

## STEPHANIE M. JONES

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in Human Development and Urban Education Advancement  
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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

2012- **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.  
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 Adnopoiz & 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.

### REVIEWER

#### Journals:

*AERA Open* (Editorial Board); *Child Development*; *Developmental Psychology*; *Development and Psychopathology*; *Journal of Research on Educational Effectiveness*; *Education Researcher*; *Early Childhood*

May, 2016

*Research Quarterly; Journal of Applied Developmental Psychology; Journal of Applied Developmental Science; Journal of School 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, 2016 Biennial Meetings; Society for Research in Adolescence, 2010 Biennial Meeting; Society for Research on Educational Effectiveness, 2011, 2012, 2013, 2014, 2015, 2016 Annual Meetings

**SPECIALIZED TRAINING**

Workshop on longitudinal and multilevel modeling with MPlus, Alexandria, VA., November 2005. With B. Muthén & L. Muthén.

Summer Workshop on Analyzing Developmental Trajectories, July 22-26, 2002, Murray Research Center, The Radcliffe Institute for Advanced Study, Harvard University. With P. Curran, D. Nagin & A. Sayer.

Hierarchical Data Analysis with HLM 4.0, May 1997, Chicago, IL. With A. Bryk & S. Raudenbush.

**TEACHING**

Courses at HGSE:

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

Beyond Grit: Non-Cognitive Factors in School Success - Masters and Doctoral

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 6<sup>th</sup> 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-3<sup>rd</sup> 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-3<sup>rd</sup> 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

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

Professional Trainings:

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

Jones, S.M. & Lesaux N.K. (Spring, 2014). Broadening Our Approach: Promoting Children's Language, Literacy, Social and Emotional Development, PreK-3<sup>rd</sup> 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-3<sup>rd</sup> 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.

Weissbourd, R., Jones, S.M. & Swearer, S.M. (2012-2015). 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: August and December 2013, April and September 2014, Cambridge, MA.

Curricula:

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

Bailey, R., Jones S.M., Partee, A., & Ross-Anderson, T. (2014). SECURE PreK-3<sup>rd</sup> Grade: Professional Development Facilitator Manual.

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

**GRANTS (by project)**

SECURE Development and Evaluation:

Co-Principal Investigator (with R. Jacob, (Co-PI)), "*A longitudinal efficacy study of the SECURE intervention,*" Institute of Education Sciences, Goal 3. **In preparation**

Principal Investigator, "*SECURE for Parents and Children,*" Aspen Institute Ascend Fund with the Children's Aid Society of New York, Year 3 Contract. Period of Support: 4/1/14-6/30/15. Total Award with match: \$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. Period of Support: 7/11-6/13. No cost extension to 6/30/14. Total award: \$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. Period of Support: 7/1/09-6/30/13. Total award: \$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. Period of Support: 7/1/13-6/30/14. Total Award: \$85,000. **Completed**

Principal Investigator, “*Ongoing Development of SECURE with the Children's Aid Society of New York,*” The Children’s Aid Society of New York. Period of Support: 7/01/12-6/30/13. Total award: \$69,258. **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. Period of Support: 9/28/08-8/30/11. No cost extension to 12/31/14. Total award: \$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. Period of Support: 9/01/09-8/31/11. No cost extension to 8/31/12. Total award: \$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. Period of Support: 9/01/06-8/31/08. No cost extension to 8/31/12. Total award: \$538,447. **Completed**

Principal Investigator, “*Developmental Trajectories and Co-Morbidity of Health Risk Behaviors over Elementary School,*” The Milton Fund, Harvard University. Period of Support: 01/01/09-12/31/10. No cost extension to 12/31/11. Total award: \$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, U.S. Department of Education, and the National Center for Injury Prevention and Control, Centers for Disease Control and Prevention, Supplement to R305L030003. Period of support: 8/25/05-8/24/07 (no cost extension to 8/23/09). **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 on Teachers and Children,*” William T. Grant Foundation. Period of Support: 7/1/04–6/30/07 (no cost extension to 6/30/08). **Completed**

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

Principal Investigator, “*The SEL Analysis Project,*” The Wallace Foundation. Period of Support: 10/15/15-6/30/16. Total Award: \$250,000.

Principal Investigator, “*The Taxonomy Project,*” Einhorn Family Charitable Trust. Period of Support: 9/1/15-8/31/17. Total Award: \$185,000.

Principal Investigator, “*Mapping Executive Function: Translating Research Evidence for Application,*” Administration for Children and Families, U.S. Department of Health and Human Services. Period of Support: 9/23/13-12/31/14: \$101,000; 7/1/15-6/30/16: \$70,556

Principal Investigator, “*REACHing for Character - Expansion,*” Tauck Family Foundation. Period of Support: 5/1/15-8/31/16. Total Award: \$164,000.

Principal Investigator, “*REACHing for Character,*” Tauck Family Foundation. Period of Support: 4/1/14-3/31/15. Total Award: \$91,496. **Completed**

Chicago School Readiness Project:

Stephanie M. Jones

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. **Awarded.**

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. Period of Support: 1/1/15-12/31/19. Total Award: \$2,893,677.

Co-Investigator (with C.C. Raver, (PI) & C. Li-Grining (Co-I)), *“Testing CSRP’s Impact on Low-income Children’s Outcomes in 3<sup>rd</sup>-5<sup>th</sup> grade: A 5-year Follow-up,”* National Institute of Child Health and Human Development. Period of Support: 7/01/09-8/31/14. No cost extension to 8/30/15. Total award: \$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 3<sup>rd</sup> Grade,”* The Spencer Foundation. Period of Support: 1/01/09-12/31/11. Total award: \$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. Period of Support: 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, HD-03-003. Period of support: 9/01/03-8/31/09. **Completed**

#### The Rigorous and Regulated Learning Environment:

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. Period of Support: 1/1/13-12/31/14. Total Award: \$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. Period of Support: 9/15/11-9/14/13. Total Award: \$380,000. **Completed**

#### Making Caring Common:

Co-Principal Investigator (with R. Weissbourd, (Co-PI)), *“The Making Caring Common Initiative,”* The Poses Family Foundation. Period of Support: 7/1/13-6/30/17. Total award: \$2,000,000.

Co-Principal Investigator (with R. Weissbourd, (Co-PI)), *“The Project on Children’s Moral and Social Development,”* The Poses Family Foundation. Period of Support: 1/1/13-12/31/13. Total award: \$125,000. **Completed**

Co-Principal Investigator (with R. Weissbourd, (Co-PI)), *“A Content Analysis of Empathy-Focused and Related School/Preschool-Based Curricula,”* Ashoka. Period of Support: 7/1/12-12/31/13. Total award: \$30,000. **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, Period of Support: 7/1/10-6/30/15. No cost extension to 6/30/16. Total award to SERP Institute: \$19,352,384; to HGSE: \$5,512,216.

#### Other:

Stephanie M. Jones

Project Leadership Team and Task Leader for Measurement and Implementation Research (with F. Doolittle, (PI) & MDRC/AIR Team), *“Impact Evaluation of Training in School-Wide Positive Behavior Support,”* U.S. Department of Education. Period of Support: 11/1/13-10/31/18. Total Award: \$17,770,151.

Co-Principal Investigator (with T. Halle (PI) and B. Hamre (Co-PI)), *“The effects of pre-kindergarten on children’s development through 3<sup>rd</sup> grade”*. Institute of Education Sciences. **Revision in Review**

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. Period of Support: 10/10-12/12. Total award: \$50,000. **Completed**

Principal Investigator, *“Exploring Components of PK-3 using Existing Data,”* Foundation for Child Development. Period of Support: 3/01/07-1/1/11. **Completed**

Co-Sponsor (with D. Phillips, J.L. Aber & S. Bishop), *“Child Development and Social Policy: Knowledge for Action,”* Jointly funded by the American Psychological Association, the Smith Richardson Foundation, the W.T. Grant Foundation, the Harris Foundation, and the Society for Research in Child Development. Period of support: 1/01/03-12/31/05. **Completed**

### **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.

### **PROFESSIONAL ACTIVITIES**

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

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

Member, TransformEd National Advisory Board, 2016-present.

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

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

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

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.

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.

Advisory, CASEL Collaborating States Initiative, 2016-2017.

Member, Expert Work Group, Learning about Infant and Toddler Early Education Services (LITES): Identifying What Works and Advancing Model Development (LITES), Mathematica Policy Research, 2014.

Lead Methodologist and Consultant, Early Childhood Pre-Kindergarten Program Evaluation, with District of Columbia Public Schools and Child Trends, Period of Performance, 8/31/11-8/30/15.

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

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," SRCF 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, Network of Infant/Toddler Researchers, Office of Planning, Research, and Evaluation (OPRE), Administration of Children and Families (ACF), 2011-2013.

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.

Faculty Mentor, Harvard College Behavioral Laboratory in the Social Sciences (BLISS), Summer 2011, 2012, 2013.

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

Member, Board of Directors, Botanic Gardens Children's Center, Cambridge, MA., 2010-2011.

Member, Board of Directors, Marble Hill Preschool, Bronx, N.Y., 2006-2008.

Member, Student and Early Career Council, Society for Research in Child Development, 2005-2008.

Member, Student Policy Network Advisory Board (2003-2005); Student Representative (2001-2003), Society for Research in Child Development, Committee on Public Policy and Communications.

Junior Mentor, Millennium Fellows Program, Society for Research in Child Development, 2001-2003.

Chair, Committee on the Contributions of the Bush Center in Child Development and Social Policy to Graduate Education and Training, Yale University, 1999-2002.

Co-Chair, Graduate Student Organization in Psychology, Yale University, 1999-2000.

Member, Psychology Department Colloquium Committee, Yale University, 1999-2000.

### PROFESSIONAL MEMBERSHIPS

Society for Research in Child Development  
Society for Prevention Research  
American Education Research Association  
American Psychological Association  
Society for Research on Educational Effectiveness  
Phi Delta Kappan

### PUBLICATIONS

#### Articles:

- Jones, S.M.** & Doolittle, E. (Co-Editors, in press). Social-Emotional Learning. *The Future of Children*. Princeton & Brookings.
- Jones, S.M.**, & Molano, A. (in press). Seasonal, individual 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*.
- Yudron, M. & **Jones, S.M.** (in press). 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*.
- Osher, D., Kidron, Y., Dymnicki, A., Brackett, M., **Jones, S.M.** & Weissberg, R. (in press). Advancing the science and practice of social-emotional learning: Looking back and moving forward. *Review of Research in Education*.
- Long, K., Brown, J.L., **Jones, S.M.**, Aber, J.L., & Yates, B.T. (in press). Cost analysis of a school-based social-emotional learning and literacy intervention. *Journal of Benefit-Cost Analysis*.
- Lowenstein, A., Friedman-Krauss, A., Raver, C.C. & **Jones, S.M.** (in press). School climate, teacher-child closeness, and low-income children's academic skills in kindergarten. *Journal of Educational and Developmental Psychology*.
- 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*.
- 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
- 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*, 5642-51. 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
- Yudron, M., **Jones, S.M.**, & Raver, C. C. (2014). Implications of different methods for specifying classroom composition of externalizing behavior and its relationship to social–emotional outcomes.. *Early Childhood Research Quarterly, Vol 29*(4), pp. 682-691
- Jones, S.M.**, Bailey, R. & Jacob, R. (2014). Social-emotional learning as a platform for effective classroom management. *Phi Delta Kappan*. DOI: 10.1177/0031721714553405
- Gray, S.O., Carter, A., Briggs-Gowan, M., **Jones, S.M.**, & Wagmiller, R. (2014). Growth trajectories of toddler aggression overactivity and inattention: Relations to second grade reading. *Developmental Psychology, 50*(9), 2255-2263. doi:10.1037/a0037367
- Friedman-Krauss, A.H., Raver, C.C., Morris, P.A. & **Jones, S.M.** (2014). The role of classroom-level child behavior problems in predicting preschool teacher stress and classroom emotional climate. *Early Education and Development*.
- VanderWeele, T., Hong, G., **Jones, S. M.**, & Brown, J. L. (2013). Mediation and spillover effects in group-randomized trials: A case study of the 4Rs educational intervention. *Journal of the American Statistical Association, 108*(502), 469-482.
- Dunn, E. C., Masyn, K. E., Yudron, M., **Jones, S. M.**, & Subramanian, S. V. (2013). Translating multilevel theory into multilevel research: Challenges and opportunities for understanding the social determinants of psychiatric disorders. *Social Psychiatry and Psychiatric Epidemiology*. DOI 10.1007/s00127-013-0809-5.
- Jones, S. M.**, Bub, K., & Raver, C.C. (2013). Unpacking the black box of the CSRP intervention: The mediating roles of teacher-child relationship quality and self-regulation. *Early Education and Development, 24*(7), pp. 1043-1064.
- Morris, P.A., Millenky, M., Raver, C.C., & **Jones, S.M.** (2013). Does a preschool social-emotional intervention pay off for classroom instruction and children’s behavior and academic skills? Evidence from the Foundations of Learning Project. *Early Education and Development, 24*(7), pp. 1020-1042.
- Molano, A.E., **Jones, S.M.**, Brown, J.L., & Aber, J.L. (2013). Selection and Socialization of Aggressive and Prosocial Behavior: The Moderating Role of Social-Cognitive Processes. *Journal of Research on Adolescence, 23*(3), pp. 424-436.
- Jones, S.M.**, Bouffard, S., & Weissbourd, R. (2013). Educators’ social and emotional skills vital to learning. *Phi Delta Kappan, 94*(8), pp.62-65.
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- Jones, S.M.**, Bailey, R., & Partee, A. (in press). SECURE Families: Interrupting Intergenerational Cycles of Stress and Poverty, *The Aspen Journal of Ideas*, Aspen Institute.
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- 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.
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- 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.

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- Aber, J. L., **Jones, S. M.**, & Cohen, J. (2000). The impact of poverty on the mental health and development of very young children. In C. H. Zeanah (Ed.), *Handbook of infant mental health* (2<sup>nd</sup> ed.), (pp. 113-128). New York: The Guilford Press.
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- Collins, A., **Jones, S. M.**, & Bloom, H. (1996). *Children and Welfare Reform: Highlights from Recent Research*. New York: Columbia University School of Public Health, National Center for Children in Poverty.
- Under Review:
- Jones, S.M.**, Aber, J.L., & Brown, J. (Accepted pending revisions). Testing multi-level causal processes in complex setting-level interventions: The mediating role of classroom quality in a social-emotional learning program. *Developmental Psychology*.
- Jones, S.M.**, LaRusso, M., Kim, J., Kim, H.Y., Selman, R., Uccelli, P., Donovan, S., & Snow, C. 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*.
- Lesaux, N., **Jones, S.M.**, Harris, J.R., & Kane, R. Cultivating a 21<sup>st</sup> century early educator: A guide for professional development in a new era for early care and education. *Redleaf Press*.
- McCoy, D.C., **Jones, S.M.**, Roy, A., Raver, C.C. Classifying trajectories of social-emotional difficulties through elementary school: Impacts of the Chicago School Readiness Project. *Child Development*.
- Kim, J., Hemphill, L., Troyer, M., **Jones, S.M.**, LaRusso, M., Donovan, S., Snow, C. Engaging struggling adolescent readers to improve reading skills. *Reading Research Quarterly*.
- In Preparation:
- Jones, S.M.**, Jacob, R., & Morrison, F. Evaluating the impact of a self-regulation intervention (SECURE) on self-regulation and achievement. *Early Childhood Research Quarterly*.
- Jones, S. M.**, Bailey, R., & Partee, A. (2014). Mapping executive function: From constructs to measures to behaviors. *Psychological Bulletin*.
- Jones, S. M.**, & Bailey, R. A developmental model of self-regulation for interventions and applied settings. *Psychological Review*.
- Jones, S.M.**, McCoy, D. C., Raver, C. C., & Hay, L. Y. The impacts of the Chicago School Readiness Project on children's behavioral trajectories through elementary school. *Child Development*.
- Jones, S.M.**, Molano, A., Brown, J.L., & Aber, J.L. Impacts of the 4Rs on developmental trajectories over three years: The influence of features of school composition. *Child Development*.
- Jones, S.M.**, Jacob, R., Morrison, F. Developing SECURE. *Prevention Science*.

Molano, A., & Jones, S.M. "Status Struggles" in an urban context: Social centrality, aggressive behavior and gender segregation among urban elementary school students. *Social Development*.

Molano, A., & Jones, S.M. Estimating the causal effect of peer aggression when "birds of a feather flock together": Network structure as identification strategy of peer effects. *Desarrollo y Sociedad*.

#### SELECTED PRESENTATIONS (2000 onward)

Jones, S.M. (2016, April). *Social-Emotional Learning and Life Success*. Invited presentation, 69<sup>th</sup> 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, 3<sup>rd</sup> 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 3<sup>rd</sup> grade*. Invited presentation at the National Governors Association Policy Academy, Birth-to-3<sup>rd</sup> 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 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-3<sup>rd</sup> 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 11<sup>th</sup> 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 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.
- 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.
- Jones, S. M.**, & Raver, C. C. (2008, March). *Using growth mixture modeling to examine trajectory profiles of classroom quality over the course of one school year*. Paper presented at the biennial meeting of the Society for Research in Adolescence. Chicago, IL.
- Jones, S. M.**, Brown, J. L., & Aber, J. L. (2007, November). *Classroom-level emotional and instructional quality and children's risk for school failure: The role of school-wide intervention in social-emotional learning and literacy*. Paper presented at the annual meeting of the Association for Moral Education, New York University, New York, NY.

- Jones, S. M.** (2007, May). (Chair), *One year experimental impacts of the 4Rs Program, a school-based social-emotional learning intervention, on children, teachers, and classrooms*. Symposium conducted at the annual meeting of the Society for Prevention Research, Washington, DC.
- Jones, S. M.**, Aber, J. L., & Brown, J. L. (2007, May). *First year experimental impacts of the 4Rs Program on children, teachers, and classrooms*. Paper presented at the annual meeting of the Society for Prevention Research, Washington, DC.
- Hoglund, W. L. G., **Jones, S. M.**, Brown, J. L., & Aber, J. L. (2007, May). *Parent participation in school-related activities and children's school-adjustment in the inner-city context*. Paper presented at the annual meeting of the Society for Prevention Research, Washington, DC.
- Jones, S. M.**, Aber, J. L., & Brown, J. L. (2007, June). Quantity and quality of implementation of the 4Rs Program over 2 years: Links to teacher and classroom characteristics. Paper presented at the annual meeting of the Society for Prevention Research, Washington, DC.
- Jones, S. M.**, Aber, J. L., & Brown, J. L. (2007, April). *The impact of the 4Rs Program on teachers, classrooms, and children: Mechanisms of influence*. Paper presented at the biennial meeting of the Society for Research in Child Development, Boston, MA.
- Aber, J. L., **Jones, S. M.**, & Brown, J. L. (2007, March). *NYC Study of Social and Literacy Development: First year impacts*. Paper presented at the biennial meeting of the Society for Research in Child Development, Boston, MA.
- Jones, S. M.**, Aber, J. L., & Brown, J. L. (2007, February). *Reading, Writing, Respect and Resolution: The impact of a social and character education program on children, teachers and classrooms*. Paper presented at the Department of Psychology, Developmental Psychology Colloquium Series, Yale University, New Haven, CT.
- Jones, S. M.** (2006, November). *Infant/toddler social-emotional problems and competencies: Measurement, developmental course, and the influence of context*. Paper presented at the Department of Applied Psychology, Developmental Colloquium Series, Steinhardt School of Education, New York University, New York, NY.
- Jones, S. M.** (2006, February). *Reading, Writing, Respect and Resolution: The impact of a social and character education program on children, teachers and classrooms*. Paper presented at the Department of Psychology, Community Psychology Colloquium Series, New York University, New York, NY.
- Jones, S. M.**, Brown, J. L., & Aber, J. L. (2006, March). *Estimating the effects of multiple classroom contexts on student trajectories across years*. Paper presented at the biennial meeting of the Society for Research on Adolescence, San Francisco, CA.
- Jones, S. M.**, Brown, J. L., Aber, J. L., & Thomas, G. (2006, June). *Quantity and quality of implementation of the 4Rs Program and traditional practice: Links to teacher and classroom characteristics*. Paper presented at the annual meeting of the Society for Prevention Research, San Antonio, TX.
- Jones, S. M.**, & Carter, A. (2005, June). *Early social-emotional and behavioral trajectories to kindergarten social-emotional and academic skills*. Paper presented at the annual meeting of the International Society for Research on Child and Adolescent Psychopathology, New York, NY.
- Jones, S. M.**, Raver, C. C., & Carter, A. (2005, May). *New approaches to operationalizing poverty-related risks: Common and unique links to developmental outcomes*. Paper presented at the Center for Human Potential and Public Policy Conference, University of Chicago, Harris School of Public Policy Studies, Chicago, IL.
- Jones, S. M.**, & Carter, A. (2005, April). *Predicting success in kindergarten from trajectories of family income and social-emotional functioning*. Paper presented at the biennial meeting of the Society for Research in Child Development, Atlanta, GA.

- Jones, S. M.**, Brown, J. L., & Aber, J. L. (2004, November). *Reading, Writing, Respect, and Resolution: The impact of a social and character development and literacy program on teachers and children*. Paper presented at the annual conference of the American Evaluation Association, Atlanta, GA.
- Jones, S. M.** (2004, June). (Chair), *Social-emotional and demographic precursors to school readiness for children at risk*. Symposium conducted at the 7<sup>th</sup> National Head Start Research Conference, Washington, DC.
- Jones, S. M.**, & Carter, A. S. (2004, June). *Early social-emotional and behavioral trajectories to kindergarten social-emotional and academic skills*. Paper presented at the 7<sup>th</sup> National Head Start Research Conference, Washington, DC.
- Jones, S. M.**, Carter, A. S., & Briggs-Gowan, M. (2004, May). *Developmental trajectories of social-emotional problems and competencies: Demographic and family risks*. Paper presented at the International Conference on Infant Studies, Chicago, IL.
- Jones, S. M.**, & Brown, J. L. (2004, March). *Trajectories of youth externalizing and internalizing symptomatology: Early risks and exposure outcomes*. Paper presented at the biennial meeting of the Society for Research in Adolescence, Baltimore, MD.
- Jones, S. M.**, & Brown, J. L. (2004, March). (Co-Chairs), *Longitudinal impacts of classroom intervention on children's social-emotional development: Challenges for theory and method*. Symposium conducted at the biennial meeting of the Society for Research in Adolescence, Baltimore, MD.
- Pederson, S., **Jones, S. M.**, Brown, J. L., Gershoff, E., Aber, J. L., & Kotler, J. (2004, March). *Modeling classroom effects on individual trajectories of aggression and aggression-related outcomes*. Paper presented at the biennial meeting of the Society for Research in Adolescence, Baltimore, MD.
- Jones, S. M.** (2003, October). *The contexts and consequences of youth exposure to community violence: Science and implications for policy*. Paper presented at the Bush Center in Child Development and Social Policy, Yale University, New Haven, CT.
- Ruchkin, V., **Jones, S. M.**, & Schwab-Stone, M. (2003, April). *Violence exposure and psychopathology in urban youth: The mediating role of post-traumatic stress*. Paper presented at the biennial meeting of the Society for Research in Child Development, Tampa, FL.
- Carter, A. S., **Jones, S. M.**, Schweder, A. E., Briggs-Gowan, M., & Horwitz, S. M. (2002, July). *Trajectories and clusters of externalizing behaviors in young children*. Paper presented at the 15<sup>th</sup> World Meeting of the International Society for Research on Aggression, Montreal, Canada.
- Schweder, A. E., Sosinsky, L., **Jones, S. M.**, Briggs-Gowan, M., & Carter, A. S. (2002, June). *Maternal psychopathology and infant social-emotional problems: Common and unique associations*. Poster session presented at the 6<sup>th</sup> National Head Start Research Conference, Washington, DC.
- Raver, C. C., & **Jones, S. M.** (2002, June). *Storms on two fronts: Are children with elevated behavior problems in families with hard-to-employ parents, and if so, what are barriers to their use of services?* Paper presented at the 6<sup>th</sup> National Head Start Research Conference, Washington, DC.
- Jones, S. M.**, Carter A. S., & Horwitz, S. M. (2002, May). *The impact of poverty on developmental trajectories of social-emotional problems and competencies in infancy and toddlerhood*. Poster session presented at the annual meeting of the Pediatric Academic Society, Baltimore, MD.
- Little, T. L., & **Jones, S. M.** (2002, April). *Changes in and correlates of the types of aggression during adolescence*. Paper presented at the biennial meeting of the Society for Research in Adolescence, New Orleans, LA.
- Jones, S. M.**, Brown, J. L., & Allen, L. (2001, April). *Event seriousness and other micro-contexts of youth exposure to violence: Differential effects on developmental outcomes*. Paper presented at the biennial meeting of the Society for Research in Child Development, Minneapolis, MN.

- Jones, S. M.**, Carter, A. S., & Briggs-Gowan, M. (2001, April). *The impact of poverty on infant/toddler social-emotional problems and competencies: Family mediators and developmental trajectories*. Paper presented at the biennial meeting of the Society for Research in Child Development, Minneapolis, MN.
- Jones, S. M.**, & Yoshikawa, H. (2000, June). (Co-Chairs), *Exploring unintended consequences of welfare reform and early childhood intervention*. Symposium conducted at the 5<sup>th</sup> National Head Start Research Conference, Washington, DC.
- Jones, S. M.**, Lamb-Parker, F., Schweder, A. E., & Ripple, C. (2000, June). *Parental involvement in Head Start: Context and consequences*. Paper presented at the 5<sup>th</sup> National Head Start Research Conference, Washington, DC.
- Jones, S. M.**, Carter, A. C., & Briggs-Gowan, M. (2000, June). *The impact of poverty and ecological risks on infant/toddler social emotional development*. Poster session presented at the 5<sup>th</sup> National Head Start Research Conference, Washington, DC.
- Henrich, C. C., **Jones, S. M.**, Hawley, P. H., & Little, T. D. (2000, March). *Criterion validity of a new multi-dimensional measure of aggression*. Poster session presented at the biennial meeting of the Society for Research on Adolescence, Chicago, IL.
- Jones, S. M.**, Brown, J. L., & Aber, J. L. (2000, March). *Objective and perceived neighborhood contexts of youth exposure to community violence*. Paper presented at the biennial meeting of the Society for Research on Adolescence, Chicago, IL.