

Curriculum Vita Kristen L. Bub

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Education

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|-------|------|--|-----------------------|
| Ed.D. | 2008 | Human Development and Psychology
<i>Emphasis: Early childhood development and quantitative methods</i> | Harvard University |
| | | <i>Dissertation title:</i> Classroom supports for academic achievement: Testing the mediating effect of social competence using covariance structure analysis. | |
| M.Ed. | 2004 | Human Development and Methodology
<i>Emphasis: Child development and quantitative methods</i> | Harvard University |
| B.A. | 1997 | Psychology (<i>with High Honors</i>)
<i>Emphasis: Developmental Psychology</i> | Mount Holyoke College |

Professional Experience

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| 2021 - present | Professor , College of Education, University of Georgia

Teach and mentor undergraduate and graduate students in child development, research and data analysis, and writing. Research developmental antecedents of social, emotional, academic, and physical health outcomes across early childhood. Direct theses and dissertations. Recent teaching includes quantitative and mixed methods research design, human development for learning, and social-emotional learning for a global society. |
| 2025 – present | Director of Graduate Studies , Department of Educational Psychology, College of Education, University of Georgia |
| 2019 – present | Program Coordinator , Applied Cognition and Development, Educational Psychology, College of Education, University of Georgia |
| 2022 – 2023 | Interim Program Coordinator , Gifted and Creative Education, Educational Psychology, College of Education, University of Georgia |
| 2018 – 2021 | Associate Professor , College of Education, University of Georgia |

- 2018 – 2022 **Associate Professor** (zero-time appointment), Department of Educational Psychology, College of Education, University of Illinois
- 2014 – 2018 **Associate Professor**, College of Education, University of Illinois
- Teach and mentor undergraduate and graduate students in child development, research and data analysis, and writing. Research developmental antecedents of social, emotional, academic, and physical health outcomes across early childhood. Direct theses and dissertations. Recent teaching includes personality and social development and early adolescent development (online).
- 2015 – 2018 **Division Chair**, Developmental Sciences Division, Educational Psychology, College of Education, University of Illinois, Urbana-Champaign
- 2018 **Associate Professor** (zero-time appointment), Department of Psychology, College of Liberal Arts and Sciences, University of Illinois, Urbana-Champaign
- 2008 – 2014 **Assistant Professor**, College of Human Sciences, Auburn University
- Teach and mentor undergraduate and graduate students in child development, data analysis, and writing. Serve as department consultant in areas of covariance structure analysis, longitudinal data analysis, multi-level modeling, and actor/partner techniques. Research developmental antecedents of social, emotional, and physical health outcomes. Direct theses and dissertations. Recent teaching includes courses in multi-level modeling, longitudinal data analysis, and research design.
- 2007 – 2010 **Research Associate**, Harvard University
- Developed (with team members) literacy, socio-emotional, family engagement, and health intervention components for pre-kindergarten to third grade children, directed data collection and analysis, collaborated with public schools on site recruitment, assisted with grant writing, met with foundations for fundraising, developed and implemented family engagement and home visiting programs with participating sites, and provided training sessions for teachers on a home visiting program.

Honors

Participant (Competitively Selected), Leading Large Integrative Research Team (L2-IRT) Workshop Series, University of Georgia, Athens, GA. 2021-2022

Excellence in Undergraduate Teaching, College of Education, University of Illinois, Urbana-Champaign, 2018.

Spitz/Mather Faculty Award for Excellence, College of Education, University of Illinois, Urbana-Champaign, 2017.

Faculty Fellow, Hardie Faculty Fellows Program, College of Education, University of Illinois, Urbana-Champaign, 2016

Fellow, National Institute of Child Health and Human Development Summer Institute on Applied Child and Adolescent Development, 2009

Dissertation Fellow, Spencer Foundation, Harvard University, 2007-2008

Class Marshall for Commencement, Graduate School of Education, Harvard University, 2008

Research Grants

Bub, K.L., Neuharth-Pritchett, S., & Fisher, S. (2025-2026). Harnessing the power of wearable technology to monitor real-time stress in early educators: A pilot study for developing a just-in time (JIT) intervention approach to stress reduction. Faculty SEED Grant in the Sciences and Engineering (Social, Life, and Physical Sciences), University of Georgia. (\$25,000).

Bub, K.L., Fisher, S., Neuharth-Pritchett, S., & Ahn, S.J. (2025-2026). Harnessing the power of wearable technology to monitor real-time stress in early childhood educators. Owens Institute for Behavior Research (OIBR) Faculty SEED Grant, University of Georgia. (\$9,585).

Neuharth-Pritchett, S., Bub, K.L., & Hamel, E. (2025-2026). *Supporting SEL in Context: Classroom and Home Partnerships*. Strengthening Future Families (\$70,000).

Hamel, E., Bub, K.L. & Neuharth-Pritchett, S. (2024-2026) *Examining the pathway from Early Head Start Leadership to Child Outcomes*. Administration for Children and Families – OPRE. (\$99,872).

Neuharth-Pritchett, S., Bub, K.L., & Fisher, S. (2022-2024). *The effects of COVID-19 initiated disruptions on mental health and well-being: A state- and individual-level investigation of impacts on youth*. Mary Francis Early College of Education. (\$14,450).

Bub, K.L., & Vaughn, B. (2017-2020). *Social competence and executive functioning during early childhood*. National Science Foundation. (\$245,283).

Bub, K.L. & Boubekri, M. (2017-2019). *Classroom quality during early childhood as a mechanism linking health and education: Investigating the roles of daylighting and sleep*. National Institutes of Health. (\$275,000).

Bub, K.L. (2016-2017). *A longitudinal investigation of the associations between self-regulation, health, and health behaviors across childhood and early adolescence*. University of Illinois Campus Research Board (\$4,683).

Anderson, K., Oserman, D., & Bub, K.L. (2016-2020). *Identity-Based Motivation Journey to Academic Success*. Department of Education Investing in Innovation (i3) Fund. (\$2,600,000).

Bub, K.L. (2015-2016). *Building blocks for learning: A pilot study testing associations between sleep, self-regulation, and school readiness*. Hardie Faculty Fellows Program, College of Education, University of Illinois, Urbana-Champaign (\$20,000).

Bub, K.L. (2009-2014). *Risk and protective factors for socio-emotional, health, and achievement outcomes among ecologically vulnerable preschool children in rural Alabama*. Alabama Agricultural Experiment Station, U.S. Department of Agriculture (\$72,500).

Bub, K.L., & El-Sheikh, M. (2010-2012). *Predictors and consequences of children's social competence across early and middle childhood*. National Institutes of Health (\$146,000).

Bub, K.L. (2009-2011). *Healthy habits for healthy development: A study of family and home factors that predict physical health outcomes among young children in Alabama*. Alabama Agricultural Experiment Station, U.S. Department of Agriculture (\$49,297).

Erath, S. A., El-Sheikh, M., & Bub, K.L. (2009-2012). *Peer stress in preadolescence: Psychophysiological and coping responses*. National Science Foundation. (\$376,104).

Mize, J., Pettit, G., Bub, K.L., & El-Sheikh, M. (2009-2011). *Biopsychosocial factors in economically disadvantaged preschool children's adjustment*. National Institutes of Health – National Institutes on Alcohol Abuse and Alcoholism (\$987,456).

Bub, K.L. (2009-2010). *Classroom supports for social and academic skills: Testing the effects of continuous learning experiences between kindergarten and third grade*. Foundation for Child Development Small Grants Program (\$39,347).

Bub, K.L. (2004-2007). *Spencer research training grant*. Spencer Foundation (\$42,000).

Research Grants Submitted

Bub, K.L., Neuharth-Pritchett, S., & Fisher, S. (2026 - 2027). *Harnessing the power of wearable technology to monitor real-time stress in early educators: Exploring the benefits of Kernels of Practice for reducing educator stress and improving child outcomes*. Spencer Foundation. (\$49,937).

Research Grants Not Funded

Bub, K.L., Neuharth-Pritchett, S., Fisher, S., & Hamel, E. (2026). *Harnessing the power of wearable technology to monitor real-time stress in early educators: An Extension Study*. Ralston Institute. (\$14,750).

Bub, K.L., Neuharth-Pritchett, S., & Fisher, S. (2026-2027). *Harnessing the power of wearable technology to monitor real-time stress in early educators: Understanding well-being and perceived and experienced stress*. The Spencer Foundation (\$49,996).

Bub, K.L., Neuharth-Pritchett, S., & Hamel, E. (2026-2027). Harnessing the power of wearable technology to monitor real-time stress in early educators: Exploring the benefits of Kernels of Practice for reducing educator stress. Caplan Foundation for Early Childhood. (\$74,919).

Bub, K.L., Neuharth-Pritchett, S., & Fisher, S. (2025-2028). *Harnessing the power of wearable technology to monitor real-time stress in early educators: A just-in time (JIT) intervention approach to stress reduction*. The Stranahan Foundation (\$450,000).

Bub, K.L., Neuharth-Pritchett, S., & Hamel, E. (2027-2029). Harnessing the power of wearable technology to monitor real-time stress in early education settings: An efficacy trial of Kernels of Practice. Brady Education Foundation. (\$298,691).

Student Grants

One of my Ph.D. students, Larissa K. Ferretti, is the recipient of a National Science Foundation Graduate Research Fellowship, 2011-2014.

International Efforts

I currently work with a variety of colleagues around the world developing contextually relevant social-emotional assessment tools, linking curricula with social-emotional learning competencies, developing classroom observation tools, training teachers to integrate social emotional learning practices into their classrooms, and assessing the growth and development of these skills and environments over time. This work has derived from consulting opportunities with the Aga Kahn Foundation (2016-2019) the International Education Division of the Research Triangle Institute (since spring 2016), USAID (spring 2020 – January 2025), and Save the Children (July 2025 – present) as well as earlier work with the government of Mexico. Work deriving from these collaborations includes invited presentations, professional trainings, and research reports.

Invited Presentations

Invited Delegate, Oxford Center for Comparative and International Education Symposium, *Re-examining the Meaning of Education in an Uncertain World*

Oxford, England

June 2017

This two-day meeting brought together researchers, practitioners and policy-makers from around the world to discuss issues related to education in an uncertain world. The goal of the meeting was to develop a research agenda for addressing core issues in international education, including social-emotional learning. I served as a roundtable discussant in a session charged with considering how to manage responses to uncertainty.

Bub, K.L. (April, 2021). *Practical implications for a harmonized reporting approach*. Paper to be presented at the annual meeting of the Comparative and International Education Society, Virtual Meeting.

Bub, K.L. (April, 2021). *Best practices on effective social-emotional learning and soft skills interventions through distance learning*. Discussant for paper symposium to be presented at the annual meeting of the Comparative and International Education Society, Virtual Meeting.

Bub, K.L. (February, 2017). *Learning, context, and emotion: Is there a link?* Oxford University and the Aga Khan Foundation Seminar Series, Oxford, England.

Bub, K.L. (February, 2017). *Socio-emotional learning: What is it and why is it important?* Pluralism in and through Education, Aga Khan Foundation Learning Group, Mombasa, Kenya.

Professional Trainings

Invited Presenter, Aga Khan Foundation (AKF) of Tajikistan and Institute for Professional Development (IPD), Regional workshop, Khorog, Tajikistan 2016

This 4-day regional workshop was designed to bring together education specialists from Tajikistan, Afghanistan, and Kyrgyzstan to learn about the important role that children's emotions play in learning and to consider a classroom observation tool designed to assess the emotional climate of the classroom. The workshop began with discussions of what emotions look like in these contexts. Additionally, after participants were provided with strategies for teaching about these emotions in early childhood, primary and secondary school settings, they discussed ways to modify these strategies for their contexts. The workshop concluded with the presentation and discussion of a new classroom observation tool. Participants first learned about the various learning environment dimensions the tool assesses and then they participated in an intensive training on how to code these dimensions during classroom sessions. Instructional responsibilities including developing the presentations in English (translation into Russian and Tajik was completed by the local team) and giving lectures on all aspects related to teaching and observing emotions in the classroom.

Research Reports

Bub, K.L., Sarr, K.S., Wazni, G., & EnCompass LLC. (2023). Prepared for United States Agency for International Development and UNICEF. *Local engagement in social and emotional learning and soft skills measurement compendium*. Available from: https://www.edu-links.org/sites/default/files/media/file/local_engagement_in_social_and_emotional_learning_and_soft_skills_measurement_compendium.pdf

Bub, K.L. & EnCompass LLC. (2023). Prepared for United States Agency for International Development. *Effective learner-centered teaching practices in higher education and how to improve faculty uptake*. To be available from <https://www.edu-links.org/resources>

Bub, K.L. & EnCompass LLC (2022). Prepared for United States Agency for International Development. *Evidence Brief: What works in pre-primary education pedagogical practices*. Available from: <https://www.edu-links.org/resources/evidence-summary-what-works-pre-primary-education-pedagogical-practices>

Bub, K.L., & EnCompass LLC (2021). Prepared for United States Agency for International Development. *Why and How to Factor Environment in Measuring Social and Emotional*

Learning and Soft Skills. Available from: <https://www.edu-links.org/resources/why-and-how-factor-environment-measuring-social-and-emotional-learning-and-soft-skills>.

Bub, K.L., & EnCompass LLC (2021). Prepared for United States Agency for International Development. *Recommended Measures for Factoring in the Classroom Environment when Measuring Social and Emotional Learning and Soft Skills*. Available from: <https://www.edu-links.org/resources/measures-factoring-classroom-environment-when-measuring-social-and-emotional-learning>

Bub, K.L., & Dalrymple, K. (2021). Prepared for United States Agency for International Development. *Best practices on effective SEL/ soft skills interventions in distance learning*. Available from: <https://www.edu-links.org/sites/default/files/media/file/Remote-SEL-FINAL-508.pdf>

Yoshikawa, H., McCartney, K., Myers, R., Bub K.L., Lugo-Gil, J., Ramos, M.A., & Knaul, F. (2007). Early childhood education in Mexico: Expansion, quality improvement and curricular reform, *Innocenti Working Paper No.2007-03*. Florence, UNICEF Innocenti Research Centre.

Yoshikawa, H., McCartney, K., Myers, R., Bub, K.L., Knaul, F., & Lugo-Gil, J. (2006). *Preschool education in Mexico*, commissioned by the Mexican Government.

Specialized Training in Quantitative Methodology

Competitively selected to attend statistical and methodological workshops in areas of applied research, quasi-experimental design, and structural equation modeling. Specifically:

National Institute of Child Health and Human Development Summer Institute on Applied Research in Child and Adolescent Development (led by members of NICHD and experts in the field), Washington, DC, 2009. Contents included research design, sample selection, feasibility, and data analysis.

Institute for Educational Sciences and Institute for Policy Research Training Workshop on Quasi-Experimental Design and Analysis in Education (led by Drs. William Shadish and Thomas Cook), Northwestern University, 2011. Contents included randomized experiments, regression discontinuity analysis, interrupted time-series analysis, propensity score analysis, and propensity score matching.

American Psychological Association Advanced Training Institute on Structural Equation Modeling (led by Dr. John McArdle), University of Virginia, 2006. Contents included measurement issues, missing data, working with balanced and unbalanced designs, latent variable and longitudinal factor analysis, latent growth curve analysis, and mixed models.

Statistical and Methodological Workshop Instruction

Invited Instructor, Department of Human Development and Family Studies: Structural Equation Modeling; University of Illinois

2016

This 2.5-day workshop was designed to offer participating faculty and students a range of hands-on experiences with structural equation modeling using MPlus software. The workshop began with a basic introduction to SEM and continued to cover path analysis, moderation with observed and latent variables, multi-group analysis, and growth modeling. Instructional responsibilities including developing and giving lectures on data analysis and assisting participants in analyzing their own data.

Invited Instructor, Buster Speaker Series on Adolescence & Family: Modeling Change Over Time; University of Kentucky 2015

This 3-day workshop was designed to offer participating faculty and students a range of information on individual growth modeling using SPSS and MPlus software. The workshop began with a basic introduction to growth modeling and continued to cover basic growth modeling, testing of non-linear effects, inclusion of time invariant and time varying predictors, inclusion of interactions, and recovery of prototypical growth trajectories. Instructional responsibilities including developing and giving lectures on all aspects of growth modeling and development of hands-on materials for participants.

Invited Instructor, Inter-university Consortium for Political and Social Research (ICPSR) Program in Quantitative Methods of Social Research; University of Michigan 2009, 2010

The ICPSR is a preeminent program providing comprehensive training in data access and quantitative analysis. Participants include faculty, researchers, post-doctoral fellows, and advanced graduate students. Instructional responsibilities included developing and giving lectures on longitudinal data analysis; assisting program participants in accessing data from the NICHD Study of Early Child Care and Youth Development (SECCYD); and guiding small group sessions focused on paper or grant proposal development.

Invited Instructor, American Psychological Association Advanced Training Institute (ATI); University of North Carolina, Chapel Hill 2003, 2004, 2006, 2007, 2008

The APA Advanced Training Institutes are competitive programs designed to offer participants a range of hands-on experiences with data management and analysis. This course focused on use of the NICHD SECCYD datasets. Instructional responsibilities included developing and giving lectures on longitudinal data analysis, structural equation modeling, and the home and child care databases; and assisting participants in creating analytic datasets and analyzing data using SPSS, SAS, or MPlus.

Statistical Consulting

I serve as a statistical and methodological consultant in areas of data analysis with experimental and non-experimental studies, federal grant writing, literature reviews for meta-analyses, database development for educational settings, and quality assessment for state and federal agencies and foundations as well as on various external contracts and grants. Recent examples include:

The Centers for Disease Control, Atlanta, GA

Georgia Head Start Association, State of Georgia
Institute of Human Development and Social Change, New York University

Statistical and Methodological Expertise

Longitudinal Data Analysis - Individual growth modeling, latent growth curve analysis, latent class analysis, discrete-time survival analysis, multiple spell survival analysis

Covariance Structure Analysis – Multi-group analysis, confirmatory factor analysis

Econometric Methods - Propensity score analysis, regression discontinuity analysis, instrumental variables analysis

Additional Analytic Techniques - Multi-level modeling, multivariate regression

Software Programs - Stata, MPlus, SPSS, SAS, Lisrel

Specialized Training in Prevention and Assessment

Incredible Years Preschool/Early Childhood BASIC and Teacher Classroom Management Series, 2011. Contents included strategies for social and emotional coaching, fostering academic persistence and problem-solving skills, offering praise and encouragement, providing effective limit setting and non-physical discipline.

Classroom Assessment Scoring System (CLASS), 2011. Contents included training and certification of participants on classroom assessments using the measure.

Advisory Services for Local Early Childhood Development & Education

I serve as a consultant on international efforts to assess and increase social-emotional learning in young children. Efforts include alignment of intervention programs with social-emotional competencies, and training of teachers to integrate SEL practices into their classrooms. Additionally, I serve on a variety of local and state committees that work on programs and practices designed to foster the healthy development and early learning skills of young children. We focus on areas such as quality preschool, parent involvement, best practice in the classroom, and caregiver/teacher training. Recent examples include:

Member, Georgia Head Start Association Data Committee, Georgia, 2021 -
Advisor, Early Learning Center, Athens, Georgia, 2021 -
Member, Head Start Policy Council, Athens, Georgia, 2021 – 2025
Member, Office of School Readiness Advisory Board, State of Alabama, 2012 – 2014.
Member, Advisory Board, Auburn University Early Learning Center, 2010 – 2014.
Member, Eufaula Public Schools Pre-Kindergarten Task Force, 2010 – 2014.

Publications

(*Denotes graduate student author; **Denotes undergraduate student author; % reflects Bub contribution)

Monographs and Books

McCartney, K., Burchinal, M., & Bub, K.L. (Eds.) (2006). Best practices in quantitative methods for developmentalists, *Monographs of the Society for Research in Child Development*, 71(3). Boston, MA: Blackwell Publishing. (35%)

Book Chapters

Neuharth-Pritchett, S., & Bub, K.L. (2022). Early childhood engagement. In A. Reschly & S.L. Christenson (Eds.), *Handbook of Research on Student Engagement*. New York, NY: Springer Publishing. (35%)

Owen, M.T., & Bub, K.L. (2011). Child care and schools. In M.K. Underwood & L.H. Rosen (Eds.), *Social development* (pp. 347-371). New York, NY: The Guilford Press. (45%)

Bub, K.L. (2008). Child care and early education. In D. Carr, R. Crosnoe, M.E. Hughes, & A. Pienta (Eds.), *Encyclopedia of the life course and human development, sociology of childhood*. Woodbridge, CT: Macmillan Reference USA. (100%)

Murnane, R.J., Willett, J.B., Bub, K.L., & McCartney, K.M. (2006). Understanding trends in the black-white achievement gaps during the first years of school. In G. Burtless & J. Rothenberg Pack (Eds.), *Brookings-Wharton papers on urban affairs: 2006* (pp. 97-127). Washington, DC: Brookings Institution Press. (50%)

Yoshikawa, H., McCartney, K., Myers, R., Bub, K.L., Lugo-Gil, J., Ramos, M.A., & Knaul, F. (2006). Educación preescolar en México (Preschool Education in Mexico). In F. Reimers (Ed.) *Aprender Más y Mejor: Políticas, programas y oportunidades de aprendizaje en educación básica en México* (pp. 40-149). México: Fondo de Cultura Económica, SEP, Escuela de Posgrado en Educación de la Universidad de Harvard, & ILCE. (45%)

Willett, J.B., & Bub, K.L. (2005). Structural equation modeling: Latent growth curve analysis. In B.S. Everitt & D.C. Howell (Eds.), *Encyclopedia of Statistics in Behavioral Science, Volume 2* (pp. 772-779). Chichester, UK: John Wiley & Sons, Inc. (35%)

Journal Articles

Harrison, A., Bowman*, K., Bub, K.L., Brown, J., Lieberman-Betz, R., & Vail, C. (in press). Examining Sociodemographic Factors Related to Autism Screening Rates of Children in Early Intervention. *Journal of Autism and Developmental Disorders*.

Bub, K.L., Neuharth-Pritchett, S., Smolinski, E., & Hirt*, S. (2025). Teacher-child contact and pre-kindergartener's academic and social-emotional skills following COVID-19 disruptions. *Early Childhood Education Journal*, 1-15. (40%)

Kim*, T., Bub, K.L., & Thompson*, S. (2025). Parent-Teacher Discrepancies in Externalizing Behavior Predicting Social Skills Development in Middle Childhood. *Journal of Applied Developmental Psychology*, 100. (20%)

- Yildirim, E.D., Frosch, C.A., Verissimo, M., Santos, A., Bub, K.L., & Vaughn, B. (2024). Antecedents to and Outcomes Associated with Teacher-Child Relationships in Early Childhood: Further Evaluation of Relationship Driven and Child Driven Effects. *Child Development*, 95(3), 679-698.
- Ware*, M., O'Connor, P., Bub, K., Backus, D., & McCully, K. (2023). Investigating Relationships Among Interoceptive Awareness, Emotional Susceptibility, and Fatigue in Persons With Multiple Sclerosis. *International Journal of MS Care*, 25(2), 75-81. (25%)
- Frederick*, G.M., Bub, K.L., & Evans, E.M. (2022). Perceived benefits and barriers to physical activity in lesbian, gay, bisexual, transgender, and queer (LGBTQ+) college students. *Translational Journal of the American College of Sports Medicine*, 7. (30%)
- Frederick, G.M., Bub, K.L., Boudreaux, B.D., O'Connor, P.J., Schmidt, M.D., & Evans, E.M. (2022). Associations among sleep quality, sedentary behavior, physical activity, and feelings of energy and fatigue differ for male and female college students. *Fatigue: Biomedicine & Health Behavior*, 10, 40-53. DOI: 10.1080/21641846.2022.2034472 (35%)
- Song, Y., Barger, M., & Bub, K.L. (2022). The Role of Parents' Growth Mindset in Fostering Children's Persistence and Achievement. *Frontiers in Education*, 6. DOI: [10.3389/feduc.2021.791652](https://doi.org/10.3389/feduc.2021.791652) (25%)
- Ware, M., O'Connor, P., Bub, K., Backus, D., & McCully, K. (2022). The role of worry in exercise and physical activity behavior of people with multiple sclerosis. *Health Psychology and Behavioral Medicine*, 10(1), 786-805.
- Jukes, M.C.H., Mgonda, N.L., Tibenda, J.J., Gabrieli, P., Jeremiah, G., Betts, K., & Bub, K.L. (2021). Identifying, validating, and measuring community-defined social-emotional competencies in Tanzania. *Child Development*. (35%)
- Boubekri, M. Lee*, J., Bub, K.L., & Curry*, K. (2020). The impact of daylight exposure on sleep time and quality of elementary school children. *European Journal of Teaching and Education*, 2, 10-17.
- Halkitis, P. N., Bub, K., Stults, C. B., Bates, F. C., & Kapadia, F. (2018). Latent growth curve modeling of non-injection drug use and condomless sexual behavior from ages 18 to 21 in gay, bisexual, and other YMSM: The P18 cohort study. *Substance use & misuse*, 53(1), 101-113. (40%)
- Jukes, M., Gabrieli, P., Mgonda, N. L., Nsolezi, F., Jeremiah, G., Tibenda, J., & Bub, K. L. (2018). "Respect is an Investment": Community Perceptions of Social and Emotional Competencies in Early Childhood from Mtwara, Tanzania. *Global Education Review*, 5(2), 160-188. (30%)
- King*, M. T., Merrin*, G. J., Espelage, D. L., Grant, N. J., & Bub, K. L. (2018). Suicidality and intersectionality among students identifying as nonheterosexual and with a disability. *Exceptional Children*, 84(2), 141-158. (20%)

- Morrison*, S. U., Adler-Baeder, F., Bub, K. L., & Duke, A. (2018). Contextualizing Relationship Education and Adolescent Attitude Toward Sexual Behavior: Considering Class Climate. In *Child & Youth Care Forum* (Vol. 47, No. 1, pp. 133-150). Springer US. (20%)
- Rinehart*, S. J., Espelage, D. L., & Bub, K. L. (2017). Longitudinal effects of gendered harassment perpetration and victimization on mental health outcomes in adolescence. *Journal of interpersonal violence*, 0886260517723746. (20%)
- Birmingham*, R. S., Bub, K. L., & Vaughn, B. E. (2017). Parenting in infancy and self-regulation in preschool: An investigation of the role of attachment history. *Attachment & human development*, 19(2), 107-129. (60%)
- Taveras, E.M., Rifas-Shiman, S.L., Bub, K.L., Gillman, M.W., & Oken, E. (2017). Insufficient sleep and neurobehavioral functioning among school-age children. *Academic Pediatrics*. (25%)
- Bub, K. L., Robinson, L. E., & Curtis, D. S. (2016). Longitudinal associations between self-regulation and health across childhood and adolescence. *Health Psychology*, 35(11), 1235. (75%).
- Ferretti*, L.K., & Bub, K.L. (2016). Family Routines and School Readiness during the Transition to Kindergarten. *Early Education and Development*, 28, 59-77. doi: /10.1080/10409289.2016.1195671 (50%)
- Robinson, L.E., Palmer*, K.K., & Bub, K.L. (2016). Effect of the Children's Health Activity Motor Program on motor skills and self-regulation in Head Start preschoolers: An efficacy trial. *Frontiers in Public Health*, 4, 173. doi: 10.3389/fpubh.2016.00173
- McElwain*, A. & Bub, K. (2016). Changes in mother and father-child relationship quality across the transition to adolescence: Implications for early engagement in sexual behavior. *Youth and Society, online first*, 1-25. doi: 10.1177/0044118X15626843 (50%)
- Erath, S. A., Bub, K. L., & Tu, K. M. (2016). Responses to peer stress predict academic outcomes across the transition to middle school. *Journal of Early Adolescence*, 36, 5- 28.
- Kapadia, F., Bub, K., Barton, S., Stults, C. B., & Halkitis, P. N. (2015). Longitudinal trends in sexual behaviors without a condom among sexual minority youth: The P18 cohort study. *AIDS and Behavior*, 19(12), 2152-2161.
- Bub, K.L., & Ferretti*, L.K. (2014). Cutting edge statistical methods for a life course approach. *Advances in Nutrition*, 5, 46-56. (80%)
- Ferretti*, L.K., & Bub, K.L. (2014). The influence of family routines on the resilience of low-income preschoolers. *Journal of Applied Developmental Psychology*, 35, 168-180. (50%)
- Bradford*, A., Adler-Baeder, F., Ketrang, S., Bub, K.L., Pittman, J., & Smith, T. (2014). Relationship quality and depressed affect among a diverse sample of relationally unstable Relationship Education participants. *Family Relations*, 63, 219-231. (5%)

Halkitis, P.N., Siconolfi, D.E., Stults, C.B., Barton, S., Bub, K.L., & Kapadia, F. (2014). Modeling substance use in emerging adult gay, bisexual, and other YMSM across time: The P18 cohort study. *Drug and Alcohol Dependence*, 145, 209-216. (20%)

Halkitis, P. N., Kapadia, F., Bub, K. L., Barton, S., Moreira, A. D., & Stults, C. B. (2014). A longitudinal investigation of syndemic conditions among young gay, bisexual, and other MSM: the P18 Cohort Study. *AIDS and Behavior*, 19, 1-11.

El-Sheikh, M., Bub, K.L., Kelly, R., & Buckhalt, J.A. (2013). Socio-demographic differences in children's sleep and adjustment: A residualized change analysis. *Developmental Psychology*, 49, 1591-1601. (40%)

Jones, S.M., Bub, K.L., & Raver, C.C. (2013). Unpacking the black box of the CSRP intervention: The mediating roles of teacher-child relationship quality and self-regulation. [Special issue]. *Early Education and Development*, 24, 1043-1064. (45%)

Halkitis, P.N., Moeller, R.W., Siconolfi, D.E., Storholm, E.D., Solomon, T.M., & Bub, K.L. (2012). Measurement model exploring a syndemic in emergent adult gay and bisexual men. *AIDS and Behavior*. (25%)

Bub, K.L., Buckhalt, J.A., & El-Sheikh, M. (2011). Children's sleep and cognitive performance: A cross-domain analysis of change over time. *Developmental Psychology*, 47, 1504-1514. (45%)

Raver, C.C., Jones, S.M., Li-Grining, C., Zhai, F., Bub, K.L., & Pressler, E. (2011). CSRP's Impact on Low-Income Preschoolers' Preacademic Skills: Self-Regulation as a Mediating Mechanism [Special issue]. *Child Development*, 82, 362-378. (35%)

Watamura, S.E., Phillips, D.A., Morrissey, T.W., McCartney, K., & Bub, K.L. (2011). Double jeopardy: Poorer social-emotional outcomes for children in the NICHD SECCYD experiencing home and child care environments that confer risk. [Special issue]. *Child Development*, 82, 48-65. (15%)

McCartney, K., Burchinal, M., Clarke-Stewart, K.A., Bub, K.L., Owen, M.T., Belsky, J., & the NICHD Early Child Care Research Network. (2010). Testing a series of causal propositions relating time spent in child care to children's externalizing behavior. *Developmental Psychology*, 46, 1-17. (35%)

Bub, K.L. (2009). Testing the effects of classroom supports on changes in children's social and behavioral skills using latent growth curve modeling. *Applied Developmental Science*, 13, 130-148. (100%)

McCartney, K., Dearing, E., Taylor, B.A., & Bub, K.L. (2007). Quality child care supports the achievement of low-income children: Direct and indirect effects via caregiving and the home environment. *Journal of Applied Developmental Psychology*, 28, 411-426. (20%)

Bub, K.L., McCartney, K., & Willett, J.B. (2007). Behavior problem trajectories and first grade cognitive ability and achievement skills: A latent growth curve analysis. *Journal of Educational Psychology*, 99, 653-670. (75%)

McCartney, K., Bub, K.L., & Burchinal, M. (2006). Selection, detection, and reflection. In K. McCartney, M. Burchinal, & K.L. Bub (Eds.), *Best Practices in Quantitative Methods for Developmentalists, Monographs of the Society for Research in Child Development, 71*, 105-126. Boston, MA: Blackwell Publishing. (50%)

Mulvaney, M., McCartney, K., Bub, K.L., & Marshall, N.L. (2006). Determinants of dyadic scaffolding and cognitive outcomes in first graders. *Parenting: Science and Practice, 6*, 297-320. (35%)

Bub, K.L., & McCartney, K. (2004). On child care as a support for maternal employment wages and hours. *Journal of Social Issues, 60*, 819-834. (80%)

Manuscripts Submitted for Publication

Akalin*, S., & Bub, K. L. (under review). Early adversity dimensions and children's executive functioning: Differential associations across performance-based tasks and teacher-reported ratings. *Child Neuropsychology*.

Bub, K.L., Kim, T., Smolinski, E., & Birmingham-Hoel, R. (revision invited). From Sleep Problems in Toddlerhood to Kindergarten School Readiness: Self-Regulation as a Mediator. *Early Education and Development*.

Bub, K.L., Fisher, S., & Neuharth-Pritchett, S. (under review). Long-term Trends in Middle-School Students' Social-Emotional Well-Being Post-COVID-19 School Closures: A State-level Investigation [Special Issue]. *Developmental Psychology*.

Fisher, S., Bub, K.L., Neuharth-Pritchett, S., Borel*, C., & Rodriguez*, M. (under review). Rural school closures during COVID-19 and early adolescent mental health outcomes: A longitudinal examination. *Children and Youth Services Review*.

Kim*, T., Bahar, K., & Bub, K.L. (revision under review). Parent-Teacher Discrepancies in Children's Social Skills: A Systematic Review of Correlates and Analytic Approaches. *Developmental Review*.

Kim*, T., & Bub, K. L. (under review). Convergence and divergence in parent- and teacher-reported social skills: Links with family and school emotional quality. *Journal of Youth and Adolescent*.

Kim*, T., Kim*, M., & Bub, K.L. (under review). How peer engagement is structured in preschool classrooms: A Social Network Analysis. *Early Education and Development*.

Invited Presentations

Bub, K., & Neuharth-Pritchett, S. (2026, March). *Welcome to kindergarten: Smooth transitions from preschool to kindergarten*. Presentation to the McIntosh Trail Early Childhood Development Council, Jackson, GA.

Bub, K., & Neuharth-Pritchett, S. (2026, March). *Welcome to kindergarten: Smooth transitions from preschool to kindergarten*. Presentation to the Early Head Start and Head Start parents and teachers, Easter Seals of North Georgia, Clarkston, GA.

Bub, K.L., & Pritchett, S. (2021, October). *Diversity, Equity, Inclusion, and Social-Emotional Learning Reconceptualizing Teacher Education Steering Committee: Creating a shared understanding of social-emotional learning*. Invited presentation for the University of Georgia College of Education community.

Bub, K.L. (2016, March). *Socio-emotional learning in the U.S.: Where are we and what have we learned?*. Paper presented at the annual meeting of the Comparative and International Education Society, Vancouver, B.C., Canada.

Bub, K.L. (2013, April). Cutting edge statistical methods for a life course approach. In N. Parekh & C. Zizza (Co-Chairs), *Life Course Epidemiology in Nutrition and Chronic Disease Research*. Symposium conducted at the meeting of the American Society for Nutrition Scientific Sessions, Boston, MA.

Bub, K.L. (2009, February). Developing integrated data systems at the district levels to drive PK-3 improvement. *Curriculum, Instruction and Assessment Alignment Professional Development Seminar*. Massachusetts Department of Education, Boston, MA.

Yoshikawa, H., & Bub, K.L. (2008, November). Developing integrated data systems at the school and district levels to drive PK-3 improvement. *Pre-K to 3rd Education: Promoting Early Success*. Harvard Graduate School of Education, Cambridge, MA.

Bub, K.L. (2008, April). Predicting achievement from developmental change in social and behavioral skills. *New York University Steinhardt School of Culture, Education, and Human Development*. New York, NY.

Professional Paper Presentations

(*Denotes graduate student author; **Denotes undergraduate student author)

Bub, K. L., Neuharth-Pritchett, S., Fisher, S., Hamel, E., Akalin, S., Noyes, A., Wilson, K., & Teng, Y.-W. (2027, April). *The body keeps score: Comparing perceived and physiological stress in early childhood educators*. [Symposium paper]. In K. L. Bub (Chair), *Beyond burnout: Innovative approaches to measuring and supporting early childhood educator well-being*. Submitted to the Biennial Meeting of the Society for Research in Child Development, Atlanta, GA, United States.

Bub, K.L., Fisher, S., Neuharth-Pritchett, S., & Hamel, E. (2027, January). *Feeling Fine but Running on Empty: Perceived and Physiological Stress Among Early Childhood Educators*. Paper submitted to the Annual Meeting of the Hawaii International Conference on Education, Honolulu, HI.

Bub, K.L., Kim*, T., Neuharth-Pritchett, S., & Fisher, S. (2025, January). *The New Normal? A 4-year investigation of middle school students' mental health and well-being following COVID-19*

school closures. Paper presented at the annual meeting of the Hawaii International Conference on Education, Honolulu, HI.

Bub, K.L., Neuharth-Pritchett, S., & Fisher, S. (2023, March). *Longitudinal impacts of COVID-19 disruptions on middle school students' mental health and well-being: A 2-year follow-up*. In K.L. Bub (chair) *The COVID-19 pandemic: Social, emotional, and academic outcomes across childhood and adolescence*. [Symposium paper]. Biennial Meeting of the Society for Research in Child Development, Salt Lake City, Utah.

Sorckoff**, E., Cochran*, H., Bub, K.L., & Neuharth-Pritchett, S. (2023, March). *Teacher-child contact and pre-kindergartner's academic and social emotional skills following COVID-19 school closures*. In K.L. Bub (chair) *The COVID-19 pandemic: Social, emotional, and academic outcomes across childhood and adolescence*. [Symposium]. Biennial meetings of the Society for Research in Child Development, Salt Lake City, Utah.

Smith*, S., Smolinski*, E., Fisher, S., Bub, K.L., & Neuharth-Pritchett, S. (2023, March). *Do service provider ratios matter? An examination of student mental health outcomes following COVID-19 disruptions*. In K.L. Bub (chair) *The COVID-19 pandemic: Social, emotional, and academic outcomes across childhood and adolescence*. [Symposium]. Biennial meetings of the Society for Research in Child Development, Salt Lake City, Utah.

Bub, K.L., (2022, March). *Developing a flexible global indicator for pre-primary readiness*. Paper presented at the annual meeting of the Comparative and International Education Society, Minneapolis, MN.

Fisher, S., Bub, K., Neuharth-Pritchett, S., Smith, S., Smolinski, E. (2022). *The effects of COVID-19 initiated disruptions on mental health and well-being: A state level investigation of impacts on young adolescents*. Southeast Regional Clinical & Translational Science Conference, Pine Mountain, GA.

Neuharth-Pritchett, S., Bub, K.L., Smolinski, E., Kim, T., & Hirt, S. (2022). *Exploring Young Children's Recovery Rates in Academic, Social, and Behavioral Skills Following COVID-19-initiated Disruptions to in-person Learning*. Paper submitted to the National Research Conference on Early Childhood, Arlington, VA.

Smolinski*, E., Bub, K.L., Neuharth-Pritchett, S., & Hirt*, S. (2022). *Pandemic problems: Exploring pre-kindergartner's academic and social-emotional skills following COVID-19 school closures*. Roundtable discussion paper to be presented at the annual meetings of the American Education Research Association, Minneapolis, MN.

Banerjee*, S., & Bub, K.L. (2021, April). *"He's not playing with me": Qualitative case studies exploring how temperament predicts peer engagement*. Individual flash talk presented at the biennial meetings of the Society for Research in Child Development, Virtual Conference.

Bub, K.L., & Rizzo, T. (2021, April). *Practical implications for a harmonized approach?*. Paper presented at the annual meeting of the Comparative and International Education Society. Conference was held virtually.

Bub, K.L., & Dalrymple, K. (2021, April). *Best practices on effective social-emotional learning and soft skills interventions through distance learning*. Paper presented at the annual meeting of the Comparative and International Education Society. Conference was held virtually.

Smolinski*, E., Hirt*, S., Neuharth-Pritchett, S., & Bub, K.L. (2021, April). *Examining the impact of instructional approaches on pre-kindergarten students following COVID-19's disruption to schooling*. Individual flash talk to be presented at the biennial meetings of the Society for Research in Child Development, Virtual Conference.

Bub, K.L., Curry*, K., Boubekri, M., & Lee*, J. (2020). *Let There Be (Day)Light: Investigating the Links between Classroom Daylighting, Sleep and Learning-Related Skills*. Paper to be presented at the annual meeting of the American Education Research Association, San Francisco, CA. (Cancelled due to COVID-19)

Bub, K.L., Curry*, K., Banerjee*, S., Smolinski*, E., & Reed, M. (2020). Peer Socialization as a Predictor of Young Children's Learning-Related Skills. Paper to be presented at the annual meeting of the American Education Research Association, San Francisco, CA. (Cancelled due to COVID-19)

Bub, K.L., Curry*, K., Banerjee*, S., Smolinski*, E., & Reed, M. (2020). *Peer Socialization as a Predictor of Young Children's Cognitive, Behavioral, and Emotional Regulation*. Paper presented at the annual meeting of the Hawaii International Conference on Education, Honolulu, HI.

Bub, K.L., Curry*, K., Smolinski*, E.L., Slaughter, M.H.d. (2019, March). *Peer socialization skills as predictors of young children's executive functioning and emotion regulation skills*. Paper presented at the third International Convention for Psychological Sciences, Paris, France.

Bub, K.L., Banerjee, S.*, & Fleming Hoff*, B. (2018, March). *Longitudinal associations between sleep and adolescent adjustment across the transition to puberty*. Paper presented at the biennial meetings of the Society for Research in Adolescence, Minneapolis, MN.

Bub, K.L., King*, M., & Curry*, K. (2018, March). *Executive functioning and achievement across childhood and adolescence: The role of early cognitive and emotional supports*. Paper presented at the annual meeting of the Hawaii International Conference on Education, Honolulu, HI.

Bub, K.L., Fleming*, B., & Williams**, G. (2017, March). *Examining the short- and long-term associations between children's early self-regulatory skills and academic success*. Paper presented at the biennial meetings of the Society for Research in Child Development, Austin, TX.

Bub, K.L. (2017, January). *Exploring the longitudinal effects of early self-regulation on mental health problems in middle childhood and adolescence*. Paper presented at the annual meeting of the Hawaii International Conference on Education, Honolulu, HI.

Bub, K.L. (2016, March). *Examining the short- and long-term benefits of early self-regulatory skills for children's academic success*. Paper presented at the annual meeting of the Comparative and International Education Society, Vancouver, B.C., Canada.

Bub, K.L., & Ferretti, L. (2016, January). *Family routines as a protective factor for ecologically vulnerable children's kindergarten school readiness*. Paper presented at the annual meeting of the Hawaii International Conference on Education, Honolulu, HI.

Bub, K.L., & Birmingham, R. (2015, January). *Early sleep problems and later school readiness: Self-regulation as a mechanism of development*. Paper presented at the annual meeting of the Hawaii International Conference on Education, Honolulu, HI.

Bub, K.L., Birmingham*, R.S., & El-Sheikh, M. (2013, April). *Longitudinal associations between sleep and adolescent well-being across the transition to puberty*. Paper presented at the biennial meetings of the Society for Research in Child Development, Seattle, WA.

Bub, K.L., & Ferretti*, L.K. (2012, March). *School and classroom compositional effects on child outcomes: A latent class analysis*. Paper presented at the meeting of the Society for Research in Educational Effectiveness, Washington, DC.

Bub, K.L. (2011, April). *Children's sleep and cognitive performance: A cross-domain analysis of change over time*. Paper presented at the biennial meetings of the Society for Research in Child Development, Montreal, Canada.

Bub, K.L., & Ferretti*, L.K. (2011, April). *Sustaining the social and cognitive benefits of Head Start: Does a continuous learning model work?* Paper presented at the biennial meetings of the Society for Research in Child Development, Montreal, Canada.

Bub, K.L. (2010, May). *Classroom supports for social and academic skills: Testing the effects of continuous learning experiences between kindergarten and third grade*. Paper presented at the annual meeting of the American Educational Research Association, Denver, CO.

Bub, K.L. (2009, April). *Testing the effects of classroom supports on children's social and behavioral skills at key transition points*. Paper presented at the biennial meetings of the Society for Research in Child Development, Denver, CO.

Bub, K.L., Willett, J.B., McCartney, K., Murnane, R.J., & Weissbourd, R. (2009, April). *Classroom supports for academic achievement: Testing the mediating effect of social competence using latent growth modeling*. Paper presented at the biennial meetings of the Society for Research in Child Development, Denver, CO.

Bub, K.L., Raver, C.C., Jones, S.M., Li-Grining, C.P., Zhai, F., & Pressler, E. (2009, April). *CSRP's impact on preschoolers' pre-academic skills: Self-regulation and teacher-student relationships as two mediating mechanisms*. Paper presented at the biennial meetings of the Society for Research in Child Development, Denver, CO.

Bub, K.L., & O'Connor, E., (2008, March). *The role of family, neighborhood and school environment in children's language and math achievement*. Paper presented at the annual meeting of the American Educational Research Association, New York City, New York.

O'Connor, E., & Bub, K.L. (2007, April). *Family, school and neighborhood factors associated with children's elementary school performance: A mixed-methods analysis*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, Illinois.

Murnane, R.J., Willett, J.B., Bub, K.L., & McCartney, K.M. (2006, January). *Understanding trends in racial/ethnic achievement gaps during elementary school*. Paper presented at the annual meeting of the American Economics Association, Boston, Massachusetts.

Murnane, R.J., Bub, K.L., Willett, J.B., & McCartney, K.M. (2006, December). Understanding black-white achievement differences during the first years of school. Paper presented at the meeting of the *Brookings Wharton Papers on Urban Affairs*, Washington, D.C.

Bub, K.L., Murnane, R.J., Willett, J.B., & McCartney, K.M. (2005, November). *Explaining puzzling patterns in black-white achievement gaps*. Paper presented at the meeting of the Association of Policy Analysis and Management, Washington, D.C.

Bub, K. L., McCartney, K., & Willett, J.B. (2005, April). *Predicting school readiness from developmental change in behavior problems: Is child-care quality a moderator?* Paper presented at the biennial meetings of the Society for Research in Child Development, Atlanta, Georgia.

Pan, B.A., Snow, C.E., Bub, K.L., & Mages, W. (2005, April). *Early predictors of pre-kindergarten language and literacy skills of children from low-income families*. Paper presented at the biennial meetings of the Society for Research in Child Development, Atlanta, Georgia.

Bub, K.L., McCartney, K., & Marshall, N.L. (2004, July). *The effects of unsupervised care on children's social and cognitive development: Results from the Boston After-school Experiences Study*. Paper presented at the annual meeting of the American Psychological Association, Honolulu, Hawaii.

Bub, K., McCartney, K., & Marshall, N.L. (2003, April). *Predictors of entry into unsupervised care using discrete-time hazard models*. Paper presented at the biennial meetings of the Society for Research in Child Development, Tampa, Florida.

Professional Poster Presentations

(*Denotes graduate student author; **Denotes undergraduate student author)

Akalin, S.*, & Bub, K.L. (2025, May). *Exploring the Relationship Between Young Children's Physiological Reactivity, Executive Functioning, and Geographic Locale*. Poster presented at the biennial meetings of the Society for Research in Child Development, Minneapolis, MN.

Kim,* T., Kim, M.,* & Bub, K.L. (2025, May). *Peer Engagement in Preschoolers: Observation Study Focusing on Tactics, Affect, and Reciprocity*. Poster presented at the biennial meetings of the Society for Research in Child Development, Minneapolis, MN.

Sorckoff, E.*, Vaughn, D.*, Kim, T.*, & Bub, K.L. (2025, May). *The Role of Peer Engagement in Shaping Executive Functioning in Early Childhood: A Gendered Perspective*. Poster accepted for presentation at the biennial meetings of the Society for Research in Child Development, Minneapolis, MN.

Vaughn, D. & Bub, K.L. (2025, May). *Examining Screen Time within Family, Community, and Social Contexts in a High-Risk Population*. Poster accepted for presentation at the biennial meetings of the Society for Research in Child Development, Minneapolis, MN.

Kim,* T., & Bub, K.L. (2023, March). *Examining how child-adult relationships are associated with students' social skills and behavior problems within and across home and school*. Poster presented at the biennial meetings of the Society for Research in Child Development, Salt Lake City, Utah.

Smolinski*, E., & Bub, K.L. (2023, March). *Examining the association between everyday discrimination, prenatal stress, and social support for black pregnant women*. Poster presented at the biennial meetings of the Society for Research in Child Development, Salt Lake City, Utah.

Smolinski*, E., & Bub, K.L. (2021, April). A stressful bun in the oven: An exploration of perinatal stress, self-efficacy, and cognitive development. Poster to be presented at the biennial meetings of the Society for Research in Child Development, Virtual Conference.

Song*, Y., Barger, M., & Bub, K.L. (2021, April). Parents and teachers as competing socializers of growth mindset. Poster to be presented at the biennial meetings of the Society for Research in Child Development, Virtual Conference.

Bub, K.L., & Curry*, K. (2019, March). Sleep, executive functioning, and learning: Investigating the role of daylight exposure. Poster presented at the biennial meetings of the Society for Research in Child Development, Baltimore, MD.

Banerjee*, S.B., Bub, K.L., & Hoff*, B. (2019, March). *Temperament as a Predictor of Social Competence and Peer Engagement: Investigating Sex Differences*. Poster presented at the third International Conference for Psychological Sciences, Paris, France.

Hoff*, B.F. & Bub, K.L. (2019, March). Sleep on Academic Achievement Across Middle Childhood and Adolescence: Social-Emotional Well-being as a Mechanism. Poster presented at the third International Conference for Psychological Sciences, Paris, France.

Bub, K.L., King*, M., & Curry*, K. (2017, March). *Executive functioning and achievement across childhood and adolescence: The role of early parental cognitive supports*. Poster presented at the second International Conference for Psychological Sciences, Vienna, Austria.

Ziang*, X., & Bub, K.L. (2016, March). *Longitudinal associations between self-regulation and mental health from early childhood through adolescence*. Poster to be presented at the biennial meetings of the Society for Research in Adolescence, Baltimore, MD.

Bub, K.L. (2015, March). *Early sleep problems and later school readiness: Self-regulation as a mechanism of development*. Poster presented at the first International Conference for Psychological Sciences, Amsterdam, Netherlands.

Bub, K.L., & Ferretti*, L.K. (2013, August). *Sustaining the benefits of Head Start through a continuous learning model*. Poster presented at the annual meeting of the American Psychological Association, Honolulu, Hawaii.

Birmingham*, R., & Bub, K.L., (2011, April). *Examining sleep quality, child temperament, and self-regulation as predictors of externalizing behavior across early childhood*. Poster presented at the biennial meetings of the Society for Research in Child Development, Montreal, Canada.

Ferretti*, L.K., & Bub, K.L. (2011, April). *The influence of family routines on the resilience of low-income preschoolers*. Poster presented at the biennial meetings of the Society for Research in Child Development, Montreal, Canada.

Bub, K.L. (2008, March). *Classrooms supports for academic achievement: Testing the mediating effect of social competence using latent growth curve analysis*. Poster presented at the annual meeting of the American Educational Research Association, New York City, New York.

Bub, K.L., & McCartney, K. (2007, March). *The role of chronicity, duration, and onset of borderline clinical behavior problems in children's fifth grade academic success*. Poster presented at the biennial meetings of the Society for Research in Child Development, Boston, Massachusetts.

McCartney, K., Bub, K.L., Caronongan, P., Berry, D., Dearing, E.C., & Taylor, B.A. (2005, April). *Using survival analysis to predict poverty status over time in the NICHD Study of Early Child Care and Youth Development dataset*. Poster presented at the biennial meetings of the Society for Research in Child Development, Atlanta, Georgia.

Friedman, S.L., Bub, K.L., Teufel, J., & McCartney, K. (2005, April). *Predicting school readiness at age 4-1/2 from children's engagement with objects and from their talking with others at age 3*. Poster presented at the biennial meetings of the Society for Research in Child Development, Atlanta, Georgia.

Pan, B.A., Snow, C., Bub, K.L., Mages, W., Roggman, L., Boyce, L., Luze, G., Tamis-LeMonda, C., & Raikes, H. (2004, June). *Child and environmental predictors of pre-kindergarten language and emergent literacy skills*. Poster presented at the Early Head Start Conference, Washington, D.C.

Bub, K.L. (2003, April). *Building a dynamic model of behavior problems: A multiple-spell discrete-time survival analysis*. Poster presented at the biennial meetings of the Society for Research in Child Development, Tampa, Florida.

Ayoub, C., Rappolt-Schlichtmann, G., Bub, K.L., Guinee, K., Willet, J. & Pan, B. (2003, June). *Patterns of sample attrition in a longitudinal study of the impact of Early Head Start Services*. Poster presented at the National Early Head Start Consortium Meeting, Washington D.C.

Bub, K.L., McCartney, K., & Marshall, N. (2001, April). *Children in self-care: A cross-sequential study of social and emotional adjustment in an elementary school sample*. Poster presented at the biennial meetings of the Society for Research in Child Development, Minneapolis, Minnesota.

Bub, K.L., & McCartney, K. (1999, April). *Within family attachment relationships using the attachment q-sort*. Poster presented at the biennial meetings of the Society for Research in Child Development, Albuquerque, New Mexico.

Awards and Scholarships

Hardie Faculty Travel Award, University of Illinois, Urbana-Champaign, 2017

Teaching Award, Excellence in Undergraduate Teaching, Psi Chi and Psychology Department, University of Illinois, Urbana-Champaign, 2016

Recognized on List of Teachers Ranked as Excellent by Their Students, University of Illinois, Urbana-Champaign, 2016, 2017

Hardie Faculty Fellow, University of Illinois, 2015

Hardie Faculty Travel Award, University of Illinois, 2015

Faculty Award, Women's Philanthropy Board, Auburn University, 2012

Finalist, Exemplary Dissertation Award, Spencer Foundation, 2009

Award of "Model Proposal" for Dissertation Proposal, Graduate School of Education, Harvard University, 2007

Stephen G. and Wanda W. Jones Scholarship, Harvard University, 2005

Award of "Distinction" for doctoral Qualifying Paper, Graduate School of Education, Harvard University, 2005

Dana M. Cotton Fellowship, Harvard University, 2003-2004

Roy E. Larsen Fellowship, Harvard University, 2002-2003

Doctoral Advisor

University of Georgia

Abbigaile Noyes	2025 – present
Kirstin Wilson	2025 – present
Sinan Akalin	2024 – present
Danielle Vaughn	2023 – present
Sadona Thompson	2022 – present
Taehee Kim	2021 – 2026
Faith Harvieux	2023 – 2025

Erica Smolinski	2018 – 2024
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University of Illinois

Matthew King (PhD, Educational Psychology)	2018 – 2019
Gabriel “Joey” Merrin (PhD, Educational Psychology)	2017 – 2018
Namrata Doshi (PhD, Counseling Psychology)	2016 – 2017

Auburn University

Larissa Ferretti (PhD, Human Development and Family Studies)	2009 – 2014
Rachel Birmingham (PhD, Human Development and Family Studies)	2010 – 2013

MA/MEd Advisor

University of Georgia

Bowen Wang	2019 – 2020
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University of Illinois

Katy Curry (MA, Educational Psychology)	2018 – 2019
Sanchari Banerjee (MA, Educational Psychology)	2016 – 2018
Bethany Hoff (MA, Educational Psychology)	2015 – 2017

Auburn University

Victoria Theodille (MA, Human Development and Family Studies)	2010 – 2012
Maria Demaoribus (MA, Human Development and Family Studies)	2008 – 2010

Committee Member

University of Georgia

Hunter Cochran (PhD, Educational Psychology)	Ongoing
Karrah Bowman (PhD, Educational Psychology)	Ongoing
Kelsey Forrester (PhD, Educational Psychology)	Ongoing
Lorraine Franco (PhD, Mathematics Education)	Ongoing
Ally Driver (PhD, Health Promotion and Behavior)	Ongoing
Ashley Whitehead (PhD, Educational Psychology)	Ongoing
Yichi Zhang (PhD, Educational Psychology)	Ongoing
Chandler Borel (PhD, Educational Psychology)	Ongoing
Helen Dupree (PhD, Health Promotion and Behavior)	2026
Sarah Park (PhD, Mathematics Education)	2025
Isaac Dunmoye (PhD, Engineering)	2025
Maxine Covello (MA, Educational Psychology)	2025
Alexis Capobianco (MA, Educational Psychology)	2025
Darren Henry (MA, Educational Psychology)	2025
Lisa Newman (PhD, Workforce Education)	2024
Rachel Taylor (PhD, Human Development and Family Science)	2024
Emily Ashby (PhD, Health Promotion and Behavior)	2024
Shlon Smith (PhD, Educational Psychology)	2024
Smyth Sexton (PhD, Educational Psychology)	2024
Kashyae Liz Smith (MA, Educational Psychology)	2024
Xinyu Lu (MEd, Educational Psychology)	2024
Christina Novelli (PhD, Special Education)	2023

Lauren Healey (PhD, Educational Psychology)	2023
Cigdem Toptas (PhD, Educational Psychology)	2023
Annessia Bullard (PhD, Educational Psychology)	2023
Amy Kemp (PhD, Communication Sciences and Disorders)	2023
Lacy Brice (PhD, Language and Literacy Education)	2022
Adurangba (Victor) Oje (PhD, Engineering)	2022
Qian Zhang (PhD, Educational Psychology)	2022
Leaha Eidman (MA, Educational Psychology)	2022
Michael Alsop (PhD, Music)	2021
Megan Ware (PhD, Kinesiology)	2021
Virginia Frederick (PhD, Kinesiology)	2021
Rachel Salyer (PhD, Kinesiology)	2021
Hannah Durham (MA, Educational Psychology)	2021
Kimberly West (PhD, Educational Administration and Policy)	2020
Leann Morris (PhD, Educational Psychology)	Not completed

University of Illinois

Sanchari Banerjee (MA, Educational Psychology)	2023
Jaewook Lee (PhD, Architecture)	2020
Jenna Yates (PhD, Counseling Psychology)	2017
Sarah Rinehart (PhD, Counseling Psychology)	2016
Handrea Logis (PhD, Educational Psychology)	2016

Auburn University

Sandra Morrison (PhD, Human Development and Family Studies)	2022
Alyssa McElwain (PhD, Human Development and Family Studies)	2015
Yaling Ma (PhD, Human Development and Family Studies)	2015
David Curtis (MA, Human Development and Family Studies)	2015
Felicia Tuggle (PhD, Human Development and Family Studies)	2014
Laura Dickerson (MA, Human Development and Family Studies)	2014
Kelly Tu (PhD, Human Development and Family Studies)	2013
Eugenia Parrett (PhD, Human Development and Family Studies)	2012
Marinda Harrell-Levy (PhD, Human Development and Family Studies)	2012
Angela Bradford (PhD, Human Development and Family Studies)	2012
Christian Datubo-Brown (MA, Human Development and Family Studies)	2012
Pan Chen (PhD, Human Development and Family Studies)	2010
Mei-Chun Lin (PhD, Human Development and Family Studies)	2010

Harvard University

Mary Catherine Savard (EdD, Human Development and Education)	2014
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Double Dawgs Advisor

Palmer Beck	2025 – present
Jazmine Gutierrez	2025 – present
Mary Kincaid	2025 - present
Anna Grace Trammel	2025 – present
Carolyn Bannon	2025 - 2025
Clayton Bryant	2026 - present

Brooklyn Haynie

2026 - present

Honors Research Advisor

University of Georgia

Carolyn Bannon (Elementary Education)

2024 – present

Emma Sorckoff (Elementary Education)

2020 – 2024

University of Illinois

Madeleine Johnson (Psychology)

2017 - 2018

Xiao Zhang (James Scholar)

2015 – 2016

Auburn University

Brooke Jackson (Nutrition)

2013 – 2014

Professional Affiliations

Society for Research in Child Development

American Educational Research Association

American Psychological Association

Comparative International Education Studies

Editorial Service

Associate Editor, Behavioral Medicine (2010-2018)

Editorial Board, Journal of Children and Poverty (2009 - 2021)

Ad Hoc Reviewer - Journals

Child Development

Developmental Psychology

Early Childhood Research Quarterly

Educational Psychology

American Educational Research Journal

Merrill Palmer Quarterly

Early Education and Development

Journal of Children & Poverty

Journal of Family Psychology

Journal of Early Adolescence

Journal of Experimental Child Psychology

Journal of Research in Educational Effectiveness

Youth and Society

Grants

National Science Foundation, Developmental Sciences Advisory Panel

National Science Foundation, Ad-hoc Reviewer

Reviewer for Professional Organizations

American Educational Research Association annual conference submissions, Early Education & Child Development SIG, 2024

Society for Research in Child Development biennial meeting submissions, 2024 (mentor and reviewer)

American Educational Research Association annual conference submissions, Social-Emotional SIG, 2020

Society for Research in Child Development biennial meeting submissions, Panel 7, Education, Schooling, 2016

American Educational Research Association annual conference submissions, Division E, Counseling and Human Development, Section 2, Human Development, 2013

American Educational Research Association annual conference submissions, Division G, Social Context of Education, Section 5, Social Context of Research on Schools and Communities, 2013

National Institute of Child Health and Human Development applications for the Summer Institute on Applied Research in Child and Adolescent Development, 2011.

Society for Research in Child Development biennial meeting submissions, Panel 5, Childhood emotional and personality processes, 2010

American Educational Research Association annual conference submissions, Division D, Measurement and Research Methodology, Section 2, Quantitative Methods and Statistical Theory, 2010

Society for Research on Educational Effectiveness annual meeting submissions, Early Education, 2010

Elected Positions in Professional Organizations

Member, Student and Early Career Council, Society for Research in Child Development, April 2005 – April 2009

Student Representative, Society for Research in Child Development Policy and Communications Committee, April 2005-March 2007

Member, Society for Research in Child Development Dissemination Task Force, 2005-March 2007

Department, College, or University Committees and Related Service Activities

Member, Search Committee for Faculty Position in Applied Cognition and Development, Department of Educational Psychology, University of Georgia, Athens, GA, 2025.

Member, Search Committee for Clinical Faculty Position in Gifted and Creative Education, Department of Educational Psychology, University of Georgia, Athens, GA, 2025.

Chair, Search Committee for Faculty Position in Applied Cognition and Development, Department of Educational Psychology, University of Georgia, Athens, GA, 2023.

Member, Search Committee for Faculty Position in Human Development and Family Science, College of Family and Consumer Sciences, University of Georgia, Athens, GA, 2021-2022.

Member, Anti-Racism Coalition Steering Committee, Department of Educational Psychology, University of Georgia, Athens, GA, 2021-

Member, Mary Frances Early College of Education Diversity, Research, Innovation, & Entrepreneurship Steering Committee, 2021-2023

Member, Northeast Georgia SEL Community of Practice; P-20 Collaborative (focused specifically on a new SEL Initiative), 2021

Member, Mary Frances Early College of Education Diversity, Equity and Inclusion and Social-Emotional Learning Steering Committee, 2020-

Member, Department of Educational Psychology Mentoring Committees for Emily Rosenzweig, Michael Barger, and Amanda Ferster, 2020-

Member, Department of Educational Psychology Recruitment Committee, 2020

Reviewer, Mary Frances Early College of Education Early Career Faculty Grant Research Program, 2019, 2020

Chair, Search Committee for Faculty position in Applied Cognition and Development, College of Education, University of Georgia, 2018.

Member, Search Committee for Faculty Position in Evaluation, College of Education, University of Illinois, Urbana-Champaign, 2018.

Member, College Executive Committee, College of Education, University of Illinois, Urbana-Champaign, 2017-2018.

Advisory Board, Social and Behavioral Sciences Research Initiative, University of Illinois, Urbana-Champaign, 2017-2018.

Co-Chair, Search Committee for Faculty Position in Developmental Science, College of Education, University of Illinois, Urbana-Champaign, 2016-2017.

Review Committee, College of Education Dean's 5-year Review, University of Illinois, Urbana-Champaign, 2016.

Member, Search Committee for Clinical Faculty Position in Counseling Psychology, College of Education, University of Illinois, Urbana-Champaign, 2016.

Member, Executive Committee, Department of Educational Psychology, College of Education, University of Illinois, Urbana-Champaign, 2015-2018.

Member, Graduate Awards Committee, College of Education, University of Illinois, Urbana-Champaign, 2014-2016.

Reviewer, Campus Research Board Grants, University of Illinois, Urbana-Champaign, 2016; 2017.

Search Committee, Director of Statistical Consulting, Auburn University, 2012 – 2014.

Search Committee, Tenure-Track Faculty (3), College of Human Sciences, Auburn University, 2012-2013

Search Committee, Lecturer in Statistics, College of Human Sciences, Auburn University, 2011

Teaching Interests

Child Development in Context
Basic and Advanced Applied Statistics
Family and Social Policy
Early Education and Development
Social-emotional Learning
Research Methods

Research Interests

Social-emotional learning & measurement
Child, adolescent, and educator well-being
Self-regulation and executive functions
School readiness/school achievement
Classroom quality/environment
Socio-demographic differences in development