


## CURRICULUM VITAE

Notarization: I have read the following and certify that this *curriculum vitae* is a current and accurate statement of my professional record.

Signature: 

Date: 6/7/2016

### PERSONAL INFORMATION

NAME:	Colleen R. O'Neal
DEPARTMENT:	Counseling, Higher Education, and Special Education
RANK:	Assistant Professor
YEAR OF APPOINTMENT:	2012
ADDRESS:	3212 Benjamin Building College Park, MD 20742
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### EDUCATIONAL BACKGROUND

Post-Doctoral Training	NIMH Mental Health Statistics Training Program (T32) New York University NY, NY (2003)
Ph.D.	Clinical Psychology (Child specialty) NIMH Individual Predoctoral Fellowship (F31) Long Island University Brooklyn, NY (2000)
M.A.	Clinical Psychology Long Island University Brooklyn, NY (1997)
M.S.	Family and Child Development Auburn University Auburn, AL (1995)
B.A.	Major: Psychology; Minor: European Studies Cornell University Ithaca, NY (1990)

## EMPLOYMENT BACKGROUND

- 2012-present Assistant Professor, School Psychology Program, University of Maryland, College of Education, College Park, MD, Department of Counseling, Higher Education, and Special Education
- 2012-2013 Research Assistant Professor Adjunct, Institute for Prevention Science, NYU Child Study Center, NYU School of Medicine
- 2010-2011 Fulbright Scholar, Kuala Lumpur, Malaysia, Child Refugee Mental Health
- 2009-2012 Research Assistant Professor, Institute for Prevention Science, NYU Child Study Center, NYU School of Medicine
- 2003-2009 Associate Research Scientist, Institute for Prevention Science, NYU Child Study Center, NYU School of Medicine
- 2000-2003 Postdoctoral Fellow, National Research Service Award, Institutional Training Grant (T32 MH19890), National Institute of Mental Health, Quantitative Studies in Mental Health, New York University
- 1999-2000 Clinical Psychology Intern, St. Luke's/Roosevelt Hospital Center, Columbia University College of Physicians and Surgeons, Division of Child and Adolescent Psychiatry
- 1999-2000 Predoctoral Fellow, National Research Service Award, Individual Predoctoral Fellowship (F31 MH12322), National Institute of Mental Health, Long Island University, Brooklyn
- 1995-1999 Graduate Research Fellow, Center for Children and Families, Teachers College, Columbia University, Jeanne Brooks-Gunn, Ph.D., Director National Early Head Start Research and Evaluation Project (EHS) and the Emotional Health of Low-Income Children over Time: Influences of Neighborhood, Family, Head Start, and Early School Experiences

## RESEARCH, SCHOLARLY, AND CREATIVE ACTIVITIES

### CHAPTERS IN BOOKS

1. Berlin, L. J., O'Neal, C. R., & Brooks-Gunn, J. (2003). Early child development in the 21<sup>st</sup> century: Profiles of current research initiatives. In J. Brooks-Gunn, A. S. Fuligni, & L. J. Berlin (Eds.), *Early childhood intervention research initiatives*. NY: Teachers College Press.

### ARTICLES IN REFEREED JOURNALS

*Note: The first author is the lead*

\*Graduate students in my lab

^Articles published with funding support

1. ^O'Neal, C. R. (2017). Influence of individual versus peer grit on later individual literacy achievement among dual language learners. *School Psychology Quarterly*. <http://dx.doi.org/10.1037/spq0000212> [Five year impact factor: 3.29]
2. ^O'Neal, C. R., Weston, L. C.\*, He, X., Huang, K. Y., Pine, D. S., Kamboukos, D., & Brotman, L. M. (2017). Change in depression from preadolescence to adolescence: The role of early anger socialization and child anger among low-income, ethnic minority families. *Journal of Adolescence*, 59, 1-7. <http://dx.doi.org/10.1016/j.adolescence.2017.05.011> [Five year impact factor: 2.70]
3. O'Neal, C. R., Weston, L. C.\*, Brooks-Gunn, J., Berlin, L. J., & Atapattu, R.\* (2017). Maternal responsivity to infants in the "High Chair" assessment: Longitudinal relations with toddler outcomes in a diverse, low-income sample. *Infant Behavior and Development*, 47, 125-137. <http://dx.doi.org/10.1016/j.infbeh.2017.04.002> [Five year impact factor: 2.07]
4. ^O'Neal, C. R., Gosnell, R.\*, Ng, W. S., Ong, E.\*, & Clement, J.\* (2017). Global consultation processes: Lessons learned from refugee teacher consultation research in Malaysia. *Journal of Educational and Psychological Consultation*. Invited paper. <http://dx.doi.org/10.1080/10474412.2017.1293544> [Five year impact factor: 1.13]
5. ^O'Neal, C. R., Gosnell, R.\*, Ng, W. S., & Ong, E.\* (2017). Refugee teacher preventive intervention research promoting refugee student behavior, attention, and emotions and teacher self-care. *Journal of Educational and Psychological Consultation*. <http://dx.doi.org/10.1080/10474412.2017.1287576> [Five year impact factor: 1.13]
6. Muenks, K., Wigfield, A., Yang, J. S., & O'Neal, C. R. (2016). How true is grit? Assessing its relations to high school and college students' personality characteristics, self-regulation, engagement, and achievement. *Journal of Educational Psychology*. <http://dx.doi.org/10.1037/edu0000153> [Five year impact factor: 5.05]
7. ^O'Neal, C. R., Atapattu, R.\*, Jegathesan, A., Ong, E.\*, Clement, J.\*, & Ganesan, A.\* (2016). Classroom management and socioemotional functioning of Burmese refugee

- students in Malaysia. *Journal of Educational and Psychological Consultation*.  
<http://dx.doi.org/10.1080/10474412.2016.1193740> [Five year impact factor: 1.13]
8. **O'Neal, C. R.**, Espino, M., Goldthrite, A.\*, Morin, M.\*, Weston, L.\*, Hernandez, H.\*, & Fuhrmann, A. (2016). Grit under duress: Stress, strengths, and academic success among non-citizen and citizen Latina/o first-generation college students. *Hispanic Journal of Behavioral Sciences*, 38(4), 446-466.  
<http://dx.doi.org/10.1177/0739986316660775> [Five year impact factor: 1.24]
  9. **O'Neal, C. R.**, Brotman, L., Huang, K., Gouley, K. K., Kamboukos, D., Calzada, E., & Pine, D. (2010). Understanding relations among early family environment, cortisol response, and child aggression via a prevention experiment. *Child Development*, 81(1), 290-305. <http://dx.doi.org/10.1111/j.1467-8624.2009.01395.x> [Five year impact factor: 6.08]
  10. Brotman, L., **O'Neal, C. R.**, Huang, K., Gouley, K. K., Rosenfelt, A., & Shrout, P. (2009). An experimental test of parenting practices as a mediator of early childhood physical aggression. *Journal of Child Psychiatry and Psychology*, 50(3), 235-245. <http://dx.doi.org/10.1111/j.1469-7610.2008.01929.x> [Five year impact factor: 6.00]
  11. Brotman, L., Gouley, K. K., Huang, K., Rosenfelt, A., **O'Neal, C. R.**, Klein, R., & Shrout, P. (2008). Preventive intervention for preschoolers at high risk for antisocial behavior: Long-term effects on child physical aggression and parenting practices. *Journal of Clinical Child and Adolescent Psychology*, 37, 386-396.  
<http://dx.doi.org/10.1080/15374410801955813> [Five year impact factor: 3.76]
  12. **O'Neal, C. R.**, & Magai, C. (2005). Do parents respond in different ways when children feel different emotions? The emotional context of parenting. *Development and Psychopathology*, 17, 467-487. <http://dx.doi.org/10.1017/S0954579405050224> [Five year impact factor: 4.47]
  13. Calzada, E., Caldwell, M., Miller Brotman, L., Brown, E., Wallace, S., McQuaid, J., Rojas-Flores, L., and **O'Neal, C.** (2005). Training community members to serve as paraprofessionals in an evidence-based, prevention program for parents of preschoolers. *Journal of Child and Family Studies*, 14 (3), 387-402.  
<http://dx.doi.org/10.1007/s10826-005-6851-5> [Five year impact factor: 1.53]
  14. Magai, C., Consedine, N., Gillespie, M., **O'Neal, C. R.**, & Vilker, R. (2004). The differential roles of early emotion socialization and adult attachment in adult emotional experience: Testing a mediator hypothesis. *Attachment and Human Development*, 6(4), 389-417. <http://dx.doi.org/10.1080/1461673042000303118> [Five year impact factor: 1.92]
  15. Bost, K. K, Vaughn, B. E., Boston, A. L., Kazura, K. L., & **O'Neal, C.** (2004). Social support networks of African-American children attending Head Start: A longitudinal investigation of structural and supportive network characteristics. *Social Development*,

13(3), 393-412. <http://dx.doi.org/10.1111/j.1467-9507.2004.00274.x> [Five year impact factor: 2.60]

16. Brotman, L. M., Gouley, K. K., **O'Neal, C. R.**, & Klein, R. G. (2004). Preschool-aged siblings of adjudicated youths: Multiple risk factors for conduct problems. *Early Education and Development*, 15(4), 387-406.  
[http://dx.doi.org/10.1207/s15566935eed1504\\_3](http://dx.doi.org/10.1207/s15566935eed1504_3) [Five year impact factor: 1.33]
17. Berlin, L. J., **O'Neal, C. R.**, & Brooks-Gunn, J. (1998). Understanding intervention processes in early interventions: A proposed framework. *Zero to Three*, 18, 4-15.

## MANUSCRIPTS UNDER REVIEW

*Note: These manuscripts have been submitted to journals and are under review.*

1. **O'Neal, C. R.** (under review). The impact of stress on later literacy achievement via grit and emotional engagement among dual language elementary school students. Submitted to *School Psychology Quarterly*. [Five year impact factor: 3.29]
2. **O'Neal, C. R.**, Goldthrite, A.\*, Weston, L.\*, & Atapattu, R.\* (under review). A reciprocal, moderated mediation model of grit, emotional engagement, and literacy achievement among dual language learners. Submitted to *Social Development*. [Five year impact factor: 2.60]
3. **O'Neal, C. R.**, Weston, L.\*, Kamboukos, D., Pine, D. & Brotman, L. M. (under review). The impact of early parent and child biological stress on depression from preadolescence to adolescence among low-income, ethnic minority youth. Submitted to *Journal of Adolescence*. [Five year impact factor: 2.70]
4. **Weston, L.\***, Boyars, M.\*, **O'Neal, C. R.**, & Wigfield, A. (under review). Relations of dual language learners' grit with emotional engagement, persistence, and later literacy achievement in elementary school. Submitted to *Psychological Assessment*. [Five year impact factor: 3.81]
5. **Gosnell, N.\***, & **O'Neal, C. R.** (under review). Emotion regulation and mental health among post-conflict refugee students in Malaysia. Submitted to *Journal of Child and Family Studies*. [Five year impact factor: 1.53]

## MANUSCRIPTS IN PROGRESS

Goldthrite, A.\*, **O'Neal, C. R.**, & Espino, M. (in preparation). The double edged sword of familismo among Latina/o undocumented first generation college students. Will submit to *Journal of Family Issues*. [Five year impact factor: 1.39]

Boyars, M.\*, & **O'Neal, C. R.** (in preparation). Grit, emotional engagement, growth mindset, and anger regulation relations with achievement among dual language and non-dual language learners. Will submit to *School Psychology Quarterly*. [Five year impact factor: 3.29]

Atapattu, R.\*, & O'Neal, C. R. (in preparation). The impact of peer and teacher academic support on later literacy achievement via grit, coping, and emotional engagement among low-income dual language learners. Will submit to *School Psychology Quarterly*. [Five year impact factor: 3.29]

O'Neal, C. R., Gosnell, N.\*, & Boyars, M.\* (in preparation). Anger regulation psychometrics across diverse elementary school students and relations with later achievement. Will submit to *Psychological Assessment*. [Five year impact factor: 3.81]

O'Neal, C. R., Gosnell, N.\*, Boyars, M.\*, Weston, L.\*, Albrecht, J. & Perlow, B.\* (in preparation). *Culturally responsive grit, emotional engagement, and achievement consultation intervention research in a low-income, immigrant school*. Will submit to *School Psychology Quarterly*. [Five year impact factor: 3.29]

### CONFERENCES, WORKSHOPS, AND TALKS

\*Graduate students in my lab

^Presentations with funding support

### INVITED PRESENTATIONS

^O'Neal, C. R. (2017, March). *Mental health and prevention research with Burmese refugee students in Malaysia*. Invited presentation at the Johns Hopkins University Global Mental Health program, Baltimore, MD.

^O'Neal, C. R. (2017, February). *Global refugee migration: Consultation and training research with refugees in Malaysia*. Invited presentation at UMD Global Migrations speaker series, College Park, MD.

^O'Neal, C. R. (2016, November). *The impact of stress on later literacy achievement via grit and emotional engagement*. Invited presentation at UMD Educational Psychology speaker series, College Park, MD.

^O'Neal, C. R., Weston, L.\*, & Albrecht (2016, May). *A pilot of culturally proficient practices to promote social emotional learning and achievement*. Invited presentation at the Psychological Services Meeting of Prince Georges County meeting, College Park, MD.

^Weston, L., Goldthrite, A.\*, Boyars, M.\*, O'Neal, C. R., Carr, M. E., & Kimbrue, R. A. (2016, March). *Culturally proficient practices to promote social emotional learning and achievement: Translating school-based research into practice*. Invited presentation at annual Maryland State Department of Education School Psychologist Representatives biannual meeting, Baltimore, MD.

^O'Neal, C. R. (2014, December). *Grit, emotional engagement, and literacy achievement among immigrant students*. Invited presentation at UMD Human Development speaker series, College Park, MD.

### SELECTED PRESENTATIONS

- ^Boyars, M. Y.\*, Gosnell, N.\*, & **O'Neal, C. R.** (2017, August). *"Pause Anger:" The impact of mindfulness interventions on emotion regulation*. Poster presented at the annual convention of the National Association of School Psychologists, San Antonio, TX. [Awarded top 30 poster presentations at APA conference]
- Muenks, K., Wigfield, A., Seung, J., & **O'Neal, C. R.** (2016, April). *What is true about grit: Relations with self-regulation and motivation, and new innovative interventions*. Presentation at AERA annual conference.
- ^Espino, M., **O'Neal, C. R.**, & Morin, M. (2016, April). *Telling them to dream, but they have to wake up: Implementing the Maryland DREAM act*. Presentation at AERA annual conference.
- ^Goldthrite, A.\*, & **O'Neal, C. R.** (2016, February). *"They're my kryptonite but they also empower me": The double-edged sword of familismo*. Poster presented at the annual convention of the National Association of School Psychologists, New Orleans, LA.
- ^Boyars, M. Y.\*, & **O'Neal, C. R.** (2016, February). *Socioemotional skills and the achievement gap*. Poster presented at the annual convention of the National Association of School Psychologists, New Orleans, LA.
- ^**O'Neal, C. R.**, Gosnell, N.\*, & Ng, W. S. (2015, October). *Mobile refugee teacher training and consultation intervention in Malaysia*. Presentation at USAID mEducation Alliance Symposium.
- ^Weston, L.\*, Albrecht, J. & **O'Neal, C. R.** (2015, August). *Grit consultation in low-income, diverse schools*. Presentation at American Psychological Association annual conference.
- ^Green, M.\*, Perlow, B.\*, & **O'Neal, C. R.** (2015, April). *Mediating role of grit in relation between stress and academic functioning among ethnic minority students*. Poster presented at Society for Research in Child Development Biennial Conference.
- ^Weston, L.\*, Atapattu, R.\*, & **O'Neal, C. R.** (2015, April). The relation of grit and emotion to literacy among immigrant students. In C. R. O'Neal & A. Wigfield (Chairs). *Motivation, emotion, and achievement among ethnic minority students*. Symposium presented at Society for Research in Child Development Biennial Conference.
- ^Atapattu, R\*. & **O'Neal, C. R.** (2014, April). *Mental health of refugee students and teachers in Malaysia*. Poster Presentation. UMD-School of Public Health Conference.
- O'Neal, C. R.** (2011, March). *Prevention of mental health problems among refugees in Malaysia*. Fulbright Conference: Bangkok, Thailand.
- ^**O'Neal, C. R.** (2010, April). *Early biopsychological factors leading to later adolescent depression among low-income minority families*. NARSAD Health Minds Symposium: NYU School of Medicine.

**O'Neal, C. R.,** Brotman, L. M., Gouley, K. K., Calzada, E., & Kingston, S. (2007, June). Measurement of emotion socialization in the context of a prevention trial with low-income, minority families. In R. Cortes (Chair). *Emotions and Prevention Trials with Young Children*. Symposium presented at the annual meeting of the Society for Prevention Research, Washington, D.C.

**O'Neal, C. R.,** & Brooks-Gunn, J. (2007, April). Emotion socialization in the Early Head Start Evaluation Study. In A. Miller (Chair). *Parenting and Intervention Influences on Children's Emotional Competence*. Symposium presented at the biennial meeting of the Society for Research in Child Development, Boston, MA.

**O'Neal, C. R.,** Brotman, L. M., Gouley, K. K., Chesir-Teran, D., & Pine, D. (2005, April). Moderation of intervention effects on peer entry and cortisol response in preschoolers at risk for conduct problems. In A. Guyer (Chair). *Experiential, familial, and biological influences on social and emotional development*. Symposium conducted at the biennial meeting of the Society for Research in Child Development, Atlanta, GA.

**O'Neal, C. R.** (2001, August). Measuring emotion socialization: The Emotions as a Child measure. In C. R. O'Neal (Chair). *Multiple approaches to emotion socialization: Methodology and emotional development*. Symposium conducted at the annual meeting of the American Psychological Association, San Francisco, CA.

## COMPLETED CREATIVE WORKS

**O'Neal, C. R.,** \*Lim, F., Ng, W. S., & Clement, J. (2013). *Refugee education in Malaysia: An opinion-documentary (op-doc) video*. [http://www.youtube.com/watch?v=ez7EmbKqN\\_k](http://www.youtube.com/watch?v=ez7EmbKqN_k)

## SIGNIFICANT WORKS IN PUBLIC MEDIA

**O'Neal, C. R.,** & Ng, W. S. (2012-2013). *Blog: Resilient Refugee Children and Teachers in Malaysia: A Fulbright Alumni Project*: <http://resilientrefugeesmalaysia.blogspot.com/>

**O'Neal, C. R.,** co-edited by Espino, M. & Hernandez, P. (2013). *Blog: Latino College Student Experiences in the State of Maryland*: <http://latinocollegestudentstudy.blogspot.com/>

**O'Neal, C. R.** (2012). Don't forget the children in Burma. *The Diplomat*. <http://the-diplomat.com/2012/01/14/don%E2%80%99t-forget-the-children-in-burma/?all=true>



## GRANTS AND CONTRACTS

- 2016 Kellogg Foundation research funding, co-PI, Subcontract: Collective impact and Black male socioemotional functioning and literacy in elementary school. [Funded subcontract for \$53,000]
- 2015 Grant Application: Institute for Education Science, Goal 1 Grant, PI Submission: Socioemotional predictors of achievement among Central American high school students. [Not funded]
- 2014 Grant Application: Character Lab Foundation intervention research, PI, Submission: Grit and literacy promotion among low-income, Latina/o students. [Not funded]

## RESEARCH FELLOWSHIPS, PRIZES, AND AWARDS

- 2017 UMD College of Education, Excellence in Graduate Mentoring award (Pre-Tenure Faculty)
- 2016-17 UMD Alumnus gift, PI. Refugee student and teacher mental health and achievement prevention research in Malaysia. [\$8500]
- 2014 Seed grant award, UMD-NSF ADVANCE Program Interdisciplinary and Engaged Research award, PI. Stress, grit, emotional engagement, and later literacy achievement among immigrant, dual language and non-dual language learners. [\$20,000]
- 2014 UMD College of Education GATE International Research and Teaching Fellow [\$1500]
- 2013 Seed grant award, University of Maryland, College Park, College of Education Support Program for Advancing Research and Collaboration (SPARC) pre-tenure faculty award, PI. A longitudinal study of ethnic minority immigrant student motivation, emotion engagement, stress, and literacy [\$15,000]
- 2013 Seed grant award, University of Maryland, College Park, Vice President for Research, Co-PI. The Maryland Dream Act in-state tuition policy impact on undocumented students' stress, emotions, motivation, and academic experiences. [\$45,000]
- 2013 Health Equity Leadership Institute Scholar, University of Maryland, College Park and University of Wisconsin, Madison
- 2012-13 Fulbright Alumni Team Award, Co-PI. (Fulbright Alumni Engaged Innovation Fund award) Mental health and achievement prevention study among Burmese refugee teachers and children in Malaysia. [\$29,000]

- 2012-13 Fulbright New Leaders Group Award, PI. Refugee child mental health clinic and refugee teacher intervention research in Malaysia. [\$5000]
- 2010-11 Fulbright Scholar Award, Kuala Lumpur, Malaysia. School-based prevention of mental health problems among urban refugee children in Malaysia
- 2008-2010 Brain and Behavior Foundation (NARSAD) Young Investigator Award, PI. Early biopsychological factors leading to minority youth depression. [\$75,000]
- 2006 NIHM Child Intervention, Prevention, and Services (CHIPS) Fellowship
- 2000-2003 NIMH Postdoctoral Fellowship (T32), National Research Service Award Institutional Training Grant, Mental Health Statistics at NYU
- 1999 Recipient of NIMH Individual Predoctoral Fellowship (F31), National Research Service Award, Long Island University
- 1999 Scholarly Achievement Award, Academic Division, NY State Psych. Assoc.
- 1998 Dissertation Topic Proposal Award, Clinical Psychology, Long Island University
- 1994 Kappa Omicron Nu Honors Society, Human Sciences, Auburn University
- 1990 Honors Project, European Studies Minor, Cornell University
- 1989 Western Societies Program Research Award, Cornell University

## RESEARCH MEDIA COVERAGE

Wilhelm, I. (2013, October 28). Fulbright starts efforts to help alumni keep global ties. *Chronicle of Higher Education*. <http://www.chronicle.com/article/fulbright-expands-efforts-to/142643> [I am profiled as a Fulbright Scholar who received a Fulbright Alumni award, and my refugee research funded by Fulbright was featured in the article].

Galinsky, E. (2010, June 5). Bullying: We all can make a difference. *Huffington Post*. [http://www.huffingtonpost.com/ellen-galinsky/bullying-we-all-can-make\\_b\\_525396.html](http://www.huffingtonpost.com/ellen-galinsky/bullying-we-all-can-make_b_525396.html) [My paper on cortisol, warmth, and aggression (O'Neal et al., 2010) was profiled].

## TEACHING, MENTORING, AND ADVISING

### TEACHING APPOINTMENTS

- 2013-present Foundations of Consultation and Collaboration  
Assistant Professor, UMD  
Taught school and counseling psychology Ph.D. graduate-level course addressing theory, research, and practice in methods and outcomes of consultation and collaboration. Practicum is included. (3 – 8 doctoral students)
- 2013-present School Consultation  
Assistant Professor, UMD  
Taught school psychology Ph.D. graduate-level didactic-practicum course addressing theory, research, and practice, including a practicum component of consultation in the schools. (3 – 8 doctoral students)
- 2013 Therapeutic Approaches with Children  
Assistant Professor, UMD  
Taught school psychology Ph.D. graduate-level didactic-practicum course addressing empirically-based therapeutic topics, methods, and intervention studies. (3 – 7 doctoral students)
- 2011 Child Development and Psychopathology  
Fulbright Scholar, Malaysia  
Taught clinical psychology graduate-level child development and psychopathology course. (15 master's students)
- 2011 Research Methods  
Fulbright Scholar, Malaysia  
Taught undergraduate, clinical, and counseling psychology graduate-level research methods courses. (150 undergraduate students)
- 2010 Drugs and Kids  
Assistant Professor, NYU  
Taught an undergraduate-level course in the Child and Adolescent Mental Health Studies minor at NYU in illegal substance abuse and children. I taught the second half of the course which covered drug public policy, prevention, and treatment. (35 undergraduate students)
- 2004 Assessment of Individual Differences  
Adjunct Professor, New School University  
Taught master's level course in psychology department addressing psychological assessment in addition to psychometric testing and theory. (32 master's students)
- 2003 Introduction to Statistics  
Adjunct Professor, New School University  
Taught master's level statistics course in psychology department. (36 master's students)

- 2001      Research Methods in Clinical Science  
Adjunct Professor, NYU  
Taught undergraduate research methods course in clinical psychology. (21 undergraduate students)
- 2001      Advanced Regression Analysis  
Postdoctoral Teaching Assistant, NYU  
Advanced statistical regression course for psychology graduate students. (25 doctoral students)
- 1999      Developmental Research Practicum: "Child-Parent Interaction"  
Graduate Teaching Assistant, Teachers College, Columbia University  
Assisted in giving lectures, leading discussions, and training graduate students in the assessment of videotaped parent-child interactions. (5 master's students)

### **ADVISING/MENTORING**

#### **MENTOR AWARD**

- 2017    UMD College of Education, Recipient of Excellence in Graduate Mentoring (pre-tenure faculty) award
- 2014    UMD Graduate School, Nominated for UMD Graduate Faculty Mentor of the Year award

#### **DOCTORAL ADVISING**

- 2016-present   Gabriella Estevez  
2016-present   Alyssa Daye  
2015-present   Nicole Gosnell  
2014-present   Meghan Green  
2014-present   Ben Perlow  
2014- present   Michal Boyars  
2014- present   Antoinette Goldthrite  
2013- present   Ranga Atapattu  
2012–17        Lynsey Weston (recent Ph.D. graduate)

#### **CHAIR OF THE FOLLOWING THESES AND DISSERTATIONS:**

1. Ben Perlow (2017, September). Dissertation proposal: *Coping, grit, engagement, and achievement*. Scheduled for September, 2017.
2. Lynsey C. Weston (2016, November). Dissertation defense: *Can grit fix the achievement gap? An investigation of grit's conceptual uniqueness and predictive value in diverse student achievement*.

3. Ranga Atapattu (2016, November). Dissertation proposal: *Testing the effects of social identity-related moderators of a values affirmation intervention on Latina math achievement.*
4. Nicole Gosnell (2016, September). Thesis defense: *Mental health and emotion regulation among refugee students in Malaysia.*
5. Michal Boyars (2016, September). Thesis defense: *Which skills predict school success? Socioemotional skills and the achievement gap.*
6. Meghan Green (2016, June). Dissertation proposal: *Principals of color: An exploration of trends in and predictors of representation, and influence on school-level outcomes.*
7. Antoinette Goldthrite (2015, December). Thesis defense: "They're my kryptonite but they also empower me." The double edged sword of *familismo.*
8. Ranga Atapattu (2014, November). Thesis defense: *Grit and engagement as mediators of the relation between academic support and literacy achievement in ethnic minority elementary school students.*
9. Lynsey Weston (2013, September). Thesis defense: *A replication and extension of psychometric research on the grit scale.*

#### **COMMITTEE MEMBER ON THE FOLLOWING THESES AND DISSERTATIONS:**

1. Brandee Feola (2016, December). Dissertation proposal: *The impact of stress on the prefrontal cortex: A view of how socioeconomic status impacts executive function.*
2. Ben Perlow (2016, May). Thesis proposal and defense: *Initial development and validation of a questionnaire to assess risk of victimization and bullying.*
3. Cyril Pickering (2015, April). Dissertation proposal and defense: *Student resiliency: An analysis of group and peer effects.*
4. Katherine Ross (2017, February). Dissertation proposal and defense: *Pregnancy and work: The impact of workplace and individual factors on satisfaction and turnover intentions.*
5. Katie Gifford (2014, July). Dissertation proposal and defense: *The role of temperament and emotion understanding in the development of child internalizing disorders.*
6. Laura Schussler (2014, May). Dissertation proposal and defense: *The distribution of gender differences in the temperament and social competence of preschoolers.*
7. Maria Genova (2013, December). Dissertation proposal and defense: *Attention, emotion understanding, and social competence in preschool children: Construct definitions, measurement, and relationships.*
8. Megan Kuhn-McKearin (2013, May). Dissertation proposal and defense: *Early internalizing and externalizing problems: An exploration of risk for later problem behavior comorbidity.*

#### **TEACHING AND MENTORING INNOVATIONS**

##### **COURSE OR CURRICULUM DEVELOPMENT**

- 2014-15      UMD College of Education GATE International Research and Teaching Fellowship provided me with funding and training to integrate diverse cultural and international perspectives into my courses

2013-14 Redesigned two doctoral consultation courses, Foundations for Consultation and Collaboration in addition to School Consultation

### **MENTORING INNOVATIONS**

2013-present Recruitment of underrepresented ethnic minority School Psychology program applicants via meetings and phone calls with underrepresented students. Our program, my lab, and I successfully recruited a McNair graduate fellow along with other ethnic minority graduate students to come work with me as their doctoral mentor.

2013-15 Recruitment of underrepresented ethnic minority School Psychology faculty to be applicants for our School Psychology faculty searches. I was a member of two faculty search committees which successfully recruited two ethnic minority faculty to our School Psychology program and Counseling Psychology, School Psychology, and School Counseling area.

2013-present Conducted doctoral student mentoring activities which enhanced diversity and inclusion. For instance, I recently accompanied my McNair fellowship graduate student mentee to an awards ceremony for her McNair graduate fellowship. I have also repeatedly initiated and led or co-led meetings with my ethnic minority doctoral students and local Maryland ethnic minority social service organizations to collaborate on research and educational interventions, in addition to submitting a federal grant with an ethnic minority social service organization and my doctoral students. I also obtained funding for two doctoral students to accompany me on a refugee research trip to Malaysia.

### **SERVICE**

#### **EDITORSHIPS, EDITORIAL BOARDS, AND REVIEWING ACTIVITIES**

2016-present Editorial Board member, *Journal of Educational and Psychological Consultation*

2012-present Ad-hoc reviewer for *Social Development*

2002-present Ad-hoc reviewer for *Developmental Psychology*

#### **COMMITTEES, PROFESSIONAL, AND CAMPUS SERVICE**

2016-present UMD College of Education website steering committee

2013 - 2016 & 2018 UMD Counseling, Higher Education, Special Education departmental faculty productivity review committee

2016 -17 UMD Counseling Psychology, School Psychology, and School Counseling area clinical faculty search committee

- 2016 UMD Counseling Psychology, School Psychology, and School Counseling area master's program development committee
- 2013-present UMD School Psychology admissions committee
- 2013 & 2014 UMD School Psychology faculty search committee

### **EXTERNAL SERVICE AND CONSULTING**

- 2017 Central American immigrant youth socioemotional and math intervention proposal to Montgomery County Public Schools. Collaborated with a Central American youth service organization titled Identity, Inc. to propose a values affirmation intervention with Central American math students.
- 2014 & 2016 School administration and teacher consultation on promotion of culturally relevant practices, grit, and achievement for diverse students, Broad Acres and North Chevy Chase elementary schools
- May, 2016 O'Neal, C. R., Weston, L.\*, & Albrecht (2016, May). *A pilot of culturally proficient practices to promote social emotional learning and achievement*. Invited presentation at Psychological Services Meeting of Prince Georges County meeting, College Park, MD.
- April, 2016 Goldthrite, A.\*, Boyars, M.\*, & O'Neal, C. R. (2016, April). *Culturally relevant grit promotion via goal setting*. Invited workshop at North Chevy Chase elementary school.
- March, 2016 Weston, L.\*, Goldthrite, A.\*, Boyars, M.\*, O'Neal, C. R., Carr, M. E., & Kimbrue, R. A. (2016, March). *Culturally proficient practices to promote social emotional learning and achievement: Translating school-based research into practice*. Invited presentation at annual Maryland State Department of Education School Psychologist Representatives biannual meeting, Baltimore, MD.
- 2012, 2013, & 2014 Fulbright Scholar Award Peer Reviewer – Southeast Asia
- 2013 U.S. State Dept. Fulbright Scholar Panel Video Webinar
- 2009 & 2013 Emotions Preconference co-Leader, Society for Research in Child Development (SRCD)
- 1993-present Emotions Preconference member, SRCD

### **MEDIA CONTRIBUTIONS**

O'Neal, C. R. (2012). Don't forget the children in Burma. *The Diplomat*. <http://the-diplomat.com/2012/01/14/don%E2%80%99t-forget-the-children-in-burma/?all=true>

### **COMMUNITY AND OTHER SERVICE**

2017-present            Refugee resettlement volunteer, Ethiopian Community Development Council

### **SERVICE AWARDS AND HONORS**

2013-14                Broad Acres Elementary school volunteerism award for my lab's research, consultation, and education interventions with first and second generation immigrant students

### **PROFESSIONAL AFFILIATIONS**

Society for Research in Child Development (SRCD)  
Psychologists for Social Responsibility (PsySR)  
National Association for School Psychologists (NASP)