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Ph.D., Developmental Psychology
University of California, Riverside: December, 1988

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RESEARCH AND TEACHING POSITIONS

CURRENT APPOINTMENTS:

Professor (8/06 to present): Department of Psychology
Director, *Quantitative Training Program*
Director, *Center for Research Methods and Data Analysis*
Research Scientist (8/02 to present): Schiefelbusch Institute for Life Span Studies
Scientific Director, *Research Design and Analysis Core*

PAST APPOINTMENTS:

Associate Professor (8/02 to 07/06): University of Kansas, Department of Psychology
Assistant Professor (7/98 to 6/02): Yale University, Department of Psychology
Lead investigator, *Agency in Development* project (7/99 to 6/02)

Faculty Research Scientist (8/91 to 7/98)
Max Planck Institute for Human Development, Center for Lifespan Psychology
Co-Lead investigator, *Action Control and Child Development* project
(10/92 to 7/96; co-directed with Paul Baltes and Gabriele Oettingen)
Co-Lead investigator, *Self-Regulation and Social Relations* project
(8/96 to 7/98; co-directed with Lothar Krappmann)

Postdoctoral Research Fellow (1/89 to 7/91): University of California, Riverside
Lifespan development of adaptive behaviors (K. Widaman, principal investigator)
Adolescent self-concept and school dropout (D. MacMillan, principal investigator)

Lecturer (9/85 to 8/93):
Boston University, European Division (8/92 to 8/93; Graduate Psychology Program)
California State University, San Bernardino (12/86 to 7/91; Department of Psychology)
University of California, Riverside (9/85 to 12/88; Department of Psychology)

RESEARCH INTERESTS

Developmental Psychology: Action-Control Processes; Motivation; Self-regulation; School Achievement; Peer and Friendship Relationships; Adjustment and Well-being; The Social-Personality Nexus; Cross-Cultural and Socio-contextual Influences; Childhood & Adolescence.

Statistics and Methodology: Modeling Individual, Group, and Developmental Differences; General Structural Equations Modeling Techniques (e.g., LISREL, MACS, Growth Curve, HLM), Construct Validation; Measurement; Selection Effects, Missing data estimation.

PUBLICATIONS

JOURNAL ARTICLES

Atchley, P., Nelson, E., & Little, T. D. (in press). The effects of risk perceptions and perceived importance on the likelihood of answering and initiating a cellular phone call while driving. *Accident Analysis & Prevention*, 00, 000-000.

Biggs, B. K., Vernberg, E. M., Fonagy, P., Twemlow, S. W., Little, T. D., & Dill, E. J. (in press). Peer victimization trajectories and their association with internalizing problems in middle childhood. *International Journal of Behavioral Development*, 00, 000-000.

Blaga, O. M., Shaddy, D. J., Anderson, C. J., Kannass, K. N., Little, T. D., & Colombo, J. (in press). Structure and continuity of intellectual development in early childhood. *Intelligence*, 00, 000-000.

Catts, H. W., Bridges, M. S., Little, T. D., & Tomblin, J. B. (in press). Reading achievement growth in children with language impairments. *Journal of Speech, Language, and Hearing Research*, 00, 000-000.

Dreer, L. E., Berry, J., Rivera, P., Elliott, T. R., Swanson, M., Miller, D., & Little, T. D. (in press). Efficient assessment of social problem-solving abilities in medical and rehabilitation settings: A Rasch analysis of the social problem-solving inventory-revised (SPSI-R). *Journal of Clinical Psychology*, 00, 000-000.

Fonagy, P., Twemlow, S. W., Vernberg, E. M., Nelson, J. M., Dill, E. J., Little, T. D., et al. (in press). A cluster randomized controlled trial of a child-focused psychiatric consultation and a school systems-focused intervention to reduce aggression. *Journal of Child Psychology and Psychiatry*, 00, 000-000.

Kärnä, A., Voeten, M., Little, T. D., Poskiparta, E., Kaljonen, A., Salmivalli, C. (in press). A large-scale evaluation of the KiVa anti-bullying program. *Developmental Psychology*, 00, 000-000

Lee, S., Soukup, J. H., Little, T. D., & Wehmeyer, M. L., (in press). Student and teacher variables contributing to access to the general education curriculum for students with intellectual and developmental disabilities. *Journal of Special Education*, 00, 000-000.

Malmberg, L-E., Wanner, B., & Little, T. D. (in press). Age and school-type differences in children's beliefs about school performance. *International Journal of Behavioral Development*, 00, 000-000.

Perez, J. E., Little, T. D., & Henrich, C. C. (in press) Spirituality and depressive symptoms in a school-based sample of adolescents: A longitudinal investigation of mediated and moderated effects. *Journal of Adolescent Health*, 00, 000-000.

*Denotes shared senior author responsibility

- Roche, K. M., Ghazarian, S. R., Little, T. D., & Leventhal, T., (in press). Understanding links between punitive parenting and adolescent adjustment: The relevance of context and reciprocal associations. *Journal of Research on Adolescence*, 00, 000-000
- Sanislow, C. A., Little, T. D., et al. (in press) Ten-year stability and latent structure of the DSM-IV schizotypal, borderline, avoidant, and obsessive compulsive personality disorders. *Journal of Abnormal Psychology*.
- Singh, S., Donavan, T. D., Mishra, S., & Little, T. D. (in press).The latent structure of landscape perception: A mean and covariance structure modeling approach. *Journal of Environmental Psychology*
- Vernberg, E. M., Nelson, J. M., Jacobs, A. K., Little, T. D., Twemlow, S. W., Fonagy, P., et al. (in press). Developmental trends in peer aggression, victimization, bystanding, and aggression-related attitudes. *Aggressive Behavior*.
- Wehmeyer, M. L., Chapman, T. E., Little, T. D., Thompson, J. R., Schalock, R. L., & Tasse, M. J. (in press). The efficacy of the supports intensity scale (SIS) to predict extraordinary support needs. *American Journal on Mental Retardation*, 00, 000-000.
- Card, N. A., Stucky, B. D., Sawalani, G. M., & Little, T. D. (2008). Direct and indirect aggression during childhood and adolescence: A meta-analytic review of gender differences, intercorrelations, and relations to maladjustment. *Child Development*, 79, 1185-1229.
- Hawley, P. H., Little, T. D., & Card, N. A. (2008). The myth of the alpha male: A new look at dominance-related beliefs and behaviors among adolescent males and females. *International Journal of Behavioral Development*, 32, 76-88.
- Lee, S., Wehmeyer, M. L., Palmer, S. B., Soukup, J. H., & Little, T. D. (2008). Self-determination and access to the general education curriculum. *Journal of Special Education*, 42, 92-107.
- Shogren, K. A., Wehmeyer, M. L., Palmer, S. B., Soukup, J. H., Little, T. D., Garner, N. & Lawrence, M. (2008). Understanding the construct of self-determination: Examining the relationship between the Arc's self-determination scale and the American Institutes for Research self-determination scale. *Assessment for Effective Intervention*, 33, 94-107.
- Card, N. A. & Little, T. D. (2007). Longitudinal modeling of developmental processes. *International Journal of Behavioral Development*, 31, 297-302.
- Hawley, P. H., Card, N. A., & Little, T. D. (2007). The allure of a mean friend: Relationship quality and processes of aggressive adolescents. *International Journal of Behavioral Development*, 31, 170-180.
- Little, T. D., Preacher, K. J., Selig, J. P., & Card, N. A. (2007). New developments in SEM panel analyses of longitudinal data. *International Journal of Behavioral Development*, 31, 357-365.
- Malmberg, L-E., & Little, T. D. (2007). Profiles of ability, effort, and difficulty: relationships with worldviews, motivation and adjustment. *Learning and Instruction*, 17, 739-754.
- Marsh, H. W., Wen, Z., Hau, K-T., Little, T. D., Bovaird, J. A., & Widaman, K. F. (2007). Unconstrained structural equation models of latent interactions: Contrasting residual- and mean-centered approaches. *Structural Equation Modeling*, 14, 570-580
- Shogren, K. A., Wehmeyer, M. L., Palmer, S. B., Soukup, J. H., Little, T. D., Garner, N. & Lawrence, M. (2007). Examining individual and ecological predictors of the self-determination of students with disabilities. *Exceptional Children*, 73, 488-509.

- Shorey, H. S., Little, T. D., Snyder, C. R., Kluck, B., & Robitschek, C. (2007). Hope and personal growth initiative: A comparison of positive, future-oriented constructs. *Personality and Individual Differences, 43*, 1917-1926.
- Adlof, S. M., Catts, H. W., & Little, T. D. (2006). Should the simple view of reading include a fluency component? *Reading and Writing: An Interdisciplinary Journal, 19*, 933-958.
- Boardman, T., Catley, D., Grobe, J. E., Little, T. D., Ahluwalia, J. S. (2006). Using motivational interviewing with smokers: Do therapist behaviors relate to engagement and therapeutic alliance? *Journal of Substance Abuse Treatment, 31*, 329-339.
- Card, N. A., & Little, T. D. (2006b). Proactive and reactive aggression in childhood and adolescence: A meta-analysis of differential relations with psychosocial adjustment. *International Journal of Behavioral Development, 30*, 466-480.
- Little, T. D., Bovaird, J. A., & Widaman, K. F. (2006). On the merits of orthogonalizing powered and product terms: Implications for modeling interactions among latent variables. *Structural Equation Modeling, 13*, 497-519.
- Little, T. D., Slegers, D. W., & Card, N. A. (2006). A non-arbitrary method of identifying and scaling latent variables in SEM and MACS models. *Structural Equation Modeling, 13*, 59-72.
- Shogren, K. A., Lopez, S. J., Wehmeyer, M. L., Little, T. D., & Pressgrove, C. L. (2006). The role of positive psychology constructs in predicting life satisfaction in adolescents with and without cognitive disabilities: An exploratory study. *Journal of Positive Psychology, 1*, 37-52.
- Steele, R. G., Little, T. D., Ilardi, S. S., Forehand, R., Brody, G. H., & Hunter, H. L. (2006). A confirmatory comparison of the factor structure of the children's depression inventory between European American and African American youth. *Journal of Family and Clinical Psychology, 15*, 779-794.
- Vanlede, M., Little,* T. D., & Card, N. A. (2006). Action-control beliefs and behaviors as predictors of change in adjustment across the transition to middle school. *Anxiety, Stress, and Coping, 19*, 111-127.
- Wang, M., Summers, J. A., Little, T. D., Turnbull, A., Posten, D., & Mannan, M. (2006). Perspectives of fathers and mothers of children in early intervention programmes in assessing family quality of life. *Journal of Intellectual Disability Research, 50*, 977-988.
- Card, N. A., Hodges, E. V. E., Little, T. D., & Hawley, P.H. (2005). Gender effects in peer nominations for aggression and social status. *International Journal of Behavioral Development, 29*, 146-155.
- Fonagy, P., Tremlow, S. W., Vernberg, E. M., Sacco, F. C., & Little, T. D. (2005). Creating a peaceful school learning environment: The impact of an antibullying violence prevention program on educational attainment in elementary schools. *Medical Science Monitor, 11*, 31-325.
- Hogan, T. P., Catts, H. W., & Little, T. D. (2005). The relationship between phonological awareness and reading: Implications for the assessment of phonological awareness. *Language, Speech, Hearing Services in Schools, 36*, 285-293.
- Card, N. A. & Little, T. D. (2005). On the use of the social relations and actor-partner inter-dependence models in developmental research. *International Journal of Behavioral Development, 29*, 173-179.
- Walls, T. A. & Little,* T. D. (2005). Relations among personal agency, motivation, and school adjustment in early adolescence. *Journal of Educational Psychology, 97*, 23-31.

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- Baker, C. W., Little, T. D., & Brownell, K. D. (2003). Predicting adolescent eating and activity behaviors: The role of social norms and personal agency. *Health Psychology, 22*, 189-198.
- Carter, A. S., Briggs-Gowan, M., Jones, S. M. & Little, T. D. (2003). The infant toddler social and emotional assessment: Factor structure, reliability, and validity. *Journal of Abnormal Child Psychology, 31*, 495-514.
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- Little, T. D., Miyashita, T., Karasawa, M., Mashima, M., Oettingen, G., Azuma, H., & Baltes, P. B. (2003). The links among action-control beliefs, intellectual skill, and school performance in Japanese, U.S., and German school children. *International Journal of Behavioral Development, 27*, 41-48.
- McCarthy, P., Walls, T., Cicchetti, D., Mayes, L., Rizzo, R., Lopez-Benitez, J., Salloum, S., Baron, M., Fink, H., Anderson, R., Little, T., LaCamera, R., & Frudigman, K. (2003). Prediction of resource use during acute pediatric illness. *Archives of Pediatric Adolescent Medicine, 157*, 990-996.
- Pearce, M. J., Perez, J. P., & Little,* T. D. (2003). Religiousness and depressive symptoms among adolescents. *Journal of Clinical Child and Adolescent Psychology, 32*, 267-276.
- Pruett, M. K., Williams, T., Insebella, G., & Little, T. D. (2003) Family and legal indicators of child adjustment to divorce among families with young children. *Journal of Family Psychology, 17*, 169-180.
- Shahar, G., Henrich, C. C., Blatt, S. J., Ryan, R. M., & Little, T. D. (2003). Interpersonal relatedness, self-definition, and their motivational orientation during adolescence: A theoretical and empirical investigation. *Developmental Psychology, 39*, 470-483.
- Shahar, G., Henrich, C. C., Reiner, I. C., & Little, T. D. (2003). Development and initial validation of the Brief Adolescent Life Event Scale (BALES). *Anxiety, Stress, and Coping, 16*, 119-127.
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- Little, T. D., Cunningham, W. A., Shahar, G., & Widaman, K. F. (2002). To parcel or not to parcel: Exploring the question, weighing the merits. *Structural Equation Modeling, 9*, 151-173.
- Little, T. D., Lopez, D. F., Oettingen, G. O., & Baltes, P. B. (2001). A comparative-longitudinal study of action-control beliefs and school performance: On the role of context. *International Journal of Behavioral Development, 25*, 237-245.
- Little, T. D., Lopez, D. F., & Wanner, B. (2001). Children's action-control behaviors (Coping): A longitudinal validation of the behavioral inventory of strategic control. *Anxiety, Stress, and Coping, 14*, 315-336.
- Malmberg, L-E., Wanner, B., Sumra, S., & Little, T. D. (2001). Action-control beliefs and school experiences of Tanzanian primary school students. *Journal of Cross-Cultural Psychology, 32*, 577-596.

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- Little, T. D. (2000). On the comparability of constructs in cross-cultural research: A critique of Cheung and Rensvold. *Journal of Cross-Cultural Psychology*, 31, 213-219.
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- Malmberg, L-E., Wanner, B., Sumra, S., & Little, T. D. (2000). Agency beliefs about school achievement: Tanzanian primary school students in two city schools. *Zimbabwe Journal of Educational Research*, 12, 126-150.
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- Hawley, P. H., & Little, T. D. (1999). On winning some and losing some: Social dominance in toddlers. *Merrill Palmer Quarterly*, 43, 185-214.
- Little, T. D., Brendgen,* M., Wanner, B., & Krappmann,* L. (1999). Children's reciprocal perceptions of friendship quality in the sociocultural contexts of East and West Berlin. *International Journal of Behavioral Development*, 23, 63-89.
- Little, T. D., Lindenberger,* U. & Nesselroade,* J. R. (1999). On selecting indicators for multivariate measurement and modeling with latent variables: When "good" indicators are bad and "bad" indicators are good. *Psychological Methods*, 4, 192-211.
- Little, T. D., Stetsenko,* A., & Maier, H. (1999). Action-control beliefs and school performance: A longitudinal study of Moscow children and adolescents. *International Journal of Behavioral Development*, 23, 799-823.
- Raykov, T., & Little,* T. D. (1999). A note on Procrustean rotation in exploratory factor analysis: A computer intensive approach to goodness of fit evaluation. *Educational and Psychological Measurement*, 59, 47-57.
- Ryan, R. M., Chirkov, L. I., Little, T. D., Sheldon, K. M., Timoshina, E., & Deci, E. L. (1999). The American dream in Russian: Extrinsic aspirations and well-being in two cultures. *Personality and Social Psychology Bulletin*, 25, 1509-1524.
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- Widaman, K. F., MacMillan, D. L., Hemsley, R., Little, T. D., & Balow, I. H. (1992). Differences in adolescent self-concept as a function of academic level, ethnicity, and gender. *American Journal of Mental Retardation*, *96*, 387-404.
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BOOKS, CHAPTERS, MONOGRAPHS, REVIEWS, ENTRIES, AND PUBLISHED REPORTS

- Geldhof, G. J., Little, T. D., & Colombo, J. (in press). Self-regulation across the lifespan. In M. E. Lamb & A. M. Freund (Vol. Eds.), and R. M. Lerner (Editor-in-Chief). *Social and emotional development*. Volume 2 of *The Handbook of Lifespan Development*. Hoboken, NJ: Wiley.
- Lee, J., Little, T. D., & Preacher, K.J. (in press). Partial factorial invariance in cross-cultural research. In E. Davidov, P. Schmidt & J. Billiet (Eds.), *Cross-cultural data analysis: Methods and applications*. New York: Guilford press.
- Little, T. D., (in prep.). *Longitudinal SEM*. New York: Guilford press.
- Little, T. D., Card, N. A., Preacher, K. J., & McConnell, E. (in press). Modeling longitudinal data from research on adolescence. In R. M. Lerner & L. Steinberg (Eds.), *Handbook of adolescent psychology* (3rd ed.). Wiley.
- Little, T. D., Walls, T. A., Malmberg, L-E. (in press). Agency. In S. Lopez (Ed.), *The Encyclopedia of Positive Psychology*.
- Wehmeyer, M. L., Little, T. D., Sergeant, J. (in press). Self-determination. In S. Lopez (Ed.), *Handbook of Positive Psychology*.
- Wehmeyer, M. L., & Little, T. D. (in press). Self-determination. In S. Lopez (Ed.), *The Encyclopedia of Positive Psychology*.
- Widaman, K. F., Little,* T. D., Preacher, K. J., & Sawalani, G. (in press). On creating and using short forms in archival research. In K. Trzesniewski & B. Roberts (Eds.), *Archival research methods*. Washington, DC: APA.
- Selig, J. P., Card, N. A., & Little, T. D. (2008). Latent variable structural equation modeling in cross-cultural research: Multigroup and multilevel approaches. In F. J. R. van de Vijver, D. A. van Hemert, & Y. H. Poortinga (Eds.), *Individuals and Cultures in Multilevel Analysis* (pp 93-119). New York: LEA.
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- Card, N. A., Little, T. D., & Selig, J. P. (2008). Using the bivariate social relations model to study dyadic relationships: Early adolescents' perceptions of friends' aggression and prosocial behavior. In N. A. Card, T. D. Little, & J. P. Selig (Eds.), *Modeling dyadic and interdependent data in developmental research* (pp. 245-276) Mahwah, NJ: LEA.
- Selig, J. P., McNamara, K., Card, N. A., & Little, T. D. (2008). Applying the intraclass correlational approach in developmental research. In N. A. Card, T. D. Little, & J. P. Selig (Eds.), *Modeling dyadic and interdependent data in developmental research* (pp. 191-212). Mahwah, NJ: LEA.
- Hawley, P. H., Little, T. D., & Rodkin, P. (Eds.). (2007). *Aggression and adaptation*. Mahwah, NJ: LEA
- Card, N. A. & Little,* T. D. (2007). Differential relations of instrumental and reactive aggression with adjustment: Does adaptivity depend on function? In P. H. Hawley, T. D. Little, & P. Rodkin (Eds.), *Aggression and adaptation* (pp. 107-134). Mahwah, NJ: LEA
- Greenwood, C. R., & Little,* T. D. (2007). *Use of regression discontinuity designs in special education research*. Paper commissioned as one in a series of invited NCSER, IES papers

devoted to special education research methodology topics Hyattsville, MD: Optimal Solutions Group, LLC.

Little, T. D., Bovaird, J. A., & Card, N. A. (Eds.) (2007). *Modeling contextual effects in longitudinal studies*. Mahwah, NJ: LEA

Card, N. A., Little, T. D., & Bovaird, J. A. (2007). Modeling ecological and contextual effects in longitudinal studies of human development. In T. D. Little, J. A., Bovaird, & N. A. Card (Eds.), *Modeling contextual effects in longitudinal studies* (pp. 1-11). Mahwah, NJ: LEA

Little, T. D., Card, N. A., Bovaird, J. A., Preacher, K., & Crandall, C. S. (2007). Structural equation modeling of mediation and moderation with contextual factors. In T. D. Little, J. A., Bovaird, & N. A. Card (Eds.), *Modeling contextual effects in longitudinal studies* (pp. 207-230). Mahwah, NJ: LEA

Little, T. D., Card, N. A., Slegers, D. W. & Ledford, E. C. (2007). Representing contextual effects in multiple-group MACS models. In T. D. Little, J. A., Bovaird, & N. A. Card (Eds.), *Modeling contextual effects in longitudinal studies* (pp. 121-147). Mahwah, NJ: LEA

Card, N. A.^{*fp} & Little, T. D., (2007). Studying aggression with structural equation modeling. In D. Flannery, A. Vazsonyi, & I. Waldman (Eds.), *The Cambridge Handbook of Violent Behavior* (pp. 727-739). New York: Cambridge University press.

Card, N. A., & Little,* T. D. (2006a). Analytic considerations in cross-cultural research on peer relations. In X. Chen, D. C. French, & B. Schneider (Eds.), *Peer relations in cultural context* (pp. 75-95). New York: Cambridge University Press.

Mroczek, D. K. & Little, T. D. (Eds.). (2006). *Handbook of Personality Development*. Mahwah, NJ: LEA.

Mroczek, D. K. & Little, T. D. (2006). Theory and research in personality development at the beginning of the 21st century. In D. K. Mroczek & T. D. Little (Eds.). *Handbook of Personality Development* (pp. 3-8). Mahwah, NJ: LEA

Little, T. D., Bovaird, J. A., & Slegers, D. W. (2006). Methods for the analysis of change. In D. K. Mroczek & T. D. Little (Eds.). *Handbook of Personality Development* (pp. 181-211). Mahwah, NJ: LEA

Little, T. D., Snyder, C. R., & Wehmeyer, M. (2006). The agentic self: On the nature and origins of personal agency across the lifespan. In D. K. Mroczek & T. D. Little (Eds.). *Handbook of Personality Development* (pp. 61-80). Mahwah, NJ: LEA.

Little, T. D., & Slegers, D. W. (2005). Factor analysis: Multiple groups. In B. Everitt & D. Howell (Eds.), & D. Rindskopf (Section Ed.), *Encyclopedia of Statistics in Behavioral Science* (Vol. 2, pp 617-623). Chichester, UK: Wiley.

Malmberg, L-E., Wanner, B., Nordmry, A-M., & Little, T. D. (2004). *The teacher's control, agency, and means-ends questionnaire (TCAM): Reliability and validity*. Monograph (No. 7) of the Faculty of Education, Abo Akademi University. Vasa, Finland: Multiprint press.

Hawley, P. H. & Little,* T. D. (2003). Modeling intraindividual variability and change in bio-behavioral developmental processes. In B. Pugesek, A. Tomer, and A. von Eye, (Eds.), *Structural equations modeling: Applications in ecological and evolutionary biology research* (pp. 143-170). Cambridge, UK: Cambridge University Press.

Hawley, P. H., & Little, T. D. (2002) Evolutionary and developmental perspectives on the agentic self. In D. Cervone & W. Mischel (Eds.), *Advances in personality science* (pp. 177-195). New York, NY: Guilford press.

- Little, T. D. (2002). Agency in development. W. H. Hartup & R. Silbereisen (Eds.), *Growing points in developmental science: An introduction* (pp. 223-240). East Sussex, England: Psychology press.
- Little, T. D., Hawley,* P. H., Henrich, C. C., & Marsland, K. (2002). Three views of the agentic self: A developmental synthesis. In E. L. Deci & R. M. Ryan (Eds.), *Handbook of self-determination research* (pp. 389-404). Rochester, NY: University of Rochester press.
- Malmberg, L-E., & Little, T. D. (2002). Nuorten koulumotivaatio [Adolescents' school motivation]. In K. Salmela-Aro & J-E. Nurmi, (Eds.), *Mikä meitä liikuttaa. Modernin motivaatiopsykologian perusteet* [What moves us. An introduction to modern psychology of motivation](pp. 127-144). Jyväskylä: PS-kustannus.
- Little, T. D., Schnabel, K. U., & Baumert, J. (Eds.) (2000). *Modeling longitudinal and multilevel data: Practical issues, applied approaches, and specific examples*. Mahwah, NJ: LEA.
- Little, T. D., Lindenberger, U. & Maier, H. (2000). Selectivity and generalizability in longitudinal research: On the effects of continuers and dropouts. In T. D. Little, K. U. Schnabel, & J. Baumert (Eds.), *Modeling longitudinal and multilevel data: Practical issues, applied approaches, and specific examples* (pp. 187-200). Mahwah, NJ: LEA.
- Schnabel, K. U., Little, T. D., & Baumert, J. (2000). Modeling longitudinal and multilevel data. In T. D. Little, K. U. Schnabel, & J. Baumert (Eds.), *Modeling longitudinal and multilevel data: Practical issues, applied approaches, and specific examples* (pp. 9-13). Mahwah, NJ: LEA.
- Malmberg, L-E., Wanner, B., Sumra, S., & Little, T. D. (2000). Tanzanian primary school students' action-control beliefs. How do they compare with children from other countries? In L-E. Malmberg, S-E. Hansén & K. Heino, (Eds.), *Basic education for all: A global concern for quality* (pp. 389-399). Vasa: Åbo Akademi University.
- Little, T. D. (1999). Development across generations (and cultures?). *Contemporary Psychology*, 44, 42-44
- Baltes, M. M., Maas, I., Wilms, H-U., Borchelt, M., & Little, T. D. (1999). Everyday competence in old and very old age: Theoretical considerations and empirical findings. In P. B. Baltes & K. U. Mayer (Eds.), *The Berlin aging study: Aging from 70 to 100* (pp. 384-402). New York: Cambridge University press.
- Lindenberger, U., Gilberg, R., Little, T. D., Pötter, U., Nuthman, R., & Baltes, P. B. (1999). Sample selectivity and generalizability of the results of the Berlin aging study. In P. B. Baltes & K. U. Mayer (Eds.), *The Berlin aging study: Aging from 70 to 100* (pp. 56-82). New York: Cambridge University press.
- Little, T. D. (1998). Sociocultural influences on the development of children's action-control beliefs. In J. Heckhausen & C. S. Dweck (Eds.), *Motivation and self-regulation across the life span* (pp. 281-315). New York: Cambridge University Press.
- Little, T. D., & Wanner, B. (1997). *The Multi-CAM: A multidimensional instrument to assess children's action-control motives, beliefs, and behaviors* (Materialen aus der Bildungsforschung, No. 59, ISBN #3-87985-064-x). Berlin: Max Planck Institute for Human Development.
- Little, T. D. (1996). Ensuring cross-cultural construct comparability: A mean and covariance structures (MACS) approach. *International Journal of Psychology*, 31, 1822-1822.
- Oettingen, G., Little,* T. D., & Baltes,* P. B. (1996). Subjektives Leistungsvermögen und objektive Schulleistung bei Ost- und Westberliner Schulkindern [Subjective beliefs and objective performance in East and West Berlin school children] (pp. 650-655). *Jahrbuch der Max-Planck-Gesellschaft [Year book of the Max Planck Society]*. Goettingen: Vandenhoeck & Ruprecht.

- Lindenberger, U., Gilberg, R., Pötter, U., Little, T. D., & Baltes, P. B. (1996). Stichprobenselektivität und Generalisierbarkeit der Ergebnisse in der Berliner Altersstudie [Selectivity and generalizability in the Berlin aging study]. In P. B. Baltes & K. U. Mayer (Eds.), *Die Berliner Altersstudie [The Berlin aging study]* (pp. 85-108). Berlin: Akademie Verlag.
- Little, T. D., Oettingen, G., & Baltes, P. B. (1995). *The revised control, agency, and means-ends interview (CAMI): A multicultural validity assessment using mean and covariance (MACS) analyses* (Materialien aus der Bildungsforschung, No. 49, ISBN #3-87985-041-0). Berlin: Max Planck Institute for Human Development.
- Oettingen, G., & Little, T. D. (1994). "Adäquate Selbsteinschätzung" als Erziehungsziel: Die Selbstwirksamkeits-urteile Ostberliner Schulkinder ["Adequate self-evaluation" as an educational goal: The self-efficacy beliefs of East Berlin school children]. In G. Trommsdorff (Ed.), *Psychologische Aspekte des soziopolitischen Wandels in Ostdeutschland [Psychological aspects of the sociopolitical changes in East Germany]* (pp. 113-124). Berlin: De Gruyter.
- Borthwick-Duffy, S., Widaman, K. F., Little, T. D., & Eyman, R. K. (1992). *Foster family care for persons with mental retardation* (Monographs of the American Association on Mental Retardation, No. 17). Washington, DC: American Association on Mental Retardation.
- Widaman, K. F., & Little, T. D. (1992). The development of skill in mental arithmetic: An individual differences approach. In J. I. D. Campbell (Ed.), *The nature and origins of mathematical skills* (pp. 189-253). New York: Elsevier.
- Widaman, K. F., Borthwick-Duffy, S., & Little, T. D. (1991) The structure and development of adaptive behaviors. In N. W. Bray (Ed.), *International review of research in mental retardation* (Vol. 17, pp. 1-54). New York: Academic.
- Widaman, K. F., Geary, D. C., Cormier, P., & Little, T. D. (1985). Cognitive processing strategies for complex addition. *Proceedings of the Cognitive Science Society*, 7, 385-389.
- Widaman, K. F., & Little, T. D. (1985). Contextual influences on sociomoral judgment and action. In J. B. Pryor & J. D. Day (Eds.), *The development of social cognition* (pp. 115-152). New York: Springer Verlag.

RECENT INVITED WORKSHOPS AND COLLOQUIA

- Missing data techniques for longitudinal data*** (2004, June). Invited lecture at the annual Summer Institute on Developmental Psychology held at the University of Jyväskylä, Jyväskylä, Finland
- Alternative methods for the identification of intercepts and loadings in the context of SEM modeling*** (2004, June). Invited lecture at the annual Summer Institute on Developmental Psychology held at the University of Jyväskylä, Jyväskylä, Finland
{ note. The Summer Institute on Developmental Psychology is an annual event co-sponsored by a cross-national consortium of universities including UNC Chapel Hill, Penn State, University of Jyväskylä, and Stockholm University }
- Taking Lea's ideas on aggression seriously: Key issues and trends for future research*** (2005, October). Invited lecture at the celebration of the retirement of Lea Pulkkinen held at the University of Jyväskylä, Jyväskylä, Finland
- Multi-Level Modeling of Context Effects*** (2005, April). Invited lecture at the peer-relations pre-conference associated with the Society for Research in Child Development biennial meetings, Atlanta, Ga (with Amy Bellmore and Katherine Masyn).
- Recent Developments in Longitudinal Modeling*** (2006, March). Invited 3-hour lecture as pre-conference associated with the Society for Research in Adolescence biennial meetings, San Francisco, CA.
- Recent Developments in SEM*** (2006, October). Invited day-long workshop on recent developments in SEM presented for the Department of Educational Sciences, Oxford University, England.
- What it takes and whether I've got it: Self-regulation of school performance across sociocultural contexts*** (2006, October). Invited colloquium presented in the Department of Educational Sciences, Oxford University, England.
- Disentangling the forms and functions of aggression*** (2006, October). Invited colloquium presented in the Department of Educational Sciences, Oxford University, England.
- Modeling dyadic and interdependent data in peer relations research*** (2007, March). Invited presentation at the Peer Relations Preconference to the Society for Research in Child Development biennial meeting, San Francisco, CA.
- Principles of Latent Growth Curve Modeling*** (2008, March). Invited 3-hour lecture as pre-conference workshop associated with the Society for Research in Adolescence biennial meeting, Chicago, IL.
- Recent Advances in Longitudinal Modeling*** (2008, March). Invited 3-day workshop presented to the graduate school of the Finnish academy held at the University of Turku in Turku, Finland.
- Factorial Invariance Revisited: Are we there yet.*** (2008, April). Invited 3-hour workshop at the Society for Applied Multivariate Research held in Kansas City, MO.
- Multilevel Analysis, SEM, and Missing Data.*** (2008, May). 1-hour presentation at the ISSFAL satellite workshop in Kansas City, KS.

RECENT CONFERENCE PRESENTATIONS

- Card, N. A., & Little, T. D. (2006, March). **How adolescents view their friends and mutual antipathies: A social relations analysis of individual and relationship effects.** In C. Salmivalli & N. A. Card (chairs), *Social cognitions and behaviors: Considering the relational contexts in which they occur.* Paper presented at the meeting of the Society for Research on Adolescence, San Francisco, CA.
- Stucky, B. D., Card, N. A., Sawalani, G. M., & Little, T. D. (2006, March). **Overt and relational forms of aggression and psychosocial maladjustment: A meta-analytic review.** Poster presented at the 11th biennial meeting of the Society for Research on Adolescence, San Francisco, CA.
- Little, T. D. (2006, March). **Discussant** for symposium presented at the 11th biennial meeting of the Society for Research on Adolescence, San Francisco, CA.
- Malmberg, L-E., Wanner, B., & Little T.D. (2006, July). **Changes in student teachers' action-control beliefs across teacher education.** Paper presented at the International Society for the Study of Behavioral Development (ISSBD), in Melbourne, Australia.
- Card, N. A., & Little, T. D. (Chairs) (2006, August). **Recent developments in modeling dynamic intraindividual change.** (Discussant: Keith Widaman). Invited paper symposium (Division 20, Adult Development and Aging) presented at the 114th annual meeting of the American Psychological Association, New Orleans, LA.
- Little, T. D. (2006, August). **Recent developments in longitudinal modeling.** Paper presented at the 114th annual meeting of the American Psychological Association, New Orleans, LA
- Blaga, O. M. Shaddy, D. J., Anderson, C. J., Colombo J., & Little, T. D. (2007, March). **Structural and predictive outcomes of standardized assessments from 12 to 48 months.** Paper presented at the biennial meeting of the Society for Research on Child Development, Boston, MA.
- Greenwood, C. R., & Little, T. (2007 June). **The regression discontinuity design: Application in special education research.** In D. Malouf (Chair), *Statistical and methodological issues in special education*, Symposium presented at the 2007 IES Research Directors Conference, Washington, DC.
- Little, T. D. (Chair) (2007, August). **Factorial invariance revisited—Are we there yet?** Symposium presented at the 115th annual meeting of the American Psychological Association, San Francisco, CA
- Little, T. D. & Selig, J. (2007, August). **Overview of the issues in testing for factorial invariance.** Paper presented at the 115th annual meeting of the American Psychological Association, San Francisco, CA
- Little, T. D., Preacher, K., & Lee, J. (2007, October). **Identification constraints in latent variable models: Why some 'one' matters more than others.** Paper presented at the annual meeting of the Society of Multivariate Experimental Psychology, Chapel Hill, NC.
- Bridges, M., Catts, H., Little, T. D., & Tomblin, J. B. (2007, November). **Reading growth in children with language impairment.** Poster presented at the annual conference of the American Speech-Language-Hearing Association, Boston, MA.
- Shorey, H. S., & Little, T. D. (2008, March). **The role of positive psychology in psychological assessments; Validity and applications of the Domain Specific Hope Scale.** Paper presented at the annual Society of Personality Assessment Convention, New Orleans, LO.
- Nelson, J. M., Biggs, B. K., Vernberg, E. M., & Little, T. D. (2008, March). **Measurement of peer-related social stress among adolescents and associations with social and psychological maladjustment.** Paper presented at the Biennial Meeting of the Society for Research on Adolescence, Chicago, IL.
- Ojanen, T., Sijtsema, J. J., Hawley, P. H., & Little, T. D. (2008, March). **Motivational Orientation and the Development of Adolescent Friendship Networks: Social Selection and Socialization Processes.** Presentation at the Society for Research in Adolescence biennial meeting, Chicago, IL.
- Ojanen, T., Sijtsema, J. J., Veenstra, R., Hawley, P. H., Little, T. D. (2008, March) **Instrumental and Reactive Aggression in Adolescent Friendships: Differential Social Selection and Socialization Processes?** Presentation at the Society for Research in Adolescence biennial meeting, Chicago, IL.
- Greenwood, C. R., McConnell, E. K., & Little, T. D. (2008, June). **Dynamic Relations in the Early Communication Skills' Growth Trajectories of Infants and Toddlers (R324A070085).** Paper presented at the 2008 IES Research Directors Conference, Washington, DC.
- Little, T. D. (2008, August). **Non-traditional ways to gain training in quantitative methods.** Paper presented at the annual meeting of the American Psychological Association, Boston, MA.
- Walls, T. A., & Little, T. D. (2008, August). **Early career challenges for quantitative psychologists.** Paper presented at the annual meeting of the American Psychological Association, Boston, MA.
- Selig, J. P., Preacher, K. J., Card, N. A., & Little, T. D. (2008, August). **Multilevel multiple membership models for dyadic data.** Paper presented at the annual meeting of the American Psychological Association, Boston, MA.
- Nelson, J. M., Biggs, B. K., Vernberg, E. M., & Little, T. D. (2008, October). **Peer victimization stability and change in depressive symptoms among adolescents: The moderating roles of coping and involuntary stress responses.** Presentation at the Kansas Conference in Clinical Child and Adolescent Psychology Lawrence, KS.

TEACHING ACTIVITY

COURSES TAUGHT AT KU

Course Number and Title	Term	Enrolled
PSYC 896: Structural Equation Modeling I*	Spring, 2003	35
PSYC 996: Advanced Structural Equation Modeling II*	Fall, 2003	12
PSYC 896: Structural Equation Modeling I*	Spring, 2004	22
PSYC 991: Longitudinal & Growth Curve Modeling*, #	Spring, 2004	2
PSYC 996: Advanced Structural Equation Modeling II*	Fall, 2004	9
PSYC 896: Structural Equation Modeling I*	Spring, 2005	22
PSYC 996: Advanced Structural Equation Modeling II*	Fall, 2005	5
PSYC 896: Structural Equation Modeling I*	Spring, 2006	19
PSYC 996: Advanced Structural Equation Modeling II*	Fall, 2006	4
PSYC 696: Structural Equation Modeling I*	Spring, 2007	2
PSYC 881: Seminar in Quantitative Methods*	Spring, 2007	6
PSYC 896: Structural Equation Modeling I*	Spring, 2007	26
PSYC 460: Honors in Psychology	Fall, 2007	10
PSYC 696: Structural Equation Modeling I	Fall, 2007	3
PSYC 881: Seminar in Quantitative Methods	Fall, 2007	10
PSYC 896: Structural Equation Modeling I	Fall, 2007	16
PSYC 460: Honors in Psychology	Spring, 2008	20
PSYC 881: Seminar in Quantitative Methods	Spring, 2008	10
PSYC 991: Longitudinal & Growth Curve Modeling	Spring, 2008	13
PSYC 696: Structural Equation Modeling I	Fall, 2008	9
PSYC 881: Seminar in Quantitative Methods	Fall, 2008	9
PSYC 896: Structural Equation Modeling I	Fall, 2008	35
PSYC 991: Longitudinal & Growth Curve Modeling	Spring, 2009	16
PSYC 480/481: Independent Study/Research Practicum	Fall, 2003-Fall, 2008	94
PSYC 899/999: Thesis/Dissertation Units	Fall, 2003-Fall, 2008	17
PSYC 980: Independent Study	Fall, 2003-Fall, 2008	22

NOTE: *My teaching load is reduced because of my appointment in LSI and other administrative duties. *Course taught under different number than current numbering system. #Course taught as overload.

TEACHING EXPERIENCE

Graduate Level

Structural Equations Modeling I and II	Developmental Psychology
Computer Software for Data Analysis	Research Methods
Theories of Development	Advanced SEM
Longitudinal and Growth Curve Modeling	

Undergraduate Level

Adolescence	Cognitive Development
Critical Thinking & Problem Analysis	Life-span Development
Research methods	Introduction to Psychology

Awarded Outstanding Teaching Assistant, University of California at Riverside, 1985
 Finalist Outstanding Mentor Award, University of Kansas, 2007

Post Doctoral Level

Annual Summer Institutes on Structural Equation Modeling and Longitudinal Modeling (KU; 2003-date).

(Note: This is a week-long intensive summer institute co-sponsored by the Quantitative Psychology Training Program and the University of Kansas Continuing Education. It is open to graduates, post-docs, faculty and employees from any institution)

SUPERVISING AND MENTORING EXPERIENCE

Senior Honors Theses

Kia Davis, B.A., Honors, 1999
Rita Pin, B.A., Honors, 1999
Sandhya Badrinath, B.A., Honors, 2000
Erin Killory, B.A., Honors, 2000
Eva Sanchez, B.A., Honors, 2000
Lilananda Schappat, B.A., Honors, 2000
Michael Conti, B.A., Honors, 2001
Christopher Eger, B.A., Honors, 2001
Mary Fournier, B.A., Honors, 2001
Laura Petrolle, B.A., Honors, 2001
Jordana Sustain, B.A., Honors, 2001
Young (Peter) Cho, B.A., Honors, 2002
Amy Demore, B.A., Honors, 2004
Libby McConnell, B.A. Honors, 2006
Amanda Schweder, B. A., 2007
Rawni Anderson, B.A., 2008
Jonathan Torres, B.A., 2008
Sierra Faulter, B.A., Honors, 2009

Matthew Nock, M.A., 2000
Katherine Marsland, M. Phil, 2000
Michelle Pearce, M.A., 2002
Matthias Grasshof, Dipl., 1997
Hal Shorey, M.A., 2003
Mathew Gallagher, M.A., 2006

Michael Finnegan, B.A., Honors, 1999
Sarah Jeon, B.A., Honors, 2000
Emily Putnam, B.A., Honors, 2000
Shannon Morrison,, B.A., Honors, 2000
Sneha Jacob, B.A., Honors, 2000
Ashley Dixon, B.A., Honors, 2001
Vindia Fernandez, B.A., Honors, 2001
Jennifer Mendoza, B.A., Honors, 2001
Melissa Ponce, B.A., Honors, 2001
Meesun Yang, B.A., Honors, 2001
Adrian Rizzo, B.A., Honors, 2002
Brian Stuckey, B.A., Honors, 2005
Johnny Beber, B.A., 2007
Sandy Carpenter, B.A., Honors, 2007
Eric Nelson, B.A., Honors, 2008
Katherine Harr, B.A., Honors, 2009
Emily Patrick, B.A., 2009

Pre-Doctoral degrees

William Cunningham, M.A., 2001
Weihua Niu, M. Phil., 2001
Stephanie M. Jones, M.Phil., 2000
Marian Weierich, M.A., 2001
Gita Sawalani, M.A., 2004
G. John Geldhof, M.A., 2008

Doctoral degrees (*=chaired or co-chaired)

*Christina Woods Baker, Ph.D., 2001, Brown University
Carla Berg, Ph.D., 2006, internship
James A. Bovaird, Ph.D., 2003, University of Nebraska - Lincoln
*Ashley Buonesera, Ph.D., 2006, Marriott Corporation
Carol Carmin, Ph.D., 2005, University of Kansas
*Mara Brendgen, Ph.D., 1996, University of Montreal, Canada
*Edward J. Dill, Ph.D., 2005, Private practice
*Bridgit Gamm, Ph.D., 2005, University of Kansas
Lesa Hoffman, Ph.D., 2005, University of Nebraska - Lincoln
Johanna Freedman, Ph.D., 1999, Private practice
*Christopher C. Henrich, Ph.D., 2001, Georgia State University
Jill Hohenstein, Ph.D., 2002, UC Santa Cruz
James Kaufman, Ph.D., 2001, Cal. State University, San Bernardino
*Ute Kunzmann, Ph.D., 1997, Max Planck Institute, Berlin, Germany
*Ilana Lidsky McGuinn, Ph.D., 2002, University of Virginia
Suk-Hyang Lee, Ph.D., 2006, University of Kansas
Chan Li, Ph.D., 2007, unknown
Jee-Hae Lim, Ph.D., 2006, unknown
*David Luxton, Ph.D., 2007, Washington State, VA Hospital
Julie Maikranz, Ph.D., 2005, University of Kansas
Patrick McClelland, Ph.D., 2007, University of Delaware
*Jennifer Nelson (Mize), Ph.D., 2007, Stanford University
Linda O'Hara, 2001, Ph.D., Long Beach State University
*John Perez, Ph.D., 2002, University of Massachusetts, Boston
Kim Pulvers, Ph.D., 2005, unknown
*Gita Sawalani, Ph.D., 2008, University of Wisconsin – Eau Claire
Marie Savundranayagam, Ph.D., 2005, University of Ottawa
Karrie Shogren, Ph.D., 2006, University of Texas
*Hal Shorey, Ph.D., 2007, Widener University
*Aaron Stratman, Ph.D., 2005, University of Nebraska
Aaron Sumner, Ph.D., 2004, unknown
Thuy Tran, Ph.D., 2005, University of California at Los Angeles
Kathy Truax, Ph.D., 1999, unknown
Lisa Uebelacher, Ph.D., 2001, Brown University
*Theodore Walls, Ph.D., 2003, University of Rhode Island
*Brigitte Wanner, Dipl., 1995; Ph.D., 2002, University of Montreal
Mian Wang, Ph.D., 2005, Rowan University
Shih-ying Yang, Ph.D., 2001, Taiwan University
Xiangdon Yang, Ph.D., 2004, University of Kansas

Post-doctoral trainees supervised

James A. Bovaird, University of Nebraska, Lincoln
Noel A. Card, University of Arizona
David F. Lopez, USDE, Institute for Educational Science, USA
Heiner Maier, Max Planck Institute, Rostock, Germany
Lars-Erik Malmberg, Oxford University, England and Åbo Akademi, Vasa, Finland
Tiina Ojanen, University of South Florida, USA
Monisha Pasupathi, University of Utah, USA
Golan Shahar, Yale University and Bar Ilan University, Israel
Anna Stetsenko, City University of New York, USA

PROFESSIONAL INFORMATION AND SERVICE-RELATED ACTIVITY

PENDING GRANT ACTIVITY

- 2008 Parenting in high-risk settings: Longitudinal associations with youth well being (with Kathleen Roche): NIH R03 \$175,000 (**scored 195; not funded; 2nd submission pending**)
- 2007 Effectiveness of mental health anti-stigma campaigns for young adolescents (Megan O'Brien, PI) NIH R01 (**pending**)
- 2009-2010 A comparison of minimal contact weight management programs for individuals with impaired fasting glucose in rural Kansas (Bryan Smith, PI). Great Plains Diabetes Institute \$50,000 (**pending**)
- 2009-2011 The burden of obesity among working-age adults with disabilities (Katherine Grobe, PI) R21 PA-06-151 \$383,844 (**pending**)

ACADEMIC- AND RESEARCH-RELATED GRANTS, HONORS, AND SUPPORT (SELECTED)

- 2009 Winner of the W.T. Kemper award for Excellence in Teaching, University of Kansas
- 2009 Elected President of American Psychological Association's Division 5: Measurement, Evaluation, and Statistics
- 2009- *Determinants of Resilience: Mental Health, Maltreatment and Adaptive Behavior*
- 2014 (Todd D. Little & Yolanda Jackson, co-PIs). NICHD \$1,370,000
- 2007- *The Infancy to Preschool Early Literacy Connection: Validation Studies of the Early*
- 2010 *Communication Indicator (ECI) of Growth and Development* (Charles Greenwood, PI). USDE \$1,598,288
- 2007- *Acoustic Correlates of Clear Speech* (Sarah Ferguson, PI) NIDCD: \$250,000
- 2009
- 2007 *Kansas Early Head Start Program Evaluation* (Chris Smith & Todd D. Little): \$90,000
- 2006- *Determining the efficacy of the Self-Determined Learning Model of Instruction to improve*
- 2010 *secondary and transition outcomes for students with cognitive disabilities* (Michael Wehmeyer, PI) USDE, IES: \$2,000,000
- 2004- *Randomized-controlled exercise trial for wheelchair users* (Katherine Froelich-Grobe, Richard
- 2008 Washburn, Lauren Aaronson & Todd D. Little) NIH: \$2,200,000
- 2004- *Morphosyntactic abilities of SLI probands and families* (Mabel Rice, Shelly Smith, & Todd D. Little)
- 2006 NIDCD 5 R01 DC01803: \$530,111
- 2005 Conference: *Modeling Dyadic and Interdependent Data in Studies of Human Development* (Todd D. Little & Noel A. Card). NSF: \$20,000.00; Society for Multivariate Experimental Psychology: \$3,000
- 2003 Conference: *Statistical Approaches to Examining Ecological Models of Human Development* (Todd D. Little, Janet Marquis, & James Bovaird). NSF: \$20,000; Merrill Advanced Studies Center: \$10,000; Society for Multivariate Experimental Psychology: \$3,000
- 2004 Forms and functions of aggression (Todd D. Little). University of Kansas, New Faculty Research Fund: \$8,000.
- 2004 *Emerging Language project* (Todd D. Little). Children's Therapeutic Learning Center: \$45,000.
- 2005- *Patient Adherence Evaluation Project* (Todd D. Little). Teva Neuroscience: \$60,000.
- 2007
- 2004- Elected University Fellow, University of Jyväskylä, Jyväskylä Finland.
- 2009

- 2002- Member, Editorial Advisory Board for International Studies on Child and Adolescent Health
2005
- 2001 Elected to membership in Society of Multivariate Experimental Psychology (SMEP).
-date
- 2001 Jacobs Foundation Exert Committee for Young Scientist and Dissertation Awards.
-date
- 2001 Junior Faculty Leave Award (for AY 2001-2002)
(1-year Course Reduction stipend from Yale College, Yale University)
- 2001 New Leader Delegate Award to attend Rochester Conference on Child Health, Chicago IL
- 1999 New Leader Delegate Award to attend Rochester Conference on Child Health, Rochester NY
- 1998- *Agency in Development project*
1999 (Support provided by Yale University and a \$35,000 grant from Smith Richardson Foundation)
- 1996- *Self-Regulation and Social Relations project*
1998 (Support provided by Max Planck Society: Co-directed with L. Krappmann)
- 1991- *Action Control and Child Development project*
1996 (Support provided by Max Planck Society: Co-directed with P. Baltes & G. Oettingen)
- 1997 Conference: *Modeling longitudinal and multiple-group data*
(Support provided by Max Planck Society: with J. Baumert & K. Schnabel)
- 1996 *The Friendship Interview: Validation of a Paper-and-Pencil Format in Childhood and Adolescence*
(Support provided by Max Planck Society: Ad-hoc Study Grant with L. Krappmann)
- 1995 Conference: *The Resurgence of Cross-cultural Research: Theoretical, Methodological, and Analytic Issues*
(Support provided by Johann Jacobs Foundation: with T. Gordeeva)
- 1993 *Action-Control Beliefs in the Domain of Children's Friendships*
(Support provided by Max Planck Society: Ad-hoc Study Grant with L. Krappmann)
- 1993 *Stress and Coping in American Military Children: The Effects of Drawdown on the Socioemotional Adjustment of Elementary-Aged Children*
(Support provided by Max Planck Society: Ad-hoc Study Grant with D. Lopez)
- 1992 Conference: *Identifying Sub-Group Patterns using Cluster Analytic Techniques*
(Support provided by Max Planck Society: with P. Baltes)
- 1987 *The Development of Individual Differences in Mental Addition: A Production Task Evaluation*
(University of California at Riverside, Graduate Division: Dissertation Grant)
- 1986 *Chronometric Models of Mental Addition: Developmental Profiles*
(University of California at Riverside, HSS College: Pre-doctoral Research Grant)

COMMITTEE MEMBERSHIPS

Chair, CRMDA/CLAS Quantitative Specialist Search Committee (2009)
Member, Promotion, Tenure, and Merit Review Committee, Department of Psychology (2003-date)
Member, Life Span Institute's Internal Scientific Advisory Committee (2003-date)
Chair, Quantitative Social Sciences Curriculum Committee, University of Kansas (2005-date)
Chair, Web and Technology Committee, University of Kansas (2004-2009)
Program Chair, American Psychological Associations' Division 5 (2007-2009)
Program Co-Chair, Society for Research in Child Development Peer Pre-conference (2009)
Ad hoc Member, Student Evaluation of Teaching Form Development and Validation (2007-2008)
Chair, Quantitative Psychology Search Committee, Department of Psychology (2004, 2005)
Member, KU Social Science General Research Fund Evaluation Committee (2007-2009)
Member, CLAS committee to establish a Center for Data Analysis (2007-2008)
Member, ad-hoc committee to create new student evaluation of teaching instrument (2007-2008)
Member, Social Psychology Search Committee, Department of Psychology (2004, 2005, 2006)
Member, Developmental Science Degree Curriculum Committee, Edwards Campus (2003)
Member, Faculty Search Committee, Gerontology Program, University of Kansas (2003)
Member, Health Psych. Search Committee, Department of Psychology, University of Kansas (2003)
Member, Cog. Neuroscience. Search Committee, Department of Psychology, University of Kansas (2003)
Member, SAS Licensing Committee, University of Kansas (2005)
Member, Department of Mathematics Search Committee, University of Kansas (2006)
Member, RDA co-Director Search Committee, Life Span Institute, University of Kansas (2006)

Course of Study Committee, Yale College, Yale University (2000 to 2002)
Chair, Departmental Computer Resource-usage Committee, Yale University (1999)
Leyland Award Selection Committee - Social Sciences, Yale University (1999)
Junior Faculty Search Committee, Yale University (1998 to date)
Ad-hoc Liaison to the Max Planck Institute's Scientist's Union (1995-1998)
Max Planck Institute Computer Committee (1991-1998)
Chair, Campus Commencement Committee, UC Riverside (1987)
Department of Psychology Computer Committee, UC Riverside (1985-91)
Graduate Student Representative, Department of Psychology, UC Riverside (1985-90)

MEMBERSHIPS IN PROFESSIONAL ASSOCIATIONS AND SOCIETIES

American Psychological Association (APA; Divisions 5, 7, 8, & 15)
American Psychological Society (APS)
International Association of Cross-Cultural Psychology (IACCP-ended 2003)
International Society for the Study of Behavioural Development (ISSBD)
Society for Personality and Social Psychology (SPSP)
Society for Research in Adolescence (SRA)
Society for Research in Child Development (SRCD)
Society of Multivariate Experimental Psychologists (SMEP)
Psychometric Society

REVIEW ACTIVITY

Associate Editor/Editorial Boards:

International Journal of Behavioral Development (Associate Editor, 2001-2006)
Multivariate Behavioral Research (Associate Editor, 2006-date)
Remedial and Special Education (Statistics Editor, 2005-date)
Structural Equation Modeling

Past Editorial Boards

International Journal of Testing
Journal of Cross-Cultural Psychology

Regular Ad-hoc Reviewer

<i>British Journal of Developmental Psychology</i>	<i>Memory and Cognition</i>
<i>Child Development</i>	<i>Motivation and Emotion</i>
<i>Developmental Psychology</i>	<i>Organizational Research Methods</i>
<i>Journal of Personality and Social Psychology</i>	<i>Social Development</i>
<i>Journal of Adolescence</i>	<i>Psychology and Aging</i>
<i>Journal of Research in Adolescence</i>	<i>Psychological Methods</i>
<i>Journal of Research in Personality</i>	<i>Psychometrika</i>

Government Grant Review Panels

NIH Ad Hoc Panel for Aggression Intervention Contract (2001)
NSF Developmental and Learning Sciences (2002-2005)
Social Sciences and Humanities Research Council of Canada (Ad Hoc Reviewer, 2006)

METHODOLOGICAL AND STATISTICAL CONSULTING, INVITED WORKSHOPS, SUMMER INSTITUTES

Current and Ongoing

Self-determination project, Michael Wehmeyer, PI, University of Kansas (2004-date)
Kansas MRDDRC, Steven Warren, PI, University of Kansas (2003-date)
SEM: Foundations and Extended Applications (Annual 5-day Summer Institute; 2003-date)
SEM: Advanced Longitudinal Modeling (Annual 5-day Summer Institute; 2005-date)

Completed

Sleep Project, Mona El-Shiek, PI, Auburn University (2004-2006)
AGORA Center for Excellence, University of Jyväskylä, Finland (2000-2006)
BNCD Center, Mabel Rice, PI, University of Kansas (2004-2006)
Cross-Cultural Data Analyses: Practical and Theoretical Issues (Multi-day Workshop; 5x)
EEG and Depression, Steve Ilardi and RuthAnn Atchley, co-PIs (2004-2006)
Dual Task Costs, Susan Kemper, PI, University of Kansas (2005-2006)
Introduction to Structural Equations Modeling (Multi-day Workshops, 5x)
Mean and Covariance Structures (MACS) Modeling (Single-Day Workshop, 6x)
The Development of Children's Action-Control Beliefs (Single-day Workshop; 4x)
Berlin Aging Study (BASE), Berlin Germany (1991-1998)
Lifespan Project, UC Riverside (1991-1993)
Scientific Software International (porting LISREL and PRELIS to Macintosh, 1990-1996)
Center for Research on Teaching and Learning, University of Arkansas at Little Rock (1997-2001)
ADAPT project, Yale University (2000-2001)
ITSEA project, Yale University (2000-2002)
Member, Biostatistics Core for the Yale CIRA project, Yale University (2001-2002)
Collaborative Divorce Project, Yale University (2001-2002)
fMRI studies of Text Processing, Yale University (2002-2003)

REFERENCES

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