

DALE CLARK FARRAN
Department of Teaching & Learning
PO Box 330 GPC
Peabody College
Vanderbilt University
Nashville, TN 37203
615 343-9515 (FAX 615 343-0988)

e-mail: Dale.Farran@Vanderbilt.edu

HOME: 1902 Beechwood Ave
Nashville, TN 37212

EDUCATION

1975 Ph.D., Education and Child Development
Bryn Mawr College, Bryn Mawr, Pennsylvania
1965 B.A. with Highest Honors in Psychology
University of North Carolina at Chapel Hill
1961-63 Attended Wesleyan College, Macon, Georgia
1961 Henry Grady High School, Atlanta, Georgia

PROFESSIONAL HISTORY

1996-Present Professor, Departments of Teaching and Learning; Psychology and Human Development and Fellow, JF Kennedy Research Center on Human Development
Director, Susan Gray School for Children (until July 1, 2001)
Peabody College, Vanderbilt University
1987-1996 Professor, Department of Human Development and Family Studies, University of North Carolina at Greensboro. (Chair of Department, 1987-1994)
1984-1987 Head, Child Development Research Department, Center for Development of Early Education, Kamehameha Schools/Bishop Estate.
1984-1987 Associate Professor, Psychology Department, University of Hawaii.
University of North Carolina at Chapel Hill (1974-1984)
1975-1984 Investigator, Frank Porter Graham Child Development Center, University of North Carolina at Chapel Hill.
1980-1984 Clinical Associate Professor, Division of Special Education, School of Education, University of North Carolina at Chapel Hill.
1979-1984 Faculty, Bush Institute for Child and Family Policy, UNC Chapel Hill
1980-1986 Research Associate, Health Services Research Center, UNC Chapel Hill.
1976-1980 Clinical Assistant Professor, Division of Special Education, School of Education, UNC Chapel Hill.
1975-1976 Instructor, School of Education, UNC Chapel Hill.
1974-1975 NICHD Post-doctoral Fellowship, Frank Porter Graham Child Development Center, University of North Carolina at Chapel Hill.

HONORS AND AFFILIATIONS

Invited "Opponent for the Defense." September, 2006, Mälardalen University, Västerås (Defense of Lena Almqvist)

US Distinguished American Scholar, June, 2002, New Zealand Fulbright US Distinguished American Scholar Programme.

Professional of the Year, 1999, Mayor's Advisory Council on Disabilities, Nashville, TN

Fellow, American Psychological Society, January, 1998

Honorary Coach, Vanderbilt University Women's Basketball team, Spring, 1998; Winter, 2000

Outstanding Advisor, School of Human Environmental Sciences, 1991

Peabody Award for Excellence in Research, 1984.

Spencer Foundation, Outstanding Young Scholar Award, 1978, 1980.

NICHHD Post-doctoral Fellowship, Frank Porter Graham Child Development Center, University of North Carolina, 1974-75.

Initiated into Phi Beta Kappa, May 1965.

Honor's Thesis: The Basis of the Achievement Drive (awarded Highest Honors).

Member, Society for Research in Child Development

Member, International Society for the Study of Behavioral Development.

Member, American Educational Research Association, Early Childhood SIG

Member, National Association for the Education of Young Children

Member, American Psychological Society

Charter Member: Society for Research in Educational Effectiveness

PUBLICATIONS

Edited Books/Published Scales

- Cooper, D. & Farran, D.C. (1991). *Cooper-Farran Behavioral Rating Scale*. Clinical Psychology Publishing Company, Inc.
- Farran, D. C., & McKinney, J. D. (Eds.). (1986). *Risk in intellectual and psychosocial development*. New York: Academic Press.
- Feagans, L., & Farran, D. C. (Eds.). (1982). *The language of children reared in poverty: Implications for evaluation and intervention*. New York: Academic Press.

Journal Articles/Book Chapters

- Aydogan, C., Farran, D.C., Kang, S.J., Plummer, C., Bilbrey, C. & Lipsey, M. (in press). The child in the curriculum: Opportunities and engagement. In P. Starkey & D. Powell (Eds.), *Curricular intervention in public preschool classrooms*. New York, NY: Teachers College Press.
- Dickinson, D., Watson, B., & Farran, D. (2008). It's in the details: Approaches to describing and improving preschool classrooms. In C. Vukelich & L. Justice (Eds.), *Achieving excellence in preschool literacy instruction* (pp 136-162). New York, NY: Guilford Press.
- Farran, D. C. (2007). *Is education the way out of poverty? A Reflection on the 40th anniversary of Head Start* (with commentaries by James King and Bernard L. Charles), Center for Research on Child Development and Learning, No. 3 (50 pages – ISBN: 0-9727709-2-5).
- Varol, F. & Farran, D. (2006). Early mathematical growth: How to support young children's mathematical development, *Early Childhood Education Journal*.
- Farran, D.C., Kang, S.J., Aydogan, C., & Lipsey, M. (2005). Preschool classroom environments and the quantity and quality of children's literacy and language behaviors. In D. Dickinson & S.

- Neuman (Eds.), *Handbook of early literacy research, Vol. 2*. New York, NY: Guilford Publications, Inc.
- Farran, D.C. (2005). Developing and implementing preventive intervention programs for children at risk: Poverty as a case in point. In M. Guralnik (ed.), *A developmental systems approach to early intervention: national and international perspectives* (pp. 267-304). Baltimore: Paul Brookes, Publisher.
- Howse, R., Lange, G., Farran, D.C., & Boyles, C. (2003). Motivation and self regulation as predictors of achievement in economically disadvantaged young children. *Journal of Experimental Education, 71*, 151-174.
- Farran, D.C. (2002). The importance of experience for the human brain: Why intervention is so important in risk situations. *Children's Issues, 6*, 7-11.
- Farran, D.C. & Son-Yarbrough, W. (2001). Title I funded preschools as a developmental context for children's play and verbal behaviors. *Early Childhood Research Quarterly, 16*, 245-262.
- Farran, D.C. (2001). Decision-making in a multiple choice world. *Young Children, 56*, 76-77.
- McGaha, C. & Farran, D. (2001). Interactions in an inclusive classroom: The effects of visual status and setting. *Journal of Visual Impairment and Blindness, 95*, 80-94.
- Farran, D.C. (2001). Experience-dependent modifications of the brain and early intervention: Assumptions and evidence for critical periods. In D.B. Bailey, F. Symons, J. Bruer, & J. Lichtman (eds). *Critical thinking about critical periods* (pp 233-266). Baltimore: Paul Brookes.
- Farran, D.C. (2000). Another decade of intervention for disadvantaged and disabled children: What do we know now? In J. P. Shonkoff & S.J. Meisels (Eds.), *Handbook of early childhood intervention* (second edition) pp. 510-548. New York: Cambridge University Press.
- Farran, D.C. (1999). Child development and education. *Journal of Common Sense, 4*, 12-15.
- Cassidy, D., Hicks, S. & Farran, D. (1998). The North Carolina Child Care Corps: The role of national service in child care. *Early Childhood Research Quarterly, 13*, 659-675.
- Feagans, L., Fendt, K. & Farran, D.C. (1995). The effects of day care intervention on teachers' ratings of the elementary school discourse skills in disadvantaged children. *International Journal of Behavioral Development, 243-261*.
- Feagans, L. & Farran, D.C. (1994). The effects of day care intervention in the preschool years on the narrative skills of poverty children in kindergarten. *International Journal of Behavioral Development, 17*, 503-523.
- Comfort, M. & Farran, D.C. (1994). Parent-child interaction assessment in family-centered intervention. *Infants and Young Children, 6*, 33-45.
- Farran, D.C. & Shonkoff, J. (1994). Developmental disabilities and the concept of school readiness. *Early Education and Development, 5*, 141-151.
- Farran, D. C., Son-Yarbrough, W., Silveri, B. & Culp, A. (1993). Measuring the environment in public school preschools for disadvantaged children: What is developmentally appropriate? In S. Reifel (Ed), *Advances in Early Education and Day Care, 1993*, pg. 75-93. Greenwich CN: JAI Press, Inc.
- Farran, D. C., Mistry, J., Ai-Chang, M. & Herman, H. (1993). Kin and calabash: The social networks of preschool part-Hawaiian children. In R. Roberts (Ed.) *Coming Home to Preschool: The Socio-cultural context of early education*. Ablex Press.
- Farran, D.C. & Darvill, T. (1993). Mother-child interactions and the development of verbal and perceptual skills in part-Hawaiian preschool children. In R. Roberts (Ed.). *Coming Home to Preschool: The Socio-cultural context of early education*. Ablex Press.

- Farran, D., & Silveri, B. (1992). The developmental appropriateness of public schools for disadvantaged four year olds. In B. Day (Ed.), *Early childhood education in North Carolina public schools: A call for leadership*. North Carolina Association for Supervision and Curriculum Development.
- Farran, D. C., Silveri, B., & Culp, A. (1991). Public school preschools and the disadvantaged. In L. Rescorla, M. Hyson & K. Hirsh-Pasek (Eds.), *Early academics: Challenge or pressure?* New Directions for Child Development Source Book. San Francisco: Jossey-Bass.
- Farran, D. C., & Kasari, C. (1990). A longitudinal analysis of the development of synchrony in mutual gaze in mother-child dyads. *Applied Developmental Psychology, 11*, 419-430.
- Farran, D.C. (1990). Effects of intervention with disadvantaged and disabled children: A decade review. In S. Meisels & J. Shonkoff (Eds.), *Handbook of early intervention*. Cambridge, England: Cambridge University Press.
- Farran, D.C., Clark, K. & Ray, A. (1990). Measures of parent/child interaction. In E. Gibbs & D. Teti (Eds.), *Interdisciplinary assessment of infants: A guide for early intervention professionals*. Baltimore: Paul H. Brooks Publishing.
- Arakaki, A., Oshiro, M., & Farran, D. C. (1989). Research into practice: Integrated reading and writing in a kindergarten curriculum. In J. Mason (Ed.), *Reading and writing connections*. New York: Allyn and Bacon, Inc.
- Farran, D. C., & Harber, L. (1989). Responses to a learning task at 6 months and IQ test performance during the preschool years. *International Journal of Behavioral Development, 12*, 101- 114.
- Speidel, G., Farran, D. C., & Jordan, C. (1989). On the learning and thinking styles of Hawaiian children. In D. Topping, V. Kobayashi, & D. Crowell (Eds.), *Thinking: Third international conference*. Hillsdale, NJ: Lawrence Erlbaum, Inc.
- Cooper, D., & Farran, D. C. (1988). Behavioral risk in kindergarten. *Early Childhood Research Quarterly, 3*, 1-20.
- Kawakami-Arakaki, A., Oshiro, M., & Farran, D. C. (1988). *Research to practice: Integrated reading and writing in a kindergarten curriculum*. Technical Report No. 145. Champaign, Ill: Center for the Study of Reading, University of Illinois at Urbana- Champaign.
- Sparling, J. W., Seeds, J. W., & Farran, D. C. (1988). The relationship of obstetrical ultrasound to parent and infant behavior. *Obstetrics & Gynecology, 72*, 902-907.
- Towle, P., Farran, D. C., & Comfort, M. (1988). Parent-handicapped child interaction observational coding systems: A review. In K. Marfo (Ed.), *Mental-handicap and parent-child interactions*. New York: Praeger.
- Farran, D. C., Kasari, C., Yoder, P., Harber, L., Huntington, G., & Comfort-Smith, M. (1987). Rating mother-child interactions in handicapped and at-risk infants. In D. Tamir, T. B. Brazelton and A. Russell (Eds.), *Stimulation and intervention in infant development* (pp. 297-312). London, England: Freund Publishing House, Ltd.
- Farran, D. C., & Margolis, L. (1987). The family economic environment as a context for children's development. In J. Lewko (Ed.), *How children and adolescents view the world of work* (pp. 69-87). San Francisco: Jossey-Bass, Inc.
- Farran, D. C., & Sparling, J. (1986). Coping styles in parents of handicapped children. In E. Hibbs(Ed.), *Infancy as prevention*. New York: International Universities Press.
- Farran, D. C. (1986). Problems and perspectives for the concept of risk in psychosocial development:A summary. In D. C. Farran and J. D. McKinney (Eds), *Risk in intellectual and psychosocial development* (pp. 261-269). New York: Academic Press.

- Farran, D. C., & Cooper, D. H. (1986). Psychosocial risk: Which early experiences are important for whom? In D. C. Farran & J. D. McKinney (Eds.), *Risk in intellectual and psychosocial development* (pp. 187-226). New York: Academic Press.
- Farran, D. C., Metzger, J. D., & Sparling, J. (1986). Immediate and continuing adaptations in parents of handicapped children: A model and an illustration. In J. J. Gallagher and P. Vietze (Eds.), *Families of handicapped persons: Current research, treatment and policy issues* (pp. 143-163). Baltimore: Paul Brookes & Co.
- Yoder, P., & Farran, D. C. (1986). Mother-infant engagements in dyads with handicapped and non-handicapped infants. *Applied Research in Mental Retardation*, 7, 51-58.
- Cooper, D. H., & Farran, D. C. (1985). Behavioral risk: An ecological perspective on classifying children as behaviorally maladjusted in kindergarten. In W. Frankenburg and R. Emde (Eds.), *Early identification of children at risk: An international perspective* (pp. 193-202). New York: Plenum Publishing Company.
- Farran, D. C., Burchinal, M., Hutaff, S., & Ramey, C. (1984). Allegiances or attachments: Relationships among day care infants and their teachers. In R. Ainslie (Ed.), *Quality variations in day care* (pp. 133-158). New York: Praeger.
- Margolis, L., & Farran, D. C. (1984). Unemployment and children. *International Journal of Mental Health*, 13(1-2), 107-124.
- Farran, D. C. (1983). Forward. In C. C. Farran, *Infant Colic*. New York: Scribners.
- Farran, D. C. (1982). Mother-child interaction, language development and the school performance of poverty children. In L. Feagans & D. C. Farran (Eds.), *The language of children reared in poverty: Implications for evaluation and intervention* (pp. 19-52). New York: Academic Press.
- O'Connell, J. C., & Farran, D. C. (1982). The effect of day care on the use of intentional communicative behaviors in socioeconomically depressed infants. *Developmental Psychology*, 18, 22-29.
- Farran, D. C. (1982). Intervention for poverty children: Alternative approaches. In L. Feagans and D.C. Farran (Eds.), *The language of children reared in poverty* (pp. 269-271). New York: Academic Press.
- Ramey, C. T., & Farran, D. C. (1981). The functional concern of mothers for their infants. *Infant Mental Health Journal*, 1, 48-55.
- Jay, S., & Farran, D. C. (1981). The relative efficacy of predicting IQ from mother-child interactions using ratings versus behavioral counts. *Journal of Applied Developmental Psychology*, 2, 165-177.
- Feagans, L., & Farran, D. C. (1981). How demonstrated comprehension can get muddled in production. *Developmental Psychology*, 17, 718-727.
- Margolis, L., & Farran, D. C. (1981). Health consequences for children of parental job loss. *North Carolina Medical Journal*, 42, 849-850.
- Farran, D. C. (1980). Comments on James Comer's Talk. In R. Haskins and J. J. Gallagher (Eds.), *Care and education of young children in America: Policy, politics, and social science* (pp. 158-160). Norwood, New Jersey: Ablex.
- Farran, D. C., Hirschbiel, P., & Jay, S. (1980). Toward interactive synchrony: The gaze patterns of mothers and children in three age groups. *International Journal of Behavioral Development*, 3, 215-224.
- Farran, D. C., & Haskins, R. (1980). Reciprocal influence in social interactions of mothers and three year old children from different socioeconomic backgrounds. *Child Development*, 51, 780-791.

- Finkelstein, N., Gallagher, J. J., & Farran, D. C. (1980). The attentiveness and responsiveness to auditory stimuli of children at-risk for mental retardation. *American Journal of Mental Deficiency, 85*, 135-144.
- Farran, D. C., Haskins, R., & Gallagher, J. J. (1980). Poverty and mental retardation: A search for explanations. In J. J. Gallagher (Ed.), *New directions for exceptional children: Vol. 1*, (pp. 47-65). San Francisco: Jossey-Bass, Inc.
- Farran, D. C., & Ramey, C. T. (1980). Social class differences in dyadic involvement during infancy. *Child Development, 51*, 254-257. Reprinted in: M. Bloom (Ed.) (in press). *Life span development preventive and interventive helping*. New York: McMillan.
- Gallagher, J. J., Haskins, R., & Farran, D. C. (1979). Poverty and public policy. In T. B. Brazelton, and V. C. Baugham (Eds.), *The family: Setting priorities* (pp. 239-269). New York: Science and Medicine Publishing Co.
- Ramey, C. T., Farran, D. C., & Campbell, F. A. (1979). Predicting IQ from mother-infant interactions. *Child Development, 50*, 804-814.
- Ramey, C. T., Farran, D. C. Campbell, F. A., & Finkelstein, N. W. (1978). Observations of mother-infant interactions: Implications for development. In F. D. Minifie and L. L. Lloyd (Eds.), *Communicative and cognitive abilities--early behavior assessment*. Baltimore, Maryland: University Park Press, 397-441.
- Farran, D. C. (1977). Young children's behavior in open classrooms. *Forum on Open Education, 13*.
- Farran, D. C. & Ramey, C. T. (1977-1978). Infant day care and attachment behaviors toward mothers and teachers. *Child Development, 48*, 1112-1116. Reprinted in S. Chess and A. Thomas (Eds.) (1978). *Annual progress in child psychiatry and child development*. New York: Brunner/Mazel.
- Farran, D. C. (1968). Competition and learning for underachievers. In S. Boocock & E. O. Shield (Eds.), *Stimulation Games in Learning*. Beverly Hills, California: Sage Publications Inc.
- Farran, D. C. (1967). Games work with underachievers. *Scholastic Teacher*.

Other Publications

- Farran, D.C. (March, 1995). The care of young children in groups. *Newsletter of the North Carolina Association for the Education of Young Children*.
- Farran, D.C. (August, 1994). NC-aeyc Position Statement on Children and Violence. Adopted by the NC-aeyc Governing Board for the Annual Conference.
- Farran, D.C. (July, 1993). General principles of early child development. *Newsletter of the North Carolina Association for the Education of Young Children*.
- Farran, D. C. (1988). *Educational reform in kindergarten: A multidisciplinary approach*. Technical Report No. 143. Honolulu: Center for Development in Early Education, Kamehameha Schools/Bishop Estate.
- Farran, D. C. (1982). Now for the bad news. *Parents' Magazine, 57*, 80-82; 145.
- Margolis, L. H., & Farran, D.C. (1980). Unemployment: Health and behavioral consequences for children. *Networker, 2*, 5.
- Farran, D. C., & Salkind, N. (1979). Should we intervene in families? *Networker, 1*, 1.
- Haskins, R., Farran, D. C., & Sanders, J. (1978). The day care decision: What research can tell parents. *Parents' Magazine, 53*, 58; 76-78.
- Farran, D. C., & Yanofsky, S. (1972). *Change in junior high schools: Two case studies*. Pennsylvania Advancement School, Philadelphia. (ERIC Document Reproduction Service No. ED 169 165).

Unpublished Scale Development

- Farran, D.C. & Collins, E. N. (1996). *Teacher Child Interaction Scale training videotape and workbook*. Available from Dale C. Farran, Department of Teaching and Learning, PO Box 330 GPC, Vanderbilt University, Nashville, TN 37203 or Edna N.Collins, School of Education, UNC-Wilmington.
- Farran, D.C., & Collins, E. (1995). *Teacher Child Interaction Scale*. Available from Dale C. Farran, Department of Teaching and Learning, PO Box 330 GPC, Vanderbilt University, Nashville, TN 37203.
- Culp, A. M., & Farran, D. C. (1989). *Manual for observation of play in preschools*. Unpublished manuscript. Available from D.C. Farran, Peabody College, Vanderbilt University, Nashville, TN 37212.
- Farran, D. C., Kasari, C., Comfort, M., & Jay, S. (1986). *Parent/Caregiver Involvement Scale*. (Revision of Parent-Child Interaction Scale, 1980, 1981, 1984). Available from Dale C. Farran, Department of Teaching and Learning, PO Box 330 GPC, Vanderbilt University, Nashville, TN 37203 .
- Farran, D. C., & Jacobs, A. (1986). *Parent/Caregiver Involvement Scale Training Videotape and Workbook*. (Revision of Farran, D. C., & Harber, L. (1983). *Parent-Child Interaction Scale Videotape*). Available from Dale C. Farran, Department of Teaching and Learning, PO Box 330 GPC, Vanderbilt University, Nashville, TN 37203 .
- Feagans, L. & Farran, D.C. (1982). *Adaptive Language Inventory*. Chapel Hill, NC: The Frank Porter Graham Child Development Center.
- Farran, D. C., & Haskins, R. (1977). *Reciprocal control category system for coding dyadic interactions* (6, 20 and 36-60 month versions). Available from Dale C. Farran, Department of Teaching and Learning, PO Box 330 GPC, Vanderbilt University, Nashville, TN 37203 .

INVITED INSTITUTES

- Visiting Distinguished Scholar (February, 2005), Mälårdalen University, Västerås, Sweden.
- Visiting Distinguished Professor (October, 2001), University of Canberra, Canberra, ACT, Australia.
- “The Ecology of an Inclusive Classroom” (October 12, full day workshop for teachers, administrators, students and interventionists)
 - “Attachment and Disability” (October 17, half day workshop with ACT Disability Program Coordinators)
 - “Attachment and Disability in Early Childhood” (October 19, full day workshop with The Canberra Region Attachment Network)
 - “Early Intervention and Brain Development” (October 20, half day workshop for the ACT Early Intervention Society)
 - “Early Intervention and Critical Periods” (October 23, full day workshop with the ACT Child Health and Development Services)
- Visiting Distinguished Scholar (September, 1997), Seminar on early intervention. University of Porto, Porto, Portugal.
- Visiting Professor (July, 1995), Infant development, assessment and intervention. Summer Institute of the University of British Columbia and the Infant Development Programme of British Columbia, Canada.

Workshop Leader, (November, 1992, October, 1993; January, 1994; October, 1994), Principles of Child Development. Early Childhood Leadership Development Program (Smart Start), Chapel Hill, NC.

Visiting Professor (July, 1991), Working with Families of Handicapped Children. University of British Columbia, Vancouver, British Columbia, Canada.

Visiting Professor (July, 1989), Prekindergarten Curriculum: Exceptional preschool children and their families. University of British Columbia, Vancouver, British Columbia, Canada.

Director, (June 23-27, 1988), Serving Young Handicapped Children: The Implications of PL 99-457. University of North Carolina at Greensboro.

INVITED TALKS (*past ten years*)

- (May, 2006). When – and HOW – should pre-kindergarten curricula be evaluated? Invited address to the Tennessee Governor’s Conference on Pre-K Education, Nashville, TN.
- (May, 2005) Assessing what we can versus what we should: what are the most important things to know about young children’s development? Keynote address to School Readiness Conference, University of British Columbia, Canada, Vancouver.
- (March, 2005). Is education the way out of poverty: A reflection on the 40th anniversary of Head Start. Carolyn Lavelly Lecture presented at the University of South Florida, Tampa, FL.
- (October, 2004). Is education the way out of poverty? Out of the Lunch Box Talk, Nashville Public Library.
- (September, 2004). What higher education has to offer early childhood education: A randomized control trial in early childhood education. Higher Education Luncheon Invited Speaker: Tennessee Association for the Education of Young Children, Nashville, TN.
- (July, 2004). Randomized control trials in early childhood education: An example of how they can work Presentation to the Porto Summer Institute: Advancing research, policy, and practice in early childhood intervention, Porto, Portugal.
- (June, 2002). The importance of experience for the human brain: Why intervention is so important in risk situations. Keynote address: *Storming the brain: Early experience and brain development*, National seminar, Wellington, New Zealand.
- (June, 2002). Individualizing within a group context: The ultimate paradox in early childhood education. Open Lecture, sponsored by Children’s Issues Centre, Dunedin, New Zealand.
- (April, 2002). Music and the brain: What develops? Presentation to the Annual Conference of Music Educators, Nashville, TN.
- (June, 2001). Decisions, Decisions, Decisions: Raising Children in the New Millennium. Presentation to the Vanderbilt Alumni at Reunion, 2001.
- (March, 2001). Effects of early intervention on children's domain specific achievement outcomes in Title I funded preschools. Presentation to the Department of Human Development, University of Maryland, College Park, MD.
- (November, 2000). Early experiences and brain development. Presentation to the 2nd Annual Tennessee Family Learning Partnership Institute, Nashville, TN.
- (October, 2000). Bridging the gap between children’s preschool skills and public school instruction. Eva Goble Lecture, School of Consumer and Family Sciences, Purdue University, West Lafayette, IN.
- (October, 2000). Intervention policies and practices for young children. Grand Rounds, Meharry Medical College, Nashville, TN .
- (September, 2000). Context: A neglected but essential element in intervention. Presentation to the Heller School, Brandeis University, Waltham, MA.
- (June, 2000). Teaching *versus* learning: Two incompatible approaches to the classroom? Research Division, Educational Testing Service, Princeton, NJ.
- (May, 2000). Decisions in an age of autonomy. Commencement address, Peabody College.
- (November, 1999). Emergent literacy and language development: What brain research has to say. Presentation to the 2nd Annual Tennessee Family Learning Partnership Institute, Nashville, TN.
- (September, 1999). Child care at the millennium. Keynote address to the annual meeting of the Rutherford County Association for the Education of Young Children, Murfreesboro, TN.

- (August, 1999). Child development and education. Presentation to the faculty and staff of the three new "Enhanced Options" elementary schools, Metro Nashville Davidson County School System, Nashville, TN.
- (July, 1999). Early childhood education panel, Channel 5+ talk show, Nashville, TN.
- (June, 1999). Brain growth and education II. Full day workshop for the Oak Ridge School District, Oak Ridge, TN.
- (May, 1999). Child care at the millennium. Presentation to the Vanderbilt University Reunion, Nashville, TN.
- (March, 1999). Research mentoring in early child development. Conversation hour for the annual meeting of the Southeastern Early Childhood Association, Nashville, TN.
- (March, 1999). Early experiences and child development. Presentation to the Vanderbilt University Medical School Alliance Group, Nashville, TN.
- (March, 1999). Early child development. Presentation to Leadership Hermitage/Donaldson, Nashville, TN.
- (March, 1999). Child development and the middle grades. Presentation to the 4th and 5th grade parents, Harding Academy, Nashville, TN.
- (February, 1999). Critical periods in early intervention: Assumptions and evidence. Invited paper presented at the conference on Critical Thinking about Critical Periods, sponsored by the Office of Educational Research and Improvement of the US Department of Education, Leesburg, VA.
- (January, 1999). Brain development and education. Workshop for the Oak Ridge, TN School District, Oak Ridge, TN.
- (January, 1999). Brain development in young children. Presentation to the Danforth Foundation State Education Teams meeting, Nashville, TN.
- (January, 1999). Early experience and brain growth in young children. Presentation in Governor Sundquist's Teleconference on Child Care and Development, Broadcast to 11 sites in TN.
- (September, 1998). Grand Rounds: Risks for children's development in the 1990's. Meharry Medical College, Nashville, TN.
- (August, 1998). Keynote Address: Day care and young children's brain growth and development. Nashville Area Association for the Education of Young Children, Nashville, TN.
- (April, 1998). Keynote address: Child care in the 1990's. Presented at the annual conference of the Early Childhood Education Association of British Columbia, Victoria, BC.
- (April, 1998). Guest Speaker: Stimulating brain development in very young children and empowering parents. Annual Tennessee Conference on Social Welfare Training Conference, Nashville, TN.
- (February, 1998). Child care standards in Tennessee: Facilitating children's development. Presentation to the Tennessee Children's Coalition, Legislative Plaza, Nashville, TN.
- (October, 1997). Principles for child care policies. Presentation to the Mid Cumberland Council on Children and Youth of the Tennessee Commission on Children and Youth, Nashville, TN.
- (October, 1997). Children and society. Afternoon and evening workshop presented at the annual retreat of the Tennessee Commission on Children and Youth, Fall Creek Falls, TN.
- (October, 1997), Brain development in infancy. Testimony to the Tennessee Legislative Committee on Children and Youth.
- (October, 1997). Discussant for local Child Care Panel following White House Teleconference on Child Care Policy.
- (September, 1997). Child care issues for the year 2000. In D. Neighbors (chair), Public Policy Forum, annual meeting of the Tennessee Association for the Education of Young Children, Gatlinburg, TN.

- (July, 1997). Children and Learning: Effects of changes in society. Presentation to the Tennessee Commission on Children and Youth, Nashville, TN.
- (June, 1997). Child rearing issues for the 1990s. Presentation to the statewide planning committee for the Gore Family Reunion conference, Nashville, TN.
- (May, 1996). Keynote Address: Children in inclusive settings. Early Intervention Stream of the Annual Meeting of the Early Childhood Education Association of British Columbia, Vancouver, BC, Canada.
- (April, 1996). Keynote Address: Children's needs in group care in the 1990s. Lenoir County Smart Start, Hickory, NC.
- (April, 1996). Discussant, Grand Rounds. Assessing intervention with young children from disadvantaged backgrounds. Center for Disease Control, Atlanta, GA.
- (February, 1996). Keynote Address: Creating Seamless Environments for Young Children. Southeastern North Carolina Workshop for Elementary School Principals, Head Start and Community Child Care Directors, Wilmington, NC.

RESEARCH GRANTS

Proposals Submitted and Under Review

- 03/08-4/12 Empirical validation of effective pre-k classroom practices.
Institute of Education Sciences
Principal Investigator (with Mark Lipsey), \$2,087,154
(Submitted July 30, 2007)
- 07/09-06/12 Measurement of cognitive self-regulation in preschool children
Institute of Education Sciences
Co-Principal Investigator (with Mark Lipsey & Sandra Wilson), \$1,450,017
(Submitted November 1, 2007)
- 7/09-6/13 *Experimental Education Research Training (ExpERT): Vanderbilt's Predoctoral Research Training Program in Education Sciences (renewal application)*
Institute of Education Sciences
Co-Principal Investigator (with David Cordray)
(Submitted November 1, 2007)
- 08/07-07/09 Evaluating Math Recovery with Student Outcomes.
Institute of Education Sciences,
Co-principal Investigator (with Paul Cobb), 1,158,250
- 11/06-10/08 ECI-NET
Transatlantic Consortium on Early Childhood Intervention:
Advancement of Policy and Practice
EU/US Cooperation Programme In Higher Education And Vocational Education and Training (US DOE)
Director, Participating US site, \$49,906
- 08/06-07/09 Assessing intervention fidelity in randomized field experiments.
Institute of Education Sciences
Co-principal Investigator (with David Cordray), \$1,400,000.
- 07/06-07/10 Scaling up TRIAD: Teaching Early Mathematics for Understanding with Trajectories and Technologies
Institute of Education Sciences

- Co-principal Investigator (with Mark Lipsey), \$1,908,604
 Subcontract to the State University of New York at Buffalo (Clements and Sarama)
- 06/06-09/06 Pre-K Summer Institute and Endorsement Seminar
 TN Department of Education, Office of Early Learning
 Principal Investigator, \$200,000.
- 07/05-06/06 Scaling up the Implementation of a Pre-Kindergarten Mathematics Intervention in
 Public Preschool Programs
 Institute of Education Sciences
 Principal Investigator (with Mark Lipsey), \$326,169
- 06/05-09/05 TN Pre-K Training Institute
 TN Department of Education
 Principal Investigator (with Tisha Bennett), \$142,000
- 09/04-08/07 Program Evaluation of a County-wide Early Reading First Program
 Subcontract to the Wayne County Public Schools (TN) Early Reading First Award
 U.S. Department of Education
 Principal Investigator, \$725,835
- 09/02-08/03 Planning the evaluation of a school readiness program.
 National Institute of Child Health and Human Development
 Investigator, \$186,157
- 07/02-06/07 Focus in early childhood curricula: Helping children transition to school.
 Preschool Curriculum Evaluation Program
 Office of Educational Research and Improvement, US Dept of Education
 (Now Institute of Education Sciences)
 Principal Investigator, \$2,816,641
- 10/01-09/06 Transatlantic Consortium on Early Childhood Education
 Fund for Improvement of Post Secondary Education
 Director, Participating University Site
 \$202,895
- 01/01-07/01 Group influences on the development of attention, emotional regulation, and conscience
 in young children (pilot study)
 Peabody Small Grants Award
 Principal Investigator, \$6,900
- 07/97-06/98 Creating more acceptable and accepting environments for infants and toddlers with
 disabilities.
 United Way of Middle Tennessee
 Principal Investigator, \$7,900.
- 09/96-08/99 Mastery Behaviors and Scholastic Competence of At-Risk Children Transitioning into
 School and the Shared Perceptions of their Parents and Teachers
 National Institute on the Education of At-Risk Students
 Office of Educational Research and Improvement
 Co-Principal Investigator (with Lange at UNC-Greensboro), \$808,000
- 09/94-08/95 North Carolina Child Care Corps
 AmeriCorps
 Co-Principal Investigator, \$542,000
- 09/93-08/98 Creating Cycles of Success in Early Childhood Education
 US Department of Education

- Principal Investigator, \$4,297,000
 08/90-06/92 Preschool Initiative Network Continuation
 Smith-Richardson Foundation
 Principal Investigator, \$22,000
 6/89 5/90 Preschool Initiative Network Continuation
 Z. Smith Reynolds Foundation
 Principal Investigator, \$50,000.
 01/89-05/89 Off-Hour Child Care: Parental Concerns About Quality
 American Express
 Principal Investigator, \$10,000.
 06/88-05/89 Preschool Initiative Network
 Z. Smith Reynolds Foundation
 Principal Investigator, \$45,000.
 03/85-03/86 The Consequences for Children of Parental Unemployment
 Maternal and Child Health
 Co-Principal Investigator, \$100,579.
 02/84-02/86 Discourse Skills and School Adaptation
 The Spencer Foundation
 Co-Principal Investigator, \$102,000.
 02/83-02/84 Longitudinal Study of Discourse Skills and School Adaptation
 The Spencer Foundation
 Co-Principal Investigator, \$31,000.
 01/83-01/84 Adaptive Language in Kindergarten Children
 National Institute of Child Health and Human Development
 Co-Principal Investigator, \$44,453.
 10/82-10/87 Facilitating Parent-Child Reciprocity
 U.S. Department of Education
 Co-Principal Investigator, \$300,000.
 10/82-10/83 Identification of Critical Social Behaviors that Predict Success in Kindergarten
 U.S. Department of Education
 Co-Principal Investigator, \$14,347.
 07/81-12/83 Work and Family Life Project
 W. T. Grant Foundation
 Co-Principal Investigator, \$200,000.
 07/80-07/81 Race, Socioeconomic Status and Adaptive Language
 Spencer Foundation
 Principal Investigator, \$4,900.
 07/78-08/79 A Comparative Study of Infants at Risk for Mental Retardation Showing the Effects of
 Intervention on the Development of Communication Skills
 Bureau of the Education of the Handicapped
 Co-Principal Investigator, \$7,295.
 01/78-12/82 Language as an Adaptive Tool for the Young Child
 National Institute of Child Health and Human Development
 Co-Principal Investigator, \$116,165.
 1978 Social Class Differences in the Emergence of Maternal Teaching Style
 Spencer Foundation

Principal Investigator, \$4,965.

SERVICE CONTRACTS

- Early Childhood Education class at the Susan Gray School for Children, \$98,000. Funded 8/1/98, **Re-funded, 8/1/99, 8/1/00, 8/1/01.** Tennessee Department of Education.
- Contract for the Susan Gray School for Children. \$365,000. Funded 7/1/97, re-funded for \$375,160, 7/1/98, **Re-funded for \$422,000, 8/1/99 (includes additional \$11,300 as special grant); \$431,700, 8/1/00, 7/1/01.** Department of Mental Health/Mental Retardation of the State of Tennessee.
- Staff development support for the Susan Gray School for Children. \$12,000. Funded 1/1/98, Draughon Foundation. **Re-funded for \$15,000, 1/1/99, 1/1/00, 1/1/01.**
- Physical therapy support services for the Susan Gray School for Children. \$12,000. Funded 6/1/97, **Re-funded for \$12,000, 6/1/98, Refunded for \$12,000, 6/1/99, 6/1/00.** Junior League of Nashville.
- Contact for the Susan Gray School for Children: Preschool Class. \$62,000. Funded 8/1/97, **Re-funded for \$62,000, 8/1/98,** Metro Schools of Nashville.

PAPERS PRESENTED (past 10 years)

- Farran, D.C. (May, 2007). Balancing instructional content in pre-kindergarten classrooms and determining for whom the programs work best. Presentation to the 2nd Annual TN Pre-K Summit, Nashville, TN.
- Farran, D.C., Lipsey, M., Watson, B., & Hurley, S. (April 2007), Balance of content emphasis and child content engagement in an Early Reading First program. In D. Clements (chair), How should preschoolers spend their day? Integration and conflicts across developmental areas. Paper symposium presented at the annual meeting of the American Educational Research Association, Chicago IL.
- Bilbrey, C., Farran, D., & Lipsey, M. (March, 2007). Active involvement by rural children from low income families in prekindergarten classrooms: Predictors and consequences. Paper presented in C. Ebanks (chair), Effects of early childhood interventions on children's school readiness: Findings from an evaluation study of preschool curricula. Paper symposium presented at the biennial meeting of the Society for Research in Child Development, Boston, MA.
- Aydogan, C., Spivak, A., Bilbrey, C., Farran, D., & Lipsey, M. (March, 2007). Children's social behavior and their skills in language, literacy, and math. Poster presented at the biennial meeting of the Society for Research in Child Development, Boston, MA.
- Farran, D. C., Lipsey, M., Aydogan, C., Plummer, C., Bilbrey, C., & Hurley, S. (March, 2007). Prekindergarten curricula: Teacher change and child engagement. In D. Dickinson (chair), Fostering development among teachers and children in literacy, math, science, and social development. Poster symposium presented at the biennial meeting of the Society for Research in Child Development, Boston, MA.
- Farran, D.C. & Lipsey, M. (March, 2007). The effects of cognitive self-regulation on the academic achievement of preschool children. In C. Blair (chair), Promoting the development of self-regulation in young children through innovative curricula and teacher interactions. Paper symposium presented at the biennial meeting of the Society for Research in Child Development, Boston, MA.

- Farran, D.C., Lipsey, M., Hurley, S., & Bilbrey, C. (June, 2006). The predictive utility of the ECERS-R in rural public school prekindergarten programs. Poster presented at the 8th annual Head Start Research Conference, Washington, DC.
- Farran, D.C., Lipsey, M., Hurley, S., Watson, B., Richardson, N., & Curry, S. (June 2006). Multifaceted evaluation of a literacy curriculum during the first year of an Early Reading First project. Poster presented at the 8th annual Head Start Research Conference, Washington, DC.
- Hofer, K., Farran, D., Lipsey, M., Hurley, S., & Bilbrey, C. (June 2006). Transitioning to school: Describing the classroom environment of rural, low-income children in kindergarten and 1st grade. Poster presented at the 8th annual Head Start Research Conference, Washington, DC.
- Aydogan, C., Plummer, C. Kang, S., Bilbrey, C., Farran, D., & Lipsey, M. (May 2006). An investigation of prekindergarten curricula: Influences on classroom characteristics and child engagement. Poster presented at Institute of Education Sciences 2006 Research Conference, Washington, DC.
- Farran, D.C., Lipsey, M., Bilbrey, C., & Hurley, S. (April, 2006). Comparing the effects of a literacy focused to a developmental curriculum in rural prekindergarten classrooms. Poster presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Farran, D.C. (May, 2005). Inclusive classrooms for toddlers. Paper presented in R. Simmeonson (chair), International perspective on early childhood intervention. Panel discussion (Ringvorlesung) at the Ludwig Maximilian University, Munich Germany.
- Farran, D.C., Lipsey, M., & Bilbrey, C. (April, 2005). Transition to kindergarten for children from rural low income families: Differential effects of two comprehensive curricula. Paper presented in M. Lipsey (Chair), Curricula as intervention: Results from randomized control trials. Symposium presented at the biennial meeting of the Society for Research in Child Development, Atlanta, GA.
- Lange, G, Farran, D., Boyles, C., & Beck, A. (January, 2005). Predicting early academic competence of economically at-risk children from parent and teacher mastery ratings. Paper presented at the Second Annual Hawaii International Conference on Education, Honolulu, HI.
- Lipsey, M. & Farran, D. (October, 2004). The comparative effects of two pre-kindergarten curricula on literacy-related outcomes: Results of a randomized field experiment. Paper presented in M. Lipsey (Chair), Evidence for educational effects; Early childhood education, after school and tutoring. Symposium presented at the annual meeting of the Association for Public Policy Analysis and Management, Atlanta, GA.
- Farran, D.C., Lipsey, M., & Bilbrey, C. (June, 2004). Comparing a developmental with a literacy-focused comprehensive curriculum: Implementation and effects. Paper presented in Farran, D.C. (Chair), Evaluating preschool curricula for children from low-income families: Issues and outcomes. Symposium presented at Head Start's 7th National Research Conference, Washington, DC.
- Kang, S.J. & Farran, D.C. (June, 2004). The relationship between literacy-related environments of preschool classrooms and low SES children's engagement with literacy materials. Poster presented at Head Start's 7th National Research Conference, Washington, DC.
- Plummer, C., Farran, D.C., Hurley, S., & Lipsey, M. (June, 2004). The nature and effectiveness of mathematics education in prekindergarten classrooms of low-income children. Poster presented at Head Start's 7th National Research Conference, Washington, DC.
- Lange, G, Farran, D., Boyles, C., & Beck, A. (January, 2005). Predicting early academic competence of economically at-risk children from parent and teacher mastery ratings. Paper presented at the Second Annual Hawaii International Conference on Education, Honolulu, HI.

- Farran, D.C. (November, 2003). Preschool Curriculum Research – year one: A report from the field. Chair, Symposium presented at the annual meeting of the National Association for the Education of Young Children, Chicago, IL.
- Farran, D.C., Kang, S.J., & Smith, K. (September, 2003). Individualizing early intervention for toddlers with disabilities in a group context. Paper presented at the 4th European Congress of the European Association for Mental Health and Mental Retardation, Rome, Italy.
- Farran, D.C. & Lipsey, M. (April, 2003). Conceptual, theoretical and analytic issues related to evaluating preschool curricula. Paper presented in Schweingruber, H. (Chair), Overview and preliminary results of the Preschool Curriculum Evaluation Research Grants Program, Symposium presented at the biannual meeting of the Society for Research in Child Development, Tampa, FL.
- Lange, G., Boyles, C., Beck, A., & Farran, D. C. (April, 2003). Contexts of children’s spontaneous use of learning strategies in early childhood classrooms. Poster presented at the biannual meeting of the Society for Research in Child Development, Tampa, FL.
- Farran, D., Lange, G., & Boyles, C. (April, 2003). Predicting standardized tests scores for low-income children. Round table presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- Farran, D.C. & Tomonari, D. (November, 2002) The effects of noise on stress levels in two year old classrooms. Poster presented at the annual meeting of the the National Association for the Education of Young Children, New York, New York.
- Farran, D., Kang, S.J., & Smith, K. (November, 2002). Early intervention and embedded instruction. Session presented at the annual meeting of the National Association for the Education of Young Children, New York, New York.
- Tomonari, D. & Farran, D. (June, 2002). Noise, classroom functioning, and stress in classrooms for two-year olds. Poster presented at Head Start’s Sixth National Research Conference, Washington, DC.
- Farran, D.C., Smith, K., & Kang, S.J. (March, 2002). Early intervention, inclusion, and embedded instruction: Can we do it? Paper presented at the biennial meeting of the Consortium on Research Innovations in Early Intervention, San Diego, CA.
- Farran, D.C., Lange, G., & Boyles, C. (November, 2001). Predicting academic achievement from early measures of self-regulation and motivation among children in Title I schools. Poster presented at the annual meeting of the National Association for the Education of Young Children, Anaheim, CA.
- Farran, D.C., Lange, G., & Boyles, C. (March, 2001), Self-regulation and early academic achievement among low income children. In D.C. Farran & C. Blair (chairs), Self-regulation and motivation in vulnerable populations. Symposium presented at the 2001 Gatlinburg Conference on Research and Theory in Intellectual Disabilities. (Charleston, SC).
- Harris, N., Harris-Solomon, A., & Farran, D.C. (December, 2000). Videotapes as a training tool for personnel implementing inclusive practices. Poster presented at the annual meeting of the Division for Early Childhood of the Council for Exceptional Children, Albuquerque, NM.
- Farran, D.C., Feiler, R., & Hallam, R. (November, 2000). Bridging the gap between preschool and primary: Preservice education integrating subject matter competencies with developmentally appropriate practice. Presentation at the annual meeting of the National Association for the Education of Young Children, Atlanta, Georgia.

- Farran, D.C., Lange, G., Boyles, C., & Flower, L. (July, 2000). Parent and teacher definitions of learning in young low-income children. Poster presented at the Head Start Fifth National Research Conference, Washington, DC.
- Lange, G., Farran, D.C., & Boyles, C. (July, 2000). Characteristics of low-income children from Title I prekindergarten programs who show greater academic competence in first grade. Poster presented at the Head Start Fifth National Research Conference, Washington, DC.
- Farran, D.C., Lange, G., & Boyles, C. (April, 2000). Perceptions of learning and school success among early childhood teachers and low-income parents. Poster presented at the biennial Conference on Human Development, Memphis, TN.
- Farran, D.C., Lange, G., Boyles, C., & Flower, L. (April, 2000). Transitioning into school: Kindergarten through third grade achievement for children from Title I prekindergarten programs. Poster presented at the biennial Conference on Human Development, Memphis, TN.
- Lange, G., Farran, D. C. & Boyles, C. (March, 2000). Intervention through Title 1 funded preschools: Kindergarten through third grade achievement. Paper presented at the annual meeting of the Gatlinburg Conference on Research and Theory in Mental Retardation and Developmental Disabilities, San Diego, CA.
- Farran, D.C., Lange, G., Boyles, C., & Flower, L. (March, 2000). Parent and teacher definitions of learning in young low income children. Paper presented at the annual meeting of the Gatlinburg Conference on Research and Theory in Mental Retardation and Developmental Disabilities, San Diego, CA.
- Farran, D. C., Lange, G., Boyles, C. & Flower, L. (December, 1999). Parent and teacher definitions of learning in young low income children. Poster presented at the annual meeting of the Division for Early Childhood of the Council for Exceptional Children, Washington, D.C.
- Bernheimer, C. & Farran, D.C. (December, 1999). Ethical issues in conducting research with at-risk children, children with disabilities and their families. Research roundtable presented at the annual meeting of the Division for Early Childhood of the Council for Exceptional Children, Washington, D.C.
- Farran, D. C., Lange, G. & Boyles, C. (April, 1999). Strategic task behavior in pre kindergarten children in Chapter 1 classrooms. Poster presented at the biennial meeting of the Society for Research in Child Development, Albuquerque, NM.
- Lange, G., Farran, D.C., & Boyles, C.D. (April, 1999). Cognitive ability, motivation, and self-regulation skills as predictors of academic competence in young at-risk children. Poster presented at the biennial meeting of the Society for Research in Child Development, Albuquerque, NM.
- Farran, D. C., Lange, G., & Boyles, C. (April, 1999). Pre-kindergarten intervention in Chapter 1 classrooms: Contextual effects on kindergarten outcomes. Poster presented at the 1999 Annual Meeting of the American Educational Research Association (Montreal, Canada).
- Farran, D.C. (February, 1999). Critical periods in early intervention: Assumptions and evidence. Invited paper presented at the conference on Critical Thinking about Critical Periods, sponsored by the Office of Educational Research and Improvement of the US Department of Education, Leesburg, VA.
- Farran, D.C., Harris-Solomon, A., Wyatt, M., & Koenigsberger, K. (December, 1998). Creating Good Classroom Environments in Early Intervention Programs using the *Infant Toddler Environmental Rating Scale*. Presentation at the annual meeting of the Division of Early Childhood of the Council for Exceptional Children, Chicago, IL.

- Lange, G., Farran, D.C., & Boyles, C. (December, 1998). Classroom mastery behaviors used by economically disadvantaged children at-risk for school failure. Poster presented at the annual meeting of the Division of Early Childhood of the Council for Exceptional Children, Chicago, IL.
- Farran, D.C., Boyles, C., & Lange, G. (November, 1998). What constitutes learning? Bringing different views into a more focused discussion. Presentation at the annual meeting of the National Association for the Education of Young Children, Toronto, Canada.
- Lange, G., Farran, D.C. & Boyles, C. (August, 1998). Mastery behaviors and scholastic competence of at-risk children transitioning into school. In School-based/school-linked early intervention for children at-risk. Symposium presented at the 106th annual convention of the American Psychological Association, San Francisco, CA.
- Boyles, C., Lange, G. & Farran, D.C. (July, 1998). Mastery motivation, self-regulatory skills, and scholastic competence in economically disadvantaged preschoolers. Poster presented at the Head Start Fourth National Research Conference, Washington, DC.
- Farran, D.C. & Son-Yarbrough, W. (July, 1998). Changes in children's play behaviors in public school preschools. Poster presented at the Head Start Fourth National Research Conference, Washington, DC.
- Lange, G., Farran, D.C. & Boyles, C. (May, 1998). Correlates and consequences of classroom task-mastery behavior in young children. Poster presented at the 10th annual convention of the American Psychological Society, Washington, DC.
- Lange, G., Farran, D.C. & Boyles, C. (May, 1998). Motivational predictors of academic competence in economically disadvantaged young children. Poster presented at the Fifteenth Biennial Conference on Human Development, Mobile Alabama.
- McGaha, C. & Farran, D.C. (April, 1998). Visual status and context in a mainstream setting: The impact of visual impairment on interactions indoors and outdoors. Poster presented at the annual meeting of the American Educational Research Association, San Diego, CA.
- Farran, D.C., Lange, G. & Boyles, C. (March, 1998). Evidence of mastery behavior in low income children in first grade classrooms. Paper presented at the annual meeting of the Gatlinburg Conference on Research and Theory in Mental Retardation and Developmental Disabilities, Charleston, SC.
- Farran, D.C., Lange, G. & Boyles, C. (March, 1998). Evidence of strategic task behavior in pre-kindergarten children in Title I classrooms. Paper presented at the annual meeting of the Gatlinburg Conference on Research and Theory in Mental Retardation and Developmental Disabilities, Charleston, SC.
- Lange, G., Farran, D.C. & Boyles, C. (March, 1998). Motivation as a predictor of strategic task behavior in first grade classrooms. Paper presented at the biennial Conference on Human Development, Mobile, AL.
- Farran, D.C. & Son-Yarbrough, W. (April, 1997). Transitioning poor children into the public schools through public school preschools. In L.Vernon-Feagans (Chair), Individual differences in the transition to school: Language, literacy, and Context. Symposium presented at the biennial meeting of the Society for Research in Child Development, Washington, DC.
- Farran, D.C. & Boyles, C. (November, 1996). Training activities for staff who work with low income children and families. Workshop presented at the annual meeting of the National Association for the Education of Young Children, Dallas, TX.

- Boyles, C. B., Farran, D.C., Collins, E., Johnson, M., & Clemmons, M. (April, 1996). Mentoring low income adults in early childhood education in higher education. Poster presented at the biennial Conference on Human Development, Birmingham, AL.
- Farran, D.C. (April, 1996). The longitudinal significance of different patterns of mother child interaction in poverty dyads during the preschool years. Paper presented at the biennial Conference on Human Development, Birmingham, AL.
- Farran, D.C. & Collins, E. (April, 1996). Teacher interactions in Chapter 1 funded public preschool classrooms. Poster presented at the biennial Conference on Human Development, Birmingham, AL.
- Farran, D.C., Cassidy, D. & Boyles, C. (November, 1995). Creating Cycles of Success in early childhood education. Preconference workshop presented at the annual meeting of the National Association for the Education of Young Children, Washington, DC.
- Hicks, S.A. & Farran, D.C. (April, 1994). The effectiveness of the social psychological intervention approach for teen mothers who are high risk for abuse or neglect of their infants. Poster presented at the biennial Conference on Human Development, Pittsburgh, PA.
- McGaha, C.G., Farran, D.C. & Hicks, S.A. (March, 1994). A visually impaired mainstream classroom: Changes in peer interactions over time. Poster presented at the 26th annual Gatlinburg Conference on Research and Theory in Mental Retardation and Developmental Disabilities, Gatlinburg, TN.
- Hicks, S.A., Farran, D.C. & Son-Yarbrough, W. (March, 1994). The changing ecology of a mainstream classroom over time. Poster presented at the 26th annual Gatlinburg Conference on Research and Theory in Mental Retardation and Developmental Disabilities, Gatlinburg, TN.
- Farran, D.C. (November, 1993). Learning skills, classroom behavior and kindergarten achievement. Poster presented at the 2nd national Head Start Research Conference, Washington, DC.
- Farran, D.C. & Collins, E.N. (November, 1993). Collaboration, peer support and new knowledge: How can academicians and practitioners help each other. Paper presented at the annual conference of the National Association for the Education of Young Children, New Orleans, LA.
- Greer, J. & Farran, D.C. (November, 1992). Parents' shift work scheduling and work site: Implications for child care arrangements and stress. Paper presented at the conference on *Stress in the 90s: A changing work force in a changing workplace*, sponsored by the American Psychological Association and the National Institute for Occupational Safety and Health, Washington, DC.
- Farran, D.C., Hicks, S., Silveri, B., Son, W., Taylor, B. & Nelson, C. (April, 1992). The developmental appropriateness of classrooms for disadvantaged four year olds in public schools. Poster presented at the biennial Conference on Human Development, Atlanta, GA.
- Nelson, C. & Farran, D.C. (April, 1992). Intervention strategies for at-risk adolescent mothers: An evaluation of a community-based child abuse and neglect prevention program. Poster presented at the biennial Conference on Human Development, Atlanta, GA.
- Farran, D.C. (March, 1992). Social interactions of mainstream preschool children in and out of the classroom. In D.C. Farran (Chair), The effects of mainstreaming preschool visually-impaired children. Symposium presented at the 25th annual Gatlinburg Conference on Research and Theory in Mental Retardation and Developmental Disabilities, Gatlinburg, TN.

- Farran, D.C. (March, 1992). Learning related skills, classroom behavior and kindergarten achievement. Poster presented at the 25th annual Gatlinburg Conference on Research and Theory in Mental Retardation and Developmental Disabilities, Gatlinburg, TN.
- Farran, D.C. (January, 1992). Developmental disabilities and the concept of school readiness. Paper presented at the national conference on School Readiness: Scientific Perspectives, sponsored by the Maternal and Child Health Bureau in Cooperation with the Office of the Surgeon General, Washington, D.C.
- Farran, D.C. (December, 1991). Mother-child interaction newly conceptualized. Paper presented at the Seventh Biennial National Training Institute of the National Center for Clinical Infant Programs, Washington, D.C.
- Farran, D.C. (November, 1991). Full-day, mainstream preschool for VI children: Reactions of children, families and teachers. Symposium presented to the annual meeting of the Division of Early Childhood, Council for Exceptional Children, St. Louis.
- Farran, D.C., Silveri, B. & Culp, A. (June, 1991). The developmental appropriateness of public schools for disadvantaged four year olds. Paper presented at the ACYF Research Conference: New Directions in Child and Family Research: Shaping Head Start in the 90's, Washington, DC.
- Farran, D.C. & Mistry, J. (June, 1991). The social worlds of children: Child care in the context of children's social networks. Poster presented at the ACYF Research Conference: New Directions in Child and Family Research: Shaping Head Start in the 90's, Washington, DC.
- Blasco, P., Farran, D.C. & Huntington, G. (April, 1990). An exploratory analysis of the Parent/Caregiver Involvement Scale. In D. C. Farran (Chair): Parenting special needs infants: The descriptive utility of the Parent/Caregiver Involvement Scale for intervention projects. Presented at the Seventh International Conference on Infant Studies, Montreal, Canada.
- Farran, D.C. (March, 1990). Discussant: Parenting in at-risk populations. Symposium presented at the biennial meeting of the Conference on Human Development, Richmond, VA.
- Farran, D.C., Culp, A., Debaryshe, B., & Stanley, J. (March, 1990). Child care accommodations and family accommodations of workers on the second shift. Poster presented at the biennial meeting of the Conference on Human Development, Richmond, VA.
- Farran, D.C., Mistry, J. & Schilthorn, T. (March, 1990). The social networks of urban and rural daycare-attending preschoolers in Hawaii and on the mainland. Poster presented at the biennial meeting of the Conference on Human Development, Richmond, VA.
- Farran, D.C. (October, 1989). Cultural factors in intervention with families of young handicapped children. Paper presented at the annual meeting of the Division of Early Childhood of the Council for Exceptional Children, Minneapolis.
- Farran, D. C. (April, 1989). Preschooler's social networks and the function of daycare in Hawaii and on the mainland. Poster presented at the biennial meeting of the Society for Research in Child Development, Kansas City.
- Farran, D. C. (April, 1989). Learning and relating new information: A comparison of children from different ethnic groups. Poster presented at the biennial meeting of the Society for Research in Child Development, Kansas City.
- Farran, D. C., Mistry, J., Hannah, H., & Ai-Chang, M. (March, 1988). Urban and rural differences in preschoolers social networks. Poster presented at the biennial meeting of the Conference on Human Development, Charleston, SC.

- Farran, D. C., Simeonsson, R., & Saylor, C. (March, 1988). Implications of PL 99-457 for training and research. Conversation hour presented at the biennial meeting of the Conference on Human Development, Charleston, SC.
- Farran, D. C. (March, 1988). Visual vs. verbal learning of new tasks: A comparison among children of different ethnic backgrounds. Paper presented at the Gatlinburg Conference on Developmental Delays and Disabilities, Gatlinburg, TN.
- Farran, D. C., Simeonsson, R., Huntington, K., & Short, R. (March, 1988). PL 99-457. Symposium presented at the Gatlinburg Conference on Developmental Delays and Disabilities, Gatlinburg, TN.
- Farran, D. C., & Mistry, J. (July, 1987). Role diffusion in large social networks of part-Hawaiian preschool children. Poster presented at the ninth biennial meeting of the International Society for the Study of Behavioral Development, Tokyo, Japan.
- Farran, D. C., Mistry, J., Ai-Chang, M., Darvill, T., Henderson, M., Herman, H., & Kim Seu, A. (April, 1987). A method for studying the characteristics and interactive frequency of children's social networks: Results from a study of part-Hawaiian children. Poster presented at the biennial meeting of the Society for Research in Child Development, Baltimore, Maryland.
- Farran, D. C., & Darvill, T. (April, 1987). Implicit theories of development: Explanations of mothers for their interactions with their preschool children. Poster presented at the biennial meeting of the Society for Research in Child Development, Baltimore, Maryland.
- Farran, D. C., & Henderson, M. (April, 1987). The contribution of behavior ratings to the prediction of achievement in a group of at-risk kindergartners. Poster presented at the annual meeting of the American Educational Research Association, Washington, D.C.
- Farran, D. C. (organizer). (January, 1987). Teacher-researcher collaboration at kindergarten to examine two alternative language arts curricula in Hawaii. A "Posterposium" presented at the annual meeting of the Hawaii Educational Research Association. Individually authored posters:
- Farran, D. C., Oshiro, G., & Henderson, M. Achievement comparisons between children in two alternative language arts curricula for Hawaii kindergartners.
- Farran, D. C., & Cunningham, L. On-Task behaviors of kindergartners during three instructional conditions in two alternative curricula.
- Farran, D. C. (January, 1987). Visual versus verbal learning of new tasks: A comparison among children of different ethnic backgrounds. In G. Speidel (Chair), Visual Learning in Hawaiian children. Symposium presented at the Third International Conference on Thinking, Honolulu, Hawaii.
- Farran, D. C., & Darvill, T. (January, 1987). Implicit themes of Hawaiian mothers' rationales and beliefs in childrearing. In R. Roberts (Chair), Learning environments of young Hawaiian children. Symposium presented at the Third International Conference on Thinking, Honolulu, Hawaii.
- Kawakami-Arakaki, A. J., Oshiro, M. E., & Farran, D. C. (October, 1986). Research to practice: Integrating reading and writing in a kindergarten curriculum. Paper presented at the Reading/Writing Acquisition Conference at the University of Illinois, Champaign, Illinois.
- Farran, D. C. (June, 1986). Parent/Caregiver Involvement Scale. Paper presented at the Interact Conference, Newport, Rhode Island.
- Yim, D., & Farran, D. C. (May, 1986). The use of verbal interactive statements by mothers while interacting with their normal or handicapped infants. Paper presented to the Wisconsin Symposium on Language Development, Madison, Wisconsin.

- Comfort, M., & Farran, D. C. (April, 1986). Systematic assessment of maternal behavior during interactions with handicapped infants. Poster presented at the biennial conference on Human Development, Nashville, Tennessee.
- Yoder, P., & Farran, D. C. (April, 1986). Sorting out the relative degree of influence of mothers and infants on various aspects of their interactions. Paper presented at the biennial conference on Human Development, Nashville, Tennessee.
- Farran, D. C., Kasari, C., & Comfort, M. (July, 1985). Rating maternal interactions with handicapped and ecologically at-risk infants in three different samples. Poster presented at the biennial meeting of the International Society for the Study of Behavioral Development, Tours, France.
- Margolis, L., & Farran, D. C. (April, 1985). Economic policy and children: The behavioral consequences for children of parental job loss. Poster presented at the biennial meeting of the Society for Research in Child Development, Toronto, Canada.
- Farran, D. C. & Comfort-Smith, M., & Kasari, C. (April, 1985). Factors affecting parent-child interactions with young handicapped children. Poster presented at the biennial meeting of the Society for Research in Child Development, Toronto, Canada.
- Kasari, C., & Farran, D. C. (December, 1984). Relationships between maternal stress, infant characteristics and mother-infant interaction. Poster presented at the national conference on Comprehensive Approaches to Handicapped and At-risk Infants, Toddlers and Their Families, Washington, D.C.
- Towle, P., & Farran, D. C. (December, 1984). Measuring the effects of comprehensive programs for handicapped and at-risk infants: Tools for assessing parent-child interactions. Paper presented at the national conference on Comprehensive Approaches to Handicapped and At-risk Infants, Toddlers and Their Families, Washington, D.C.
- Farran, D. C., & Sparling, J. (July, 1984). Coping styles in families of handicapped infants. Workshop presented at the Infancy as Prevention conference, Athens, Greece.
- Farran, D. C., Kasari, C., Yoder, P., Harber, L., Huntington, G., & Comfort-Smith, M. (July, 1984). Rating mother-child interactions in handicapped and at-risk infants. Paper presented at the First International Symposium on Intervention and Stimulation in Infant Development, Jerusalem, Israel.
- Harber, L., & Farran, D. C. (April, 1984). Predicting later cognitive development. Paper presented at the fourth biennial International Conference on Infant Studies, New York.
- Kasari, C., & Farran, D. C. (April, 1984). Parent-child interaction scale: A new clinical instrument. Paper presented at the fourth biennial International Conference on Infant Studies, New York.
- Cooper, D., & Farran, D. C. (April, 1984). Behavioral risk: An ecological study. Paper presented at the biennial meeting of the Southeastern Conference on Human Development.
- Farran, D. C., & Kasari, C. (April, 1984). The parent-child interaction scale: Its construction, reliability and validity. In D. C. Farran (Chair), Rating maternal interactions with handicapped and at-risk infants: A new clinical and research instrument. Symposium presented at the biennial meeting of the Southeastern Conference on Human Development, Athens, Georgia.
- Farran, D. C. (Chair), (April, 1984). Rating maternal interactions with handicapped and at-risk infants: A new clinical and research instrument. Symposium presented at the biennial meeting of the Southeastern Conference on Human Development, Athens, Georgia.
- Yoder, P., Farran, D. C., & Allen, C. (March, 1984). Mother-infant engagement in dyads with handicapped and non-handicapped infants. Paper presented at the 1984 Gatlinburg Conference on Mental Retardation/Developmental Disabilities.

- Kasari, C., Farran, D. C., & Harber, L. (March, 1984). Variability of infant social-communicative behavior in caregiver-infant interactions. Paper presented at the 1984 Gatlinburg Conference on Mental Retardation/ Developmental Disabilities.
- Farran, D. C., Kasari, C., & Harber, L. (December, 1983). Parent-child interaction scale: A clinical instrument. In N. Martin & D. Farran (Chair), Reading babies' cues. Symposium presented at the annual meeting of the HCEEP, Washington, D.C.
- Farran, D. C. (September, 1983). The effects of parental unemployment on children. Workshop presented to the North Carolina Day Care Association, Raleigh.
- Cooper, D. H., & Farran, D. C. (September, 1983). Early identification of four and five year-olds who may be at-risk for behavioral maladjustment in school. Paper presented at the Fourth International Conference on Early Identification of "At-Risk" Children, Snowmass, Colorado.
- Ramey, C. T., & Farran, D. C. (April, 1983). Intervening with high-risk families via infant day care. In K. McCartney (Chair), Day care as intervention. Symposium presented at the biennial meeting of the Society for Research in Child Development, Detroit.
- Farran, D. C., & Margolis, L. H. (May, 1983). A model for examining the effects of stress on family functioning. Paper presented at the Bush Institute Conference on Unemployment, Ann Arbor, Michigan.
- Farran, D. C. (1983). The language competencies of the three to five year old. Workshop presented at the DayCare Consortium annual meeting, Chapel Hill.
- Farran, D. C. (Chair). (April, 1983). Behavioral consequences of infant day care: Longitudinal and cross-cultural perspectives. Symposium presented at the biennial meeting of the Society for Research in Child Development, Detroit.
- Farran, D. C. & Margolis, L. H. (April, 1983). The impact of parental job loss on the family. In L. H. Margolis(Chair), The economic context: Consequences for children. Symposium presented at the biennial meeting of the Society for Research in Child Development, Detroit.
- Harber, L., & Farran, D. C. (April, 1982). Predicting later cognitive development for children at risk for mild mental retardation from learning styles at six months. Paper presented at the fifteenth annual Gatlinburg Conference on Research in MR/DD, Gatlinburg.
- Simeonsson, R. J., Cooper, D., & Farran, D. C. (April, 1982). Socialization and development: A prospective analysis. In L. M. Glidden (Chair), Research trends in mental retardation: Past, present, and future. Symposium presented at the fifteenth annual Gatlinburg Conference on Research in MR/DD, Gatlinburg.
- Farran, D. C., Feagans, L., & East, S. (April, 1982). Making the meaning clear: The influence of socioeconomic background on the kindergartner's ability to rephrase on request. Paper presented at the annual meeting of the Southeastern Society for Research in Child Development, Baltimore.
- Farran, D. C., East, S., Burchinal, P., & Ramey, C. (April, 1982). Day care teachers as alternate attachment figures for infants. Paper presented at the annual meeting of the Southeastern Society for Research in Child Development, Baltimore.
- Farran, D. C., & Feagans, L. (April, 1982). The language skills of children from different socioeconomic and racial backgrounds. Paper presented at the annual meeting of the Southeastern Society for Research in Child Development, Baltimore.
- Jay, S., & Farran, D. C. (August, 1982). Socioeconomic differences in mother-child interactions. Paper presented at the annual meeting of the American Psychological Association, Los Angeles.

- Farran, D. C., & Ramey, C. (April, 1981). A longitudinal study of the effects of day care on mother-child interaction. In S. Scarr (Chair), *Day care research: Implications for child development and social policy*. Symposium presented at the biennial meeting of the Society for Research in Child Development, Boston.
- Farran, D. C. (Chair). (April, 1980). Twenty months: The transition from the gesture to the word in different populations of children. Symposium presented at the biennial meeting of the International Conference on Infant Studies, New Haven.
- Feagans, L., & Farran, D. C. (April, 1980). Story comprehension and recall as a function of story structure. Paper presented at the sixth biennial Southeastern Conference on Human Development, Alexandria, VA.
- Ramey, C. T., & Farran, D. C. (April, 1980). Patterns of dyadic involvement: Infancy to public school. Paper presented at the International Conference on Infant Studies, New Haven, CT.
- O'Connell, J. C., & Farran, D. C. (April, 1980). The effects of day care intervention on the use of intentional communicative behaviors in socioeconomically depressed infants. Paper presented at the sixth biennial Southeastern Conference on Human Development, Alexandria, VA.
- Burchinal, P., & Farran, D. C. (April, 1980). How important is early mother-infant interaction during infancy? Paper presented at the International Conference on Infant Studies, New Haven, CT.
- Jay, S., & Farran, D. C. (March, 1980). The relative efficacy of predicting intelligence from mother-child interactions using ratings versus behavioral count scores. Paper presented at the biennial meeting of the Southwestern Regional Society for Research in Child Development, Oklahoma City.
- Farran, D. C. (March, 1979). The child's ability to rephrase on request. Paper presented at the 1979 Spring Colloquium sponsored by the Linguistic Circle of the University of North Carolina at Chapel Hill.
- Farran, D. C. (November, 1979). The mother child relationship in advantaged and disadvantaged families. In C. T. Ramey (Chair), *The social ecology of advantaged and disadvantaged children*. Symposium presented at the annual meeting of the National Association for the Education of Young Children, Atlanta, Georgia.
- Feagans, L., & Farran, D. C. (September, 1979). How demonstrated comprehension can get muddled in production: An hypothesis. Paper presented at the annual meeting of the American Psychological Association.
- East, S., Farran, D. C., Burchinal, P., & Ramey, C. (September, 1979). Development of social responsiveness of infants in day care. Paper presented at the annual meeting of the American Psychological Association, New York.
- Farran, D. C. (October, 1978). The effects of day care on the mother-child relationship. Paper presented at the annual meeting of the North Carolina Association for the Education of Young Children, Winston-Salem, NC.
- Ramey, C. T., & Farran, D. C. (August, 1978). The functional attachments of mothers to their infants. Paper presented at the American Psychological Association annual meeting, Toronto, Canada.
- Farran, D. C., Burchinal, P., East, S., & Ramey, C. T. (April, 1978). Attachment between day care infants and their teachers. Paper presented at the biennial meeting of the Southeastern Conference on Human Development, Atlanta, Georgia.
- Farran, D. C., Hirschbiel, P., & Jay, S. (April, 1978). Here's looking at you, kid: The gaze patterns of mothers and children in three age groups. Paper presented at the biennial meeting of the Southeastern Conference on Human Development, Atlanta, Georgia.

- Farran, D. C., & Haskins, R. (March, 1977). Reciprocal control in social interactions of mothers and three-year-old children. Paper presented at the biennial meeting of the Society for Research in Child Development, New Orleans, LA.
- Farran, D. C., & Campbell, F. A. (March, 1977). Social interactions of mothers and young children: Implications for development. In C. T. Ramey (Chair), Intellectual, psycholinguistic, and social consequences of early intervention: A longitudinal analysis. Symposium presented at the biennial meeting of the Society for Research in Child Development, New Orleans, LA.
- Farran, D. C., & Ramey, C. T. (May, 1976). Social interaction behaviors of high-risk children with their mothers. In C. T. Ramey (Chair), Developmental intervention: Intellectual and social process. Symposium presented at the annual meeting of American Association of Mental Deficiency, Washington, D.C.
- Farran, D. C., & Ramey, C. T. (November, 1975). Attachment behaviors of day care children. In C. T. Ramey (Chair), Social development in day care. Symposium presented at the National Association for the Education of Young Children annual meeting, Dallas.
- Farran, D. C. (November, 1975). Young children's behavior in small academic groups. Paper presented at the National Association for Education of Young Children annual meeting, Dallas.
- Ramey, C. T., & Farran, D. C. (September, 1975). Attachment behaviors of infant day care children toward mothers and teachers. Paper presented to the American Psychological Association annual meeting, Chicago.

UNIVERSITY SERVICE

UNC Greensboro

- School of Human Environmental Sciences Tenure and Promotion Committee (1987-88)
- School of Human Environmental Sciences Renovation Committee (1988-90)
- Faculty Senate (1992-93)
- Chair, Dean of Human Environmental Sciences Search Committee (1993-94, 1994-95)
- School of Human Environmental Sciences Curriculum Committee (1993-95)
- Research Council (1994-96)
- Advisory Committee to the Chancellor (1995-96)
- Chancellor Vision Committee (1995-96)

Vanderbilt University

- Member, Vanderbilt University Athletics Committee, 2007-2009
- Secretary, Vanderbilt University Faculty Senate (2002-2004).
- Member, Vanderbilt University Promotions and Tenure Review Committee (2002-2005).
- Member, Vanderbilt University Intercollegiate Athletics Committee (2000-2003)
- Member, Vanderbilt Strategic Planning Retreat (2000).
- Vanderbilt University Faculty Senate (1998-2001), Re-elected (2001-2004)
- Member, Student Affairs Committee of the Faculty Senate (1998-2001)

Peabody College

- Member, Faculty Council Research Committee, 1007-2008
- Member, Search Committee for Endowed Chairs, Peabody College
- Co-Director, ExpERT, doctoral training grant funded by the Institute for Education Sciences.
- Member, Psychology and Human Development Search Committee (Senior Scientist) (2002-2003 and 2006-2007)

Member, Kennedy Center Director Search Committee (2000-2001)
Member, Psychology and Human Development Search Committee (Senior Scientist) (2000-2001)
Member, Psychology and Human Development Search Committee (1999-2000)
Member, Special Education Search Committee (3 positions) (1999-2000)
Chair, Peabody College Affirmative Action and Diversity Committee (1998-00)
Peabody College Faculty Council, Member at Large (1997-00)
External reviewer, Eva Horn, 4th year review, and Tenure and Promotion, Special Education
Member, Peabody College Minority Mentoring Committee (1998-2000)
Peabody College Tenure and Promotion Committee (1996-98)
Research Council Grant Review Committee (1997-98)
Member, Search Committee, Dunn Chair of Excellence (1998-1999)

Department of Teaching and Learning and the Kennedy Center

Area Director, Diversity, Learning and Development, PhD track, DTL
Freshman Advisor (14), DTL
Member, Search Committee, Faculty of the Practice in Teacher Education
Member, Search Committee, Chair, Department of Teaching and Learning
Member, Search Committee for Director Early Childhood Leadership Development EdD program
Member, DTL Personnel Committee (continuing)
Chair, Mentoring Committee, Carin Neitzel (continuing)
Member, Graduate Admissions Committee (continuing)
Member, Program Committee in Early Childhood Education (2002-continuing).
Freshman Advisor, 2002-2003.
Chair, Search Committee, Senior Faculty in Diversity (2002-2003)
Co-chair, Search Committee, Early Childhood Education (2002-2003).
Member, Tenure and Promotion Review Committee, Xiaodong Lin, Summer, 2001
Preparation, ECE Folio, NCATE, submitted January, 2001, resubmitted, October, 2001.
Preparation, ECE Tennessee State Certification, June, 2001.
Chair, Search Committee, Early Childhood Education, Assoc. Professor of the Practice (2000-2001)
Chair, Search Committee, Senior Faculty in Diversity (2000-2001)
Member, Second Year Review Committee (2000-2001)
Chair, Program Committee for Early Childhood Education (1998-01)
Member, Department Strategic Planning Committee (1998-2000)
Chair, Southall Lecture Committee (1997-2001)
Chair, Review Committee for Ann Neely Reappointment, (1998-99)
Chair, Search Committee for Early Childhood Education (1998-1999)
Member, JF Kennedy Administrative Team (1997-2001)
Member, JF Kennedy Awards Committee (2000-2001)
Member, JF Kennedy Membership Review Committee (1998-2000)
JF Kennedy Center Coordinating Council (1996-00)

PROFESSIONAL SERVICE

External Reviewer, Department of Teaching and Learning, Brigham Young University (October, 2006).
Member, Society for Research in Child Development, Policy and Communications Committee (2005-2009)

Institute for Education Sciences Reading and Writing Standing Review Panel, appointed 2005-2008.
Associate Editor, *Early Childhood Research Quarterly*, 2000-2005.
Editorial Board, *Infants and Young Children*, (2001-2005).
Member, Society for Research in Child Development, Governance Ad Hoc Committee.
Scientific Reviewer, Teacher Quality Research Peer Review Panel for the Institute of Education Sciences, Washington, DC, June, 2003, March 2004.
Chair, Early Reading First Proposal Review Panel, U.S. Department of Education, 12/2002
Book Reviewer, Houghton Mifflin
Proposal Reviewer, Alberta Heritage Foundation
Ad Hoc Reviewer for *American Educational Research Journal* and *Child Development*
Reviewer, biannual meeting of the Society for Research in Child Development, the annual meeting of the American Educational Research Association, the annual meeting of the National Association for the Education of Young Children and the biannual meeting of the Head Start Research Conference.
Statement Reviewer, Research and Training Center on Early Childhood Development, Spring, 2003
Anonymous reviewer, *From neurons to neighborhoods*, first draft, for the National Research Academy.
Chair, Legacy for Children Working Group (2001-2004), Center for Disease Control, Atlanta, GA.
Tennessee Representative, Southern Early Childhood Association Summit: Raising Responsible Americans: An Early Childhood Agenda for the South, Little Rock, TN (October, 2000).
Member, Early Childhood Education and Brain Research Committee (National Center for Early Development and Learning), 1998-present.
Strategic Planning Committee, Kamehameha Schools/Bishop Estate, Honolulu, HI.
Appointed, Editorial Board, *Early Childhood Research Quarterly*, 1997-2000.
Consulting Editor, *Young Children*, 1995-1999
Associate Editor, *Journal of Early Intervention Research*, 1994-1997
Consulting Editor, *Early Childhood Research Quarterly*, 1994-1997
Member-at-Large, Governing Board, North Carolina Association for the Education of Young Children, 1994-1996.
National Advisory Board, Carolina Institute for Policy Studies, 1987- 1992
National Advisory Board, Carolina Institute for Early Education of the Handicapped, 1984-1986
Ad Hoc Advisory Board, North Carolina Child Advocacy Commission, 1988-89
Director of Research, Project WIN, Boston, Massachusetts, 1987-1988
Consulting Editor for *Developmental Psychology*, 1980-85
Occasional reviewer for *Child Development*, *Merrill-Palmer Quarterly*, *Developmental Psychology*
Grant reviewer for National Science Foundation, March of Dimes, Spencer Foundation, ACYF
Abstract reviewer (each year) for annual meeting of the American Educational Research Association, the biennial meeting of the Society of Research in Child Development, and the biennial meeting of the National Conference on Research in Head Start.

STATE AND COMMUNITY SERVICE

Co-Chair, Pre-K Alignment Committee, Metro Nashville Public Schools, 2007-2009.
Member (Treasurer), Metro Action Commission (2007-2010; 2004-2007), re-appointed by Mayor Bill Purcell (twice).

Chair, Subcommittee Assessing Head Start Quality (2003-2004).

Member, Annual Review Committee Metro Action Commission Director

Member, Head Start Director Search Committee

The importance of early education panel (Moderator and Presenter). Leadership Nashville (September and November, 2007).

Consultant, United Way of Middle Tennessee, Early Reading First project.

Consultant, Memphis City School System, Early Reading First proposal.

Consultant, Canan County School System, Adolescent Literacy proposal

Member, TN Voluntary Pre-K Advisory Board, 2005-present.

Consultant, United Way of Middle Tennessee, Early Reading First proposal.

Consultant, Ripley Tennessee School District, Early Reading First proposal

Member, Mayor's Early Childhood Advisory Committee, Nashville, TN (2004 – 2005).

Member, Ad Hoc Committee on Early Childhood Licensure, Tennessee Department of Education (2003-2004)

Member, SACS accreditation team, Ensworth School, Nashville (Fall, 2003)

Panelist and Chair, Kindergarten Readiness Panel, Mayor's Summit on Children and Youth, Nashville (Spring, 2003)

The importance of early education panel (Moderator and Presenter). Leadership Nashville (November, 2002).

Healthy and Ready to Learn, panel member. Caring for children with special health care needs conference. (May, 2002).

Member (Secretary), Metro Action Commission (2001-2004), appointed by Mayor Bill Purcell.

Chair, Subcommittee Assessing Head Start Quality (2002-2003).

Member, Tennessee Tomorrow Committee (2000-ongoing). (Statewide committee on quality in education)

“Medical Monday” call in show, Channel 51, focus on School Readiness (August, 2001).

Presentation to the AmSouth Bank Regional Managers on the Effects of Early Experience (May, 2001)

Member, Prevention Committee, Vanderbilt Institute of Public Policy (2000)

Advisory Board, Cumberland Science Museum, Nashville, TN, 1998-1999.

Presentations to Leadership Nashville: Importance of Early Experience, December, 1997, 1998, 1999, 2000.

Presentation to Leadership Donelson on the Importance of Early Experience, March, 2000, 2001.

Presentations to Junior League of Nashville: Importance of Early Experience, October, 1998, 1999, 2000.

Steering Committee, Week of the Young Child, Nashville Area Association for the Education of the Young Child, 1997, 1998, 1999, 2000, 2001.

Planning Committee, 50th anniversary conference of the Southern Early Childhood Association, 1997-99.

Advisory Board, Association for Retarded Citizens of Davidson County, 1997-2000.

Appointed, Member of 9 person Early Childhood Transfer Articulation Committee, Ad-hoc committee of the Joint Committee on Articulation and Transfer Agreements (North Carolina), 1995-96.

Member, Quality Child Care Committee, Appointed by the Children's Cabinet of the Guilford County Commissioners, 1995-96.

Invited Participant, Ad Hoc group to develop policy on competition for young children in 4-H, NC Cooperative Extension Service (March, 1995- June 1996)
 Reviewer, BK Licensure materials for two public universities in North Carolina for the NC State Department of Public Instruction, 1995-96.
 Member, Steering Committee, Children Youth and Families at Risk Project, NC Cooperative Extension Service, 1994-1996.
 Member, BK, Higher Education Consortium, North Carolina Universities, 1994-1996.
 Chair, Committee to Develop G level licensure in BK license, North Carolina State Department of Public Instruction, 1993-1995.
 Chair, Committee to Develop Comprehensive Preschool Certificate; North Carolina State Department of Public Instruction. 1990-91.
 Member, Personnel Subcommittee, North Carolina Interagency Coordinating Council, 1990-1994.
 Advisory Board, Kindergarten Evaluation Team, NC Department of Public Instruction, 1988-89
 Member, Pre K-K Task Force, NC Department of Public Instruction, 1988-1992
 Member, Preschool Handicapped Training Providers, NC Department of Public Instruction, 1988-1994
 Member of Advisory Board, Moses Cone Hospital Day Care Planning Team, 1988-1990.
 Research Committee, Guilford County Adolescent Pregnancy Coalition, 1988-1990.
 Advisory Board, Guilford Technical and Community College, 1988-1992.
 Preschool Task Force, Greensboro City Schools, 1987-1991.
 Member of Advisory Board, St. Andrew's Priory School, Honolulu, HI, 1986-1987.
 PTA President, Seawell Elementary School, Chapel Hill/Carrboro NC School System.
 Member of parent board of the Chapel Hill Cooperative Preschool, 1977-1980.

Teaching
Farran Personnel Report, 2005-2006

ADVISING

Undergraduates:	15
Master's Students (thesis option)	6
 Doctoral Students	 10

TEACHING

Fall, 2005

EDUC 3200 Foundations of Early Childhood Education

Question 4	Question 7	Question 9
4.6	4.33	4.16

Fall, 2005

EDUC2170: Teaching Diverse Learners

Question 4
4.33

Question 7
4.16

Question 9
4.00

Fall and Spring, 2005-06

EDUC 3700 (Research Group): Classrooms applications of language research) with David Dickinson (ratings went to Dickinson)