

Robert L. Selman
CURRICULUM VITAE

PART I: General Information

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Harvard Graduate School of Education
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E-mail: Robert_Selman@harvard.edu
Place of Birth: New York City, New York

Education:

1964 B.A. Cornell University, (Psychology)
1969 Ph.D. Boston University, (Counseling, Clinical, and Community Psychology)

Postdoctoral Training:

1969-1971 Harvard University (Developmental Psychology) Laboratory of Human Development (National Institute of Mental Health Post-Doctoral Fellowship: Research in Developmental Psychology)

1977-1982 Judge Baker Children's Center (Social-Cognitive Development)
National Institute of Mental Health Research Scientist Career Development Award: Level 2

Licensure and Certification:

1973 Licensed Psychologist, Commonwealth of Massachusetts, Registration No. 494
1975 National Register of Health Service Providers in Psychology

Academic and Medical Appointments:

1971-1977 Research Associate, Laboratory of Human Development, Harvard Graduate School of Education
1972-1975 Staff Psychologist, Judge Baker Children's Center
1973-1985 Lecturer in Human Development, Harvard Graduate School of Education
1975-1990 Director, Manville School Day Education and Treatment Program of The Judge Baker Children's Center, and Senior Staff Psychologist, JBCC Psychology Department
1975-2005 Associate in Psychology, Children's Hospital Medical Center, Boston
1977-1985 Senior Research Associate, Laboratory of Human Development, Graduate School of Education
1980-1992 Associate Professor of Psychiatry (Psychology), Harvard Medical School
1985-1992 Associate Professor of Education (Human Development and Psychology), Harvard Graduate School of Education
1990-1993 Director, Manville Programs in Education, Child and Adolescent Development, Judge Baker Children's Center

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| 1992-1999 | Founder/ Director, Specialization in Risk and Prevention: Human Development and Psychology, Harvard Graduate School of Education (now Prevention Science and Practice) |
| 1992-present | Professor of Psychology in the Department of Psychiatry, Harvard Medical School, and Professor of Education in the Harvard Graduate School of Education |
| 1994-present | Affiliate, Department of Psychology, Faculty of Arts and Sciences, Harvard University |
| 1995-2005 | Director: The Ellen Lisa Stern Permanent Endowment, The Judge Baker Children's Center |
| 1996-present | Senior Scientist, Judge Baker Children's Center |
| 1997-1998 | Member, Executive Council, Judge Baker Children's Center |
| 1997-2005 | Senior Advisor to the Chair, Department of Child Psychiatry, Children's Hospital Medical Center (Associate Scientific Appointment) |
| 2000-2004 | Chair, Human Development and Psychology Area, Harvard Graduate School of Education |
| 2001-present | Roy Edward Larsen Professor of Education and Human Development, Harvard Graduate School of Education, Harvard and Professor of Psychology in Psychiatry, Harvard Medical School |

For Report of Other Professional Positions and Major Visiting Appointments (through 2011), Please see Appendix A:

PART II: Research, Teaching, and Clinical Contributions

A. Narrative Report

Robert L. Selman is the Roy E. Larsen Professor of Education and Human Development at the Harvard Graduate School of Education (HGSE) where he served as the Chair of the Human Development and Psychology area from 2000 to 2004. He is a Professor of Psychology in the Department of Psychiatry at the Harvard Medical School where he is Senior Associate at the Judge Baker Children's Center. Dr. Selman received a B.A. in psychology from Cornell University and a Ph.D. from Boston University in Clinical, Community, and Counseling Psychology in 1969. He then studied with Lawrence Kohlberg at Harvard University both under a National Institute of Mental Health (NIMH) post-doctoral fellowship in developmental psychology, and as a research associate. From 1975 to 1990, he was the director of the Manville School of the Judge Baker Children's Center, which provides special educational and clinical services for children with severe social, emotional, and behavioral difficulties. During his tenure as director, the school provided academic training opportunities in both research and practice to doctoral students from HGSE. He is the founder and former director (1992-1999) of the Prevention Science and Practice Program for master students within the Harvard Graduate School of Education. His courses draw from on-going research into the developmental and cultural antecedents of children's capacity to form and maintain social relationships, and to take positive rather than negative risks.

In 1973, Dr. Selman founded the Group for the Study of Interpersonal and Intergroup Development (GSIID), a research and practice collaborative engaged in research, treatment, prevention and educational work focused on ways to help children make and keep friends and to understand themselves and others, both individuals and groups. Selman’s basic research focuses on the child’s developing capacity to coordinate points of view, develop interpersonal negotiation strategies, and become aware of the personal meaning of risk in the context of social relationships and the larger culture. Much of the work, done in practice settings, is described in his published books: *The Growth of Interpersonal Understanding* (1980); *Making a Friend in Youth* (with Lynn Schultz, 1990); and *Fostering Friendship: Pair Therapy for Treatment and Prevention* (1997 with Caroline L. Watts, Lynn H. Schultz and other GSID members). More recently he has focused on the social awareness of children and adolescents in contexts where they interact with others from different ethnic and cultural backgrounds. He currently is studying the relationship between the promotion of children’s social awareness and of their literacy skills through child and young adult literature, both in the elementary grades, as described in his most recent book, *The Promotion of Social Awareness*, 2003 (awarded best book by moral education division of the American Educational Research Association-AERA), and in history, social studies, and literature courses in middle and high school.

Selman has served as a trustee of the Devereux Foundation, is the recipient of two Fulbright Fellowships to Iceland, and was a Scholar in Residence at the Russell Sage Foundation in 1999-2000. He is a Fellow of the American Psychological Association, the Association for Psychological Science, and the AERA. He received a lifetime achievement award from the Association for Moral Education in 2010. He has consulted to Sesame Street, Hi Five magazine, The Walt Disney Company, Walden Media, and the classic G.I. Joe Public Service Announcements in the 1980s. He was Senior Author of “Voices: Literature and Writing Curriculum” (PreK to grade 6) published in 2012 by Highlights for Children Publishers. He recently served as a co-Principal Investigator on a five year project (2010-2015), Catalyzing Comprehension in Middle Grades through Discussion and Debate, supported by the Institute for Educational Science and was the P.I. of a comparative study funded by the Harvard Asia Society on youth social and moral values in China and the United States. He is a co-director of a recent pre-doctoral research training grant (2012-2017) funded by the Spencer Foundation, and currently does research to practice work on the promotion of youth wellness and the prevention of debilitating stress, both in the United States and China in areas of digital media, cross-media educational approaches, and bilingual development.

B. Report of Teaching

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| 1973 | Laboratory of Human Development, Harvard Graduate School of Education. Graduate Seminar on Moral Development. |
| 1974-1977 | Laboratory of Human Development, Harvard Graduate School of Education. Graduate practicum on Social-Cognitive Development. |
| 1978-1982 | Laboratory of Human Development, Harvard Graduate School of Education. Graduate practicum on Interpersonal Behavior and Development. |
| 1977-1981 | Judge Baker Children’s Center, Seminar for Manville School faculty on Applications of Developmental Psychology to Educational and Clinical Practice. |

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| 1981-1985 | Judge Baker Children's Center, Seminar: Research in Child Psychopathology, for Pre- and Post-doctoral Trainees in Clinical Psychology. |
| 1982-present | Human Development and Psychology Program, Harvard Graduate School of Education. Psychosocial and Interpersonal Development in Educational and Clinical Settings. |
| 1985-1990 | Human Development and Psychology Program, Harvard Graduate School of Education. Pair Counseling: Research and Practice |
| 1989-1990 1992-1993 | Human Development and Psychology Program, Harvard Graduate School of Education. Proseminar in Human Development |
| 1989-1990 | Manville Clinical Treatment Program: Seminar on developmental approaches to psychopathology |
| 1990-2001 | Human Development and Psychology Program, Harvard Graduate School of Education. Practicum: Developmental approaches to prevention for children and adolescents at risk |
| 1994-1996 | School, Family, and Neighborhood Preventive Interventions for Children Inter-school (Education, Public Health, Medicine) Provost Sponsored Course |
| 1996-2004 | Human Development and Psychology Program, Harvard Graduate School of Education Pro-seminar in Human Development and Psychology |
| 2001-2011 | Promoting the ethical awareness of children and adolescents: Practice-based research in schools |
| 2002-2007 | Doctoral and Masters level Research Practica: Practice Based Prevention Research in Families and in Schools |
| 2004-2007 | Risk and Resilience across Childhood and Adolescence: Strategies and Systems of Prevention and Intervention. |
| 2007-2010 | Educating for Democracy through Facing History and Ourselves. |
| 2007-2013 | The Promotion of Social Development: |
| 2007-2013 | Research Experience in Prevention Science and Practice |
| 2012-2015 | Research Practicum in Youth Civic Engagement |
| 2011-2013 | Comprehension, Discussion and Debate: Implications for literacy, Subject Matter Knowledge and Curricular Design (With Catherine Snow) |
| 2014-present | Social Development: Applications to Education, Ethics, and the Engagement of Youth in Society Through Media |

2015-present Advanced Qualitative (Thematic and Discursive) Analysis Practicum: How Children and Adolescents View and Make Meaning of their Social World

C. Report of Doctoral Advising and Post-doctoral Research Supervision:

Principal Dissertation Advisor for the Following Doctoral Students: Human Development and Psychology, Harvard Graduate School of Education:

Diane F. Byrne, 1973
Ellen W. Cooney, 1977
Daniel S. Jaquette, 1978
Debra Redmon Lavin, 1979
Ellen Bruss-Saunders, 1979
Carolyn M. Newberger, 1979
Carolyn Stone, 1981
Carmel Gurucharri, 1983
Anat Abrahami, 1983
Michael Krupa, 1984
Lynn H. Schultz, 1988
Sigrun Adalbjarnardottir, 1988
Jeffrey Beedy, 1988
Leonard Fleischer, 1989
Ann Evans, 1991
Linda Kilner, 1992
Joseph Rodriguez, 1993
Caroline Watts, 1993
Dennis Barr, 1993
Michael Nakkula, 1993
Dorothy Danaher, 1994
Bilge Pakiz, 1996
Kathleen Ivins, 1998
Paul Hauh, 1999
Andrew Schneider-Munoz, 2000
William McMullen, 2001
Sosi Toomajanian, 2002
John O'Connor, 2002
Marlene Ahmed Major, 2002
Anna Mirny, 2003
Carol Galginaitis, 2003
Nurit Sheinberg, 2003
Maria LaRusso, 2004
Donna Wick, 2005
Amy Dray, 2006
Luba Falk Feigenberg, 2007
Melissa Steel King, 2007
Girija Kaimal, 2007
Gayle Simidian, 2007
Angela Bermudez, 2008

Priya Nalkur, 2008
Jane Lohman, 2009
Ming-te Wang, 2010
Xu Zhao, 2011
Joy Landwehr, 2011
Shai Fuxman, 2012
Leticia Braga, 2012
James Huguley, 2013
Maria Carolina Buitrago, 2014
Janet Kwok, 2014
Ling Hsiao, 2015
Nikhil D'Sa, 2015
Silvia Diaz-Granados, 2016
Chen Chen, 2017
Tracy Elizabeth, 2017
Emily Weinstein, 2017

Preceptor, Harvard Medical School: NIMH Postdoctoral Research Fellowship
Program in Social and Behavioral Sciences (Department of Psychiatry)

Dr. Keith O. Yeates 1984-1986
Dr. Arline Geronimus 1985-1986

Preceptor, Harvard Medical School: NIMH Postdoctoral Research Fellowship Program in Social
Developmental Psychiatry

Dr. Lynn H. Schultz 1989-1991
Dr. Steve Kane 1992-1994

Sponsor, Japanese Ministry of Education Visiting Fellowship

Dr. Fumiyo Ohnishi, Yokohama City University, 1995
Dr. Yayoi Watanabe, Shizuoka University, 1996-1997
Dr. Boris Zizek, Mainz University, 2014, 2015

PART III: Bibliography

A. Original Reports

1. Selman, R.L. (1971) The relation of role-taking ability to the development of moral judgment in children. *Child Development*, 42, 79-91.
2. Selman, R.L. (1971) Taking another's perspective: Role-taking development in early childhood. *Child Development*, 42, 1721-1734.
3. Kohlberg, L., & Selman, R.L. (1972) Preparing School Personnel Relative to Values: A Look at Moral Education in the School. *ERIC: Clearing-house on Teacher Education*. Washington, D.C.
4. Selman, R.L. (1973) Teaching values in the primary grades. *Proceedings of the Association of the Kindergarten, Nursery School, and Elementary Teacher's Association*.
5. Selman, R.L., & Byrne, D. (1974) A structural-developmental analysis of levels of role-taking in middle childhood. *Child Development*, 45, 803-807.
6. Selman, R.L. & Damon, W. (1975) The necessity (but insufficiency) of social perspective-taking for conceptions of justice at three early levels. In D. DePalma & J. Foley (Eds.), *Moral Development: Current Theory and Research*. Hillsdale, N.J.: L. Erlbaum, 57-75.
7. Selman, R.L. (1975) A developmental approach to interpersonal and moral awareness in young children: some theoretical and educational implications of levels of social perspective-taking. In J. Meyer, B. Burnham, J. Cholvat (Eds.), *Values Education: Theory, Practice, Problems, and Prospects*. Waterloo, Canada: Laurier University Press. Reprinted in *The American Montessori Society Bulletin*, 1976, 14(2).
8. Selman, R.L. & Lieberman, M. (1975) Moral education in the primary grades: An evaluation of a developmental curriculum. *Journal of Educational Psychology*, 67(5), 712-716.
9. Selman, R.L. (1975) Level of social perspective-taking and the development of empathy in children: Speculations from a social-cognitive viewpoint. *Journal of Moral Education*, 5(1), 35-43.
10. Selman, R.L. (1976) The development of social-cognitive understanding: A guide to educational and clinical practice. In T. Lickona (Ed.), *Man and morality*. New York: Holt, Rinehart & Winston, 299-317. (Reprinted in Herausgegeben von Dictor Geulen, *Perspektive-nummernahme and soziales Handeln: Texte zur sozial-kognitiven Engwicklung*, Shurkamp Verlag, Frankfort am Main, 1982.)

11. Selman, R.L. (1976) Toward a structural analysis of developing interpersonal relations concepts: Research with normal and disturbed preadolescent boys. In A. Pick (Ed.), *X. Annual Minnesota Symposium on Child Psychology*. Minneapolis, Minnesota: University of Minnesota Press, 156-200.
12. Selman, R.L. (1976) A developmental approach to interpersonal and moral awareness in young children: Some educational implications of levels of social perspective taking. In Thomas C. Hennessy (Ed.), *Values and Moral Development*. New York: Paulist Press, 142-172.
13. Selman, R.L. & Jaquette, D. (1976) To understand and to help: Implications of developmental research for the education of children with interpersonal problems. *Contemporary Education*, 48(1), 42-50. (Reprinted in P. Scharf (Ed.), *Readings in Moral Education*. Minneapolis, MN.: Winston Press, 1978.)
14. Selman, R.L. (1977) A structural-developmental model of social cognition: Implications for intervention research. *The Counseling Psychologist*, 6(4), 3-6. (Reprinted in J. Whiteley (Ed.), *Developmental Counseling*. California: Brook & Coles, 1978, 22-24. Reprinted in R. Mosher (Ed.), *Adolescent Development*. San Francisco: McCutcheon, 1979.)
15. Selman, R.L., Jaquette, D., Lavin, D. (1977) Interpersonal awareness in children: Toward an integration of developmental and clinical-child psychology. *American Journal of Orthopsychiatry*, 47(2), 264-274.
16. Cooney, E.W., & Selman, R.L. (1978) Children's use of social conceptions: Toward a dynamic model of social cognition. *New Directions for Child Development: Social Cognition*, Volume 1. San Francisco: Jossey-Bass, Inc., 22-44. (Reprinted in *The Personnel and Guidance Journal*, Jan 1980.)
17. Selman, R.L., & Jaquette, D. (1978) Stability and oscillation in interpersonal awareness: A clinical/developmental analysis. In C.B. Keasy (Ed.), *XXV Nebraska Symposium on Motivation*. Lincoln Nebraska: University of Nebraska Press, 250-304.
18. Jurkovic, G., & Selman, R.L. (1980) A developmental analysis of intra-psychic understanding: Treating emotional disturbances in children. In R.L. Selman & R. Yando (Eds.), *New directions for child development: Clinical-developmental psychology*. San Francisco: Jossey-Bass, 91-112.
19. Selman, R.L. (1982) Understanding the cognitive bases of social development; In David McClelland (Ed.), *Development of Social Maturity*. New York: Irvington Press, 102-155.
20. Selman, R.L. (1981) The child as a budding personality theorist: What children understand of intrapsychic processes. In E. Weber & E. Shapiro (Eds.), *Cognitive and Affective Growth: Developmental Interaction*. Hillsdale, N.J.: L. Erlbaum Associates, 187-215.

21. Selman, R.L. (1981) The child as a friendship philosopher. In S. Asher & J. Gottman (Eds.), *The Development of Children's Friendships*. New York: Cambridge University Press, 242-272.
22. Abrahami, A., Selman, R.L., & Stone, C. (1981) A developmental assessment of children's strategies for social action resolution. *Journal of Applied Developmental Psychology*, 2(2), 145-163.
23. Selman, R.L. (1981) The development of interpersonal competence: The role of understanding in conduct. *Developmental Review*, 1, 401-422.
24. Selman, R.L., Krupa, M., Stone, C., & Jaquette, D. (1982) Concrete operational thought and the development of the concept of "unseen force" in children's theories of electromagnetism and gravity. *Science Education*, 1982, 66(2), 181-194.
25. Selman, R.L., Lavin, D., & Brion-Meisels, S. (1982) Troubled children's use of self-reflection. In F. Serafica (Ed.), *Social Cognition and Social Relations in Context*. New York: Guilford Press, 62-99. (Reprinted in W. Edelstein and M. Keller, *Perspektivitat und Interpretation. Beitrage zur Entwicklung des Sozialen Verstehens*, Frankfurt: Suhrkamp, 1982, 164-183.)
26. Gurucharri, C., & Selman, R.L. (1982) The development of interpersonal understanding during childhood, preadolescence, and adolescence: A longitudinal follow-up. *Child Development*, 53, 924-927.
27. Stone, C., & Selman, R.L. (1982) Social negotiation strategies: Their development and use. In K. Rubin and H. Ross (Eds.), *The development of social skills and peer relations*. New York: Springer-Verlag, 164-183.
28. Selman, R.L., Schorin, M., Stone, C., & Phelps, E. (1983) A naturalistic study of children's social understanding. *Developmental Psychology*, 19(1), 82-102.
29. Selman, R.L. (1984) Interpersonal negotiations: Toward a developmental analysis. In Edelstein, W. & Habermas, J. (Eds.). *Social Interaction and Social Understanding*. Frankfurt: Suhrkamp Verlag, 113-165.
30. Gurucharri, C., Phelps, E., and Selman, R.L. (1984) The development of interpersonal understanding: A longitudinal-comparative study of normal and disturbed youth. *Journal of Clinical and Consulting Psychology*, 52(1), 26-36.
31. Selman, R.L., and Demorest, A. (1984) Observing troubled children's interpersonal negotiation strategies: Implications of and for a developmental model. *Child Development*, 55, 288-304.
32. Brion-Meisels, S., and Selman, R.L. (1984) The adolescent's construction of new interpersonal strategies: Understanding and intervention. *School Psychology Review*, 13(3), 278-291.

33. Krupa, M., Selman, R.L., & Jaquette, D. (1985) The development of science explanations in children and adolescents: A structural approach. In Chipman, S., Sigal, J., and Glazer, R. *Thinking and Learning Skills, V.2.* Hillsdale, N.J.: Lawrence Erlbaum, 427-457.
34. Brion-Meisels, S., and Selman, R.L. (1985) The adolescent as negotiator: Three portraits of social development. In Berkowitz, M., and Oser, F. (Eds.). *Moral Education: Theory and Application.* Hillsdale, N.J.: Lawrence Erlbaum, 369-386.
35. Selman R.L., and Demorest, A. (1985) Putting thought and feelings into perspective: A developmental view on how children deal with interpersonal disequilibrium. In Bearison, D. and Zimilies, H. (Eds.), *Thought and Emotion: Developmental Perspectives*, Hillsdale, N.J.: Erlbaum, 93-128.
36. Lyman, R., and Selman, R.L. (1985) Peer conflict in pair therapy: Clinical and developmental analyses. In Berkowitz, M. (Ed.), *New Directions in child development: Peer conflict and psychological growth.* No. 29, San Francisco: Jossey-Bass, 85-102.
37. Selman, R.L., and Arboleda, C. (1985) Pair Therapy with troubled early adolescents: Implications for practice and research. *McLean Hospital Journal*, 10(2), 84-111.
38. Selman, R.L. (1985) The uses of interpersonal negotiation strategies and communicative competence in a pair of troubled early adolescents: A clinical-developmental exploration. In Hinde, R.A., Perret-Clermont, A.N. and Stevenson-Hinde, J. (Eds.), *Social relationships and cognitive development*, London. Oxford University Press, 208-232.
39. Selman, R.L., Beardslee, W., Schultz, L, Krupa, M., and Podorefsky, D. (1986) Assessing adolescent interpersonal negotiation strategies: Toward the integration of structural and functional models. *Developmental Psychology*, 22(4), 450-459.
40. Selman, R.L. and Yeates, K.O. (1987) The social regulation of intimacy and autonomy in early adolescence. In Kurtines, W.M., and Gewirtz, J.L. (Eds.) *Moral development through social interaction.* New York. John Wiley and Sons, 44-101.
41. Beardslee, W.R., Schultz, L.H., and Selman, R.L. (1987) Level of social-cognitive development, adaptive functioning, and DSM-III diagnoses in adolescent offspring of parents with affective disorders: Implications of the development of the capacity for mutuality. *Developmental Psychology*, 23(6), 807-815.
42. Selman R.L. and Glidden, M. (1987) Negotiation Strategies for youth. *School Safety*, Fall, 18-22.
43. Selman, R.L. and Schultz, L.H. (1988) Interpersonal thought and action in the case of an early adolescent: Toward a developmental model of the gap. In Shirk, S. (Ed.) *Cognitive development and child psychotherapy.* New York, Plenum Press, 207-246.

44. Selman, R.L. and Schultz, L.H. (1988) Children's strategies for interpersonal negotiation with peers: An interpretive/empirical approach to the study of social development. In Berndt, T. and Ladd, G. (Eds.) *Peer Relationships in Child Development*. New York, John Wiley and Sons, 371-407.
45. Selman, R.L. (1991) Fostering Intimacy and Autonomy. In Damon, W. (Ed.) *New Directions for Child Development; Today and Tomorrow*. San Francisco. Jossey Bass, 409-435. (Reprinted in 1991, in Campos, B. (Ed.) *Psychological Intervention and Human Development*. Portugal, Instituto de Consultal Psicologia, Formacao e Desenvolvimento, 39-59.)
46. Yeates, K.O. and Selman, R.L. (1989) Social competence in the schools: Toward an integrative developmental model for intervention. *Developmental Review*, 9(1), 64-100.
47. Selman, R.L., Schultz, L., Caplan, B., and Shantz, K. (1989) The Development of Close Relationships. In Packer M. and Addison R. (eds.) *Entering the circle; Hermeneutic investigations in psychology*. Albany, Suny Press, 59-95.
48. Adalbjarnardottir, S. and Selman, R.L. (1989) How Children Propose to Deal with the Criticism of their Teachers and Classmates: Developmental and Stylistic Variations. *Child Development*, 60, 539-550.
49. Schultz, L. and Selman, R.L. (1989) Bridging the gap between interpersonal thought and action in early adolescence: the role of psychodynamic processes. *Development and Psychopathology*, 1, 133-155.
50. Yeates, K.O., Schultz, L.H., and Selman, R.L. (1990) Bridging the gaps in child-clinical assessment: Toward the application of social-cognitive developmental theory. *Clinical Psychology Review*, 1990, 10(5), 567-588.
51. Adalbjarnardottir, S. and Selman, R.L. (1990) Hugmyndir barna um vibrogo peirra vio gagnryni kennara of bekkjarfelaga: Proskarannsokn. *The Journal of the Icelandic Psychologists' Association*, 1, 37-48.
52. Selman, R. L., Yeates, K.O., and Schultz, L.H. (1991) Interpersonal thought and action: A development and psychopathology perspective on research and prevention. In Cicchetti, D. (ed.) *The III Annual Rochester Symposium on Development and Psychopathology*, Hillsdale, N.J.: L. Erlbaum Associates, 289-329.
53. Yeates, K.O., Schultz, L.H., and Selman, R.L. (1991) The development of interpersonal negotiation strategies in thought and action: A social-cognitive link to behavioral adjustment and social status. *Merrill-Palmer Quarterly*, 37(3), 369-407.
54. Nakkula, M. and Selman, R.L. (1991) How people "treat" each other: Pair therapy as a context for the development of interpersonal ethics. In Kurtines, W. and Gewirtz, J. (eds.) *Handbook of Moral Behavior and Development; V. 3*. Hillsdale, N. J.: L. Erlbaum Associates, 179-211.

55. Schultz, L. H. and Selman, R.L. (1991) Relations among interpersonal action-related thought, self-reported social action, and emotional maturity in early adolescents. In Vanderples-Holper, C. and Campos, B.P. (eds.) *Interpersonal and Identity Development: New Research Directions*. ICPFD Porto and Academia: Louvain-Le Neuve.
56. Levitt, M., Selman, R.L., and Richmond, J.B. (1991) The psychosocial foundations of early adolescents' high risk behavior: Implications for research and practice. *Journal of Research on Adolescence*, 1(4), 349-378. (Reprinted in Lerner, R.M., (Ed.) 1999, *Adolescence: Development, Diversity, and Context*. Hamden, Conn: Prentice-Hall.)
57. Selman, R.L., Schultz, L.H., Nakkula, M., Barr, D., Watts, C., and Richmond, J.B. (1992) Friendship and Fighting: A developmental approach to the study of risk and prevention of violence. *Development and Psychopathology*, 4, 529-558.
58. Selman, R.L. (1993) Assessment of personality development: Which analysis when. *Psychological Inquiry*, 4(1), 49-52.
59. Levitt, M. Z. and Selman, R.L. (1996) The personal meaning of risky behavior: A developmental perspective on friendship and fighting. In Fischer, K. and Noam, G. (Eds.) *Development and Vulnerability in Close Relationships*. Hillsdale, N.J.: L Erlbaum, 201-233.
60. Selman, R.L., Brion-Meisels, S., and Wilkins, G. G. (1996) The meaning of relationship in residential treatment: A developmental perspective. In Rosen, H. and Kuehlwein, K.T. (Eds.) *Constructing Realities: Meaning-making Perspectives for Psychotherapists*. San Francisco: Jossey-Bass, 455-491.
61. Brion-Meisels, S. and Selman, R.L. (1996) From fight or flight to collaboration: a framework for understanding individual and institutional development in the school. In Hoffman, A. (ed.) *Schools: Violence and Society*. Westport Ct.: Greenwood Publishing Group, 1996, p. 167-184.
62. Nakkula, M.J., Ayoub, C., Noam, G.G., and Selman, R.L. (1996) Risk and Prevention: An Interdisciplinary Master's Program in Child and Adolescent Development. *Journal of Child and Youth Care*, 8-31.
63. Adalbjarnardottir, S. and Selman, R.L. (1997) "I Feel I Have Received a New Vision:" A Developmental Analysis of Teachers' Professional Awareness of Their Work with Students on Interpersonal Issues. *Teaching and Teacher Education*, 13(4), 409-428.
64. Barr, D., Karcher, M., and Selman, R.L. (1997) Pair therapy and pairing for prevention: Two developmental approach for a spectrum of needs. In Alessi, N.E., Coyle, J.T., Harrison, S. and Eth, S. (Eds.) *Handbook of Child and Adolescent Psychiatry, Volume 6, Basic Psychiatric Science and Treatment*. John Wiley and Sons, Inc., 423-431.

65. Schultz, L. H. and Selman, R. L. (1998) Ego Development and Interpersonal Development in Young Adulthood: A Between-Model Comparison. In Westenberg, P. M., Blasi, A., and Cohn, L.D.(eds.) *Personality Development: Theoretical, Empirical, and Clinical Investigations of Loevinger's Conception of Ego Development*. Hillsdale, N.J.: L. Erlbaum, 181-203.
66. Selman, R.L. (1999) Von Der Perspektivenkoordination zum Ausdruck von Standpunkten: Gegenseitige Implikationen von Entwicklungstheorie und Praxis. In Althof, W., Baeriswyl, F., and Reich, K. *Autonomie und Entwicklung*. Fribourg, Switzerland. : Universitätsverlag Freiburg Schweiz, 121-145.
67. Selman, R.L. & Adalbjarnardottir, S. (2000) A developmental method to analyze the personal meaning adolescents make of risk and relationship: The case of drinking. *The Journal of Applied Developmental Science*, 4(1), 47-65.
68. Schultz, L.H., Barr, D.J., and Selman, R.L. (2001) The value of a developmental approach to evaluating character development programs: An outcome study of *Facing History and Ourselves*. *Journal of Moral Education*, 30(1), 3-27.
69. Selman, R.L. (2002) Risk and Prevention: A Bridge to Cross Between Theory and Practice. In Dellasandro, A.H. Science for Society: Informing Policy and Practice through Research in Developmental Psychology. *New Directions for Child and Adolescent Development*, 98, New York: Wiley Periodicals, 43-54.
70. LaRusso, M.D. and Selman, R.L. (2003) The influence of school atmosphere and development on adolescents' perceptions of risks and prevention: Cynicism versus skepticism. In Romer, D. (Ed.) *Reducing Adolescent Risk: Toward an Integrated Approach*. San Francisco, Sage Publications, 113-122.
71. Schultz, L.H., Selman, R.L., and LaRusso, M.D. (2003) The assessment of psychosocial maturity in children and adolescents: Implications for the evaluation of school-based character education programs. *The Journal of Research in Character Education*, 1(2), 67-87.
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Li, Han, Tivnan, T. and Selman, R.L. "Implementing iPad in the Classroom: 4th- to 8th- Grade Students' Attitudes and Opinions." *Submitted to: Computers and Education*

Kim, H.Y. Snow, C.E., Selman, R.L. Hsin, L., LaRusso, M. Social Perspective Taking: Construct, Measurement, and Relations with Academic Performance and Engagement. Submitted to: *Journal of Applied Developmental Psychology*

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B. Books and Monographs

1. Selman, R.L., & Yando, R. (Eds.) (1980) *New Directions for Child Development, Clinical- Developmental Psychology*. San Francisco: Jossey-Bass.
2. Selman, R.L. (1980) *The growth of interpersonal understanding: Developmental and clinical analyses*. New York: Academic Press, 1980. (Translated in German by Suhrkamp Verlag, 1984.)
3. Selman, R.L., and Schultz, L.H. (1990) *Making a Friend in Youth: Developmental Theory and Pair Therapy*. University of Chicago Press. (Translated in Japanese, 1996).
4. Selman, R.L. Watts, C.L., and Schultz, L.H. (Eds.) (1997) *Fostering Friendship: Pair Therapy for Treatment and Prevention*. Aldine DeGruyter. (Transaction Press, 2004.)
5. Selman, R.L. (2003) *The Promotion of Social Awareness: Powerful Lessons from the*

Partnership of Developmental Theory and Classroom Practice. New York: Russell Sage. (Outstanding Book Award, American Educational Research Association Section on Moral Development and Education, 2005.)

C. Reviews, Published Proceedings, and Commentaries

1. Selman, R.L. (1975) Thinking Goes to School. *Harvard Educational Review*, 45(1) 127-134. (Reprinted in D. Kuhn (Ed.), *Stage theories of cognitive and moral development: Criticism and application*. Harvard Educational Review, 1977.)
2. Selman, R.L. (1975) Piaget goes to school. *Review of Education*, 1(2), 196-202.
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5. Selman, R.L. (1988) Lawrence Kohlberg: In memory. *Human Development*, 191-193. (Reprinted in Snarey, J. and Fowler, J. (Eds.) *Remembrances of Lawrence Kohlberg: A Memorial*. Atlanta, Georgia: Emory University Press, 1989.)
6. Nakkula, M, Ayoub, C, & Selman, R.L. (1993) Risk and Prevention. In *HGSE Alumni Bulletin*, November, 5-7.
7. Selman, R.L. (1995) Coordinating Perspectives/Expressing Points of View: Integrating Development and Diversity in Moral Education. In *Proceedings of the 2nd International Conference on Moral Education*, August 29, 1995, Tokyo, Japan
8. Selman, R.L. (2003) Teaching Social Awareness Through Reading. *Education Week*. September 17.
9. Selman, R.L. (2004) Social Awareness within the Literacy Curriculum. *The Association for Moral Education Newsletter*, November.
10. Selman, R.L. (2013) Children and Social Exclusion: Morality, Prejudice, and Group Identity. *Journal of Moral Education*, 42(2), 258-259.
11. Zhao, X., Selman, R.L., & Haste, H. (2014) Questionable lessons from China's recent history of education reform. *Education Week*, 33(18), 32.
12. Zhao, X., & Selman, R.L., (2014) Combating Academic Stress in Chinese Schools. <http://china-outlook.net/essays/1201-2/>
13. Weinstein, E.C. and Selman, R.L. Adolescents' Digital *Cris de Coeur*: Is anyone listening, and if so, what suggestions are they making. In *Conversations*, 8/2015
14. Selman, R.L. (2015) Forward, *Competition and compassion in Chinese High School Students*. New York, NY: Palgrave Macmillan

D. Non-Print Materials and Curricular Materials

1. Selman, R.L., and Kohlberg, L. (1972) First things: Values. Guidance Associates, Harcourt, Brace, Jovanovich, Inc., New York, (primary grades.)
2. Selman, R.L., and Byrne, D. (1974) First Things: Social Development. Guidance Associates, Harcourt, Brace, Jovanovich, Inc., New York, (primary grades.)
3. Selman, R.L., and associates. (1976) Relationships and Values. Guidance Associates, Harcourt, Brace, Jovanovich, Inc., New York, (middle school and junior high school.)
4. Selman, R.L. and McKeown, C. A. (1999) The Power of Peers: Strategies to Promote Perspective taking in the Classroom. Documentary video (45 minutes), produced by McKeown and Selman.
5. Voices Reading: Comprehensive Curriculum for Grades K-6. Zaner Bloser subsidiary of Highlights for Children, 2005, 2006, 2007
6. Selman, R.L. (2012) Roots and branches: Social development as an essential investment to the educational success of our children. In *Social development research: Impact on academic achievement and literacy development*. Columbus, OH: Zaner Bloser, 9-13.
7. Selman, R.L. and Elizabeth, T. (2013) Literacy & Values: A Teacher's Resource for *Watsons Go to Birmingham, 1963*, Zaner Bloser.
<http://www.walden.com/tv-movie/the-watsons-go-to-birmingham/>
8. Selman, R.L. and Elizabeth, T. (2014, open source) The Educator Resource for: The Giver:
<http://www.walden.com/blog/download-the-giver-educators-resource-guide/>

E. Funding History Information

Major Research Support (Principal Investigator)

| | | |
|-----------|---|------------|
| 1973-1977 | Spencer Foundation <i>Social-cognitive development</i> | \$ 185,000 |
| 1977-1982 | N.I.M.H <i>Social-cognitive development</i> | 150,000 |
| 1978-1981 | N.S.F <i>Developmental analyses of scientific concepts</i> | 150,000 |
| 1979-1981 | Foundation for Child Development <i>Social thought and social action</i> | 60,000 |
| 1980-1983 | Office of Special Education, U.S., Dept. of Education <i>Interpersonal decision-making curriculum for troubled adolescents</i> | 300,000 |
| 1986-1989 | W. T. Grant Foundation | 322,000 |

| | | |
|-----------|---|------------|
| | <i>The improvement of children's interpersonal negotiation strategies through training in pairs</i> | |
| 1990-1993 | Spencer Foundation | 250,000 |
| | <i>Research on the meaning of behavioral and health risks to early adolescents</i> | |
| 1990-1993 | W. T. Grant Foundation | 240,000 |
| | <i>After School drop out prevention evaluation</i> | |
| | <i>Winning Edge and Cambridge Community Services</i> | |
| 1990-1993 | Smith Richardson Foundation | 195,000 |
| | <i>In-school violence prevention</i> | |
| | <i>Curley Middle School and Ohrenberger Elementary</i> | |
| 1990-1993 | Devereux Foundation | 75,000 |
| | <i>Assessment procedures to understanding views of clients toward institutional "levels" systems traditional to residential treatment centers. Application of "pairs" training of residential counselors.</i> | |
| | <i>Brandywine Residential Treatment Center, Brandywine, PA</i> | |
| 1995-1999 | Carnegie Corporation of New York: <i>the Promotion of Social Awareness</i> | \$ 400,000 |
| 1997-2000 | William T. Grant Foundation (In collaboration with Colette Daiute, C.U.N.Y) | \$450,000 |
| | <i>Cultural and Developmental Perspectives on the Promotion of Social Competence, Cultural Competence, and Literacy: The Prevention of Prejudice, Discrimination, and Violence in children and adolescents.</i> | |
| 1995-1998 | Devereux Foundation | \$130,000 |
| | Institute for Clinical Training and Research | |
| | <i>Evaluation of Pair Therapy in Residential Treatment</i> | |
| 1998-2001 | Kellogg Foundation (With Margot Welch) | \$525,000 |
| | <i>Dissemination of "Risk and Prevention" Approaches to Preventive Interventions</i> | |
| 1999-2002 | DuBarry Foundation | \$150,000 |
| | <i>Good Citizens, Sturdy Friends: A School-based Intervention to Promote Children's Moral and Social Development</i> | |
| 2000-2001 | Robert Wood Johnson Foundation | \$50,000 |
| | <i>Personal Meaning to Adolescents of Smoking and Drinking</i> | |
| 2002-2005 | Barr Foundation and affiliated matches with Children's Hospital, Boston (CHMC), Graduate School of Education (HGSE) and The Judge Baker Children's Center (JBCC) | \$900,000 |
| | <i>Project Aspire: Graduate Training for School Based Psychosocial Prevention, Research on the promotion of social awareness: -HGSE/JBCC/CHMC</i> | |
| 2003-2005 | Third Millennium Foundation | \$280,000 |
| | <i>Principal Investigator, Research Consortium on the Study of the Roots of Tolerance and Prejudice in Childhood</i> | |
| 2003-2004 | Provost Fund for the Improvement of Interactive Instruction | \$50,000 |

| | | |
|-------------------|---|--------------|
| 2003-2004 | Harvard University/ <i>Facing History Course Development</i> | |
| 2005-2008 | Provost Project on Child Mental Health | \$90,000 |
| 2005-2009 | Barr Foundation: Renewal of Project Aspire, with Wellesley College and JBCC | \$380,000 |
| 2010-2012 | Richard and Susan Smith Family Foundation: Evaluation of Facing History and Ourselves: Teachers' Professional Development and Students' Informed Civic Engagement: Historical understanding, Civic learning, and Ethical and Social Awareness | \$1,500,000 |
| 2010-2015 | Harvard China Fund <i>Young People and Civic Engagement in a Changing Society</i> | \$100,000 |
| 2012-2017 | Institute for Educational Science: " <i>Catalyzing Comprehension Through Discussion and Debate.</i> " | \$20,000,000 |
| 2014-17 | Spencer Foundation: Predoctoral Training Grant for Research in Civic Engagement | \$450,000 |
| 2014 | Anschutz Foundation: The promotion of Education, Ethics, and Engagement through narratives in written texts and film media | \$100,000 |
| 2014-unrestricted | Harvard China Fund: Civic Consciousness Conference, Shanghai | \$50,000 |
| 2015-17 | Fentuoli HC <i>Research on Stress Reduction of Chinese Youth in Schools</i> | \$100,000 |
| 2016-unrestricted | Harvard GSE Dean' Venture Fund: " <i>Prosocial Networking</i> " | \$70,000 |
| | United States-China Youth Effectiveness Solutions | |

Appendix A: Other Professional Positions and Major Visiting Appointments (through 2011, To be updated):

| | |
|---------------|---|
| 1982 (summer) | Invited Visiting Scholar: Max Planck Institute for the Study of the Scientific-Technical World, Jurgen Habermas, director, Starnberg, Germany |
| 1983 (summer) | Visiting Scholar, Max Planck Institute for Human Development and Education, Berlin, (West) Germany |
| 1989 (summer) | Visiting Professor: Curriculum Council of Europe/Icelandic Ministry of Education Seminar: Social Development and Social Education, Reykjavik, Iceland |
| 1990-2004 | Visiting Lecturer, Nordic Psychological Association, Reykjavik, Iceland |
| 1994 (summer) | "Guest Professor," University of Fribourg, Pedagogic Institute Fribourg, Switzerland |
| 1994 (summer) | Fulbright Senior Scholar, University of Iceland |
| 1995-2002 | Faculty: Joint Social Science Research Council/ German-American Academic Council Western European Summer Institute on Family Development |
| 1997-2005 | Senior Advisor, Collaborative for Integrated School Services, Harvard Graduate School of Education |
| 1997 (summer) | Senior Research Associate, Boston Children's Hospital Medical Center |
| 1997-2003 | Fulbright Senior Scholar, University of Iceland |
| | Senior Advisor to the President, The Devereux Foundation |

| | |
|---------------|--|
| 1998-2003 | Co-chair, Joint Trustee/Staff Committee to design the Reinvent Future Potentials Project, the Devereux Foundation |
| 1999-2000 | Scholar in Residence, Russell Sage Foundation, New York City, N.Y. |
| 2003-2006 | Advisory Board, Third Millennium Foundation |
| 2004-present | Senior Author, Voices Reading-Highlights for Children Publishing Co |
| 2004-present | Scholar Advisory Board, Facing History and Ourselves |
| 2006-2011 | Senior Advisor: Sidney Baer Foundation Project.: Understanding and coping with mental illness: Taking Family Prevention to Scale. W. Beardslee, P.I. |
| 2007-2010 | Board of Directors, Association for Moral Education |
| 2011-Present | Board of Advisors, The Disney Company |
| 2011 | Harvard Coordinator: Seminar on Violence Prevention through the Real Colegio Complutense, Madrid Spain |
| 2011 (summer) | Visiting Scholar, Keynote Speaker, University of Campinis, University of Sao Paulo, University of Presidente Prudente, Sao Paulo Brazil |

Major Committee Assignments:

| | |
|------------|---|
| 1980 | National and Regional Member, Fellows Committee, American Psychological Association (Division 37) |
| 1978-1985 | Member, Judge Baker Children's Center, Human Subjects Ethical Review Board |
| 1981 | Division 7 (Developmental Psychology) American Psychological Association Ad Hoc Committee: Clinical Training for Applied Developmental Psychology Trainees |
| 1981-1990 | Member, Board of Directors - The Clinical-Developmental Institute, Belmont, Massachusetts |
| 1984 | Chair-person, Ad hoc Task Force for Five Year Planning, Judge Baker Children's Center |
| 1984-92 | Member, President's Advisory Counsel, Devereux Foundation, Devon, Pennsylvania |
| 1985-1986 | Co-Chair, Planning and Advisory Council of the Judge Baker Children's Center |
| 1985-1992 | Member, External Relations Board, Harvard Graduate School of Education |
| 1988-1989 | Chair, Society for Research in Child Development Panel on Social-cognitive Development, Biennial Meeting, 1989 |
| 1988-1989 | Member, Carnegie Foundation Council on Adolescence, Life-skills and Social Supports Task Forces |
| 1990-1991 | Division 7 (Developmental) Council Representative to American Psychological Association |
| 1990-1992 | Faculty Seminar Member: Toward a Strategic Action Plan for School Health Education, Harvard School of Public Health |
| 1990-1999 | Member: Working Group for Early Life and Adolescent Health Policy Seminar; Harvard University Division of Health Policy |
| 1990-91 | Member, Academic Cabinet, Harvard Graduate School of Education |
| 1991- 1999 | Member, Child and Adolescent Psychiatry Research Comm., Department of Psychiatry, Harvard Medical School |
| 1992-1995 | Member, Board of Trustees, Devereux Foundation |
| 1993-1996 | Member, Board of Directors, Jean Piaget Society |
| 1994-1996 | Senior Associate of the Judge Baker Children's Center and Co-chair, Steering Committee, Manville School of the Judge Baker. |
| 1996-1999 | Member, Executive Council of the Judge Baker Children's Center and Senior |

1996-1999 Advisor on Human Development and Education
 Chair, Early Childhood Prevention Project Advisory Committee, at the
 Judge Baker Children's Center/Risk and Prevention Program at Harvard
 1997 Co-Chair: Symposium in Honor of Julius B. Richmond:
 Integrating Research/Practice/Policy: The Richmond Model. April
 25, 1997, Dana Farber Cancer Institute/Harvard Medical School
 1998-2003 Co-Chair: Symposia on the Future of the Full-Service
 School: Harvard Graduate School of Education
 1998-1999 Chair: Provost's Interfaculty Working Group on the Prevention of Adolescent
 Smoking and Drinking, Harvard University
 1998-2000 Co-chair of the sub committee on faculty recruitment of the standing
 committee
 on diversity, Harvard Graduate School of Education
 2001-present Chair, Working Group on Children's Social and Moral Development,
 Harvard Children's Initiative
 2002-present Principal Investigator: Harvard-Facing History Project
 2003-2005 Member, Search Committee, Senior Vice President
 for Clinical Affairs: Devereux Foundation
 2003-2004 Member, Search Committee, President, Judge
 Baker Children's Center: Harvard Medical School
 2003-2004 Director, Harvard Children's Initiative (9/03-12/03)
 2003-present Member, Harvard University-Wide Committee on Human Rights
 2003-2006 Advisory Board, The Third Millennium Foundation
 2004-present Member, Doctoral Committee, Harvard Graduate School of Education
 2005-2006 Member, Harvard University Task Force on Women Faculty
 2007-2008 Chair, Human Development and Education Concentration
 2008-2013 Co-Chair, Committee on Degrees, Harvard Graduate School of Education
 2008-present Co-Chair, Civic and Moral Education Initiative, Harvard Graduate School
 of Education

Editorial, Professional, and Review Boards:

1975-1981 Child Development
 1978-1986 Journal of Applied Developmental Psychology
 1986-1996 Developmental Review
 1988-1994 Development and Psychopathology
 1988 W.T. Grant Foundation, consultant, site visitor
 1989 Northwestern University, External Reviewer, School of Education and Social
 Policy
 1988-1990 Advisory Board, Volume on Adolescent Health Promotion, Carnegie
 Foundation Council on Adolescent Development
 1990-1994 Journal of Research on Adolescence
 1990 Center Grant Review Board, National Institute for Alcohol Abuse and
 Addiction
 1990-1993 Spencer Foundation
 1995-2004 Journal of Applied Developmental Science
 1998-present Harvard Review of Psychiatry
 2006-2009 Board of Directors, Association for Moral Education

Professional Societies:

- 1969 American Psychological Association (Fellow, Div. 7, 37)
1969 Society for Research in Child Development
1977 American Orthopsychiatry Association (Fellow)
1978 International Society for the Study of Behavioral Development
1978 American Association for the Advancement of Science 1989 Association of Psychological Science (Fellow)
1990 Jean Piaget Society
1990 Society for Research in Adolescence
2001 American Educational Research Association, Fellow 2009

Awards and Honors:

- 1978 Fellow, Division 7 (Developmental Psychology) American Psychological Association
1980 Fellow, Division 37 (Children's and Adolescent's Services) American Psychological Association
1986 Gallagher Lecturer, Society for Adolescent Medicine, Boston, MA
1990 Fellow, American Psychological Society
1991 Invited Address, Canadian Psychological Association
1991 Invited Address, American Psychological Association
1992 Invited Address, Jean Piaget Society
1992 Invited Address, Nordic Psychological Association
1995 Invited Address, Japanese Association of Educational Psychology
1997 Invited Address, Goucher College, 20th Annual Symposium on Human Development
1998 Invited Address, Icelandic Tobacco Prevention Committee
1999 Invited Address: Fordham Institute on Applied Developmental Psychology
2000 Invited Address: United Nations Conference on the Rights of Children, Shizouka, Japan
2003 Invited Address: University of Virginia
2004 Invited Participant/Presenter: Aspen Institute on Justice and Society, Aspen, Co.
2005 Invited Address: American Educational Research Association, Montreal Outstanding Book Award, Moral Development and Education section for The Promotion of Social Awareness
2005 Invited Lectures: Japanese Society for Developmental Psychology, Tokyo
2008 Keynote Speaker: Georg August University, Goettingen, Germany
2009 Scholar in Residence, Bank Street College, October, 2009, New York City
2009 American Educational Research Association, Fellow 2009
2011 Lifetime Achievement Award, Association for Moral Education

Major Research Interests:

Interpersonal and Inter-group development

Developmental Approaches to Prevention of Psychopathology

The psychosocial, temperamental and socio-cultural foundations of high-risk behavior in childhood and adolescence: health and educational implications

Interpersonal understanding, action, and development

Dyadic interactions in children (peers)

Professional Awareness and Development in Teachers and other profession

Prevention of risks to health, educational success, and social relationships in children and

Adolescents Literacy, History, Social Studies, and social awareness, their development, relationship, and promotion in school