learning through Collaborative Inquiry. Paper presented at the Society for Prevention Research Annual Meeting, Washington, DC. *Abstract of Distinction*.

Temko, S., Stoltz, E., Bailey, R. E., Nelson, B., **Jones, S. M.** (2024, March 10-14). *Play-based SEL Kernels in Ukraine: Understanding Local Priorities and Needs through Landscape Research*. Paper presented at the Comparative and International Education Society 2024 Annual Conference, Miami, FL.

Massaro, L., Ramirez, T., Bailey, R., Brown, D., Holt, S., Tingman, T., Brion-Meisels, G., Li, J., & **Jones, S.M.** (2024, April 11-14). Building Communities of Practice for Local, Sustainable, and Equitable Social Emotional Learning in Schools Paper presented at the American Educational Research Association Annual Meeting, Philadelphia, PA.

Raisch, N., Bailey, R., Brush, K., Temko, S., & **Jones, S.M.** (2024, April 11-14). Understanding, operationalizing, and fostering inclusion: Development and implications of an inclusive mindsets and behaviors framework. Paper presented at the American Educational Research Association 2024 Annual Meeting, Philadelphia, PA.

Mozaffari, A., Ramos-Draper, J., **Jones S.M.** & Lesaux, N. (2023). Latent growth trajectories of children's behavioral health and family well-being prior to and through the Covid-19 pandemic. Paper presented at the Society for the Study of Human Development, Philadelphia, PA.

Gardner, M., **Jones S.M.** & Lesaux, N. (2023). Examining heterogeneity in children's skill profiles through the kindergarten transition. Paper presented at the Society for the Study of Human Development, Philadelphia, PA.

Jones, S.M., Colagrossi, A.L., Barnes, S., Temko, S., & Bailey, R. (2023). Impacts and costs of a light touch SEL intervention in southeastern Brazil. Paper presented at the Society for Research on Educational Effectiveness, Washington, DC.

Fritz, L., Dermody, C., **Jones, S.M.**, & Lesaux, N.L. (2023). Exploring developmental trajectories of social and emotional skills in early childhood using a novel person-centered approach. Paper presented at the Society for Research on Education Effectiveness, Washington, DC.

Gardner, M., Hanno, E., **Jones, S.M.** & Lesaux, N.L. (2023) Describing and Tracking Young Children's Foundational Skills. Paper presented at biennial meeting of the Society for Research in Child Development. Salt Lake City, Utah.

Jones, S.M., Hanno, E., Lesaux, N.L., Mozaffari, A., & Ramos-Draper, J. (2023). Developmental Trajectories of Children's Behavioral Health and Family Well-Being Prior To and Through the COVID-19 Pandemic. Paper presented at biennial meeting of the Society for Research in Child Development. Salt Lake City, Utah.

Hanno, E., Ramos-Draper, J., Mozaffari, A., Petty, C., **Jones, S.M.**, & Lesaux, N.L. (2023). Helping the Helpers: Early Educators' Use of and Preferences for Professional Development Supports. Paper presented at biennial meeting of the Society for Research in Child Development. Salt Lake City, Utah.

Jones, S.M., Gonzalez, K., Hanno, E., & Lesaux, N.L. (2023). Towards a Whole Setting Perspective on Program Quality and Children's Development: Evidence from Preschool and Kindergarten Classrooms Across Massachusetts. Paper presented at biennial meeting of the Society for Research in Child Development. Salt Lake City, Utah.

Jones, S.M. (2022). Social and emotional learning: Making it simple and making it local. Invited colloquium, New York University Steinhardt School of Culture, Education, and Human Development.

Jones, S.M. (2022). The science and practice of social and emotional learning. 8th ENSEC Conference, Social Emotional Learning and Positive Development. Suceava, Romania.

Barnes, S.P., Bailey, R., & **Jones, S.M.** (2021). Feasible and Systematic Approaches to Cultivating Executive Function Skills in Schools: Understanding Variation in Impact in a Randomized Trial of Brain Games. Presentation at the APPAM Fall Research Conference.

Hanno, E., Fritz, L., **Jones, S.M.**, & Lesaux, N.L. (2021). Enduring Changes in Family Dynamics and Children's Behavioral Health during the COVID-19 Pandemic. Presentation at the APPAM Fall Research Conference.

Jones, S.M., & Barnes, S.P. (2021, September). Beyond average impacts: Insights from evaluations of school-based social and emotional learning interventions. Presentation at the Society for Research on Education Effectiveness (SREE), Washington DC.

Fritz, L., Hanno, E., Li, J., **Jones, S.M., & Lesaux, N.L.** (2021, September). Examining the psychometric properties of an observational measure of interactional quality in early education and care settings. Presentation at the Society for Research on Education Effectiveness (SREE), Washington DC.

Gardner, M., Barnes, S.P., Park, C., Bailey, R., & **Jones, S.M.** (2021, September). Implementing SEL Kernels: Evidence for a flexible approach to school-based social and emotional learning. Presentation at the Society for Research on Education Effectiveness (SREE), Washington DC.

Hanno, E., **Jones, S.M.**, Lesaux, N.K., & Hofer, K. (2021, September). Unpacking variation in children's engagement throughout the preschool day. Presentation at the Society for Research on Education Effectiveness (SREE), Washington DC.

Hanno, E.C., Cuartas, J., **Jones, S.M., & Lesaux, N.K.** (2021, April). The impacts of the COVID-19 pandemic on family wellbeing and child behaviors. Presentation at the Society for Research in Child Development (SRCD) Biennial Meeting.

Hanno, E.C., Barnes, S.P., **Jones, S.M., & Lesaux, N.K.** (2021, April). Nudging young children's self-regulation through behaviorally informed text messages for parents. Presentation at the Society for Research in Child Development (SRCD) Biennial Meeting.

Hanno, E.C., Gonzalez, K.E., Hofer, K.G., Guzman Turco, R., **Jones, S.M., & Lesaux, N.K.** (2021, April). Linking micro-features of quality to children's skills in a statewide population study of children's early education. Presentation at the Society for Research in Child Development (SRCD) Biennial Meeting.

Fritz, L., Hanno, E.C., Li, J., **Jones, S.M., & Lesaux, N.K.** (2021, April). Validating the Simple Interactions Tool as a measure of interaction quality in early education and care settings. Presentation at the Society for Research in Child Development (SRCD) Biennial Meeting.

Gardner, M., Hanno, E.C., **Jones, S.M., & Lesaux, N.K.** (2021, April). Exploring early educator burnout and its classroom correlates in a statewide sample. Presentation at the Society for Research in Child Development (SRCD) Biennial Meeting.

Gonzalez, K.E., Hanno, E.C., Guzman Turco, R., **Jones, S.M., & Lesaux, N.K.** (2021, April). Thresholds in micro-features of process quality in early education and care. Presentation at the Society for Research in Child Development (SRCD) Biennial Meeting.

Park, C., Barnes, S.P., Bailey, R., Kahn, J., and **Jones, S.M.** (2021, April). Evaluating SEL Kernels: An Innovative Approach to Social and Emotional Learning in Elementary Settings. Presentation at the Society for Research in Child Development Biennial Meeting.

Temko, S., Bailey, R., Bhatt, M., Donaher, M., Raisch, N., and **Jones, S.M.** (2021, April). The QELo Mapping Project: A review of measurement and assessment tools for social emotional learning and psychosocial support in global emergency contexts. Comparative and International Education Society Annual Meeting.

Ramirez Varela, L., Temko, S., Bailey, R., **Jones, S.M.**, Smith, R., Diazgranados Ferrans, S., and Johna, J.F. (2021, April). Developing tools for social emotional learning and psychosocial support in EIE: A review of guiding documents used around the world. Comparative and International Education Society Annual Meeting.

Barnes, S., McCoy, D., Brentani, A., **Jones, S.M.**, Bailey, R., Temko, S., and Fink, G. (2021, April). Examining the impact of Brain Games on young children's self-regulation, executive function, and academic outcomes in Brazil. Comparative and International Education Society Annual Meeting.

Ramirez, T., Colagrossi, A., Temko, S., Bailey, R., **Jones, S.M., and Brentani, A.** (2021, April). Brazilian teachers' perceptions of a new approach to social emotional learning: Findings from a one-year contextualization process. Comparative and International Education Society Annual Meeting.

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Raisch, N., Temko, S., Bautista, J., Bailey, R., and **Jones, S.M.** (2021, April). SEL Kernels in Northeastern Nigeria: Contextualization for classroom needs in an EIE context. Comparative and International Education Society Annual Meeting.

Jones, S.M. (2021, April) The Science and Practice of Social and Emotional Learning in Schools. Presentation for the Fundacion Educacional Seminarium, Santiago, Chile.

Jones, S.M. (2020, October). SEL Kernels: Turning Social-Emotional Learning into Components. Invited presentation for 2020 Methods Meeting: Exploring Core Components Research in Social Service Settings, OPRE.

Jones, S.M. & Hanno, E.C. (2020, October). Unpacking the role of micro-features of quality for children's development. Invited plenary session at the Tribal, State & Territory Administrators Meeting (TSTAM) hosted by the U.S. Department of Health & Human Services, Administration for Children & Families, Office of Child Care.

Bailey, R., and **Jones, S.M.** (2020, September). "Updates on the study of the development of self regulation, cognitive control, and executive functions." Invited presentation, international symposium hosted by Unidad de Nuerobiología Aplicada and the University of Edinburgh.

Jones, S.M. (January, 2020). The science and practice of social and emotional learning in schools. Invited keynote speaker, The annual conference: Yozma Center for Knowledge Research in Education, Jerusalem, Israel.

Jones, S.M. (January, 2020). Growing the Whole Child Movement: Linking Science to Practice for A Next Generation. Gallaudet University, America's Promise Alliance, Washington, DC.

Jones, S.M. (October, 2019). The science and practice of social and emotional learning. Invited speaker, ProLEER Annual Meeting, Harvard University, Cambridge MA.

Jones, S.M. (October, 2019). A look inside the Taxonomy Project. Social & Emotional Learning Exchange 2019. Chicago, IL.

Jones, S.M. (October, 2019). The science and practice of social and emotional learning. Invited speaker, Stanford Center for Education Policy Analysis, Palo Alto, CA.

Jones, S.M. (May, 2019). The science and practice of social and emotional learning: What do we know and what can we do? Invited address for the annual fundraiser of the Lee Pesky Learning Center, Boise, ID.

Jones, S.M. (May, 2019). From a Nation at Risk to a Nation at Hope. Invited address for the inaugural exSEL Network conference Social-Emotional Learning: Lessons Learned and Opportunities for Massachusetts sponsored by Transforming Ed, the Rennie Center, and SEL4MA, Devens, MA.

Jones, S.M. (2019, April). The Science and Practice of Social, Emotional, and Character Development in Schools. Invited address at the XX April International Academic Conference on Economic and Social Development, National Research University Higher School of Economics, Moscow, Russia.

Jones, S.M. (2019, March). From brands to strategies: Frontiers of intervention in social and emotional learning. Session chair at the Biennial Meeting of the Society for Research in Child Development, Baltimore, MD.

Barnes, S., Bailey, R., & **Jones, S.M.** (2019, March). Evaluating the impact of a kernel designed to build executive function skills: A randomized trial of Brain Games. Paper presented at the Biennial Meeting of the Society for Research in Child Development, Baltimore, MD.

Koepf, A., McCoy, D., & **Jones, S.M.** (2019, March). Variation in young children's self-regulation skills across early childhood classroom contexts. Paper presented at the Biennial Meeting of the Society for Research in Child Development, Baltimore, MD.

Nelson, B., Brush, K., Bailey, R., & **Jones, S.M.** (2019, March). Looking inside and across frameworks: Findings from preliminary analyses of the Taxonomy Project. Paper presented at the Biennial Meeting of the Society for Research in Child Development, Baltimore, MD.

Gonzalez, K., Hanno, E., Guzman, R., Wei, W., Lesaux, N.K., & **Jones S.M.** (2019, March). Exploring the role of quality in a statewide population study of children's early learning and care. Society for Research on Educational Effectiveness, Washington, DC.

Jones, S.M. (2018, November). Understanding social and emotional learning. Invited address for the International Education Funders Group, San Francisco, CA.

Jones, S.M. (2018, October). The Science and Practice of Social, Emotional, and Character Development in Schools. Invited address at the SRCD Special Topics Meeting: Promoting Character Development Among Diverse Children and Adolescents, Philadelphia, PA.

Jones, S.M. (2018, October). The Science and Practice of Social, Emotional, and Character Development in Schools. The Dr. Patricia Canning Memorial Lecture in Child Health and Development, Memorial University of Newfoundland, St. Johns, Newfoundland, Nova Scotia.

Jones, S.M. (2018, October). The evidence base for supporting student's social, emotional, and academic development. Invited address for the Knowledge Alliance Retreat, Asheville, North Carolina.

Jones, S.M. (2018, June). How does Uncertainty Get Under the Skin and into Behavior? Invited address for Portraits of Uncertainty: Implications for Education. Oxford Symposium for Comparative and International Education, Oxford University, UK.

Jones, S.M. (2018, June). The Science and Practice of Social and Emotional Learning, Invited address ACT Skills Summit, Boston After School and Beyond, Boston, MA.

Jones, S.M. (2018, June). The Science and Practice of Social and Emotional Learning. Invited keynote at the USAID/ECCN Social-Emotional Learning Policy Roundtable, Fhi360, Washington, DC.

Jones, S.M. (2018, May). The Science and Practice of Social and Emotional Learning in Preschools and Schools. Invited keynote at the Ready At Five 2018 Symposium, Baltimore, MD.

Jones, S.M. (2018, April). Kernels of Practice in Social-Emotional Learning: Using Simple Interventions to Grow Impact. Invited plenary at the Ready by 21 National Meeting, Palm Beach, FL.

Jones, S.M. (2018, March). Navigating Social and Emotional Learning from the Inside Out. Invited presentation for ASCD Empower 18: The conference for every educator, Boston, MA.

Jones, S.M. (2018, March) Frontiers in the science and practice of social and emotional learning in preschools and schools. Invited keynote at the 19th annual Helping Families Change Conference, Santa Rosa, CA.

Jones, S.M. (2017, November). Developing Young Minds for Lifelong Success. Invited presentation at the Inter-American Development Bank, Washington, DC.

Jones, S.M. (2017, October). Social-Emotional Learning: A Principled Science of Human Development in Context. Invited presentation at the Child Study Center, Penn State University, College Park, PA.

Jones, S.M. (2017, October). Frontiers in the science and practice of social and emotional learning in preschools and schools. 2017 Edna Bennett Lecture in Prevention Science, Penn State University, College Park, PA.

Jones, S.M. & Doolittle, E. (2017, May). Social-Emotional Learning. The Future of Children, Princeton University & the Brookings Institution.

Barnes, S., Bailey, R., Sokolovic, N. & **Jones, S.M.** (2017, April). Applying an Organizing Framework to Analyze Measures of Executive Function and Regulation-Related Skills, Paper presented at the Biennial Meeting of the Society for Research in Child Development, Austin, TX.

McCoy, D., **Jones S.M.** et al. (2017, April). An Observational Measure of Regulation-Related Skills in the Early Childhood Classroom Setting. Paper presented at the Biennial Meeting of the Society for Research in Child Development, Austin, TX.

Bailey, R., Nelson, B., Brush, K. & **Jones, S.M.** (2017, April). Making Sense of the Non-Cognitive Domain: Creating a Taxonomy of Concepts across Multiple Frameworks in the Field, Paper presented at the Biennial Meeting of the Society for Research in Child Development, Austin, TX.

Brush, K., Nelson, B., Stickle, S. & **Jones, S.M.** (2017, April). SEL Analysis Project: What's inside evidence-based programs? Paper presented at the Biennial Meeting of the Society for Research in Child Development, Austin, TX.

Jones, S.M., Bailey, R. & Barnes, S. (2017, April). Testing a new kernel of practice focus on executive function and self-regulation: A three-school pilot study. Paper presented at the Biennial Meeting of the Society for Research in Child Development, Austin, TX.

Jones, S.M. (2017, April). The Science and Practice of Social-Emotional Learning in Preschools and

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Schools, Edward Zigler SRCD Biennial Policy Preconference: Social and Emotional Learning: Promise and Challenges. Invited presentation at the Biennial Meeting of the Society for Research in Child Development, Austin, TX.

Jones, S.M. (2017, February). The Science and Practice of Social-Emotional Learning: A Whole Child, Whole Setting Perspective. Invited presentation for A Whole School Approach to School Climate: Meeting the Needs of Students and Staff, Hofstra University, New York, NY.

Jones, S.M. (2016, October). It's not either/or...The Science and Practice of Social-Emotional Learning to Inform and Continuum of Early Learning, Programs, Practices, and Strategies, National P-3 Institute, Seattle, WA.

Jones, S.M. (2016, October). The Whole Child, The Whole Setting: Transformative Approaches to School Climate. Invited presentation at the Colombian National Education Forum, Bogota, Colombia.

Jones, S.M. (2016, September). Social-Emotional Learning: The Basics. Invited presentation at the Capitol Hill Forum, American Youth Policy Forum, Washington, DC.

Jones, S.M. (2016, July). Self-regulation and executive function: The forest and the trees. 2016 Edward Zigler Master Session, National Research Conference on Early Childhood, Washington, DC.

Jones, S.M. (2016, April). *Social-Emotional Learning and Life Success*. Invited presentation, 69th Education Writers Association National Seminar, Boston, MA.

Jones, S.M. (2016, April). *Social-Emotional Learning and Life Success*. Invited Keynote, Starting Strong Summit: Working together for early social-emotional development. Worcester, MA.

Jones, S.M., Kim, J., LaRusso, M., Kim, H.Y., Barnes, S., Donovan, S., Snow, C. (2016, March). *Experimental Effects of Word Generation on Vocabulary, Academic Language, and Perspective Taking in High Poverty Middle Schools*. Society for Research on Educational Effectiveness, Washington, DC.

Jones, S.M. (2016, February). *Executive function and self-regulation in context: The role of stress and poverty and opportunities for intervention*. 2016 AIA Webinar Series, National Abandoned Infants Assistance Resource Center.

Jones, S.M. (2015, December). *The State of Science in Social-Emotional Learning*. Invited colloquium, IES Predoctoral Training Program Workshop/Professional Development series, Graduate School of Education, University of Pennsylvania.

Jones, S.M. (2015, November). *Beyond grit: Strategies to promote social-emotional learning in schools and for at-risk students*. Invited presentation at The Science of Character: Using Brain Science to Raise Student Self-Regulation, Resilience, and Respect, Learning and the Brain Conference, Boston, MA.

Jones, S.M. (2015, November). *Non-Academic Skills and Life Success*. Invited keynote, City Year Women's Leadership Breakfast, Detroit, MI.

Jones, S.M. (2015, November). *Non-Academic Skills and Life Success*. Invited keynote, 3rd Annual Meeting, Summer Search Boston, Boston, MA.

Jones, S.M. (2015, October). *Social-Emotional Learning and Life Success*. Invited keynote, MA Expanded Learning Time Continuous Improvement Network Fall Convening: School Culture and Social-Emotional Learning.

Jones, S.M. (2015, October). *Frameworks...and other problems*. National Governor's Association Expert Roundtable on Integrating Social and Intellectual Habits into Education Reform Strategies, National Governor's Association, Washington, DC.

Jones, S.M. (2015, September). *Research and Evaluation in Social-Emotional Learning: What We Know and What We Should Do*. Invited presentation to The Wallace Foundation, New York, NY.

Jones, S.M. (2015, April). *Research and Evaluation in Social-Emotional Learning: What We've Learned and Where We Might Go in the Future*, Invited paper at the American Education Research Association, Chicago, IL.

Jones, S.M., McCoy, D., Hay, L. & Raver, C.C. (2015, March). *Long term effects of the Chicago School Readiness Project on children's social-emotional and behavioral adjustment*, Paper presented at the Society for Research in Child Development, Philadelphia, PA.

Jones, S.M., Brown, J.L., & Aber, J.L. (2015, March). *Three-year impacts of the 4Rs Program on student outcomes: Variation by implementation and teacher/student patterns of mobility*, Paper presented at

the Society for Research in Child Development, Philadelphia, PA.

Jones, S.M. (2015, March). Chair, *How Do School-Based Interventions Improve Children's Academic Development? Estimating Mediation Effects with Causal Methods*, Symposium at the Society for Research in Child Development, Philadelphia, PA.

Bailey, R., **Jones, S.M.** & Partee, A. (2015, March). *Mapping the Executive Function Literature: Developing a Framework to Organize Executive Function and Regulation-Related Concepts*, Paper presented at the Society for Research in Child Development, Philadelphia, PA.

Jones, S.M. (2015, March). Invited panelist, *Hitting the Learning Curve Ball: Methodological Challenges and Opportunities*, Society for Research on Educational Effectiveness, Washington, DC.

Jones, S.M. (2014, November). *Intervention with high-risk children: The regulated learning environment*. Invited colloquium at the Curry School of Education, University of Virginia, Charlottesville, VA.

Jones, S.M. (2014, October). *Executive function in context: The role of stress and vulnerability and opportunities for intervention*. Invited presentation at the 2014 Human Services Summit, Harvard University, Cambridge MA.

Jones, S.M. & Bailey, R. (2014, October). *Translational measurement: Using applied definitions for dual-generation programs*. Invited presentation at the 2014 Aspen Think XChange, Aspen, CO.

Jones, S.M. (2014, August). *A new era for quality in early childhood settings: The regulated learning environment*. Head Start/Early Head Start ECE Specialist Meeting, Boston, MA.

Jones, S.M. (2014, May). *Social-Emotional Learning*. Invited presentation at the Birth through Third Grade Policy Forum: Developing Strategic Pathways to College and Career Readiness, Worcester, MA.

Jones, S.M. (2014, April). *Intervention with High-Risk Children: The Regulated Learning Environment*. Invited presentation at the Center for Poverty Research Seminar Series, University of California, Davis, Davis, CA.

Jones, S.M. (2014, March). *Integrating academic and social-emotional learning for whole school reform: The development and piloting of SECURE*. Invited presentation at the Department of Psychology Colloquium Series, University of Pittsburgh, Pittsburgh, PA.

Jones, S.M. & Bailey, R. (2014, March). *Preliminary Impacts of the SECURE PreK on Child and Classroom-Level Outcomes*. Paper presented at the Society for Research on Educational Effectiveness, Washington, DC.

Jones, S.M. (2013, November). *Social-Emotional Supports for Learning*. Invited presentation at the Impact of Trauma on Learning and Development Conference, Children's Aid Society of New York and the New York Foundling, New York, NY.

Jones, S.M. & Bailey, R. (2013, October). *SECURE: An applied developmental model for social-emotional and self-regulation-related skills from birth to 3rd grade*. Invited presentation at the National Governors Association Policy Academy, Birth-to-3rd Grade Policy & Practice Implementation Summit: Building a Strong Foundation for College and Career Readiness, Reno, NV.

Jones, S.M. (2013, June). *Making SECURE: Using developmental theory and research to guide the design and development of a novel intervention approach*. Invited presentation at the Child and Brain Development (CBD) Program Meeting, Center on the Developing Child, Harvard University, Cambridge, MA.

Jones, S.M. (2013, June). *School Reform and Beyond: Developmentally Sequenced Interventions Across the Transition to Schooling*. Invited presentation at OPRE sponsored meeting on Transitions, Continuity & Alignment: Preschool to Third Grade, Washington, DC.

Jones, S.M. (2013, April). *Intervention with At-Risk Children: The Regulated Learning Environment*. Invited presentation at the MGH, Spaulding, Home Base PTSD/TBI Research Collaborations Breakfast, Boston, MA.

Jones, S.M. (2013, April). *School-based Interventions to Prevent Aggression and Violence*. Invited

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presentation at Violence and Schools: New Findings and Emerging Questions Across the Disciplines, New York University, New York, NY.

Jones, S.M., Brown, J.L., & Aber, J.L. (2013, April). *Reconceptualizing the CLASS Framework in Elementary Schools: Domain-specific Links to Teacher and Child Outcomes*. Paper presented at the Society for Research in Child Development, Seattle, WA.

Molano, A., **Jones, S.M.**, Brown, J.L., & Aber, J.L. (2013, April). *Selection and Socialization based on Academic Literacy Skills and Competences: Disentangling academic peer effects among elementary school students*. Paper presented at the Society for Research in Child Development, Seattle, WA.

Hoglund, W., **Jones, S.M.**, Brown, J.L., & Aber, J.L. (2013, April). *Impacts of a Social-Emotional Learning Program on Children's Aggressive Social-Cognitions and Experiences of Peer Victimization and Aggression*. Paper presented at the Society for Research in Child Development, Seattle, WA.

Yudron, M., **Jones, S.M.**, & Raver, C.C. (2013, April). *Preschool Class Composition: Exploring Three Operationalization Techniques and their Effects on Child Outcomes*. Paper presented at the Society for Research in Child Development, Seattle, WA.

Yudron, M., **Jones, S.M.**, & Raver, C.C. (2013, April). *The Effect of Classroom-level of Externalizing Behavior and Poverty on Intervention Impacts of the Chicago School Readiness Project*. Paper presented at the Society for Research in Child Development, Seattle, WA.

Jones, S.M. (2013, April). Chair, *Targeting executive function and self-regulation: New findings from pre-K and elementary school interventions*. Symposium at the Society for Research in Child Development, Seattle, WA.

Jones, S.M., Jacob, R., & Morrison, F. (2013, April). *Evaluating SECURE: Results from a small-scale pilot study*. Paper presented at the Society for Research in Child Development, Seattle, WA.

Jones, S.M. (2013, April). Chair, *Causal Inference in Developmental Research: Harnessing Exogeneity in Applied Social Settings*. Symposium at the Society for Research in Child Development, Seattle, WA.

Molano, A., **Jones, S.M.**, Brown, J.L., & Aber, J.L. (2013, April). *The causal effects of peer aggression when birds of a feather flock together: Using social network data as an instrument of empirical identification*. Paper presented at the Society for Research in Child Development, Seattle, WA.

Eidelman, H., **Jones, S.M.**, Brown, J.L., & Aber, J.L. (2013, April). *The Transition out of Elementary School: Causal Impacts on Children's Anxiety and Depressive Symptoms from a Natural Experiment*. Paper presented at the Society for Research in Child Development, Seattle, WA.

Bailey, R., **Jones, S.M.**, & Ross, T. (2013, April). *Making SECURE: Using developmental theory and prevention science to create a vertically aligned social-emotional learning program for Pre-K to 3rd grade*. Paper presented at the Society for Research in Child Development, Seattle, WA.

LaRusso, M., Brown, J.L., **Jones, S.M.**, & Aber, J.L. (2013, April). *Classroom Climate from Elementary School to Middle School: Variation over Time and Across Classroom Settings*. Paper presented at the Society for Research in Child Development, Seattle, WA.

Jones, S.M. (2013, March). *Integrating Academic and Social-Emotional Learning to Reduce Educational Inequality*. Invited presentation at the Catholic Partnership Schools 2013 Education Summit, Mount Laurel, N.J.

Jones, S.M. (2013, March). *Using Developmental Theory and Prevention Science to Create Classroom and School Structures and Supports for Self-Regulation*. Invited presentation at the Catholic Partnership Schools 2013 Education Summit, Mount Laurel, N.J.

Jacob, R., **Jones, S.M.** & Morrison, F. (2013, March). *Evaluating SECURE: Results from a Small-Scale Pilot Study*. Paper presented at the Society for Research on Educational Effectiveness, Washington, DC.

Jones, S.M. (2013, March). *School Reform and Beyond: Developmentally-Sequenced Interventions Across the Transition to Schooling*. Paper presented at the Society for Research on Educational Effectiveness, Washington, DC.

Jones, S.M. (2013, February & June). *An Integrative Perspective on School Readiness: Social-Emotional Development and Self-Regulation*. Expert presenter, Sesame Street Season 44 Curriculum Seminar, New York, NY.

Jones, S.M. & Weissbourd, R. (2012, October). *Helping schools help kids: Developing youth moral and social capacity in and around schools*. Invited presentation at the Center for the Study of Human Development colloquium series, Brown University, Providence, RI.

Jones, S.M. (2012, October). *Integrating academic and social-emotional learning for whole school reform: The development and piloting of SECURE*. Invited presentation at the Institute of Human Development and Social Change seminar series, Steinhardt School of Culture, Education, and Human Development, New York University, New York, NY.

Jones, S.M. (2012, September). *Making SECURE: Using developmental theory and research to guide the design and development of a vertically aligned social-emotional learning curriculum for PreK-3rd grade*. Paper presented at the Society for Research on Educational Effectiveness, Washington, DC.

Jones, S.M. (2012, June). *The whole child, the whole setting: Toward an integrative perspective on early childhood intervention*. Invited paper presented at Head Start's 11th National Research Conference, Washington, DC.

Jones, S.M. (2012, June). *Intervention with at-risk children: The regulated learning environment*. Get Ready Iowa Workshop, University of Iowa, Iowa City, IA.

Jones, S.M. & Weissbourd, R. (2012, April). *Preventing bullying begins with us*. Walden Forum, Wayland, MA.

Jones, S.M. (2012, March). *Quality in early childhood care and education*. Paper presented at the Programa de Liderança Executiva em Desenvolvimento da Primeira Infância, Cambridge, MA.

Yudron, M. & **Jones, S.M.** (2012, March). *Understanding Short- and Long-Term Impacts of Interventions in Early Childhood: Compositional and Peer Effects*. Symposium organized for the Society for Research on Educational Effectiveness, Washington, DC.

Jones, S.M. (2012, January). *School-based interventions to promote social and emotional learning*. Invited presentation for School Mental Health: Treating students K-12. Harvard Medical School, Child Health Alliance, Cambridge, MA.

Jones, S.M. (2012, February). *Self-regulation in early childhood: Background, research, and strategies for intervention*. Invited presentation for the Board of Horizons for Homeless Children, Boston, MA.

Jones, S. M. (2011, November). *From developmental to prevention science: Integrating academic and social-emotional learning to reduce educational inequality*. Invited presentation at the Causal Inference in Education Research Seminar, Gerald R. Ford School of Public Policy, University of Michigan.

Jones, S. M. (2011, October). *Links between the social-emotional and academic domains: Complexities in place and systems*. Invited presentation at the Center for Human Potential and Public Policy, The Harris School, University of Chicago.

Jones, S. M. (2011, June). *What parents should know about adolescent development*. Paper presented at the research-to-practice conference co-convened by the Achievement Gap Initiative and the Children's Defense Fund, Cambridge, MA.

Jones, S. M., Brown, J. L., & Aber, J. L. (2011, June). *A review of impacts of the 4Rs program on classroom- and child-level outcomes*. Paper presented at the annual meeting of the Society for Prevention Research, Washington, DC.

Jones, S. M. (2011, April). *Social and emotional development in high risk contexts: Interventions to build executive function, self regulation & positive behavior*. Invited presentation at the Inequality and Social Policy Seminar Series, Malcolm Wiener Center, Harvard University, Cambridge, MA.

Molano, A., **Jones, S. M.**, Hoglund, W. H., Brown, J. L., & Aber, J. L. (2011, March). *The role of social network*

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structure on the relationship between centrality and aggressive behavior. Paper presented at the biennial meeting of the Society for Research on Child Development, Montreal, Canada.

Jones, S. M., Aber, J. L., & Brown, J. L. (2011, March). *Capitalizing on an experimental design to estimate causal links between children's behavior and academic skills.* Paper presented at the biennial meeting of the Society for Research on Child Development, Montreal, Canada.

Jones, S. M., Berg, J., Aber, J. L., & Brown, J. L. (2011, March). *The differential impact of a social-emotional learning and literacy intervention on dynamic patterns of co-morbidity by gender.* Paper presented at the biennial meeting of the Society for Research on Child Development, Montreal, Canada.

Jones, S. M., Brown, J. L., & Aber, J. L. (2011, March). *Complex setting-level interventions in social-emotional learning: Testing multi-level causal processes in the school-randomized evaluation of the 4Rs program.* Paper presented at the meeting of the Society for Research on Educational Effectiveness, Washington, DC.

Lloyd, C. C., Raver, C., **Jones, S. M.**, Millenky, M., & Morris, P. (2010, November). *The Foundations of Learning Project: Classroom management as a pathway to improved preschool experiences.* Paper presented at the Thirty-second Annual Association for Public Policy Analysis and Management Research Conference, Boston, MA.

Jones, S. M. (2010, November). *Social inequality and educational disadvantage: New evidence on family and neighborhood factors.* Panel Discussant at the Thirty-second Annual Association for Public Policy Analysis and Management Research Conference, Boston, MA.

Jones, S. M., Brown, J. L., & Aber, J. L. (2010, November). *The impact of dosage of a social-emotional learning intervention on children's outcomes.* Paper presented at the Thirty-second Annual Association for Public Policy Analysis and Management Research Conference, Boston, MA.

Jones, S. M., Brown, J. L., & Aber, J. L. (2010, June). *Using dynamic multi-level models to inform prevention theory and practice: Causal impacts of the 4Rs Program on children, classrooms and schools.* Paper presented at the annual meeting of the Society for Prevention Research, Denver, CO.

Jones, S. M., Brown, J. L., & Aber, J. L. (2010, May). *Quantity and quality of implementation of the 4Rs program over 3 years.* Paper presented at the annual meeting of the American Educational Research Association, Denver, CO.

Jones, S. M. (2010, April). *Integrating academic and social-emotional learning for whole school reform.* Invited presentation for the Department of Human Development and Family Studies, University of Texas, Austin, TX.

Jones, S. M., Zhai, F., & Raver, C. C. (2010, March). *Long-term impacts of the Chicago School Readiness Project on children's behavior in kindergarten: The moderating role of child baseline characteristics and kindergarten school quality.* Paper presented at the annual meeting of the Society for Research on Educational Effectiveness, Washington, DC.

Jones, S. M., Brown, J. L., & Aber, J. L. (2010, March). *Three year cumulative impacts of the 4Rs program on children's social-emotional, behavioral, and academic outcomes.* Paper presented at the annual meeting of the Society for Research on Educational Effectiveness, Washington, DC.

Jones, S. M. (2010, January). *Integrating academic and social-emotional learning for whole school reform.* Invited presentation at the Training Interdisciplinary Education Scientists Spring 2010 Proseminar Series, Penn State University, State College, PA.

Jones, S. M., & Molano, A. E. (2009, December). *The influence of schools on adolescent behavior and risk-taking.* Paper presented to the Committee on the Science of Adolescence, Board on Children, Youth, and Families, Institute of Medicine, and the National Research Council, Washington, DC.

Jones, S. M., Raver, C. C., L-Grining, C., Zhai, F., & Pressler, E. (2009, May). *Long term impacts of the Chicago School Readiness Project on children's outcomes in kindergarten.* Paper presented at the annual meeting of the Society for Prevention Research, Washington, DC.

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Jones, S. M., Brown, J. L., & Aber, J. L. (2009, March). *Three year cumulative impacts of the 4Rs Program on children's mental health and behavioral outcomes*. Paper presented at the biennial meeting of the Society for Research in Child Development, Denver, CO.

Aber, J. L., **Jones, S. M.**, & Brown, J. L. (2009, March). *Using administrative data to evaluate impacts in a school-randomized trial of the 4Rs Program*. Paper presented at the biennial meeting of the Society for Research in Child Development, Denver, CO.

Bub, K., **Jones, S. M.**, L-Grining, C., Zhai, F., & Pressler, E. (2009, March). *CSRP's impact on preschoolers' pre-academic skills: Self-regulation and teacher-student relationships as two mediating mechanisms*. Paper presented at the biennial meeting of the Society for Research in Child Development, Denver, CO.

Jones, S. M. (2008, December). *Using developmental science to inform the design and evaluation of preventive interventions: So what do we know about children 0-5 that can help us?* Invited presentation at Pediatric Obesity Prevention: Bridging Two Fields, Harvard Medical School, Harvard University, Cambridge, MA.

Jones, S. M. (2008, October). (Moderator), *Approaches to measuring and narrowing the school readiness gap*. A panel at a working meeting on recent school readiness research sponsored by Abt Associates, the National Center for Children in Poverty, Office of the Assistant Secretary for Planning and Evaluation, Office of Planning, Research & Evaluation, Washington, DC.

Jones, S. M. (2008, June). (Discussant), *Enhancing young children's development through teacher consultation and curriculum: Results from three studies*. Symposium conducted at the biennial National Head Start Research Conference, Washington, DC.

Jones, S. M., Li-Grining, C., Zhai, F., & Raver, C. C. (2008, June). *Are classroom-level benefits of the Chicago School Readiness Project sustained across time and across types of program?* Paper presented at the biennial National Head Start Research Conference, Washington, DC.

Jones, S. M. (2008, May). (Chair), *Experimental impacts of interventions targeting young children's social-emotional and behavioral development: From effectiveness to efficacy*. Symposium conducted at the annual meeting of the Society for Prevention Research, San Francisco, CA.

Jones, S. M. (2008, May). *Experiences and issues in scaling-up: From Chicago School Readiness to Foundations of Learning*. Paper presented at the annual meeting of the Society for Prevention Research, San Francisco, CA.

Jones, S. M., Brown, J. L., & Aber, J. L. (2008, May). *Experimental impacts of the 4Rs Program on children's social-emotional and academic functioning over 2 years*. Paper presented at the annual meeting of the Society for Prevention Research, San Francisco, CA.

Jones, S. M. (2008, March). (Moderator), *Measuring non-cognitive predictors of school success from early childhood to adolescence: Empirical roadblocks and their solutions*. Conference of the Institute for Human Development and Social Change, New York University, New York, NY.

Jones, S. M., Brown, J. L., & Aber, J. L. (2008, March). *Experimental impacts of the 4Rs Program on children's social-emotional and academic functioning over 2 years*. Paper presented at the annual meeting of the American Educational Research Association, New York, NY.

Jones, S. M., & Brown, J. L. (2008, March). (Co-Chairs), *Pattern-centered approaches to quality in classroom and after-school contexts: Links to social-emotional and academic functioning*. Symposium conducted at the biennial meeting of the Society for Research in Adolescence, Chicago, IL.

SERVICE, HARVARD UNIVERSITY

Faculty Advisory Council, 2025-2027
Faculty Readiness Committee, 2025

PROFESSIONAL ACTIVITIES (2008 onward)

Member, National Academies of Sciences, Engineering, and Medicine Consensus Study on The Impact of Active Shooter Drills on Student Health and Wellbeing, 2024-2025.

Member, National Academies of Sciences, Engineering, and Medicine Consensus Study on Addressing the Long-Term Impact of the COVID-19 Pandemic on Children and Families, 2021-2023.

Member, NAEd/Spencer Postdoctoral Fellowship Selection Committee, 2021-2024.

Faculty Mentor, PIER Fellowship, Center for Education Policy Research, Harvard University, 2019-present.

Editor, *Journal of Research on Educational Effectiveness*, 2020-2022.

Member, Research Advisory Council, CASEL, 2022-present.

Member, Cambridge Early Child Council, 2022-present.

Member, Research Advisory Board, Parents as Teachers National Center, 2019-present.

Member, Scientific Advisory Board, Baby's First Years: Phase 2, 2022-present.

Member, Whole Child Development for Displaced Learners Working Group, Salzburg Global Seminar, 2022-present.

Member, Technical Review Panel, Early Childhood Longitudinal Study, Kindergarten Class of 2022-23 (ECLS-K:2023), 2018-present.

Member, Forum for Children's Well-Being, National Academies of Sciences, Engineering, and Medicine, 2018-present.

Fellow, Salzburg Global Seminar, 2018-present.

Editorial Advisor, Child and Family Blog: <https://childandfamilyblog.com/>.

Member, TransformEd National Advisory Board, 2016-2023.

Member, Council of Distinguished Scientists, National Commission on Social, Emotional, and Academic Development, the Aspen Institute, 2016-2019.

Member, Scientific Advisory Board, The Primary School, 2016-2020.

Member, National Advisory Committee, Tauck Family Foundation, 2015-2022.

Member, Engaging Schools (formerly Educators for Social Responsibility) National Board, 2013-present.

Member, Defining and measuring character and character education working group, National Academies of Sciences, Engineering, and Medicine, 2015-2016.

Member, Work Group to Establish Practical Social-Emotional Assessment. Collaborative for Academic, Social and Emotional Learning (CASEL), 2016-2018.

Member, Scientific Advisory Committee, Addressing Behavior Problems in Preschool Settings (PIs: Carole Upshur, Wenz Gross), 2008-2018.

Chair, AERA Social and Emotional Learning (SEL) Special Interest Group (SIG), 2015-2016.

Advisory, CASEL Collaborating States Initiative, 2016-2017.

Member, Parents As Teachers National Board, 2010-2016 (Chair, Research & Quality Committee).

Standing Member, Psychosocial Development, Risk, and Prevention [PDRP] Study Section, National Institutes of Health, 2012-2016 (Non-Standing Member, 2008 & 2009). Special Emphasis Panel: 2010, 2011.

Lead Methodologist and Consultant, Early Childhood Pre-Kindergarten Program Evaluation, with District of Columbia Public Schools and Child Trends, Period of Performance, 2011-2015.

Co-Convener/Organizer, *Using Measures to Leverage the Impact of Child Development Research on Educational Practice: Beyond Cognitive Skills*. June 2013, Center for Advanced Study of Teaching and Learning, University of Virginia

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Member, Technical Working Group, Evaluation of the Head Start Designation Renewal System (DRS), Administration for Children and Families & Urban Institute, 2013-2014.

Chair, Early Childhood Section, March 2012 meeting of the Society for Research on Educational Effectiveness.

Organizer and participant, *Designing Environments to Prevent School Violence: Next steps in preventing bullying and harassment*, Radcliffe Institute for Advanced Study, June 6-7, 2011.

Presenter, "Early childhood and early elementary school programs that aim to improve social and emotional and academic outcomes simultaneously," SRCD Sponsored Executive Branch Policy Briefings, "New Findings on Approaches to Improving Children's Social and Emotional Learning: Implications for Academic Performance and Behavior", March 21, 2011, June 20, 2011.

Academic Partner/Co-Investigator, Head Start CARES Project, MDRC, 2008-2014.

Member, Technical Working Group, Child Care and Early Education Quality Features, Thresholds and Dosage and Child Outcomes (Q-DOT), Mathematica Policy Research, The Office of Planning, Research and Evaluation, Administration for Children and Families, 2009-2011.

Member, Technical Expert Panel, In the Running for Successful Outcomes Project, Child Trends, 2009-2011.

Member, Expert Consultant Group, Cross-Site Evaluation of Project LAUNCH, OPRE, Administration for Children, Youth and Families, US Department of Health and Human Services. 2008-2009.

Member, Research Advisory Group, Collaborative for Academic, Social and Emotional Learning (CASEL), 2009-2011.

Member, Preschool to Elementary School SEL Assessment Workgroup, Collaborative for Academic, Social and Emotional Learning (CASEL), 2008-2011.

Mentor, African American Mental Health Research Consortium (Mentee: Meesha Ellis, Morehouse School of Medicine), 2009-2011.

REVIEWER

Journals:

RER; AERA Open; Child Development; Developmental Psychology; Journal of Research on Educational Effectiveness; Education Researcher; Early Childhood Research Quarterly; Journal of Applied Developmental Psychology; Prevention Science; SRCD Social Policy Report

Foundations & Conferences:

William T. Grant Foundation; Spencer Foundation; National Science Foundation; American Education Research Association, SEL SIG; Society for Research in Child Development 2007, 2009, 2011, 2013, 2015, 2017, 2019, 2021, 2023, 2025 Biennial Meetings; Society for Research on Educational Effectiveness, 2011, 2012, 2013, 2014, 2015, 2016, 2017, 2018, 2019, 2021, 2022, 2023, 2025 Annual Meetings

TEACHING

Courses at HGSE:

Developmental Insights: Linking the Science of Human Development to Practice and Policy – Masters and Doctoral

Risk and Resilience in Social Contexts from Birth to Young Adulthood: Strategies of Prevention and Intervention – Masters and Doctoral

Ecological Approaches to Studying Human Development: Classrooms and Other Micro-Contexts in Schools – Doctoral

Intermediate Statistics: Applied Regression and Data Analysis – Masters and Doctoral

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Beyond Grit: Non-Cognitive Factors in School Success - Masters and Doctoral
Early Childhood Concentration Proseminar – Masters

Courses at Fordham University:

Introductory Psychology – Undergraduate
Human Development, the Environment, and Public Policy – Undergraduate
Developmental Psychology with Laboratory – Undergraduate
Infant and Child Development – Undergraduate
Developmental and Prevention Science in Context: Intervention & Prevention in Early and Middle Childhood – Doctoral
The Context and Consequences of Poverty for Children, Youth, and Families – Doctoral

Courses Elsewhere:

What is Inclusion? with Jackie Jodl (Special Olympics), NYU Abu Dhabi, January 2023 -- Undergraduate

PROFESSIONAL EDUCATION (TO BE UPDATED)

Programs in Professional Education at HGSE:

Universal Approaches to Social-Emotional Learning I: Two Promising Approaches to Prevention and Intervention with High Risk Children PreK to 6th Grade. Presented in Critical Issues in Urban Special Education, July 14, 2009.

Universal Approaches to Social-Emotional Learning II: Evaluation Research in Urban Preschool and Elementary Schools, Implications for Future Practice. Presented in Critical Issues in Urban Special Education, July 14, 2009.

PreK-3rd Success: The Next Level of Work, Faculty Co-Chair (with R. Weissbourd), November 3-5, 2009. Prevention and Social-Emotional Learning. Presented in PreK-3rd Success: The Next Level of Work, November 4, 2009.

Social-Emotional Learning at its Best: Current Research and Practice. Presented at the 25th Annual Learning Differences Conference, March 9-10, 2010.

Social-Emotional Learning at its Best: Current Research and Practice. Presented in PreK-3rd: The Foundation for Educational Success, October 2, 2010.

Making it Work: Implementing a Comprehensive PreK-3rd Grade Approach, Faculty Co-Chair (with N. Lesaux), May 9-12, 2012.

Broadening Our Approach...It's not either/or: Language/literacy *and* Social-emotional development. Presented in Making it Work: Implementing a Comprehensive PreK-3rd Grade Approach, May 11, 2012.

The Leading Edge of Early Childhood Education: Linking Science to Policy for a New Generation of Pre-Kindergarten, Faculty Co-Chair (with N. Lesaux), December 12, 2014.

Making Caring Common: Promoting Caring and Respect in Students, and Preventing Bullying and Behavior Problems, April, 2015

Field-Based Professional Trainings:

Jones, S.M. & Bailey, R. (Summer, 2015, 2016). Trends in the Science of Social-Emotional Development to Inform Early Learning Programs, Practices, and Strategies. P-3 Governor's Institute, Pennsylvania.

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Jones, S.M. & Lesaux N.K. (Spring, 2014). Broadening Our Approach: Promoting Children's Language, Literacy, Social and Emotional Development, PreK-3rd Grade Leadership Institute, Minneapolis, MN.

Jones, S.M. & Lesaux N.K. (Spring, 2013). Integration, Impact and Alignment: Language, Literacy and Social-Emotional Development, Massachusetts.

Jones, S.M. & Lesaux, N.K. (Spring, 2013). Pathways toward long-term academic success: Aligning curricula and instructional practice across PreK-3rd grade, Massachusetts.

Jones, S.M. & Bailey, R. (March, 2013), Using Developmental Theory and Prevention Science to Support Children's Social-Emotional Development from Birth to Grade 3. Building Blocks of Brain Development Workshop Series, Montpelier, Vermont.

Weissbord, R., Jones, S.M. & Swearer, S.M. (2012-2016). Helping Everyone Achieve Respect (H.E.A.R.). Anti-bullying curriculum developed for the Army National Guard. Snellville, GA: Career Training Concepts. Guard Trainings held in Cambridge, MA.