

CURRICULUM VITAE

ERIC DEARING

Lynch School of Education and Human Development
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Boston College
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Current Academic Positions

2023- Executive Director, Mary E. Walsh Center for Thriving Children
2016- Professor of Applied Developmental Psychology, Lynch School of
Education and Human Development, Boston College
2018- Visiting Professor, Faculty of Educational Sciences, University of
Oslo, Norway

Past Academic Positions

2013-2018 Senior Researcher, The Norwegian Center for Child Behavioral
Development, University of Oslo, Norway
2003-2006 Assistant Professor, Department of Psychology, University of
Wyoming, Laramie, WY
2001-2003 Postdoctoral Fellow, Harvard Graduate School of Education,
Cambridge, MA

Education

2001 Ph.D. in Psychology, University of New Hampshire, Durham, NH
1994 B.A. in Psychology with Honors, University of Colorado, Colorado
Springs, CO

Honors, Awards, and National Committee Appointments

2024 Honorary Doctoral Degree, Awarded for Excellence in Educational
Science, University of Oslo
2022- Member, *NAFSCE Family Math Center, Research Advisory Board*
2018-2021 Member, *National Family Math Roadmap* Coordinating Committee
2014-2015 Member, *National Academy of Sciences, Institute of Medicine,*
and National Research Council Committee on Supporting the
Parents of Young Children
2011 *Foundation for Child Development* Young Scholar Award
2011 Finalist, *Rosabeth Moss Kanter Award* for Excellence in Work-
Family Research
2003-2005 *National Academy of Education* and *Spencer Foundation*
Postdoctoral Fellow
2005 Award for Extraordinary Merit in Research, University of Wyoming
2002 & 2003 Dean's Commendation for Distinguished Teaching Performance,
Harvard University Extension School

Published Works

Edited & Committee-authored Books

Votruba-Drzal, E. & Dearing, E. (Eds.) (2017). *Handbook of Early Childhood Development Programs, Practices, and Policies*. Oxford, UK: Wiley-Blackwell.

National Academies of Sciences, Engineering, and Medicine. (2016). *Parenting Matters: Supporting Parents of Children Ages 0-8*. Washington, DC: The National Academies Press. doi: 10.17226/21868.

Peer-Reviewed Journal Articles (*student and post-doc co-authors italicized*)

DePascale, M., Bustamante, A. S., & Dearing, E. (in press). Strengths-based approaches to investigating early math development in family and community context: A conceptual framework. *AERA Open*.

Dearing, E., Bustamante, A. S., Zachrisson, H. D., & Vandell, D. L. (2024). Accumulation of opportunities predicts the educational attainment and adulthood earnings of children born into low- versus higher-income households. *Educational Researcher*.
<https://doi.org/10.3102/0013189X241283456>

Lawson, J. L., O'Dwyer, L. M., Dearing, E., Raczek, A. E., Foley, C., Khanani, N., Walsh, M. E., & Leigh, Y. R. (2024). Estimating the Impact of Integrated Student Support on Elementary School Achievement: A Natural Experiment. *AERA Open*, 10. <https://doi.org/10.1177/23328584241292072>

Inal, G. S., Borgen, N. T., Dearing, E., & Zachrisson, H. D. (2024). The double jeopardy of low family income and negative emotionality: The family-stress model revisited. *Development & Psychopathology*, 1-18. doi:10.1017/S0954579424000373

Rey-Guerra, C., Yousafzai, A. K., & Dearing, E. (2024). Gender similarities and differences in early childhood development across 71 low- and middle-income countries. *International Journal of Behavioural Development*, 48(3), 279-289.

Zachrisson, H. D., Dearing, E., Borgen, N. T., Sandsør, A. M. J., & Karoly, L. A. (2024). Universal early childhood education and care for toddlers and achievement outcomes in middle childhood. *Journal of Research on Educational Effectiveness*, 17:2, 259-287.

Pollack, C., Lawson, J. L., Raczek, A. E., Dearing, E., Walsh, M. E., Kaufman, G., & Leigh, Y. R. (2023). Long-term effects of integrated student support: the relation of an elementary school intervention with postsecondary enrollment and completion. *Applied Developmental Science*, 1-23.

Kim, J. J., Henry, D. A., & Dearing, E. (2023). Early childhood predictors of black children's achievement: Home, early care and education, and neighborhood contexts. *Early Childhood Research Quarterly*, 63, 337-351.

Rey-Guerra, C., Zachrisson, H. D., Dearing, E., Berry, D., Kuger, S., Burchinal, M. R., ... & Côté, S. M. (2023). Do more hours in center-based care cause more externalizing problems? A cross-national replication study. *Child Development*, 94, 458-477.

Peer-Reviewed Journal Articles, cont. (*student and post-doc co-authors italicized*)

- Sandsør, A. M. J., Zachrisson, H. D., Karoly, L. A., & Dearing, E. (2023). The Widening Achievement Gap Between Rich and Poor in a Nordic Country. *Educational Researcher*, 52, <https://doi.org/10.3102/0013189X221142596>
- Dearing, E., Casey, B., Davis-Kean, P. E., Eason, S., Gunderson, E., Levine, S. C., ... & Susperreguy, M. I. (2022). Socioeconomic Variations in the Frequency of Parent Number Talk: A Meta-Analysis. *Education Sciences*, 12(5), 312.
- Bustamante, A. S., Dearing, E., Zachrisson, H. D., & Vandell, D. (2022). Adult Outcomes of Sustained High-quality Early Childcare and Education: Do They Vary by Family Income? *Child Development*, 93 (2), 502-523.
- Clements, L. J., LeMahieu, R. A., Nelson, A. E., Eason, S. H., & Dearing, E. (2021). Associations between parents' number talk and management language with young children. *Journal of Applied Developmental Psychology*, 73, 101261.
- Eason, S. H., Nelson, A. E., Dearing, E., & Levine, S. C. (2021). Facilitating young children's numeracy talk in play: The role of parent prompts. *Journal of Experimental Child Psychology*, 207, 105-124.
- Lombardi, C. M. & Dearing, E. (2020). Maternal support of children's math learning in associations between family income and math school readiness. *Child Development*, 92 (1), 39-55.
- Zachrisson, H. D., Tresch Owen, M., Nordahl, K. B., Ribeiro, L., & Dearing, E. (2020). Too early for early education? Effects on parenting for mothers and fathers. *Journal of Marriage and Family*, 83 (3), 683-698
- Casey, B. M., Caola, L., Bronson, M. B., Escalante, D. L., Foley, A. E., & Dearing, E. (2020). Maternal use of math facts to support girls' math during card play. *Journal of Applied Developmental Psychology*, 68, 101136.
- Ribeiro, L. A., Casey, B., Dearing, E., Nordahl, K. B., Aguiar, C., & Zachrisson, H. (2020). Early Maternal Spatial Support for Toddlers and Math Skills in Second Grade. *Journal of Cognition and Development*, 21, 1-30.
- Dearing, E., & Zachrisson, H. D. (2019). Taking Selection Seriously in Correlational Studies of Child Development: A Call for Sensitivity Analyses. *Child Development Perspectives*, 13(4), 267-273.
- Lee St. John, T., Walsh, M. W., Raczek, A., Vuilleumier, C., Foley, C., Heberle, H., Sibley, E., & Dearing, E. (2018). The long term impact of systematic student support in elementary school: Reducing high school dropout. *AERA Open*, 4, 1-16
- Cook, K. D., Dearing, E., Zachrisson, H. D. (2018) Is parent-teacher cooperation in the first year of school associated with children's academic skills and behavioral functioning? *International Journal of Early Childhood*, 50, 211-226

Peer-Reviewed Journal Articles, cont. (*student and post-doc co-authors italicized*)

- Robinson, C. D., Lee, M. G., Dearing, E., & Rogers, T. (2018). Reducing student absenteeism in the early grades by targeting parental beliefs. *American Educational Research Journal*, 55 (6), 1163-1192.
- Dearing, E., Zachrisson, H. D., & Toppelberg, C. (2018). Estimating the consequences of Norway's national scale-up of early childhood education and care (beginning in infancy) for early language skills. *AERA Open*, 4 (1).
- Vasilyeva, M., Dearing, E., Ivanova, A., Shen, C., & Kardanova, E. (2018). Testing the family investment model in Russia: Estimating indirect effects of SES and parental beliefs on the literacy skills of first-graders. *Early Childhood Research Quarterly*, 42, 11-20.
- Lombardi, C. M., Casey, B. M., Thomson, D., Nguyen, H. N., & Dearing, E. (2017). Maternal support of young children's planning and spatial concept learning as predictors of later math (and reading) achievement. *Early Childhood Research Quarterly*, 41, 114-125.
- Bøe, T., Dearing, E., Stormark, K. M., & Zachrisson, H. D. (2017). Subjective economic status in adolescence: Determinants and associations with mental health in Norwegian youth. *Journal of Family and Economic Issues*, DOI: 10.1007/s10834-017-9553-4
- Bøe, T., Skogen, J., Sivertsen, B., Hysing, M., Petrie, K. J., Dearing, E., and Zachrisson, H. D. (2017). Economic volatility in childhood and subsequent adolescent mental health problems: a longitudinal population-based study of adolescents. *BMJ Open*, 7(9).
- Coley, R. L., Sims, J., Dearing, E., & Spielvogel, B. (2017). Locating economic risks for adolescent mental and behavioral health: poverty and affluence in families, neighborhoods, and schools. *Child Development*. DOI: 10.1111/cdev.12771
- Dearing, E., & Zachrisson, H. D. (2017). Concern over internal, external, and incidence validity in studies of child-care quantity and externalizing behavior problems. *Child Development Perspectives*, 11(2), 133-138.
- DeMeo Cook, K., Dearing, E., & Zachrisson, H. D. (2017). Information sharing between teachers and early education programs during school entry in Norway: Associations with children's school adjustment and success in the first year. *International Journal of Child Care and Education Policy*, 11. DOI: 10.1186/s40723-017-0039-5
- Longo, F., Lombardi, C., & Dearing, E. (2017). Family investments in low-income children's achievement and socioemotional functioning. *Developmental Psychology*. DOI: 10.1037/dev0000366
- Lund, T. J., Dearing, E., & Zachrisson, H. D. (2017). Is affluence a risk for adolescents in Norway? *Journal of Research on Adolescence*. DOI: 10.1111/jora.12304
- Ribeiro, L. A., Zachrisson, H. D., & Dearing, E. (2017). Peer effects on the development of language skills in Norwegian childcare centers. *Early Childhood Research Quarterly*, 41, 1-12.

Peer-Reviewed Journal Articles, cont. (*student and post-doc co-authors italicized*)

- Bøe, T., Dearing, E., Stormark, K. M., Zachrisson, H. D. (2016). Feeling poor versus being poor in Norway: Associations to adolescent mental health. *The European Journal of Public Health*, 26, DOI: 10.1093/eurpub/ckw164.040
- Casey, B., Lombardi, C., Thomson, D., Nguyen, H., Theriault, C., Paz, M., & Dearing, E. (2016). Maternal support of children's early numerical concept learning predicts preschool and first grade math achievement. *Child Development*. DOI: 10.1111/cdev.12676
- Crowell, J. A., Davis, C. R., Joung, K. E., Usher, N., McCormick, S. P., Dearing, E., & Mantzoros, C. S. (2016). Metabolic pathways link childhood adversity to elevated blood pressure in midlife adults. *Obesity research & clinical practice*, 10(5), 580-588.
- Dearing, E., Sibley, E., Lee-St. John, T., Raczek, A., & Walsh, M. (2016). Can community and school-based supports improve the achievement of first-generation immigrant children attending high-poverty schools? *Child Development*, 87, 883-897.
- Casey, B., Pezaris, E., Fineman, B., Pollock, A., Demers, L. & Dearing, E. (2015). A longitudinal analysis of early spatial skills compared to arithmetic and verbal skills as predictors of fifth grade girls math reasoning. *Learning and Individual Differences*, 40, 90-100.
- Dearing, E., Zachrisson, H. D., & Naerde, A. (2015). Age of entry into early childhood education and care and aggression: Faint and fading associations for young Norwegian children. *Psychological Science*, 26, 1595-1607, DOI:10.1177/0956797615595011
- Sibley, E., Dearing, E., Toppelberg, C. O., Mykletun, A., & Zachrisson, H. D. (2015). Do increased availability and reduced cost of early childhood care and education narrow social inequality gaps in utilization? Evidence from Norway. *International Journal of Child Care and Education Policy*, 9, 1-20.
- Zachrisson, H. D. & Dearing, E. (2015). Family income dynamics, early childhood education and care, and early childhood behavior problems in Norway. *Child Development*, 86, 425-440.
- Zambrana, I. M., Dearing, E., Naerde, A., & Zachrisson, H. D. (2015). Time in early childhood education and care and language competence in Norwegian girls and boys. *European Early Childhood Research Journal*, DOI: 10.1080/1350293X.2015.1035538
- Casey, B., Dearing, E., Dulaney, A., Heyman, M., & Springer, R. (2014). Young girls' spatial and arithmetic performance: The mediating role of maternal supportive interactions during joint spatial problem solving. *Early Childhood Research Quarterly*, 29, 636-548.
- Crowell, J. A., Dearing, E., Davis, C. R., et al. (2014). Partnership and extended family relationship quality moderate associations between lifetime psychiatric diagnosis and current depressive symptoms in midlife. *Journal of Social and Clinical Psychology*, 33, 612-629.
- Davis, C. R., Dearing, E., et al. (2014). Detailed assessments of childhood adversity enhance prediction of central obesity independent of gender, race, adult psychosocial risk, and health behaviors. *Metabolism: Clinical and Experimental*, 63, 199-206.

Peer-Reviewed Journal Articles, cont. (*student and post-doc co-authors italicized*)

- Davis, C. R., Usher, N., Dearing, E., Barkai, A. R., Manzoros, C. S., Crowell-Doom, C., & Crowell, J. A. (2014). Attachment and metabolic syndrome in midlife: The role of interview-based discourse patterns. *Psychosomatic Medicine*, 8, 611-621.
- Sibley, E. & Dearing, E. (2014). Family educational involvement and child achievement in early elementary school for American-born & immigrant families. *Psychology in the Schools*, 51, 814-831.
- Walsh, M. E., Madaus, G. F., Raczek, A. E., Dearing, E., Foley, C., An, C., Lee-St. John, T., & Beaton, A. (2014). A new model for student support in high-poverty urban elementary schools: Effects on elementary and middle school academic outcomes. *American Educational Research Journal*, 51, 704-737.
- Laski, E.V., Casey, B., Yu, Q., Dulaney, A., Heyman, M., & Dearing, E. (2013). Spatial skills as a predictor of first grade girls' higher-level arithmetic strategies. *Learning and Individual Differences*, 23, 123-130.
- Lund, T. E. & Dearing, E. (2013). Is growing up affluent risky or is the problem growing up in an affluent neighborhood? *Journal of Research on Adolescence*, 23, 274-282. DOI: 10.1111/j.1532-7795.2012.00829.x
- Zachrisson, H. D., Dearing, E., Toppelberg, C., & Lekhal, R. (2013). Little evidence that time in child care causes externalizing problems during early childhood in Norway. *Child Development*, 84, 1152-1170.
- Dearing, E., Casey, B. M., Ganley, C. M., Tillinger, M., Laski, E., & Montecillo, C. (2012). Young girls' arithmetic and spatial skills: The distal and proximal roles of family socioeconomics and home learning experiences. *Early Childhood Research Quarterly*, 27, 458-470.
- Tang, S., Dearing, E., & Weiss, H. B. (2012). Spanish-speaking Mexican-American families' involvement in school-based activities and their children's literacy: The implications of having teachers who speak Spanish and English. *Early Childhood Research Quarterly*, 27, 177-187.
- Scott, W. & Dearing, E. (2012). A longitudinal study of self-efficacy and depressive symptoms in youth of a North American Plains tribe. *Development & Psychopathology*, 24, 607-622.
- Casey, B., Dearing, E., Vasilyeva, M., Ganley, C., & Tine, M. (2011). Spatial and numerical predictors of measurement performance: The moderating effects of community income and gender. *Journal of Educational Psychology*, 103, 296-311.
- Crowell, J. A., Warner, D. E., Davis, C. R., Marraccini, M. & Dearing, E. (2010). The influence of childhood adversity on mothers' behavior with preschoolers: Role of maternal attachment coherence, dissociative symptoms, and marital behaviors. *Research in Human Development*, 7, DOI: 10.1080/15427609.2010.526526.
- O'Connor, E., Dearing, E., & Collins, B. (2010). Teacher-child relationship and behavior problem trajectories in elementary school. *American Educational Research Journal*, 48, 120-162. DOI: 10.3102/0002831210365008.

Peer-Reviewed Journal Articles, cont. (*student and post-doc co-authors italicized*)

- Baird, G. L., Scott, W. D., Dearing, E., Hamill, S. K. (2009). Cognitive self-regulation in youth with and without learning disabilities: Academic self-efficacy, theories of intelligence, learning vs. performance goal preferences, and effort attributions. *Journal of Social and Clinical Psychology, 28*, 881-908.
- Dearing, E., McCartney, K., & Taylor, B. (2009). Does higher-quality early child care promote low-income children's math and reading achievement in middle childhood? *Child Development, 80*, 1329-1349.
- Dearing, E., Wimer, C., Simpkins, S. D., Lund, T., Bouffard, S.M., Caronongan, P., Kreider, H., & Weiss, H. B. (2009). Do neighborhood and home contexts help explain why low-income children miss opportunities to participate in activities outside of school? *Developmental Psychology, 45*, 1545-1562.
- Hamill, S. K., Scott, W. D., Dearing, E., Pepper, C. (2009). Affective style and depressive symptoms in youth of a North American Plains Tribe: The moderating roles of cultural identity and grade level. *Personality and Individual Differences, 47*, 110-115.
- Simpkins, S.D., Bouffard, S., Dearing, E., Wimer, C., Caronongan, P., & Weiss, H. B. (2009). Adolescent adjustment and patterns of parents' behaviors in early and middle adolescence. *Journal of Research on Adolescence, 19*, 530-557.
- Vasilyeva, M., Casey, B. M., Dearing, E., & Ganley, C. (2009). Measurement skills in low-income elementary school students: Exploring the nature of gender differences. *Cognition and Instruction, 27*, 401-428.
- Dearing, E., Kreider, H., & Weiss, H. B. (2008). Increased family involvement in school predicts improved child-teacher relationships and feelings about school for low-income children. *Marriage and Family Review, 43*, 226-254.
- Scott, W. D., Dearing, E., Reynolds, W. R., Lindsay, J. E., & Baird, G. (2008). Cognitive self-regulation and depression: Examining academic self-efficacy and goal characteristics in youth of a northern plains tribe. *Journal of Research on Adolescence, 18*, 379-394.
- Wimer, C., Simpkins, S. D., Dearing, E., Bouffard, S. M., Caronongan, P., & Weiss, H. B. (2008). Predicting youth out-of-school time participation: Multiple risks and developmental differences. *Merrill-Palmer Quarterly, 54*, 179-207.
- Dearing, E. & Taylor, B. A. (2007). Home improvements: Within-family associations between income and the quality of children's home environments. *Journal of Applied Developmental Psychology, 28*, 427-444.
- McCartney, K., Dearing, E., Taylor, B. A., & Bub, K. (2007). Quality child care supports the achievement of low-income children: Direct and indirect effects through caregiving and the home environment. *Journal of Applied Developmental Psychology, 28*, 411-426.

Peer-Reviewed Journal Articles, cont. (*student and post-doc co-authors italicized*)

- Bouffard, S. M., Wimer, C., Caronongan, P., Little, P. M., Dearing, E., & Simpkins, S. D. (2006). Demographic differences in patterns of youth out-of-school time activity participation. *Journal of Youth Development: Bridging Research and Practice*, 1, http://www.nae4ha.org/directory/jyd/jyd_issue.aspx?id=0d7b0a4d-8021-4119-8cc7-47bf77605289.
- Dearing, E. & Hamilton, L. C. (2006). Contemporary approaches and classic advice for analyzing mediating and moderating variables. *Monographs of the Society for Research in Child Development*, 71, 88-104.
- Dearing, E., Kreider, H., Simpkins, S., & Weiss, H. B. (2006). Family involvement in school and low-income children's literacy performance: Longitudinal associations between and within families. *Journal of Educational Psychology*, 98, 653-664.
- Dearing, E., McCartney, K., & Taylor, B. A. (2006). Within-child associations between family income and externalizing and internalizing problems. *Developmental Psychology*, 46, 237-252.
- Simpkins, S., Weiss, H. B., Kreider, H., McCartney, K., & Dearing, E. (2006). The moderating effect of parent-child relationship qualities on the relations between parent educational involvement and child achievement. *Parenting: Science and Practice*, 6, 49-57.
- Dearing, E. (2004). The developmental implications of restrictive and supportive parenting across neighborhoods and ethnicities: Exceptions are the rule. *Journal of Applied Developmental Psychology*, 25, 555-575.
- Dearing, E., McCartney, K., Weiss, H. B., Kreider, H., & Simpkins, S. (2004). The promotive effects of family educational involvement for low-income children's literacy. *Journal of School Psychology*, 42, 445-460.
- Dearing, E., Taylor, B. A., & McCartney, K. (2004). The implications of family income dynamics for women's depressive symptoms during the first three years following childbirth. *American Journal of Public Health*, 94, 1372-1377.
- Taylor, B., Dearing, E., & McCartney, K. (2004). Incomes and outcomes in early childhood. *Journal of Human Resources*, 39, 980-1007.
- Weiss, H. B., Mayer, E., Vaughan, P., Kreider, H., Dearing, E., Hencke, R., & Pinto, K. (2003). Making it work: Low-income working mothers' involvement in their children's education. *American Educational Research Journal*, 40, 879-901.
- Dearing, E., McCartney, K., Marshall, N. L., & Warner, R. M. (2001). Parental reports of children's sleep and wakefulness: Longitudinal associations with cognitive and language outcomes. *Infant Behavior and Development*, 24, 151-170.
- Dearing, E., McCartney, K., & Taylor, B. A. (2001). Change in family income-to-needs matters more for children with less. *Child Development*, 72, 1779-1793.

Invited Journal Articles and Book Chapters (*student and post-doc authors italicized*)

Dearing, E. (2023). A life course perspective on the promise of public preschool. Commentary for *Monographs of the Society of Research in Child Development*, Disentangling Heterogeneity in the Impact of North Carolina's Public Pre-kindergarten Program (Watts et al.).

Sibley, E., Thomson, D., Longo, F., & Dearing, E. (2019). Student Learning and Development in Economically Disadvantaged Family and Neighborhood Contexts. *The Wiley Handbook of Family, School, and Community Relationships in Education*, 399-417.

Invited Journal Articles and Book Chapters, cont. (*student co-authors italicized*)

Barnett, W. S., Votruba-Drzal, E., Dearing, E., Carolan, M. E. (2017). Publicly supported early care and education programs. In E. Votruba-Drzal & E. Dearing (Eds.), *Handbook of Early Childhood Development Programs, Practices, and Policies*. Oxford, UK: Wiley.

Zachrisson, H. D., Dearing, E., Blömeke, S., & Moser, T. (2017). 10. What levels the playing field for socioeconomically disadvantaged children in the Norwegian ECEC model? *Childcare, Early Education and Social Inequality: An International Perspective*, 194.

Dearing, E., Sibley, E., & Nguyen, H. N. (2015). Achievement Mediators of Family Engagement in Children's Education: A Family-School-Community Systems Model. In *Processes and Pathways of Family-School Partnerships Across Development* (pp. 17-39). Springer International Publishing.

Dearing, E. (2014). The state of research on children and families in poverty: Past, present, and future empirical avenues of promise. In K. McCartney, H. Yoshikawa, & L. Forcier (Eds.), *Improving the Odds for America's Children*. Cambridge, MA: Harvard Education Press (pp. 189-216).

Dearing, E. & Tang, S. (2013). Macrosystem Theory: The promise of parent-school partnerships for narrowing the poverty achievement gap. In H. B. Weiss, M. E. Lopez, H. Kreider, C. Chatman-Nelson (Eds.), *Preparing educators to engage families: Case studies using an ecological systems framework*. Thousand Oaks, CA: Sage Publications.

Dearing, E., Zachrisson, H.D., & Mykletun, A. (2011). Consequences of poverty for development and mental health [Fattigdommens konsekvenser for utvikling og psykisk helse]. *Journal of the Norwegian Psychological Association*, 48, 785-787.

Dearing, E. & Tang, S. (2010). The home learning environment and achievement during childhood. In A. L. Reschly & S. Christenson (Eds.), *Handbook on school-family partnerships for promoting student competence*, (pp. 131-157). New York: Routledge.

Dearing, E., Kreider, H., & Weiss, H. B. (2009). Increased family involvement in school predicts improved child-teacher relationships and feelings about school for low-income children. In W. Jaynes (Ed.), *Family factors and the educational success of children*. New York: Taylor & Francis/Routledge (reprint of article by the same name in *Marriage and Family Review*).

Invited Journal Articles and Book Chapters, cont. (*student co-authors italicized*)

- Dearing, E. (2008). The psychological costs of growing up poor. *Annals of the New York Academy of Sciences* (Special Issue: Scientific Approaches to Understanding and Reducing Poverty, S. G. Kaler & O. M. Rennert, Eds.), 1136, 324-332.
- Dearing, E., Berry, D., Zazlow, M. (2006). Poverty and early child development. K. McCartney & D. Phillips (Eds.), *Handbook of early childhood development* (pp. 400-423). Blackwell Publishing.
- Dearing, E., McCartney, K., & Taylor, B. A. (2005). Change in family income-to-needs matters more for children with less (Abridged version). In NICHD Early Child Care Research Network (Eds.), *Child care and child development: Results from the NICHD Study of Early Child Care and Youth Development*. New York, NY: Guilford Publications Inc. (reprint of article by the same name in *Child Development*).
- Weiss, H. B., Dearing, E., McCartney, K., Kreider, H., Mayer, E., & Simpkins, S. (2005). Family educational involvement: Who can afford it and what does it afford? In C. R. Cooper, C. Garcia Coll, T. Bartko, H. Davis, & C. Chatman (Eds.), *Developmental pathways through middle childhood: Rethinking context and diversity as resources*. (pp. 17-39). Hillsdale, NJ: Lawrence Erlbaum.

Other Publications (e.g., Op-eds, Committee Reports, Encyclopedia Articles, Articles in Practice Periodicals) (*student and post-doc co-authors italicized*)

- Dearing, E. & Farran, D. (2022) What might the future of universal preschool look like? As researchers, we have some concerns. Op-ed published in [The Hechinger Report](#)
- Dearing, E. & Zachrisson, H. D. (2015). Time spent in child care little cause for concern. Op-ed in *Nursery World*, London: MA Education Limited.
- Dearing, E. (2011, December). More than a gut feeling: The real value of family and community engagement. *Family Involvement Network of Educators Newsletter*, Harvard Family Research Project, Cambridge, MA
- Lund, T. & Dearing, E. (2009). Poverty and child development. In P. Miller (Ed.), *The Chicago companion to the child*. The University of Chicago Press.
- Dearing, E. (2005). Basic uses of multilevel modeling. *The Evaluation Exchange*, 10(4), 11.
- Dearing, E. & Wade, C. (2005). Poverty. In Salkind, N. J. & DeRuyck, K. (Eds.), *The encyclopedia of human development*. Sage Publications.
- McCartney, K. & Dearing, E. (2002). Evaluating effect sizes in the policy arena. *The Evaluation Exchange*, 8 (1), 4-7.
- McCartney, K. & Dearing, E. (2001). Attachment. In N. J. Salkind & L. H. Margolis (Eds.), *MacMillan psychology reference series: Vol. 1. Child development*. London: MacMillan.

Research Grants

Grant Funded as a Network Member:

2014-2023 *Development and Research on Early Math Education* (Chair: Deborah Stipek), funded by the Heising-Simons Foundation: \$860,000 in funding for Boston College site (over \$11 million in funding for the network).

Grants Funded as Principal Investigator:

2025-2027 Building a Family Math Community Ecosystem, funded by the Heising-Simons Foundation, \$500,000.

2022-2023 Family Math Interior/Exterior Design for a Community Health Center, funded by the Heising-Simons Foundation, \$95,704.

2018-2020 *DREME-Tandem Research-practice Partnership for Developing Family Math Resources*, funded by the Haas Jr. Fund, \$50,000.

2018-2019 *Parent-child Card Games as Early Math Learning Opportunities*, funded by the Heising-Simons Foundation: \$224,628.

2013-2016 *Mothers' and Fathers' Engagement in Early Numerical and Spatial Learning*, funded by the Heising-Simons Foundation: \$330,297.

2011-2013 *Student support in high-poverty elementary schools and the achievement of immigrant children*, funded by Foundation for Child Development, Young Scholar Program Award: \$149,600.

2007-2009 *The impact of family educational involvement on low-income children's development*, R03 funded by National Institute of Child Health and Human Development: \$173,360.

Grants Funded as Co-principal Investigator:

2024-2026 *Co-designing AI Assisted Family Math and Science Learning in Health Care Environments*, funded by the Heising-Simons Foundation (PI: Andres Bustamante & June Ahn): \$495,000

2023-2026 *Centering the whole child: Understanding the role of comprehensive student support in promoting student learning and equity in Indiana*, Exploration Grant funded by the Institute for Educational Sciences (PI: Yan Leigh; Co-PIs: Mary Walsh, Deoksoon Kim, Michelle Clarke): \$1,000,000

2009-2014 *Developmental influences of adversity and relationships on midlife physical health*, R01 funded by National Institute of Aging (PI: Judy Crowell): \$3,500,000.

2008-2011 *The social ecology of the home and first-grade girls' spatial skills and early math strategies*, funded by National Science Foundation (PI: Beth Casey): \$499,692.

Grants Funded as Co-principal Investigator, cont.:

- 2004-2006 *Individual and contextual predictors of participation in out-of-school time activities*, funded by William T. Grant Foundation (PI: Heather Weiss): \$340,000.

Media, Policy, and Practice Impact

- 2024 Forbes, EdSurge, Hechinger Report, AERA video, Boston College Chronicle, and miscellaneous press coverage of “Accumulation of opportunities predicts the educational attainment and adulthood earnings of children born into low- versus higher-income households.” (Dearing et al., 2024)
- 2024 UiO [podcast](#) interview covering collaborative studies on preschool with Henrik Zachrisson
- 2022 US News & World Report, Hechinger Report, Brookings Institute, WebMD, and several other outlets coverage of “Do more hours in center- based care cause more externalizing problems? A cross-national replication study” (Rey Guerra et al., 2022)
- 2022 Guest on [Parenting Understood](#) podcast to discuss family math and the DREME network
- 2021 Brookings Institute coverage of Bustamante et al., (2021) in Education Plus Development story “The ‘real’ economic advantage of investing in families this holiday season”
- 2020 Fox25 Boston television feature story on DREME At-Home Early Math Learning Kits; [Your kitchen is a laboratory: Ways to support kids’ summer learning through everyday activities](#)
- 2020 DREME *At-Home Early Math Learning Kit* used by urban and rural school districts across U.S., including major cities in California, Illinois, Maryland, Massachusetts, New York, and Washington
- 2020 *Common Sense Media* project *Wide Open Schools* begins distribution of DREME Family Math recipes with early math tips
- 2020 DREME *Family Math* website for practitioners launched <https://familymath.stanford.edu/>
- 2018 Ministry of Finance, Government of Norway cited Dearing et al. (2018) in Report St. 13, *Opportunity for All: Distribution and Social Sustainability*
- 2017 Child Trends news clip for local television affiliates across U.S. featured findings from Casey et al., 2016
- 2016 *Boston Magazine* featured findings from Dearing, Zachrisson, & Naerde, 2015
- 2016 *Boston Globe* featured the Development and Research in Early Math Education (DREME) network.
- 2016 CBS Radio (WBZ) featured findings from the 2016 National Academy of Sciences, Engineering, and Medicine report.
- 2015 US News and World Report, Parenting Magazine, and Parents Magazine featured findings from Dearing, Zachrisson, & Naerde, 2015
- 2013 *New York Times* “Motherlode” Blog (KJ Dell’Antonia, *Day Care and Behavior Problems, Unlinked*), *US News and World Report*, NBCNews.com, and Fox television affiliates featured findings from Zachrisson, Dearing et al., 2013
- 2012 Op-Ed in *New York Times* (David Brooks, *Social Science Palooza III*) featured findings from Lund & Dearing, 2012
- 2011 OECD report *Starting Strong III: A Quality Toolbox for Early Childhood Education and Care* cited findings from Dearing, McCartney, & Taylor, 2009

Media, Policy, and Practice Impact, cont.

- 2010 Letter to Chairman and Ranking Member of United States Congress Health, Education and Pensions Committee from Children's Defense Fund, Foundation for Child Development, National PTA, and several advocacy groups cited findings from Dearing, McCartney, & Taylor, 2009
- 2009 Articles in *US News and World Report*, *USA Today*, *Education Week*, *Atlanta Journal Constitution*, *Boston Globe*, *Austin American-Statesman*, *Jacksonville Observer* and NBC affiliates featured Dearing, McCartney, & Taylor, 2009
- 2007 Testimony to the United States Congress, House Committee on Ways and Means (Hearing on Economic and Societal Costs of Poverty) by National Center for Children in Poverty cited findings from Dearing, McCartney, & Taylor, 2001.
- 2007 National Institute for Literacy and National Literacy Trust (UK) featured findings from Dearing, Kreider, Simpkins, & Weiss, 2006.
- 2006 OECD report *Starting Strong II: Early Childhood Education and Care* cited findings from Dearing, Berry, & Zaslow, 2006
- 2005 Children's Defense Fund report *State of American Children* cited findings from Dearing, Taylor, & McCartney, 2004.
- 2004 Articles in *Women's Health Weekly* and *Obesity, Fitness, and Wellness Weekly* featured findings from Dearing, Taylor, & McCartney, 2004.
- 2002 Report to Ministry of Social Development, New Zealand by S. Mayer (Dean, Harris School of Public Policy Studies, University of Chicago) featured findings from Dearing, McCartney, & Taylor, 2001.
- 2001 Articles in *Boston Globe*, *Christian Science Monitor*, *Education Week*, and *New York Times* featured findings from Dearing, McCartney, & Taylor, 2001.

Prior Administrative Positions at Boston College

- 2022-2023 Director, Mary E. Walsh Center for Thriving Children
- 2017-2019 & Program Coordinator, PhD program in Applied Developmental Psychology, Lynch School of Education, Boston College
- 2020-2021 Program Co-Coordinator, Graduate Certificate in Early Childhood Leadership, Lynch School of Education, Boston College
- 2014-2019 Program Co-Coordinator, Graduate Certificate in Early Childhood Leadership, Lynch School of Education, Boston College
- 2014-2017 Program Coordinator, Undergraduate Major in Applied Psychology and Human Development Major, Lynch School of Education, Boston College
- 2010-2014 Program Coordinator, MA Program in Applied Developmental Psychology, Lynch School of Education, Boston College

Journal Editorial Roles

Associate Editor:

Journal of Educational Psychology 2016-2020

Applied Developmental Science, 2015-2017

Editorial Board Member:

Early Childhood Research Quarterly, 2012-2022

Childhood, 2020-2022

Consulting Editor:

Child Development, 2022-2023

Teaching

Undergraduate Courses: Applied Psychology Special Topics: Children of Immigrants; Child Growth and Development; Family, School, and Society; Prevention and Intervention Strategies for Children; Introductory Psychology (University of New Hampshire; University of Wyoming; Harvard Extension School); Developmental Psychology (University of New Hampshire and University of Wyoming)

Graduate Courses: Applied Child Development; Sociocultural Contexts of Development; Quantitative Research Design; Applied Multivariate Statistics (University of Wyoming); Developmental Contexts (University of Wyoming)

Keynote and Invited Presentations

- Dearing, E. (2024). *Obstacles and opportunities for children growing up poor in wealthy societies*. Invited lecture for honorary doctoral award, Faculty of Educational Sciences, University of Oslo.
- Dearing, E. (2024). *Obstacles and opportunities for children growing up poor in wealthy societies*. Invited lecture for GRIT seminar series in the Research Program on Children and Adversity, Graduate School of Social Work, Boston College.
- Dearing, E. (2023). Invited discussant for *Book Talk: Studying Pre-K at Scale in North Carolina*, hosted by Gottesman Libraries, Teachers College, Columbia University
- Dearing, E. & Schnitzer, S. (2022). DREME Family Math Research-Practice Partnerships. Invited presentation for the *Family Learnings Conference, National Center for Family Learnings*.
- Dearing, E., Melzi, G., Caspi, M., Johnson, D. (2022). Family math matters. Keynote presentation for the *California Department of Education Early Math Symposium*, webinar.
- Dearing, E. (2020). Early math matters. Invited presentation for the National Association of Family, Community, and School Engagement and Campaign for Grade-Level Reading webinar, *The Future of Early Math: What Science and Practice Tells Us*
- Dearing, E. (2019). Narrowing opportunity->achievement gaps with integrated student support. Invited colloquium, Department of Human Development and Quantitative Methods, *University of Maryland, College Park*.
- Dearing, E. (2019). Narrowing opportunity->achievement gaps with integrated student support. Invited colloquium, College of Education, *University of California, Irvine*.
- Dearing, E. (2018). *Integrated student support* for the achievement of children in high-poverty schools in the U.S. Invited presentation as part of university-wide special session on The importance of social background and poverty for children's learning: Mechanisms and measures, University of Oslo.
- Dearing, E. (2017). Comprehensive services for children in poverty: Setting the research agenda for integrated student support. Discussant for Invited Panel: Methodological issues in the research. Conference funded by the *American Educational Research Association*.
- Dearing, E. (2017). Policy Contexts of Immigrant-Origin Youth and Young Adult Employment and Educational Outcomes. Discussant for Invited Panel on Global Issues and Immigration (Chair: Dylan Conger). *Society for Research on Educational Effectiveness*, Washington, DC.
- Dearing, E. (2017). The PJPII-DREME partnership: Improving early math learning. Keynote talk for Pope John Paul II Academy Conference Day, Boston, MA.

Keynote and Invited Presentations, cont.

- Dearing, E. (2017). Questioning the functional equivalence of home and ECEC contexts. Invited talk at the *German Institute of Economic Research* workshop: ECEC Quality: New International Perspectives on an Old Issue. Berlin, Germany.
- Dearing, E. (2016). Creating opportunity and educational pathways for young children and their families. Invited Symposium Roundtable (Chair: Vivian Gadsden) at the Annual Meeting of the *American Educational Research Association*, Washington DC
- Dearing, E. (2016). Can parent support of early math learning improve low-income children's achievement? (in lasting ways?). *Harvard Graduate School of Education*, Cambridge, MA.
- Dearing, E. (2015). Methodological triangulation in quasi-experimental evaluation: Two wrongs don't make a right, but three might. Invited lecture for the *Center for Educational Measurement*, University of Oslo.
- Dearing, E. (2012). When and why money matters for child and parent mental health: Implications for clinical practice in uncertain economic times. *Boston Child Mental Health Forum*, Judge Baker Children's Center, Harvard Medical School.
- Dearing, E. (2012). Supporting parental engagement in children's developing literacy. Keynote address for *Marsico Community Early Learning Lecture Series*, Morgridge College of Education, University of Denver.
- Dearing, E. (2011). Early Child Care and Children's Functioning: Considering Causality and Sociopolitical Context in a Population-based Norwegian Sample, Erikson Lecture, *University of New Hampshire*, Durham, NH
- Dearing, E. (2011). Evaluating family engagement strategies: Addressing measurement challenges, Webinar panelist hosted by *U.S. Department of Education, United Way Worldwide, National PTA, Southwest Education Development Laboratory, and Harvard Family Research Project*.
- Dearing, E. (2010). The practical implications of scientific evidence linking home environments and children's life chances. *Learning & the Brain Conference*, Cambridge, MA.
- Dearing, E. (2010). Three (More) Questions for "Researching Salient Pathways and Contexts for Family-School Partnerships." Discussant for panel on Researching Salient Pathways and Contexts for Family-School Partnerships at Research on Family-School Partnerships: An *American Educational Research Association* Sponsored Working Meeting. Omaha, NE.
- Dearing, E. (2010). Reality, risk, and the potential reward of student support. Invited talk for the *City Connects Conference on Optimizing Student Support*, Boston College, Chestnut Hill, MA.
- Dearing, E. (2010). Can family educational involvement promote the achievement of children growing up poor? Invited talk for the *Connell School of Nursing Brown Bag Seminar Series*, Boston College, Chestnut Hill, MA.
- Dearing, E. (2010). Are the effects of Boston Connects causal? Invited talk for Third Annual Endowed Chairs' Colloquium Series: The incandescent truth: Inspiring options for school reform. *Lynch School of Education*, Boston College, Chestnut Hill, MA.
- Dearing, E. (2009). High-quality child care and the poverty achievement gap. Invited talk for Third Annual Endowed Chairs' Colloquium Series: Three perspectives on test-based achievement gaps. *Lynch School of Education*, Boston College, Chestnut Hill, MA.
- Dearing, E. (2008). Does higher-quality child care help promote the achievement of children growing up poor? Invited talk for the *Boston College Psychology Department*, Chestnut Hill, MA.
- Dearing, E. (2007). Promoting young children's emotional well-being: Why should we and how can we? Invited keynote for *NIPPA: The Early Years Organization* Annual Conference, Enniskillen, Northern Ireland.

Keynote and Invited Presentations, cont.

- Dearing, E. (2006). Contemporary advances and classic advice for analyzing mediating and moderating variables. Invited lecture for the Clinical Research Training Program, *Judge Baker Children's Center*, Boston, MA.
- Dearing, E. (2004). Assessing the impact of parent involvement programs: Research from outside the world of program evaluation. Invited talk for the Family, Schools, and Community Connections Symposium, *National Center for Family and Community Connections with Schools*, *Southwest Educational Development Laboratory* and the *Harvard Family Research Project*, Harvard University, Cambridge, MA.
- Dearing, E. (2004). *Incomes and outcomes*: Does money matter for family functioning and child development? Invited talk for the Department of Psychology, *University of Colorado at Colorado Springs*, CO.
- Dearing, E. (2002). Just enough to make you dangerous: Common statistics in biological and developmental psychiatry. Invited lecture for the Clinical Research Training Program, *Judge Baker Children's Center*, Boston, MA.
- Dearing, E. (2002). Home improvements: The protective functions of economic gains and high-quality child care for children living in poverty. Invited lecture for the *Education Development Center*, Newton, MA.