

UNIVERSITY OF MIAMI
Curriculum Vitae

1. Date: 8/15/19

PERSONAL

2. Name: Rebecca J. Bulotsky Shearer, Ph.D.
3. Home Phone: 305-613-3944
4. Office Phone: 205-284-8439
5. Home Address: 14251 SW 73rd CT, Palmetto Bay, FL 33158
6. Current Academic Rank: Associate Professor
7. Primary department: Psychology
8. Citizenship: U.S.

HIGHER EDUCATION

9. Institutional:
University of Pennsylvania, Graduate School of Education
Ph.D. Program in School, Community, & Clinical Child Psychology (APA Accredited)
Ph.D. in Psychology in Education awarded: 2004

Columbia University, Teachers College
M.A. Developmental Psychology awarded: 1995

Cornell University
B.A., with Honors in Psychology awarded: 1992
10. School Psychologist Certification, Commonwealth of Pennsylvania (2003)

EXPERIENCE

11. Academic: University of Miami, Department of Psychology, Child Division
Associate Professor with tenure, 2013-present

University of Miami, Department of Psychology, Child Division
Assistant Professor, 2008-2013

12. Non-Academic:

2008	Adjunct Faculty/Research Associate, Erikson Institute, Chicago, IL
2007-2008	Senior Research Analyst, Office of Early Childhood Education, Chicago Public Schools, Chicago, IL
2006-2007	Assistant Research Scientist, Herr Research Center for Children and Social Policy, Erikson Institute, Chicago, IL
2004-2006	Program Evaluator, Office of Research & Evaluation, Accountability, Assessment & Intervention, School District of Philadelphia, Philadelphia, PA
2004	Course Instructor, University of Pennsylvania, Philadelphia, PA
2002-2003	School Psychology Intern, Abington Public Schools, Abington, PA
2001-2002	Clinical Psychology Intern, Center for Children's Support, UMDNJ School of Osteopathic Medicine, Stratford, NJ
2001-2003	Database Administrator, School District of Philadelphia, Philadelphia, PA
2000-2001	Therapist, Children's Crisis Treatment Center, Philadelphia, PA
1999-2004	Research Assistant, University of Pennsylvania, Philadelphia, PA
1995-1999	Developmental Specialist, Babies & Children's Hospital, Columbia Presbyterian Medical Center, New York, NY
1994	Research Assistant, Center for Young Children and Families, Teachers College
1993-1995	Research Assistant and Advanced Training Fellow, Center for Infants and Parents, Teachers College, Columbia University
1992-1993	Research Coordinator, Boston VA Outpatient Clinic/Psychiatry

PUBLICATIONS13. Peer-reviewed Book Chapters and Monographs:

Bulotsky-Shearer, R., Bichay, K., Bailey, J., Futterer, J. (2019). Internal and external influences on young children's development. In V. Alfonso & G. DuPaul (Eds.). *Promoting Health Growth and Development in Young Children: Bridging the Science-Practice Gap in Early Education Settings*. Washington, DC: APA.

Conroy, M., **Bulotsky-Shearer, R.**, Morris, C., & Hetrick, A. (2019). Prevention and intervention in pre- and elementary school years. In T. Farmer, B. Farmer, J. Sutherland, & M. Conroy (Eds.). *Handbook of Research on Emotional & Behavioral Disabilities: Interdisciplinary Developmental Perspectives on Children and Youth*. Routledge.

Bulotsky-Shearer, R. J., Bouza, J., & Bichay, C. (2018). Longitudinal analyses. *Sage Encyclopedia of Intellectual and Developmental Disorders*. Thousand Oaks, CA: Sage Publications, Inc.

Bulotsky-Shearer, R. J., Bouza, J., & Bichay, C. (2016). Resilience in Adversity. *Sage Encyclopedia of Contemporary Early Childhood Education*. Thousand Oaks, CA: Sage Publications, Inc.

Bulotsky-Shearer, R. J., McWayne, C., Mendez, J., & Manz, P. (2016). Preschool peer play interactions, a developmental context for learning for all children: Revisiting issues of equity and opportunity. In K. Sanders and A. Wishard Guerra (Eds.). *Attachment peers & child care in the 21st century: Where we have been and where we are headed*. New York, NY: Oxford University.

Fantuzzo, J. W., **Bulotsky-Shearer, R. J.,** & McWayne, C. M. (2006). The pursuit of wellness for victims of child maltreatment: A model for targeting relevant competencies, contexts, and contributors. In J. R. Lutzker (Ed.), *Violence prevention* (pp. 69-96). Washington, DC: American Psychological Association.

Fantuzzo, J. W., **Bulotsky-Shearer, R.,** & Sekino, Y. (2005). Head Start. In C. B. Fisher & R. M. Lerner (Eds.), *Applied developmental science: An encyclopedia of research, policies, and programs* (pp.531-536). Thousand Oaks, CA: Sage.

14. Peer-reviewed Publications: (*indicates student/mentee co-author)

*Bichay, K., Qi, C., & **Shearer, R.** (2019). Bidirectional relationship between language and behavior problems in preschool children from low-income families: A cross-lagged analysis. *Journal of Emotional and Behavioral Disorders*. <https://doi.org/10.1177%2F1063426619853535>

Qi, C., Zieher, A., Van Horn, M. L., **Bulotsky-Shearer, R.,** & Carta, J. (2019). Language skills, behaviour problems, and classroom emotional support among preschool children from low-income families. *Early Child Development and Care*. <https://doi.org/10.1080/03004430.2019.1570504>

Williford, A., **Bulotsky-Shearer, R. J.,** Bichay, K., & Reilly, S., & Downer, J. (2018). Adapting assessments of child engagement to develop an early childhood consultation model. *Journal of Applied Developmental Psychology*, 56, 67-78. <https://doi.org/10.1016/j.appdev.2018.01.005>

Downer, J., Williford, A., **Bulotsky-Shearer, R.J.,** Vitiello, V., Bouza, J., Reilly, S., & L'hospital, A. (2018). Using data-driven, video-based early childhood mental health consultation with teachers to reduce children's challenging behaviors and improve engagement in preschool classrooms. *School Mental Health*, 10, 226–242. <https://link.springer.com/article/10.1007/s12310-017-9237-0>

Brincks, A. M., Enders, C. K., Llabre, M.M., **Bulotsky-Shearer, R.J.,** Prado, G., & Feaster, D. J. (2017). Centering predictor variables in three-level contextual models. *Multivariate Behavioral Research*, 52 (2), 149-163.

*Rainelli, S., **Bulotsky-Shearer, R.,** Fernandez, V., Lopez, M., & Greenfield, D. (2017). Examining the validity of the PreLAS2000 subtests as a language routing procedure for low-income, bilingual Spanish-speaking preschool children. *Early Childhood Research Quarterly*, 38, 10-22. <http://dx.doi.org/10.1016/j.ecresq.2016.08.001>

Bulotsky-Shearer, R., & *Bouza, J., *Bichay, K., Fernandez, V., *Gaona, P. (2016). Validation of the short form of the Family Involvement Questionnaire for urban, low-income families. *Psychology in the Schools*, 53(9), 911-925.

*Carter, T.M., & **Bulotsky-Shearer, R.** (2016). Peer social competence and academic readiness: A multi-method, multi-source measurement approach. *NHSA Dialog*, 18(3), 1-25.

*Carter, T.M., & **Bulotsky-Shearer, R.** (2016). Research-to-Practice Summary: A comprehensive look at peer social competence in preschool. *NHSA Dialog*, 18(3), 72-77.

*Bell, E. R., Greenfield, D. B., & **Bulotsky-Shearer, R. J.** (2016). Peer play as a context for identifying profiles of children and examining rates of growth in academic readiness for children enrolled in Head Start. *Journal of Educational Psychology*, 108(5), 740-759.
<http://dx.doi.org/10.1037/edu0000084>

Bulotsky-Shearer, R., Lopez, L., & Mendez, J. (2016). The validity of interactive peer play competencies for Spanish speaking Latino preschool children from low-income households. *Early Childhood Research Quarterly*, 34, 78–91. <http://dx.doi.org/10.1016/j.ecresq.2015.09.002>

Bulotsky-Shearer, R. J., *Bell, E., *Carter, T.M., & *Romero, S. (2014). Peer play interactions and learning for culturally and linguistically diverse low-income preschool children: The moderating role of classroom quality. *Early Education and Development*, 25, 815-840.
<http://dx.doi.org/10.1080/10409289.2014.864214>

Bulotsky-Shearer, R. J., *Romero, S., *Bell, E., *Carter, T. M. (2014). Identifying mechanisms through which problem behavior influences academic outcomes for Head Start children: What is the mediating role of negative peer play interactions? *Journal of Emotional and Behavioral Disorders*, 22, 199-203. DOI: 10.1177/1063426613484806

Bulotsky-Shearer, R. J., *Fernandez, V., *Rainelli, S. (2013). The validity of the Devereux Early Childhood Assessment for culturally and linguistically diverse Head Start children. *Early Childhood Research Quarterly*, 28, 794-807. <http://dx.doi.org/10.1016/j.ecresq.2013.07.009>

Zeng, G., Boe, E. E., **Bulotsky-Shearer, R.**, Garrett, S., Slaughter-Defoe, D., Brown, E. D., & Lopez, B. (2013). Integrating U.S. federal efforts to address the multifaceted problems of children: A national policy perspective. *School Mental Health: A Multidisciplinary Research and Practice Journal*, 5, 119-131. DOI 10.1007/s12310-012-9096-7

McWayne, C. M., & **Bulotsky-Shearer, R. J.** (2013). Identifying family and classroom practices associated with stability and change of social-emotional readiness for a national sample of low-income children. *Special issue, Research in Human Development, Ecological Sources of Health and Positive Development across the Life Span: The Role of Familial and Non-Familial Relationships*, 10(2), 116–140.

Maier, M., Greenfield, D., & **Bulotsky-Shearer, R. J.** (2013). Development and initial validation of a preschool teacher attitudes and beliefs toward science questionnaire. *Early Childhood Research Quarterly*, 28, 366-378. <http://dx.doi.org/10.1016/j.ecresq.2012.09.003>

*Bell, E. R., Greenfield, D. B., & **Bulotsky-Shearer, R. J.** (2013). Classroom age composition and rates of change in school readiness from children enrolled in Head Start. *Early Childhood Research Quarterly*, 28, 1-10. doi.org/10.1016/j.ecresq.2012.06.002

Bulotsky-Shearer, R. J., *Bell, E., & Dominguez, X. (2012). Latent profiles of problem behavior within learning, peer, and teacher contexts: Identifying subgroups of children at academic risk across the preschool year. *Journal of School Psychology, 50*, 775-789. doi.org/10.1016/j.jsp.2012.08.001

Bulotsky-Shearer, R. J., Wen, X., Faria, A., Hahs-Vaughn, D., & Korfmacher, J. (2012). National profiles of classroom quality and family involvement: A multilevel examination of proximal influences on Head Start children's school readiness. *Early Childhood Research Quarterly, 27*, 617-639. doi:10.1016/j.ecresq.2012.02.001

Wen, X., **Bulotsky-Shearer, R. J.,** Hahs-Vaughn, D., & Korfmacher, J. (2012). Examination of Head Start program quality: Combining classroom quality and parent involvement to understand children's vocabulary, literacy, and mathematics achievement trajectories. *Early Childhood Research Quarterly, 27*, 640-653. doi:10.1016/j.ecresq.2012.01.004

Bulotsky-Shearer, R. J., Manz, P., Mendez, J., McWayne, C., Sekino, Y., & Fantuzzo, J. (2012). Peer play interactions and readiness to learn: A protective influence for African American preschool children from low-income households. *Child Development Perspectives, 3*, 225-231. *Special Issue on Positive Development among Minority Children*. doi: 10.1111/j.1750-8606.2011.00221

Bulotsky-Shearer, R. J., *Dominguez, X., & *Bell, E.R. (2012). Preschool classroom behavioral context and school readiness outcomes for low-income children: A multilevel examination of child- and classroom-level influences. *Journal of Educational Psychology, 104* (2), 421-438. doi: 10.1037/a0026301

Bulotsky-Shearer, R. J., *Bell, E.R., *Romero, S., & *Carter, T. (2012). Preschool interactive peer play mediates problem behavior and learning for low income children. *Journal of Applied Developmental Psychology, 33*, 53-65. doi: 10.1016/j.appdev.2011.09.003

Hahs-Vaughn, D. L., McWayne, C., **Bulotsky-Shearer, R.J.,** Wen, X., & Faria, A. (2011). Methodological considerations in using complex survey data: Applied examples with the Head Start Family and Child Experiences Survey (FACES). *Evaluation Review, Special Issue on Methodological Considerations in Secondary Data Analysis of Head Start Data, 35*(3), 304-313. doi: 10.1177/0193841X11412071.

Hahs-Vaughn, D. L., McWayne, C., **Bulotsky-Shearer, R.J.,** Wen, X., & Faria, A. (2011). Complex sample data recommendations & troubleshooting. *Evaluation Review, 35*(3), 304-313. doi: 10.1177/0193841X11412070.

Bulotsky-Shearer, R.J., *Fernandez, V., Dominguez, X., & Rouse, H. (2011). Behavior problems in learning activities and social interactions in Head Start classrooms, and early reading, mathematics, and approaches to learning. *School Psychology Review, 40* (1), 39-56.

Dominguez, X., Vitiello, V., Fuccillo, J., Greenfield, D., & **Bulotsky-Shearer, R.J.** (2011). The role of context in preschool learning: A multilevel examination of the contribution of context-specific problem behaviors and classroom process quality to low-income children's approaches to learning. *Journal of School Psychology, 49* (2), 175-195.

***Awarded 2011 *Journal of School Psychology* article of the year (received 8/2012)**

Bulotsky-Shearer, R. J., & Fantuzzo, J.W. (2011). Preschool behavior problems in classroom learning situations and literacy outcomes in kindergarten and first grade. *Early Childhood Research Quarterly*, 26, 61-73. doi:10.1016/j.ecresq.2010.04.004.

Bulotsky-Shearer, R. J., *Dominguez, X., *Bell, E.R., Rouse, H., & Fantuzzo, J.W. (2010). Relations between behavior problems in classroom social and learning situations and peer social competence in Head Start and kindergarten. *Journal of Emotional and Behavioral Disorders*, 18 (4), 195-210. doi: 10.1177/1063426609351172.

Bulotsky-Shearer, R. J., Fantuzzo, J.W., & McDermott, P.A. (2010). Typology of emotional and behavioral adjustment low-income children: A child-centered approach. *Journal of Applied Developmental Psychology*, 31, 180-191.

*Dominguez, X., **Bulotsky Shearer, R.**, Greenfield, D. B., & Manrique, S. (2009). Promoting classroom learning for Head Start children: The importance of identifying early behavior problems and fostering adaptive learning behaviors. *National Head Start Association Dialog: A Research-To-Practice Journal for the Early Intervention Field*, 12.

Bulotsky-Shearer, R. J., Fantuzzo, J. W., & McDermott, P. A. (2008). An investigation of classroom situational dimensions of emotional and behavioral adjustment and cognitive and social outcomes for Head Start children. *Developmental Psychology*, 44 (1), 139-154.

Fantuzzo, J. W., **Bulotsky-Shearer, R.**, Frye, D. McDermott, P. A., McWayne, C., & Perlman, S. (2007). Investigation of dimensions of social-emotional classroom behavior and school readiness for low-income, urban preschool children. *School Psychology Review*, 36 (1), 44-62.

Fantuzzo, J. W., **Bulotsky-Shearer, R.**, Fusco, R. A., & McWayne, C. (2005). An investigation of preschool classroom behavioral adjustment problems and social-emotional school readiness competencies. *Early Childhood Research Quarterly*, 20 (3), 259-275.

Bulotsky-Shearer, R., & Fantuzzo, J. (2004). Adjustment Scales for Preschool Intervention: Extending validity and relevance across multiple perspectives. *Psychology in the Schools*, 41 (7), 725-736.

Fantuzzo, J., McWayne, C., & **Bulotsky, R.** (2003). Forging strategic partnerships to advance mental health science and practice for vulnerable children. *School Psychology Review* 32, 17-37.

Fantuzzo, J., **Bulotsky, R.**, McDermott, P., Mosca, S. & Lutz, M. (2003). A multivariate analysis of emotional and behavioral adjustment and preschool educational outcomes. *School Psychology Review*, 32 (2), 185-203.

McWayne, C., & **Bulotsky, R.** (2002). Graduate Student Perspective: Fostering relationships between academic institutions and community agencies, schools, and families. *National Head Start Association Dialog: A Research-To-Practice Journal for the Early Intervention Field*, 5 (2 & 3), 410-414.

Peer-reviewed Manuscripts under Review:

- Bulotsky-Shearer, R.**, McDermott, P. A., Gort, M., Lopez, M., Fernandez, V., *Bouza, J., & *Bichay, K. (revise/resub). Development and initial validation of the Adjustment Scales for Preschool Intervention: Spanish form. *Journal of School Psychology*.
- *Bouza, J., **Bulotsky-Shearer, R.**, Bichay, K., Fernandez, V. (revise/resubmit). *Validation of the Spanish form of a multidimensional assessment of family engagement: Family Involvement Questionnaire*.
- Jacko, V., Chica, I., Lewis, S., & Bulotsky Shearer, R. (revise/ resub). Innovative preschool inclusion program offered by the Miami Lighthouse Learning Center for Children. *Journal of Visual Impairment & Blindness*.
- Bulotsky-Shearer, R. J.**, Fernandez, V., Bichay-Awadalla, K., *Bailey, J., *Futterer, J., & Huaqing Qi, C. (revise/resub). Classroom quality moderates social risks associated with problem behavior in preschool classroom contexts. *Journal of Applied Developmental Psychology*.
- Qi, C Huaqing, van Horn, L., **Bulotsky-Shearer, R.**, Davis, A., Zieher, A., & Carta, J. (submitted). *Behavior problems among preschool children from low-income families: Longitudinal effects of language skills and maternal depression symptoms. Journal of Early Intervention*.
- Bulotsky-Shearer, R.**, Fernandez, V., Bichay-Awadalla, K., *Bailey, J., *Futterer, J., & Huaqing Qi, C. (submitted). *Classroom quality moderates academic risks associated with problem behavior in preschool classroom contexts*.

Peer-reviewed Manuscripts in Preparation:

- Bulotsky-Shearer, R.**, Delgado, C., *Bichay, K., *Bailey, J., & *Futterer, J. (in prep). *An examination of children identified with social-emotional special needs in Head Start*.
- Bulotsky-Shearer, R.**, Williford, A.P., *Carter, T. M., & *Hasbrouck, S. (in prep). *Making the invisible visible: Using a contextual approach to identify shy and socially withdrawn children in preschool classrooms*
- Carter Clopet, T, & **Bulotsky-Shearer, R.** (in prep). *Does context matter? A classroom context-focused look at preschool children's engagement in the Head Start classroom and academic readiness*.
- *Bichay, K., **Bulotsky-Shearer, R.**, Fernandez, V., & Bouza, J. (in prep). *Classroom engagement mediates the relationship between internalizing behavior and academic outcomes in Head Start children*.
- *Lawrence, R., **Bulotsky-Shearer, R.**, Bichay, K., & Futterer, J. (in prep). *Construct validity of the Early Childhood Teacher Experiences Survey in Head Start*.
- Bulotsky-Shearer, R.**, Gort, M., *Bouza, J., & Lopez, M. (in prep). *A mixed method approach to inform the development of a culturally and linguistically measure of preschool emotional and behavioral adjustment*.
- Bulotsky-Shearer, R.**, Kahn Bortman, G., & Bailey, J. (in prep). *Behavior problems, peer rejection and interactive play in Head Start preschoolers*.

PROFESSIONAL

15. Funded Research Performed:

ACTIVE

The Children's Trust

10/1/2019-9/30/2020

Role: Shearer, R. (PI)

Title: *Early Childhood Integrated Data System: Miami-Dade IDEAS Consortium for Children*

Total costs: \$150,000

U-LINK Phase I Development Funding (University of Miami Laboratory for Integrative Knowledge)
1/1/2019-8/30/2019, with additional direct costs supported through 9/30/2020

Title: *Leveraging untapped opportunities in place and time: A community-based child well-being collaborative to address early learning gaps.*

Role: Bulotsky-Shearer, R. (PI), Bachin, R (Co-I), Brown, S (Co-I), Delgado, C (Co-I), Moise, I (Co-I), Mader, C., & Brosco, J. (Co-I).

Phase I funding to build a team of interdisciplinary researchers, with diverse but complementary expertise to advance a research agenda capitalizing on the use of big data on children and neighborhoods, integrated across public service sectors.

IES

1/1/19-9/30/21

H327S160017

Title: *Step Up AT to Promote Early Language and Literacy*

The goal of this project is to introduce assisted technology resources to promote early literacy among preschool children with disabilities, most of whom are ethnic minorities.

PI: Natale, R., Schladant, M.

Role: Shearer, R. (Co-I), Methodologist/Statistician

IES, Early Intervention and Early Learning in Special Education

7/1/2018 - 6/30/2022

Role: Messenger, D. (PI), Perry, L. (Co-PI), Elbaum, B. (Co-PI), Shearer, R. (Co-PI)

Title: *Teacher and Peer Speech in Inclusion Classrooms: Malleable Factors Affecting Language Outcomes for Children with Disabilities.*

The purpose of this project is to leverage innovative technologies to understand the role of teacher and peer speech in the language development and social relationships of preschool children with disabilities served in inclusive preschool classrooms.

The Children's Trust

3/1/2018-9/30/2019

Role: Shearer, R. (PI)

Title: *Early Childhood Integrated Data System: Miami-Dade Partnership for School Readiness*

Total costs: \$300,000 per year for two years

90YE0197

10/1/2017-9/30/2019

ACF, OPRE, Child Care Graduate Student Research Scholars Grant

Role: R. Shearer (PI, faculty mentor); K. Bichay (doctoral student)

Title: *Examining the Role of Varying Levels of Classroom Quality for Toddlers in Early Head Start and Subsidized Child Care Programs: Understanding Threshold Effects*

Total costs: \$50,000

The Children's Trust

5/1/2017-7/31/2021

Role: PI (R. Shearer), Co-PI (J. Ehrenreich-May)

Title: *Making Connections for Children, Teachers, Families: Pyramid Model Learning Communities, Early childhood community research demonstration project*

Total costs: \$830,000

Four-year RCT evaluation of implementation of school-wide intervention supports, learning communities, and home-school parent engagement activities for Pyramid Model in high poverty schools. Research conducted in collaboration with Head Start, Title 1, and VPK classrooms, with M-DCPS Office of Early Childhood and Miami Children's Initiative (MCI).

The Children's Trust 5/1/2017-7/31/2021
 Role: Co-PI (R. Shearer), UM Subcontract/Evaluator
 Title: *Miami Lighthouse for the Blind Early Learning Program, Early childhood community research demonstration project*. Total costs of subaward: \$123,072
 Four-year longitudinal evaluation of implementation of Miami Lighthouse for the Blind early learning/inclusion program birth to five, for children with visual impairment and typically developing children in the community.

The National Science Foundation (NSF) 9/1/16-8/31/20
 Role: Messinger (PI), Song (Co-PI), Laursen (Co-PI), Shearer (Co-PI), Johnson (Co-PI)
 Title: *Continuous Measurement of Children's Behavior and the Development of Social Dynamics*
 The goal of this inter-disciplinary longitudinal project is to examine the development of children's social networks using real-time, continuous observations of classroom behavior.

OPRE, Early Head Start University Partnerships Cooperative Agreement 10/1/15-9/30/2020
 Title: *An Inquiry Based Approach: Supporting Teachers and Families to Improve Early Child Development for Infants and Toddlers*
 Role: Greenfield (PI); Fernandez (Co-I); Bulotsky-Shearer (Co-I)
 The purpose of this 5-year research grant is to develop and test the efficacy of an inquiry-based model in Early Head Start programs, through partnerships with the Miami-Dade County Early Head Start program. The first phase of the project (year 1) in which I am involved is to develop and implement a coaching model supporting the foundation for responsive caregiving. The second phase will develop, implement, and test a coaching model supporting exploration and discovery.

COMPLETED SUPPORT

90YR0096-01-00 10/1/16-9/30/19
 ACF, OPRE, Head Start Graduate Student Research Grants
 Role: R. Shearer (PI, faculty mentor); J. Bouza (doctoral student)
 Title: *Developing a multidimensional measure of family engagement for Toddlers in the Early Head Start Program: A mixed-method approach*. Total costs: \$50,000

R305H140140 8/16/14-8/15/19
 IES, Partnerships Focused on Problems of Practice or Policy, Research Grant.
 Role: Bulotsky-Shearer (PI), University of Miami; M. Diaz (Co-PI), Miami-Dade County Public Schools Office of Early Childhood Education
 Title: *Miami-Dade County partnership for school readiness and early school success*.
 Total costs: \$399,606.00
 This is a researcher-practitioner partnership with University of Miami (UM), as the lead and Miami-Dade County Public Schools (M-DCPS), with partners, The Children's Trust (Trust), and the Early Learning Coalition of Miami-Dade/Monroe (ELC), and the Miami-Dade County Head Start program. The partnership will examine patterns of prekindergarten participation across the county, patterns of school readiness, and develop a mechanism for long-term data sharing, integration, and use of data for research and policy purposes to address the school readiness needs of low-income children.

The Children's Trust 1/1/2017-12/31/2018
 Role: Co-PI's (V. Fernandez, R. Shearer)
 Title: *Quality Counts Implementation Evaluation*
 Total costs: \$300,000 per year for three years

We will be contracting with The Children's Trust to conduct an implementation/process evaluation of the current quality improvement and rating system in Miami-Dade County.

University of Miami Provost's Research Award

6/1/16 – 5/31/17

Role: Bulotsky-Shearer (PI)

Title: *Identifying sources of variability in ratings of behavior problems within classroom contexts to improve early identification of diverse low-income preschoolers.*

Total costs: \$17,000

The Children's Trust of Miami-Dade, Quality Counts

6/1/15-9/30/16

Title: *Quality Counts Provider Surveys and Needs Assessment* (\$42,999)

The purpose of this contract with The Children's Trust is to develop surveys for early childhood program providers, analyze classroom quality data, and to conduct a needs assessment for those currently participating in Quality Counts (Miami-Dade County's tiered quality rating system for early childhood programs) in order to inform improvement to the current system.

R305A120323

8/1/12 - 7/31/16

IES, Early Childhood Programs and Policies, Goal 2 Intervention Development Grant

Role: Downer (PI) University of Virginia; Bulotsky-Shearer & Williford (Co-PI's)

Title: *Using observations of child behavior in context to guide early educators' response toward children who display challenging behaviors*

Total costs: \$487,763

The purpose of this research grant is to develop and pilot a web-mediated and guided video review intervention based on the MyTeachingPartner (MTP) approach but focused on individual children displaying challenging behavior within the preschool classroom. The project capitalizes on contextual assessment practices (ASPI, inCLASS). The goal is to support teachers' ability to observe and understand children's behavioral needs within context and to support teachers' use of evidence-based strategies through web-based and on-site professional development consultancy support.

The Children's Trust of Miami-Dade, Innovation Grant

7/1/15-9/30/15

LOOK Home-School Connections (\$24,990)

The purpose of this project is to develop, adapt, and pilot test family engagement resources and home-school connection activities related to the LOOK (Learning to Objectively Observe Kids) Intervention that focuses on supporting early childhood teachers to enhance children's social, emotional, and behavioral development; the goal is to increase home-school communication between families and teachers for ethnic and linguistic minority children enrolled in preschool programs in low-income Miami-Dade County communities.

R305A1100233

7/1/10-6/30/15

IES, Early Childhood Programs and Policies, Goal 5, Measurement Development Research Grant

Role: Bulotsky-Shearer (PI); P. McDermott (Co-PI); M. Lopez & M. Gort (Co-I's)

Title: *Extending the cultural and linguistic validity of the Adjustment Scales for Preschool Intervention (ASPI) for low-income, Latino children*

Total costs = \$1,424,795

The purpose is to develop culturally and linguistically equivalent Spanish and English forms of the Adjustment Scales for Preschool Intervention (ASPI) with bilingual Spanish speaking teachers in the Miami-Dade Head Start program. The 4-year project includes a multi-step translation procedure and pilot (year 1), large-scale data collection (N=3,600 children, N=90 classrooms) during years 2-3

(2011-2013), establishing construct and criterion-related validity, dimensional comparability of both forms, and equating forms to a common scale for application through IRT.

NIH Loan Repayment Program; Pediatric Research, NICHD. 10/1/13-9/30/15

Title: *Extending the cultural and linguistic validity of the ASPI & using observations of child behavior in context*; Total costs: \$19,959.14

University of Miami Provost's Research Award

6/1/14 – 5/31/15

Role: Bulotsky-Shearer (PI)

Title: *Social-Emotional trajectories of preschool children from low-income households*

Total costs: \$17,000

This purpose of this research grant is to examine differential change trajectories of social-emotional adjustment for low-income preschool children as they are associated with academic achievement and social adjustment outcomes in kindergarten. The project will be conducted in collaboration with the Miami-Dade County Public Schools Office of Assessment, Research, and Data Analysis.

90YR0068-01-00

9/29/13-9/30/15

Administration for Children and Families, Office of Planning Research & Evaluation, U.S.

Department of Health and Human Services, Head Start Graduate Student Research Grants

Role: R. Shearer (PI, faculty mentor); T. Carter (doctoral student)

Title: *Profiles of classroom engagement in Head Start children: Implications for academic readiness*

Total costs: \$50,000

The project empirically identified latent profiles of classroom engagement within the context of teachers, peers, and learning tasks through a research-partnership with the Miami-Dade Head Start program. Latent transition and hierarchical linear modeling were used to examine change in children's classroom engagement profiles across the preschool year, child- and classroom-level predictors of change, and differential associations with gains in academic skills across the year.

University of Miami, School of Medicine, Clinical and Translational Science

3/1/14- 5/31/14

Institute Biostatistics Pilot Methodology Development Award

Role: Bulotsky-Shearer (PI)

Title: *Identifying sources of variability in contextual assessment of culturally and linguistically diverse preschoolers*

Total costs: \$10,000

The purpose of this pilot project is to explore sources of variation (systematic and random error) in teacher report measures of preschool social, emotional, and behavioral adjustment to inform the utility of measures to be used in early childhood programs serving children at risk.

NIH Loan Repayment Program; Pediatric Research, NICHD.

10/1/11-9/30/13

Title: *Extending the cultural and linguistic validity of emotional and behavioral adjustment for low-income, Latino preschool children: A child-centered developmental-ecological approach*

Total costs: \$20,711.46

University of Miami Provost's Research Award

9/1/10 – 5/31/11

Role: Bulotsky-Shearer (PI)

Title: *Contextual assessment of preschool emotional and behavioral adjustment: Extending validity for low-income Latino children*

Total costs: \$15,500

This purpose of this research grant was to examine the construct validity of the English form of the ASPI and other preschool measures in Miami-Dade Head Start.

Society for the Study of School Psychology Research Early Career Award 7/1/09-6/30/11

Role: Bulotsky-Shearer (PI)

Title: *Extending the relevance of the Adjustment Scales for Preschool Intervention for low-income, Latino children*. Total costs: \$10,613

The purpose of this research grant was to examine the construct validity of the English form of the Adjustment Scales for Preschool Intervention (ASPI) within culturally and linguistically diverse classrooms (N=53 classrooms) for (N=900 children) participating in the Miami-Dade Head Start program during 2009-2010.

University of Miami General Research Support Award 6/1/09-5/31/10

Role: Bulotsky-Shearer (PI)

Title: *Examining the educational trajectories of children with emotional and behavioral needs: A community-based pilot study*. Total costs =\$6,500

The purpose of this project was to establish data linkages for administrative data housed within three community-based agencies (Miami-Dade County Community Action Agency Head Start program, Miami-Dade Public Schools, and the statewide disability/child-find program, Children's Registry and Information System); archival databases were linked for an entire cohort of Head Start children (N=6,098, during 2008-09 academic year).

90YR0009 10/1/07-9/30/09

ACF, US DHHS, Secondary Analysis of Head Start Data Research Grant

Role: Bulotsky-Shearer & Wen (Co-PI's), Korfmacher (Co-I)

Title: *A multidimensional examination of early childhood program quality: Combining classroom process quality and parent involvement to understand developmental and school Readiness outcomes for early Head Start and Head Start children*

Total costs =\$100,000

The purpose of this research grant was secondary analysis of the nationally representative Family and Child Experiences Survey (FACES cohorts 1997, 2000) to examine the combined contribution of family involvement and classroom quality to Head Start children's social emotional and academic skills, using both a multilevel variable centered and person-centered approach.

90YD0104/02 10/1/01-9/30/03

ACF, US DHHS, Head Start Graduate Student Research Scholars Grant

Role: Bulotsky-Shearer (graduate student), John Fantuzzo (Faculty mentor PI)

Title: *Relationship between contextually relevant assessment of emotional and behavioral adjustment in Head Start and children's academic achievement and social adjustment in primary grades*

Total costs =\$35,000

The purpose of this research grant was to examine longitudinal associations between preschool emotional and behavioral adjustment and third grade social adjustment and academic achievement, for a sample of Philadelphia Head Start children (N=829) followed into their second and third grade year. Data were collected via administrative records (attendance, special education classification, standardized reading and mathematics achievement, report card grades) and teacher-reports of children emotional and behavioral adjustment.

16. Editorial Responsibilities:

Associate Editor, Journal of Applied Developmental Psychology (October 2018 - present)

Editorial Board, Early Childhood Services: An Interdisciplinary Journal of Effectiveness (April 2006 - present)

Editorial Board, Early Education & Development (January 2011 - present)

Guest Associate Editor, Journal of School Psychology, 2017-18

Editorial Board, Journal of School Psychology (January 2013 - present)

Editorial Board, Journal of Applied Developmental Psychology (December 2014 - present)

Editorial Board, Early Childhood Research Quarterly (February 2018 – present)

Editorial Board, Child and Youth Care Forum (September 2007 - 2008)

Editorial Board, Journal of Emotional & Behavioral Disorders (January 2016 - present)

Ad Hoc Manuscript Reviewer. *Early Education and Development, Early Childhood Research Quarterly, Child and Youth Care Forum, School Psychology Review, Early Childhood Services, Journal of Abnormal Child Psychology, Quality of Life Research, Journal of Early Intervention, Journal of Experimental Education, Journal of Applied Developmental Psychology, European Journal of Psychology of Education, Developmental Psychology, National Head Start Association Dialog, Learning & Individual Differences, Child Development, Child Development Perspectives, Journal of Educational Psychology, Social Development, Applied Developmental Science, Parenting: Science and Practice, PLOS ONE, Journal of Research on Educational Effectiveness*

Reviewer (2016). Book review, Cohen et al. (2016). *Observing and recording the behavior of young children, 6th edition*. New York: Teachers College Press.

Reviewer (2015). Book chapter: Assessment and school readiness. In O. Saracho and B. Spodek, (Eds.) *Research in Educational Assessment and Evaluation in Early Childhood Education* for series titled *Contemporary Perspectives in Early Childhood Education*. Info Age Publishing.

Reviewer (2015). Textbook chapters on emotional, social development in infancy; cognitive and language development in infancy and early childhood. *Child Development: Cascades, Context, and Culture*. Oxford University Press.

16. Professional Activities/Consultation and Honorary Organizations:

American Education Research Association, 2002 – present

- Division E, Counseling and Human Development
- Special Interest Group 32 Early Education and Child Development
- Special Interest Group 170 Social and Emotional Learning

American Psychological Association, 1999 – 2012

- Member, Division 16, School Psychology

Association for Psychological Science, 2009-2010

National Association for the Education of Young Children, 2010- present

National Association for School Psychologists, 2002 – 2010

Society for Prevention Research, Early Career Member, 2009 – 2010

Society for Research in Child Development, 2004 – present

Society for Research in Educational Effectiveness, 2011-present

Consultant, Sesame Street Workshop, 2014-2015

Consultant, ABCMouse, Age of Learning, 2016-2018

Grant Reviewer, Head Start Bureau Graduate Student Research Grants, Administration on Children and Families, U.S. Department of Health and Human Services (May 2002- present).

Grant Reviewer, Austrian Science Fund, Humanities and Social Sciences (May 2016, Oct 2016).

Invited External Grant Reviewer, Wayne State University, WSU's President's Research Enhancement Program (June 2015).

Standing Panel, Grant Reviewer, Institute for Education Sciences, Early Childhood Programs and Policies (2015-present).

Advisory Group Member, National Science Foundation Advancing Informal STEM Learning (AISL) grant (Swartz, PI) *Peg + Cat: Adventures in Learning project* (Pittsburgh, PA). (9/1/15-present).

Grant Reviewer, Social Sciences and Humanities Research Council of Canada, (December 2014).

University of Miami Research Council Member and Grant Reviewer. University of Miami Provost Research Awards, Social Sciences (November 2010 -present).

Reviewer, Head Start's National Research Conference Committee (October 2007- present).

Reviewer, Society for Research in Child Development Conference Committee (June 2010-present).

Reviewer, American Education Research Association's Annual Meeting (SIG 32 Early Education & Child Development; SIG 170 Social and Emotional Learning) (August 2009- present).

Reviewer, Society for Research in Educational Effectiveness Conference (Sept 2013-present)

Faculty Mentor, Cross University Collaborative Mentoring Conference. (May 2005 - present).

Faculty Mentor and Chair, Southeastern Regional Collaborative Mentoring Child Psychology Research Conference (May 2013-2016).

Expert Reviewer (2013) U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start, National Center on Quality Teaching and Learning, Professional Development Course, "Engaging Interactions and Environments."

Newsletter editor (11/2011-8/2014), AERA, SIG 170 Social and Emotional Learning.

Expert advisor, Study of Coaching Practices in Early Care and Education Settings (SCOPE) project, Mathematica Policy Research (1/2017-12/2017)

Expert advisor, *Starting Ahead. Staying Ahead. Early Childhood National Summit*, University of Florida, February 8-10, 2017

Policy thought leader, Florida Grade Level Reading Campaign, 1/2017-present.

17. Honors and Awards:

1993-1995	Advanced Training Fellow, Center for Infants and Parents, Columbia University
1993-2003	Dean's Fellowship, University of Pennsylvania Graduate School of Education
7/2001	National Center for Educational Statistics ECLS-K Training Award
2003	School Psychologist Certification, Commonwealth of Pennsylvania
8/11/2004	Dissertation and Oral Defense merited Distinction
5/14/2005	Phi Delta Kappa Award, Tau Chapter for Outstanding Dissertation of the Year, University of Pennsylvania Graduate School of Education
6/2005	Child Care and Early Education Research Connections (CCEERC), ACF/USDHHS Head Start FACES longitudinal competitive data training award
4/2008	AERA Division E New Faculty Mentoring Program Award
2009-2011	Society for the Study of School Psychology Research Early Career Award
2009-2010	University of Miami McLamore Research Award
2010-2011	University of Miami Provost's Research Award
2011-2015	NIH Loan Repayment Program: Pediatric Research (NICHD)
8/2012	2011 <i>Journal of School Psychology (JSP)</i> article of the year.
6/21/2012	Outstanding Mentor Award, Cross University Collaborative Mentoring Conference
2013-2014	University of Miami Provost's Research Award
2014	Scientists and Engineers Expanding Diversity and Success (SEEDS) You Choose Leadership Award, supporting 1st Annual Southeast Collaborative Cross-University Mentoring Conference; June 2014 (\$2,500)
2014	Clinical and Translational Science Institute Biostatistics Pilot Methodology Development Award, University of Miami, Medical School (\$10,000)
2016	IES-sponsored Northwestern University Summer Training Institute in Quasi-Experimental Design (August 1-14, 2016). Evanston, IL.
2018-19	<i>Actionable Intelligence for Social Policy (AISP) Site</i> , selected as one of the sites for the Spring 2018 cohort, Training and Technical Assistance Learning Community for Integrated Datasystems. University of Pennsylvania. Funded by Annie E Casey and MacArthur Foundations.

18. Peer-Reviewed Professional Presentations:

Chica, I, De Angelis, L, Bailey, J, **Shearer, R.** (2019, November). *Research-based best practices of an early learning inclusion model for children with and without visual impairment*. NAEYC National Association for the Education of Young Children Conference. Nashville, TN.

Morris, C. T., Alicot, C., **Bulotsky-Shearer, R.**, Combs, C. (2019, October). *Coaching the Coaches: Training and Reflection of Pyramid Model Leaders*. Poster accepted to the 2019 Annual Division of Early Childhood Meeting, Dallas, TX.

Morris, C. T., Grossman, R., **Bulotsky-Shearer, R.**, & Arbide, K. (2019, November). *Social Emotional Learning and Development: Pyramid Model Teachers' Description and Self-Efficacy*. Poster accepted to the 2019 Annual Division of Early Childhood Meeting, Dallas, TX.

Bulotsky-Shearer, R., Ehrenreich-May, J., Morris, C., Grossman, R., Bailey, J., Futterer, J., Alicot, C., Arbide, K., & Combs, C. (May, 2019). Making Connections for Teachers, Families, and Children: Implementation Supports for the Teaching Pyramid Model in High Poverty Neighborhoods. Poster presented at the 16th annual National Training Institute on Effective Practices: Addressing Challenging Behavior, St. Petersburg, FL.

Bichay-Awadalla, K., & **Bulotsky-Shearer, R.** (April, 2019). *Examining the Role of Varying Levels of Classroom Quality for Toddlers in Early Head Start and Subsidized Child Care Programs: Understanding Threshold Effects*. Paper presented at 2019 Early Care and Education Scholars Grantee Meeting. Washington, DC.

Bichay-Awadalla, K., Frechette, E., **Bulotsky-Shearer, R.**, Bailey, J., Nino, S., & Greenfield, D. (March, 2019). *Examining the Validity of an Ecobehavioral Observational Assessment of Social-Emotional Skills: The Behavior Observation Measure*. Poster presented at 2019 SRCD Biennial Meeting. Baltimore, MD.

Bichay-Awadalla, K., & **Bulotsky-Shearer, R.** (March, 2019). *Examining the Role of Varying Levels of Classroom Quality for Toddlers in Early Head Start and Subsidized Child Care Programs: Understanding Threshold Effects*. Poster presented at 2019 SRCD Biennial Meeting. Baltimore, MD.

Bailey, J., **Shearer, R.**, Futterer, J., & Gutierrez, M. (March, 2019). It's Playtime!: Parent Reported Peer Play Skills in the Home Context and Preschool Learning Outcomes. Poster presented at Society for Research in Child Development, Baltimore, MD.

Lawrence, R., Awadalla, K., Futterer, J., & **Shearer, R.** (February, 2019). Effects of Teachers' Experiences on Children's Behavioral and Academic Outcomes. Poster presented at Sunshine Education Research Center (ERC) – Research Day, Tampa, FL.

Bichay, K., Qi, C., **Bulotsky-Shearer, R.**, & Carta, J. (2018, June). *Bidirectional Relationship between Language Skills and Behavior Problems in Head Start Preschoolers*. Poster presentation at ACF's National Research Conference in Early Childhood, Arlington, VA.

Bouza, J., Fernandez, V., Sanchez, D., Perez, C., Garcia, S., **Shearer, R.**, & Greenfield, D. (2018, June). *Validating the Family and Provider/Teacher Relationship Quality (FPTRQ) Family and Teacher Questionnaires for Toddler Programs*. Poster presentation at ACF's National Research Conference in Early Childhood, Arlington, VA.

Bichay, K. & **Bulotsky-Shearer, R.** (2018, June). *Examining the Role of Varying Levels of Classroom Quality for Toddlers in Early Head Start and Subsidized Child Care Programs: Understanding Threshold Effects*. Poster presentation at ACF's National Research Conference in Early Childhood, Arlington, VA.

Bichay, K., & **Bulotsky-Shearer, R.** (June, 2018). *Examining the Role of Varying Levels of Classroom Quality for Toddlers in Early Head Start and Subsidized Child Care Programs: Understanding Threshold Effects*. Poster presented at 2018 National Research Conference on Early Childhood. Arlington, VA.

Bulotsky-Shearer, R., Bichay, K., Ponciano, L., & Thai, K.P. (2018 April). *The impact of ABCmouse on summer slide in reading and mathematics for rising first graders*. Paper presented at AERA (American Education Research Association). New York, NY.

Bulotsky-Shearer, R., Pittman, L., Diaz, M., Espinosa, A., Arcia, E., Delgado, C., & Greenfield, D. (2018 April). *Miami-Dade County Partnership for School Readiness and Early School Success*. Paper presented at AERA (American Education Research Association). New York, NY.

Qi, C., Bichay, K., & **Bulotsky-Shearer, R.** (2018, March). *Not all correlations are equal: How measurement and context may influence the relationship between language and behavior in children and teachers*. Paper presented at CREI (Conference on Research Innovations in Early Intervention), San Diego, CA.

Bichay, K., & **Bulotsky-Shearer, R.** (February, 2018). *Examining the Role of Varying Levels of Classroom Quality for Toddlers in Early Head Start and Subsidized Child Care Programs: Understanding Threshold Effects*. Paper presented at 2018 Early Care and Education Scholars Grantee Meeting. Arlington, VA.

Bulotsky-Shearer, R., McDermott, P., & Lopez, M. (2017, April). *Trajectories of Hispanic Preschoolers' Socioemotional Adjustment and Elementary School Achievement*. Symposium Presentation in N. Bohlmann, N. & N. Palacios (Chairs). *The School Readiness of Latino Children: Importance of Self-Regulation for Early Achievement*. Biennial Meeting of the Society for Research in Child Development, Austin, TX.

Bichay, K., **Bulotsky-Shearer, R.**, & Bouza, J. (2017, April). *Classroom Engagement Mediates Associations between Internalizing Behavior and Academic Outcomes for Low-income Preschool Children*. Poster presented at the Biennial Meeting of the Society for Research in Child Development, Austin, TX.

Bulotsky-Shearer, R., Vitiello, V., Williford, A., Downer, J., & Ruzek, E. (2017, April). *Data-driven, Video-based Teacher Consultation to Improve Social-Behavioral Outcomes of Preschoolers with Self-regulation Deficits*. Symposium Presentation in J. Downer (Chair), C. Cybele Raver (Discussant), *Self-regulation Interventions to Promote School Success across Prek-5th Grade*. Biennial Meeting of the Society for Research in Child Development, Austin, TX.

Riser, Q., Rouse, H., & **Bulotsky-Shearer, R.** (2017, April). *The Mediating Role of Approaches to Learning on the Relationship between Preschool Problem Behaviors and Early Math Success*. Poster presented at the Biennial Meeting of the Society for Research in Child Development, Austin, TX.

Waterman, C. (Moderator), Ebanks, C., Pears, K., **Bulotsky-Shearer, R.**, & Strambler, M. (2017, April). *Conversation roundtable: Researcher-practitioner partnerships in early childhood education: Benefits, processes, successes, and challenges*. Biennial Meeting of the Society for Research in Child Development, Austin, TX.

Bouza, J., **Bulotsky-Shearer, R.**, Fernandez, V., Gaona, P., Sanchez, D., Bichay, K., Perez, C., & Garcia, S. (2017, April). *The Relationship between Family Engagement and Approaches to Learning for Latino Head Start Children*. Poster presented at the Biennial Meeting of the Society for Research in Child Development, Austin, TX.

Bulotsky Shearer, R., Arcia, E., Pittman, L., Espinosa, A., & Diaz, M. (2016, December). *Initial findings from the Miami-Dade Partnership for School Readiness and Early School Success*. Poster presented at the 2016 IES Principal Investigators Meeting. Washington, DC.

Bulotsky Shearer, R., Williford, A., & Downer, J. (2016, July). *Pilot findings from a data-driven, video-based early childhood teacher consultation model to improve children's challenging behaviors*. Poster presentation, ACF National Research Conference on Early Childhood. Washington, DC.

Bulotsky-Shearer, R., Lopez, M., & McDermott, P. (2016, July). Concurrent validity for the Spanish form of the Adjustment Scales for Preschool Intervention for culturally and linguistically diverse Latino children. In symposium (Chair, B. Foster) *Validity explorations in culturally-situated measures designed to promote preschool children's school readiness*. ACF National Research Conference on Early Childhood. Washington, DC.

Bichay, K., **Bulotsky-Shearer, R.**, & Bouza, J. (2016, July). *Does Classroom Engagement Mediate Associations between Internalizing Behavior Problems and Language and Literacy Outcomes for Low-income Preschool Children?* Poster presentation, ACF National Research Conference on Early Childhood. Washington, DC.

Reilly, S., Downer, J., Williford, A., & Bulotsky Shearer, R. (2016, July). *Implementation Effects of the Learning to Objectively Observe Kids (LOOK) Consultation Model: An Exploratory Analysis*. Poster presentation, ACF National Research Conference on Early Childhood. Washington, DC.

Bouza, J., **Bulotsky-Shearer, R.**, Fernandez, V., Gaona, P., & Bichay, K. (2016, July). *Recojes Lo Que Siembras: Examining the Relationship between Family Engagement and School Readiness Skills for Latino Head Start Children*. Poster presentation, ACF National Research Conference on Early Childhood. Washington, DC.

Munoz-Jimenez, M., Bouza, J., **Bulotsky-Shearer, R.**, & Fernandez, V. (2016, July). *Protective Effects of Bilingualism on Head Start Children: Examining the Relationship between Bilingualism and Approaches to Learning*. Poster presentation, ACF National Research Conference on Early Childhood. Washington, DC.

Williford, A., Downer, J., & Shearer, R. (2016, June). *Pilot Results of Using a Data-driven, Video-based Consultation Teacher Consultation Model to Improve Preschool Children's Challenging Behaviors*. Society for Prevention Research Annual Meeting, San Francisco, CA.

Downer, J., **Bulotsky Shearer, R.**, Ampudia, S., & Villanueva, D. (2016, April). *Introduction to the Learning to Objectively Observe Kids (LOOK) Model: Integrating Pyramid Model Strategies into Consultation Cycles with Preschool Teachers*. National Training Institute 2016: Addressing Challenging Behavior, University of South Florida, St. Petersburg, FL.

Hemmeter, M. L., Snyder, P., Feil, E., **Bulotsky-Shearer, R.**, & Downer, J. (2016, April). *Research on Pyramid Model Practices: Findings, Issues, and Implications*. National Training Institute 2016: Addressing Challenging Behavior, University of South Florida, St. Petersburg, FL.

Ebanks, C. (moderator). Pears, K., **Bulotsky-Shearer, R.**, & Strambler, M. (2015, December). Researcher-practitioner partnership collaborations: Lessons learned from preschool to kindergarten transition partnerships. Invited symposium presentation, *2015 IES Principal Investigators Meeting*. Washington, DC.

Levine Coley, R., Moiduddin, E., Yoshikawa, H., Gordon, R., (Presenters) with **Shearer, R.**, & Armstead, C. (Discussants) (2015, November). *Informing Current Policy Issues in Early Childhood Education: Preschool Program Efficacy, Composition, and Quality Improvement*, Symposium presentation at Association for Public Policy Analysis & Management (APPAM) Fall Research Conference, Miami, FL.

Bulotsky-Shearer, R., Ampudia, S., & Villanueva, D. (2015, September). *Using LOOK strategies to address challenging behaviors in preschool classrooms*. Presentation at the Second Annual Children First Conference, Early Learning Coalition of Miami-Dade/Monroe. Miami, FL.

Bulotsky-Shearer, R., Ampudia, S., & Villanueva, D. (2015, July). *LOOK at that! Using the LOOK Model to address challenging behavior in preschool classrooms*. Presentation at Florida One Goal Summer Early Childhood Conference. Tampa, FL.

Bichay, K., & **Bulotsky-Shearer, R.** (2015, June) *Behavior problems and language and literacy*. Presented at Cross University Collaborative Mentoring Conference. Philadelphia, PA.

Carter, T.M., & **Bulotsky-Shearer, R. J.** (2015, June). *Patterns of classroom engagement across a Head Start Year: Associations with academic readiness*. Presented at the Cross University Student Mentoring Conference Annual Meeting, University of Pennsylvania. Philadelphia, PA.

Bouza, J. ., & **Bulotsky-Shearer, R. J.** (2015, June). *Recojes Lo Que Siembras: Examining the relationship between family engagement and school readiness skills for Latino Head Start children*. Presented at the Cross University Student Mentoring Conference Annual Meeting, University of Pennsylvania. Philadelphia, PA.

Bichay, K., & **Bulotsky-Shearer, R.** (2015, May) *Behavior problems and language and literacy: The moderating effect of ethnicity*. Presented at South Florida Child Psychology Research Conference. Miami, FL.

Bulotsky-Shearer, R., McDermott, P. A., Gort, M., & Lopez, M. (2015, April). *Development and initial validation of the Adjustment Scales for Preschool Intervention: Spanish form*. Paper presentation in *Symposium, Early childhood measures: Issues of validity & reliability*. American Education Research Association Annual Meeting, Chicago, IL.

Bulotsky-Shearer, R. (Chair). (2015, March). *Helping young children to positively engage in early childhood classrooms: Findings from three Social-emotional Learning programs*. Symposium presentation at the Society for Research in Child Development Biennial Meeting, Philadelphia, PA.

Zambrana, K., Bouza, J., **Bulotsky Shearer, R.**, & Gaona, P. (2015, March). *Buffering the effects of poverty on Head Start children: Dimensions of family involvement and approaches to learning*. Poster presentation at the Society for Research in Child Development Biennial Meeting, Philadelphia, PA.

Carter, T., & **Bulotsky Shearer, R.** (2015, March). *Patterns of children's classroom engagement across a year in Head Start*. Poster presentation at the Society for Research in Child Development Biennial Meeting, Philadelphia, PA.

Bouza, J., **Bulotsky Shearer, R.**, Gaona, P., & Bichay, K. (2015, March). *Psychometric analyses for the Family Involvement Questionnaire for Latino Spanish-speaking Head Start families*. Poster presentation at the Society for Research in Child Development Biennial Meeting, Philadelphia, PA.

Bouza, J., Zambrana, K., Fernandez, V., Carter, T., **Bulotsky Shearer, R.**, Gaona, P., & Bichay, K. (2015, March). *Examining the role of family involvement domains on Head Start children's peer social competence and behavioral adjustment*. Poster presentation at the Society for Research in Child Development Biennial Meeting, Philadelphia, PA.

Downer, J., Williford, A., & **Bulotsky-Shearer, R.** (2015, March). Using data-drive, video-based consultation with teachers to address children's challenging behaviors in early childhood education. *Symposium presentation in Social and Emotional interventions in education settings: Using developmentally-informed measures of classroom settings, student behavior, and teacher networks to enhance educational practice from preschool to middle school*. Society for Research in Educational Effectiveness (SREE) Spring 2015 Conference, Washington, DC.

Carter, T., & **Bulotsky-Shearer, R. J.** (2014, November). *Profiles of classroom engagement in Head Start children: Implications for academic readiness*. Preliminary findings (aim 1 &2) presented at the OPRE Research Scholars Grantee Meeting, Washington, DC.

Bulotsky-Shearer, R., Williford, A., Downer, J., L'hospital, A. (2014, July). *Using data to individualize the scope and sequence of consultation with teachers and address children's challenging behaviors in Head Start classrooms*. Poster presentation, the Head Start 12th National Research Conference, Washington, DC.

Bulotsky-Shearer, R., Lopez, L., & Mendez, J. (2014, July). The validity of interactive peer play competencies for Spanish speaking Latino preschool children from low-income households. In Symposium, J. Mendez (Chair), *Identifying social competence to foster resilience in Latino low-income preschoolers: Ecocultural perspectives on social development*. Paper presentation in symposium at the Head Start 12th National Research Conference, Washington, DC.

Bulotsky-Shearer, R., Williford, A., Carter, T., & Hasbruck, S. (2014, July). *Making the invisible visible: Using a contextual approach to identify shy and socially withdrawn children in preschool classrooms*. Poster presentation at Head Start 12th National Research Conference, Washington, DC.

Bouza, J., **Bulotsky-Shearer, R.**, & Zambrana, K. (2014, July). *Multidimensional assessment of family involvement for urban, low-income families in the Southeast*. Poster presentation at the Head Start 12th National Research Conference, Washington, DC.

Carter, T. & **Bulotsky-Shearer, R.** (2014, July). *Profiles of classroom engagement in Head Start children*. Poster presentation at the Head Start 12th National Research Conference, Washington, DC

Fernandez, V. A., & **Bulotsky-Shearer, R.** (2014, July). *Examining the influence of activity settings on classroom interaction quality means*. Poster presentation at the Head Start 12th National Research Conference, Washington, DC.

Bouza, J., **Shearer, R.**, & Fernandez, V. (2014, June). *Evidence of predictive validity for a multidimensional assessment of family involvement*. 14th Annual Cross-University Collaborative Mentoring Conference. Fordham University, Bronx, New York.

Carter, T., & **Bulotsky-Shearer, R. J.** (2014, June). *Contextualized profiles of classroom engagement across the year in Head Start children*. 14th Annual Cross-University Collaborative Mentoring Conference, Fordham University, Bronx, New York.

Carter, T., & **Bulotsky-Shearer, R. J.** (2014, May). *Contextualized profiles of classroom engagement in Head Start children*. First Annual Southeast Cross University Student Mentoring Conference Annual Meeting, Coral Gables, FL.

Bouza, J., **Shearer, R.**, & Fernandez, V. (2014, May). *Validity analysis for a multidimensional assessment of family involvement for Head Start families*. First Annual Southeast Cross-University Mentoring Conference. Coral Gables, FL.

Hunt, C., & **Bulotsky-Shearer, R.** (2014, April). *Peer social interactions between preschoolers with a language match and preschoolers with a language mismatch*. Poster presentation at ACC Meeting of the Minds Undergraduate Research Conference, Pittsburgh, PA.

Fernandez, V. A., Carter, T., & **Bulotsky-Shearer, R. J.** (2014, April). *Examining the role of positive engagement with peers in social-emotional adjustment: Does teacher-child interaction quality moderate this relationship?* Paper presentation at American Educational Research Association (AERA), Annual Meeting, Philadelphia, PA.

Shearer, R., Gort, M., McDermott, P., & Lopez, M. (2014, April). Mixed methods approach to developing the Spanish form of the Adjustment Scales for Preschool Intervention, Paper presentation in Symposium Session, K. Barghaus (Chair). *Advancements in assessing the early educational experiences of diverse children and families living in poverty*. American Education Research Association Annual Meeting, Philadelphia, PA.

Shearer, R., & Henderson, H. (Co-Chairs). (2013, November). *Early peer interactions as a content for social and academic development*. Symposium presentation at the meetings of Society for the Study of Human Development, Fort Lauderdale, FL.

Shearer, R., & Fernandez, V. (2013, November). Contextual assessment of culturally and linguistically diverse children with mental health needs in Head Start. In P. Graziano (Chair), *Using assessments to guide early identification and intervention for young children with externalizing behavior problems*. Paper symposium presentation at Association for Behavioral and Cognitive Therapies 47th Annual Convention in Nashville, TN.

Bouza, J., Zambrana, K., & **Shearer, R.** (2013, November). *The relationship between family involvement and peer social competence in culturally and linguistically diverse Head Start children*. 8th Biennial Society for the study of Human Development Conference. Fort Lauderdale, FL.

Bouza, J. & **Shearer, R.** (2013, August). *The relationship between family involvement and behavior problems in Hispanic Head Start children*. Poster presentation at the 121th American Psychological Association Conference. Honolulu, HI.

Bell, L., & **Bulotsky-Shearer, R.** (April, 2013). Associations between classroom age composition and peer interactions for children in mixed-age Head Start classrooms. In roundtable paper session, *The Role of Play, DAP, and Peer Interaction in Preschool and Kindergarten*. American Education Research Association Annual Meeting, San Francisco, CA.

Bulotsky-Shearer, R. J., Fernandez, V., Carter, T., Bell, L., & Dominguez, X. (2013, April). The role of classroom quality in buffering the risks associated with negative engagement in different preschool classroom contexts. In Downer, J. (Chair) *Understanding how children's engagement in different preschool classroom contexts contributed to social and academic development*. Paper presentation at the Society for Research in Child Development Biennial Meeting, Seattle, WA.

Bulotsky-Shearer, R. J., McDermott, P., Gort, M. & Lopez, M. (2013, April). Development and initial analysis of the Spanish form of the Adjustment Scale for Preschool Intervention (ASPI) for bilingual Spanish-speaking Head Start teachers. In Ebanks, C. (Chair) *New tools for the new preschool context: The development of measures to assess the school readiness skills of young dual language learners*. Poster symposium presentation at the Society for Research in Child Development Biennial Meeting, Seattle, WA.

Bell, L., & **Bulotsky-Shearer, R.** (2013, April). *Homelessness and school readiness in a large urban Head Start program*. Poster presentation at the Society for Research in Child Development Biennial Meeting, Seattle, WA.

Carter, T., & **Bulotsky-Shearer, R.** (2013, April). *A multi-method, multi-source measurement of peer social competence and its relationship to academic readiness for Head Start children*. Poster presentation at the Society for Research in Child Development Biennial Meeting, Seattle, WA.

Bulotsky-Shearer, R. J., McDermott, P., Lopez, M., & Gort, M. (2012, June). Initial Development of the Spanish Form of the Adjustment Scale for Preschool Intervention (ASPI) for Bilingual Spanish-Speaking Head Start Teachers. In Lopez, M. (Chair). *The Road Less Traveled: Measurement development responsive to the increasingly culturally and linguistically diverse Head Start population*. Symposium Presentation at the Head Start 11th National Research Conference, Washington, DC.

Dominguez, X., *Bell, E., **Bulotsky-Shearer, R.**, & Greenfield, D. (2012, June). *Examining bidirectional associations between problem behavior and language and literacy Skills in Head Start children*. Poster Presentation at the Head Start 11th National Research Conference, Washington, DC.

*Fernandez, V. A., & **Bulotsky-Shearer, R.**, (2012, June). *Evaluating the structure of the Devereux Early Childhood Assessment Behavioral Concerns subscale of the English- and Spanish-language forms*. Poster Presentation at the Head Start 11th National Research Conference, Washington, DC.

Bulotsky-Shearer, R., *Bouza, J., & *Fernandez, V. (2012, June). *Relationship between dimensions of family involvement and school readiness outcomes for Spanish speaking low-income Latino children*. Poster Presentation at the Head Start 11th National Research Conference, Washington, DC.

*Bell, E. R., **Bulotsky-Shearer, R.,** *Carter, T., *Romero, S., *Fernandez, V., & Dominguez, X. (2012, June). *Peer play behaviors and academic outcomes in Head Start: The moderating role of classroom quality*. Poster Presentation at the Head Start's 11th National Research Conference, Washington, DC.

Bulotsky-Shearer, R., *Bell, E., *Romero, S., & *Carter, T. (2012, June). *Identifying mechanisms through which problem behavior in Head Start classrooms influences academic and social outcomes: What is the mediating role of negative peer interactions?* Poster Presentation at the Head Start 11th National Research Conference, Washington, DC.

Bulotsky-Shearer, R., *Bell, E. R., *Fernandez, V. A., Dominguez, X. (2012, June). *Does classroom quality moderate associations between problem behavior in Head Start classroom situations and school readiness outcomes?* Poster Presentation at the Head Start 11th National Research Conference, Washington, DC.

Carter, T., & **Bulotsky-Shearer, R.** (2012, June). *Peer social competence and academic readiness for Head Start children*. Paper presentation at the 12th Annual Cross-University Collaborative Mentoring Conference (CUCMC). Newark, DE.

Fernandez, V., & **Bulotsky-Shearer, R.** (2012, June). *Examining variability in Head Start classroom quality: A comprehensive measure of transition time*. Paper presentation at the 12th Annual Cross-University Collaborative Mentoring Conference (CUCMC). Newark, DE.

Bulotsky-Shearer, R. J., Hahs-Vaughn, D., Faria, A., & Wen, X. (2012, May). *An applied example of multilevel latent profile and growth modeling: Profiles of family involvement and classroom quality and growth in language and social skills for a nationally representative Head Start sample*. Modern Modeling Methods Conference, University of Connecticut, Storrs, CT.

Bulotsky-Shearer, R., Lopez, L., & Mendez, J. (2012, February). *The validity of interactive peer play competencies for Spanish speaking Latino preschool children from low-income households*. Poster presentation at the Society for Research in Child Development Themed Meeting: Positive Development of Minority Children, Tampa, FL.

Bulotsky-Shearer, R., *Bell, E., *Carter, T., *Romero, S., & *Fernandez, V. (2012, February). *Interactive peer play, classroom instructional support, and academic outcomes for African American and Latino Head Start children*. Poster presentation at the Society for Research in Child Development Themed Meeting: Positive Development of Minority Children, Tampa, FL.

*Maier, M. F., Greenfield, D. B., & **Bulotsky-Shearer, R. J.** (2011, October). *Preschool teachers' attitudes and beliefs toward science: Development and validation of a questionnaire*. Paper presented at the fall 2011 Society for Research on Educational Effectiveness (SREE) research conference, Washington, DC.

Bulotsky-Shearer, R. J., *Fernandez, V., & *Bouza, J. (2011, August). *Multidimensional assessment of family involvement for Spanish speaking urban, low-income Latino families*. Poster presented at the American Psychological Association (APA) Annual Convention, Washington, DC.

*Fernandez, V.A., & **Bulotsky-Shearer, R.J.** (2011, June). *Measurement invariance of the Spanish and English-language forms of the Devereux Early Childhood Assessment*. Presentation at the Cross-University Collaborative Mentoring Conference (CUCMC). Lehigh, PA.

*Bell, E. R., Greenfield, D. B., **Bulotsky-Shearer, R. J.** (2011, June). *Examining profiles of peer play behaviors and growth in academic readiness in Head Start: A proposal*. Paper presented at the Cross University Mentoring Conference, Bethlehem, PA.

*Rainelli, S., **Bulotsky-Shearer, R.J.,** & *Fernandez, V.A. (2011, June). *Deriving a cut-score for the PreLAS2000 for use with low-income, bilingual, Spanish-speaking Head Start children: A mixed methods approach*. Presentation at the Cross-University Collaborative Mentoring Conference (CUCMC). Lehigh, PA.

*Rainelli, S., **Bulotsky-Shearer, R. J.,** *Fernandez, V., & Penfield, R. D. (2011, April). *Developing a cut-score for the PreLAS2000 for use with low-income, bilingual, Spanish-speaking preschool children*. Graduate student poster presented at the National Council on Measurement and Education (NCME) annual conference, New Orleans, LA.

Bulotsky-Shearer, R. J., Wen, X., Faria, A., Hahs-Vaughn, D., & Korfmacher, J. (2011, April). *Multilevel latent profile analysis of family involvement and school readiness for a nationally representative Head Start sample*. Paper presented at symposium, Families in Early Childhood Education, American Educational Research Association (AERA) annual conference, New Orleans.

*Maier, M. F., Greenfield, D. B., & **Bulotsky-Shearer, R. J.** (2011, April). Development and initial validation of a preschool teachers' attitudes and beliefs toward science questionnaire. Paper presented at symposium, Brenneman, K. (chair), *Assessments for early science learning and instructional environments: Closing a critical instrumentation gap*, at the Society for Research in Child Development, Biennial Meeting, Montreal, Canada.

Bulotsky-Shearer, R. J., *Fernandez, V., *Dominguez, X., & Rouse, H. L. (2011, April). *Classroom situational problem behavior and emergent literacy, mathematics, and approaches to learning in Head Start*. Poster presented at the Society for Research in Child Development, Biennial Meeting, Montreal, Canada.

Bulotsky-Shearer, R. J., *Gonzalez, I., *Rodriguez Mendez, M., & *Bell, E. R. (2011, March). *Teacher assistant and parent agreement on ratings of interactive peer play for low-income preschool children*. Poster presented at the Society for Research in Child Development, Biennial Meeting, Montreal, Canada.

Bulotsky-Shearer, R. J. (2011, March). Latent profiles of preschool classroom behavior in learning, peer, and teacher contexts and growth in literacy and math skills. Paper presented at symposium, Votruba-Drzal, E. and Castle, M. (Chairs), *Behavior problems and early learning contexts* at the Society for Research in Child Development, Biennial Meeting, Montreal, Canada.

*Carter, T. M., **Bulotsky-Shearer, R. J.**, *Bell, E., & *Romero, S. L. (2011, March). *Interactive peer play mediates the effects of classroom problem behavior on learning outcomes for low-income children*. Poster presented at the Society for Research in Child Development, Biennial Meeting, Montreal, Canada.

Bell, E. R., Domínguez, X., **Bulotsky-Shearer, R. J.**, & Greenfield, D. B. (2010, June). *The bidirectional influence of problem behavior and language and literacy skills in Head Start children*. Poster presented at the Institute of Education Sciences Research Conference, Washington, DC.

Bulotsky-Shearer, R. J., Domínguez, X., Bell, E., Bouza, J., Carter, T., Rainelli, S., & Fernandez, V. (2010, June). *Family involvement and school readiness for a nationally representative Head Start sample*. Poster presented at the Head Start 10th National Research Conference, Washington, DC.

Domínguez, X., Vitiello, G., Fuccillo, J., Greenfield, D.B., & **Bulotsky-Shearer, R.** (2010, June). A multilevel examination of the contribution of context-specific problem behavior and classroom process quality to approaches to learning. Paper presentation for symposium, Fantuzzo, J. (Chair). *Approaches to learning in Head Start: Foundational skills for early school success* at the Head Start 10th National Research Conference, Washington, DC.

Bulotsky-Shearer, R. J., Domínguez, X., & Bell, E. (2010, June). *Behavior problems in classroom social and learning situations and peer social competence in Head Start and kindergarten*. Poster presented at the Head Start 10th National Research Conference, Washington, DC.

Bulotsky-Shearer, R. J., Wen, X., Faria, A., Hahs-Vaughn, D., & Korfmacher, J. (2010, June). National profiles of classroom quality and parent involvement: Multidimensional perspective on school readiness for Head Start children. Presentation for poster symposium, Hindman, A. (Chair). *Developmental-ecological perspectives on Head Start children's development and learning: Five studies using the FACES datasets*. Head Start's National Research Conference, Washington, DC.

Bulotsky-Shearer, R. J., Fantuzzo, J. W., & Rouse, H. L. (2010, June). *Underactive classroom behavior and Head Start children's academic and social competencies across the transition to kindergarten and first grade*. Poster presented at the Head Start 10th National Research Conference, Washington, DC.

Fernandez, V. A., Bell, E. R., **Bulotsky-Shearer, R. J.**, & Greenfield, D. B. (2010, June). *A system-level look: Children with emotional and behavioral needs in the Miami-Dade Head Start program*. Paper presented at the Cross-University Collaborative Mentoring Conference. Boston, MA.

Bulotsky-Shearer, R. J., Domínguez, X., & Bell, E.R. (2010, May). *Classroom level of underactive behavior problems effects school readiness outcomes*. Poster presentation to the Association for Psychological Science 22nd Annual Convention. Boston, MA.

Bulotsky-Shearer, R. J., Wen, X., Hahs-Vaughn, D., & Korfmacher, J. (2010, April). *A multidimensional examination of early childhood program quality: investigating the contribution of classroom process quality and parent involvement to school readiness outcomes for Head Start children*. Paper presentation for symposium on Secondary Data Analyses of Nationally Representative Educational Datasets at the 2010 American Educational Research Association Annual Meeting: Denver, CO.

Bulotsky-Shearer, R. J., Rouse, H., & Fantuzzo, J. W. (2010, March). *Behavior problems in preschool learning situations and elementary-school literacy outcomes*. Paper presentation at the National Association for School Psychologists Annual Convention. Chicago, IL.

Bulotsky-Shearer, R. J., Fantuzzo, J. W., & McDermott, P. A. (2009, June). *Identifying profiles of classroom emotional and behavioral adjustment in peer, teacher, and structured learning contexts for urban Head Start children*. Paper Presentation at the Society for Prevention Research 17th Annual Meeting. Washington, DC.

Dominguez, X., Vitiello, V., Fuccillo, J., Greenfield, D., & **Bulotsky-Shearer, R. J.** (2009, May). *A multilevel model examining child- and classroom-level predictors of preschooler's learning behaviors*. Poster presentation at the Association for Psychological Science Annual Convention. San Francisco, CA.

Bulotsky-Shearer, R. J., Fantuzzo, J. W., Dominguez, X., & McDermott, P. A. (2009, April). *Unique contribution of social-emotional classroom behavior to school readiness for low-income urban preschool children*. In Gormley, R., Phillips, D. A., Magnuson, K. Preschool experiences contribute to children's social-emotional and academic competence. Paper Symposium. Society for Research in Child Development. Denver, CO.

Bulotsky-Shearer, R. J., McDermott, P., & Fantuzzo, J. (2009, April). *Profiles of classroom emotional and behavioral adjustment for urban Head Start children*. In S. T. Gurland & E. S. Buhs, Social skills, relationships, and school success: From preschool to middle school. Paper symposium. Society for Research in Child Development. Denver, CO.

Bulotsky-Shearer, R. J. & Lopez, M. (Co-chairs). (2009, April). Developmental ecological perspectives on school readiness for low-income children: Research using Head Start FACES. Wen, X., Bulotsky-Shearer, R. J., & Korfmacher, J. *Effects of classroom process quality and parent involvement on Head Start children's academic and social development trajectories*. Poster Symposium. Society for Research in Child Development Denver, CO.

Bulotsky-Shearer, R. J., Fantuzzo, J. W., & McDermott, P. A. (2009, February). *Classroom Situational Assessment of Preschool Emotional and Behavioral Problems*. Poster Presentation. National Association for School Psychologists Annual Convention. Boston, MA.

Bulotsky-Shearer, R. J., Fantuzzo, J.W., & McDermott, P.A. (2008, June). *Classroom situational dimensions of emotional and behavioral adjustment and cognitive and social outcomes for Head Start children*. Poster presentation at Head Start's 9th National Research Conference: Linking Policy, Practice and Research across Early Childhood Development, Care and Education. Washington, DC.

Bulotsky-Shearer, R. J. (Chair), Rouse, H., McWayne, C., Greenfield, D., Fantuzzo, J. W., & Gasdsen, V. (2008, June). *Approaches to learning and early school achievement: Implications for practice and policy for urban Head Start children*. Symposium presentation at Head Start's Ninth National Research Conference, Washington, DC.

Bulotsky-Shearer, R. J. (2008, April). Dimensions of social-emotional classroom behavior and school readiness for low-income urban preschool children. In H. Rouse (Chair), McWayne, C., Greenfield, D., & McDermott, P.A. *Preschool learning behaviors: Critical competencies for*

academic achievement. SIG-Social and Emotional Learning Symposium presentation at the 2008 American Educational Research Association Annual Meeting: Research on Schools, Neighborhoods and Communities: Toward Civic Responsibility, New York, NY.

Bulotsky-Shearer, R. J. (Chair), Rouse, H., McWayne, C., & Greenfield, D. (2007, April). *Enhancing educational quality for low-income children utilizing multidimensional, developmental-ecological, and population-based frameworks*. Symposium presentation at the 2007 the American Education Research Association Annual Meeting, Chicago, IL.

Angelo, L. E., Waterman, C., **Bulotsky-Shearer, R. J.**, & McDermott, P.A. (2006, May). *Development of achievement scales to distinguish learning growth patterns over brief intervals in Head Start*. Symposium presentation at the National Head Start Association 33rd National Training Conference, Detroit, MI.

Rouse-Cohen, H.L., Angelo, L.E., **Bulotsky-Shearer, R. J.**, & Fantuzzo, J.W. (2005, August). *DIBELS and kindergarten success: Validity for a large urban population*. Poster presented at the 113th Annual Meeting of the American Psychological Association, Washington, DC.

Bulotsky-Shearer, R. J. & Fantuzzo, J. W. (2004, June). *Adjustment Scales for Preschool Intervention: Extending validity and relevance across multiple perspectives*. Poster presentation at Head Start's Seventh National Research Conference, Washington, DC.

Bulotsky-Shearer, R. J. & Fantuzzo, J. W. (2004, May). *An investigation of the situational dimensions of preschool emotional and behavioral adjustment: A study of problems within the school context*. Presentation for the Cross University Collaborative Mentoring Conference held at New York University, Graduate School of Education, New York, NY.

Bulotsky, R. J., & Fantuzzo, J. (2003, April). The Adjustment Scales for Preschool Intervention: Building assessment capacity to meet the needs of vulnerable children. In C. McWayne (Chair), *Assessment and accountability in early childhood education: Building capacity through partnership in a large, urban school district*. Symposium presentation at the Annual Meeting of the American Educational Research Association: Chicago, IL.

Bulotsky, R. J., & Fantuzzo, J. W. (2003, March). *Additional validity: Multidimensional assessment of preschool emotional & behavioral adjustment*. Paper presented at the Eastern Psychological Association's 74th Annual Meeting, Baltimore, MD.

Bulotsky, R. J., Mosca, S., Fantuzzo, J., Sekino, Y., Steinberg, C., Brown, J., & Munis, P. (2002, June). *The Philadelphia Pilot: An in-depth look at mental health screening in urban Head Start*. Poster Presentation at Head Start's Sixth National Research Conference: The first eight years: Pathways to the future, Washington, DC.

Bulotsky, R. J., Mosca, S., & Fantuzzo, J. (2002, June). *Investigation of the relationship between emotional and behavioral adjustment to preschool and school readiness for urban low-income Children*. Poster Presentation at Head Start's Sixth National Research Conference: The first eight years: Pathways to the future, Washington, DC.

Bulotsky, R. J., & Fantuzzo, J. (2002, June). *The relationship between contextually relevant assessment of emotional and behavioral adjustment in Head Start children's social adjustment and*

academic achievement in primary grades. Poster presentation at Head Start's Sixth National Research Conference: The first eight years: Pathways to the future, Washington, DC.

Fantuzzo, J. & **Bulotsky, R. J.** (2002, April). *Investigation of the relationship between emotional and behavioral adjustment in preschool and school readiness for urban low-income children*. Paper presented at symposium entitled, Promoting School Readiness for Low-Income Urban Children: Innovative Perspectives on Assessment and Curriculum Development in Head Start. 17th Biennial Meeting Conference on Human Development, Charlotte, NC.

Bulotsky, R. J., Perry, M., & Fantuzzo, J. (2001, April). *Investigation of the relationship between a multivariate assessment of preschool emotional and behavioral problems and school readiness for urban low-income children*. Poster presentation for the Eastern Psychological Association 2001 Annual Convention, Washington, DC.

Perry, M.A., **Bulotsky, R. J.**, & Fantuzzo, J.W. (2000, August). *Investigation of the Child Observation Record with urban Head Start children*. Poster presentation at the American Psychological Association Annual Convention, Washington, DC.

Bulotsky, R. J., Fusco, J.E., Horshock, C.D., Perry, M.A., & Fantuzzo, J.W. (2000, June). *Preschool peer interactions in urban Head Start children: Relationships between classroom peer play, school readiness and psychological adjustment*. Poster Presentation for the Pennsylvania Psychological Association 2000 Annual Convention, Harrisburg, PA.

Fantuzzo, J.W., Perry, M.A., Tighe, E.A., & **Bulotsky, R.J.** (2000, June). *Family involvement and school readiness: A multivariate investigation of the relationship between multiple dimensions of family involvement and school readiness outcomes*. Poster Presentation at Head Start's Fifth National Research Conference: Developmental and contextual transitions of children & families: Implications for research, policy, & practice, Washington, DC.

19. Invited Professional Presentations

Bulotsky-Shearer, R., Bachin, R., Brown, S., Moise, I., McCollister, K., Brosco, J., & Delgado, C. (2019, July). *Leveraging untapped opportunities in place and time: A community-based child well-being collaborative to address early learning gaps*. U-LINK (University of Miami Laboratory for Integrative Knowledge) Phase I Presentation. University of Miami, FL.

Bulotsky-Shearer, R.J. (2018, November). *Initial findings on preschool participation and school readiness for Miami-Dade partnership*. Miami-Dade County Public Schools, The Children's Trust, Early Learning Coalition, and Head Start, Miami, FL.

Bulotsky-Shearer, R.J. (2018, October). *Making Connections for Teachers, Students, and Families: Pyramid Model Year 1*. Miami-Dade College Love, Grow, Learn Conference, Miami, FL.

Bulotsky-Shearer, R. J. (2016, August). *Miami-Dade County Partnership for School Readiness and Early School Success*. Invited presentation to the Early Childhood Workgroup at The Children's Trust Committee Meetings, Miami, FL.

Bulotsky-Shearer, R. J. (2016, April). *Fostering positive classroom engagement for preschoolers with behavioral needs*. Center for Children and Families (CCF) FIU Speaker Series. Miami, FL.

Bulotsky-Shearer, R. J., McDermott, P., Gort, M., & Lopez, M. (2013, March). *Initial development and adaptation of the Spanish form of the Adjustment Scales for Preschool Intervention (ASPI)*. Institute for Education Sciences, Principal Investigator's Meeting. Washington, DC.

Carter, T., & **Shearer, R.** (2013, October). *Profiles of classroom engagement in Head Start children: Implications for academic readiness*. Poster presented at the Administration on Children and Families, Child Care Research Consortium and Head Start Research Scholars Grantee Meeting. Washington, DC.

Bulotsky-Shearer, R. J., & Green-Wright, L. (Co-chairs). (2012, June). *Fostering mentor-mentee relationships that move the field forward: A roundtable discussion with graduate students and mentors*. Roundtable presentation at the Student Mentorship Breakfast at Head Start's Eleventh National Research Conference, Washington, DC.

Snow, K., **Bulotsky-Shearer, R. J.,** McWayne, C., & Sachs, J. (2011, June). *Get it together – Partnership-based research for program improvement*. Research Symposium Plenary Session at the National Education for Young Children (NAEYC) National Institute for Early Childhood Professional Development, Providence, RI.

Bulotsky-Shearer, R. J. (Chair). (2010, June). *Navigating the mentor-mentee relationship in graduate school and beyond: A roundtable discussion with graduate students and mentors*. Roundtable presentation at the Student Mentorship Breakfast at Head Start's Tenth National Research Conference, Washington, DC.

Bulotsky-Shearer, R. J., Wen, X., & Korfmacher, J. (2008, December). *Preliminary findings from a multidimensional examination of early childhood program quality and school readiness outcomes for early Head Start and Head Start children*. Presentation at OPRE (ACF/USDHHS) Secondary Analysis Grantee Meeting. Washington, DC.

Bulotsky-Shearer, R. J., & Dominguez, X. (2008, December). *Creating an educational dialogue for children with social and emotional Needs*. Florida Head Start Association's Annual Research Conference. Ocala, FL.

Rouse, H. L., Manz, P. H., & Mendez, J. L. (Chairs). **Bulotsky-Shearer, R. J.,** Harden, B. J., McWayne, C., Morrison, F.J., & Zigler, E. (2008, June). *Student-Mentor Networking Roundtable*. Symposium presentation at the Student Breakfast Roundtable at Head Start's 9th National Research Conference: Washington, DC.

Bulotsky-Shearer, R. J., Wen, X., & Korfmacher, J. (2007, November). *A multidimensional examination of early childhood program quality: Combining classroom process quality and parent involvement to understand developmental and school readiness outcomes for Early Head Start and Head Start Children*. Presentation at OPRE (ACF/USDHHS) Secondary Analysis Grantee Meeting. Washington, DC.

Bulotsky-Shearer, R.J., & Lopez, M. (2005, May). Invited welcome. *Opening Remarks: 5th Annual Cross-University Collaborative Mentoring Conference*. Developing Science & Scientists: Integrative Processes for Theory, Research and Practice. University of Pennsylvania, Philadelphia, PA.

Bulotsky-Shearer, R. J. (Chair), Sekino, Y., Lopez, M., Miles, J. Fantuzzo, J., Manz, P., Mendez, J., Laforett, D., Aber, L., Yoshikawa, H., McWayne, C. & Green, L. (2004, June). *Multiple perspectives from generations of mentoring in Head Start Research: A Strategy that Works!* Panel symposium presentation at the Student Breakfast Roundtable at Head Start's Seventh National Research Conference: Promoting Positive Development in Young Children, Washington, DC.

Bulotsky-Shearer, R. J. (2004, May). *Preschool emotional and behavioral adjustment: Building assessment capacity to meet the mental health needs of vulnerable young children.* Invited lecture, New York University, Steinhardt Graduate School of Education, New York, NY.

Bulotsky, R. J. (Chair), Sekino, Y., McWayne, C., Fantuzzo, J., Caronongan, P., Childs, S., & Mosca, S. (2003, May). *Systems level intervention to promote the school readiness of Head Start children: Building capacity through partnership.* Research Track Symposium presented at National Head Start Association's 30th Annual Training Conference, New York, NY.

Fantuzzo, J. & **Bulotsky, R. J.** (2003, April). *Social and emotional development.* Invited Panel Presentation for the Administration for Children and Families, Region III Child Care Conference, Philadelphia, PA.

Bulotsky, R. J., & Fantuzzo, J. (2002, October). *The relationship between emotional and behavioral adjustment in Head Start and academic achievement and social adjustment in primary grades.* Presentation at Head Start Scholars Grantees Meeting for graduate student research grant. Washington, DC.

Bulotsky, R. J., Rodriguez, E., McWayne, C., Cristofaro, T., Fantuzzo, J., Tamis-LeMonda, C., Raikes, A., Thompson, R., Downer, J., & Mendez, J. (2002, June). *Challenges and Commitments: The role of the mentoring relationship in developing junior scholars.* Roundtable presentation at Head Start's 6th National Research Conference: The first eight years: Pathways to the future. Washington, DC.

Bulotsky, R. J., Fantuzzo, F., & Mosca, S. (2002, May). *Special needs mental health pilot: Building research capacity through partnership in Head Start.* Symposium Presentation for the 2nd Annual Cross University Collaborative Mentoring Conference held at University of Pennsylvania: Fostering Dynamic Relationships to Enhance Quality Urban Research, Philadelphia, PA.

Bulotsky, R. J., & Fantuzzo, J. (2001, October). *The relationship between emotional and behavioral adjustment in Head Start and academic achievement and social adjustment in primary grades.* Presentation at Head Start Scholars Grantee Meeting. Washington, DC.

Bulotsky, R. J. (2001, May). *Preschool emotional and behavioral adjustment and school readiness.* Symposium Presentation for the 1st annual Cross University Collaborative Mentoring Conference: Bridging Gaps between Developmental Research, Practice, and Public Policy. New York University, Steinhardt Graduate School of Education, New York, NY.

20. TEACHINGCourses taught at the University of Miami:Undergraduate courses (2008 - present):

PSY 203/230 Child and Adolescent Development
 PSY 120/190 FORUM: Orientation to Psychology
 PSY 474 Advanced Child Development & Observation

Graduate courses (2010 - present):

PSY 636 Developmental Methodology
 PSY 684 Independent Graduate Study (Peer play in early childhood)
 PSY 690 Developmental Assessment & Measurement Development
 PSY 680 Developmental Brownbag Series
 PSY 602 Scientific Writing & Grantsmanship

Courses taught at Erikson Institute of Child Development (Spring 2008)

C439 Child Assessment (graduate course)

Courses taught at the University of Pennsylvania, Graduate School of Education (Fall 2004)

EDUC 241 Educational psychology (upper level undergraduate course)

University of Miami Undergraduate Research Supervision*PSY 367/368: Undergraduate Research Supervision in Psychology*

Spring 2009 (Stefano Ranielli)

Fall 2009 (Erin O'Connor, Amanda Ting, Gilly Bortman, Kyoko Akimoto)

Spring 2010 (Erin O'Connor, Amanda Ting, Gilly Bortman, Kyoko Akimoto, Kelechi Onyejiaka, Maureen Myrtil, Johanna Lopez, Jillian Armstrong, Yasna Shah)

Fall 2010 (Milena Rodriguez, Gilly Bortman, Carlie Cooney)

Spring 2011 (Milena Rodriguez)

Fall 2011 (Callie Chavoustie, Camilo Martinez, Cristina Rosado, Ericka Ruiz)

Spring 2012 (Camilo Martinez, Callie Chavoustie, Christa Hunt, Katherine Zambrana, Veronica Forero, Rebecca Levine, Melissa Moya, Trisha Patel, Nina Cabral, Ericka Ruiz, Guiliana Altare)

Fall 2012 (Giuliana Altare, Kristie Bared, Madeleine Bezold, Shantanette Garcia, Christa Hunt, Erika Neff, Priya Patel, Vivianne Suaya, Juliana Velez, Katherine Zambrana)

Spring 2013 (Giuliana Altare, Brenton Cozby, Priya Patel, Juliana Velez, Matilde Siman, Katherine Zambrana)

Fall 2013 (Christa Hunt, Ana Moreno, Julia Stiffman, Callie Gilchrest, Megan Spears)

PSY 280/380: Undergraduate Research Supervision in Psychology

Spring 2014 (Jehanne Aghzadi, Emily Chung, Taylor Ellington, Vanessa Feola, Mishela Gevorkyan, Branden Moreno, Russ Morowitz, Christa Hunt, Juliana Sabatello, Mykhaylo Senkiv, Lauren Thrasher, Natarsha Turner)

Fall 2014 (Agenia Delouche, Alexis Friedman, Allison Furnari, Katherine Saed, Hailee Zeichner, Klara Jansova, Kevin Jacob, Lauren Thrasher, Maggie Dickey, Maria Jimenez, Nickelle Decius, Roxanne Lawrence, Sindy Gonzalez, Taylor Ellington, Toriya Walzer, Vanessa Feola, Victoria Hrebicek)

Spring 2015 (Maria Abuin Camejo, Melissa Bassett, Andrea Cuadra, Nickelle Decius, Agenia Delouche, Taylor Ellington, Jennifer Ferrante, Alexis Friedman, Divya Gandhi, Alexandra Ghitelman, Sindy Gonzalez, Victoria Hrebicek, Dahlin Jackson, Nailah Jackson, Klara Jansova,

Maria Jimenez Munoz, Farasat Khan, Roxanne Lawrence, Katherine Saed, Lindsey Slavin, Audrey Suarez-Aviles, Lauren Thrasher, Hailee Zeichner)

Fall 2015 (Checo, Lymairy, Cuadra, Andrea M, Ferrante, Jennifer Rose, Ghitelman, Alexandra, Lawrence, Roxanne C, Senkiv, Mykhaylo, Slavin, Lindsey Eve)

Spring 2016 (Lawrence, Roxanne, Slavin, Lindsey Eve, Klara Jansova)

Fall 2016 (Lawrence, Roxanne, Slavin, Lindsey Eve, Klara Jansova)

Spring 2017 (Rigole, Tiffany)

Fall 2017 (Brophy, Megan, Bustamante, Susana, Iglesias, Austin, Mackey, Shannon, Orejobi, Sade, Vogel, Claire, Wagner, Rachel, Cen, Ying (Sophie), Lennan, Nia)

Spring 2018 (Charlotte Willauer, Gianna Garcia, Claire Vogel, Tiffany Rigole, Megan Brophy, Grace Ugwueke)

Fall 2018 (Bustamante, Susana; Iglesias, Austin; Pineda, Alejandra)

PRIME/JumpStart Summer Research Experience in Psychology

Johayra Bouza, Tracy Carter (PRIME 2009)

Milena Rodriguez, Iliana Gonzalez (PRIME 2010)

Gilly Bortman (PRIME 2011)

Madeline Bezold, Daniella Carucci (PRIME 2012)

Christa Hunt (PRIME 2013)

Hailee Zeichner, Taylor Ellington, Maria Jimenez (PRIME 2015)

Roxanne Lawrence, Lindsey Slavin (PRIME 2016)

PSY 468: Senior Honor's Thesis in Psychology (Primary mentor/supervisor)

Johayra Bouza (2009-2010)

The relationship between family involvement, behavior problems, and school readiness outcomes
Tracy Carter (2009-2010)

Positive play interaction mediates the relationship between early behavior problems and school readiness outcomes for Head Start children

Gilly Bortman (2011-2012)

Friendship type as a moderator of withdrawn behavior and academic achievement

Abby Pooch (2011-2012)

Ethnic variations in academic outcomes with family involvement in Head Start preschools

Daniella Carucci (2012-2013)

Examining preschool peer play and academic learning by comparing teacher and observer reports
Katherine Zambrana (2013)

Family involvement and peer social competence in Head Start children

Christa Hunt (2013-2014)

Child-classroom language match and peer social competence for Head Start children

Taylor Ellington (2015-2016)

Home and classroom peer language and observed peer sociability and conflict

Maria Jimenez (2015-16)

Validating a measure of bilingualism for Latino Head Start children

Roxanne Lawrence (2016-17)

Relationship between teacher efficacy, school support and job stress on children's behavioral outcomes in Head Start

Lindsey Slavin (2016-17)

The relationship between parent-teacher communication and emotion regulation, externalizing behavior problems, and peer interaction in children enrolled in Head Start

Klára Jansová (2016-17)

Gaps between early receipt of IEPs and IFSPs for children with disabilities and their social emotional outcomes in Head Start programs.

Graduate Research Committees

Masters Committees (N = 14)

Member, Elizabeth Bell (proposal Fa 2009; defense Fa 2010)

Member, Irena Nayfeld (proposal Fa 2010; defense Fa 2011)

Member, Andre Bustamante (proposal Fa 2012, defense Sp 2014)

*Chair, Veronica Fernandez (proposal Sp 2011; defense Sp 2012)

Title: *An empirical examination of the DECA Behavioral Concerns subscale: Establishing measurement invariance between language forms.*

*Chair, Tracy Carter (proposal Su 2012; defense Sp 2013)

Title: *Multidimensional investigation of the relationship between peer social competence and academic readiness for Head Start children*

Member, Sarah Kennedy (proposal Sp 2013, defense Sp 2015)

Member, Lisa White (proposal Fall 2013, defense Sp 2014)

Member, Lexi Alexander (proposal Sp 2015, defense Fall 2015)

*Chair, Johayra Bouza (proposal Fall 2014, defense Sp 2016)

Family involvement and academic readiness for Latino children in Head Start

*Chair, Krystal Bichay (proposal Fall 2015, defense spring 2016)

Classroom engagement with peers, teachers, and tasks mediates associations between shyness and language and literacy readiness skills in Head Start

Member, Elizabeth Frechette (proposal Sp 2016, defense fall 2017)

Member, Niza Tonarely (proposal Su 2016, defense fall 2017)

Member, Silvia Nino (proposal Sp 2018)

Member, Elica Sharifnia (proposal Sp 2018)

Doctoral Qualifying Committees (N = 18)

*Co-Chair: Elizabeth Bell (Sp 2011)

Title: *The effect of classroom age composition on Head Start preschoolers' school readiness.*

Member, Olga Moas (Fa 2008)

Member, Janna Fuccillo (Sp 2009)

Member, Michelle Maier (Sp 2009)

Member, Shira Kolnik (Sp 2009)

Member, Sandy Romero (Fa 2011)

Member, Irena Nayfeld (Sp 2012)

*Chair, Veronica Fernandez (Sp 2012)

Title: *Examining instructional quality during transitions: Identifying opportunities to maximize learning time in Head Start*

Member, Andrea Adelman (Fa 2012) (Early Childhood Special Education Ph.D., School of Education)

*Chair, Tracy Carter (Summer 2013)

Title: *Profiles of classroom engagement in Head Start children: Implications for academic readiness*

Member, Andres Bustamante (Spring 2014)

Member, Lisa White (Spring 2015)

Member, Lexi Alexander (Spring 2016)

*Chair, Johayra Bouza (Summer 2016)

*Chair, Krystal Bichay (Summer 2017)

Member, Brooke Rumper (Summer 2017)

Member, Liz Frechette (Summer 2017)

Member, Niza Tonarely (Fall 2018)

Doctoral Dissertation Committees (N=32)

Member (in chronological order):

Ariela Greenberg, Applied Developmental Program, Ph.D. (Proposal Fa 08; defense Sp10)
 Olivia Hsin, Clinical Psychology Program, Ph.D. (Proposal Fa 08; defense Sp11)
 Ann-Marie Faria, Applied Developmental Program, Ph.D. (Proposal Fa 08, defense Sp 09)
 Amanda Goodwin, Teaching & Learning Program, School of Education, Ph.D. (Proposal Fa 09; defense Sp10)
 Shira Kolnik, Applied Developmental Program, Ph.D. (Proposal Fa 09; defense Sp10)
 Michelle Maier, Applied Developmental Program, Ph.D. (Proposal Fa 09; defense Fa10)
 Janna Fuccillo, Applied Developmental Program, Ph.D. (Proposal Fa 09; defense Sp11)
 Olga Moas, Applied Developmental Program, Ph.D. (Proposal Sp 2010; defense Sp11)
 Miriam Lipsky, Teaching & Learning, School of Education, Ph.D. (Proposal Sp10, defense Sp11)
 Corinne Huggins, Measurement, School of Education, Ph.D. (Proposal Sp11; defense Sp 2012)
 Elizabeth Penela, Clinical Psychology, Ph.D. (Proposal Fa11; defense Sp 12)
 Sandra Romero, Applied Developmental Program, Ph.D. (Proposal Sp 12; defense Fa 2012)
 Kim Ono, Clinical Psychology, Ph.D. (Proposal Sp 12; defense Sp 2013)
 Irena Nayfeld, Developmental Program, Ph.D. (Proposal Fa 2012, defense Sp 2014)
 Matthew Page, Clinical Psychology, Ph.D. (Proposal Fa 2012; defense Fa 2013)
 Adrienne Alpern, Clinical Psychology, Ph.D. (Proposal Sp 2013; defense Fa 2014)
 Emily L. Bilek, Clinical Psychology, Ph.D. (Proposal Sp 2013; defense Sp 2015)
 Christine S. Ghilain, Clinical Psychology, Ph.D. (Proposal Fa 2013; defense Su 2015)
 Cara Remmes, Clinical Psychology, Ph.D. (Proposal Fa 2013; defense Su 2015)
 Katherine A. McLean, Clinical Psychology, Ph.D. (Proposal Fa 2013, defense Fa 2015)
 Lauren Usher, Developmental Psychology, Ph.D. (Proposal Sp 2014, defense Sp 2016)
 Andres Bustamante, Developmental Psychology, Ph.D. (Proposal Su 2014, defense Spring 2017)
 Caroline Ehrlich, Clinical Psychology, Ph.D. (Proposal Sp 2015, defense Su 2017)
 Lisa White, Developmental Psychology, Ph.D. (Proposal Su 2015, defense Spring 2017)
 Michael Hoffman, Clinical Psychology, Ph.D. (Proposal Su 2015, defense Spring 2017)
 Lexi Alexander, Developmental Psychology, Ph.D. (Proposal Su 2016, defense fall 2018)
 Lucy Walsh, Clinical Psychology, Ph.D. (Proposal Fall 2017)
 Christina J. Nicolais, Clinical Psychology, Ph.D. (Proposal Fall 2017)
 Brooke Rumper, Developmental Psychology, Ph.D. (Proposal Fall 2017)
 Liz Frechette, Developmental Psychology, Ph.D. (Proposal Spring 2019)
 Rebecca Grossman, Clinical Psychology, Ph.D. (Proposal Fall 2018)
 Ubong James, Nursing and Health Studies, Ph.D. (Proposal Spring 2019)

Chair or Co-Chair Dissertation

*Co-Chair, Ximena Dominguez, Applied Developmental Program, Ph.D. (Proposal Sp 09; defense Su10)

Title: *Risk and resiliency in the preschool classroom: Examining the effects of problem behaviors and adaptive learning behaviors on children's early academic development.*

*Co-Chair, Elizabeth Bell, Developmental Program, Ph.D. (Proposal Su11; defense Sp 2013)

Title: *Peer play as a context for identifying profiles of children and examining rates of growth in academic readiness for children enrolled in Head Start.*

*Chair, Veronica Fernandez, (Proposal Sp 2013; defense Fall 2014)

Title: *Examining the relationship between consistency in teacher-child Interaction quality and social-emotional adjustment in Head Start children*

*Chair, Tracy Carter, (Proposal Fa 2013; defense Sp 2015)

Title: *Profiles of classroom engagement in Head Start children: Associations with academic readiness*

*Chair, Johayra Bouza, (Proposal Fall 2016)

Title: *Developing a Multidimensional Measure of Family Engagement for Toddlers in the Early Head Start Program: A Mixed-Method Approach*

*Chair, Krystal Bichay (Proposal Fall 2017)

Title: *Examining the Role of Thresholds of Classroom Quality for Toddlers in Early Head Start and Subsidized Child Care Programs*

21. SERVICE

1. University/Department service

University of Miami

- Faculty Judge, UM Research, Innovation, & Creativity Forum (May 2009 -present)
- Faculty Review Board, Undergraduate Research Newsletter (May 2010-present)
- University of Miami Research Council Member, Provost's Research Award, (November 2010 - present)
- Co-Chair: Southeastern Collaborative Cross-University Mentoring Conference (May 2014, May 2015, May 2016) between UM and FIU; UM SEEDS You CHOOSE Award with on-going departmental and graduate school funding.
- Faculty Reviewer, Selection Committee, UM Graduate Fellowships (February 2015)
- UM Singer Scholarship undergraduate interviews (Spring 2012-present)
- Graduate Council Representative, College of Arts & Sciences (2017-2020)
- Mailman Steering Committee (Spring 2018- present)

Department of Psychology

- Member, Undergraduate Curriculum Committee (2014-2015)
- Committee Member, Chair's Advisory Group (2014-2015)
- PRIME research mentor (summer 2008-present)
- Supervision of graduate student teaching (fall 2011 – present)
- Supervision of undergraduate senior honors' theses (fall 2009 – present)
- IES Graduate Student Training Grant (2008-2011) Steering Committee
- Panelist, UM Department of Psychology Career Paths in Psychology (October 2008)
- Speaker, UM TUMS Presentation on Undergraduate Research and Careers (October 2012)

2. Local County and State-wide Community Activities

- Member, Miami-Dade Early Care and Education Professional Development Steering Committee, Florida State Children's Forum, Tallahassee, FL (February 2014-present)
- Miami-Dade Young Children with Special Needs & Disabilities Council, Social and Emotional Workgroup (August 2009-present)
- In-service teacher and parent training, Miami-Dade Community Action Agency Head Start/Early Head Start, Miami, FL (2009 – present)
- Florida Head Start Statewide Collaborative, Unique Identifier Workgroup (2016-present)
- Florida Technology IDS Workgroup (Spring 2018-present)

- Florida Head Start Association Annual Research Conference (2008-present)
- Expert advisor, *Starting Ahead. Staying Ahead. Early Childhood National Summit*, University of Florida, February 8-10, 2017
- Florida Grade Level Reading Campaign, 1/2017-present.
- UM Canterbury Child Care Program, Workshop on social-emotional strategies (2017)
- 2018 First 1000 Days Florida Summit (November 2018, Palm Beach, FL)
- Pyramid Model Teacher Professional Learning Communities (Fall 2017 – present)
- Pyramid Model Family Engagement workshops (Fall 2017- present)

Local in-service trainings:

Shearer, R., Bichay, K., & Frechette, L. (2017, May). *Introduction to the Pyramid Model, promoting social-emotional skills in your classroom*. UM/Canterbury Child Care Center, Miami, FL.

Shearer, R., Ampudia, S., Villanueva, D., & Downer, J. (August 17, 2015). *Learning to objectively observe kids (LOOK model)*. Miami-Dade Head Start Pre-service Conference. Miami, FL.

Ampudia, S., Villanueva, D., & Shearer, R. (May 21, 2015). *Introduction to Learning to objectively observe kids (LOOK model)*. Young Children with Special Needs and Disabilities Council, Miami-Dade County.

Shearer, R., Ampudia, S., & Villanueva, D. (July-August 2015). *Parent Home-School Connections Workshops Series: Effective strategies for difficult behavior at home. Workshop 1: July 15 “Strengthening parent-child connections and using logical consequences”; Workshop 2: July 29 “Using reinforcement”; Workshop 3: August 5 “Bringing it all together.”*

Bulotsky-Shearer, R. J., & Bouza, J. (November 14, 2012). *Positive solutions for managing your preschooler’s challenging behavior*. Parent training workshop, Good Shepherd Child Care Center, Miami-Dade Head Start, Miami, FL.

Bulotsky-Shearer, R. J. & Fernandez, V. (August 13, 2012). *Introduction to the CLASS: Using CLASS feedback to guide professional development*. Miami-Dade Head Start Pre-service Conference. Miami, FL.

Bulotsky-Shearer, R. J. & Fernandez, V. (July 25, 2012). *Introduction to the CLASS*. Miami-Dade Head Start. Miami, FL.

Bulotsky-Shearer, R. J. & Fernandez, V. (June 12, 2012). *Using the CLASS to guide professional development efforts in your center*. United Way Early Childhood Center for Excellence. Miami, FL.

Bulotsky-Shearer, R., & Fernandez, V. (2011, November). *Introduction to the Classroom Assessment Scoring System (CLASS) for teachers*. Training for Miami-Dade Community Action Agency Head Start/Early Head Start, Miami, FL (St. Alban’s Head Start program).

Bulotsky-Shearer, R., Fernandez, V., Carter, T. (2011, November). *How to support your child’s social emotional development*. Parent training for Miami-Dade Community Action Agency Head Start/Early Head Start, Miami, FL (Good Shepherd Head Start program).

Bulotsky-Shearer, R., & Fernandez, V. (2011, August). *How to promote universal classroom strategies which promote the positive social, emotional and behavioral development of all children*.

Pre-service training conference for Miami-Dade Community Action Agency Head Start/Early Head Start, Miami, FL.

Bulotsky-Shearer, R. & Fernandez, V. (2010, April). *What do high quality assessments of social and emotional adjustment in Head Start tell us? How can we link to classroom learning practices?* Florida Head Start Association's Annual Research Conference. Daytona Beach, FL.

Bulotsky-Shearer, R. (2010, March). *Classroom social and emotional assessment*. In-service training to Head Start staff in Miami-Dade Community Action Agency (8 centers), Miami, FL.

Bulotsky-Shearer, R., Dominguez, X., & Greenfield, D. (2009, January). *Creating an educational dialogue for children with social and emotional needs*. Miami-Dade Community Action Agency Head Start/Early Head Start Program, Miami, FL.

Bulotsky-Shearer, R. & Edejer, E. (2008, April). *Adjustment Scales for Preschool Intervention*. Office of Early Childhood Education, Chicago Public Schools, Chicago, IL.

Bulotsky-Shearer, R. (2005, February). *Creating an educational dialogue for children with emotional and behavioral needs*. Presentation for professional development training to all prekindergarten staff in the School District of Philadelphia, Philadelphia, PA.

Bulotsky, R. and Tilson, C. (1998, April). *Early intervention and detection of developmental delays in infants, toddlers and preschool children*. Nagle Family Practice, Columbia Presbyterian Medical Center, New York, NY.