**f**

Todd D. Little

Texas Tech University

Department of Educational Psychology and Leadership

Institute for Measurement, Methodology, Analysis, and Policy

Ph.D., Developmental Psychology

University of California, Riverside: December, *1988*

B.A., English Literature

University of California, Riverside: June, *1983*

|  |  |
| --- | --- |
| Address: 3008 18th Street  Lubbock, TX 79409-1071  Work/Cell Phone: (785) 550-1641 | e-Mail: yhat@ttu.edu  Department web: www.educ.ttu.edu  IMMAP: immap.educ.ttu.edu  Summer Institute: statscamp.org |

Research and Teaching Positions

Current Appointments:

**Professor** (9/13 to present): Department of Educational Psychology and Leadership

**Director** (9/13 to present): *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. (in press). Why the items versus parcels controversy needn’t be one. *Psychological Methods*, *00*, 000-000.

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.

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. J., Little, T. D., & Colombo, J. (2010). 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* (pp. 116-157)*.* Volume 2 of *The Handbook of Lifespan Development.* Hoboken, NJ: Wiley.

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. 61-79). Mahwah, NJ: LEA.

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.

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.

**Citation Impact (as of August 2013):** ISI is 3700 (H-index of 30); Google Scholar is 8100 (H-index of 47)

All Publications

#### Journal Articles

Shogren, K.A., Kennedy, W., Dowsett, C., & Little, T.D. (in press). *Autonomy, psychological empowerment and self-realization: Exploring data on self-determination from NLTS2*. Exceptional Children.

Shogren, K.A., Kennedy, W., Dowsett, C., Garnier, M. & Little, T.D. (in press*). Exploring essential characteristics of self-determination for diverse students using data from NLTS2*. Career Development and Transition for Exceptional Individuals.

Shogren, K. A., Wehmeyer, M. L., Palmer, S. B., Rifenbark, G. G., & Little, T. D. (in press). Relationships between self-determination and postschool outcomes for youth with disabilities. *Journal of Special Education*.

Little, T. D., Rhemtulla, M., Gibson, K., & Schoemann, A. M. (in press). Why the items versus parcels controversy needn’t be one. *Psychological Methods*, *00*, 000-000.

Hogue, C. M., Pornprasertmanit, S., Fry, M. D., Rhemtulla, M., & Little, T. D. (in press). Planned missing data designs for spline growth models in salivary cortisol research. *Measurement in Physical Education and Exercise Science*, *00*, 000-000.

Sainio, M., Veenstra, R., Little, T. D., Kärnä, A., Rönkkö, M., Salmivalli, C. (in press). Being bullied by same- versus other-sex peers: Does it matter for adolescent victims? *Journal of Clinical Child and Adolescent Psychology*, *00*, 000-000.

Williford, A., Elledge, L. C., Boulton, A. J., DePaolis, K. J., Little, T. D., & Salmivalli, C. (in press). Individual and contextual predictors of cyberbullying: The influence of children’s provictim attitudes and teacher’s ability to intervene. *Journal of Youth and Adolescence*, *00*, 000-000.

Williford, A., Boulton, A. J., Elledge, L. C., DePaolis, K. J., Little, T. D., & Salmivalli, C. (in press). Effects of the KiVa antibullying program on the frequency of cyberbullying and cybervictimization among Finnish youth. *Journal of Clinical Child and Adolescent Psychology*, *00*, 000-000.

Brown, T. C., Fry, M. D., & Little, T. D. (2013). The psychometric properties of the perceived motivational climate in exercise questionnaire. *Measurement in Physical Education and Exercise Science*, *17,* 22-39. (doi: 10.1080/1091367X.2013.741360).

Geldhof, G. J., Pornprasertmanit, S., Schoemann, A. M., & Little, T. D. (2013). Orthogonalizing through residual centering: Extended applications and caveats. *Educational and Psychological Measurement*, *73*, 27-46. (doi: 10.1177/0013164412445473).

Froehlich-Grobe, K., Aaronson, L. S., Washburn, R. A., Little, T. D., Lee, J., Nary, D. E., VanSciver, A., Nesbitt, J., & Norman, S. E. (2012). An exercise trial for wheelchair users: Project workout on wheels. *Contemporary Clinical Trials, 33*, 351-363. (doi: 10.1016/j.cct.2011.10.014).

Gu, F., Little, T. D., & Kingston, N. M., (2012). Misestimation of reliability using coefficient Alpha and structural equation modeling when assumptions of Tau-equivalence and uncorrelated errors are violated. *Methodology*, *00*, 1-11. (doi: 10.1027/1614-2241/a000052).

Kärnä, A., Voeten, M., Little, T. D., Alanen, E., Poskiparta, E., & Salmivalli, C. (2012, October 22). Effectiveness of the KiVa Antibullying Program: Grades 1–3 and 7–9. *Journal of* *Educational Psychology, 00*, 1-17. Advance online publication (doi: 10.1037/a0030417).

Ojanen, T., Stratman, A. C., Card, N. A., & Little, T. D. (2012). Motivation and perceived control in early adolescent friendships: Relations with self-, friend-, and peer-reported adjustment. *Journal of Early Adolescence*, *00*, 1-26. (doi: 10.1177/0272431612450947).

Pornprasertmanit, S., & Little, T. D. (2012). Determining directional dependency in causal associations. *International Journal of Behavioral Development*, *36*, 313-322. (doi: 10.1177/0165025412448944).

Rhemtulla, M., & Little, T. D. (2012). Planned missing data designs for research in cognitive development. *Journal of Cognition and Development, 13*, 425-438. (doi: 10.1080/15248372.2012.717340).

Selig, J. P., Preacher, K. J., & Little, T. D. (2012). Modeling time-dependent association in longitudinal data: A lag as moderator approach. *Multivariate Behavioral Research,* *47*, 697-716. (doi: 10.1080/00273171.2012.715557).

Shogren, K. A., Palmer, S. B., Wehmeyer, M. L., Williams-Diehm, K. & Little, T. D. (2012). Effect of intervention with the Self-Determined Learning Model of Instruction on access and goal attainment. *Remedial and Special Education, 33,* 320-330. (doi: 10.1177/0741932511410072).

Williford, A., Boulton, A., Noland, B., Little, T. D., Kärnä, A., & Salmivalli, C. (2012). Effects of the KiVa anti-bullying program on adolescents’ depression, anxiety, and perception of peers. *Journal of Abnormal Child Psychology,* 40, 289-300. (doi: 10.1007/s10802-011-9551-1; erratum: 301-302, doi: 10.1007/s10802-011-9562-y).

Froelich-Grobe, K., Nary, D. E., Van Sciver, A., Lee, J., & Little, T. D. (2011). Measuring height without a stadiometer: Empirical investigation of four height estimates among wheelchair users. *American Journal of Physical Medicine & Rehabilitation, 90*, 658-666. (doi: 10.1097/PHM.0b013e31821f6eb2).

Kärnä, A., Voeten, M., Little, T. D., Poskiparta, E., Alanen, E., & Salmivalli, C. (2011). Going to scale: A nonrandomized nationwide trial of the KiVa antibullying program for grades 1–9. *Journal of Consulting and Clinical Psychology, 79,* 796-805. (doi: 10.1037/a0025740) -- 2012 Social Policy Award for Best Article, Society for Research on Adolescence – 2012 erratum, *80*, 661. (doi: 10.1037/a0029174).

Kärnä, A., Voeten, M., Little, T. D., Poskiparta, E., Kaljonen, A., Salmivalli, C. (2011). A large-scale evaluation of the KiVa anti-bullying program: Grades 4-6. *Child Development, 82,* 311-330. (doi: 10.1111/j.1467-8624.2010.01557.x).

Okech, D., Little, T. D., & Williams-Shanks, T. (2011). Early savings for children’s higher education: A comparison between savers and non-savers in a child development accounts program. *Children and Youth Services Review, 33,* 1592-1598. (doi: 10.1016/j.childyouth.2011.03.025).

Okech, D., Little, T. D., Williams Shanks, T. & Adams, D. (2011). Parental self-efficacy and joining a savings program for children’s education. *Research on Social Work Practice, 21,* 442-451. (doi: 10.1177/1049731510389079).

Roche, K. M., Ghazarian, S. R., Little, T. D. & Leventhal, T. (2011) Understanding links between punitive parenting and adolescent adjustment: The relevance of context and reciprocal associations. *Journal of Research on Adolescence, 21*, 448-460. (doi: 10.1111/j.1532-7795.2010.00681.x).

Savundranayagam, M. Y., Montgomery, R. J. V., Kosloski, K., & Little, T. D. (2011). Impact of a psychoeducational program on three types of caregiver burden among spouses. *International* *Journal of Geriatric Psychiatry, 26*, 388-396. (doi: 10.1002/gps.2538).

Biggs, B. K., Vernberg, E. M., Little, T. D., Dill, E. J., Fonagy, P., & Twemlow, S. W. (2010). Peer victimization trajectories and their association with children’s affect in late elementary school. *International Journal of Behavioral Development, 34*, 136-146. (doi**:** 10.1177/0165025409348560).

Ojanen, T., & Little, T. D. (2010) Modeling contextual effects in developmental research: Linking theory and method in the study of social development, *Social Development*, *19*, 437-446. (doi: 10.1111/j.1467-9507.2009.00563.x).

Ojanen, T., Sijtsema, J. J., Hawley, P. H., & Little, T. D. (2010). Intrinsic and extrinsic motivation in early adolescents’ friendship development: Friendship selection, influence, and prospective friendship quality. *Journal of Adolescence*, *33,* 837-851. (doi: 10.1016/j.adolescence.2010.08.004).

Sijtsema, J. J., Ojanen, T., Veenstra, R., Lindenberg, S., Hawley, P. H., & Little, T. D. (2010). Forms and functions of aggression in adolescent friendship selection and influence: A longitudinal social network analysis. *Social* *Development, 19*, 515-534. (doi: 10.1111/j.1467-9507.2009.00566.x).

Blaga. O. M., Shaddy, D. J., Anderson, C. J., Kannass, K. N., Little, T. D., & Colombo, J. (2009). Structure and continuity of intellectual development in early childhood. *Intelligence, 37*, 106-113. (doi:10.1016/j.intell.2008.09.003).

Dreer, L. E., Berry, J., Rivera, P., Snow, M., Elliott, T. R., Miller, D., & Little, T. D. (2009). 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*, *65*, 653-669. (doi: 10.1002/jclp.20573).

Fonagy, P., Twemlow, S. W., Vernberg, E. M., Nelson, J. M., Dill, E. J., Little, T. D., & Sargent, J.A. (2009). 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*, 50,* 607-616*.* (doi:10.1111/j.1469-7610.2008.02025.x).

Lee, S-H., Soukup, J. H., Little, T. D., & Wehmeyer, M. L., (2009). Student and teacher variables contributing to access to the general education curriculum for students with intellectual and developmental disabilities. *Journal of Special Education, 43,* 29-44*.* (doi: 10.1177/0022466907313449).

Nelson, E., Atchley, P., & Little, T. D. (2009). The effects of perception of risk and importance of answering and initiating a cellular phone call while driving. *Accident Analysis & Prevention, 41*, 438-444. (doi:10.1016/j.aap.2009.01.006).

Perez, J. E., Little, T. D., & Henrich, C. C. (2009). Spirituality and depressive symptoms in a school-based sample of adolescents: A longitudinal examination of mediated and moderated effects. *Journal of Adolescent Health, 44,* 380-386*.* (doi:10.1016/j.jadohealth.2008.08.022).

Sanislow, C. A., Little, T. D., Ansell, E. B., Grilo, C. M., Daversa, M., Markowitz, J.C., Pinto, A., Shea, M. T., Yen, S., Skodol, A. E., Morey, L. C., Gunderson, J. G., Zanarini, M. C., & McGlashan, T. H.. (2009). Ten-year stability and latent structure of the DSM-IV schizotypal, borderline, avoidant, and obsessive-compulsive personality disorders. *Journal of Abnormal Psychology, 118,* 507-519. (doi: 10.1037/a0016478).

Wehmeyer, M. L., Chapman, T. E., Little, T. D., Thompson, J. R., Schalock, R. L., & Tasse, M. J. (2009). Efficacy of the supports intensity scale (SIS) to predict extraordinary support needs. *American Journal on Intellectual and Developmental Disabilities, 114,* 3-14*.* (doi: 10.1352/2009.114:3–14)

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*.* (doi: 10.1111/j.1467-8624.2008.01184.x).

Catts, H. W., Bridges, M. S., Little, T. D., & Tomblin, J. B. (2008). Reading achievement growth in children with language impairments. *Journal of Speech, Language, and Hearing Research, 51,* 1569-1579*.* (doi: 10.1044/1092-4388(2008/07-0259).

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*.* (doi: 10.1177/0165025407084054).

Lee, S-H., 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,* 91-107*.* (doi: 10.1177/0022466907312354).

Malmberg, L-E., Wanner, B., & Little, T. D. (2008). Age and school-type differences in children’s beliefs about school performance. *International Journal of Behavioral Development*, *32*, 531-541. (doi: 10.1177/0165025408095558).

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*.* (doi: 10.1177/1534508407311395).

Singh, S.N., Donavan, D. T., Mishra, S., & Little, T. D. (2008).The latent structure of landscape perception: A mean and covariance structure modeling approach. *Journal of Environmental Psychology, 28,* 339-352. (doi:10.1016/j.jenvp.2008.03.004).

Card, N. A. & Little, T. D. (2007). Longitudinal modeling of developmental processes. *International Journal of Behavioral Development, 31,* 297-302*.* (doi: 10.1177/0165025407077750).

Hawley, P. H., Little, T. D., & Card, N. A.(2007). The allure of a mean friend: Relationship quality and processes of aggressive adolescents. *International Journal of Behavioral Development, 31,* 170-180. (doi: 10.1177/0165025407074630).

Little, T. D., Preacher, K. J., Selig, J. P., & Card, N. A. (2007). New developments in latent variable panel analyses of longitudinal data. *International Journal of Behavioral Development, 31*, 357-365. (doi: 10.1177/0165025407077757).

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. (doi:10.1016/j.learninstruc.2007.09.014).

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. (doi: 10.1080/10705510701303921).

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*.* (doi:10.1016/j.paid.2007.06.011).

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*.* (doi: 10.1007/s11145-006-9024-z).

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. (doi:10.1016/j.jsat.2006.05.006).

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. (doi: 10.1177/0165025406071904).

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., 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. (**doi:**10.1207/s15328007sem1301\_3).

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.(doi: 10.1080/17439760500373174).

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 Child and Family Studies, 15*, 779-794. (doi: 10.1007/s10826-006-9054-9).

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. (doi: 10.1080/10615800600632896).

Wang, M., Summers, J. A., Little, T. D., Turnbull, A., Poston, 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. (doi: 10.1111/j.1365-2788.2006.00932.x).

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. (doi: 10.1080/01650250444000414).

Fonagy, P., Twemlow, S. W., Vernberg, E., Sacco, F. C., & Little, T. D. (2005). Creating a peaceful school learning environment: The impact of an antibullying program on educational attainment in elementary schools. *Medical Science Monitor, 11,* 317-325. (PMID: 15990689).

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, and Hearing Services in Schools*, *36*, 285-293. (doi: 10.1044/0161-1461(2005/029)).

Little, T. D. & Card, N. A. (2005). On the use of social relations and actor-partner interdependence models in developmental research. *International Journal of Behavioral Development, 29,* 173-179. (doi: 10.1080/01650250444000388).

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. (doi: 10.1037/0022-0663.97.1.23).

Wang, M., Turnbull, A. P., Summers, J. A., Little, T. D., Poston, D. J., Mannan, H., & Turnbull, R. (2004). Severity of disability and income as predictors of parents’ satisfaction with their family quality of life during early childhood years. *Research and* *Practice for Persons with Severe Disabilities*, *29*, 82-94. (doi**:** 2048/10.2511/rpsd.29.2.82).

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. (doi: 10.1037/0278-6133.22.2.189).

Carter, A. S., Briggs-Gowan, M., Jones, S. M. & Little, T. D. (2003). The infant-toddler social and emotional assessment (ITSEA): Factor structure, reliability, and validity. *Journal of Abnormal Child Psychology, 31,* 495-514*.*

Little, T. D., Brauner, J., Jones, S. M., Nock, M. K., & Hawley, P. H. (2003). Rethinking aggression: A typological examination of the functions of aggression. *Merrill-Palmer Quarterly, 49*, 343-369. (doi: 10.1353/mpq.2003.0014).

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).

Little, T. D., Miyashita, T., Karasawa, M., Mashima, M., Oettingen, G., Azuma, H., & Baltes, P. B. (2003). The links among action-control beliefs, intellective skill, and school performance in Japanese, US, and German school children. *International Journal of Behavioral Development, 27, 41-48.* (doi: 10.1080/01650250244000001).

McCarthy, P., Walls, T., Cicchetti, D., Mayes, L., Rizzo, J., Lopez-Benitez, J., Salloum, S., Baron, M., Fink, H., Anderson, R., Little, T., LaCamera, R., & Freudigman, 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. (doi**:**10.1207/S15374424JCCP3202\_12).

Pruett, M. K., Williams, T. Y., Insabella, 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. (doi: 10.1037/0893-3200.17.2.169).

Shahar, G., Henrich, C. C., Blatt, S. J., Ryan, R., & Little, T. D. (2003). Interpersonal relatedness, self-definition, and their motivational orientation during adolescence: A theoretical and empirical investigation. *Developmental Psychology, 39,* 470-483*.* (doi: 10.1037/0012-1649.39.3.470).

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, 119-128.(doi: 10.1080/10615800210000570077).

Kunzmann, U., Little, T. D., & Smith, J. (2002). Perceiving control: A double-edged sword in old age. *Journals of Gerontology*, *57B*, P484-P491. (doi: 10.1093/geronb/57.6.P484).

Hawley, P. H., Little, T. D., & Pasupathi, M. (2002). Winning friends and influencing peers: Strategies of peer influence in late childhood. *International Journal of Behavioral Development*, *26*, 466-474. (doi: 10.1080/01650250143000427).

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., Lopez, D. F., Oettingen, G. , & 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.

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.(doi: 10.1177/0022022101032005004).

Whiteside-Mansell, L., Bradley, R. H., Little, T. D., Corwyn, R. F., Spiker, D. (2001). An examination of cross-racial comparability of mother-child interaction among African-American and Anglo-American families. *Journal of Marriage and Family*, *63*, 767-778. (doi: 10.1111/j.1741-3737.2001.00767.x).Brendgen, M., Little,**\*** T. D., & Krappmann,**\*** L. (2000). Rejected children and their friends: A shared evaluation of friendship quality? *Merrill-Palmer Quarterly*, *46*, 45-70.

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. (doi: 10.1177/0022022100031002004).

Little, T. D. (2000). The millennial challenge: Modeling the agentic self in context. *International Journal of Behavioral Development*, *24*, 149-152.(doi:10.1080/016502500383269).

Kunzmann, U., Little, T. D., & Smith, J. (2000). Is age-related stability of subjective well-being a paradox? Cross-sectional and longitudinal evidence from the Berlin aging study. *Psychology and Aging*, *15*, 511-526. (doi: 10.1037//0882-7974.15.3.511).

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.

Prinstein, M. J., Boergers, J., Spirito, A., Little, T. D., Grapentine, W. L. (2000). Peer functioning, family dysfunction, and psychological symptoms in a risk factor model for adolescent inpatients’ suicidal ideation severity. *Journal of Clinical Child Psychology*, *29*, 392-405. (doi**:** 10.1207/S15374424JCCP2903\_10).

Stetsenko, A., Little,**\*** T. D., Gordeeva, T. , Grasshof, M., & Oettingen, G. (2000). Gender effects in children's beliefs about school performance: A cross-cultural study. *Child Development*, *71*, 517-527. (doi: 10.1111/1467-8624.00161).

Grob, A., Little,\* T. D., & Wanner, B. (1999). Control judgments across the lifespan. *International Journal of Behavioral Development*, *23*, 833-854. (doi:10.1080/016502599383568).

Hawley, P. H., & Little, T. D. (1999). On winning some and losing some: A social relations approach to social dominance in toddlers. *Merrill-Palmer Quarterly*, *45*, 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. (doi: 10.1080/016502599384008).

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. (doi: 10.1080/016502599383801).

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. (doi: 10.1177/0013164499591004).

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. (doi: 10.1177/01461672992510007).Lopez, D. F., Little,**\*** T. D., Oettingen, G., & Baltes, P. B. (1998). Self-Regulation and school performance: Is there an optimal level of action-control? *Journal of Experimental Child Psychology*, *70*, 54-74. (Article number: CH982446).

Kakazu, T., Touyama, R., Nakazawa, J., Inoue, A., & Little, T. D. (1998). Children’s psychological stress, coping, social support, and personality: Japanese version of the Behavioral Inventory of Strategic Control (BISC) and a regional comparison between Okinawa and Chiba. *Bulletin of the Center for Educational Research and Training*, *6*, 73-95.

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).

Little, T. D., & Gordeeva, T. O. (1997). Modelirovanie s pomoshiu lineinyh strusturnyh uravnenii: primenenie analiza srednih i kovariazionnyh struktur dlja obrabotki cross-kulturnuch dannyh [Structural equation modeling: Mean and covariance structures analyses of cross-cultural data]. *Psihologicheskii zhurnal* [*Russian Journal of Psychology*], *18*, 96-109.

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.

Karasawa, M., Little,**\*** T. D., Miyashita, T., Mashima, M., & Azuma, H. (1997). Japanese children’s action-control beliefs about school performance. *International Journal of Behavioral Development*, *20*, 405-423. (doi: 10.1080/016502597385207).

Stetsenko, A., Little, T. D., Oettingen, G., & Baltes, P. B. (1997). Razvitije predstavlenij o shkolnoj dejatelnosti u detej: Kross-kulturnoe issledovanije [Development of children's conceptions about school performance: A cross-cultural study]. *Voprosi Psihologii* [*Russian Journal of Psychological Issues*], *6*, 3-23.

Grob, A., Little,**\*** T. D., Wanner, B., Wearing, A. J., & Euronet. (1996). Adolescents' well-being and perceived control across fourteen sociocultural contexts. *Journal of Personality and Social Psychology, 71*, 785-795.

Lopez, D. F., & Little,**\*** T. D. (1996). Children's action-control beliefs and emotional regulation in the social domain. *Developmental Psychology, 32*, 299-312.

Little, T. D., Oettingen, G., Stetsenko, A., & Baltes, P. B. (1995). Children's action-control beliefs about school performance: How do American children compare with German and Russian children? *Journal of Personality and Social Psychology*, *69*, 686-700.

Diaz-Veizades, J., Widaman, K. F., Little, T. D., & Gibbs, K. W. (1995). The measurement and structure of human rights attitudes. *Journal of Social Psychology*, *135*, 313-328.

Little, T. D., & Widaman,**\*** K. F. (1995). A production task evaluation of individual differences in mental addition skill development: Internal and external validation of chronometric models. *Journal of Experimental Child Psychology*, *60*, 361-392.

Stetsenko, A., Little,**\*** T. D., Oettingen, G., & Baltes, P. B. (1995). Agency, control and means-ends beliefs about school performance in Moscow children: How similar are they to beliefs of Western children? *Developmental Psychology, 31,* 285-299.

Oettingen, G., Little, T. D., Lindenberger, U., & Baltes, P. B. (1994). Causality, agency, and control beliefs in East versus West Berlin children: A natural experiment on the role of context. *Journal of Personality and Social Psychology*, *66*, 579-595.

Sneed, T. G., Carlson, J. S., & Little, T. D. (1994). The relationship of teacher and parent ratings of academically related personality traits to academic performance in elementary age students. *Learning and Individual Differences*, *6*, 37-64.

Little, T. D., Das,**\*** J. P., Carlson, J. S., & Yachimowicz, D. J. (1993). The role of higher-order cognitive abilities as mediators of deficits in academic performance. *Learning and Individual Differences*, *5*, 219-240.

Oettingen, G., & Little, T. D. (1993). Intelligenz und Selbstwirksamkeitsurteile bei Ost- und Westberliner Schulkindern [Intelligence and performance-related self-efficacy beliefs in East and West Berlin children]. *Zeitschrift für Sozialpsychologie* [*German Journal of Social Psychology*], *24*, 186-197.

MacMillan, D. L., Widaman, K. F., Balow, I. H. , Hemsley, R. E., & Little, T. D.(1992). Differences in adolescent school attitudes as a function of academic level, ethnicity, and gender. *Learning Disabilities Quarterly*, *15*, 39-50.

Widaman, K. F., MacMillan, D. L., Hemsley, R. E., Little, T. D., & Balow, I. H. (1992). Differences in adolescent’s self-concept as a function of academic level, ethnicity, and gender. *American Journal of Mental Retardation*, *96*, 387-403.

Widaman, K. F., Little, T. D., Geary, D. C., & Cormier, P. (1992). Individual differences in the development of skill in mental addition: Internal and external validation of chronometric models. *Learning and Individual Differences*, *4*, 167-213.

Little, T. D., & Widaman,**\*** K. F. (1990). On the modeling of scaled measurement sequences: Implications for analyses of cognitive development. *Intelligence*, *14*, 457-479.

Tomlinson-Keasey, C., & Little, T. D. (1990). Predicting educational attainment, occupational achievement, intellectual skill, and personal adjustment among gifted men and women. *Journal of Educational Psychology*, *82*, 442-455.

Widaman, K. F., Geary, D. C., Cormier, P., & Little, T. D. (1989). A componential model for mental addition. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, *15*, 898-919.

Jacobs, D. F., Marston, A. R., Singer, R. D., Widaman, K. F., Little, T. D., & Diaz-Veizades, J. (1989). Children of problem gamblers. *Journal of Gambling Behavior*, *5*, 261-268.

Marston, A. R., Jacobs, D. F., Singer, R. D., Widaman, K. F., & Little, T. D. (1988a). Adolescents who apparently are invulnerable to drug, alcohol, and nicotine use. *Adolescence*, *23*, 593-598.

Marston, A. R., Jacobs, D. F., Singer, R. D., Widaman, K. F., & Little, T. D. (1988b). Characteristics of adolescents at risk for compulsive overeating on a brief screening test. *Adolescence*, *23*, 59-65.

Geary, D. C., Widaman, K. F., Little, T. D., & Cormier, P. (1987). Cognitive addition: Comparison of learning disabled and academically normal elementary school children. *Cognitive Development*, *2*, 249-269.

Geary, D. C., Widaman, K. F., & Little, T. D. (1986). Cognitive addition and multiplication: Evidence for a single memory network. *Memory and Cognition*, *14*, 478-487. (doi: 10.3758/BF03202519).

**Books and Monographs**

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

Little, T. D. (Ed.) (2012). *Oxford handbook of quantitative methods* (Vols. 1& 2). New York, NY: OUP.

Laursen, B., Little, T. D., & Card, N. A. (Eds.) (2012). *Handbook of developmental research methods*. New York, NY: Guilford Press.

Card, N. A., Selig, J. P., & Little, T. D. (Eds.) (2008). *Modeling dyadic and interdependent data in the developmental and behavioral sciences* . New York, NY: Routledge.

Hawley, P. H., Little, T. D., & Rodkin, P. (Eds.). (2007). *Aggression and adaptation: The bright side to bad behavior*. Hillsdale, NJ: LEA.

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

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

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.

Borthwick-Duffy, S. A.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.

**Chapters, Reviews, Entries, and Other Published Reports**

Schoemann, A. M.,Gallagher, M. W., & Little, T. D. (in press). Difference scores. In R. Cautin & S. Lilienfeld (Eds.), *Encyclopedia of Clinical Psychology.* Wiley-Blackwell.

Pornprasertmanit, S., Wu, W, & Little, T. D. (in press). Abstract: Taking into account sampling variability of model selection indices: A parametric bootstrap approach. *Multivariate Behavioral Research*, *00*, 000-000

Rhemtulla, M., & Little, T. D. (in press). Planned missing data designs for longitudinal organizational research. In M. Hassett & E. Paavilainen-Mäntymäki (Eds.), *Handbook of longitudinal research methods in studying organisations* (pp. xx-xx). Cheltenham Glos, UK: Edward Elgar Publishing.

Selig, J. P., Hoy, R., & Little, T. D. (in press). Temporal designs in organizational research. In M. Hassett & E. Paavilainen-Mäntymäki (Eds.), *Handbook of longitudinal research methods in studying organisations* (pp. xx-xx). Cheltenham Glos, UK: Edward Elgar Publishing.

Schoemann, A. M., Rhemtulla, M., & Little, T. D. (in press). Multilevel and longitudinal modeling. In H. T. Reis, & C. M. Judd (Eds.), *Handbook of research methods in personality and social psychology*. (pp. xx-xx). New York, NY: Cambridge University Press.

Little, T. D. (2012). Introduction to the Oxford handbook of quantitative methods. In T. D. Little (Ed.), *Oxford handbook of quantitative methods* (Vols. 1 & 2, pp. 1-6). New York, NY: OUP.

Wang, L. L., Watts, A. S., Anderson, R. A., & Little,\* T. D. (2012). Common fallacies in quantitative research methodology. In T. D. Little (Ed.) *Oxford handbook of quantitative methods* (Vol. 2, pp. xxx). New York, NY: OUP.

Wu, W., Selig, J. P., & Little,\* T. D. (2012). Longitudinal models. In T. D. Little (Ed.), *Oxford handbook of quantitative methods* (Vol. 2, pp. xxx ). New York, NY: OUP.

Wu, W., & Little,\* T. D. (2011). Quantitative research methods. In B. B. Brown, M. Prinstein (Eds.-in-Chief), & R. K. Silbereisen (Vol Ed.). *Encyclopedia of Adolescence: Vol 1: Normative Development* (pp. 287-297). Oxford, UK: Elsevier.

Lee, I. A., & Little,\* T. D., (2012). P-technique factor analysis. In B. Laursen, T. D. Little, & N. A. Card (Eds). *Handbook of developmental research methods* (pp. 350-363). New York, NY: Guilford Press.

Selig, J. P., & Little,\* T. D., (2012). Autoregressive and cross-lagged panel analysis for longitudinal data. In B. Laursen, T. D. Little, & N. A. Card (Eds). *Handbook of developmental research methods* (pp. 265-278). New York, NY: Guilford Press.

Geldhof, G. J., & Little, T. D. (2011). Influences of children’s and adolescents action-control processes on school achievement, peer relationships, and coping with challenging life events. In R. M. Lerner, J. V. Lerner, E. P. Bowers, S. Lewin-Bizan, S. Gestdottir, & J. B. Urban (Eds.), *Thriving in childhood and adolescence: The role of self-regulation processes. New Directions for Child and Adolescent Development* (pp. 45-59, vol. 133, L. A. Jensen & R. W. Larson, Eds.-in-chief). Hoboken, NJ: Wiley. (doi: 10.1002/cd.303).

Lee, J., Little,\* T. D., & Preacher, K.J. (2011). Methodological issues in using structural equation models for testing differential item functioning. In E. Davidov, P. Schmidt, & J. Billiet (Eds.), *Cross-cultural analysis: Methods and applications* (pp. 55-84). New York, NY: Routledge/Taylor & Francis Group.

Little, T. D., & Freeman, M. (2011). Why the section on qualitative inquiry would be good for division 5. *The Score*, *33*(4), 6, 13.

Little, T. D. (2011). President’s message. *The Score*, *33*(3), 1, 17-19.

Little, T. D. (2011). President’s message. *The Score*, *33*(2), 1, 20-22.

Little, T. D. (2011). President’s message. *The Score*, *33*(1), 1, 11-13.

Little, T. D. (2011). Conveying complex statistical concepts as metaphors. *The Score*, *33*(1), 6-8.

Widaman, K. F., Little,\* T. D., Preacher, K. J., & Sawalani, G. (2011). On creating and using short forms of scales in secondary research. In K. H. Trzesniewski M. B. Donnelan, & Lucas, R. E. (Eds.), *Secondary data analysis: An introduction for psychologists* (pp. 39-61). Washington, DC: APA (doi: 10.1037/12350-003).

Geldhof, G. J., Little,\* T. D., & Colombo, J. (2010). 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* (116-157)*.* Volume 2 of *The handbook of lifespan development.* Hoboken, NJ: Wiley.

Little, T. D. (2010). President’s message. *The Score*, *32*(4), 1, 17-20.

Little, T. D., Card, N. A., Preacher, K. J., & McConnell, E. (2009). Modeling longitudinal data from research on adolescence. In R. M. Lerner & L. Steinberg (Eds.), *Handbook of adolescent psychology* (3rd ed., pp. 15-54). Hoboken, NJ: Wiley.

Little, T. D., Walls, T. A., Malmberg, L-E. (2009). Agency. In S. Lopez (Ed.), *The encyclopedia of positive psychology* (Vol. 1, pp. 26-28). Wiley-Blackwell: West Sussex, UK.

Wehmeyer, M. L., & Little, T. D. (2009). Self-determination. In S. Lopez (Ed.), *The encyclopedia of positive psychology* (Vol. 2; pp. 868-874). Wiley-Blackwell: West Sussex, UK.

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: OUP.

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.), *Multilevel analysis of individuals and cultures* (pp 93-119). New York: LEA.

Card, N. A., Little, T. D., & Selig, J. P. (2008). Modeling dyadic and interdependent data in developmental research: An introduction. In N. A. Card, J. P. Selig, &T. D. Little (Eds.), *Modeling dyadic and interdependent data in the developmental and behavioral sciences* (pp. 1-9). New York, NY: Routledge.

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

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. & 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 agression* (pp. 727-739). New York, NY: Cambridge University Press.

Little, T. D. (2006). Thought candy: Metaphor in education. *Reflections from the Classroom, 8,* 13-15.

Card, N. A., & Little,\* T. D. (2006a). 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.

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 life span. In. D. K. Mroczek & T. D. Little (Eds.), *Handbook of personality development* (pp. 61-79). 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., Nordmyr, A-M., & Little, T. D. (2004). *The teachers’ control, agency, and means-ends (TCAM) questionnaire: 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 equation modeling: Applications in ecological and evolutionary biology* (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* (Vol. 1, pp. 177-195). New York, NY: Guilford Press.

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.

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., 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, Finland: 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, NY: Cambridge University Press.

Lindenberger, U., Gilberg, R., Little, T. D., Nuthman, R., Pötter, U., & 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, NY: 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, 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.

Little, T. D., Wanner, B., & Ryan, R. (1997). *Development and initial validation of the Inventory of Felt Emotion and Energy in Life (I FEEL)* (ACCD Technical Report No. 5). Berlin, Germany: Max-Planck Institute for Human Development and Education.

Little, T. D. (1996). Ensuring cross-cultural construct comparability: A mean and covariance structures approach (MACS). *International Journal of Psychology*, *31*, 182.2 1996 Montoreal Congress Abstract.

Oettingen, G., Little,**\*** T. D., & Baltes,**\*** P. B. (1996). Subjektives Leistungsvermögen und objektive Schulleistung:intranationale und internationale Vergleichsstudien [Subjective beliefs and objective performance for school children in intranational and international comparative study] (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 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.

Widaman, K. F., & Little, T. D. (1992). The development of skill in mental arithmetic: An individual differences perspective. In J. I. D. Campbell (Ed.), *The nature and origins of mathematical skills* (pp. 189-253). Amsterdam, The Netherlands: Elsevier Science.

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.

##### Conference Presentations and Participation and Colloquia Talks

I present at conferences so regularly that I don’t list this activity in detail. For a list of recent presentations that I have given, see crmda.ku.edu/presentations

##### 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 696/896: 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 697/991: Longitudinal & Growth Curve Modeling Spring, 2010 Service Release

PSYC 696/896: Structural Equation Modeling I Fall, 2010 1/36

PSYC 697/991: Longitudinal & Growth Curve Modeling Spring, 2011 9

PSYC 696/896: Structural Equation Modeling I Fall, 2011 Service Release

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

*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, 2011

Kemper Award for Teaching Excellence, University of Kansas, 2010

*Doctoral and Post-Doctoral Level*

Annual Summer Institutes on Structural Equation Modeling and Longitudinal Modeling (KU; 2002-date; I founded and direct these “Stats Camps” each year; cumulative total participants = 721

(Note: These are week-long intensive summer institute course co-sponsored by the Center for Research Methods and Data Analysis (which I direct), the Quantitative Psychology Training Program (which I direct), and the University of Kansas Continuing Education. They are open to graduates, post-docs, faculty and employees from any institution; see crmda.KU.edu for details)

**Supervising and Mentoring Experience**

**Senior Honors Theses**

Kia Davis, B.A., Honors, 1999 Michael Finnegan, B.A., Honors, 1999

Rita Pin, B.A., Honors, 1999 Sandhya Badrinath, B.A., Honors, 2000

Sarah Jeon, B.A., Honors, 2000 Erin Killory, B.A., Honors, 2000

Emily Putnam, B.A., Honors, 2000 Eva Sanchez, B.A., Honors, 2000

Shannon Morrison,, B.A., Honors, 2000 Lilananda Schappat, B.A., Honors, 2000

Sneha Jacob, B.A., Honors, 2000 Michael Conti, B.A., Honors, 2001

Ashley Dixon, B.A., Honors, 2001 Christopher Eger, B.A., Honors, 2001

Vindia Fernandez, B.A., Honors, 2001 Mary Fournier, B.A., Honors, 2001

Jennifer Mendoza, B.A., Honors, 2001 Laura Petrolle, B.A., Honors, 2001

Melissa Ponce, B.A., Honors, 2001 Jordana Sutain, B.A., Honors, 2001

Meesun Yang, B.A., Honors, 2001 Young (Peter) Cho, B.A., Honors, 2002

Adrian Rizzo, B.A., Honors, 2002 Amy Demore, B.A., Honors, 2004

Brian Stuckey, B.A., Honors, 2005 Libby McConnell, B.A. Honors, 2006

Johnny Beber, B.A., 2007 Amanda Schweder, B. A., 2007

Sandy Carpenter, B.A., Honors, 2007 Rawni Anderson, B.A., 2008

Eric Nelson, B.A., Honors, 2008 Jonathan Torres, B.A., 2008

Katherine Harr, B.A., Honors, 2009 Sierra Faulter, B.A., Honors, 2009

Emily Patrick, B.A., 2009 Benjamin Chapin, B.A., 2009

Hollie Dawson, B.A., 2009 David Chon, B.A., Honors, 2010

Graham Rifenbark, B.A., 2010 Andy Aschenbrenner, B.A., 2011

Ashley Barnes, B.A., 2011 Jared Harpole, B.A., 2011

Sharon Childress, B.A., 2011 JoDee Friedly, B.A., 2011

Michael Horvath, B.A., 2011 Luke McCune, B.A., 2011 (Pat Hawley, primary)

Addie Timmons, B.A., Honors, 2011 (Kris Preacher, primary) Patrick Miller, B.A., Honors, 2012

Brianna Pruyt, B.A., Honors, 2012 Fiona Ge, B.A., 2012

Kyle Speakman, B.A., 2012

**Pre-Doctoral degrees**

Matthew Nock, M.A., 2000 William Cunningham, M.A., 2001

Katherine Marsland, M. Phil, 2000 Weihua Niu, M. Phil., 2001

Michelle Pearce, M.A., 2002 Stephanie M. Jones, M.Phil., 2000

Matthias Grasshof, Dipl., 1997 Marian Weierich, M.A., 2001

Hal Shorey, M.A., 2003 Gita Sawalani, M.A., 2004

Mathew Gallagher, M.A., 2006 G. John Geldhof, M.A., 2008

Jackie Ratlif, M.A., 2009 Aaron Boulton, M.A., 2010

Steven Short, M.A., 2010 Candace Hogue, M.A., 2011

**Post-doctoral trainees supervised**

L. Christian Elledge, co-mentored, current.

Alex Schoemann, current

Mijke Rhemtulla, current

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 Akadamie, 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

\*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

\*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

\*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

\*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

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

\*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)**

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*

2013 *Psychology* small grants program, ~$40,000 cumulative (Yearly application process)

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.

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. 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

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

*Member, Life Span Institute’s Internal Scientific Advisory Committee* (2003-date)

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

*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 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 of Multivariate Experimental Psychology* (SMEP)

Local organizer for the 2002 annual meeting held in Lawrence, KS

**Review Activity**

Associate/Special Editor:

*International Journal of Behavioral Development (Associate Editor, 2001-2006)*

*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*

|  |  |
| --- | --- |
| *British Journal of Developmental Psychology*  *Child Development*  *Developmental Psychology*  *Journal of Personality and Social Psychology*  *Journal of Adolescence*  *Journal of Research in Adolescence*  *Journal of Research in Personality* | *Memory and Cognition*  *Motivation and Emotion*  *Organizational Research Methods*  *Social Development*  *Psychology and Aging*  *Psychological Methods*  *Psychometrika* |

Government Grant Review Panels

IES standing review panels (2010-date; regular Ad Hoc Reviewer prior to 2009)

NIH Ad Hoc Panel for Aggression Intervention Contract (2001)

*NSF Developmental and Learning Sciences panel* (2002-2005; Ad Hoc Reviewer, 2006-date)

*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**

Recent or Ongoing

*Tulane University* (2-day workshop, 2012)

*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) | John R. Nesselroade  Department of Psychology  Gilmer Hall  University of Virginia  Charlottesville, VA 22903-2477, USA  (804) 924-0656  e-Mail: JRN8Z@kiptron.psyc.Virginia.edu  (a senior quantitative 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) | Noel A. Card  Department of Family Studies  650 North Park Ave  University of Arizona  Tucson, AZ 85721-0078  (520) 495-4302  e-Mail: ncard@email.arizona.edu  (a former post-doc and key collaborator) |
| 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) | Keith F. Widaman  Department of Psychology  University of California  Davis, CA 95616, USA  (530) 754-8288  e-Mail: kfwidaman@ucdavis.edu  (my doctoral & post-doctoral degree mentor) |
| 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) | Paul Johnson  Department of Political Science  CRMDA, Watson 470  University of Kansas  Lawrence, KS 66045  785-864-3353  e-Mail: PaulJohn@ku.edu  (an associate director of CRMDA since the center began) |
|  |  |