

TODD D. LITTLE

Texas Tech University
Department of Educational Psychology,
Research, Evaluation, Measurement, and Statistics Track

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

B.A., English Literature
University of California, Riverside: June, 1983

Address:	3014 23 rd Street Lubbock, TX 79410	e-Mail:	todd.d.little@ttu.edu yhath@statscamp.org
Work/Cell Phone:	(406) 858-0363	Department web:	www.educ.ttu.edu
		Statistics Institutes:	statscamp.org

RESEARCH AND TEACHING POSITIONS

CURRENT APPOINTMENTS:

Professor (9/13 to present): Department of Educational Psychology,
Research, Evaluation, Measurement and Statistics Track
Director (9/13 to 8/31/2019): *Institute for Measurement, Methodology, Analysis and Policy*

PAST APPOINTMENTS:

Professor (8/06 to 8/13): Department of Psychology
Director, *Center for Research Methods and Data Analysis*
Director, *Quantitative Training Program*
Member, *Developmental Training Program*
Director, *Social and Behavioral Sciences Methodology Minor*
Research Scientist (8/02 to 8/09): Schiefelbusch Institute for Life Span Studies
Scientific Director, *Research Design and Analysis Core*
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

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.

SIX SIGNATURE PUBLICATIONS ON STATISTICS AND METHODOLOGY:

Little, T. D. (2013). *Longitudinal structural equation modeling*. New York: Guilford Press.

Little, T. D., Rhemtulla, M., Gibson, K., & Schoemann, A. M. (2013). Why the items versus parcels controversy needn't be one. *Psychological Methods, 18*, 285-300. doi:10.1037/a0033266

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. doi:10.1207/s15328007sem1304_1

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. doi:10.1207/S15328007SEM0902_1

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. doi:10.1037/1082-989X.4.2.192

Little, T. D. (1997). Mean and covariance structures (MACS) analyses of cross-cultural data: Practical and theoretical issues. *Multivariate Behavioral Research, 32*, 53-76. doi:10.1207/s15327906mbr3201_3

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.

SIX SIGNATURE PUBLICATIONS ON DEVELOPMENTAL TOPICS:

Geldhof, G., Little, T. D., & Colombo, J. (2010). Self-regulation across the life span. In M. E. Lamb, A. M. Freund, R. M. Lerner (Eds.), *The handbook of life-span development, 2*, 116-157. Hoboken, NJ, US: John Wiley & Sons Inc.

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, 61-79*.

Little, T. D., Jones, S. M., Henrich, C. C., & Hawley, P. H. (2003). Disentangling the 'whys' from the 'whats' of aggressive behavior. *International Journal of Behavioral Development, 27*, 122-133. doi:10.1080/01650250244000128 *top cited article in IJBD, 2010, 2011, 2012

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. doi:10.1080/01650250042000258

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. doi:10.1080/10615800108248360

Little, T. D., & Lopez, D. F. (1997). Regularities in the development of children's causality beliefs about school performance across six sociocultural contexts. *Developmental Psychology, 33*, 165-175. doi:10.1037/0012-1649.33.1.165

Citation Impact (as of December 2021): Google Scholar is 45,683, H-index of 95, i-10 index of 258.

JOURNAL ARTICLES

- Hamm, J. V., Lambert, K., Little, T. D., Farmer, T. W., & Harris, M. V. (2021). A Longitudinal Study of Interdisciplinary Team Relational Supports of Sixth-Grade Teachers' Sense of Efficacy and Perceived Collective Efficacy of Team Members. *The Elementary School Journal*, 122(2), 000-000.
- Little, T. D., Bontempo, D., Rioux, C., & Tracy, A. (2021). On the merits of longitudinal multiple group modelling: an alternative to multilevel modelling for intervention evaluations. *International Journal of Research & Method in Education*, 1-13.
- Rioux, C., Stickley, Z. L., & Little, T. D. (2021). Solutions for latent growth modeling following COVID-19-related discontinuities in change and disruptions in longitudinal data collection. *International Journal of Behavioral Development*, 45(5), 463-473.
- Asebedo, S. D., Seay, M. C., Little, T. D., Enete, S., & Gray, B. (2021). Three good things or three good financial things? Applying a positive psychology intervention to the personal finance domain. *The Journal of Positive Psychology*, 16(4), 481-491.
- Osborne, D., Satherley, N., Little, T. D., & Sibley, C. G. (2021). Authoritarianism and social dominance predict annual increases in generalized prejudice. *Social Psychological and Personality Science*, 12(7), 1136-1145. <https://doi.org/10.1177/1948550620969608>
- Di Maggio, I., Montenegro, E., Little, T. D., Nota, L., & Ginevra, M. C. (2021). Career adaptability, hope, and life satisfaction: An analysis of adults with and without substance use disorder. *Journal of Happiness Studies*, 1-16. <https://doi.org/10.1007/s10902-021-00405-1>
- Pornprasertmanit, S., Schoemann, A. M., Geldhof, G. J., & Little, T. D. (2021). Probing latent interactions estimated with a residual centering approach.
- Soniat, T. J., Sihaloho, H. F., Stevens, R. D., Little, T. D., Phillips, C. D., & Bradley, R. D. (2021). Temporal-dependent effects of DNA degradation on frozen tissues archived at -80° C. *Journal of Mammalogy*. <https://doi.org/10.1093/jmammal/gyab009>
- Kim, Y., Lee, J., & Little, T. D. (2021). Multiple Imputation with Principal Components for Non-Normal Categorical Data. *Multivariate Behavioral Research*, 1-2.
- Rioux, C., & Little, T. D. (2021). Introduction to the special section on developmental approaches to prevention science. *International Journal of Behavioral Development*, 45(1), 1-2.
- Estefan, L. F., Vivolo-Kantor, A. M., Niolon, P. H., Le, V. D., Tracy, A. J., Little, T. D., DeGue, S., Latzman, N. E., Tharp, A., Lang, K. M., & McIntosh, W. L. (2021). Effects of the Dating Matters® comprehensive prevention model on health-and delinquency-related risk behaviors in middle school youth: A cluster-randomized controlled trial. *Prevention Science*, 22(2), 163-174. <https://doi.org/10.1007/s11121-020-01114-6>
- DeGue, S., Niolon, P.H., Estefan, L.F., Tracy, A.J., Le, V.D., Vivolo-Kantor, A.M., Little, T.D., Latzman, N.E., Tharp, A., Lang, K.M., & Taylor, B. (2021). Effects of Dating Matters® on sexual violence and sexual harassment outcomes among middle school youth: A cluster-randomized controlled trial. *Prevention Science*, 22(2), 175-185. <https://doi.org/10.1007/s11121-020-01152-0>
- Qian, X., Shogren, K., Odejimi, O. A., & Little, T. (2020). Differences in Self-Determination across disability categories: Findings from National Longitudinal Transition Study 2012. *Journal of Disability Policy Studies*, 1-12. <https://doi.org/10.1177/1044207320964396>
- Calzada, E. J., Roche, K. M., White, R., Partovi, R., & Little, T. D. (2020). Family strengths and Latinx

- youth externalizing behavior: Modifying impacts of an adverse immigration environment. *Journal of Latinx Psychology*, 8(4), 332-348.
- Osborne, D., Satherley, N., Little, T. D., & Sibley, C. G. (2020). Authoritarianism and social dominance predict annual increases in general prejudice. *Social Psychological and Personality Science*, 1-10. doi: 10.1177/1948550620969608
- Ptomey, L. T., Szabo-Reed, A. N., Vidoni, E. D., Washburn, R. A., Gorczyca, A. M., Little, T. D., Lee, J., Helsel, B. C., Williams, K. N., & Donnelly, J. E. (2020) A dyadic approach for a remote physical activity intervention in adults with Alzheimer's disease and their caregivers: Rationale and design for an 18-month randomized trial. *Contemporary Clinical Trials*.
- Tipton CD, Wolcott RD, Sanford NE, Miller C, Pathak G, Silzer TK, Sun J, Fleming D, Rumbaugh KP, Little TD, Phillips N, Phillips CD (2020) Patient genetics is linked to chronic wound microbiome composition and healing, *PLoS Pathogens*.
- Richards, M. N., Putnick, D. L., Bradley, L. P., Lang, K. M., Little, T. D., Suwalsky, J. T., & Bornstein, M. H. (2020). Children's utilization of toys is moderated by age-appropriateness, toy category, and child age. *Applied Developmental Science*, 1-14.
- Asebedo, S. D., Seay, M. C., Little, T. D., Enete, S., & Gray, B. (2020). Three good things or three good financial things? Applying a positive psychology intervention to the personal finance domain. *The Journal of Positive Psychology*, 1-11.
- Roche, K. M., White, R. M. B., Lambert, S. F., Shulenberg, J., Calzada, E. J., Kuperminc, G. P., & Little, T. D. (2020) Association of family member detention or deportation with latino or Latina adolescents' later risks of suicidal ideation, alcohol use, and externalizing problems. *JAMA Pediatrics*. doi:10.1001/jamapediatrics.2020.0014
- Estefan, L. F., Vivolo-Kantor, A. M., Niolon, P. H., Tracy, A. J., Latzman, N., Little, T. D., DeGue, S., Le, V. D., McIntosh, W. L., & Tharp, A. T. (2020). Effects of the Dating Matters® comprehensive prevention model on delinquent behaviors in middle school youth: A cluster-randomized controlled trial. *Prevention Science*. DOI: 10.1007/s11121-020-01107-5
- Rioux, C., Lewin, A., Odejimi, O. A. & Little, T. D. (2020). Reflection on modern methods: Planned missing data designs for epidemiological research. *International Journal of Epidemiology*.
- Little, T. D. & Rioux, C. (2020). Underused methods in developmental science to inform policy and practice. *Child Development Perspectives*.
- Szabo-Reed, A. N., Washburn, R. A., Greene, J. L., Ptomey, L. T., Gorczyca, A., Lee, R. H., ... & Donnelly, J. E. (2020). Physical activity across the curriculum (PAAC3): Testing the application of technology delivered classroom physical activity breaks. *Contemporary Clinical Trials*, 90, 105952.
- Calvete, E., Orue, I., Fernández-González, L., Chang, R., & Little, T. D. (2020). Longitudinal Trajectories of Child-to-Parent Violence through Adolescence. *Journal of Family Violence*, 35(2), 107-116.
- Lúcio, P. S., Cogo-Moreira, H., Puglisi, M., Polanczyk, G. V., & Little, T. D. (2019). Psychometric investigation of the Raven's colored progressive matrices test in a sample of preschool children. *Assessment*, 26(7), 1399-1408.
- Ptomey, L. T., Washburn, R. A., Lee, J., Greene, J. L., Szabo-Reed, A. N., Sherman, J. R., Danon, L. N., Little, T. D., & Donnelly, J. E. (2019). Individual and family-based approaches to increase physical activity in adolescents with intellectual and developmental disabilities: Rationale and design for an 18

- month randomized trial. *Contemporary Clinical Trials*, 84, 105817.
- Vivolo-Kantor, A. M., Niolon, P. H., Estefan, L. F., Le, V. D., Tracy, A. J., Lutzman, N. E., Little, T. D., Lang, K. M., DeGue, S., & Tharp, A. T. (2019). Middle school effects of the Dating Matters comprehensive teen dating violence prevention model on physical violence, bullying, and cyberbullying: A cluster-randomized controlled trial. *Prevention Science*. Advance online publication. doi: 10.1007/s11121-019-01071-9
- Rioux, C., & Little, T. D. (2019). Missing data treatments in intervention studies: What was, what is, and what should be. *International Journal of Behavioral Development*. <https://doi.org/10.1177/0165025419880609>
- Little, T. D., Chang, R., Gorrall, B. K., Waggenspack, L., Fukuda, E., Allen, P. J., & Noam, G. G. (2019). The retrospective pretest–posttest design redux: On its validity as an alternative to traditional pretest–posttest measurement. *International Journal of Behavioral Development*, 0165025419877973.
- Allen, P. J., Chang, R., Gorrall, B. K., Waggenspack, L., Fukuda, E., Little, T. D., & Noam, G. G. (2019). From quality to outcomes: a national study of afterschool STEM programming. *International Journal of STEM Education*, 6(1), 37.
- Niolon, P.H., Vivolo-Kantor, A.M., Tracy, A., Lutzman, N.E., Little, T.D., DeGue, S., Lang, K.M., Estefan, L.F., Ghazarian, S. R., McIntosh, W. L., Taylor, B., Johnson, L., Kuoh, H. Burton, T., Fortson, B., Mumford, E. A., Nelson, S., Joseph, H. Valle, L. A. & Tharp, A.T. (2019). An RCT of dating matters: Effects on teen dating violence and relationship behaviors. *American journal of preventive medicine*, 57(1), 13-23.
- Seong, Y., Wehmeyer, M. L., Shogren, K. A., Palmer, S. B., & Little, T. D. (2019). Examining underlying relationships between the ASDA-S and the AIR and the ASDA of adolescents and young adults with and without disabilities. *Advances in Neurodevelopmental Disorders*, 3(2), 173-187.
- Akin, B. A., Lang, K., McDonald, T. P., Yan, Y., & Little, T. (2019). Randomized trial of PMTO in foster care: Six-month child well-being outcomes. *Research on Social Work Practice*, 29(2), 206-222.
- Roche, K. M., Lambert, S. F., White, R. M., Calzada, E. J., Little, T. D., Kuperminc, G. P., & Schulenberg, J. E. (2019). Autonomy-related Parenting Processes and Adolescent Adjustment in Latinx Immigrant Families. *Journal of youth and adolescence*, 1-14.
- Shogren, K. A., Little, T. D., Grandfield, E., Raley, S., Wehmeyer, M. L., Lang, K. M., & Shaw, L. A. (2018). The Self-Determination Inventory–Student Report: Confirming the factor structure of a new measure. *Assessment for Effective Intervention*, 1534508418788168.
- Espelage, D. L., Hong, J. S., Merrin, G. J., Davis, J. P., Rose, C. A., & Little, T. D. (2018). A longitudinal examination of homophobic name-calling in middle school: Bullying, traditional masculinity, and sexual harassment as predictors. *Psychology of violence*, 8(1), 57.
- Chang, R. & Little, T. D. (2018). Innovations for evaluation research: Multiform protocols, visual analog scaling, and the retrospective pretest posttest design. *Evaluation & the Health Professions*, 41(2), 246–269. doi:10.1177/0163278718759396.
- Barnard-Brak, L., Richman D., Little, T., & Yang, Z. (2018). Development of an in-vivo metric to aid visual inspection of single-case design data: Do we need to run more sessions? *Behavior Research and Therapy*. 102, 8-15. doi:10.1016/j.brat.2017.12.003
- Calvete, E., Fernández-González, L., Orue, I., & Little, T. D. (2018). Exposure to family violence and dating violence perpetration in adolescents: Potential cognitive and emotional mechanisms.

Psychology of Violence. 8, 67-75. doi:10.1037/vio0000076

- Espelage, D. L., Hong, J. S., Merrin, G. J., Davis, J. P., Rose, C. A., Little, T. D. (2018). A Longitudinal Examination of Homophobic Name-Calling in Middle School: Bullying, Traditional Masculinity, and Sexual Harassment as Predictors. *Psychology of Violence*. 8, 57-66. doi:10.1037/vio0000083
- Lang, K.M., Little, T.D. (2018). Principled Missing Data Treatments. *Prevention Science*. 19(3), 284-294. doi:10.1007/s11121-016-0644-5
- Little, T. D. (2017). Methodological considerations for research on ethno-political violence. *Development and Psychopathology*, 29, 71-77. doi:10.1017/S0954579416001152
- Little, T. D., Gorrall, B. K., Panko, P. & Curtis, J. D. (2017). Modern practices to improve human developmental research. *Research on Human Development*. 14, 338-349. doi:10.1080/15427609.2017.1370967
- Little, T. D., Widaman, K. F., Levy, R., Rodgers, J. L., & Handcock, G. R. (2017). Error, error, in my model, who's the fairest of them all. *Research on Human Development*. 14, 271-286. doi:10.1080/15427609.2017.1370965
- Akin, B. A., Lang, K., McDonald, T. P., Yan, Y. Little, T.D. (2017). Randomized Study of PMTO in Foster Care: Six-Month Parent Outcomes. *Research on Social Work Practice*. Advance online publication. doi:10.1177/1049731517703746
- Barros, C. G., Swardfager, W., Moreno, S., Bortz, G., Ilari, B., Jackowski, A. P., Ploubidis, G., Little, T. D., Lamont, A., & Cogo-Moreira, H. (2017). Assessing Music Perception in Young Children: Evidence for and Psychometric Features of the M-Factor. *Frontiers in Neuroscience*, 11, 1-18. doi:10.3389/fnins.2017.00018
- Johnson, S. B., Little, T.D., Masyn, K., Mehta, P. D., Ghazarian, S. R. (2017). Multidisciplinary design and analytic approaches to advance prospective research on the multilevel determinants of child health. *Annals of Epidemiology*. 27, 361-370. doi: 10.1016/j.annepidem.2017.05.008
- Lee, J., & Little, T. D. (2017). A practical guide to propensity score analysis for applied clinical research. *Behaviour Research and Therapy*. 98, 76-90. doi:10.1016/j.brat.2017.01.005
- Roche, K. M., Calzada, E. J., Ghazarian, S. R., Little, T. D., Lambert, S. F. & Schulenberg, J. (2017). Longitudinal pathways to educational attainment for youth in Mexican and Central American immigrant families. *Journal of Latina/o Psychology*, 5, 12-26. doi:10.1037/lat0000059
- Seo, H., Wehmeyer, M. L., Shogren, K. A., Hughes, C., Thompson, J. R., Little, T. D., & Palmer, S. B. (2017). Examining underlying relationships between the Supports Intensity Scale – Adult version and the Supports Intensity Scale – Children's version. *Assessment for Effective Intervention*. 42, 237-247. doi:10.1177/1534508417705084
- Seo, H., Shogren, K. A., Wehmeyer, M. L., Little, T. D., & Palmer, S. B. (2017). The impact of medical/behavioral support needs on the supports needed by adolescents with intellectual disability to participate in community life. *American Journal on Intellectual and Developmental Disabilities*, 122, 173-191. doi:10.1352/1944-7558-122.2.173
- Shogren, K. A., Wehmeyer, M. L., Little, T. D., Forber-Pratt, A. J., Palmer, S. B., & Seo, H. (2017). Preliminary validity and reliability of scores on the self-determination inventory: Student Report version. *Career Development and Transition for Exceptional Individuals*. 40, 92-103. doi:10.1177/2165143415594335
- Wu, W., Jia, F., Kinai, R., & Little, T. D. (2017). Optimal number and allocation of data collection points for linear spline growth curve modeling: A search for efficient designs. *International Journal of Behavioral Development*. 41, 550-558 doi:10.1177/0165025416644076
- Little, T. D., Roche, K. M., Chow, S., Schenck, A. P., Byam, L-A. (2016). National institutes of health pathways to prevention workshop: Advancing research to prevent youth suicide. *Annals of*

Internal Medicine, 165, 795-799. doi:10.7326/M16-1568

- Barnard-Brak, L., Richman, D. M., Chesnut, S. R., & Little, T. D. (2016). Social communication questionnaire scoring procedures for autism spectrum disorder and the prevalence of potential social communication disorder in ASD. *School Psychology Quarterly*, 31, 522-533. doi:10.1037/spq0000144
- Hannawa, A. F., Shigemoto, Y., & Little, T. D. (2016). Medical errors: Disclosure styles, interpersonal forgiveness, and outcomes. *Social Science and Medicine*, 156, 29-38. doi: 10.1016/j.socscimed.2016.03.026
- Lang, K. M., & Little, T. D. (2016). Principled missing data treatments. *Prevention Science*, 17, 1-11. Advance online publication. doi:10.1007/s11121-016-0644-5
- Rhemtulla, M., Savalei, V., & Little, T. D. (2016). On the asymptotic relative efficiency of planned missingness designs. *Psychometrika*, 81, 60-89. doi:10.1007/s11336-014-9422-0
- Seo, H., Little, T. D., Shogren, K. A., & Lang, K. M. (2016). On the benefits of latent variable modeling for norming scales: The case of the Supports Intensity Scale – Children’s Version. *International Journal of Behavioral Development*, 40, 373-384. doi:10.1177/0165025415591230
- Seo, H., Shogren, K. A., Little, T. D., Thompson, J. R., & Wehmeyer, M. L. (2016). Construct validation of the supports intensity scale - children and adult versions: An application of a pseudo multitrait-multimethod approach. *American Journal on Intellectual and Developmental Disabilities*, 121, 550-563. doi:10.1352/1944-7558-121.6.550
- Shogren, K. A., Garnier-Villarreal, M., Dowsett, C., & Little, T. D. (2016). Exploring student, family, and school predictors of self-determination using NLTS2 data. *Career Development and Transition for Exceptional Individuals*, 39, 23-33. doi:10.1177/2165143414546685
- Shogren, K. A., Seo, H., Wehmeyer, M. L., Thompson, J. R., & Little, T. D. (2016). Impact of the protection and advocacy subscale on the factorial validity of the supports intensity scale-adult version. *American Journal on Intellectual and Developmental Disabilities*, 121, 48-64. doi:10.1352/1944-7558-121.1.48
- Shogren, K.A., Shaw, L.A., & Little, T.D. (2016). Measuring the early adulthood outcomes of young adults with disabilities: Developing constructs using NLTS2 data. *Exceptionality*, 24, 45-61. doi:10.1080/09362835.2015.1064416
- Shogren, K. A., Wehmeyer, M. L., Seo, H., Thompson, J. R., Schalock, R. L., Hughes, C., Little, T.D., & Palmer, S. B. (2016). Examining the reliability and validity of the Supports Intensity Scale – Children’s version in children with autism and intellectual disability. *Focus on Autism and Other Developmental Disabilities*, 21, 1-12. doi:10.1177/1088357615625060
- Wu, W., Jia, F., Rhemtulla, M., & Little, T. D. (2016). Search for efficient complete and planned missing data designs for analysis of change. *Behavior Research Methods*, 48, 1047-1061. doi:10.3758/s13428-015-0629-5
- Little, T. D. (2015). Methodological practice as matters of justice, justification, and the pursuit of verisimilitude. *Research in Human Development*, 12, 268-273. doi:10.1080/15427609.2015.1068044
- Brook, J., Rifenbark, G. G., Boulton, A., Little, T. D., & McDonald, T. P. (2015). Risk and protective factors for drug use among youth living in foster care. *Child and Adolescent Social Work Journal*, 32, 155-165. doi:10.1007/s10560-014-0345-5
- Deboeck, P. R., Nicholson, J. S., Kouros, C. D., Little, T. D. & Garber, J. (2015). Integrating developmental theory and methodology: Using derivatives to articulate change theories, models, and inferences. *Applied Developmental Science*, 19, 217-231. doi:10.1080/10888691.2015.1021924
- Gorrall, B., Curtis, J., Little, T. D., & Panko, P. (2015). Alternativas a las pruebas controladas aleatorizadas: una revisión de tres diseños cuasi experimentales para la inferencia causal [Alternatives to randomized controls trials: A review of three quasi-experimental designs for causal inference]. *Actualidades en Psicología*, 29, 19-27. doi:10.15517/ap.v29i119.18810

- Howard, W. J., Rhemtulla, M., & Little, T. D. (2015). Using principal component analysis (PCA) to obtain auxiliary variables for missing data estimation in large data sets. *Multivariate Behavioral Research, 50*, 285-299. doi: 10.1080/00273171.2014.999267
- Leedahl, S. N., Chapin, R. K., & Little, T. D. (2015). Multilevel examination of facility characteristics, social integration, and health for older adults living in nursing homes. *The Journals of Gerontology Series B: Psychological Sciences and Social Sciences, 70*, 111-122. doi:10.1093/geronb/gbu112
- Okech, D., Kim, J., & Little, T. D. (2015). Recent developments in structural equation modeling research in social work journals. *British Journal of Social Work, 45*, 685-704. doi:10.1093/bjsw/bct154
- Roche, K. M., Lambert, S. F., Ghazarian, S. R., & Little, T. D. (2015). Adolescent language brokering in diverse contexts: Associations with parenting and parent-youth relationships in a new immigrant destination area. *Journal of Youth and Adolescence, 44*, 77-89. doi: 10.1007/s10964-014-0154-3
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Wehmeyer, M. L., & Little, T. D. (2009). Self-determination. In S. Lopez (Ed.), *The encyclopedia of positive psychology* (Vol. 2; pp. 868-874). West Sussex, UK: Wiley-Blackwell.

Wehmeyer, M. L., Little, T. D., Sergeant, J. (2009). Self-determination. In S. Lopez & C. R. Snyder (Ed.), *Oxford handbook of positive psychology* (2nd ed; pp. 357-366). New York, NY: Oxford University Press.

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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, J. P. Selig, & T. D. Little (Eds.), *Modeling dyadic and interdependent data in the developmental and behavioral sciences* (pp. 245-276). New York, NY: Routledge.

Selig, J. P., McNamara, K. A., Little, T. D., & Card, N. A. (2008). Techniques for modeling dependency in interchangeable dyads. In N. A. Card, J. P. Selig, & T. D. Little (Eds.), *Modeling dyadic and interdependent data in the developmental and behavioral sciences* (pp.191-212). New York, NY: Routledge.

Card, N. A. & Little, * T. D. (2007). Differential relations of instrumental and reactive aggression with maladjustment: Does adaptivity depend on function? In P. H. Hawley, T. D. Little, & P. Rodkin (Eds.), *Aggression and adaptation: The bright side to bad behavior* (pp. 107-134). Mahwah, NJ: Lawrence Erlbaum Associates.

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: Lawrence Erlbaum Associates.

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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: Lawrence Erlbaum Associates.

Card, N. A. & Little, T. D. (2007). Studying aggression with structural equation modeling. In D. Flannery, A. Vazsonyi, & I. Waldman (Eds.), *The Cambridge handbook of violent behavior and aggression* (pp. 727-739). New York, NY: Cambridge University Press.

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

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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: Lawrence Erlbaum Associates.

Little, T. D., Snyder, C. R., & Wehmeyer, M. (2006). The agentic self: On the nature and origins of personal agency across the life span. In D. K. Mroczek & T. D. Little (Eds.), *Handbook of personality development* (pp. 61-79). Mahwah, NJ: Lawrence Erlbaum Associates.

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Little, T. D. (2002). Agency in development. W. H. Hartup & R. K. 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. W. (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.

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introduction to modern psychology of motivation] (pp. 127-144). Jyväskylä: PS-kustannus.

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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: Lawrence Erlbaum Associates.

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, Finland: Åbo Akademi University.

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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, NY: 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, Nr. 59, ISBN #3-87985-064-x). Berlin, Germany: Max-Planck Institute for Human Development and Education.

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Little, T. D. (1996). Ensuring cross-cultural construct comparability: A mean and covariance structures approach (MACS). *International Journal of Psychology*, 31, 1822. 1996 Montreal Congress Abstract.

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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 structures (MACS) analyses* (Materialen aus der Bildungsforschung, Nr. 49, ISBN #3-87985-041-0). Berlin: Max-Planck Institute for Human Development and Education.

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.

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Widaman, K. F., Borthwick-Duffy, S. A., & 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, NY: Academic Press.

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.

GUILDFORD'S METHODOLOGY IN THE SOCIAL SCIENCES SERIES, SERIES EDITOR'S NOTES

Little, T. D., (2010). Series editor's note. In C. K. Enders, *Applied Missing Data Analysis: Methodology in the Social Sciences* (pp. v-vi). New York, NY: Guildford press. *Lawrence, Kansas

Little, T. D., (2010). Series editor's note. In A. A. Rupp., J. Templin, & R. A. Henson, *Diagnostic measurement: Theory, methods, and applications: Methodology in the Social Sciences* (pp. v-vi). New York, NY: Guildford press. *Lawrence, Kansas

Little, T. D., (2010). Series editor's note. In A. von Eye, P. Mair., & E-Y. Mun, *Applied Missing Data Analysis: Methodology in the Social Sciences* (pp. v). New York, NY: Guildford press. *Lawrence, Kansas

Little, T. D., (2011). Series editor's note. In R. B. Kline, *Principles and practice of structural equation modeling: Methodology in the Social Sciences* (3rd Ed., pp. vii-viii). New York, NY: Guildford press. *Lawrence, Kansas

Little, T. D., (2012). Series editor's note. In N. A. Card, *Applied meta-analysis for social science research: Methodology in the Social Sciences*. New York, NY: Guildford press. *at 30,000 feet between Houston and Kansas City

Little, T. D., (2012). Series editor's note. In T. A. Brown, *Applied meta-analysis for social science research: Methodology in the Social Sciences* (2nd Ed., pp. vii-viii). New York, NY: Guildford press. *On assignment in San Jose, Costa Rica

Little, T. D., (2013). Series editor's note. In C. Geiser, *Data analysis with Mplus: Methodology in the Social Sciences*. New York, NY: Guildford press. *Postconferencing in Edmonton, Alberta

Little, T. D., (2013). Series editor's note. In A. F. Hayes, *Introduction to mediation, moderation, and conditional process modeling: A regression-based approach: Methodology in the Social Sciences*. New York, NY: Guildford press. *Short Branch Saloon, Lakeside, Montana

Little, T. D., (2014). Series editor's note. In D. Kaplan, *Bayesian statistics for the social sciences: Methodology in the Social Sciences*. New York, NY: Guildford press. *Atlanta's Hartsfield International Airport

Little, T. D., (2016). Series editor's note. In R. B. Kline, *Principles and practice of structural equation modeling: Methodology in the Social Sciences* (4th Ed.). New York, NY: Guildford press. *At 28,000 feet on my way to Wit's End, Lakeside, Montana

Little, T. D., (2016). Series editor's note. In D. L. Weakliem, *Hypothesis testing and model selection in the social sciences: Methodology in the Social Sciences*. New York, NY: Guildford press. *Snowbound in Boise City, Oklahoma

Little, T. D., (2017). Series editor's note. In R. B. Darlington & A. F. Hayes, *Regression analysis and linear models: concepts, applications, and implementation: Methodology in the Social Sciences*. New York, NY: Guildford press. *Montecatini Terme, Italy

Little, T. D., (2017). Series editor's note. In K. J. Grimm, N. Ramm, & R. Estabrook, *Growth modeling: Structural equation and multilevel modeling approaches: Methodology in the Social Sciences*. New York, NY: Guildford press. *Kicking off my Stats Camp in Albuquerque, New Mexico

Little, T. D., (2017). Series editor's note. In L. R. Price, *Psychometric methods: Theory into practice: Methodology in the Social Sciences*. New York, NY: Guildford press. *On the road in Corvallis, Oregon

CONFERENCE PRESENTATIONS AND PARTICIPATION AND COLLOQUIA TALKS

I present at conferences and give colloquia talks so regularly that I don't list this activity in my CV.

TEACHING ACTIVITY

COURSES TAUGHT AT TTU

Course Number and Title	Term	Enrolled
EPSY 6301: Structural Equation Modeling	Spring 2014, 2017	7, 12
	Fall 2019, 2020	12, 18
EPSY 6306: Longitudinal Data Analysis	Spring, 2014- 16, 2019	12, 7, 9, 8
	Fall 2017	11
EPSY 6349 Advanced Structural Equation Modeling	Spring 2021	15
EPSY 5381: Psychometrics	Fall, 2014	8
EPSY 6349: Advanced Seminar in Statistics	Summer 2016, Fall 2016	8, 12
	Summer I 2018	12
	Summer II 2018	14
EPSY 6349 Multivariate Topics and Generalized Regression	Fall 2018	6

COURSES TAUGHT AT KU

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 696/896: Structural Equation Modeling I*	Spring, 2007	2/26
PSYC 460: Honors in Psychology ~	Fall, 2007-Spring 2008	30
PSYC 696/896: Structural Equation Modeling I	Fall, 2007	3/16
PSYC 991: Longitudinal & Growth Curve Modeling	Spring, 2008	13
PSYC 696/896: Structural Equation Modeling I	Fall, 2008	9/35
PSYC 991: Longitudinal & Growth Curve Modeling	Spring, 2009	17
PSYC 696/896: Structural Equation Modeling I	Fall, 2009	2/32
PSYC 696/896: Structural Equation Modeling I	Fall, 2010	1/36
PSYC 697/991: Longitudinal & Growth Curve Modeling	Spring, 2011	9
PSYC 697/991: Longitudinal & Growth Curve Modeling	Spring, 2012	18
PSYC 696/896: Structural Equation Modeling I	Fall, 2012	12/47 + 5 auditors
PSYC 697/991: Longitudinal & Growth Curve Modeling	Spring, 2013	16 + 2 auditors
PSYC 881: Seminar in Quantitative Methods	Spring 2007-Spring, 2013	148
PSYC 480/481/483: Independent Study/Research Practicum	Fall, 2003-Spring, 2013	155
PSYC 899/999: Thesis/Dissertation Units	Fall, 2003-Spring, 2013	51
PSYC 980: Independent Study	Fall, 2003-Spring, 2013	64

NOTE: *My teaching load at KU was 1 and 1 because of my leadership roles. *Course taught under different number than current numbering system.
 ~Course taught as overload. Numbers with “/” indicate # undergraduate students enrolled followed by # of graduate students enrolled.

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	Psychometrics

Undergraduate Level

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

Finalist Outstanding Mentor Award, University of Kansas, 2007, 2011

Kemper Award for Teaching Excellence, University of Kansas, 2010

Doctoral and Post-Doctoral Level

Annual Seminars on Structural Equation Modeling and Longitudinal Modeling (2003-date; I founded and direct these “Stats Camps” each year; Note: These are week-long intensive seminars see statscamp.org for details)

SUPERVISING AND MENTORING EXPERIENCE

Senior Honors Theses

Kia Davis, B.A., Honors, 1999
Rita Pin, 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
Hollie Dawson, B.A., 2009
Graham Rifembark, B.A., 2010
Ashley Barnes, B.A., 2011
Sharon Childress, B.A., 2011
Michael Horvath, B.A., 2011
Addie Timmons, B.A., Honors, 2011 (Kris Preacher, primary)
Brianna Pruyt, B.A., Honors, 2012
Kyle Speakman, B.A., 2012

Michael Finnegan, 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 Sutain, 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
Benjamin Chapin, B.A., 2009
David Chon, B.A., Honors, 2010
Andy Aschenbrenner, B.A., 2011
Jared Harpole, B.A., 2011
JoDee Friedly, B.A., 2011
Luke McCune, B.A., 2011 (Pat Hawley, primary)
Patrick Miller, B.A., Honors, 2012
Fiona Ge, B.A., 2012

Notable Pre-Doctoral degrees

Matthew Nock, M.A., 2000
Katherine Marsland, M. Phil, 2000
Stephanie M. Jones, M.Phil., 2000
Mathew Gallagher, M.A., 2006
Jackie Ratlif, M.A., 2009
Steven Short, M.A., 2010

William Cunningham, M.A., 2001
Michelle Pearce, M.A., 2002
Hal Shorey, M.A., 2003
G. John Geldhof, M.A., 2008
Aaron Boulton, M.A., 2010
Candace Hogue, M.A., 2011

Post-doctoral trainees supervised

Charlie Rioux, current
Rong Chang, University of Houston
Kyle M. Lang, Tilburg University
Sunthud Pornprasertmanit, private industry
Eriko Fukuda, Tilburg University
Hye-Ran Park, Texas Tech University
L. Christian Elledge, co-mentored, University of Tennessee.
Alex Schoemann, East Caroline University
Mijke Rhemtulla, University of Nijmegen
James A. Bovaird, University of Nebraska, Lincoln
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

Significant Doctoral degrees (*=chaired or co-chaired)

Miguel Aguirre, Ph.D., 2008, DePaul University
*Christina Woods Baker, Ph.D., 2001, Brown University
Carla Berg, Ph.D., 2006, internship; unknown
Otilia Blaga, Ph.D., 2010, family leave
Theresa Brown, Ph.D., 2010, University of Kansas
James A. Bovaird, Ph.D., 2003, University of Nebraska - Lincoln
*Ashley Buonesera, Ph.D., 2006, Marriott Corporation
*Mara Brendgen, Ph.D., 1996, University of Montreal, Canada
Carol Carmin, Ph.D., 2005, unknown
*Mike Clark, Ph.D., 2010, Pearson Testing
*Jacob D. Curtis, Ph.D., 2018, Texas Tech University
*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
*Waylon Howard, Ph.D., 2012, Kennedy Krieger Institute
Emily Fall, Ph.D., 2011, University of Kansas Medical School
Johanna Freedman, Ph.D., 1999, Private practice
*Mathew Gallagher, Ph.D., 2010, Boston University
*G. John Geldhof, Ph.D., 2011, Tufts University
*Britt K. Gorral, Ph. D., 2018, Texas Tech University
*Christopher C. Henrich, Ph.D., 2001, Georgia State University
Jill Hohenstein, Ph.D., 2002, UC Santa Cruz
Yong-Yeon Ji, Ph.D., 2009, Towson University
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
*Jaehoon Lee, Ph.D., 2009, University of Kansas
*Ihno Lee, Ph.D., 2011, Stanford University
Suk-Hyang Lee, Ph.D., 2006, University of Kansas
Chan Li, Ph.D., 2007, University of Pittsburgh
Jee-Hae Lim, Ph.D., 2006, University of Waterloo
*David Luxton, Ph.D., 2007, Washington State, VA Hospital
Julie Maikranz, Ph.D., 2005, University of Kansas
Alex Martynov, Ph.D., 2009, University of Houston – Clear Lake
Patrick McClelland, Ph.D., 2008, University of Delaware
Yngve Monsson, Ph.D., 2010, internship
*Esteban Montenegro-Montenegro, Pg.D., 2020, Texas Tech University
*Jennifer Nelson (Mize), Ph.D., 2007, University of Nebraska - Lincoln
*Brian Noland, Ph.D., 2010, internship
Linda O’Hara, 2001, Ph.D., Long Beach State University
*Pavel Panko, Ph.D., 2020, Texas Tech University
*John Perez, Ph.D., 2002, University of Massachusetts, Boston
Kim Pulvers, Ph.D., 2005, unknown
Huda Sarraj, Ph.D., 2014, Texas Tech University
*Gita Sawalani, Ph.D., 2008, University of Wisconsin – Eau Claire
Marie Savundranayagam, Ph.D., 2005, University of Ottawa
Alex Schoemann, Ph.D., 2011, University of Kansas
Karrie Shogren, Ph.D., 2006, University of Illinois
*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
*Luke Waggenpack, Ph.D., 2020, Texas Tech University
*Theodore Walls, Ph.D., 2003, University of Rhode Island
Benjamin Warner, Ph.D., 2011, University of Missouri
*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 Illinois

PROFESSIONAL INFORMATION AND SERVICE-RELATED ACTIVITY

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

- 2018 Accorded Honorary Professorship, North-West University, South Africa
- 2018 Recipient of the Distinguished Contributions to Developmental Theory and Research Award by the *International Society for the Study of Behavioral Development*.
- 2015 Accorded Honorary Professorship, Australian Catholic University, Australia.
- 2014 Inaugural Teaching and Mentoring Award given by the *Society for Research in Child Development*;
- 2013 Jacob Cohen Award for Distinguished Contributions to Teaching and Mentoring; *American Psychological Association (APA), Division 5, Measurement, Evaluation, and Statistics*
- 2013 Elected to Fellow Status, APA's *Division 7: Developmental Psychology and Division 15: Educational Psychology*
- 2013 Invited speaker & participant in *National Research Council* workshop: Measuring human capabilities: Performance potential of individuals and collectives.
- 2013 Accorded Honorary Professorship, East China Normal University, Shanghai, China.
- 2012 Elected to Fellow Status, *American Association for the Advancement of Science (AAAS)*
- 2012 Elected to Fellow Status, *Association for Psychological Science (APS)*
- 2012 Invited Senior Mentor for Jacobs Foundation week-long summer school to train elite graduate students
- 2011 APA Science Leadership Delegate: Call to Advocacy: Psychological Science and Substance Abuse
- 2011- *The power and validity of planned missing data designs in developmental research*
- 2015 (Wei Wu & Todd D. Little co-PIs). NSF \$500,000
- 2010- *A Secondary Analysis of the National Longitudinal Transition Study 2: Examining the*
- 2012 *Relationships between Expectations, Access and Postsecondary Life Engagement* (Mary Morningstar & Todd D. Little co-PIs). IES \$656,000
- 2010 Elected to Fellow Status, APS's *Division 5: Evaluation, Measurement, and Statistics*
- 2009 Winner of the W.T. Kemper award for Excellence in Teaching, University of Kansas
- 2009 Elected President of the American Psychological Association's Division 5: Evaluation, Measurement, and Statistics
- 2009- *Determinants of Resilience: Mental Health, Maltreatment and Adaptive Behavior*
- 2014 (Yolanda Jackson & Todd D. Little co-PIs). NICHD \$1,700,000
- 2008 APA Science Leadership Delegate: Designing the Future: Innovations in Knowledge Dissemination for Psychological Science.
- 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 *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

- 2005- Minority Fellowship Travel Funds (Todd D. Little, PI). *Society for Multivariate Experimental Psychology* small grants program, ~\$40,000 cumulative (Yearly application process)
- 2004- *Randomized-controlled exercise trial for wheelchair users* (Katherine Froelich-Grobe, Richard 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.
- 2005- *Patient Adherence Evaluation Project* (Todd D. Little). Teva Neuroscience: \$60,000. 2007
- 2004 *Emerging Language project* (Todd D. Little). Children's Therapeutic Learning Center: \$45,000.
- 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. 2008
- 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. re)
- 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, TTU IMMAP Research Associate Search Committee (2015)

Chair, TTU REMS New Faculty Hire (2016, 2018)

Chair, TTU REMS Student Evaluation committee (2014-date)

Member, TTU COE Dissertation Evaluation committee (2017-date)

Member, Promotion, Tenure, and Merit Review Committee, Department of Psychology (2003-2013)

Member, Life Span Institute's Internal Scientific Advisory Committee (2003-2013)

Member, Quantitative Social Sciences Curriculum Committee, University of Kansas (2005-2013)

Elections Committee Chair, American Psychological Associations' Division 5 (2012)

Chair, CRMDA Research Associate Search Committees (2011)

Chair, CRMDA/CLAS Quantitative Specialist Search Committee (2009)

Member, Department of Psychology Chair Search Committee (2009)

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 Association for the Advancement of Science (AAAS) – Fellow (elected 2012)

American Educational Research Association (AERA; Division D)

American Psychological Association (APA; Divisions 5, 7, 8, & 15; Fellow in 5, 7, & 15)

Division 5: Program Chair 2007-09, (elect, current, past)-President, 2010-13

American Statistical Association (ASA)

Association for Psychological Science (APS) – Charter member, Fellow (elected 2011)
International Society for Communication Science and Medicine (ISCOM)
International Society for the Study of Behavioural Development (ISSBD)
 Workshop presenter 2012
Psychometric Society
Society for Personality and Social Psychology (SPSP)
Society for Research in Adolescence (SRA)
 Peer Preconference co-chair 2005, Workshop presenter 2007-date
Society for Research in Child Development (SRCD)
SRCD Developmental Methodology Conference co-organizer 2011 & 2013 (with Noel A. Card)
 Peer Preconference co-chair 2008; Peers Treasurer Since 2008; Workshop presenter, 2004-date
Society for Multivariate Experimental Psychology (SMEP); elected to membership in 2001
 Local organizer for the 2002 (Lawrence, KS) and 2018 (Albuquerque, NM) annual meetings

REVIEW ACTIVITY

Associate/Special Editor:

International Journal of Behavioral Development (Associate Editor, 2001-2006; 2013-date)
Guilford Press's Methodology in the Social Sciences (Series Editor, 2008-date)
Multivariate Behavioral Research (Associate Editor, 2006-2012)
Remedial and Special Education (Statistics Editor, 2005-2010)

Editorial Boards

Structural Equation Modeling (current)
International Journal of Testing (past)
Journal of Cross-Cultural Psychology (past)

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

IES standing review panels (2010-2014; regular Ad Hoc Reviewer prior to 2009)
NIH Ad Hoc Panels (will join standing panel in 2015)
NSF Developmental and Learning Sciences panel (2002-2005; Ad Hoc Reviewer, 2006-date)
NSF Education and Human Resources Core Research (ECR) program (Ad Hoc Reviewer, 2018)
Social Sciences and Humanities Research Council of Canada (Ad Hoc Reviewer, 2006, 2010-2012)
Deutsche Forschungsgemeinschaft (German Research Foundation; Ad Hoc Reviewer, 2012)

METHODOLOGICAL AND STATISTICAL CONSULTING, INVITED WORKSHOPS, SUMMER INSTITUTES

Ongoing (see Statscamp.org for details of all ongoing workshops)

SEM: Foundations and Extended Applications (Annual 5-day Summer Institute; 2003-date)
SEM: Advanced Longitudinal Modeling (Annual 5-day Summer Institute; 2005-date)

Completed before I became director of CRMDA.

Sleep Project, Mona El-Shiek, PI, Auburn University (2004-2006)
AGORA Center for Excellence, University of Jyväskylä, Finland (2000-2006)
Cross-Cultural Data Analyses: Practical and Theoretical Issues (Multi-day Workshop; 5x)
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

William Bukowski
Concordia University
7141 Sherbrooke Street
West Montreal
Quebec, H4B 1R6, Canada
(514) 848-2424 ext. 2184
e-Mail: William.Bukowski@Concordia.ca
(a senior developmental colleague)

Gregory B. Simpson, Dean
College of Liberal Arts and Sciences
141 Stevenson Hall
Illinois State University
Normal, IL 61790-4100
(309) 438-5669
e-Mail: gsimpso@ilstu.edu
(Was department chair at KU when I joined KU & was
Acting Dean when CRMDA was established)

Joseph L. Rodgers
Psychology & Human Development
Vanderbilt University
PMB 552, 230 Appleton Place
Nashville, TN 37203-5721
(615) 343-6865
e-Mail: Joseph.L.Rodgers@vanderbilt.edu
(was Editor at Multivariate Behavioral Research while
I was Associate Editor)

Kristopher J. Preacher
Psychology & Human Development
Vanderbilt University
PMB 552, 230 Appleton Place
Nashville, TN 37203-5721
(615) 343-1648
e-Mail: Kris.Preacher@vanderbilt.edu
(worked with me while he was at KU 2006-2011. He moved
to Vanderbilt in 2011)

Dorothy L. Espelage
Department of Psychology
University of Florida
945 Center Dr.
Gainesville, FL 32611-2026
email: espelage@ufl.edu
(longtime collaborator)

John R. Nesselroade
Department of Psychology
Gilmer Hall
University of Virginia
Charlottesville, VA 22903-2477, USA
(804) 924-0656
e-Mail: JRN8Z@Virginia.edu
(a senior quantitative colleague)

Noel A. Card
Department of Educational Psychology
University of Connecticut
Storrs, CT
Phone: (860) 485-6125
e-Mail: Noel.Card@uconn.edu
(a former post-doc and key collaborator)

Keith F. Widaman
Department of Educational Psychology
University of California
Riverside, CA
(530) 320-2048
e-Mail: Keith.Widaman@ucr.edu
(my doctoral & post-doctoral degree mentor)

Wei Wu
Department of Psychology
University of Kansas
1415 Jayhawk Blvd
Lawrence, KS 66045
Phone (480) 246-2698
e-Mail: wwei@ku.edu
(was a faculty member and CRMDA member with me
while I was at KU)

Richard M. Lerner, Bergstrom Chair
Director of Institute for Applied Research in
Youth Development
Eliot Pearson Department of Child Study and
Human Development
105 College Avenue
Tufts University, Medford, MA 02155
(617) 627-5558
e-Mail: richard.lerner@tufts.edu