

Curriculum Vita Kristen L. Bub

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Education

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

Professional Experience

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| 2014 – present | Associate Professor , College of Education, University of Illinois |
| 2015 – present | Division Chair , Child Development Division, Educational Psychology, College of Education, University of Illinois |
| 2016 – present | Association Professor (zero-time appointment), Department of Psychology, College of Liberal Arts and Sciences, University of Illinois |
| 2008 – 2014 | Assistant Professor , College of Human Sciences, Auburn University |
| 2007 – 2010 | Research Associate , Harvard University |
| 2003 – 2007 | Teaching Fellow , Harvard University |
| 2002 – 2008 | Teaching Fellow , Harvard University |
| 2002 – 2008 | Doctoral Research Assistant , Harvard University |
| 2000 – 2002 | Research Assistant , Harvard University |

1997 – 2000 **Research Assistant**, University of New Hampshire

Honors

Faculty Fellow, Hardie Faculty Fellows Program, College of Education, University of Illinois, Urbana-Champaign, 2015-2016

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

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

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

Research Grants

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

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

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

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

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

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

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

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

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

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

Research Grants Pending

Bub, K.L. (2017-2018). *I Feel, Therefore I Am: Understanding and Measuring Social-Emotional Development in a Global Context*. Spencer Foundation. (\$149,990).

Bub, K.L., & Robinson, L.E. (2016-2018). *Healthy habits for healthy children: Understanding the benefits of self-regulation for children's well-being*. National Institute of Child Health and Human Development. (\$100,000).

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

Bub, K.L. & Vaughn, B. (2016-2020). *Peer Socialization Skills as Predictors of Executive Functioning and Emotion Regulation*. Institute for Educational Sciences. (\$1,399,355).

Bub, K.L., & Vaughn, B. (2016-2019). *Social competence and executive functioning during early childhood*. National Science Foundation (\$700,500).

Student Grants

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

Specialized Training in Quantitative Methodology

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

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

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

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

Statistical and Methodological Workshop Instruction

Invited Instructor, Department of Human Development and Family Studies: Structural Equation Modeling; University of Illinois 2016

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

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

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

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

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

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

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

Statistical Consulting

I serve as a statistical and methodological consultant in areas of data analysis with experimental and non-experimental studies, federal grant writing, literature reviews for meta-analyses,

database development for educational settings, and quality assessment for state and federal agencies and foundations as well as on various external contracts and grants. Recent examples include:

Department of Education, State of Massachusetts
 Office of School Readiness, State of Alabama
 Carnegie Foundation, Stanford, CA
 Institute of Human Development and Social Change, New York University
 Center for Health, Identity, Behavior, & Prevention Studies, New York University

Statistical and Methodological Expertise

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

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

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

Additional Analytic Techniques - Multi-level modeling, multivariate regression

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

Specialized Training in Prevention and Assessment

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

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

Advisory Services for National and International Early Childhood Development & Education

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

Consultant, Aga Kahn Foundation, 2016 -
 Consultant, Research Triangle Institute, Washington DC, 2016 -
 The Centers for Disease Control, Atlanta, GA 2012 -

Member, Office of School Readiness Advisory Board, State of Alabama, 2012 – 2014.
 Member, Advisory Board, Auburn University Early Learning Center, 2010 – 2014.
 Member, Eufaula Public Schools Pre-Kindergarten Task Force, 2010 – 2014.

Publications

(*Denotes student author; % reflects Bub contribution)

Monographs and Books

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

Book Chapters

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

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

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

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

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

Journal Articles

Bub, K.L., Robinson, L., & Curtis*, D. (in press). Longitudinal associations between self-regulation and health across early and middle childhood. *Health Psychology*. (75%).

Ferretti*, L.K., & Bub, K.L. (in press). Family Routines and School Readiness during the Transition to Kindergarten. *Early Education and Development*. (50%)

Robinson, L.E., Palmer, K.K., & Bub, K.L. (in press). Effect of the Children's Health Activity Motor Program on motor skills and self-regulation in Head Start preschoolers: An efficacy trial. [Special issue]. *Frontiers in Public Health*. (20%)

McElwain*, A. & Bub, K. (2016). Changes in mother and father-child relationship quality across the transition to adolescence: Implications for early engagement in sexual behavior. *Youth and Society, online first*, 1-25. doi: 10.1177/0044118X15626843 (50%)

Erath, S. A., Bub, K. L., & Tu, K. M. (2016). Responses to peer stress predict academic outcomes across the transition to middle school. *Journal of Early Adolescence*, 36, 5- 28.

Bub, K.L., & Ferretti*, L.K. (2014). Cutting edge statistical methods for a life course approach. *Advances in Nutrition*, 5, 46-56. (80%)

Ferretti*, L.K., & Bub, K.L. (2014). The influence of family routines on the resilience of low-income preschoolers. *Journal of Applied Developmental Psychology*, 35, 168-180. (50%)

Bradford*, A., Adler-Baeder, F., Ketrang, S., Bub, K.L., Pittman, J., & Smith, T. (2014). Relationship quality and depressed affect among a diverse sample of relationally unstable Relationship Education participants. *Family Relations*, 63, 219-231. (5%)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Manuscripts Submitted for Publication

Birmingham*, R.S., Bub, K.L., & Vaughn, B. (revision under review). Parenting, self-regulation, and developmental outcomes: A moderated mediation analysis by child attachment status. *Attachment and Human Development*. (50%)

Bub, K.L. & Birmingham, R.S. (revise-resubmit). Early sleep problems and later school readiness: Self-regulation as a mechanism of development. *Early Childhood Research Quarterly*. (75%)

Bub, K.L., & Ferretti*, L.K. (revise-resubmit). Classroom supports for social and academic skills: Testing the effects of continuous learning experiences between kindergarten and third grade. *Early Childhood Research Quarterly*. (80%)

Bub, K.L. & Xiao*, Z. (under review). Longitudinal Associations between Self-regulation and Mental Health from Early Childhood through Adolescence. *Journal of Early Adolescence*. (65%)

Bub, K.L., Willett, J.B, McCartney, K., Murnane, R.J., & Weissbourd, R. (under review). Classroom supports for academic achievement: Testing the mediating effect of social competence using latent growth modeling. *American Journal of Educational Research*. (80%)

Kapadia, F., Bub, K.L., Barton, S., Stults, C.B., & Halkitis, P.N. (under review). Longitudinal trends in sexual behaviors without a condom among sexual minority youth: the P18 cohort study. *Annals of Behavioral Medicine*. (25%)

Taveras, E.M., Rifas-Shiman, S.L., Bub, K.L., Gillman, M.W., & Oken, E. (under review). Insufficient sleep and neurobehavioral functioning among school-age children. *Pediatrics*. (25%)

Manuscripts in Preparation

Bub, K.L., & Ferretti*, L.K. (2015). School and classroom compositional effects on child outcomes: A latent class analysis. Manuscript in preparation. (80%)

Bub, K.L., Ferretti*, L., & Burchinal, M. (2015). Sustaining the social and cognitive benefits of Head Start: Does a continuous learning model work? Manuscript in preparation. (80%)

Ferretti*, L.K., & Bub, K.L. (2015). Family routines and low-income children: Indirect effects or moderation? Manuscript in preparation. (50%)

Ferretti*, L.K., & Bub, K.L. (2015). Environmental Structure across Contexts: A Protective Factor for Young, Low-Income Children both at Home and School. Manuscript in preparation. (50%)

International Research Reports

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

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

Invited Presentations

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

Bub, K.L. (2016, March). *Socio-emotional Learning in the U.S.: Where Are We and What Have We Learned?*. Paper to be presented at the annual meeting of the Comparative and International Education Society, Vancouver, B.C., Canada.

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

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

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

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

Professional Paper Presentations

Bub, K.L., & Curtis, D.S. (under review). *Testing the indirect effects of behavioral and cognitive SR on young children's physical health via their health behavior*. Paper submitted to the biennial meetings of the Society for Research in Child Development, Austin, TX.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Professional Poster Presentations

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Awards and Scholarships

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

Hardie Faculty Fellow, University of Illinois, 2015

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

Finalist, Exemplary Dissertation Award, Spencer Foundation, 2009

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

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

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

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

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

Professional Affiliations

Society for Research in Child Development
American Educational Research Association
American Psychological Association

Editorial Service

Associate Editor, Behavioral Medicine
Editorial Board, Journal of Children and Poverty

Ad Hoc Reviewer - Journals

Child Development
Developmental Psychology
Early Childhood Research Quarterly
Educational Psychology
American Educational Research Journal
Merrill Palmer Quarterly
Early Education and Development
Journal of Children & Poverty
Journal of Family Psychology
Journal of Early Adolescence
Youth and Society

Ad Hoc Reviewer - Grants

National Science Foundation

Reviewer for Professional Organizations

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

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

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

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

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

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

Elected Positions in Professional Organizations

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

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

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

Department, College, or University Committees and Related Service Activities

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

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

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

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

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

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

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

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

Member, Student Advisory Panel for the Committee on Doctoral Studies, Graduate School of Education, Harvard University, 2004-2005; 2003-2004

Doctoral Peer Academic Counselor, Graduate School of Education, Harvard University, 2004-2005

Member, Doctoral Admissions Committee, Graduate School of Education, Harvard University, 2004

Teaching Interests

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

Research Interests

Self-regulation
Social Skills and Behavior Problems
School Readiness/School Achievement
Socio-demographic Differences in Development
Physical Health and Obesity Prevention