

FRANK C. WORRELL

3278 Ramona Street
Pinole, CA 94564-1228
Hm: (510) 223-5313
Wk: (510) 643-4891
Admin: (510) 642-4202
Em: frankc@berkeley.edu

School Psychology Program
Berkeley School of Education, MC 1670
2121 Berkeley Way
4th Floor (4240)
The University of California
Berkeley, CA 94720

ORCID ID:  <https://orcid.org/0000-0002-7122-527X>

DEGREES

Dr. Phil. (Honoris Causa), Faculty of Behavioral and Cultural Studies, Heidelberg University, Germany, 2023
Ph.D., Education (Educational & School Psychology), University of California, Berkeley, 1994
M.A., Educational Psychology, University of Western Ontario, London, Ontario, Canada, 1987
B.A. (Honours), Psychology, University of Western Ontario, London, Ontario, Canada, 1985

CERTIFICATIONS

California Pupil Personnel Services Credential, University of California, Berkeley, 1991 –
California School Psychology Credential, University of California, Berkeley, 1993 –
Pennsylvania School Psychology Certificate, The Pennsylvania State University, 1995 – 2003
Licensed Psychologist: Pennsylvania (#PS-008390-L), 1996 –

CURRENT APPOINTMENTS

Director, School Psychology Program, UC Berkeley, 2004 – present
Faculty Director, Academic Talent Development Program, UC Berkeley, 2004 – present
Faculty Director, California College Preparatory Academy, 2007 – 2011, 2012 – present
Affiliate Professor, Social and Personality Program, Department of Psychology, UC Berkeley, 2011 – present
Distinguished Professor, School Psychology Program, UC Berkeley, 2020 – present
Professor, Heidelberg University, Germany, 2023 –

RESEARCH INTERESTS

African American Education
Education in the English-Speaking Caribbean
Education of At-Risk Youth
Ethnic and Racial Identity
Psychosocial Development
Scale Development and Validation
Talent Development/Gifted Education
Teaching Effectiveness
Time Perspective

AWARDS

'A' Level History Prize, St. Mary's College (Secondary school), Port of Spain, Trinidad and Tobago, February 1981
General Merit Medal, St. Mary's College (Secondary school), Port of Spain, Trinidad and Tobago, February, 1981
University of Western Ontario Continuing Scholarship, University of Western Ontario, 1982 – 1985
Don Wright Award, Mustang Marching Band, University of Western Ontario, 1983

AWARDS (con't)

Commonwealth Scholarship (Trinidad & Tobago, Canada), Univ. of Western Ontario, 1983 – 1985
R. B. Liddy Gold Medal, Graduating Psychology class, University of Western Ontario, 1985
Foreign Student Visa Bursary, University of Western Ontario, 1985 – 1987
Non-Resident Tuition Scholarship, University of California, Berkeley, 1988 – 1989
George C. and Helen N. Pardee Scholarship, University of California, Berkeley, 1989 – 1991
Dr. Ned Flanders Scholarship, University of California, Berkeley, 1991 – 1993
Non-Resident Tuition Scholarship, University of California, Berkeley, 1991 – 1994
Provost Dissertation Research Award, University of California, Berkeley, 1993 – 1994
Outstanding Doctoral Dissertation Award, Graduate School of Education, UC Berkeley, 1995
Who's Who Among America's Teachers, 1996
Fellow, Division 16 (School Psychology), American Psychological Association (APA), 2007
Friend of the McNair Program, University of California, Berkeley, 2007
Member, Society for the Study of School Psychology (**Elected 2007**)
Presidential Award, National Association of School Psychologists, 2009
Fellow, Division 5 (Evaluation, Measurement, and Statistics [now Quantitative and Qualitative Methods]), American Psychological Association, 2010
Esther Katz Rosen Lecture on Gifted Children and Adolescents, APA, 2010
Chancellor's Award for Advancing Institutional Excellence and Equity, UC Berkeley, 2011
Fellow, Association for Psychological Science, 2011
Fellow, Division 52 (Society for Global Psychology [called International Psychology before 2025]), APA, 2011
Presidential Citation, APA, 2011
Fellow, Division 45 (Society for the Psychological Study of Culture, Ethnicity, and Race), APA, 2012
Excellence in Research Award (Senior Category, with Rena F. Subotnik and Paula Olszewski-Kubilius for PSPI article), Mensa Education and Research Foundation, 2013
Jack Bardon Distinguished Service Award, Division 16, APA, 2013
Distinguished Scholar Award, National Association for Gifted Children, 2013
Fellow, Division 15 (Educational Psychology), APA, 2014
Fellow, American Educational Research Association, 2015
Distinguished Contributions to Research Award, Division 45 (Society for the Psychological Study of Culture, Ethnicity, and Race), APA, 2015
Outstanding Service Award, Caribbean and African Studies in Education Special Interest Group, American Educational Research Association, 2016
Nadine Lambert Outstanding School Psychologist Award (Region II), California Association of School Psychologists, 2016
Member, National Academy of Education (**Elected 2018**)
Excellence in Research Award (with Jonathan Wai for PIBBS article), Mensa Education and Research Foundation, 2018
Outstanding International Psychologist Award, Division 52, APA, 2018
The Palmarium Award in Gifted Education, University of Denver, Morgridge College of Education, 2019
Scholar Book of the Year Award, National Association for Gifted Children (with Paula Olszewski-Kubilius and Rena F. Subotnik), 2019
Legacy Book of the Year Award (Scholar Category), Texas Association for the Gifted and Talented (with Paula Olszewski-Kubilius and Rena F. Subotnik), 2019
Scholar Book of the Year Award, National Association for Gifted Children (with Rena F. Subotnik and Paula Olszewski-Kubilius), 2020
Distinguished Lecturer, National Association of School Psychologists Annual Conference, 2022
Outstanding Contributions to the Profession of School Psychology, Council of Directors of School Psychology Programs, 2023
Distinguished Contributor Interview, International Society for Intelligence Research, July 2, 2023
The Marsilius Medal, The Marsilius College, Heidelberg University, January, 2024
Fellow, Division 44 (Society for the Psychology of Sexual Orientation and Gender Diversity), APA, 2024
Nadine Murphy Lambert Lifetime Achievement Award, Division 16 (School Psychology), American Psychological Association, 2024
Lifetime Achievement Award, Mensa Education and Research Foundation, 2024
Tom Oakland Outstanding International Scholar Award, International School Psychology Association, 2025

CURRENT PROFESSIONAL AFFILIATIONS

American Educational Research Association (AERA; Divisions D, E)
AERA Special Interest Group (SIG): Caribbean and African Studies in Education (CASE)
AERA SIG: Faculty Teaching, Evaluation, and Development (FTED)
AERA SIG: Research Focus on Black Education (RFBE)
AERA SIG: Research on Giftedness, Creativity and Talent (RGCT)
American Psychological Association (Divisions 5, 13, 15, 16, 44, 45, 52)
American Psychological Association, Services Inc.
Association for Psychological Science
Association of Black Psychologists (*Lifetime*)
California Association for the Gifted
California Association of School Psychologists
California Psychological Association
Caribbean Studies Association
Council of Directors of School Psychology Programs
European Council for High Ability
International School Psychology Association
International Society for the Study of Behavioural Development
Lebanese Psychological Association (2024)
National Association for Gifted Children (*Lifetime*)
National Association of School Psychologists
Society for Research on Adolescence
Society for the Study of School Psychology
Trainers of School Psychologists
Trinidad and Tobago Association of Psychologists

PROFESSIONAL EXPERIENCES

Prior Appointments: Administrative

Director, YMCA Day Camps, Port-of Spain, Trinidad and Tobago, Summer, 1980
Coordinator, Daniell Educational Community Summer Programme, Trinidad & Tobago, 1986 – 1988
Principal, Daniell Educational Community High School, Trinidad and Tobago, 1987 – 1988
Coordinator, Second Critical Issues Forum (Violence in California Classrooms: Prevention and Intervention), UC Berkeley Extension, 1993 – 1994
Coordinator, CEDAR School Psychology Clinic, The Pennsylvania State University 1994 – 2001
Site Administrator, Elementary Division, Academic Talent Development Program (ATDP), Graduate School of Education (GSE), University of California, Berkeley, 2001 – 2004
Faculty Co-Director, California College Preparatory Academy, UC Berkeley, 2005 – 2007
Associate Dean (Academic Affairs) and Chair of Personnel Committee, Graduate School of Education, UC Berkeley, 2008 – 2011

Prior Appointments: Teaching/Research

Teacher, St. Mary's College (Secondary school), Port of Spain, Trinidad and Tobago, 1980 – 1981, 1986 – 1987
Graduate Student Instructor, Psychology Department, University of Western Ontario, 1985 – 1986
Graduate Student Instructor, Harold E. Jones Child Study Center, UC Berkeley, 1988 – 1989
Graduate Student Researcher, School University Partnership for Educational Renewal (SUPER), GSE, UC Berkeley, 1989 – 1991
Instructor, ATDP, GSE, UC Berkeley, 1989 – 1998, 2000
Graduate Student Researcher, ATDP, GSE, UC Berkeley, 1991 – 1994
Assistant Professor, School Psychology, The Pennsylvania State University, 1994 – 2000
Visiting Research Psychologist, ATDP, GSE, UC Berkeley, 1997 – 1999
Associate Professor of Education, School Psychology, Penn State, 2000 – 2003
Lecturer, School of Education, University of the West Indies, St. Augustine Campus, Trinidad, Fall 2001

PROFESSIONAL EXPERIENCES (con't)

Prior Appointments: Teaching/Research (con't)

Associate Professor, Cognition and Development/School Psychology, UC Berkeley, 2002 – 2007
Visiting Professor, School of Education, University of New South Wales, Australia, October 2015
Visiting Professor, School of Teaching, Learning, and Development, Faculty of Education, University of Auckland, Fall 2011, 2012 – 2017
Professor, School Psychology, Graduate School of Education, UC Berkeley, 2007 – 2020
Visiting Professor, Department of Psychology, Southwest University, Chongqing, China, March 2018
Visiting Professor, Faculty of Education, University of Ljubljana, Ljubljana, Slovenia, December 2018

Appointments: Clinical/Consulting

Counselor, St. Mary's College (Secondary school), Trinidad and Tobago, 1986 – 1987
Evaluator, Primary Science and Mathematics Project (PRISM), Lawrence Hall of Science, UC Berkeley, 1990 – 1992
Community Agency Intern, Xanthos, Inc. (Now Alameda Family Services), Alameda, CA, 1990 – 1991
School-District Intern, Alameda Unified School District, 1992 – 1993
Post-doctoral Clinical Training, Center for Educational Diagnosis and Remediation (CEDAR) Clinic, College of Education, The Pennsylvania State University, 1994 – 1996
Counselor, ATDP, Graduate School of Education, UC Berkeley, 1994 – 1997
Evaluator, Bellefonte Area Middle School Communications Program, 1995 – 1996
Evaluator, Penn State Educational Partnership Program (PEPP), College of Education, 1995 – 1997
School Psychology Consultant, Central Guidance Unit, Ministry of Education, Trinidad and Tobago, 1998 – 2002
Head Counselor, ATDP, GSE, UC Berkeley, 1998 – 2005
School Psychologist, Bald Eagle Area School District, Wingate, Pennsylvania, 2001
Principal Investigator & Norming Project Coordinator, Central Guidance Unit, Ministry of Education, Trinidad and Tobago, September 2001 – December 2002
Consultant, Ravenswood City School District, East Palo Alto, CA, 2002
Consultant, Friends of Special Children, Trinidad and Tobago, 2002
Consultant, School Leadership Center of Trinidad and Tobago, 2002 – 2008
Consultant, Fremont Federation of High Schools, Oakland Unified School District, 2003
Expert Consultant, American Institutes for Research and National Center for Educational Statistics on new secondary longitudinal study, 2005.
School Psychology Consultant, Student Support Services Unit, Ministry of Education, Trinidad and Tobago, 2006 – 2008
Consultant, NCS Pearson, Inc., Bloomington, Minnesota, 2008
Consultant, School Psychology Program, Nova Southeastern University, Spring 2010
Consultant/Expert witness, Capital Collateral Regional Counsel-South, Ft Lauderdale, Florida, 2010, 2016 – 2017
Member, External Review Committee, Center for Talented Youth (CTY), Johns Hopkins University, Spring 2011
Consultant, Talent Development Lecture, St. John's University, New York, Summer 2011
Consultant, University of South Florida (Grant from Institute for Education Sciences), 2011 – 2013
Consultant, Psychological Assessment Resources, Inc., Lutz, Florida, 2012
School Psychology Consultant, Norming Project, Ministry of Education, Fiji, 2012 – 2014
Consultant, Multi-Health System, Inc., Toronto, Canada, 2013
Consultant, Rutgers University (Grant from Institute for Education Sciences), 2013 – 2014
Evaluator, UC Berkeley Chancellor's Community Partnership Fund Grant to Berkeley High School, 2014 – 2015
Member, External Review Committee, College of Education, University of Washington, Spring 2016
Member, External Advisory Board, National Center for Research on Gifted Education, University of Connecticut, 2017 – 2019
Consultant, NCS Pearson, Inc., Bloomington, Minnesota, 2018 – 2019
Member, External Advisory Board, Psychoeducational Diagnostic and Intervention Clinic (PEDIC), School of Education, University of the West Indies, 2018 – present

PROFESSIONAL SERVICE

As a Student

*Editor, **The Saint***, St. Mary's College (Secondary School), Trinidad and Tobago, 1978 – 1980
Vice President, Mustang Marching Band, University of Western Ontario (UWO), 1981 – 1982
President, Mustang Marching Band, UWO, 1982 – 1983
Member, Advisory Panel, Vice President for Student Affairs, UWO Student Government, 1982 – 1983
Treasurer, Mustang Marching Band, University of Western Ontario, 1983 – 1984
Coordinator, Brown Bag Briefings/School of Education Colloquia, Graduate School of Education (GSE), UC Berkeley, 1989 – 1992
Member, Committee on Teaching Effectiveness and Improvement, GSE, UC Berkeley, 1990 – 1992
School Psychology Representative, Dean's Council of Student Advisors, GSE, UC Berkeley, 1990 – 1992
Minority Student Recruiter, GSE, UC Berkeley, 1990 – 1992
*Editor, **Concrete Operations***, School Psychology Program, GSE, UC Berkeley, 1990 – 1993
Member, Academic Review Committee, GSE, UC Berkeley, 1993 – 1994

The Pennsylvania State University

Member, School Psychology Search Committee, College of Education, 1994 – 1995
Member, Department Head Search Committee, Educational & School Psychology & Special Education (ESPSE), College of Education, 1995
Member, School Psychology Admissions Committee, ESPSE 1995 – 2003
Member, School Psychology World-Wide Web Committee, ESPSE, 1995
Member, Multicultural Educators Forum, College of Education, 1995 – 1996
Member, Educational Psychology Search Committee, College of Education, 1995 – 1996
Member, School Psychology Search Committee, College of Education, 1995 – 1996
ESPSE Representative, Multicultural Task Force, College of Education, 1995 – 1997
Judge, Eleventh Annual Graduate Research Exhibition, 1996
Member, School & Educational Psychology Search Committee, College of Education, 1996 – 1997
Member, School Psychology Candidacy Committee, ESPSE, 1996 – 2002
Member, New Faculty/Staff Involvement Committee, Faculty/Staff Club, 1996 – 2000
Co-Coordinator, 31st Annual Pennsylvania School Psychologists Fall Conference, 1997 – 1998
Member, Urban Education Program Advisory Board, College of Education, 1997 – 1999
Advisor, The Caribbean Students Association, 1997 – 2000
Member, Continuing Education for Pennsylvania Psychologists Advisory Committee, 1997 – 2003
ESPSE Representative, Committee on Multiculturalism and Diversity, College of Education, 1997 – 1999
Member, Lesbian Gay Bisexual Support Network, 1997 – 2003
Member, Assistant to the Dean Search Committee, College of Education, 1998
Coordinator, Annual Pennsylvania School Psychologists Fall Conference, 1998 – 2002
Member, Director of Multicultural Student Services Search Committee, College of Education, 2000
Member, Commission on Lesbian, Gay, Bisexual and Transgender Equity, 2000 – 2001
Member, Counselor Education Search Committee, College of Education, 2000 – 2001
Member, Faculty/Student/Staff Concerns Committee, College of Education, 2000 – 2001
Discussion Facilitator, A First Step Toward a Hate Free Millennium, Division of Student Affairs, February 5, 2001
Member, Sabbatical Leave Review Committee, College of Education, 2002
Member, Counselor Education Search Committee, College of Education, 2002 – 2003

University of California, Berkeley

Member, Academic Review Committee, Graduate School of Education (GSE), 2003 – 2004, 2006 – 2007, 2012 – 2013
Member, Educational Leadership and Urban Education Search Committee, GSE, 2003 – 2004
Member, Teacher Education Committee, GSE, 2003 – 2004
Member, Early College Initiative Committee, 2003 – 2018

PROFESSIONAL SERVICE (con't)

University of California, Berkeley (con't)

Member, Ad Hoc Committee for Merit Reviews, GSE, 2004 – 2007, 2011 – 2013, 2014 – 2016
Member, Ad Hoc Committee for Promotion Reviews, GSE, 2013 – 2014
Member, Fellowship Committee, GSE, 2004 – 2005
Member, Editorial Board, Berkeley McNair Journal, 2004 – 2008
Co-Chair, Principal Search Committee, Early College Initiative Committee, 2005
Member, Educational Policy Committee, Early College Initiative Committee, 2005
Faculty Speaker, Chancellor's Reception for Graduates of Programs in the Center for Educational Partnerships Admitted to UC Berkeley, 2006, 2009, 2012
Member, Methodology Search Committee, GSE, 2006 – 2007
Member, Principal Search Committee, Early College Initiative Committee, 2007
Chair, Critical Social Analysis of Race and Education Search Committee, GSE, 2007 – 2008
Co-Chair, Early College Initiative Committee, 2007 – 2011, 2012 – 2017
Member, Personnel Committee, GSE, UC Berkeley, 2008 – 2011, 2016 – Fall 2019
Member, Admissions, Enrollment, and Preparatory Education, Academic Senate, 2008 – 2011, 2012 – 2017
Member, University of California Haiti Initiative (UCHI), 2010 – 2011
Member, Faculty Board, Greater Good Science Center, 2011 – present
Member, Principal Search Interview Panel, Early College Initiative Committee, 2012
Vice Chair, Admissions, Enrollment, and Preparatory Education, Academic Senate, 2012 – 2014
Member, Selection Committee, Chancellor's Award for Advancing Institutional Excellence, UC Berkeley, 2012, 2014
Member, Selection Committee, Professor K. Patricia Cross Collaborative Scholarship Award, 2014 – 2015
Member, Faculty Advisory Board, Interdisciplinary Studies, Division of Undergraduate and Interdisciplinary Studies, College of Letters and Sciences, 2014 – 2016
UC Berkeley Representative, Board of Admissions and Relations with Schools (BOARS), University of California, 2015 – 2018
Member, Admissions Committee, GSE, UC Berkeley, 2016 – 2018
Member, Coordinator of Public Programs Standing Committee, UC Berkeley, 2016 – Fall 2018
Chair, Search Committee, Lecturer, School Psychology, GSE, UC Berkeley, 2017
Chair, Coordinator of Public Programs Standing Committee, UC Berkeley, 2017 – Fall 2018
Member, Search Committee, Educational Policy/Educational Inequity, GSE, UC Berkeley, 2017 – 2018
Member, Search Committee, Assistant Vice Chancellor and Director of Undergraduate Admissions, UC Berkeley, 2018
Member, Search Committee, School Psychology/Human Development, GSE, UC Berkeley, 2018 – 2019
Chair, Search Committee, Academic Coordinator, School Psychology, GSE, UC Berkeley, 2019
Chair, Search Committee, Lecturer, School Psychology, GSE, UC Berkeley, 2019
Chair, Space Committee, GSE, UC Berkeley, 2019 – 2020
Member, Equity Committee, GSE, UC Berkeley, 2019 – 2020
Member, Building Name Review Committee, UC Berkeley, 2019 – 2020
Faculty Link Core Advisor, UC Berkeley, Fall 2020
Faculty Chair, Berkeley School of Education (BSE), 2020 – 2023
Member, Policy Committee, BSE, 2020 – present
Reviewer, New Graduate Program in School Psychology, University of California Academic Senate, 2021
Member, Smarter Balance Study Group, University of California Academic Senate, 2021
Member, Admissions and Fellowships Committee, BSE, UC Berkeley, 2021 – present
Chair, Search Committee, Lecturer, School Psychology, BSE, UC Berkeley, 2021 – 2022
Member, Search Committee, Adjunct Professor, Leadership Programs, BSE, UC Berkeley, 2022
Member, Search Committee, Dean, Berkeley School of Education, UC Berkeley, 2022 – 2023
Chair, Search Committee, Assistant Professor, School Psychology, BSE, UC Berkeley, 2023 – 2024, 2024 – 2025
Reviewer, UC Berkeley Campus Review Committee, NSF National STEM Teacher Corps Pilot Program Regional Alliance Limited Submission Program
Member, Committee for the Protection of Human Subjects, UC Berkeley, 2024 – Fall, 2025

PROFESSIONAL SERVICE (con't)

Other Academic, Governmental, and non-Governmental Organizations

Member, Board of Directors, The AIDS Project, State College, Pennsylvania, 1996 – 2001
External Reviewer, Promotion and Tenure, University of Georgia, 2003
Reviewer, National Institute of Child Health and Human Development Panels, 2003
External Reviewer, Promotion and Tenure, The Ohio State University, 2004
External Reviewer, Department of Educational Psychology, University of Minnesota, 2006
External Reviewer, Promotion and Tenure, Purdue University, 2006
External Reviewer, Promotion and Tenure, Duquesne University, 2006
External Reviewer, Promotion and Tenure, Queen's College, City University of New York, 2007
External Reviewer, Promotion and Tenure, Bates College, 2008
External Reviewer, Promotion and Tenure, North Carolina State University, 2008
External Reviewer, Promotion and Tenure, University of Central Florida, 2008
External Reviewer, Promotion and Tenure, University of Iowa, 2008
External Reviewer, Promotion, Arizona State University, 2009
External Reviewer, Promotion, Purdue University, 2009
External Reviewer, Promotion, Temple University, 2009
External Reviewer, Promotion, University of California, Santa Barbara, 2009
External Reviewer, Promotion, University of Connecticut, 2009
External Reviewer, Promotion, University of Virginia, 2009
External Reviewer, Promotion and Tenure, Georgia State University, 2010
External Reviewer, Promotion and Tenure, University of Washington, 2010
Reviewer, Qatar National Research Fund, 2010 – 2013
External Reviewer, Promotion and Tenure, Rutgers University, 2011
External Reviewer, Promotion and Tenure, University of Macau, 2011
External Reviewer, School Psychology Program, University of Cincinnati, Fall 2011
External Reviewer, Promotion and Tenure, University of Southern California, 2011
External Examiner, Doctoral Dissertation, University of Auckland, 2011
External Reviewer, Promotion, Texas State University, San Marcos, 2012
External Reviewer, Promotion, University of California, Santa Barbara, 2012
External Reviewer, Promotion, University of Texas, Austin, 2012
External Reviewer, Endowed Professorship, University of Connecticut, 2013
External Reviewer, Promotion and Tenure, Georgia State University, 2013
External Reviewer, Promotion and Tenure, Texas A & M University, 2013
External Reviewer, Promotion and Tenure, University of Minnesota, 2013
External Reviewer, Promotion, Rutgers University, 2013
Education Judge, The Tech Awards, The Tech Museum of Innovation, 2014 – 2016
External Reviewer, Appointment with Tenure, Loyola Chicago University, 2014
External Reviewer, Promotion, The Ohio State University, 2014
External Reviewer, Promotion and Tenure, University of Louisville, 2014
External Reviewer, Promotion, The College of William and Mary, 2014
External Reviewer, Appointment (Full Professor), University of Oregon, 2014
Panelist/Reviewer, Ford Foundation Fellowship Program, The National Academies, 2014, 2015
External Reviewer, Promotion, Brigham Young University, Hawaii, 2015
External Reviewer, College of Education, University of Washington, 2016
External Reviewer, Promotion, Georgia State University, 2016
External Reviewer, Promotion, North Carolina State University, 2016
External Reviewer, Promotion, Northeastern University, 2016
External Reviewer, Promotion and Tenure, University of Missouri, Columbia, 2016
External Reviewer, Promotion, University of the West Indies, Mona, Jamaica, 2016
External Reviewer, Promotion, Duquesne University, 2017
External Reviewer, Promotion and Tenure, Temple University, 2017
External Reviewer, Promotion, University of Melbourne, 2017, 2018
External Reviewer, Promotion, University of Texas at Austin, 2017
Member, Advisory Board, The Grayson School, 2017 –

PROFESSIONAL SERVICE (con't)

Other Academic, Governmental, and non-Governmental Organizations

External Reviewer, Promotion, University of Minnesota, 2018
External Reviewer, Promotion, University of Washington, 2018
External Reviewer, Promotion and Tenure, Trinity University, Texas, 2018
External Reviewer, Promotion, Northwestern University, 2019
External Reviewer, Appointment with Tenure, Boston College, 2019
External Reviewer, Appointment with Tenure, Utah Valley University, 2019
External Reviewer, Promotion, Texas A & M University, 2019
External Reviewer, Promotion, The University of the West Indies, Cave Hill, Barbados, 2019
External Reviewer, Promotion, The University of Auckland, New Zealand, 2019
External Reviewer, Promotion and Tenure, Oakland University, Michigan, 2019
Reviewer, Spencer Foundation Dissertation Fellowship Program, National Academy of Education, 2019 – 2021
Member, National Academy of Education Steering Committee Concerning Educational Inequities and the COVID-19 Pandemic, 2020
External Reviewer, Promotion, Northeastern University, 2020
External Reviewer, Promotion and Tenure, University of California, Riverside, 2020
External Reviewer, Promotion and Tenure, University of Iowa, 2020
External Reviewer, Promotion, University of Oregon, 2020
External Reviewer, Promotion, Hunter College, City University of New York, 2021
External Reviewer, Promotion, Northeastern University, 2021
External Reviewer, Promotion, Queen's College, City University of New York, 2021
External Reviewer, Promotion, Queen's University, Belfast, 2021
External Reviewer, Promotion, The University of Auckland, New Zealand, 2021
External Reviewer, Promotion and Tenure, University of Denver, 2021
External Reviewer, Distinguished Professor, Alliant University, 2023
External Reviewer, Promotion, Howard University, 2023
External Reviewer, Promotion, The Ohio State University, 2023
External Reviewer, Promotion, University of New South Wales, Australia, 2023
External Reviewer, Distinguished Professor, Georgia State University, 2023
External Reviewer, Promotion, American University of Beirut, 2024
External Reviewer, Distinguished Professor, University of Minnesota, 2024
External Reviewer, Distinguished Professor, University of South Florida, 2024
Writing Mentor, Research Writers' Retreat, Faculty of Social Sciences, The University of the West Indies, Mona, Jamaica, 2024
External Reviewer, Promotion, Texas A&M University, 2024
External Reviewer, Promotion and Tenure, University of North Texas, 2024
Member, Academic Advisory Council, Heidelberg University, 2024 – 2028
Member, External Review Team, Department of Counseling, Higher Education, and Special Education, University of Maryland, College Park, March 2025
External Reviewer, Promotion, University of Maryland, College Park, 2025 – 2026

Professional Associations

Member, Division 16's (School Psychology) Committee on Ethnic Minority Affairs, American Psychological Association (APA), 1996 – 1998
Chair, Pennsylvania Intercollege Council of School Psychology Professors, 1997 – 1998
Co-editor, Directory of Internships for Doctoral Students in School Psychology, Joint Committee on Internships for Council of Directors of School Psychology Programs (CDSPP), APA Division 16, & National Association of School Psychologists (NASP), 1997 – 1998
Member, Interdivisional Dropout Prevention Task Force, APA, 1997 – 2002
Editor, Directory of Internships for Doctoral Students in School Psychology, Joint Committee on Internships for CDSPP, APA Division 16, & NASP, 1998 – 2003
Chair, Special Interest Group (SIG): Research Focus on Education in the Caribbean and Africa, American Educational Research Association (AERA), 1999 – 2001

PROFESSIONAL SERVICE (con't)

Professional Associations (con't)

Member, Qualitative Research Sub-Committee, Task Force on Evidence-Based Interventions, Division 16, APA, 2000

Chair, Committee on Ethnic Minority Affairs, Division 16, APA, 2001 – 2003

Division 16 Liaison, Committee on Ethnic Minority Affairs, APA, 2001

Executive Board Member, SIG: Research on Giftedness and Talent, AERA, 2001 – 2004

Division 16 Liaison, Board of Educational Affairs, APA, 2001 – 2004

Division 16 Liaison, Board of Scientific Affairs, APA, 2001 – 2004

Vice President, Education, Training, and Scientific Affairs, Division 16, APA, 2002 – 2004

Chair, Outstanding Dissertation Award Committee, Division 16, APA, 2002

Member, Senior Scientist Award Committee, Division 16, APA, 2002 – 2003

Member, Committee on Division/APA Relations, APA, 2004 – 2006

Member, Interdivisional Coalition on Giftedness and Gifted Education, Center for Psychology in the Schools and Education, APA, 2004 – 2012

Member, Pew Rural Early Education Commission, Frederick D. Patterson Research Institute of the United Negro College Fund, 2004 – 2007

Member, Ad Hoc Committee (Responding to DOE's Principles for SLD Evaluation and Eligibility Determination), Division 16, APA, 2005

Chair, Committee on Division/APA Relations, APA, 2006

Reviewer, Dissertation Research Awards, Science Directorate, APA, 2006

President-Elect, Division 16, APA, 2006

Member, Board of Directors, California Foundation for Gifted Education, 2006 – 2018

President, Division 16, APA, 2007

Reviewer, AERA/IES Dissertation Grants Competition, 2007

Member, Award Committee, AERA SIG Research on Giftedness, Creativity, and Talent, 2007 – 2013

Member, Committee on Psychological Tests and Assessments (CPTA), APA, 2007 – 2009

Past President, Division 16, APA, 2008 – 2009

CPTA Representative, APA Coalition for Psychology in the Schools and Education, 2008 – 2009

APA Representative, Joint Committee on the Standards for Educational Evaluation, 2008 – 2010

Chair, Diversity Committee, Division 5 (Evaluation, Measurement, and Statistics [now Quantitative and Qualitative Methods]), APA, 2008 – 2010

Member, Postdoctoral Fellows Review Committee, AERA, 2009

Respondent, National Association for Teacher Education (NCATE) National Expert Panel, 2009

Member, Publications Committee, National Association for Gifted Children, 2009 – 2012

Member, Joint Committee for the Revision of the *Standards for Educational and Psychological Testing*, AERA, APA, and the National Council on Measurement in Education, 2009 – 2013

Member, Paul Henkin Student Travel Award Selection Committee, Division 16, APA, 2010

Reviewer, Javits Grants Final Reports, Institute of Education Sciences, U.S. Dept. of Education, 2010

Past Chair, Diversity Committee, Division 5 (Evaluation, Measurement, and Statistics [now Quantitative and Qualitative Methods]), APA, 2010 – 2011

Member, Board of Educational Affairs, American Psychological Association (APA), 2010 – 2012

Member, APA Presidential Task Force on Educational Disparities, 2010 – 2012

Member, Council of Representatives (representing Division 16, School Psychology), APA, 2010 – 2015

Member, Society for the Study of School Psychology (SSSP) Early Career Awards Committee, 2011 – 2012

Chair, Board of Educational Affairs Work Group on Master's Level Education, APA, 2012

Chair, Board of Educational Affairs Task Force on Applying Psychological Science to the Analysis of Data for Teacher Education Program Improvement, APA, 2012 – 2013

Member, Division 16 (School Psychology) Governance Committee, APA, 2012 – 2015

Catalyst Scholar, School Psychology Research Collaboration Conference, 2013

Faculty Participant, Mentoring Session for Graduate Students and Early Career Professionals, TSP (International Psychology), APA Convention, 2013

Member, Board of Scientific Affairs, APA, 2013 – 2015

Member, Diversity and Equity Committee, National Association for Gifted Children, 2013 – 2015

PROFESSIONAL SERVICE (con't)

Professional Associations (con't)

Member, Esther Katz Rosen Early Career Research Grant Committee, American Psychological Foundation, 2013 – 2015

Member, International Initiatives Committee, SSSP/International School Psychology Association, 2013 – 2018

Member, Research Committee, Council for the Accreditation of Educator Preparation, 2013 – 2015, 2019 – 2020

Faculty Participant, Early Career Scholars Capstone Conference and Career Development Workshop, American Educational Research Association, 2014

Member, American Educational Research Association (AERA) Council Subcommittee on Rethinking Faculty Evaluation, Fall 2014

Member, Presidential Arts and Psychology Committee, American Psychological Association (APA) 2014

Member, Presidential Citations Committee, APA, 2014

Participant, Opening Doors Summit: Doctoral Education to First Job, APA, 2014

Member, Psychology Centralized Application Service (PSYCAS) Advisory Panel, APA, 2014 – 2016

Member, Jack Bardon Distinguished Service Award Committee, Division 16, APA, 2014 – 2017

Co-Chair, Coalition for Psychology of High Performance, APA, 2014 – 2019

Chair, Board of Scientific Affairs, APA, 2015

Senior Scholar, European Association for Research on Adolescence (EARA)/Society for Research on Adolescence (SRA) Summer School, 2015

Chair, Jack Bardon Distinguished Service Award Committee, Division 16, APA, 2015 – 2017

Member, Fellows Committee, Division 15 (Educational Psychology), APA, 2015 – 2017

APA Representative, Management Committee, *Standards for Educational and Psychological Testing*, 2016 – 2021

Participant, Society for the Study of School Psychology (SSSP) Speed Mentoring, National Association of School Psychologists' (NASP) Annual Convention, 2016

Member-at-Large, Board of Directors, APA and APA-Practice Organization, 2016 – 2018

Member, Council of Representatives, Federation of Associations in Behavioral and Brain Sciences, 2016 – 2018

Member, Professional Development Committee, AERA, 2016 – 2019

Member, International Advisory Committee, Caribbean National Psychology Associations (CANPA), 2016 – present

Member, NASP Writing Group on "Necessary Use of the Title, School Psychologist," 2017

Chair, Professional Development Committee, AERA, 2017 – 2019

Member, SSSP/NASP Research Presentation Series Committee, 2017 – 2020

Member, National Association for Gifted Children (NAGC) Gifted Definition Task Force, 2018

Member, Division 45 (Society for the Psychological Study of Culture, Ethnicity, and Race) of APA Journal Feasibility Task Force, 2018

Member, SSSP Membership Committee, 2018 – 2020

Member, International Research Collaborative for the Psychology of Talent Development, 2018 –

Board of Scientific Affairs Representative, Coalition for Psychology in the Schools and Education, 2019 – 2020

Chair and APA Representative, Management Committee, *Standards for Educational and Psychological Testing*, 2019 – 2020

Member, Career Achievement Award for Distinguished Psychological Contributions to Education (formerly called the Edward Lee Thorndike Award) Committee, Division 15, American Psychological Association (APA), 2020

Co-Chair, Society for the Study of School Psychology (SSSP) Diversity Task Force, 2020

Member, Board of Educational Affairs Task Force to Update What Research Tells Us About Ethnic and Racial Disparities in PreK-12 Education, 2020 – 2022

Member, *Gifted Child Quarterly* Working Group on Journal Policies, Procedures, and Practices, National Association for Gifted Children, 2020 – 2021

Member, APA Task Force on Violence Directed Against Educators and School Personnel, 2020 –

PROFESSIONAL SERVICE (con't)

Professional Associations (con't)

President-Elect, American Psychological Association (APA) and APA Services, Inc., 2021
President, American Psychological Association (APA) and APA Services, Inc., 2022
Invited Participant, “Broadening Conceptions of Scientific and Scholarly Productivity: Improving Openness, Inclusion, and Impact in a Changing Research Landscape.” American Educational Research Association and Council of Graduate Schools, March 24–25, 2022, Washington DC, United States
Member, Compact Technical Assistance Group, The Interstate Compact for School Psychology, 2022–2023
Past President, American Psychological Association (APA) and APA Services, Inc., 2023
Board Liaison, APA Ethics Code Task Force, 2023
Chair, Election Committee, APA, 2023
Member, Election Committee, APA, 2023 – 2025
Member, Vetting Committee, National Academy of Education, 2024
Co-Chair, Task Force Updating the *Top Twenty Principles for PreK–12 Teaching and Learning*, APA 2024–2025
Member, Real Estate Task Force, APA, 2024 – 2025
Founding Co-Chair, Black Special Interest Group, Society for Research on Adolescence, 2024 – 2026
Faculty Representative, Teachers of Psychology in Secondary Schools (TOPSS), APA, 2024 – 2026
Member, Joint Committee for the Revision of the *Standards for Educational and Psychological Testing*, AERA, APA, and the National Council on Measurement in Education, 2024 –
Parliamentarian, Council of Representatives, APA, August 2025

Conferences

Reviewer, AERA SIG: Research Focus on Black Education, 1996 – 2000
Reviewer, AERA SIG: Caribbean and African Studies in Education, 1999, 2006, 2013
Reviewer, AERA SIG: Research on Giftedness and Talent, 1999 – 2000, 2002 – 2006, 2009, 2013
Reviewer, Division 16 Proposals, APA Annual Convention, 1999 – 2000, 2002, 2005 – 2006
Chair, SIG: Research Focus on the Caribbean and Africa Paper session, AERA, 2002
Chair, Psychology paper session, Hawaii International Conference on the Social Sciences, 2002, 2003
Reviewer, Psychology Proposals, Hawaii International Conference on Social Sciences, 2003
Chair, Master Lecture, Board of Scientific Affairs, APA Annual convention, August 2003
Chair, Award Winner Symposium, Division 16, APA Annual Convention, August, 2003, 2004
Program Chair, SIG: Faculty Teaching, Evaluation, and Development, AERA, 2004 – 2006
Reviewer, AERA SIG: Faculty Teaching, Evaluation, and Development, AERA, 2006, 2009
Reviewer, National Association for Gifted Children (NAGC), Research and Evaluation Network, 2008, 2011, 2012, 2014
Reviewer, American Educational Research Association (AERA), Division E: Counseling and Human Development, 2009
Chair, Invited Address, Child/Family Caucus, American Psychological Association (APA), 2009
Reviewer and Panel Chair, Society for Research on Child Development (SRCD), 2012
Chair, Master Lectures, Board of Scientific Affairs, APA Annual Convention, August 2013 – 2015
Member, Scientific Committee, 5th International Conference on Time Perspective, Vilnius, Lithuania, 2018 – 2021
Member, Organizing Committee, 5th International Conference on Time Perspective, 2018 – 2021, Vilnius, Lithuania
Member, International Organizing Committee, International Symposium on Time Perspective (Time Perspective – Beyond East and West, 2019, Chongqing, China
Reviewer, Division 5 Proposals, APA Annual Convention, 2020
Member, International Scientific Committee, International School Psychology Association Conference, Coimbra, Portugal, 2024 – 2025

PROFESSIONAL SERVICE (con't)

Editorial Service

Ad Hoc Reviews

Reviewer, *Urban Education*, Spring 2000
Reviewer, *Journal of Multicultural Counseling and Development*, 2000 – 2002
Reviewer, *Applied Developmental Science*, 2001 – 2002
Consulting Reader, *Perceptual and Motor Skills*, 2001 – 2002, 2005, 2008
Reviewer, *Gifted Child Quarterly*, 2002 – 2003
Reviewer, *Journal of School Psychology*, 2002, 2011, 2013, 2019 – 2020
Reviewer, *Journal of Adolescence*, 2002 – 2003, 2005 – 2006, 2011, 2013, 2015 – 2016, 2020
Reviewer, *Journal of Adolescent Research*, 2003, 2007, 2008
Reviewer, *Journal of Early Adolescence*, 2007 – 2008, 2011 – 2012
Reviewer, *Review of Educational Research*, 2003, 2007, 2010 – 2011
Reviewer, *Journal of Psychology in Africa*, 2004, 2005, 2010
Reviewer, *Child Development*, 2005, 2015
Reviewer, *Cultural Diversity and Ethnic Minority Psychology*, 2005 – 2007, 2010 – 2014
Reviewer, *Journal of Counseling Psychology*, 2005 – 2007
Reviewer, *Journal for the Education of the Gifted*, 2006, 2008, 2010, 2013, 2015, 2023–2024
Reviewer, *Journal of Personality Assessment*, 2006, 2016, 2020
Reviewer, *Identity: An International Journal of Theory and Research*, 2007, 2010, 2012
Reviewer, *Self and Identity*, 2007
Reviewer, *American Educational Review Journal*, 2007 – 2008, 2010 – 2011
Reviewer, *American Psychologist*, 2008, 2010, 2011, 2022 – 2023
Reviewer, *British Journal of Psychology*, 2008
Reviewer, *Educational and Psychological Measurement*, 2008
Reviewer, *Human Development*, 2008 – 2009
Reviewer, *Journal of Psychoeducational Assessment*, 2008, 2016
Reviewer, *Caribbean Curriculum*, 2009, 2014
Reviewer, *Journal of Social and Clinical Psychology*, 2009
Reviewer, *Journal of Black Psychology*, 2009, 2014, 2015 – 2016, 2018 – 2021, 2024
Reviewer, *Berkeley Review of Education*, 2010
Reviewer, *Canadian Journal of Behavioural Science*, 2010
Reviewer, *European Journal of Psychology in Education*, 2010
Reviewer, *Nicotine and Tobacco Research*, 2010
Reviewer, *Psychological Bulletin*, 2010, 2012 – 2014, 2024
Reviewer, *Health, Risk, and Society*, 2011 – 2012
Reviewer, *Time and Society*, 2011, 2014
Reviewer, *Developmental Psychology*, 2011, 2016
Reviewer, *School Psychology Review*, 2012 – 2013, 2015 – 2016
Reviewer, *American Journal of Education*, 2013
Reviewer, *PsyCh Journal*, 2013
Reviewer, *Journal of Educational and Psychological Consultation*, 2013, 2015
Reviewer, *Learning and Individual Differences*, 2013 – 2016
Reviewer, *Journal of Educational Psychology*, 2014 – 2015
Reviewer, *Addictive Behaviors*, 2015
Reviewer, *Perspectives on Psychological Science*, 2015
Reviewer, *Du Bois Review*, 2016
Reviewer, *Personality and Individual Differences*, 2016 – 2017
Reviewer, *International Journal of Behavioral Development*, 2017 – 2019
Reviewer, *Roeper Review*, 2017
Reviewer, *Journal of Cross-Cultural Psychology*, 2018
Reviewer, *Trainers' Forum*, 2018
Reviewer, *AIDS Care*, 2019
Reviewer, *International Journal of Psychology*, 2019

PROFESSIONAL SERVICE (con't)

Editorial Service (con't)

Ad Hoc Reviews (con't)

Reviewer, *Youth & Society*, 2019

Reviewer, *School Psychology*, 2019 – 2020

Reviewer, *Children and Youth Services Review*, 2020

Reviewer, *Educational Research and Evaluation*, 2020

Reviewer, *Journal of Applied Developmental Psychology*, 2020

Reviewer, *Neuropsychology*, 2020

Reviewer, *Psychological Assessment*, 2020

Reviewer, *Drug and Alcohol Dependence*, 2021

Reviewer, *International Perspectives in Psychology: Research, Practice, Consultation*, 2024

Reviewer, *Journal of Latinx Psychology*, 2024

Editorial Boards

Member, Editorial Review Board, *The Journal of Secondary Gifted Education*, 2000 – 2006

Member, Editorial Advisory Board, *Gifted Dialogue*, 2002 – 2004

Member, Editorial Advisory Board, *Roeper Review*, 2002 – 2004, 2008 – 2010

Member, Editorial Review Board, *School Psychology Quarterly*, 2003 – 2016

Member, Editorial Review Board, *Gifted Child Quarterly*, 2003 – 2021

Contributing Editor, *Roeper Review*, 2005 – present

Consulting Editor, *Training and Education in Professional Psychology*, 2006 – 2012

Member, Editorial Board, *Psychology in the Schools*, 2006 – 2014

Consulting Editor, *Assessment*, 2006 – 2023

Member, Editorial Board, *Journal of Advanced Academics*, 2007 – 2020

Consulting Editor, *Cultural Diversity and Ethnic Minority Psychology*, 2008 – 2009

Member, Editorial Board, *Journal of Applied School Psychology*, 2009 – present

Member, Editorial Board, *Identity: An International Journal of Theory and Research*, 2011 – 2020

Member, Editorial Board, *International Journal of School and Educational Psychology*, 2012 – 2020

Member, Editorial Board, *International Journal of Quantitative Research in Education*, 2012 – present

Member, Editorial Board, *Journal of Psychology in Africa*, 2012 – 2020

Consulting Editor, Editorial Board, *Psychology of Sexual Orientation and Gender Diversity*, 2013 – 2020

Member, Editorial Advisory Board, *Gifted Education International*, 2020 – 2025

Member, Editorial Advisory Board, *Gifted Child Quarterly*, 2021 –

Action Editor, Guest Editor, and Editor

Action Editor, *Journal of Multicultural Counseling and Development*, 2001

Guest Co-Editor, *Journal of Multicultural Counseling and Development*, 2001

Co-Editor, *Review of Educational Research*, 2012 – 2014

Guest Editor, *Journal of Educational and Psychological Consultation*, 2014

Guest Co-Editor, *Psychology in the Schools*, 2014

Action Editor, *Sage Open*, 2014 – 2015, 2019

Editor, *Review of Educational Research*, 2015 – 2016

Guest Co-Editor, *Annals of the New York Academy of Sciences*, 2016

Guest Co-Editor, *Policy Insights from the Behavioral and Brain Sciences*, 2016, 2019, 2020

Guest Editor, *Journal of Black Psychology*, 2019

Senior Editor, *School Psychology Review*, 2020 – 2025

Guest Co-Editor, *Gifted Child Quarterly*, 2022

Guest Co-Editor, *School Psychology Review*, 2022

Guest Co-Editor, *Journal for the Education of the Gifted*, 2024, 2025

Guest Co-Editor, *Gifted Child Quarterly*, 2025

Editor in Chief, *Oxford Research Encyclopedia of Psychology*, February 1, 2025 –

PROFESSIONAL SERVICE (con't)

Other Editorial Service

Member, Article of the Year Award Committee, *Journal of School Psychology*, 2014
Reviewer, *Publication Manual of the American Psychological Association* (7th ed.), 2018
Member, Editorial Board, *Educational Measurement* (5th ed.), 2018 – 2025

Reviews of Book Chapters, Book Proposals, and Books

Book, SUNY Press, 2002
Book Proposal, National Association of Gifted Children, 2005
Chapter, Oxford University Press, 2010
Book Proposal, Harvard University Press, 2011
Book Proposal, Routledge, 2013
Chapter, Routledge, 2014
Chapter, American Psychological Association, 2014
Book Proposal, Oxford University Press, 2014
Book Proposal, Harvard Education Press, 2015
Chapters, Caribbean Discourse in Inclusive Education, 2017
Chapter, *International Handbook of Giftedness and Talent Development in the Asia-Pacific*,
Routledge, 2018

Music

Director, Youth Choir, St. Michael's and All Angels, Diego Martin, Trinidad, 1978 – 1981
Assistant Director, Celestial Choir, Taylor United Methodist Church, Oakland, CA, 1989 – 1994, 2003 – 2012
Member, Oakland Symphony Chorus, Oakland, CA, 1990 – 1992
Director, Graduate School of Education Chorus, UC Berkeley, 1990 – 1994, 2003 – 2018
Member, The Penn State Glee Club, The Pennsylvania State University, 1994 – 2003
Member, State College Choral Society, State College, PA, 1995 – 2000
Assistant Director, The Penn State Glee Club, The Pennsylvania State University, 1997 – 1998
Tour Coordinator, Trinidad and Tobago, The Penn State Glee Club, 1997 – 1998
Director, Youth Choir, St. John's United Church of Christ, Boalsburg, PA, 1998 – 2001
Associate Director, The Penn State Glee Club, Penn State, 1999 – 2001, 2002 – 2003
Tour Coordinator, Trinidad and Tobago, Juniata College Concert Choir, 2000 – 2001, 2006 – 2007
Co-Coordinator, *The Music of Desmond Waithe*, Juniata College, 2002
Musical Director, Long Service Award Ceremony Combined Choir, Ansa-McAl Group of Companies, Trinidad and Tobago, 2002
Member, African Chorus: World Premiere, *York: The Voice of Freedom*, Penn State, 2002
Adjudicator, Mini-Preliminaries, Trinidad and Tobago Biennial Music Festival, 2002, 2004
Member, Trinidad and Tobago Music Festival Committee, 2003 – 2004
Member, Board of Directors, East Bay Center for the Performing Arts, Richmond, CA, 2005 – 2011
Director, American Psychological Association Council of Representatives Choir, 2014 – present
Choir Director, Opening Ceremony, Annual Convention of the American Psychological Association, 2014, <https://youtu.be/TCJv8pkUO2M>
Guest Conductor, Camerata Chamber Choir (*Summer Christmas*), Auckland, New Zealand, 2018
Director, Berkeley Way West Chorus (formerly the Graduate School of Education Chorus), 2018 – present
Worrell, F. C. (2020, September 25). *Ain't misbehaving, Just social distancin' now*.
<https://www.instagram.com/tv/CFIV5Qdl98f/?igshid=nhlrzj6p5re7>

REFEREED PUBLICATIONS

(¹student, advisee, or postdoc at time of submission)

Journal Articles

- Worrell, F. C. (1997a). Academically talented students and resilient at-risk students: Differences on self-reported risk and protective factors. *The Journal of At-Risk Issues*, 4(1), 10–18.
- Worrell, F. C. (1997b). An exploratory factor analysis of Harter's Self-Perception Profile for Adolescents in academically talented students. *Educational and Psychological Measurement*, 57(6), 1016–1024. <https://doi.org/10.1177/0013164497057006010>
- Worrell, F. C. (1997c). Predicting successful or non-successful at-risk status using demographic risk factors. *The High School Journal*, 81(1), 46–53.
- ¹Gardner, D. L., & Worrell, F. C. (1998). The relationship between parent reports of homework problems and academic achievement. *Pennsylvania Educational Leadership*, 18(1), 37–40.
- ¹Samuels, L. K., & Worrell, F. C. (1998). The effect of an after-school program on homework completion behaviors. *Pennsylvania Educational Leadership*, 18(1), 41–45.
- Worrell, F. C., ¹Roth, D. A., & Gabelko, N. H. (1998). Age and gender differences in the self-concepts of academically talented students. *The Journal of Secondary Gifted Education*, 9(4), 157–162.
- Worrell, F. C., Gabelko, N. H., ¹Roth, D. A., & ¹Samuels, L. K. (1999). Parents' reports on homework amount and problems in academically talented elementary students. *Gifted Child Quarterly*, 43(2), 86–94. <https://doi.org/10.1177/001698629904300205>
- Worrell, F. C., ¹Latto, I. K., & ¹Perlinski, M. A. (1999). The relationship of risk status to self-esteem and perceived life chances. *The Journal of At-Risk Issues*, 5(2), 33–38.
- Watkins, M. W., & Worrell, F. C. (2000). Diagnostic utility of the number of WISC-III subtests deviation from mean performance among students with learning disabilities. *Psychology in the Schools*, 37(4), 303–309. [https://doi.org/10.1002/1520-6807\(20002\)37:4<311::AID-PITS1>3.0.CO;2-X](https://doi.org/10.1002/1520-6807(20002)37:4<311::AID-PITS1>3.0.CO;2-X)
- ¹Watson, M. J., Worrell, F. C., & Milrod, R. J. (2000). A comparison of mathematics and language arts grades and attitudes toward school in activity-based and traditional classrooms. *Pennsylvania Educational Leadership*, 19(2), 53–60.
- Worrell, F. C. (2000). The reliability and utility of self-concept instruments with at-risk populations. *The Journal of At-Risk Issues*, 7(1), 31–41.
- Worrell, F. C. (2000). The reliability and validity of the Instructional Climate Inventory-Student Form. *Psychology in the Schools*, 37, 291–298. [https://doi.org/10.1002/\(SICI\)1520-6807\(200005\)37:3<291::AID-PITS9>3.0.CO;2-X](https://doi.org/10.1002/(SICI)1520-6807(200005)37:3<291::AID-PITS9>3.0.CO;2-X)
- Worrell, F. C. (2000). A validity study of scores on the Multigroup Ethnic Identity Measure based on a sample of academically talented adolescents. *Educational and Psychological Measurement*, 60(3), 439–447. <https://doi.org/10.1177/00131640021970646>
- Kush, J. C., Watkins, M. W., Ward, T. J., Ward, S. B., Canivez, G. L., & Worrell, F. C. (2001). Construct validity of the WISC-III for White and Black students from the WISC-III standardization sample and for Black students referred for psychological evaluation. *School Psychology Review*, 30(1), 70–88. <https://doi.org/10.1177/0829573507303056>
- ¹Pedersen, J. A., Worrell, F. C., & French, J. L. (2001). Reliability of The Social Skills Rating System with rural Appalachian children from families with low incomes. *Journal of Psychoeducational Assessment*, 19(1), 45–53. <https://doi.org/10.1177/073428290101900103>
- ¹Schweigardt, W. J., Worrell, F. C., & Hale, R. L. (2001). Gender differences in the motivation for and selection of courses in a summer program for academically talented students. *Gifted Child Quarterly*, 45(4), 283–293. <https://doi.org/10.1177/001698620104500406>
- Vandiver, B. J., ¹Fhagen-Smith, P. E., Cokley, K. O., Cross, W. E., Jr., & Worrell, F. C. (2001). Cross' nigrescence model: From theory to scale to theory. *Journal of Multicultural Counseling and Development*, 29(3), 174–200. <https://doi.org/10.1002/j.2161-1912.2001.tb00516.x>
- Worrell, F. C., Cross, W. E., Jr., & Vandiver, B. J. (2001). Nigrescence theory: Current status and challenges for the future. *Journal of Multicultural Counseling and Development*, 29(3), 201–213. <https://doi.org/10.1002/j.2161-1912.2001.tb00517.x>
- Worrell, F. C., & Hale, R. L. (2001). The relationship of hope in the future and perceived school climate to school completion. *School Psychology Quarterly*, 16(4), 370–388. <https://doi.org/10.1521/scpq.16.4.370.19896>
- Worrell, F. C., & ¹Kuterbach, L. D. (2001). The use of student ratings of teacher behaviors with academically talented high school students. *The Journal of Secondary Gifted Education*, 12(4), 236–247. <https://doi.org/10.4219/jsge-2001-670>

REFEREED PUBLICATIONS (con't)

(¹ student, advisee, or postdoc at time of submission)

Journal Articles (con't)

- Worrell, F. C., ¹Szarko, J. E., & Gabelko, N. H. (2001). Multi-year persistence of nontraditional students in an academic talent development program. *The Journal of Secondary Gifted Education*, 12(2), 80–89. <https://doi.org/10.4219/jsge-2000-646>
- Worrell, F. C., Vandiver, B. J., & Watkins, M. W. (2001). Construct validity of the Learning Behavior Scale with an independent sample of students. *Psychology in the Schools*, 38(3), 207–215. <https://doi.org/10.1002/pits.1011>
- Vandiver, B. J., Cross, W. E., Jr., Worrell, F. C., & Fhagen-Smith, P. E. (2002). Validating the Cross Racial Identity Scale. *Journal of Counseling Psychology*, 49(1), 71–85. <https://doi.org/10.1037/0022-0167.49.1.71>
- Vandiver, B. J., & Worrell, F. C. (2002). The reliability and validity of scores on the Almost Perfect Scale-Revised with academically talented middle school students. *The Journal of Secondary Gifted Education*, 13, 108–119. <https://doi.org/10.4219/jsge-2002-372>
- Worrell, F. C. (2002). Global and domain-specific self- concepts in academically talented Asian American and White adolescents. *Gifted Child Quarterly*, 46(2), 90–97. <https://doi.org/10.1177/001698620204600202>
- Worrell, F. C., Watkins, M. W., ¹Runge, T. J., & Hall, T. E. (2002). Pre-reading skills in Trinidad and Tobago students in the first three years of school. *Caribbean Curriculum*, 9, 1–19.
- Pierre, P., & Worrell, F. C. (2003). Differences between elementary and secondary school teachers in Trinidad and Tobago on teacher self-efficacy. *Caribbean Curriculum*, 10, 109–128.
- Schaefer, B. A., & Worrell, F. C. (2003). Learning behaviors in a college setting: A psychometric examination of scores on the Learning and Study Strategies Inventory (LASSI). *Journal of Research in Education*, 13, 110–119.
- Worrell, F. C., ¹Gibbons, T. A., ¹Starks, M. T., & Nicosia, M. W. (2003). Self-reported differences on risk and protective factors in rural honor students, at-risk dropouts, and at-risk graduates. *Journal of At-Risk Issues*, 9(1), 5–13.
- ¹Arthur, A. G., ¹FitzGerald, J. L., Kuterbach, J. M., ¹Morgan, R. J., & Worrell, F. C. (2004). Examining the reliability and validity of school climate measures in a sample of Pennsylvania middle school students. *Pennsylvania Educational Leadership*, 23(2), 42–49.
- Worrell, F. C., & ¹Bucknavage, L. B. (2004). Participation in extracurricular activities by students attending assisted and prestige schools in Trinidad. *Caribbean Curriculum*, 11, 129–147.
- Worrell, F. C., & Cross, W. E., Jr. (2004). The reliability and validity of Big Five Inventory scores with African American college students. *Journal of Multicultural Counseling and Development*, 32(1), 7–31. <https://doi.org/10.1002/j.2161-1912.2004.tb00358.x>
- Worrell, F. C., & Schaefer, B. A. (2004). Reliability and validity of Learning Behaviors Scale (LBS) scores with academically talented students: A comparative perspective. *Gifted Child Quarterly*, 48(4), 287–308. <https://doi.org/10.1177/001698620404800404>
- Worrell, F. C., Vandiver, B. J., Cross, W. E., Jr., & Fhagen-Smith, P. E. (2004). The reliability and validity of Cross Racial Identity Scale (CRIS) scores in a sample of African American adults. *The Journal of Black Psychology*, 30(4), 489–505. <https://doi.org/10.1177/0095798404268281>
- ¹Bucknavage, L. B., & Worrell, F. C. (2005). A study of academically talented students' participation in extracurricular activities. *The Journal of Secondary Gifted Education*, 16(2-3), 74–86. <https://doi.org/10.4219/jsge-2005-474>
- Merino Soto, C., Schaefer, B. A., & Worrell, F. C. (2005). Conductas de aprendizaje en el aula: La siguiente generación de evaluación en intervención [Learning behaviors in the classroom: The next generation of intervention assessment]. *Revista Psicopedagogia*, 22(68), 148–153.
- ¹Bryington Fisher, A., Schaefer, B. A., Watkins, M. W., Worrell, F. C., & Hall, T. E. (2006). The factor structure of the Fear Survey Schedule for Children – II in Trinidadian children and adolescents. *Journal of Anxiety Disorders*, 20(6), 740–759. <https://doi.org/10.1016/j.janxdis.2005.11.003>
- ¹Mello, Z. R., & Worrell, F. C. (2006). The relationship of time perspective to age, gender, and academic achievement among academically talented adolescents. *Journal for the Education of the Gifted*, 29(3), 271–289. <https://doi.org/10.1177/016235320602900302>
- Worrell, F. C. (2006). Ethnic and gender differences in self-reported achievement and achievement-related attitudes in secondary school students in Trinidad. *Caribbean Curriculum*, 13, 1–22.

REFEREED PUBLICATIONS (con't)

(¹student, advisee, or postdoc at time of submission)

Journal Articles (con't)

- Worrell, F. C., Conyers, L. M., Mpofu, E., & Vandiver, B. J. (2006). Multigroup Ethnic Identity Measure (MEIM) scores in a sample of adolescents from Zimbabwe. *Identity: An International Journal of Theory and Research*, 6(1), 35–59. https://doi.org/10.1207/s1532706xid0601_4
- Worrell, F. C., & Gardner-Kitt, D. L. (2006). The relationship between racial and ethnic identity in Black adolescents: The Cross Racial Identity Scale (CRIS) and the Multigroup Ethnic Identity Measure (MEIM). *Identity: An International Journal of Theory and Research*, 6(4), 293–315. https://doi.org/10.1207/s1532706xid0604_1
- Worrell, F. C., Vandiver, B. J., Schaefer, B. A., Cross, W. E., Jr., & Fhagen-Smith, P. E. (2006). Generalizing nigrescence profiles: A cluster analysis of Cross Racial Identity Scale (CRIS) scores in three independent samples. *The Counseling Psychologist*, 34(4), 519–547. <https://doi.org/10.1177/0011000005278281>
- Gardner-Kitt, D. L., & Worrell, F. C. (2007). Measuring nigrescence attitudes in school-aged adolescents. *Journal of Adolescence*, 30(2), 187–202. <https://doi.org/10.1016/j.adolescence.2006.01.001>
- Worrell, F. C. (2007). Consultation in the gifted-education arena: Old wine in a new skin. *Journal of Educational and Psychological Consultation*, 17(4), 375–386. <https://doi.org/10.1080/10474410701634344>
- Worrell, F. C. (2007). Ethnic identity, academic achievement, and global self-concept in four groups of academically talented adolescents. *Gifted Child Quarterly*, 51(1), 23–38. <https://doi.org/10.1177/0016986206296655>
- Worrell, F. C., & ¹Mello, Z. R. (2007). The reliability and validity of Zimbardo Time Perspective Inventory (ZPTI) scores in academically talented adolescents. *Educational and Psychological Measurement*, 67(3), 487–504. <https://doi.org/10.1177/0013164406296985>
- Worrell, F. C., Roth, D. A., & Gabelko, N. H. (2007). Elementary Reading Attitude Survey (ERAS) scores in academically talented students. *Roeper Review*, 29(2), 119–124. <https://doi.org/10.1080/02783190709554395>
- Matthews, M. S., Gentry, M., McCoach, D. B., Worrell, F. C., Matthews, D., & Dixon, F. (2008). Evaluating the state of a field: Effect size reporting in gifted education, 1996 – 2005. *The Journal of Experimental Education*, 77(1), 55–65. <https://doi.org/10.3200/JEXE.77.1.55-68>
- ¹Mello, Z. R., & Worrell, F. C. (2008). Variación por sexo de la participación en actividades extracurriculares y la percepción de oportunidades de vida en adolescentes de Trinidad y Tobago [Gender variation in extracurricular activity participation and perceived life chances in Trinidad and Tobago adolescents]. *Psykhé: Revista de la Escuela de Psicología*, 17(2), 91–102.
- ¹Simmons, C., Worrell, F. C., & Berry, J. M. (2008). Psychometric properties of scores on three Black racial identity scales. *Assessment*, 15(3), 259–276. <https://doi.org/10.1177/1073191108314788>
- Webster, N. S., & Worrell, F. C. (2008). Academically talented students' attitudes towards service in the community. *Gifted Child Quarterly*, 52(2), 170–179. <https://doi.org/10.1177/0016986208316038>
- Worrell, F. C. (2008). Nigrescence attitudes in adolescence, emerging adulthood, and adulthood. *Journal of Black Psychology*, 34(2), 156–178. <https://doi.org/10.1177/0095798408315118>
- Worrell, F. C., Watkins, M. W., & Hall, T. E. (2008). Reliability and validity of self-concept scores in secondary school students in Trinidad and Tobago. *School Psychology International*, 29(4), 466–480. <https://doi.org/10.1177/0143034308096435>
- Worrell, F. C., & Watson, S. (2008). A confirmatory factor analysis of Cross Racial Identity Scale (CRIS) scores: Testing the expanded nigrescence model. *Educational and Psychological Measurement*, 68(6), 1041–1058. <https://doi.org/10.1177/0013164408318771>
- ¹Hahn, K. R., Schaefer, B. A., Merino Soto, C., & Worrell, F. C. (2009). The factor structure of Preschool Learning Behaviors Scale scores in Peruvian children. *Canadian Journal of School Psychology*, 24(4), 318–331. <https://doi.org/10.1177/0829573509349015>
- Mello, Z. R., ¹Bhadare, D. K., ¹Fearn, E. J., ¹Galaviz, M., ¹Hartmann, E. S., & Worrell, F. C. (2009). The window, the river, and the novel: Examining adolescents' conceptualizations of the past, the present, and the future. *Adolescence*, 44(175), 539–556.
- Mello, Z. R., Worrell, F. C., & ¹Andretta, J. R. (2009). Variation in how frequently adolescents think about the past, the present, and the future in relation to academic achievement. *Diskurs Kindheits und Jugendforschung [Research on Child and Adolescent Development]*, 4(2), 173–183. <https://nbn-resolving.org/urn:nbn:de:0168-ssoar-334563>

REFEREED PUBLICATIONS (con't)

(¹student, advisee, or postdoc at time of submission)

Journal Articles (con't)

- Vandiver, B. J., Worrell, F. C., & Delgado-Romero, E. A. (2009). A psychometric examination of Multidimensional Inventory of Black Identity (MIBI) scores. *Assessment*, 16(4), 337–351. <https://doi.org/10.1177/1073191109341958>
- Woodland, M. H., ¹Martin, J. F., ¹Hill, R. L., & Worrell, F. C. (2009). The most blessed room in the city: The influence of a youth development program on three young Black males. *Journal of Negro Education*, 78(3), 233–245.
- Worrell, F. C. (2009). Myth 4: A single test score or indicator tells us all we need to know about giftedness. *Gifted Child Quarterly*, 53(4), 242–244. <https://doi.org/10.1177/0016986209346828>
- Worrell, F. C., & ¹Mello, Z. R. (2009). Convergent and discriminant validity of time attitude scores on the Adolescent Time Perspective Inventory. *Diskurs Kindheits und Jugendforschung*, [Research on Child and Adolescent Development], 4(2), 185–196. <https://nbn-resolving.org/urn:nbn:de:0168-ssaar-334572>
- Phagen-Smith, P. E., Vandiver, B. J., Worrell, F. C., & Cross, W. E., Jr. (2010). (Re) Examining racial identity differences across socioeconomic status, community of origin, and gender among African American college students. *Identity: An International Journal of Theory and Practice*, 10(3), 164–180. <https://doi.org/10.1080/15283488.2010.495907>
- Hull, D. M., Beaujean, A. A., Worrell, F. C., & Verdisco, A. E. (2010). An item-level examination of the factorial validity of NEO-Five Factor Inventory scores. *Educational and Psychological Measurement*, 70(6), 1021–1041. <https://doi.org/10.1177/0013164410378091>
- Kover, D. J., & Worrell, F. C. (2010). The influence of instrumentality beliefs on intrinsic motivation: A study of high achieving adolescents. *Journal of Advanced Academics*, 21(3), 470–498. <https://doi.org/10.1177/1932202X1002100305>
- Eby, M., Chin, J. L., Rollock, D., Schwartz, J. S., & Worrell, F. C. (2011). Professional psychology training in an era of a thousand flowers: Dilemmas and challenges for the future. *Training and Education in Professional Psychology*, 5(2), 57–68. <https://doi.org/10.1037/a0023462>
- Mallett, R. K., ²Mello, Z. R., Wagner, D. E., Worrell, F. C., Nelson Burrow, R., & Andretta, J. R. (2011). Do I belong? It depends on when you ask. *Cultural Diversity and Ethnic Minority Psychology*, 17(4), 432–436. <https://doi.org/10.1037/a0025455>
- ¹Meyer, E. L., Schaefer, B. A., Merino Soto, C., Simmons, C., ¹Anguiano, R., Brett, J., ¹Holman, A., ¹Martin, J. F., ¹Hata, H. K., Roberts, K. J., Mello, Z. R., & Worrell, F. C. (2011). Factor structure of Child Behavior Scale scores in Peruvian preschoolers. *Psychology in the Schools*, 48(10), 931–942. <https://doi.org/10.1002/pits.20596>
- Subotnik, R. F., Olszewski-Kubilius, P., & Worrell, F. C. (2011). Rethinking giftedness and gifted education: A proposed direction forward based on psychological science. *Psychological Science in the Public Interest*, 12(1), 3–54. <https://doi.org/10.1177/1529100611418056>
- Worrell, F. C. (2011). Promising practices in serving academically talented youth in urban settings. *Gifted Child Today*, 34(1), 44–49. <https://doi.org/10.1177/107621751103400112>
- Worrell, F. C., & ¹Erwin, J. O. (2011). Best practices in identifying students for gifted and talented education (GATE) programs. *Journal of Applied School Psychology*, 2 (4), 319–340. <https://doi.org/10.1080/15377903.2011.615817>
- Worrell, F. C., Mendoza-Denton, R., ¹Telesford, J., Simmons, C., & ¹Martin, J. F. (2011). Cross Racial Identity Scale (CRIS) scores: Stability and relationships with psychological adjustment. *Journal of Personality Assessment*, 93(6), 637–648. <https://doi.org/10.1080/00223891.2011.608762>
- Worrell, F. C., & Noguera, P. A. (2011). Educational attainment of Black males: Views of male secondary school students in Trinidad. *The Caribbean Journal of Teacher Education and Pedagogy*, 2, 7–23.
- Young, A. E., Worrell, F. C., & Gabelko, N. H. (2011). Predictors of success in accelerated and enrichment summer mathematics courses for academically talented students. *Journal of Advanced Academics*, 22(4), 558–577. <https://doi.org/10.1177/1932202X11413886>
- ¹Erwin, J. O., & Worrell, F. C. (2012). Assessment practices and the underrepresentation of minority students in gifted and talented education. *Journal of Psychoeducational Assessment*, 30(1), 74–87. <https://doi.org/10.1177/0734282911428197>

REFEREED PUBLICATIONS (con't)

(¹student, advisee, or postdoc at time of submission)

Journal Articles (con't)

- George, S. M., McDermott, P. A., Watkins, M. W., Worrell, F. C., & Hall, T. E. (2012). The assessment of youth psychopathology in Trinidad and Tobago: A cross-cultural construct validity study of the Adjustment Scales for Children and Adolescents. *The International Journal of Educational and Psychological Assessment*, 10(1), 159–178.
<https://drive.google.com/file/d/0ByxuG44OvRLPQlhYTGxQLVV1WDA/view>
- Mello, Z. R., ¹Anton-Stang, H. M., ¹Monaghan, P. L., Roberts, K. J., & Worrell, F. C. (2012). A longitudinal investigation of African American and Hispanic adolescents' educational and occupational expectations and corresponding attainment in adulthood. *Journal of Education for Students Placed at Risk*, 17(4), 266–285. <https://doi.org/10.1080/10824669.2012.717029>
- Mello, Z. R., Mallett, R. K., Andretta, J. R., & Worrell, F. C. (2012). Stereotype threat and school belonging in adolescents from diverse racial/ethnic backgrounds. *Journal of At-Risk Issues*, 17(1), 9–14.
- Subotnik, R. F., Olszewski-Kubilius, P., & Worrell, F. C. (2012). A proposed direction forward for gifted education based on psychological science. *Gifted Child Quarterly*, 56(4), 176–188.
<https://doi.org/10.1177/0016986212456079>
- Worrell, F. C., Olszewski-Kubilius, P., & Subotnik, R. F. (2012). Important issues, some rhetoric, and a few straw men: A response to comments on “Rethinking Giftedness and Gifted Education.” *Gifted Child Quarterly*, 56(4), 224–231. <https://doi.org/10.1177/0016986212456080>
- ¹Alansari, M., Worrell, F. C., Rubie-Davies, C., & Webber, M. (2013). Adolescent Time Attitude Scale (ATAS) scores and academic outcomes in secondary school females in New Zealand. *International Journal of Quantitative Research in Education*, 1(3), 251–274.
<https://doi.org/10.1504/IJQRE.2013.057687>
- Andretta, J. R., Worrell, F. C., Mello, Z. R., ¹Dixon, D. D., & ¹Baik, S. H. (2013). Demographic group differences in adolescents' time attitudes. *Journal of Adolescence*, 36(2), 289–301.
<https://doi.org/10.1016/j.adolescence.2012.11.005>
- Mello, Z. R., Finan, L. J., & Worrell, F. C. (2013). Introducing an instrument to assess time orientation and time relation in adolescents. *Journal of Adolescence*, 36(3), 551–563.
<https://doi.org/10.1016/j.adolescence.2013.03.005>
- ¹Planck, J. A., Watkins, M. W., Worrell, F. C., & Hall, T. E. (2013). Anxiety disorder symptoms in Trinidadian adolescents. *The International Journal of Educational and Psychological Assessment*, 13(1), 51–73.
- ¹Sussman, J., Beaujean, A. A., Worrell, F. C., & Watson, S. (2013). An analysis of Cross Racial Identity Scale (CRIS) scores using classical test theory and item response models. *Measurement and Evaluation in Counseling and Development*, 46(2), 136–153.
<https://doi.org/10.1177/0748175612468594>
- ¹Telesford, J., Mendoza-Denton, R., & Worrell, F. C. (2013). Clusters of CRIS scores and psychological adjustment. *Cultural Diversity and Ethnic Minority Psychology*, 19(1), 86–91.
<https://doi.org/10.1037/a0031254>
- Worrell, F. C., ¹Mello, Z. R., & Buhl, M. (2013). Introducing English and German versions of the Adolescent Time Attitude Scale (ATAS). *Assessment*, 20(4), 496–510.
<https://doi.org/10.1177/1073191110396202>
- Andretta, J. R., Worrell, F. C., & Mello, Z. R. (2014). Predicting educational outcomes and psychological wellbeing in adolescents using time attitude profiles. *Psychology in the Schools*, 51(5), 434–451.
<https://doi.org/10.1002/pits.21762>
- McKay, M. T., Andretta, J. R., Magee, J., & Worrell, F. C. (2014). What do temporal profiles tell us about adolescent alcohol use? Results from a large sample in the United Kingdom. *Journal of Adolescence*, 37(8), 1319–1328. <https://doi.org/10.1016/j.adolescence.2014.09.008>
- McKay, M. T., Worrell, F. C., Temple, E., Perry, J. L., & Cole, J. C. (2014). A critical examination of the reliability and validity of the SZTPI-15 in British, American, and Australian samples. *Personality and Individual Differences*, 69, 168–172. <https://doi.org/10.1016/j.paid.2014.05.030>
- Miranda, A. H., Radliff, K. M., Graves, S. L., Jr., & Worrell, F. C. (2014). Introduction to the special issue: Culture counts. *Psychology in the Schools*, 51(4), 329–331. <https://doi.org/10.1002/pits.21751>
- Rashid, K., Worrell, F. C., & Kenny, D. (2014). Aesthetic development in female students in Iran. *The Asia-Pacific Education Researcher*, 23(3), 473–481. <https://doi.org/10.1007/s40299-013-0122-9>

REFEREED PUBLICATIONS

(¹ student, advisee, or postdoc at time of submission)

Journal Articles (con't)

- Watkins, M. W., Hall, T. E., & Worrell, F. C. (2014). From Central Guidance Unit to Student Support Services Unit: The outcome of a consultation process in Trinidad and Tobago. *Journal of Educational and Psychological Consultation*, 24(4), 283–306. <https://doi.org/10.1080/10474412.2014.929962>
- Woodland, M. H., Andretta, J. R., Moore, J. A., Bennett, M. T., Worrell, F. C., & Barnes, M. E. (2014). MACI scores of African American males in a forensic setting: Are we measuring what we think we are measuring? *Journal of Forensic Psychology Practice*, 14(5), 418–437. <https://doi.org/10.1080/15228932.2014.973773>
- Worrell, F. C. (2014). Developing international partnerships: American school psychologists consulting in other countries. *Journal of Educational and Psychological Consultation*, 24(4), 261–264. <https://doi.org/10.1080/10474412.2014.929967>
- Worrell, F. C. (2014). Theories school psychologists should know: Culture and academic achievement. *Psychology in the Schools*, 51(4), 332–347. <https://doi.org/10.1002/pits.21756>
- Worrell, F. C., Andretta, J. R., & Woodland, M. H. (2014). Cross Racial Identity Scale (CRIS) scores and profiles in African American adolescents involved with the juvenile justice system. *Journal of Counseling Psychology*, 61(4), 570–580. <https://doi.org/10.1037/cou0000041>
- Andretta, J. R., Worrell, F. C., Ramirez, A.M., Barnes, M. E., Odom, T., Brim, S., & Woodland, M. H. (2015). The effects of stigma priming on forensic screening in African American youth. *The Counseling Psychologist*, 43(8), 1162–1189. <https://doi.org/10.1177/0011000015611963>
- McDermott, P. A., Watkins, M. W., Rhoad, A. M., Chao, J. L., Worrell, F. C., & Hall, T. E. (2015). Trinidad and Tobago national standardization of the Adjustment Scales for Children and Adolescents. *International Journal of School and Educational Psychology*, 3(4), 278–292. <https://doi.org/10.1080/21683603.2015.1067873>
- McKay, M. T., Cole, J. C., Percy, A., Worrell, F. C., & Mello, Z. R. (2015). Reliability and factorial validity of Adolescent Time Inventory-Time Attitude (ATI-TA) scores in Scottish and Northern Irish adolescents. *Personality and Individual Differences*, 86, 412–416. <https://doi.org/10.1016/j.paid.2015.06.040>
- McKay, M. T., Morgan, G. B., van Exel, N. J., & Worrell, F. C. (2015). Back to “the future”: Evidence of a bifactor solution to scores on the Consideration of Future Consequences Scale. *Journal of Personality Assessment*, 97(4), 395–402. <https://doi.org/10.1080/00223891.2014.999338>
- McKay, M. T., Worrell, F. C., Temple, E., Perry, J. L., Cole, J. C. & Mello, Z. R. (2015). Less is not always more: The case of the 36-item short form of the Zimbardo Time Perspective Inventory. *Personality and Individual Differences*, 72, 68–71. <https://doi.org/10.1016/j.paid.2014.08.018>
- Olszewski-Kubilius, P., Subotnik, R. F., & Worrell, F. C. (2015). Antecedent and concurrent psychosocial skills that support high levels of achievement within talent domains. *High Ability Studies*, 26(2), 195–210. <https://doi.org/10.1080/13598139.2015.1095077>
- Olszewski-Kubilius, P. Subotnik, R. F., & Worrell, F. C. (2015). Conceptualizations of giftedness and the development of talent: Implications for counselors. *Journal of Counseling and Development*, 93(2), 143–152. <https://doi.org/10.1002/j.1556-6676.2015.00190.x>
- Olszewski-Kubilius, P. Subotnik, R. F., & Worrell, F. C. (2015). Re-pensando las altas capacidades: Una aproximación evolutiva. *Revista de Educación*, 368, 245–267. <https://doi.org/10.4438/1988-592X-RE-2015-368-297>
- Olszewski-Kubilius, P. Subotnik, R. F., & Worrell, F. C. (2015). Rethinking giftedness: A developmental approach. *Revista de Educación*, 368, 245–267. [English version of previous article]
- Perry, J. L., McKay, M. T., Worrell, F. C., Zivkovic, U., Mello, Z. R., & Musil, B. (2015). Measuring time perspective in adolescents: Can you get the right answer by asking the wrong questions? *Personality and Individual Differences*, 78, 53–57. <https://doi.org/10.1016/j.paid.2015.01.015>
- Rashid, K., & Worrell, F. C. (2015). Aesthetic development in male students in Iran. *International Journal for Innovation Education and Research*, 3(8), 1–10. <https://ijer.net/index.php/ijer/article/view/392/0>

REFEREED PUBLICATIONS (con't)

(¹ student, advisee, or postdoc at time of submission)

Journal Articles (con't)

- Subotnik, R. F., Olszewski-Kubilius, P., & Worrell, F. C. (2015). From traditional perspectives on giftedness to embracing talent development: A transition based on scholarship in psychological science. *Psychologia Wychowawcza* [Educational Psychology], 50(8), 9–19. <https://e-psychologiawychowawcza.pl/resources/html/article/details?id=139263>
- Worrell, F. C., & Educational Research Seminar. (2015). Culture and identity in school psychology research and practice: Fact versus fiction. *School Psychology Forum: Research in Practice*, 9(2), 105–120. [https://www.nasponline.org/publications/periodicals/spf/volume-9/volume-9-issue-2-\(summer-2015\)/culture-and-identity-in-school-psychology-research-and-practice-fact-versus-fiction](https://www.nasponline.org/publications/periodicals/spf/volume-9/volume-9-issue-2-(summer-2015)/culture-and-identity-in-school-psychology-research-and-practice-fact-versus-fiction)
- Worrell, F. C., McKay, M. T., & Andretta, J. R. (2015). Concurrent validity of Zimbardo Time Perspective Inventory profiles: A secondary analysis of data from the United Kingdom. *Journal of Adolescence*, 42, 128–139. <https://doi.org/10.1016/j.adolescence.2015.04.006>
- Andretta, J. R., Worrell, F. C., Ramirez, A.M., Barnes, M. E., Odom, T., & Woodland, M. H. (2016). A pathway model for emotional distress and implications for therapeutic jurisprudence in African American juvenile court respondents. *Cultural Diversity and Ethnic Minority Psychology*, 22(3), 341–349. <https://doi.org/10.1037/cdp0000053>
- Bangasser, D. A., Rozensky, R. H., Fowler, G. A., Kraha, A., Lopez, A. A., O'Connor, M.,...Kaslow, N. (2016). Psychology's core knowledge, scientific subfields, and health service specialization: Preparing a competent workforce – Recommendations from the *Opening Doors Summit*. *Training and Education in Professional Psychology*, 10(2), 84–92. <https://doi.org/10.1037/tep0000117>
- Brabeck, M. M., Dwyer, C. A., Geisinger, K. F., Marx, R. W., Noell, G. H., Pianta, R. C., Subotnik, R. F., & Worrell, F. C. (2016). Assessing the assessments of teacher preparation. *Theory into Practice*, 55(2), 160–167. <https://doi.org/10.1080/00405841.2015.1036667>
- ¹Dixon, D. D., & Worrell, F. C. (2016). Formative and summative assessment in the classroom. *Theory into Practice*, 55(2), 153–159. <https://doi.org/10.1080/00405841.2016.1148989>
- ¹Dixon, D. D., Worrell, F. C., Olszewski-Kubilius, P., & Subotnik, R. F. (2016). Beyond perceived ability: The contribution of psychosocial factors to academic performance. *Annals of the New York Academy of Sciences*, 1377(1), 67–77. <https://doi.org/10.1111/nyas.13210>
- Froiland, J. M., Davison, M. L., & Worrell, F. C. (2016). Aloha teachers: Teacher autonomy support promotes Native Hawaiian and Pacific Islander students' motivation, school belonging, course-taking and math achievement. *Social Psychology of Education: An International Journal*, 19(4), 879–894. <https://doi.org/10.1007/s11218-016-9355-9>
- Froiland, J. M., & Worrell, F. C. (2016). Intrinsic motivation, learning goals, engagement, and achievement in a diverse high school. *Psychology in the Schools*, 53(3), 321–336. <https://doi.org/10.1002/pits.21901>
- Jaramillo, J., Mello, Z. R., & Worrell, F. C. (2016). Ethnic identity, stereotype threat, and perceived discrimination among Native American adolescents. *Journal of Research on Adolescence*, 26(4), 769–775. <https://doi.org/10.1111/jora.12228>
- Lee, J. Y., Worrell, F. C., & Harvey, A. G. (2016). The development and validation of the Memory Support Rating Scale. *Psychological Assessment*, 28(6), 715–725. <https://doi.org/10.1037/pas0000219>
- McDermott, P. A., Watkins, M. W., Rhoad-Drogalis, A., Chao, J. L., Worrell, F. C., & Hall, T. E. (2016). Classroom contexts as the framework for assessing social-emotional adjustment: A national study in Trinidad and Tobago. *Psychology in the Schools*, 53(6), 626–640. <https://doi.org/10.1002/pits.21930>
- McKay, M. T., Percy A., Cole, J. C., Worrell, F. C., & Andretta, J. R. (2016). The relationship between time attitude profiles and self-efficacy, sensation seeking, and alcohol use: An exploratory study. *Personality and Individual Differences*, 97, 203–209. <https://doi.org/10.1016/j.paid.2016.03.060>
- Mello, Z. R., Zhang, J. W., Barber, S. J., Paoloni, V. C., Howell, R. T., & Worrell, F. C. (2016). Psychometric properties of time attitude scores in young, middle, and older adult samples. *Personality and Individual Differences*, 101, 57–61. <https://doi.org/10.1016/j.paid.2016.05.037>
- Olszewski-Kubilius, P., Subotnik, R. F., & Worrell, F. C. (2016). Aiming talent development toward creative eminence in the 21st century. *Roeper Review*, 38(3), 140–152. <https://doi.org/10.1080/02783193.2016.1184497>

REFEREED PUBLICATIONS

(¹ student, advisee, or postdoc at time of submission)

Journal Articles (con't)

- ¹Prow, R. M., Worrell, F. C., Andretta, J. R., & Mello, Z. R. (2016). Demographic differences in adolescent time attitude profiles: A person-oriented analysis using model-based clustering. *Berkeley Review of Education*, 6(1), 79–95. <https://doi.org/10.5070/B86110030>
- Wai, J., & Worrell, F. C. (2016). Helping disadvantaged and spatially talented students fulfill their potential: Related and neglected national resources. *Policy Insights from the Behavioral and Brain Sciences*, 3(1), 122–128. <https://doi.org/10.1177/2372732215621310>
- Worrell, F. C., Knotek, S. E., Plucker, J. A., Portenga, S., Simonton, D. K., Olszewski-Kubilius, P., Schultz, S. R., & Subotnik, R. F. (2016). Competition's role in developing psychological strength and outstanding performance. *Review of General Psychology*, 20(3), 259–271. <https://doi.org/10.1037/gpr0000079>
- Beaujean, A. A., Hull, D. M., Sheng, Y., Worrell, F. C., Bolen, J., & Verdisco, A. E. (2017). Psychometric properties of the Shipley Block Design Task: A study with Jamaican young adults. *Journal of Psychoeducational Assessment*, 35(5), 506–520. <https://doi.org/10.1177/0734282916643439>
- Dixon, D. D., ¹Roberson, C. C. B., & Worrell, F. C. (2017). Psychosocial keys to African American achievement? Examining the relationship between achievement and psychosocial variables in high achieving African Americans. *Journal of Advanced Academics*, 28(2), 120–140. <https://doi.org/10.1177/1932202X17701734>
- Dixon, D. D., Worrell, F. C., & Mello, Z. R. (2017). Profiles of hope: How clusters of hope relate to school variables. *Learning and Individual Differences*, 59, 55–64. <https://doi.org/10.1016/j.lindif.2017.08.011>
- Froiland, J. M., & Worrell, F. C. (2017). Parental autonomy support, community feeling, and student expectations as contributors to later achievement among adolescents. *Educational Psychology*, 37(3), 261–271. <https://doi.org/10.1080/01443410.2016.1214687>
- Jurišević, M., Worrell, F. C., & Mello, Z. R. (2017). Measuring time attitudes in Slovenia: Psychometric properties of the Adolescent and Adult Time Attitudes Scale (AATI-TA). *Psiholoska Obzorja* [Horizons of Psychology], 26, 89–97. <https://doi.org/10.20419/2017.26.472>
- Olszewski-Kubilius, P., Subotnik, R. F., & Worrell, F. C. (2017). Response to ACCEL: Emphasize development, domains, and application. *Roeper Review*, 39(3), 199–202. <https://doi.org/10.1080/02783193.2017.1318995>
- Olszewski-Kubilius, P., Subotnik, R. F., & Worrell, F. C. (2017). The role of domains in the conceptualization of talent. *Roeper Review*, 39(1), 59–69. <https://doi.org/10.1080/02783193.2017.1247310> [Reprint from chapter]
- Quartz, K. H., Weinstein, R. S., Kaufman, G., Levine, H., Mehan, H., Pollock, M., Prisleac, J. Z., & Worrell, F. C. (2017). University-partnered new school designs: Fertile ground for research-practice partnerships. *Educational Researcher*, 46, 143–146. <https://doi.org/10.3102/0013189x17703947>
- Rhoad-Drogalis, A., McDermott, P. A., Watkins, M. W., Chao, J. L., Worrell, F. C., & Hall, T. E. (2017). Parent and teacher perspectives on psychological adjustment: A national measurement study in Trinidad and Tobago. *International Journal of School and Educational Psychology*, 5(2), 74–87. <https://doi.org/10.1080/21683603.2016.1191398>
- Şahin-Baltacı, H., Tagay, Ö., Worrell, F. C., & Mello, Z. R. (2017). Psychometric properties of Turkish Adolescent Time Inventory-Time Attitude (ATI- TA) scores. *International Perspectives in Psychology: Research, Practice, Consultation*, 6(1), 47–59. <https://doi.org/10.1037/ipp0000066>
- Subotnik, R. F., Worrell, F. C., & Olszewski-Kubilius, P. (2017). The 15-minute audition: Translating a proof of concept into a domain-specific screening device for mathematical talent. *Gifted Child Quarterly*, 61(3), 164–171. <https://doi.org/10.1177/0016986217701835>
- Worrell, F. C., & McFarlane, T. (2017). Assessing nigrescence beyond the US: Black racial identity attitudes in Jamaica. *Identity: An International Journal of Theory and Research*, 17(4), 224–238. <https://doi.org/10.1080/15283488.2017.1379904>
- Campbell, L. F., Worrell, F. C., Dailey, R., & Brown, R. T. (2018). Master's level practice: Introduction, history, and current status. *Professional Psychology: Research and Practice*, 49(5–6), 299–305. <http://dx.doi.org/10.1037/pro0000202>

REFEREED PUBLICATIONS (con't)

(¹ student, advisee, or postdoc at time of submission)

Journal Articles (con't)

- Chao, J. L., McDermott, P. A., Watkins, M. W., Rhoad-Drogalis, A., Worrell, F. C., & Hall, T. E. (2018). The Learning Behaviors Scale: National standardization in Trinidad and Tobago. *International Journal of School and Educational Psychology*, 6(1), 35–49. <https://doi.org/10.1080/21683603.2016.1261055>
- Chao, J. L., McDermott, P. A., Watkins, M. W., Rovine, M. J., Rhoad-Drogalis, A., Worrell, F. C., & Hall, T. E. (2018). Standardization of parental assessments of child adjustment in Trinidad and Tobago using exploratory multidimensional IRT. *Caribbean Journal of Psychology*, 10, 127–164.
- Dixon, D. D., Keltner, D., Worrell, F. C., & Mello, A. R. (2018). The magic of hope: Hope mediates the relationship between socioeconomic status and academic achievement. *Journal of Educational Research*, 111(4), 507–515. <https://doi.org/10.1080/00220671.2017.1302915>
- Konowalczyk, S., Mello, Z. R., Röske, L. A. S., Buhl, M., Heim, R., & Worrell, F. C. (2018). Adolescent and Adult Time Inventory-Time Attitude Scales: Validity and contributions to physical activity and self-concept in Spanish adolescents. *International Perspectives in Psychology: Research, Practice, Consultation*, 7(2), 76–90. <https://doi.org/10.1037/ipp0000084>
- Loose, T. T., Acier, D., Andretta, J. R., Cole, J. C., McKay, M. T., Wagner, V., & Worrell, F. C. (2018). Time perspective and alcohol-use indicators in France and the United Kingdom: Results across adolescents, university students, and treatment outpatients. *Addiction Research and Theory*, 26(2), 143–150. <https://doi.org/10.1080/16066359.2017.1334202>
- McKay, M. T., Andretta, J. R., Cole, J. C., Konowalczyk, S., Wells, K. C., & Worrell, F. C. (2018). Time attitudes profile stability and transitions: An exploratory study on adolescent health behaviours among high school students. *Journal of Adolescence*, 69, 44–51. <https://doi.org/10.1016/j.adolescence.2018.09.002>
- McKay, M. T., Andretta, J. R., Cole, J., & Worrell, F. C. (2018). Using temporal profiles and a deviation from balanced approach to understand alcohol and mental health problems. *The Journal of Psychology: Interdisciplinary and Applied*, 152(7), 466–473. <https://doi.org/10.1080/00223980.2018.1478382>
- McKay, M. T., Perry, J. L., Cole, J. C., & Worrell, F. C. (2018). What time is it? Temporal psychology measures relate differently to alcohol-related health outcomes. *Addiction Research and Theory*, 26(1), 20–27. <https://doi.org/10.1080/16066359.2017.1309032>
- Mello, Z. R., Walker, E. B., Finan, L. J., Stiasny, A., Wiggers, I. C. S., McBroom, K. A., & Worrell, F. C. (2018). Time perspective, psychological outcomes, and risky behavior among runaway adolescents. *Applied Developmental Science*, 22(3), 233–243. <https://doi.org/10.1080/10888691.2016.1276455>
- Subotnik, R. F., Olszewski-Kubilius, P., & Worrell, F. C. (2018). Enhancing creative productivity: A developmental domain-specific approach. *International Journal for Talent Development and Creativity*, 6(1-2), 27–38.
- Wells, K. E., McKay, M. T., Morgan, G. B., & Worrell, F. C. (2018). Time attitudes predict changes in adolescent self-efficacy: A 24-month latent transition mover-stayer analysis. *Journal of Adolescence*, 62, 27–37. <https://doi.org/10.1016/j.adolescence.2017.10.005>
- Wells, K. E., Morgan, G. B., Worrell, F. C., Sumnall, H., & McKay, M. T. (2018). The influence of time attitudes on alcohol-related attitudes, behaviors, and subjective life expectancy in early adolescence: A longitudinal examination using mover-stayer latent transition analysis. *International Journal of Behavioral Development*, 42(1), 93–105. <https://doi.org/10.1177/0165025416679740>
- Worrell, F. C., Campbell, L. F., Dailey, R., & Brown, R. T. (2018). Commentary: Consensus findings and future directions. *Professional Psychology: Research and Practice*, 49(5–6), 327–331. <http://dx.doi.org/10.1037/pro0000201>
- Worrell, F. C., McKay, M. T., & Andretta, J. R. (2018). Psychometric properties of Adolescent Time Inventory-Time Attitude (ATI-TA) scores in three waves of longitudinal data. *Psychological Assessment*, 30(1), 106–115. <https://doi.org/10.1037/pas0000457>
- Worrell, F. C., Temple, E., McKay, M. T., Zivkovic, U., Perry, J. L., Mello, Z. R., Musil, B., & Cole, J. C. (2018). A theoretical approach to the Zimbardo Time Perspective Inventory: Results from America, Australia, Slovenia, and the United Kingdom. *European Journal of Psychological Assessment*, 34(1), 41–51. <https://doi.org/10.1027/1015-5759/a000313>

REFEREED PUBLICATIONS (con't)

(¹ student, advisee, or postdoc at time of submission)

Journal Articles (con't)

- Young, A. E., & Worrell, F. C. (2018). Comparing metacognition assessments of mathematics in academically talented students. *Gifted Child Quarterly*, 62(3), 259–275. <https://doi.org/10.1177/0016986218755915>
- Andretta, J. R., Worrell, F. C., Watkins, K. M., Sutton, R. M., Thompson, A. D., & Woodland, M. H. (2019). Race and stereotypes matter when you ask about conduct problems: Implications for violence risk assessment in juvenile justice settings. *Journal of Black Psychology*, 45(1), 26–51. <https://doi.org/10.1177/0095798418821278>
- Chishima, Y., Murakami, T., Worrell, F. C., & Mello, Z. R. (2019). The Japanese version of the Adolescent Time Inventory-Time Attitudes (ATI-TA) scale: Internal consistency, structural validity, and convergent validity. *Assessment*, 26(2), 181–192. <https://doi.org/10.1177/1073191116683800>
- Cui, D., & Worrell, F. C. (2019). Media, symbolic violence and racialized habitus: Voices from Chinese Canadian youth. *Canadian Journal of Sociology*, 44(3), 233–256. <https://journals.library.ualberta.ca/cjs/index.php/CJS/article/view/29597>
- Froiland, J. M., Worrell, F. C., & Oh, H. (2019). Teacher-student relationships, psychological need satisfaction, and happiness among diverse students. *Psychology in the Schools*, 56(5), 856–870. <https://doi.org/10.1002/pits.22245>
- McKay, M. T., Morgan, G. B., Wells, K. E., Worrell, F. C., Cole, J., & Andretta, J. R. (2019). The influence of time attitudes on adolescent alcohol use behaviors: A 33-month prospective study in the United Kingdom. *Addiction Research and Theory*, 27(3), 189–197. <https://doi.org/10.1080/16066359.2018.1478414>
- McKay, M. T., Worrell, F. C., Zivkovic, U., Temple, E., Mello, Z. R., Musil, B., Cole, J., Andretta, J. R., & Perry, J. L. (2019). A balanced time perspective: Is it an exercise in empiricism, and does it relate meaningfully to health and well-being outcomes. *International Journal of Psychology*, 54(6), 775–785. <https://doi.org/10.1002/ijop.12530>
- Mello, Z. R., Oladipo, S. E., Paoloni, V. C., & Worrell, F. C. (2019). Time perspective and risky behavior among Nigerian young adults. *Journal of Adult Development*, 26(3), 161–171. <https://doi.org/10.1007/s10804-018-9304-2>
- Olszewski-Kubilius, P., Subotnik, R. F., Davis, L. C., & Worrell, F. C. (2019). Benchmarking psychosocial skills important for talent development. *New Directions for Child and Adolescent Development*, 168, 161–176. <https://doi.org/10.1002/cad.20318>
- Subotnik, R. F., Olszewski-Kubilius, P., & Worrell, F. C. (2019). Environmental factors and personal characteristics interact to yield high performance in domains. *Frontiers in Psychology*, 10, Article 2804. <https://doi.org/10.3389/fpsyg.2019.02804>
- Temple, E., Perry, J. L., Worrell, F. C., Zivkovic, U., Mello, Z. R., Musil, B., Cole, J. C., & McKay, M. T. (2019). The Zimbardo Time Perspective Inventory: Time for a new strategy, not more new shortened versions. *Time and Society*, 28(3), 1167–1180. <https://doi.org/10.1177/0961463X17718102>
- Worrell, F. C., & Andretta, J. R. (2019). Time attitude profiles in American adolescents: Educational and psychological correlates. *Research in Human Development*, 16(2), 102–118. <https://doi.org/10.1080/15427609.2019.1635860>
- Worrell, F. C., Mendoza-Denton, R., & ¹Wang, A. (2019). Introducing a new assessment tool for measuring ethnic-racial identity: The Cross Ethnic-Racial Identity Scale-Adult (CERIS-A). *Assessment*, 26(3), 404–418. <https://doi.org/10.1177/1073191117698756>
- Worrell, F. C., Subotnik, R. F., Olszewski-Kubilius, P., & Dixon, D. D. (2019). Gifted students. *Annual Review of Psychology*, 70, 551–576. <https://doi.org/10.1146/annurev-psych-010418-102846>
- Dixon, D. D., Olszewski-Kubilius, P., Subotnik, R. F., & Worrell, F. C. (2020). Developing academic talent as a practicing school psychologist: From potential to expertise. *Psychology in the Schools*, 57(10), 1582–1595. <https://doi.org/10.1002/pits.22363>
- ¹Gelgoot, E. S., Bulakowski, P. F., & Worrell, F. C. (2020). Flipping a classroom for academically talented students. *Journal of Advanced Academics*, 31(4) 451–469. <https://doi.org/10.1177/1932202X20919357>

REFEREED PUBLICATIONS (con't)

(¹ student, advisee, or postdoc at time of submission)

Journal Articles (con't)

- Hughes, T. L., Hess, R., Jones, J., & Worrell, F. C. (2020). From traditional practice to tiered mental health services for all: Developing a responsive school culture for the future. *School Psychology, 35*(6), 428–439. <https://doi.org/10.1037/spq0000410>
- Knotek, S. E., Foley-Nicpon, M., Kozbelt, A., Olszewski-Kubilius, P., Portenga, S., Subotnik, R. F., & Worrell, F. C. (2020). Gatekeeping in high performance settings. *Review of General Psychology, 21*(3), 254–267. <https://doi.org/10.1177/1089268020905578>
- McKay, M. T., & Worrell, F. C. (2020). Technical comment on “Stolarski, M., Zajenkowski, M., Jankowski, K. S., & Szymaniak, K. (2020). Deviation from the balanced time perspective: A systematic review of empirical relationships with psychological variables. *Personality and Individual Differences, 156*, 109772.” *Personality and Individual Differences, 165*, Article 110132. <https://doi.org/10.1016/j.paid.2020110132>
- Perry, J. L., Temple, E., Worrell, F. C., Zivkovic, U., Mello, Z. R., Musil, B., Cole, J. C., & McKay, M. T. (2020). Different version, similar result? A critical analysis of the multiplicity of shortened versions of the Zimbardo Time Perspective Inventory. *Sage Open, 10*(2). <https://doi.org/10.1177/2158244020923351>
- Preckel, F., Golle, J., Grabner, R., Jarvin, L., Kozbelt, A., Müllensiefen, D., Olszewski-Kubilius, P., Subotnik, R. F., Schneider, W., Volk, M., & Worrell, F. C. (2020). Talent development in achievement domains: A psychological framework for within and cross-domain research. *Perspectives on Psychological Science, 15*(3), 691–722. <https://doi.org/10.1177/1745691619895030>
- Vásquez-Echeverría, A., Álvarez-Núñez, L., Mello, Z. R., & Worrell, F. C. (2020). Time attitude profiles and health-related behaviors: Validation of a Spanish version of the Adolescent and Adult Time Inventory–Time Attitudes (AATI-TA). *The Spanish Journal of Psychology, 23*, Article e51. <https://doi.org/10.1017/SJP.2020.51>
- Watkins, M. W., McDermott, P. A., Chao, J. L., Worrell, F. C., & Hall, T. E. (2020). Latent profile analysis of the school and home versions of the Adjustment Scales for Children and Adolescents among primary school children in Trinidad and Tobago. *Caribbean Journal of Psychology, 12*(2), 13–47.
- Watson, P. W. St. J., Alansari, M., Worrell, F. C., & Rubie-Davies, C. M. (2020). Ethnic-racial identity, relatedness, and school belonging for adolescent New Zealanders: Does student gender make a difference? *Social Psychology of Education: An International Journal, 23*, 979–1002. <https://doi.org/10.1007/s11218-020-09563-1>
- Worrell, F. C., Mendoza-Denton, R., Vandiver, B. J., Fhagen, P. E. & Cross, W. E., Jr. (2020). Incorporating a race salience subscale into the Cross Racial Identity Scale (CRIS). *Journal of Black Psychology, 46*(8), 638–658. <https://doi.org/10.1177/0095798420967598>
- Yacob, E. T., Bezabih, B. M., Worrell, F. C., & Mello, Z. R. (2020). Measuring time perspective in Ethiopian young adults using the Adolescent and Adult Time Inventory (AATI). *Journal of Psychology in Africa, 30*(6), 520–528. <https://doi.org/10.1080/14330237.2020.1842598>
- Froiland, J. M., Worrell, F. C., Olenchak, F. R., & Kowalski, M. J. (2021). Positive and negative time attitudes, intrinsic motivation, behavioral engagement, and substance use among urban adolescents. *Addiction Research and Theory, 29*(4), 347–357. <https://doi.org/10.1080/16066359.2020.1857740>
- Subotnik, R. F., Olszewski-Kubilius, P., & Worrell, F. C. (2021). Unlocking creative productivity: A talent development approach. *Journal of Modern Foreign Psychology [Sovremennaya Zarubezhnaya Psikhologiya], 10*(4), 17–32. <https://doi.org/10.17759/jmfp.2021100402>
- Wai, J., & Worrell, F. C. (2021). The future of intelligence research and gifted education. *Intelligence, 87*, Article 101546. <https://doi.org/10.1016/j.intell.2021.101546>
- Worrell, F. C., Andretta, J. R., Wells, K. E., Cole, J. C., & McKay, M. T. (2021). Time attitudes and mental well-being, psychological, and somatic symptomatology in final year high school students. *Current Psychology, 40*(9), 4541–4552. <https://doi.org/10.1007/s12144-019-00386-8>
- Worrell, F. C., Fhagen, P. E., Vandiver, B. J., & Cross, W. E., Jr. (2021). Psychometric properties of Cross Ethnic-Racial Identity Scale–Adult (CERIS-A) scores: A replication study. *Identity: An International Journal of Theory and Research, 21*(2), 89–97. <https://doi.org/10.1080/15283488.2020.1828087>

REFEREED PUBLICATIONS (con't)

(¹student, advisee, or postdoc at time of submission)

Journal Articles (con't)

- Worrell, F. C., Mello, Z. R., Laghi, F., Baiocco, R., & Lonigro, A. (2021). Time perspective constructs in Albanian and Italian adolescents: Exploratory analyses. *Psychological Reports*, 124(2), 693–719. <https://doi.org/10.1177/0033294120913493>
- Worrell, F. C., Perry, J. L., Wells, K. E., & McKay, M. T. (2021). Time to change your attitude? Socioeconomic status, academic attainment, and time attitudes in Glasgow school children. *International Journal of School and Educational Psychology*, 9(4), 280–289. <https://doi.org/10.1080/21683603.2020.1856740>
- Worrell, F. C., Subotnik, R. F., & Olszewski-Kubilius, P. (2021). Giftedness and eminence: Clarifying the relationship. *Gifted and Talented International*, 36(1–2), 3–14. <https://doi.org/10.1080/15332276.2022.2049461>
- Andretta, J. R., & Worrell, F. C. (2022). Attitudes toward the past, present, and future: Associations with self-reported academic outcomes in academically talented adolescents. *Gifted Child Quarterly*, 66(1), 62–76. <https://doi.org/10.1177/00169862211019425>
- ¹Goyal, S., & Worrell, F. C. (2022). The association of social emotional constructs and academic motivation with academic achievement in adolescents. *Journal of Educational and Developmental Psychology*, 12(2), 118–133. <https://doi.org/10.5539/jedp.v12n2p118>
- Li, X., Wang, C., Lyu, H., Worrell, F. C., & Mello, Z. R. (2022). Psychometric properties of the Chinese version of the Zimbardo Time Perspective Inventory. *Current Psychology*, 42, 13547–13559. <https://doi.org/10.1007/s12144-021-02622-6>
- McKay, M. T., Perry, J. L., Worrell, F. C., & Cole, J. C. (2022). Domain-specific considerations of future consequences: Further evidence using academic attainment data. *Child Care in Practice*, 28(4), 550–560. <https://doi.org/10.1080/13575279.2020.1765148>
- McKay, M. T., Worrell, F. C., & Cole, J. C. (2022). Searching for something positive in Future Negative: The Adolescent and Adult Time Inventory–Time Attitudes Scale. *Evaluation & the Health Professions*, 45(2), 168–175. <https://doi.org/10.1177/0163278720985597>
- McKay, M. T., Worrell, F. C., Perry, J. L., Chishima, Y., Zivkovic, U., Mello, Z. R., & Cole, J. C. (2022). “Even a broken clock is right twice a day”: The case of the Zimbardo Time Perspective Inventory. *Personality and Individual Differences*, 184, Article 111157. <https://doi.org/10.1016/j.paid.2021.111157>
- Mello, Z. R., Buhl, M., Andretta, J. R., & Worrell, F. C. (2022). Time attitude profiles and risky behaviors among adolescents in the United States and Germany. *Diskurs Kindheits und Jugendforschung [Discourse: Journal of Childhood and Adolescence Research]*, 3, 310–324. <https://doi.org/10.3224/diskurs.v17i3.04>
- Murillo, M. A., & Worrell, F. C. (2022). College week: Preparing first-generation students for the transition to post-secondary education. *The Journal of College Orientation, Transition, and Retention*, 29(1), 1–6. <https://pubs.lib.umn.edu/index.php/jcotr/article/view/4870>
- Przepiórka, A., Blachnio, A., Jankowski, T., Mello, Z. R., & Worrell, F. C. (2022). The assessment of time attitudes among adolescents and young adults with the Polish Adolescent and Adult Time Inventory – Time Attitude Scale (AATI-TA-Polish). *European Journal of Psychological Assessment*, 38(5), 370–384. <https://doi.org/10.1027/1015-5759/a000671>
- Sullivan, A. L., Worrell, F. C., & Jimerson, S. R. (2022). Reconceptualizing school psychology for the 21st century: The future of school psychology in the United States. *School Psychology Review*, 51(6), 647–660. <https://doi.org/10.1080/2372966X.2022.2139131>
- Worrell, F. C. (2022). Who will teach the teachers? Examining implicit bias in the educator workforce. *Learning and Instruction*, 78, Article 101518. <https://doi.org/10.1016/j.learninstruc.2021.101518>
- Gerstner, C-C. E., McDermott, P. A., Weiss, E. M., Rovine, M. J., Worrell, F. C., & Hall, T. E. (2023). Contextual specificity in classroom adjustment: Latent profiles of primary school behavior problems and classroom contexts in Trinidad and Tobago. *International Journal of School and Educational Psychology*, 11(3), 219–232. <https://doi.org/10.1080/21683603.2022.2075998>

REFEREED PUBLICATIONS (con't)

(¹ student, advisee, or postdoc at time of submission)

Journal Articles (con't)

- Kuncel, N. R., & Worrell, F. C. (2023). What was not said and what to do about it. *Perspectives on Psychological Science*, 18(1), 48–53. <https://doi.org/10.1177/17456916221100461>
- Olszewski-Kubilius, P., Subotnik, R. F., & Worrell, F. C. (2023). Domain-specific abilities and characteristics: Evolving central components of the talent development megamodel. *High Ability Studies*, 34(2), 159–174. <https://doi.org/10.1080/13598139.2022.2139666>
- Olszewski-Kubilius, P., Subotnik, R. F., & Worrell, F. C. (2023). factors that affect the identification and development of talent in children and adolescents. *European Journal of Training and Development*, 47(3–4), 404–420. <https://doi.org/10.1108/EJTD-01-2022-0003>
- Sommerfeld, E., Mello, Z. R., & Worrell, F. C. (2023). The Hebrew version of the Adolescent and Adult Time Inventory – Time Attitude Scales (AATI–TA): A validation study. *Scientific Reports*, 13, Article 12238. <https://doi.org/10.1038/s41598-023-39431-9>
- Subotnik, R. F., Olszewski-Kubilius, P., Corwith, S. Calvert, E., & Worrell, F. C. (2023). Transforming gifted education in schools: Practical applications of a comprehensive framework for developing academic talent. *Education Sciences*, 13, Article 707. <https://doi.org/10.3390/educsci13070707>
- Subotnik, R. F., Olszewski-Kubilius, P., Corwith, S. Calvert, E., & Worrell, F. C. (2024). Transforming gifted education in schools: Practical applications of a comprehensive framework for developing academic talent. In K. Tirri & V. Margrain (Eds.), *Identifying and supporting giftedness and talent in schools* (pp. 133–154). MDPI. [Reprint of previous article, *Education Sciences*, 13, 707. <https://doi.org/10.3390/educsci13070707>]
- Subotnik, R. F., Olszewski-Kubilius, P., & Worrell, F. C. (2023). The role of insider knowledge in the trajectories of highly accomplished scientists. *Annals of the New York Academy of Sciences*, 1527, 84–96. <https://doi.org/10.1111/nyas.15034>
- Worrell, F. C. (2023). From “behind the bridge” to the presidency of the American Psychological Association: Lessons from an unplanned journey. *American Psychologist*, 78(5), 637–649. <https://doi.org/10.1037/amp0001181>
- Worrell, F. C., Vandiver, B. J., & Fhagen, P. E. (2023). Nigrescence theory from 1971–2021: The critical contributions of William E. Cross, Jr. *American Psychologist*, 78(4), 389–400. <https://doi.org/10.1037/amp0001052>
- Zapata, M. A., & Worrell, F. C. (2023). Disability self-worth and personal meaning relate to psychosocial functioning among employed U.S. adults with LD and ADHD. *Rehabilitation Psychology*, 68(2), 184–193. <https://doi.org/10.1037/rep0000484>
- Anderman, E. M., Perry, A. H., Lee, H. J., McMahon, S. D., Astor, R. A., Espelage, D. L., Martinez, A., Reddy, L. A., & Worrell, F. C. (2024). School goal structures and violence against educators before and during COVID-19. *Journal of School Violence*, 23(4), 443–447. <https://doi.org/10.1080/15388220.2024.2318703>
- Astor, R. A., Benbenishty, R. Capp, G. P., Watson, K. R., Wu, C., McMahon, S. D., Worrell, F. C., Reddy, L. A., Martinez, A., Espelage, D. L., & Anderman, E. M. (2024). How school policies, strategies, and relational factors contribute to teacher victimization and school safety. *Journal of Community Psychology*, 52(1), 39–57. <https://doi.org/10.1002/jcop.23084>
- Dixon, D. D., Jansen, L., Gentzis, E-A., & Worrell, F. C. (2024). Gifted profiles of hope: Being hopeful is associated with a talent development psychosocial profile in gifted students. *High Ability Studies*, 35(1), 21–43. <https://doi.org/10.1080/13598139.2023.2206114>
- Jimerson, S. R., Allen, J. P., Arora, P., Blake, J. L., Canivez, G. L., Chambers, C., Chan, M., Espelage, D. L., Gonzalez, J. E., Gormley, M., Graves, S. L., Holland, S., Huang, F. L., January, S-A. A., Kaur, L., Kim, E. K., LaSalle, T., Mittelstet, Phelps, C. . . Yang, C. (2024). Advancing diversity, equity, and inclusion in school psychology science and scholarship: Changing training and practice in the field of school psychology. *Canadian Journal of School Psychology*, 39(4), 338–356. <https://doi.org/10.1177/08295735241266746>
- McKay, M. T., Clarke, M. C., Donnelly, P., & Worrell, F. C. (2024). Time on our side: An exploratory investigation of the relationship between psychiatric disorder and time attitudes. *Journal of Psychiatric Research*, 170, 27–30. <https://doi.org/10.1016/j.jpsychires.2023.12.010>

REFEREED PUBLICATIONS (con't)

Journal Articles (con't)

- McKay, M. T., Donnelly, P., Paradis, K. F., Horgan, P., Brennan, C. J., Cole, J. C., & Worrell, F. C. (2024). Time to look at self-rated health: Do time attitude scores explain variance in self-rated health beyond health indicators? *Personality and Individual Differences*, 217, Article 112454. <https://doi.org/10.1016/j.paid.2023.112454>
- McMahon, S. D., Swenski, T., Bare, K., Valido, A., Asad, S., Reddy, L. A., Astor, R. A., Espelage, D. L., Anderman, E. M., Martinez, A., Worrell, F. C., & Knapp-Fadani, M. (2024). Teacher-directed violence and anxiety and stress: Predicting intentions to transfer and quit. *School Psychology*, 39(5), 530–544. <https://doi.org/10.1037/spq0000595>
- McMahon, S. D., Worrell, F. C., Reddy, L. A., Martinez, A., Espelage, D. L., Astor, R. A., Anderman, E. M., Valido, A., Swenski, T., Perry, A. H., & Dudek, C. M. (2024). Violence and aggression against educators and school personnel, retention, stress, and training needs: National survey results. *American Psychologist*, 79(7), 903–919. <https://doi.org/10.1037/amp0001348>
- Olszewski-Kubilius, P., Subotnik, R. F., Worrell, F. C., Assouline, S. G., Stoeger, H., & Ziegler, A. (2024). Extending research on psychosocial skills and appropriate instruction in developing talents. *Journal for the Education of the Gifted*, 47(4), 335–339. <https://doi.org/10.1177/01623532241281566>
- Oyanadel, C., Worrell, F. C., Pinto-Vigueras, J., Betancur, S., Véliz Tapia, T., Au-Castro, M., Peña-Reyes, G., González-Loyola, M., & Peñate, W. (2024). Time balance and family functioning: The role of time perspective in the cohesion and adaptability of families with adolescents. *European Journal of Investigation in Health, Psychology, and Education*, 14, 117–132. <https://doi.org/10.3390/ejihpe14010008>
- Perry, A. H., Martinez, A., Reddy, L. A., McMahon, S. D., Anderman, E. M., Astor, R. A., Espelage, D. L., & Worrell, F. C. (2024). Addressing violence against educators: What do teachers say works? *School Psychology*, 39(5), 488–498. <https://doi.org/10.1037/spq0000576>
- Perry, A. H., Reddy, L. A., Martinez, A., McMahon, S. D., Anderman, E. M., Astor, R. A., Espelage, D. L., Worrell, F. C., Swenski, T., Bare, K., Dudek, C. M., Hunt, J., Martinez Calvit, A. I., Lee, H. J., & Liu, X. (2024). Administrator turnover: The roles of district support, safety, anxiety, and violence from students. *Behavioral Sciences*, 14(11), Article 1089. <https://doi.org/10.3390/bs14111089>
- Porter, B., Oyanadel, C., Betancourt, I., Worrell, F. C., & Peñate, W. (2024). Effects of two online mindfulness-based interventions for early adolescents over attentional, emotional, and behavioral self-regulation. *Pediatric Reports*, 16(2), 254–271. <https://doi.org/10.3390/pediatric16020022>
- Reddy, L. A., Martinez, A., Perry, A. H., Espelage, D. L., Anderman, E. M., Astor, R. A., McMahon, S. D., & Worrell, F. C. (2024). Violence directed against teachers during the COVID-19 pandemic: A social-ecological analysis of safety and wellbeing. *School Psychology*, 39(5), 510–519. <https://doi.org/10.1037/spq0000562>
- Reddy, L. A., Perry, A. H., Martinez, A., McMahon, S. D., Bare, K., Swenski, T., Dudek, C. M., Anderman, E. M., Astor, R. A., Espelage, D. L., & Worrell, F. C. (2024). Student violence against paraprofessionals in schools: A social-ecological analysis of safety and well-being. *Behavioral Sciences*, 14(12), Article 1181. <https://doi.org/10.3390/bs14121181>
- Wai, J., Anderson, S. N., Perina, K., Worrell, F. C., & Chabris, C. F. (2024). The most successful and influential Americans come for a surprisingly narrow range of “elite” educational backgrounds. *Nature: Humanities and Social Sciences Communications*, 11(1), Article 1129, 1–10. <https://doi.org/10.1057/s41599-024-03547-8>
- Wai, J., Kell, H. J., & Worrell, F. C. (2024). Method considerations for school psychology from longitudinal research on gifted students. *Journal of School Psychology*, 101, Article 101269. <https://doi.org/10.1016/j.jsp.2023.101269>
- Worrell, F. C., & Dixon, D. D. (2024). Education and training: Professional. *Review of General Psychology*, 28(4), 326–340. <https://doi.org/10.1177/10892680241274459>
- Zapata, M. A., & Worrell, F. C. (2024). Disability acceptance and affirmation among U.S. adults with learning disabilities and ADHD. *Journal of Learning Disabilities*, 57(2), 79–90. <https://doi.org/10.1177/00222194231186665>

REFEREED PUBLICATIONS (con't)

Journal Articles (con't)

- Fensterstock, N., Watson, K. R., Robinson, L. E., Warri, V. R., Garcia, A. A., Wu, C., Hogenkamp, S., Xu, Y., Garner, H., Dunn, D., Astor, R. A., Espelage, D. L., McMahon, S. D., Reddy, L. A., Martinez, A., Anderman, E. M., & Worrell, F. C. (2025). Social workers' reports on needs and recommendations to enhance school safety. *Behavioral Sciences*, 15(5), Article 627. <https://doi.org/10.3390/bs15050627>
- Gerstner, C-C. E., McDermott, P. A., Weiss, E. M., Rovine, M. J., Worrell, F. C., & Hall, T. E. (2025). Latent profiles of home behavior problems in Trinidad and Tobago. *International Journal of Psychology*, 60(1), Article e13261. <https://doi.org/10.1002/ijop.13261>
- Martinez, A., Perry, A. H., Reddy, L. A., McMahon, S. D., Anderman, E. M., Astor, R. A., Espelage, D. L., & Worrell, F. C. (2025). Getting tough on assaults: Do state and school policies and practices reduce physical violence against educators? *Journal of School Violence*, 24(2), 250–265. <https://doi.org/10.1080/15388220.2025.2469862>
- McMahon, S. D., Perry, A. H., Swenski, T., Bare, K., Hunt, J. Martinez, A., Reddy, L. A., Anderman, E. M., Astor, R. A., Espelage, D. L., Worrell, F. C., & Dudek, C. M. (2025). Violence against administrators: The role of student, school, and community strengths and cultural pluralism and stress. *Behavioral Sciences*, 15(4), Article 556. <https://doi.org/10.3390/bs15040556>
- Robinson, L. E., Watson, K. R., Fensterstock, N., Hogenkamp, S., Xu, Y., Garner, H., Warri, V. R., Morgan, C. H., Garcia, A. A., Wu, C., Dunn, D., Espelage, D. L., Astor, R. A., McMahon, S. D., Reddy, L. A., Anderman, E. M., Worrell, F. C., & Martinez, A. (2025). School safety concerns and solutions: A qualitative analysis of U.S. school psychologists' perspectives. *Behavioral Sciences*, 15(2), Article 228. <https://doi.org/10.3390/bs15020228>
- Sciabica, G. M., Chirumbolo, A., Morelli, M., Mello, Z. R., Worrell, F. C., Baiocco, R., Franchini, C., Speranza, A. M., Fortunato, A., & Andreassi, S. (2025). The effect of a psychodynamic counseling intervention on university students' time attitudes. *Current Psychology*, 44, 5672–5684. <https://doi.org/10.1007/s12144-025-07604-6>
- Worrell, F. C., & Luo, H. (2025). Competitive orientations in academically talented youth: Associations with psychosocial and school-related variables. *Learning and Instruction*, 95, Article 102038. <https://doi.org/10.1016/j.learninstruc.2024.102038>
- Gerstner, C-C. E., McDermott, P. A., Leng, N., Kerzabi, E., Rovine, M. J., Worrell, F. C., & Hall, T. E. (accepted). Situational and demographic differences in maladaptive behaviors among primary school children in Trinidad and Tobago. *Caribbean Journal of Psychology*.
- Lonigro, A., Mello, Z. R., Worrell, F. C., Zammuto, M., Biachi, D., Pompili, S., Di Tata, D., Longobardi, E., & Laghi, F. (2025). Gender similarities and differences in time perspective in the age of COVID-19. *The Journal of Genetic Psychology*, 1–12. Advance online publication. <https://doi.org/10.1080/00221325.2025.2465791>
- Perry, A. H., Reddy, L. A., Martinez, A., McMahon, S. D., Anderman, E. M., Astor, R. A., Espelage, D. L., Worrell, F. C., & Bare, K. (2025). Do teachers feel active shooter drills work? A study of effectiveness, safety, and decisions to transfer or quit. *School Psychology Review*, 1–14. Advance online publication. <https://doi.org/10.1080/2372966X.2025.2500910>

Special Issues

- Vandiver, B. J., & Worrell, F. C. (Eds.). (2001). Psychological nigrescence revisited. [Special issue]. *Journal of Multicultural Counseling and Development*, 29(3).
- Miranda, A. H., Radliff, K. M., Graves, S. L. Jr., & Worrell, F. C. (Eds.). (2014). Culture counts: Preparing school psychologists for working with diverse populations. [Special issue]. *Psychology in the Schools*, 51(4).
- Worrell, F. C. (Ed.). (2014). Developing international partnerships: American school psychologists consulting in other countries. [Special issue]. *Journal of Educational and Psychological Consultation*, 24(4).
- Fiske, S. T., Levine, F., Mayer, R., Murphy, P. K., Newcombe, N., & Worrell, F. C. (Eds.). (2016). Policy Insights from Education Research. *Policy Insights from the Behavioral and Brain Sciences*, 3(1).

REFEREED PUBLICATIONS (con't)

(¹ student, advisee, or postdoc at time of submission)

Special Issues (con't)

- Fiske, S. T., Levine, F., Mayer, R., Murphy, P. K., Newcombe, N., & Worrell, F. C. (Eds.). (2016). Policy Insights from Education Research. *Policy Insights from the Behavioral and Brain Sciences*, 3(2).
- Worrell, F. C., Beghetto, R. A., & Renzulli, J. (Eds.). (2016). Beyond the IQ test. [Special issue]. *Annals of the New York Academy of Sciences*, 1377(1).
- Campbell, L. F., Worrell, F. C., Dailey, R., & Brown, R. T. (Eds.). (2018). Master's level practice. [Special section]. *Professional Psychology: Research and Practice*, 49(5–6), 299–331.
- Fiske, S. T., Levine, F., Mayer, R., Murphy, P. K., & Worrell, F. C. (Eds.). (2019). Policy Insights from Education Research 1. *Policy Insights from the Behavioral and Brain Sciences*, 6(2).
- Worrell, F. C. (Ed.). (2019). Mental health and wellness in the Caribbean [Special issue]. *Journal of Black Psychology*, 45(4).
- Fiske, S. T., Levine, F., Mayer, R., Murphy, P. K., & Worrell, F. C. (Eds.). (2020). Policy Insights from Education Research 2. *Policy Insights from the Behavioral and Brain Sciences*, 7(1).
- Sullivan, A. L., & Worrell, F. C. (Eds.). (2022). Reconceptualizing school psychology for the 21st century: The future of school psychology. *School Psychology Review*, 51(6).
- Worrell, F. C., & Dixon, D. D. (Eds.). (2022). Equity in gifted education. [Special issue]. *Gifted Child Quarterly*, 66(2).
- Olszewski-Kubilius, P., Subotnik, R. F., Worrell, F. C., Assouline, S. G., Stoeger, H., & Ziegler, A. (Eds.). (2024). International research perspectives on talent: Part 1 [Special issue]. *Journal for the Education of the Gifted*, 47(4).
- Olszewski-Kubilius, P., Subotnik, R. F., & Worrell, F. C. (Eds.). (2025). Teachable components of talent development in academic domains [Special issue]. *Gifted Child Quarterly*, 69(2).
- Olszewski-Kubilius, P., Subotnik, R. F., Worrell, F. C., Assouline, S. G., Stoeger, H., & Ziegler, A. (Eds.). (Accepted). International research perspectives on talent: Part 2 [Special issue]. *Journal for the Education of the Gifted*.

Book Chapters and Bibliographies

- Worrell, F. C. (2003). Why are there so few African Americans in gifted programs? In C. C. Yeakey & R. D. Henderson (Eds.), *Surmounting the odds: Education, opportunity, and society in the new millennium* (pp. 423–454). Information Age Publishing.
- Worrell, F. C. (2005). Cultural variation within American families of African descent. In C. L. Frisby & C. R. Reynolds (Eds.), *Comprehensive handbook of multicultural school psychology* (pp. 137–172). Wiley.
- Worrell, F. C. (2006). Children and youth in poverty in Trinidad and Tobago: A lack of commitment in the midst of plenty. In C. C. Yeakey (Series Ed.) & C. C. Yeakey, J. W. Richardson, & J. B. Buck (Vol. Eds.), *Advances in education in diverse communities: Research, policy and praxis: Vol. 4. 'Suffer the little children': National and international dimensions of child poverty and public policy* (pp. 145–175). Elsevier. [https://doi.org/10.1016/s1479-358x\(04\)04007-0](https://doi.org/10.1016/s1479-358x(04)04007-0)
- Worrell, F. C., Watkins, M. W., & Hall, T. E. (2006). Primary school teachers in Trinidad and Tobago: Demographic patterns, qualifications, and self-efficacy. In K. Mutua & C. S. Sunal (Series Eds. & Vol. Eds.), *Research on Education in Africa, the Caribbean and the Middle East: Crosscurrents and crosscutting themes* (pp. 129–146). Information Age Publishing.
- Worrell, F. C. (2010). Psychosocial stressors in the development of gifted learners with atypical profiles. In J. L. VanTassel-Baska (Ed.), *Patterns and profiles of promising learners from poverty* (pp. 33–58). Prufrock Press.
- Worrell, F. C., Casad, B. J., Daniel, D. B., McDaniel, M., Messer, W. S., Miller, H. L., Jr., Prohaska, V., Zlokovich, M. S. (2010). Promising principles for translating psychological science into teaching and learning. In D. F. Halpern (Ed.), *Undergraduate education in psychology: A blueprint for the future of the discipline* (pp. 129–144). American Psychological Association. <https://doi.org/10.1037/12063-008>

REFEREED PUBLICATIONS

(¹ student, advisee, or postdoc at time of submission)

Book Chapters and Bibliographies (con't)

- Worrell, F. C. (2013). African American racial identity and learning. In L. Meyer (Ed.), *Oxford bibliographies in education*. Oxford University Press. <https://doi.org/10.1093/OBO/9780199756810-0132>
- Worrell, F. C. (2013). School psychology. In D. S. Dunn (Ed.), *Oxford bibliographies in psychology*. Oxford University Press. <https://doi.org/10.1093/OBO/9780199828340-0132>
- Worrell, F. C. (2014). Ethnically diverse students. In J. A. Plucker & C. M. Callahan (Eds.), *Critical issues and practices in gifted education: What the research says* (2nd ed., 237–254). Prufrock Press.
- Worrell, F. C. (2014). School and academic interventions. In F. T. L. Leong, L. Comas-Días, G. C. Nagayama Hall, V. C. McLoyd, & J. E. Trimble (Eds.), *APA handbook of multicultural psychology, Vol. 2: Applications and training* (pp. 543–559). American Psychological Association. <https://doi.org/10.1037/14187-030>
- Worrell, F. C. (2014). William Edward Burghardt Du Bois and the Talented Tenth (1868–1963). In A. Robinson & J. Jolly (Eds.), *A century of contributions to gifted education: Illuminating lives* (pp. 41–60). Routledge.
- Mello, Z. R., & Worrell, F. C. (2015). The past, the present, and the future: A conceptual model of time perspective in adolescence. In M. Stolarski, N. Fieulaine, & W. van Beek (Eds.), *Time perspective theory: Review, research, and application. Essays in honor of Phillip G. Zimbardo* (115–129). Springer. https://doi.org/10.1007/978-3-319-07368-2_7 [Chinese version published 9/2019]
- Worrell, F. C. (2015). Culture as race/ethnicity. In K. C. McLean and M. Syed (Eds.), *The Oxford handbook of identity development* (pp. 249–268). Oxford University Press. <https://doi.org/10.1093/oxfordhb/9780199936564.013.029>
- Worrell, F. C. (2015). Racial and ethnic identity. In C. M. Rubie-Davies, J. M. Stephens, & P. Watson (Eds.), *The Routledge international handbook of social psychology of the classroom* (pp. 83–92). Routledge. <https://doi.org/10.4324/9781315716923>
- Moorehead-Slaughter, O., & Worrell, F. C. (2016). Elementary and secondary schools. In J. C. Norcross, G. R. Vandenbos, D. K. Freedheim, & M. M. Domenech Rodríguez (Eds.), *APA handbook of clinical psychology: Roots and branches* (Vol. 1; pp. 371–385). American Psychological Association. <https://doi.org/10.1037/14772-019>
- Subotnik, R. F., Olszewski-Kubilius, P., & Worrell, F. C. (2017). Transforming gifted education into talent development: Practical considerations and advocacy advantages. In J. A. Plucker, A. N. Rinn, & M. C. Makel (Eds.), *From giftedness to gifted education: Reflecting theory in practice* (pp. 249–266). Prufrock Press. <https://doi.org/10.1037/0000038-015>
- Worrell, F. C. (2017). School psychology. In D. S. Dunn (Ed.), *Oxford bibliographies in psychology*. Oxford University Press. <https://doi.org/10.1093/OBO/9780199828340-0132>
- Olszewski-Kubilius, P., Worrell, F. C., & Subotnik, R. F. (2018). The role of the family in talent development. In S. I. Pfeiffer, E. Shaunessy-Dedrick, & M. Foley-Nicpon (Eds.), *APA handbook of giftedness and talent* (pp. 465–477). American Psychological Association. <https://doi.org/10.1037/0000038-030>
- Subotnik, R. F., Olszewski-Kubilius, P., & Worrell, F. C. (2018). Talent development as the most promising focus of giftedness and gifted education. In S. I. Pfeiffer, E. Shaunessy-Dedrick, & M. Foley-Nicpon (Eds.), *APA handbook of giftedness and talent* (pp. 231–245). American Psychological Association. <https://doi.org/10.1037/0000038-015>
- Wai, J., Worrell, F. C., & Chabris, C. (2018). The consistent influence of general cognitive ability in college, career, and lifetime achievement. In K. Larsen-McClarty, K. Mattern, & M. Gaertner (Eds.), *Preparing students for college and careers: Theory, measurement, and educational practice* (pp. 46–56). Routledge. <https://doi.org/10.4324/9781315621975-5>
- Worrell, F. C., & Dixon, D. D. (2018). Recruiting and retaining underrepresented gifted students. In S. I. Pfeiffer (Ed.), *Handbook of giftedness in children* (2nd ed., pp. 209–226). Springer. https://doi.org/10.1007/978-3-319-77004-8_13

REFEREED PUBLICATIONS

(¹ student, advisee, or postdoc at time of submission)

Book Chapters and Bibliographies (con't)

- Worrell, F. C., Subotnik, R. F., & Olszewski-Kubilius, P. (2018). Talent development: A path toward eminence. In S. I. Pfeiffer, E. Shaunessy-Dedrick, & M. Foley-Nicpon (Eds.), *APA handbook of giftedness and talent* (pp. 247–258). American Psychological Association.
<https://doi.org/10.1037/0000038-016>
- Mendoza-Denton, R., & Worrell, F. C. (2019). Culture, race, ethnicity, and personality. In D. Cohen & S. Kitayama (Eds.), *Handbook of cultural psychology* (2nd ed.; 748–767). Guilford.
- Olszewski-Kubilius, P., Subotnik, R. F., Worrell, F. C., Wardman, J., Tan, L. S., & Lee, S-Y. (2019). Sociocultural perspectives on the talent development megamodel. In S. R. Smith (Ed.), *International handbook of giftedness and talent development in the Asia-Pacific* (pp. 101–127). Springer.
https://doi.org/10.1007/978-981-13-3021-6_4-1
- Olszewski-Kubilius, P., Subotnik, R. F., & Worrell, F. C. (2020). Programming for talent development beyond the classroom. In J. H. Robins, J. L. Jolly, F. A. Karnes, & S. M. Bean (Eds.), *Methods and materials for teaching the gifted* (5th ed.; 439–455). Prufrock Press.
- Subotnik, R. F., Olszewski-Kubilius, P., & Worrell, F. C. (2020). Talent development. In J. A. Plucker & C. M. Callahan (Eds.), *Critical issues and practices in gifted education: A survey of current research on giftedness and talent development* (3rd ed., pp. 443–455). Prufrock Press.
- Worrell, F. C., ¹Ahrens, I., ¹Bessette, M., ¹Golshirazi, M., ¹Macpherson, K. H., ¹Mejia, F. B., ¹Saldivar, N., ¹Spence, J., & ¹Zapata, M. A. (2020). Macro-identification approaches and systems for students from low-income backgrounds. In T. Stambaugh & P. Olszewski-Kubilius (Eds.), *Unlocking potential: Identifying and serving gifted students from low-income households* (pp. 47–78). Prufrock Press.
- Worrell, F. C., & Dixon, D. D. (2020). Diversity and gifted education. In J. A. Plucker & C. M. Callahan (Eds.), *Critical issues and practices in gifted education: A survey of current research on giftedness and talent development* (3rd ed., pp. 169–183). Prufrock Press.
- Miller, J., Worrell, F. C., Arora, P., & Powell, S. (2021). Succeeding as a man in higher education and as an advocate for diversity, equity, and inclusion in school psychology. In R. G. Floyd & T. L. Eckert (Eds.), *Handbook of university and professional careers in school psychology* (195–211). Routledge.
- Proctor, S. L., Collins, T. A., Vega, D., Wang, C., & Worrell, F. C. (2021). Succeeding as a person of color in school psychology. In R. G. Floyd & T. L. Eckert (Eds.), *Handbook of university and professional careers in school psychology* (179–194). Routledge.
- Kanaya, T., Wai, J., & Worrell, F. C. (2022). The “Flynn Effect” and decision-making in education: Addressing fairness concerns. In J. L. Jonson & K. F. Geisinger (Eds.), *Fairness in educational and psychological testing: Examining theoretical, research, practice, and policy implications of 2014 Standards* (pp. 251–268). American Educational Research Association.
https://doi.org/10.3102/9780935302967_11
- Worrell, F. C., & Dixon, D. D. (2023). Best practices in equitable academic talent development and gifted education for underserved children. In P. L. Harrison, S. L. Proctor, & A. Thomas (Eds.), *Best practices in school psychology* (7th ed.): Vol. 2. *Students, systems, & family services* (pp. 107–119). National Association of School Psychologists.
- Stevens, D. H., & Worrell, F. C. (2024). Stereotype threat, ethnicity, and gender: An American perspective. In P. W. St J. Watson, C. M. Rubie-Davies, & B. Ertl (Eds.), *The Routledge international handbook of gender beliefs, stereotype threat, and teacher expectations* (pp. 138–149). Routledge.
<https://doi.org/10.4324/9781003275763-15>
- ¹Yu, K. A., & Worrell, F. C. (2024). Resilience. In L. A. Theodore, B. A. Bracken, & M. A. Bray (Eds.), *Desk reference in school psychology* (pp. 789–810). Oxford University Press.
- Preckel, F., Jarvin, L., Kozbelt, A., Schneider, W., Subotnik, R. F., Olszewski-Kubilius, P., & Worrell, F. C. (accepted). Talent development in achievement domains: A psychological perspective. *European handbook for gifted education and talent development*.

NON-REFEREED PUBLICATIONS

(¹ student, advisee, or postdoc at time of submission)

Books

- American Educational Research Association, American Psychological Association, & National Council on Measurement in Education. (2014). *Standards for educational and psychological testing*. American Educational Research Association.
- Weinstein, R. S., & Worrell, F. C. (Eds.). (2016). *Achieving college dreams: How a university-charter district partnership created an early college high school*. Oxford University Press.
<https://doi.org/10.1093/acprof:oso/9780190260903.001.0001>
- American Educational Research Association, American Psychological Association, & National Council on Measurement in Education. (2018). *Estándares para pruebas educativas y psicológicas* [Standards for educational and psychological testing]. American Educational Research Association.
- Olszewski-Kubilius, P., Subotnik, R. F., & Worrell, F. C. (Eds.). (2018). *Talent development as a framework for gifted education: Implications for best practices and applications in schools*. Prufrock Press.
- 2019 *Scholar Book of the Year*, National Association for Gifted Children
- 2019 *Legacy Book Award (Scholar Category)*, Texas Association for the Gifted and Talented
- Subotnik, R. F., Olszewski-Kubilius, P., & Worrell, F. C. (Eds.). (2019). *The psychology of high performance: Developing human potential into domain-specific talent*. American Psychological Association. <https://doi.org/10.1037/0000120-000>
- 2020 Finalist, *Prose Awards (Psychology category)*, Association of American Publishers.
- 2020 *Scholar Book of the Year*, National Association for Gifted Children
- Worrell, F. C., Hughes, T. L., & Dixon, D. D. (Eds.). (2020). *The Cambridge handbook of applied school psychology*. Cambridge University Press. <https://doi.org/10.1017/9781108235532>
- Grolnick, W. S., Heddy, B. C., & Worrell, F. C. (2024). *Motivation myth busters: Science-based strategies to boost motivation in yourself and others*. American Psychological Association.
<https://doi.org/10.1037/0000412-000>

Chapters and Encyclopedia Entries

- Worrell, F. C. (2007). Gifted education: Traditional and emerging approaches. In A. Burstyn (Ed.), *The Praeger handbook of special education* (pp. 122–125). Praeger Publishers.
- Worrell, F. C. (2008). African Americans. In N. Salkind (Ed.), *Encyclopedia of educational psychology* (pp. 15–21). Sage.
- Worrell, F. C. (2008). Cross, William E., Jr. In F. T. L. Leong (Series Ed.) & M. G. Constantine & R. L. Worthington (Vol. Eds.), *Encyclopedia of counseling. Volume 3: Cross-cultural counseling* (pp. 1078–1080). Sage.
- Worrell, F. C. (2009). Psychological health in school-aged populations. In H. A. Neville, B. M. Tynes, & S. O. Utsey (Eds.), *Handbook of African American psychology* (pp. 351–362). Sage.
- Worrell, F. C. (2009). What does gifted mean? Personal and social identity perspectives on giftedness in adolescence. In F. D. Horowitz, R. F. Subotnik, & D. J. Matthews (Eds.), *The development of giftedness and talent across the lifespan* (pp. 131–152). American Psychological Association.
<https://doi.org/10.1037/11867-008>
- Worrell, F. C. (2009). Providing gifted and talented education to underrepresented minority youth: One legacy of Joyce VanTassel-Baska. In B. MacFarlane & T. Stambaugh (Eds.), *Leading change in gifted education: The festschrift of Dr. Joyce VanTassel-Baska* (pp. 149–160). Prufrock Press.
<https://doi.org/10.4135/9781412971959.n56>
- Worrell, F. C. (2011). From graduate student to full professor: Navigating the waters of two research one institutions. In S. Jackson & R. G. Johnson, III (Eds.), *The Black professoriat: Negotiating a habitable space in the academy* (pp. 166–184). Peter Lang.
- Worrell, F. C., & ¹Young, A. E. (2011). Gifted children in urban settings. In T. L. Cross & J. R. Cross (Eds.), *Handbook for counselors serving students with gifts and talents: Development, relationships, school issues, and counseling needs/interventions* (pp. 137–151). Prufrock Press.
<https://doi.org/10.4324/9781003235415-12>

NON-REFEREED PUBLICATIONS (con't)
(¹ student, advisee, or postdoc at time of presentation)

Chapters and Encyclopedia Entries (con't)

- Worrell, F. C. (2012). Forty years of Cross' nigrescence theory: From stages to profiles, from African Americans to all Americans. In J. M. Sullivan & A. M. Esmail (Eds.), *African American identity: Racial and cultural dimensions of the Black experience* (pp. 3–28). Lexington Books.
- Worrell, F. C. (2012). Mindsets and giftedness: Assumptions and implications. In R. F. Subotnik, A. Robinson, C. M. Callahan, & E. J. Gubbins (Eds.), *Malleable minds: Translating insights from psychology and neuroscience to gifted education* (pp. 153–163). National Center for Research on Giftedness and Talent.
- Worrell, F. C. (2013). Gifted African Americans. In C. M. Callahan & H. Hertberg-Davis (Eds.), *Fundamentals of gifted education: Considering multiple perspectives* (pp. 388–400). Routledge. <https://doi.org/10.4324/9781315639987>
- Worrell, F. C. (2013). Identifying gifted learners: Nonverbal assessment. In C. M. Callahan & H. Hertberg-Davis (Eds.), *Fundamentals of gifted education: Considering multiple perspectives* (pp. 135–147). Routledge. <https://doi.org/10.4324/9781315639987>
- Worrell, F. C. (2015). Being gifted and adolescent: Issues and needs of diverse students. In F. A. Dixon & S. M. Moon (Eds.), *The handbook of secondary gifted education* (2nd. ed., pp. 121–153). Prufrock Press. <https://doi.org/10.4324/9781003238829-6>
- ¹Dixon, D. D., & Worrell, F. C. (2016). Identity development in gifted children. In M. Neihart, S. I. Pfeiffer, & T. L. Cross (Eds.), *The social and emotional development of gifted children: What do we know* (2nd ed., pp. 55–64)? Prufrock Press. <https://doi.org/10.4324/9781003238928-6>
- Olszewski-Kubilius, P., Subotnik, R. F., & Worrell, F. C. (2016). The role of domains in the conceptualization of talent. In D. Ambrose & R. J. Sternberg (Eds.), *Giftedness and talent in the 21st century: Adapting to the turbulence of globalization* (pp. 81–99). Sense Publishers. https://doi.org/10.1007/978-94-6300-503-6_5
- Sami, N., Worrell, F. C., & Weinstein, R. S. (2016). Parent involvement and the home-school divide. In R. S. Weinstein & F. C. Worrell (Eds.), *Achieving college dreams: How a university-charter district partnership created an early college high school* (143–161). Oxford University Press. <https://doi.org/10.1093/acprof:oso/9780190260903.003.0007>
- Subotnik, R. F., Worrell, F. C., & Olszewski-Kubilius, P. (2016). The psychological science of talent development. In M. Neihart, S. I. Pfeiffer, & T. L. Cross (Eds.), *The social and emotional development of gifted children: What do we know* (2nd ed., 145–157)? Prufrock Press. <https://doi.org/10.4324/9781003238928-15>
- Weinstein, R. S., & Worrell, F. C. (2016). Introduction—A university's role in education reform. In R. S. Weinstein & F. C. Worrell (Eds.), *Achieving college dreams: How a university-charter district partnership created an early college high school* (pp. 3–32). Oxford University Press. <https://doi.org/10.1093/acprof:oso/9780190260903.003.0001>
- Weinstein, R. S., Worrell, F. C., Kaufman, G., & Basri, G. (2016). Conclusion—The power of a university-district partnership. In R. S. Weinstein & F. C. Worrell (Eds.), *Achieving college dreams: How a university-charter district partnership created an early college high school* (pp. 359–387). Oxford University Press. <https://doi.org/10.1093/acprof:oso/9780190260903.003.0017>
- Worrell, F. C. (2016). Commentary on “Perspectives on Fair Assessment.” In N. J. Dorans & L. Cook (Eds.), *Fairness in educational assessment and measurement* (pp. 283–293). Routledge. <https://doi.org/10.4324/9781315774527-18>
- Worrell, F. C. (2016). Talent development—The forging of an academic identity. In R. S. Weinstein & F. C. Worrell (Eds.), *Achieving college dreams: How a university-charter district partnership created an early college high school* (pp. 317–344). Oxford University Press. <https://doi.org/10.1093/acprof:oso/9780190260903.003.0015>
- Worrell, F. C., & ¹Dixon, D. D. (2016). Racial/ethnic and gender identity in gifted classrooms. In C. Hudley (Ed.), *Adolescent identity and schooling* (pp. 92–106). Routledge.
- Worrell, F. C., & ¹Roberson, C. C. B. (2016). 2014 *Standards for Educational and Psychological Testing*: Implications for ethnic minority youth. In S. L. Graves, Jr., & J. J. Blake (Eds.), *Psychoeducational assessment and intervention for ethnic minority youth: Evidence-based approaches* (pp. 41–57). American Psychological Association. <https://doi.org/10.1037/14855-004>

NON-REFEREED PUBLICATIONS (con't)

(¹student, advisee, or postdoc at time of presentation)

Chapters and Encyclopedia Entries (con't)

- Worrell, F. C., & Weinstein (2016). Epilogue. In R. S. Weinstein & F. C. Worrell (Eds.), *Achieving college dreams: How a university-charter district partnership created an early college high school* (pp. 389–395). Oxford University Press. <https://doi.org/10.1093/acprof:oso/9780190260903.001.0001>
- Jung, J. Y., & Worrell, F. C. (2017). *School psychological practice with gifted students*. In M. Thielking & M. Terjesen (Eds.), *Handbook of Australian school psychology: Integrating international research, practice, and policy* (pp. 575–593). Springer. https://doi.org/10.1007/978-3-319-45166-4_29
- Subotnik, R. F., Olszewski-Kubilius, P., & Worrell, F. C. (2017). The relationship between expertise and giftedness: A talent development perspective. In D. Z. Hambrick, G. Campitelli, & B. N. Macnamara (Eds.), *The science of expertise: Behavioral, neural, and genetic approaches to complex skill* (pp. 427–434). Routledge. <https://doi.org/10.4324/9781315113371-25>
- Subotnik, R. F., Olszewski-Kubilius, P., Worrell, F. C., & Lee, G. M. (2017). Models of education for science-talented adolescents in the United States. In M. Sumida & K. S. Taber (Eds.), *Policy and practice in science education for the gifted: Approaches from diverse national contexts* (pp. 170–184). Routledge. <https://doi.org/10.4324/9781315814155-13>
- Worrell, F. C., ¹Ernandes Naecker, J., ¹Gerchow, C. E., ¹Green, C., ¹Kunesh, C. E., & ¹Casey, A. (2017). Complicating the thinking of trainee consultants in consultee-centered consultation. In C. Hatzichristou & S. Rosenfield (Eds.), *International handbook of consultation in educational settings* (pp. 332–354). Routledge. <https://doi.org/10.4324/9781315795188-18>
- Olszewski-Kubilius, P., Subotnik, R. F., & Worrell, F. C. (2018). Bridging the divide: Building on the best of gifted education with programming for talent development. In J. Danielian, C. M. Fugate, & E. Fogarty (Eds.), *Teaching gifted children: Success strategies for teaching high ability learners* (pp. 13–15). <https://doi.org/10.4324/9781003238638-4>
- Olszewski-Kubilius, P., Subotnik, R. F., Worrell, F. C., & Thomson, D. (2018). Talent development as a framework for the delivery of services to gifted children. In J. L. Roberts, T. F. Inman, & J. Robins (Eds.), *Introduction to gifted education* (pp. 277–298). Prufrock Press. <https://doi.org/10.1037/0000038-015>
- Olszewski-Kubilius, P., Worrell, F. C., & Subotnik, R. F. (2018). Addressing misconceptions about the talent development framework and implications for policy. In P. Olszewski-Kubilius, R. F., Subotnik, & F. C. Worrell (Eds.), *Talent development as a framework for gifted education: Implications for best practices and applications in schools* (pp. 299–306). Prufrock Press. <https://doi.org/10.4324/9781003238454-14>
- Subotnik, R. F., Olszewski-Kubilius, P., & Worrell, F. C. (2018). The talent development framework: Overview of components and implications for policy and practice. In P. Olszewski-Kubilius, R. F., Subotnik, & F. C. Worrell (Eds.), *Talent development as a framework for gifted education: Implications for best practices and applications in schools* (pp. 7–23). Prufrock Press. <https://doi.org/10.4324/9781003238454-2>
- Worrell, F. C. (2018). Gifted African Americans. In C. M. Callahan & H. Hertberg -Davis (Eds.), *Fundamentals of gifted education: Considering multiple perspectives* (2nd. ed., 386–398). Routledge. <https://doi.org/10.4324/9781315639987-35>
- Worrell, F. C. (2018). Identifying gifted learners: Utilizing nonverbal assessment. In C. M. Callahan & Hertberg-Davis (Eds.), *Fundamentals of gifted education: Considering multiple perspectives* (2nd ed., 125–134). Routledge. <https://doi.org/10.4324/9781315639987-12>
- Worrell, F. C. (2018). Motivation: A critical lever for talent development. In P. Olszewski-Kubilius, R. F., Subotnik, & F. C. Worrell (Eds.), *Talent development as a framework for gifted education: Implications for best practices and applications in schools* (pp. 253–279). Prufrock Press. <https://doi.org/10.4324/9781003238454-12>
- Worrell, F. C., Subotnik, R. F., & Olszewski-Kubilius, P. (2018). Engaging in advocacy and affecting public policy. In R. G. Floyd (Ed.), *Publishing in school psychology and related fields: An insider's guide* (289–302). Routledge. <https://doi.org/10.4324/9781315627816-27>

NON-REFEREED PUBLICATIONS (con't)

(¹student, advisee, or postdoc at time of presentation)

Chapters and Encyclopedia Entries (con't)

- Worrell, F. C., Subotnik, R. F., & Olszewski-Kubilius, P. (2018). Evaluating the effectiveness of talent development programs. In P. Olszewski-Kubilius, R. F., Subotnik, & F. C. Worrell (Eds.), *Talent development as a framework for gifted education: Implications for best practices and applications in schools* (pp. 281–297). Prufrock Press. <https://doi.org/10.1037/0000038-016>
- Olszewski-Kubilius, P., Subotnik, R. F., Worrell, F. C., & Foley-Nicpon, M. (2019). Academia. In R. F. Subotnik, P. Olszewski-Kubilius, & F. C. Worrell (Eds.), *The psychology of high performance: Translating human potential into domain-specific talent* (pp. 171–172). American Psychological Association.
- Olszewski-Kubilius, P., Worrell, F. C., Subotnik, R. F., & Foley-Nicpon, M. (2019). Reflections on talent development in academics. In R. F. Subotnik, P. Olszewski-Kubilius, & F. C. Worrell (Eds.), *The psychology of high performance: Translating human potential into domain-specific talent* (pp. 225–236). American Psychological Association. <https://doi.org/10.1037/0000120-011>
- Subotnik, R. F., Olszewski-Kubilius, P., & Worrell, F. C. (2019). High performance: The central psychological mechanism for talent development. In R. F. Subotnik, P. Olszewski-Kubilius, & F. C. Worrell (Eds.), *The psychology of high performance: Translating human potential into domain-specific talent* (pp. 7–20). American Psychological Association. <https://doi.org/10.1037/0000120-002>
- Subotnik, R. F., Olszewski-Kubilius, P., & Worrell, F. C. (2019). Introduction. In R. F. Subotnik, P. Olszewski-Kubilius, & F. C. Worrell (Eds.), *The psychology of high performance: Translating human potential into domain-specific talent* (pp. 3–5). American Psychological Association. <https://doi.org/10.1037/0000120-001>
- Worrell, F. C. (2019). Failure to conduct a pilot study. In R. J. Sternberg (Ed.), *My biggest research mistake: Adventures and misadventures in psychological research* (pp. 129–131). Sage. <https://doi.org/10.4135/9781071802601.n41>
- Worrell, F. C., Olszewski-Kubilius, P., & Subotnik, R. F. (2019). The psychology of high performance: Overarching themes. In R. F. Subotnik, P. Olszewski-Kubilius, & F. C. Worrell (Eds.), *The psychology of high performance: Translating human potential into domain-specific talent* (pp. 369–385). American Psychological Association. <https://doi.org/10.1037/0000120-018>
- Olszewski-Kubilius, P., Worrell, F. C., & Subotnik, R. F. (2020). Identifying and serving gifted and talented students. In F. C. Worrell, T. L. Hughes, & D. D. Dixon (Eds.), *The Cambridge handbook of applied school psychology* (pp. 598–612). Cambridge University Press. <https://doi.org/10.1017/9781108235532.034>
- Subotnik, R. F., Olszewski-Kubilius, P., & Worrell, F. C. (2020). The talent development megamodel. In T. L. Cross & P. Olszewski-Kubilius (Eds.), *Conceptual frameworks for giftedness and talent development: Enduring theories and comprehensive models in gifted education* (pp. 29–54). Prufrock Press.
- ¹Teja, Z., & Worrell, F. C. (2020). School-based interventions for refugee children and adolescents. In F. C. Worrell, T. L. Hughes, & D. D. Dixon (Eds.), *The Cambridge handbook of applied school psychology* (pp. 634–654). Cambridge University Press. <https://doi.org/10.1017/9781108235532.036>
- Worrell, F. C. (2020). Academic achievement, identity, and hope: Investing in and over time. In D. Y. Dai & R. J. Sternberg (Eds.), *Scientific inquiry into human potential: Historical and contemporary perspectives across disciplines* (pp. 212–223). Routledge. <https://doi.org/10.4324/9780429291654-18>
- Worrell, F. C. (2020). Ethnic and cultural identity. In R. V. Galliher (Ed.), *The encyclopedia of child and adolescent development: Vol 10. Development of the self in adolescence* (pp. 1–10). Wiley Blackwell. <https://doi.org/10.1002/9781119171492.wecad455>
- Worrell, F. C., Dixon, D. D., & Hughes, T. L. (2020). Rising to the challenge: A school psychology for all students. In F. C. Worrell, T. L. Hughes, & D. D. Dixon (Eds.), *The Cambridge handbook of applied school psychology* (pp. 657–671). Cambridge University Press. <https://doi.org/10.1017/9781108235532.037>
- Worrell, F. C., Hughes, T. L., & Dixon, D. D. (2020). Broadening the focus of school psychology practice. In F. C. Worrell, T. L. Hughes, & D. D. Dixon (Eds.), *The Cambridge handbook of applied school psychology* (pp. 1–8). Cambridge University Press. <https://doi.org/10.1017/9781108235532.001>

NON-REFEREED PUBLICATIONS (con't)

(¹student, advisee, or postdoc at time of presentation)

Chapters and Encyclopedia Entries (con't)

- Subotnik, R. F., Olszewski-Kubilius, P., & Worrell, F. C. (2021). The talent development megamodel: A domain-specific conceptual framework based on the psychology of high performance. In R. J. Sternberg & D. Ambrose (Eds.), *Conceptions of giftedness and talent: Worldwide perspectives* (pp. 425–442). Palgrave-Macmillan. https://doi.org/10.1007/978-3-030-56869-6_24
- Worrell, F. C., ¹Gelgoot, E., & Young, A. E. (2021). Gifted children in urban settings. In T. L. Cross & J. R. Cross (Eds.), *Handbook for counselors serving students with gifts and talents: Development, relationships, school issues, and counseling needs/interventions* (2nd ed.; 167–184). Prufrock Press. <https://doi.org/10.4324/9781003235415-12>
- Worrell, F. C., Olszewski-Kubilius, P., & Subotnik, R. F. (2021). Gifted and talented students. In E. Cole & M. Kokal (Eds.), *Consultation and mental health interventions in school settings: A scientist – practitioner's guide* (pp. 199–216). Hogrefe.
- Worrell, F. C., Olszewski-Kubilius, P., & Subotnik, R. F. (2021). Serving gifted students: A talent development perspective. In T. L. Cross & J. R. Cross (Eds.), *Handbook for counselors serving students with gifts and talents: Development, relationships, school issues, and counseling needs/interventions* (2nd ed.; pp. 29–44). Prufrock Press. <https://doi.org/10.4324/9781003235415-4>
- Müllensiefen, D., Kozbelt, A., Olszewski-Kubilius, P., Subotnik, R. F., Worrell, F. C., & Preckel, F. (2022). Talent development in music. In G. McPherson (Ed.), *Oxford handbook for music performance, Vol. 1* (pp. 84–105). Oxford University Press. <https://doi.org/10.1093/oxfordhb/9780190056285.013.32>
- Olszewski-Kubilius, P., Subotnik, R. F., Salas, E., & Worrell, F. C. (2022). Talent management: Insights from the study of giftedness and implications for high performance in the business domain. In I. Tarique (Ed.), *Contemporary talent management: A research companion* (35–54). Routledge. <https://doi.org/10.4324/9781003182788-4>
- Olszewski-Kubilius, P., Worrell, F. C., & Subotnik, R. F. (2022). Assessment of talent development trajectories. In S. K. Johnsen & J. VanTassel-Baska (Eds.), *Handbook on assessments for gifted learners* (pp. 240–254). Routledge. <https://doi.org/10.4324/9781003285991-19>
- Subotnik, R. F., Olszewski-Kubilius, P., & Worrell, F. C. (2022). Channeling gifted abilities into transformative creativity productivity. In R. J. Sternberg, D. Ambrose, & S. Karami (Eds.), *The Palgrave handbook of transformational giftedness for education* (pp. 373–385). Springer. https://doi.org/10.1007/978-3-030-91618-3_19
- Subotnik, R. F., Olszewski-Kubilius, P., & Worrell, F. C. (2022). The development of gifted and talented students' creativity in school contexts. In S. W. Russ, J. D. Hoffmann, & J. C. Kaufman (Eds.), *The Cambridge handbook of lifespan development of creativity* (pp. 497–511). Cambridge University Press. <https://doi.org/10.1017/9781108755726.029>
- Oyanadel, C., Worrell, F. C., Pinto-Vigueras, J., Betancur, S., Véliz Tapia, T., Au-Castro, M., Peña-Reyes, G., González-Loyola, M., & Peñate, W. (2024). Time balance and family functioning. *Scholarly Community Encyclopedia*. <https://encyclopedia.pub/entry/53792>
- Based on Oyanadel et al.(2024: <https://doi.org/10.3390/ejihpe14010008>
- Wai, J., & Worrell, F. C. (2025). How intelligence tests can be used to predict education and can be assessed through education. In G. L. Canivez (Ed.), *Assessing psychometric fitness of intelligence tests: Toward evidence-based interpretation practices* (pp. 295–305). Rowman & Littlefield.

Conference Proceedings

- Worrell, F. C. (Ed.). (2003). *Boys to men: The challenges of engaging boys academically and emotionally in the primary and secondary school system. 2nd Annual Summer Institute, August 6 – 8, 2002, Edited proceedings*. Port of Spain, Trinidad: The School Leadership Center of Trinidad and Tobago.
- Worrell, F. C. (2003). What do we know about our male students and how can we use data for decision making and intervening with school problems? In F. C. Worrell (Ed.), *Boys to men: The challenges of engaging boys academically and emotionally in the primary and secondary school system. 2nd Annual Summer Institute, August 6 – 8, 2002, Edited proceedings* (pp. 23–33). Port of Spain, Trinidad: The School Leadership Center of Trinidad and Tobago.

NON-REFEREED PUBLICATIONS (con't)

(¹student, advisee, or postdoc at time of presentation)

Conference Proceedings (con't)

- Worrell, F. C. (2004). Getting past the masks that students wear: Learning to work with everyone in the classroom. In F. C. Worrell, (Ed.), *No excuses! – Every child can learn – Teacher teach me how I learn best! 3rd Annual Summer Institute, August 20 – 22, 2003, Final report* (pp. 1–6). Port of Spain, Trinidad: The School Leadership Center of Trinidad and Tobago.
- Worrell, F. C. (2004). (Ed.). *No excuses! – Every child can learn – Teacher teach me how I learn best! 3rd Annual Summer Institute, August 20 – 22, 2003, Final report*. Port of Spain, Trinidad: The School Leadership Center of Trinidad and Tobago.
- Worrell, F. C. (2005). Leadership for at-risk students. In F. C. Worrell & D. J. Kover, (Eds.), *“Take me to your leader!” 4th Annual Summer Institute, August 18 – 20, 2004, Proceedings and report* (pp. 21–34). Port of Spain, Trinidad: The School Leadership Center of Trinidad and Tobago.
- Worrell, F. C., & ¹Kover, D. J. (2005). (Eds.). *“Take me to your leader!” 4th Annual Summer Institute, August 18 – 20, 2004, Proceedings and report*. Port of Spain, Trinidad: The School Leadership Center of Trinidad and Tobago.
- Worrell, F. C. (2007). Identifying and including low-income learners in programs for the gifted and talented: Multiple complexities. In J. VanTassel-Baska & T. Stambaugh (Eds.), *Overlooked gems: A national perspective on low-income promising learners. Conference proceedings from the National Leadership Conference on Low-Income Learners* (pp. 47–51). Washington, DC: National Association for Gifted Children and the Center for Gifted Education, College of William and Mary.
- Worrell, F. C., & Williams, C. (2008). (Eds.). *Difficult conversations in schools: How the way you speak can change the way you work. 2007 Annual Summer Institute, August 22 – 24, 2007, Proceedings and report*. Port of Spain, Trinidad: The School Leadership Center of Trinidad and Tobago.

Directories

- French, J. L., & Worrell, F. C. (Eds.). (1997). *1998 directory of internships for doctoral students in school psychology*. University Park, PA: School Psychology Program, The Pennsylvania State University.
- Worrell, F. C. (Ed.). (1998). *1999 directory of internships for doctoral students in school psychology*. University Park, PA: School Psychology Program, The Pennsylvania State University.
- Worrell, F. C. (Ed.). (1999). *2000 directory of internships for doctoral students in school psychology*. University Park, PA: School Psychology Program, The Pennsylvania State University.
- Worrell, F. C. (Ed.). (2000). *2001 directory of internships for doctoral students in school psychology*. University Park, PA: School Psychology Program, The Pennsylvania State University.
- Worrell, F. C. (Ed.). (2001). *2002 directory of internships for doctoral students in school psychology*. University Park, PA: School Psychology Program, The Pennsylvania State University.
- Worrell, F. C. (Ed.). (2002). *2003 directory of internships for doctoral students in school psychology*. University Park, PA: School Psychology Program, The Pennsylvania State University.
- Worrell, F. C. (Ed.). (2003). *2004 directory of internships for doctoral students in school psychology*. University Park, PA: School Psychology Program, The Pennsylvania State University.

Eric Documents

- Worrell, F. C. (1996). *The risk-resiliency paradigm in research on dropping out* (ED407624). ERIC. <https://eric.ed.gov/?id=ED407624>
- Gabelko, N. H., ¹Roth, D. A., & Worrell, F. C. (1997). *Age and gender differences in global, social, and athletic self-concepts in academically talented students* (ED407819). ERIC. <https://files.eric.ed.gov/fulltext/ED407819.pdf>

NON-REFEREED PUBLICATIONS (con't)
(¹student, advisee, or postdoc at time of presentation)

Instruments and Manuals

- Vandiver, B. J., Cross, W. E., Jr., ¹Fhagen-Smith, P. E., Worrell, F. C., Swim, J. K., & ¹Caldwell, L. D. (2000). *The Cross Racial Identity Scale*. Department of Educational Psychology, Counseling, and Special Education, The Pennsylvania State University.
- Worrell, F. C., Vandiver, B. J., & Cross, W. E., Jr. (2000). *The Cross Racial Identity Scale: Technical manual*. Department of Educational Psychology, Counseling, and Special Education, The Pennsylvania State University.
- Hall, T. E., Watkins, M. W., & Worrell, F. C. (2002). *Reading assessments for elementary schools*. CEDAR School Psychology Clinic, The Pennsylvania State University.
- Watkins, M. W., Worrell, F. C., & Hall, T. E. (2002). *Secondary assessment tools*. CEDAR School Psychology Clinic, The Pennsylvania State University.
- Worrell, F. C., Hall, T. E., & Watkins, M. W. (2002). *Behavioural rating scales for elementary schools: Interim manual*. CEDAR School Psychology Clinic, The Pennsylvania State University.
- Worrell, F. C., Vandiver, B. J., & Cross, W. E., Jr. (2004). *The Cross Racial Identity Scale: Technical manual – 2nd edition*. Berkeley School of Education, University of California, Berkeley.
- Worrell, F. C., Watkins, M. W., & Hall, T. E. (2006). *Behavioural rating scales for elementary schools*. Berkeley School of Education, The University of California, Berkeley.
- ¹Mello, Z. R., & Worrell, F. C. (2007). *The Adolescent and Adult Time Inventory - English*. Berkeley School of Education, University of California, Berkeley.
- ¹Mello, Z. R., Worrell, F. C., & Buhl, M. (2008). *The Adolescent and Adult Time Inventory - German*. Frankfurt, Germany: Authors.
- ¹Mello, Z. R., Worrell, F. C., & Buhl, M. (2008). *The Adolescent and Adult Time Inventory – Time Attitudes German Short Form*.
- Mello, Z. R., Worrell, F. C., ¹Anguiano, R. M., & Mendoza-Denton, R. (2010). *The Adolescent and Adult Time Inventory – Spanish*. Department of Psychology, University of Colorado, Colorado Springs & Berkeley School of Education, the University of California.
- Mello, Z. R., Worrell, F. C., ¹Anguiano, R. M., & Mendoza-Denton, R. (2010). *The Adolescent and Adult Time Inventory – Time Attitudes Spanish Short Form*. Department of Psychology, University of Colorado, Colorado Springs & Berkeley School of Education, the University of California.
- Worrell, F. C., Vandiver, B. J., Cross, W. C., Jr., & Fhagen-Smith, F. C. (2010). *The Cross Scale of Social Attitudes* [Unpublished scale]. Berkeley School of Education, The University of California.
- Mello, Z. R., Worrell, F. C., Laghi, F., Baiocco, R. & Lonigro, A. (2012). *The Adolescent Time Inventory– Albanian*. Department of Psychology, University of Colorado, Colorado Springs & Department of Developmental and Social Psychology, Sapienza University of Rome.
- Mello, Z. R., Worrell, F. C., Laghi, F., Baiocco, R. & Lonigro, A. (2012). *The Adolescent Time Inventory– Italian*. University of Colorado, Colorado Springs & Sapienza University of Rome.
- Mello, Z. R., & Worrell, F. C. (2012). *The Adolescent Time Inventory: Preliminary technical manual*. Department of Psychology, University of Colorado, Colorado Springs.
- Mello, Z. R., Worrell, F. C., ¹Ling, S. C., & Xu, H. (2013). 青少年時間觀測量 [The Adolescent and Adult Time Inventory – Chinese], Unpublished scale. Department of Psychology, San Francisco State University & Berkeley School of Education, The University of California.
- Mello, Z. R., Worrell, F. C., Rashid, K., & Fathi, F. (2013). *The Adolescent and Adult Time Inventory – Farsi* [Unpublished scale]. Department of Psychology, San Francisco State University & Department of Psychology, Bu-Ali Sina University.
- Mello, Z. R., Worrell, F. C., ¹Åström, E., & Carelli, M. G. (2014). *The Adolescent and Adult Time Inventory – Swedish* [Unpublished scale]. Department of Psychology, San Francisco State University & Department of Psychology, Umeå Universitet.
- Mello, Z. R., Worrell, F. C., & ¹Chishima, Y. (2014). 青年時間的態度尺度 – 日本語 [The Adolescent and Adult Time Inventory – Japanese]. Department of Psychology, San Francisco State University & Faculty of Human Sciences, University of Tsukuba.
- Mello, Z. R., Worrell, F. C., & Przepiórka, A. (2014). *The Adolescent and Adult Time Inventory-Time Attitudes – Polish*. Institute of Psychology, The John Paul II Catholic University of Lublin.

NON-REFEREED PUBLICATIONS (con't)
(¹student, advisee, or postdoc at time of presentation)

Instruments and Manuals (con't)

- Ronald M. Miller's Psychology Laboratory: Brigham Young University-Hawaii, Worrell, F. C., Fiji Ministry of Education, & LDS Primary Schools-Fiji. (2014). *Fiji English for Primary Grades 1 – 6*. Department of Psychology, Brigham Young University-Hawaii.
- Ronald M. Miller's Psychology Laboratory: Brigham Young University-Hawaii, Worrell, F. C., Fiji Ministry of Education, & LDS Primary Schools-Fiji. (2014). *Fiji Mathematics for Primary Grades 1 – 6*. Department of Psychology, Brigham Young University-Hawaii.
- Mello, Z. R., Worrell, F. C., Şahin-Baltacı, H., & Tagay, O. (2015). Ergen ve Yetişkin Zaman Tutum Ölçeği- Türkçe Formu [*The Adolescent and Adult Time Inventory-Time Attitudes – Turkish*]. Berkeley School of Education, the University of California, Berkeley.
- Mello, Z. R., Worrell, F. C., & Sant'Ana, I. M. (2015). Inventário Sobre Perspectiva de Tempo para Adolescentes Portugêses [*The Adolescent Time Inventory – Portuguese*]. Berkeley School of Education, the University of California, Berkeley.
- ¹Lee, J. Y., Worrell, F. C., & Harvey, A. G. (2016). *The Memory Support Rating Scale*. Psychology Department, the University of California, Berkeley.
- Worrell, F. C., & Vandiver, B. J. (2016). *The Cross Ethnic-Racial Identity Scale – Adult (CERIS-A): Manual 1.0*. Berkeley School of Education, the University of California.
- Worrell, F. C., & Vandiver, B. J. (2016). *The Cross Ethnic-Racial Identity Scale – Youth (CERIS-Y): Manual 1.0*. Berkeley School of Education, the University of California.
- Worrell, F. C., Vandiver, B. J., Cross, W. C., Jr., & Fhagen, P. E. (2016). *The Cross Ethnic-Racial Identity Scale – Adult*. Berkeley School of Education, the University of California.
- Worrell, F. C., Vandiver, B. J., Fhagen, P. E., & Cross, W. C., Jr. (2016). *The Cross Ethnic-Racial Identity Scale – Youth* [Unpublished scale]. Berkeley School of Education, the University of California, Berkeley.
- Mello, Z. R., Worrell, F. C., Musil, B., Živkovič, U, & Jurišević, M. (2017). *Inventarij Časa Za Mladostnike In Odrasle* [The Adolescent and Adult Time Inventory – Slovene]. Berkeley School of Education, the University of California, Berkeley & Department of Education Studies, the University of Ljubljana.
- Mello, Z. R., Worrell, F. C., Yacob, E. T., & Bezabih, B. M. (2017). **ለ የኋሽርስቲ እና ሁለተኛ ደረጃ ት/ቤት ተማሪዎች የቀረበ መጠይቅ** [*The Adolescent and Adult Time Inventory – Amharic*]. Berkeley School of Education, University of California, Berkeley, Institute of Educational Sciences, Heidelberg University, and College of Educational and Behavioral Sciences, Jigjiga University.
- Mello, Z. R., Worrell, F. C., Alvarez-Nuñez, L. & Vásquez-Echeverría, A. (2018). *The Adolescent and Adult Time Inventory – Rio de la Plata Spanish*. Facultad de Psicología, Universidad de la República, Uruguay.
- Mello, Z. R., Worrell, F. C., ¹Lee, J. Y., & ¹Chung, E. (2021). 청소년 및 성인용 시간 척도 – 한국어판 [*The Adolescent and Adult Time Inventory – Korean*]. Berkeley School of Education, The University of California, Berkeley.
- McMahon, S. D., Anderman, E. M., Astor, R. A., Espelage, D. L., Martinez, A., Reddy, L. A., & Worrell, F. C. (2022). *Educator Victimization Scale* [Unpublished measure]. Department of Psychology, DePaul University.
- McMahon, S. D., Astor, R. A., Espelage, D. L., Martinez, A., Reddy, L. A., Worrell, F. C., & Anderman, E. M. (2022). *Educator Transfer and Quit Scale* [Unpublished measure]. Department of Psychology, DePaul University.
- McMahon, S. D., Espelage, D. L., Martinez, A., Reddy, L. A., Worrell, F. C., Anderman, E. M., & Astor, R. A. (2022). *Educator Anxiety Scale* [Unpublished measure]. Department of Psychology, DePaul University. Department of Psychology, DePaul University.
- McMahon, S. D., Martinez, A., Reddy, L. A., Worrell, F. C., Anderman, E. M., Astor, R. A., & Espelage, D. L. (2022). *School Violence Prevention Training Needs Scale* [Unpublished measure]. Department of Psychology, DePaul University. Department of Psychology, DePaul University.

NON-REFEREED PUBLICATIONS (con't)
(¹student, advisee, or postdoc at time of presentation)

Instruments and Manuals (con't)

- Mello, Z. R., Worrell, F. C., Chiang, W-C, & Chen, S-H. (2022). 青少年與成人時間量表之時間態度量表：繁體中文版 [*The Adolescent and Adult Time Inventory: Time Attitudes – Traditional Chinese*]. National Taiwan University.
- Worrell, F. C., & Vandiver, B. J. (2022). *The Cross Ethnic-Racial Identity Scale Adult (CERIS-A): Manual 1.1*. Berkeley School of Education, The University of California, Berkeley.
- Mello, Z. R., Worrell, F. C., & Sommerfeld, E. (2023). *The Adolescent and Adult Time Inventory – Hebrew*. Department of Psychology, San Francisco State University and Department of Behavioural Sciences, Ariel University.
- Mello, Z. R., Worrell, F. C., Sant'Ana, I. M., & do Rego Leite, U. (2024). *Inventário do Tempo do Adolescentes e do Adultos – Português [The Adolescent and Adult Time Inventory – Portuguese]*. Psychology Department, San Francisco State University.

Journal Articles

- Noguera, P. A., & Worrell, F. C. (1998). The crisis of the Black male in the English-speaking Caribbean. *Caribbean Perspectives*, 25–31.
- Worrell, F. C. (2019). The California College Preparatory Academy: An enduring school – university partnership [Die Übungsschule California College: Eine nachhaltige Zusammenarbeit zwischen Schule und Universität]. *Die Deutsche Schule [The German School]*, 111, 34–55. <https://doi.org/10.31244/dds.2019.01.05>
- Worrell, F. C. (2019). Psychology in the Caribbean: Broadening our knowledge base. *Journal of Black Psychology*, 45, 219–221. <https://doi.org/10.1177/0095798419879218>
- Cormier, C. J., Wong, V., McGrew, J. H., Ruble, L. A., & Worrell, F. C. (2021). Stress, burnout, and mental health among teachers of color. *The Learning Professional*, 42(1), 54–57, 62.
- Jimerson, S. R., Arora, P., Blake, J. J., Canivez, G. L., Espelage, D. L., Gonzalez, J. E., Graves, S. L., Huang, F. L., January, S. A., Renshaw, T. L., Song, S. Y., Sullivan, A. L., Wang, C., & Worrell, F. C. (2021). Editorial: Advancing diversity, equity, and inclusion in school psychology: Be the change. *School Psychology Review*, 50(1), 1–7. <https://doi.org/10.1080/2372966X.2021.1889938>
- Worrell, F. C., & Dixon, D. D. (2022). Achieving equity in gifted education: Ideas and issues. *Gifted Child Quarterly*, 66(2), 79–81. <https://doi.org/10.1177/00169862211068551>
- Worrell, F. C. (2023). Denying abortions endangers women's mental and physical health. *American Public Health Journal*, 113(4), 382–383. <https://doi.org/10.2105/ajph.2023.307241>
- Akbar, M., Awad, G. H., & Worrell, F. C. (2024). American Psychological Association's recommendation on the use of the terms “White” or “European”: Reply to Moffitt and Juang (2024). *American Psychologist*, 79(7), 976–978. <https://doi.org/10.1037/amp0001422>
- Olszewski-Kubilius, P., Subotnik, R. F., & Worrell, F. C. (2025). Introduction to the special issue. *Gifted Child Quarterly*, 69(2), 87–90. <https://doi.org/10.1177/00169862241309909>

Newsletter/Magazine Articles

- Duncan B. & Worrell, F. C. (1990, June). SUPER consultation project serves at-risk students. *SUPER News*, 6(6), The Graduate School of Education, University of California, Berkeley.
- Worrell, F. C. (1993, Fall). Are we doing enough for at-risk students? *Educator*, 7(2), 7–13, The Graduate School of Education, University of California, Berkeley.
- Worrell, F. C. (2002, January-February). Diversity: Much more than ethnicity or race. *Mosaic* 1(3), Multicultural Student Services, College of Education, The Pennsylvania State University.
- Waithe, D., & Worrell, F. C. (2003). The development of the steel band in Trinidad and Tobago. *Juniata Voices*, 41–47.

NON-REFEREED PUBLICATIONS (con't)

(¹student, advisee, or postdoc at time of presentation)

Newsletter/Magazine Articles (con't)

- Kamphaus, R., Worrell, F. C., & Harrison, P. (2005). Principles for evaluation and eligibility determination for specific learning disabilities: A report of the ad hoc committee of Division 16. *The School Psychologist*, 59, 157–159. <https://doi.org/10.1037/e537472009-007>
- Worrell, F. C. (2006, Fall). A study in contrasts: Nadine Lambert remembered. *The School Psychologist*, 60, 185–189.
- Worrell, F. C. (2006, Fall). Minority perspectives in psychology: The disconnect between science and practice. *The General Psychologist*, 41(2), 13–14.
- Worrell, F. C. (2007, Spring). Talented students and resilient at-risk students: Similarities and differences [Electronic version]. *Gifted Children*, 1(2), 2–5. <http://docs.lib.purdue.edu/giftedchildren/vol1/iss2/2/>
- Worrell, F. C. (2007, Winter). Beyond Division 16: Inside APA. *The School Psychologist*, 61, 4–6.
- Worrell, F. C. (2007, Spring). Is it the worst of times or the best of times? *The School Psychologist*, 61, 32–33.
- Worrell, F. C. (2007, Summer). Looking inward. *The School Psychologist*, 61, 64–66.
- Worrell, F. C. (2007, Fall). Professional psychology, school psychology, and psychological science: Distinctiveness, deindividuation, or separation? *The School Psychologist*, 61, 96–101. <https://doi.org/10.1037/e537542009-002>
- Strein, W., & Worrell, F. C. (2010). Issues in accreditation, certification, and licensure. *Trainers Forum*, 29(2), 11–15.
- Worrell, F. C., Subotnik, R. F., & Olszewski-Kubilius, P. (2013, Spring). Giftedness and gifted education: Reconceptualizing the role of professional psychology. *The Register Report*, 39, 14–22.
- Olszewski-Kubilius, P., Subotnik, R. F., & Worrell, F. C. (2012, Fall). Building on the best of gifted education with programming for talent development. *Teaching for High Potential*, 18–20.
- Subotnik, R. F., Olszewski-Kubilius, P., & Worrell, F. C. (2012, November/December). Nurturing the young genius. *Scientific American Mind*, 50–57. <https://doi.org/10.1038/scientificamericanmind1112-50>
- Worrell, F. C. (2022, September). Lessons from the past can help us approach difficult periods with hope: Worrell, F. C. (2014, January). Growing up in a family with a culture of service. *The School Psychologist*, 68, 19–20. <http://www.apadivisions.org/division-16/publications/newsletters/school-psychologist/2014/01/bardon.aspx>
- Subotnik, R. F., Olszewski-Kubilius, P., & Worrell, F. C. (2014, August). The talent gap. The U.S. is neglecting its most promising science students. *Scientific American*, 13. <https://doi.org/10.1038/scientificamerican0814-13>
- Subotnik, R. F., Olszewski-Kubilius, P., & Worrell, F. C. (2015, January). Nurturing the young genius. *Scientific American Mind*, 23(4) 60–67. [Reprint of 2012 *Scientific American Mind* piece]. <https://doi.org/10.1038/scientificamericanmind1112-50>
- Subotnik, R. F., Olszewski-Kubilius, P., & Worrell, F. C. (2019, Winter). Nurturing the young genius. *Scientific American*, 28(1) 64–71. [Reprint and update of 2012 *Scientific American Mind* piece]. <https://doi.org/10.1038/scientificamericanmind1112-50>
- Wai, J., & Worrell, F. C. (2020). How talented low-income kids are left behind. *Phi Delta Kappan*, 102(4). <https://kappanonline.org/how-talented-low-income-kids-are-left-behind-wai-worrell/>
- Worrell, F. C. (2022, January/February). The world needs psychologists: APA has issued a historic apology to people of color—a call for all of us to take action [Presidential column]. *Monitor on Psychology*, 53(1), 8. <https://www.apa.org/monitor/2022/01/pc>
- Worrell, F. C. (2022, March). Liberty and justice: Not yet for all: Psychologists have a responsibility to help address our nation's biggest concerns [Presidential column]. *Monitor on Psychology*, 53(2), 8. <https://www.apa.org/monitor/2022/03/pc>
- Worrell, F. C. (2022, April/May). Live long and prosper: “Our mission is to go forward—and it has just begun.”—Captain Jean Luc Picard [Presidential column]. *Monitor on Psychology*, 53(3), 10. <https://www.apa.org/monitor/2022/04/president-unity-future>
- Worrell, F. C. (2022, June). Moving us beyond ‘firsts’: Expanding our views on cultural identities makes our society more equitable [Presidential column]. *Monitor on Psychology*, 53(4), 8. <https://www.apa.org/monitor/2022/06/expanding-cultural-identities>

NON-REFEREED PUBLICATIONS (con't)
(¹student, advisee, or postdoc at time of presentation)

Newsletter/Magazine Articles (con't)

- Worrell, F. C. (2022, July/August). A hope for the future: As APA works to improve diversity in our field, the nation experiences setbacks [Presidential column]. *Monitor on Psychology*, 53(5), 10. <https://www.apa.org/monitor/2022/07/president-improve-diversity-psychology>
- Worrell, F. C. (2022, September). Time matters: Lessons learned from the past can help us approach difficult periods with hope for the future [Presidential column]. *Monitor on Psychology*, 53(6), 8. <https://www.apa.org/monitor/2022/09/president-perspectives-on-time>
- Worrell, F. C. (2022, October). Psychology can provide solutions around the world: An investment in global partnerships pays dividends for all of humanity [Presidential column]. *Monitor on Psychology*, 53(7), 8. <https://www.apa.org/monitor/2022/10/president-global-partnerships>
- Worrell, F. C. (2022, November/December). A year of firsts for APA: It was an honor of a lifetime to be part of our association's journey [Presidential column]. *Monitor on Psychology*, 53(8), 8. <https://www.apa.org/monitor/2022/11/president-year-firsts>

Poetry

- Worrell, F. C. (Ed.). (1991). *The James Baldwin Society: Poetry workshop I* [Unpublished collection]. Oakland, CA, United States.
- Worrell, F. C. (1991). My brother. In F. C. Worrell (Ed.), *The James Baldwin Society: Poetry workshop I* [Unpublished collection]. Oakland, CA, United States.
- Worrell, F. C. (2002). *Tragic suite: How America lost its way (for a while?) – A personal response to September 11, 2001, and its aftermath* [Unpublished collection]. Berkeley, CA, United States
- Worrell, F. C. (2005). Anniversary—September 11, 2002. In H. Ely (Ed.), *Twilight musings* (p. 1). The International Library of Poetry. [From *Tragic Suite*]
- Fitzpatrick, E. M., Worrell, F. C., Alansari, M., & Li, A. Y. (2017). Let us dance. *Qualitative Inquiry*, 23(7), 495–501. <https://doi.org/10.1177/1077800417718286>. [Special issue: “June 12, 2016: Terrorism and Hate in Orlando, America—Poetic and Performative Responses.” Awarded Best Special Journal Issue by the Ethnography Division of the National Communication Association, 2018]
- Worrell, F. C. (2020, June 25). *I am Black*. <https://www.instagram.com/p/CB4iC6rl4k3/>
- Worrell, F. C. (2020). Community and belonging: An international student's journey in North America. In E. Fitzpatrick & K. Fitzpatrick (Eds.), *Poetry, method and education research: Doing critical, decolonising and political inquiry* (pp. 106–120). Routledge.

Reviews/Reports/Other Publications

- Schaefer, B. A., & Worrell, F. C. (2000). [Review of the book *The clinical use and interpretation of the Wechsler Intelligence Scale for Children® - Third Edition*, by Shawn Cooper]. *Journal of Psychoeducational Assessment*, 18, 49–52. <https://doi.org/10.1177/073428290001800105>
- Worrell, F. C. (2007). The center cannot hold: School psychology across the globe. [Review of the book *The handbook of international school psychology*, by Shane R. Jimerson, Thomas D. Oakland, & Peter T. Farrell (Eds.)]. *PsycCRITIQUES-Contemporary Psychology: APA Review of Books*, 52 (No. 16). <https://doi.org/10.1037/a0007565>
- Worrell, F. C., Ammon, P., & Clifford, G. (2007). In Memoriam: Nadine Murphy Lambert, Professor in the Graduate School of Education, Emerita, UC Berkeley. <https://senate.universityofcalifornia.edu/files/inmemoriam/html/nadinemurphylambert.html>
- Worrell, F. C., & ¹White, L. H. (2009). Bringing evidence to bear on gifted education. [Review of the book *Critical issues and practices in gifted education: What the research says*]. *Psychology of Aesthetics, Creativity, and the Arts*, 3(4), 259–261. <https://doi.org/10.1037/a0015410>
- Worrell, F. C. (2009, August). Road to college Q & A. *Oakland Tribune* [online].
- Leonardo, Z., & Worrell, F. C. (2012). Editorial. *Review of Educational Research*, 82(1), 3–4. <https://doi.org/10.3102/0034654312437537>
-

NON-REFEREED PUBLICATIONS (con't)

(¹student, advisee, or postdoc at time of presentation)

Reviews/Reports/Other Publications (con't)

- Quintana, S. M., Boykin, A. W., Fuligni, A., Graham, S., Howes, C., Ortiz, S. O., & Worrell, F. C. (2012). *Ethnic and racial disparities in education: Psychology's contributions to understanding and reducing disparities*. Washington, DC: American Psychological Association, Presidential Task Force on Educational Disparities. <https://doi.org/10.1037/e511422016-001>
- Subotnik, R. F., Olszewski-Kubilius, P., & Worrell, F. C. (2012, July). Response to Borland: In defense of eminence as an outcome of gifted education. *The Creativity Post*. http://www.creativitypost.com/education/response_to_borland_in_defense_of_eminence_as_an_outcome_of_gifted_education
- ¹White, L. H., & Worrell, F. C. (2012). Intersections of race, identity, and academic achievement: An essay review of *Racialized identities: Race and achievement among African American youth* by Na'ilah Suad Nasir. *Human Development*, 55, 97–104. <https://doi.org/10.1159/000338536>
- Worrell, F. C., Olszewski-Kubilius, P., & Subotnik, R. F. (2012, November). Where are the gifted minorities [Scientific American web log message]? <http://blogs.scientificamerican.com/streams-of-consciousness/2012/11/02/where-are-the-gifted-minorities/>
- Brabeck, M., & Worrell, F. C. (2014, November). Best practices for assessing teacher education programs. *Education Week*, 34(11), 24–25. <http://www.edweek.org/ew/articles/2014/11/05/11brabeck.h34.html>
- Worrell, F. C. (2014). Call for 100-year reviews [Editorial]. *Review of Educational Research*, 84, 327. <https://doi.org/10.3102/0034654314546323>
- Worrell, F. C., Brabeck, M. M., Dwyer, C. A., Geisinger, K. F., Marx, R. W., Noell, G. H., & Pianta, R. C. (2014). *Assessing and evaluating teacher education programs*. American Psychological Association. <https://www.apa.org/ed/schools/teaching-learning/teacher-preparation-programs.pdf>
- Tourón, J. (2015, April 20). Re-pensando las altas capacidades: Una aproximación evolutiva [Rethinking high abilities: An evolutionary approach]. *Talento y educación*. <https://www.javiertouron.es/re-pensado-las-altas-capacidades-una/>
- Data Sharing Workgroup. (2015, June). *Data sharing: Principles and considerations for policy development*. American Psychological Association. <https://doi.org/10.1037/e526132015-001>
- Wai, J., & Worrell, F. C. (2015, October). Why are we supporting everyone except our most talented students? *Medium.com*. <https://medium.com/bright/why-are-we-supporting-everyone-except-our-most-talented-students-d122ab08bad4#neg9m4uo7>
- Wai, J., & Worrell, F. C. (2015, November 8). Why is the US supporting all but its most talented students? *Medium.com*. <http://qz.com/541513/why-is-the-us-supporting-everyone-but-its-most-talented-students/> [Reprint from an article published on medium.com].
- Worrell, F. C., & Wai, J. (2015, October 29). We should celebrate intellectual superstars alongside athletes and entertainers. *The National Review*. <http://www.nationalreview.com/article/426221/gifted-talented-students-public-education> [A version of this article was published on medium.com].
- Center for Psychology in the Schools and Education. (2016). *Creativity in the classroom*. <http://www.apa.org/education/k12/creativity-module.aspx/>
- Wai, J., & Worrell, F. C. (2016, March 21). A nation at risk – how gifted low-income kids are left behind. *The Conversation*. <https://theconversation.com/a-nation-at-risk-how-gifted-low-income-kids-are-left-behind-56119>
- Wai, J., & Worrell, F. C. (2016, March 21). A nation at risk – how gifted low-income kids are left behind. *The Huffington Post*. http://www.huffingtonpost.com/the-conversation-us/a-nation-at-risk---how-g_b_9516018.html [Published at the same time in *The Conversation*].
- Wai, J., & Worrell, F. C. (2016, March 21). A nation at risk – how gifted low-income kids are left behind. *The University of California Newsroom*. <http://universityofcalifornia.edu/news/nation-risk-how-gifted-low-income-kids-are-left-behind> [Republished from *The Conversation*].
- Wai, J., & Worrell, F. C. (2016, March 22). How gifted low-income kids are left behind. *The National Review*. <http://www.nationalreview.com/article/433058/gifted-low-income-students-test-them> [Republished from *The Conversation*].

NON-REFEREED PUBLICATIONS (con't)
(¹student, advisee, or postdoc at time of presentation)

Reviews/Reports/Other Publications (con't)

- Wai, J., & Worrell, F. C. (2016, March 22). This is how income level effects success in school. *Business Insider*. <http://www.businessinsider.com/this-is-how-income-level-effects-success-in-school-2016-3> [Republished from *The Conversation*].
- Wai, J., & Worrell, F. C. (2016, March 25). A nation at risk – how gifted low-income kids are left behind. *The Epoch Times*.
<http://search.proquest.com/docview/1780132951/fulltextPDF/DDA4D49DE2FC4001PQ/2?accountid=14496> [Republished from *The Conversation*].
- Wai, J., & Worrell, F. C. (2016, March 25). The US leaves some of its most gifted kids behind in education, because they are poor. *Quartz*. <http://qz.com/644393/the-us-leaves-some-of-its-most-gifted-kids-behind-in-education-because-theyre-poor/> [Republished from *The Conversation*].
- Wai, J., & Worrell, F. C. (2016, June 20). The US leaves some of its most gifted kids behind in education, because they are poor. *Alternet.org*. <http://www.alternet.org/education/low-income-kids-get-left-behind-regardless-how-smart-they-are> [Republished from *The Conversation*].
- Worrell, F. C., & Subotnik, R. F. (2016, July 27). Let's re-introduce competition into our classrooms. *The Education Gadfly Weekly*, 16(30). https://edexcellence.net/articles/lets-re-introduce-competition-into-our-classrooms?mc_cid=5050071c01&mc_eid=953c412e24
- Wai, J., & Worrell, F. C. (2017). *Fully developing the potential of academically advanced students: Helping them will help society*. American Enterprise Institute. <https://www.aei.org/publication/fully-developing-the-potential-of-academically-advanced-students-helping-them-will-help-society/>
- Wai, J., & Worrell, F. C. (2017, September 22). The true path to social mobility. *TES.com*.
<https://www.tes.com/news/school-news/breaking-views/true-path-social-mobility>
- National Association of School Psychologists. (2018). *Necessary use of the title, "School Psychologist"* [Position statement]. Bethesda, MD: Author.
- Worrell, F. C., & ¹Gammie, L. (2018). Gifted and talented: Helping handout for home. In G. G. Bear & K. M. Minke (Eds.), *Helping handouts: Supporting students at school and home* (pp. S5H5-1–S5H5-4). National Association of School Psychologists.
- Worrell, F. C., & ¹Gammie, L. (2018). Gifted and talented: Helping handout for school. In G. G. Bear & K. M. Minke (Eds.), *Helping handouts: Supporting students at school and home* (pp. S5H6-1–S5H6-5). National Association of School Psychologists.
- National Association for Gifted Children. (2019). *A definition of giftedness that drives best practice* [Position statement]. <https://files.eric.ed.gov/fulltext/ED600145.pdf>
- National Association for Gifted Children Definition Task Force. (2019). *Key considerations in identifying and supporting gifted and talented learners: A report from the 2018 NAGC Definition Task Force*.
<https://files.eric.ed.gov/fulltext/ED600214.pdf>
- Wai, J., & Worrell, F. C. (2019, September 9). How to increase access to gifted programs for low-income students and children of color. *The Conversation*. <https://theconversation.com/how-to-increase-access-to-gifted-programs-for-low-income-students-and-children-of-color-122606>
- Wai, J., & Worrell, F. C. (2019, September 12). *We are gifted education scholars. Here's why we don't think NYC should follow the school diversity group's recommendations*. Chalkbeat.
<https://www.chalkbeat.org/posts/ny/2019/09/12/we-are-gifted-education-scholars-heres-why-we-dont-think-nyc-should-follow-the-school-diversity-groups-recommendations/> [Republished from *The Conversation*]
- Wai, J., & Worrell, F. C. (2019, September 18). *How to increase access to gifted programs for low-income and Black and Latino children*. <https://www.chicagoreporter.com/how-to-increase-access-to-gifted-programs-for-low-income-and-black-and-latino-children/> [Republished from *The Conversation*]
- Worrell, F. C. (2019). The importance of motivation in developing talent. *Spring/Summer 2019 Talent Newsletter*. Center for Talent Development, Northwestern University.

NON-REFEREED PUBLICATIONS (con't)
(¹student, advisee, or postdoc at time of presentation)

Reviews/Reports/Other Publications (con't)

- Council of Chairs of Training Councils. (2020). CCTC 2020: *Social Responsiveness in Health Service Psychology Education and Training Toolkit*.
https://www.appic.org/Portals/0/downloads/TrainingDocs/CCTC_Socially-Responsive-HSP-Ed-Training.pdf
- University of California, Berkeley. (2020, April 17). Mental well being for ourselves and our children. *Berkeley Conversations*. <https://patch.com/california/berkeley/uc-berkeley-mental-health-well-being-ourselves-our-children>
- Worrell, F. C. (2020, June 20). The road less travelled: Supporting students with gifts and talents. *Gifted Awareness Week 2020 Blog Tour*, New Zealand Centre for Gifted Education.
<https://nzcge.co.nz/Blog-Tour/The%20Road%20Less%20Travelled-%20Supporting%20Individuals%20with%20Gifts%20and%20Talents>
- Watson, P. W. St J., Alansari, M., Worrell, F. C., & Rubie-Davies, C.M. (2021). *Belonging at school in New Zealand: Do gender and ethnic-racial identity matter?* Public Policy Institute (Te Whare Marea Tātari Kaupapa), The University of Auckland. <https://cdn.auckland.ac.nz/assets/auckland/arts/our-research/research-institutes-centres-groups/ppi/policy-briefings/ppi-briefing-watsonetal%20SW.FIN.pdf>
- McMahon, S. D., Anderman, E. M., Astor, R. A., Espelage, D. L., Martinez, A., Reddy, L. A., & Worrell, F. C. (2022). *Violence against educators and school personnel: Crisis during COVID* [Policy brief]. American Psychological Association. <https://www.apa.org/education-career/k12/violence-educators.pdf>
- McMahon, S. D., Anderman, E. M., Astor, R. A., Espelage, D. L., Martinez, A., Reddy, L. A., & Worrell, F. C. (2022). *Violence against educators and school personnel: Crisis during COVID* (Tech. Rep.). American Psychological Association. <https://www.apa.org/education-career/k12/violence-educators-technical-report.pdf>
- Worrell, F. C. (2022). Foreword. In G. J. Rich & N. A. Ramkumar (Eds.), *Psychology in Oceania and the Caribbean*. Springer.
- American Psychological Association Board of Educational Affairs Racial Disparities Task Force. (2023). *Racism and bias: Their role in maintaining racial disparities in preK–12 education*.
<https://www.apa.org/about/policy/racial-disparities-taskforce-report.pdf>
- Neville, H. A., Fine, M., Cokley, K. O., Vandiver, B. J., & Worrell, F. C. (2025). William E. Cross, J. (1940–2024). *American Psychologist*, 80(4), 685. <https://doi.org/10.1037/amp0001519>

MEDIA COMMENTS AND INTERVIEWS

Media

- Murphy, K. (2009, August 23). Inside BayArea.com, Road to College Q & A. *Oakland Tribune*. [Reprinted January 18, 2010]. Mejia, L. (2011, January 4). A mentor makes a difference. *Mission Local* (San Francisco).
- Gollan, J. (2011, February 19). Gifted programs go on block as schools must do with less. *The New York Times*. <https://www.nytimes.com/2011/02/20/us/20bcgifted.html>
- Winerman, L. (2011, October). Where's the progress? *Monitor on Psychology*, 42(9), 28. <https://www.apa.org/monitor/2011/10/achievement-gap>
- Cesar, S., & Blume, H. (2012, December 14). L.A. schools react after Sandy Hook massacre. *Los Angeles Times*. <https://www.latimes.com/local/la-xpm-2012-dec-14-la-me-school-security-20121215-story.html>
- Woo, E. (2012, November 3). Arthur Jensen dies at 89; his views on race and IQ created a furor. *Los Angeles Times*. <https://www.latimes.com/local/obituaries/la-me-arthur-jensen-20121102-story.html> [Reprinted in *The Chicago Tribune* and *The Washington Post*]
- Weir, K. (2012, September). School psychologists feel the squeeze. *Monitor on Psychology*, 43(8), 34. <https://www.apa.org/monitor/2012/09/squeeze>
- Chamberlin, J. (2014, December). Raising the bar for educator training. *Monitor on Psychology*, 45(11), 44. <https://www.apa.org/monitor/2014/12/educator-training>
- Underwood, E. (2016, April 25). To reduce student suspensions, teachers should try being more empathetic. *Sciencemag.org*. <https://www.sciencemag.org/news/2016/04/reduce-student-suspensions-teachers-should-try-being-more-empathetic>
- Dell'Amico, A. (2016, May 17). Berkeley High taking action to close academic achievement gap. *The Daily Californian*. <https://www.dailycal.org/2016/05/17/berkeley-high-taking-action-close-academic-achievement-gap/>
- Kohli, S., & Resmovits, J. (2016, August 24). California students scored better on this year's stat tests – but fewer than half met college readiness goals. *Los Angeles Times*. <https://www.latimes.com/local/education/la-me-caaspp-test-scores-california-20160824-snap-story.html>
- Helms, A. D. (2017, November 9). How being poor and gifted is like skiing in Trinidad – and why that matters in NC. *Charlotte Observer*. <https://www.charlotteobserver.com/news/local/education/article183748461.html>
- KRON 4 News at 8. [Response to school shooting]. https://archive.org/details/KRON_20180520_030000_KRON_4_News_at_8
- KRON 4 News at 10. [Response to school shooting]. https://archive.org/details/KRON_20180520_050000_KRON_4_News_at_10/start/180/end/240
- Mahnken, K. (2018, January 23). Wisconsin reformers move toward a first: Education savings accounts for gifted kids. *The 74*. <https://www.the74million.org/article/wisconsin-reformers-move-toward-a-first-education-savings-accounts-for-gifted-kids/>
- Watanabe, T. (2019, April 26). A sixth-grader was sick of coloring. So she skipped six grades to attend Cal State L.A. *Los Angeles Times*. <https://www.latimes.com/local/education/la-me-edu-cal-state-gifted-program-children-student-20190426-htmlstory.html>
- Barshay, J. (2019, April 29). Is there a trade-off between racial diversity and academic excellence in gifted classrooms? *The Hechinger Report*. <https://hechingerreport.org/is-there-a-trade-off-between-racial-diversity-and-academic-excellence-in-gifted-classrooms/>
- Yarbrough, B. (2019, September 23). 1 in 5 California high schoolers who responded to a state survey say they have considered suicide, analysis shows. *Daily Bulletin*. <https://www.dailybulletin.com/2019/09/23/1-in-5-california-high-schoolers-who-responded-to-a-state-survey-say-they-have-considered-suicide-analysis-shows/>
- Weir, K. (2020, January 28). The gritty truth. *Monitor on Psychology*. <https://www.apa.org/news/apa/2020/01/gritty-truth>
- KTVU News. (2020, March 16). Tips for homeschooling during coronavirus outbreak. <https://www.ktvu.com/video/664882>

MEDIA COMMENTS AND INTERVIEWS (con't)

Media (con't)

- Miller, C. C. (2020, August 19). 'I'm only one human being': Parents brace for a go-it-alone school year. *The New York Times*. <https://www.nytimes.com/2020/08/19/upshot/coronavirus-home-school-parents.html>
- Tucker, J. (2020, August 25). 'Trauma on top of trauma': Bay Area students under stress from pandemic face wildfire risks. *San Francisco Chronicle*. <https://www.sfchronicle.com/california-wildfires/article/Trauma-on-top-of-trauma-Bay-Area-students-15511773.php>
- Pinker, S. (2020, September 17). The (gifted) kids are all right. *The Wall Street Journal*. <https://www.wsj.com/articles/the-gifted-kids-are-all-right-11600361566>
- Anwar, Y. (2020, September 30). Berkeley scholars' biggest takeaways from first 2020 presidential debate. *Berkeley News*. <https://news.berkeley.edu/2020/09/30/berkeley-scholars-biggest-takeaways-from-first-2020-presidential-debate/>
- American Psychological Association. (2020, November 12). APA elects UC Berkeley professor Frank C. Worrell 2022 president. <https://www.apa.org/news/press/releases/2020/11/frank-worrell-president>
- Patel, A. (2020, November 28). American Psychological Association elects UC Berkeley professor as 2022 president. *The Daily Californian*. <https://www.dailycal.org/2020/11/18/american-psychological-association-elects-uc-berkeley-professor-as-2022-president/>
- Sudijono, A. (2020, December 10). Experts, student advocates reflect on mental health in 2020. *The Daily Californian*. <https://www.dailycal.org/2020/12/10/experts-student-advocates-reflect-on-mental-health-in-2020/>
- Rivers, H. (2021, January 5). Western University alumnus rises to the top of psychology world. *The London Free Press*. <https://lfpres.com/news/local-news/western-university-alumnus-rises-to-top-of-psychology-world>
- Van Brenk, D. (2021, January 8). Alumnus Frank Worrell named psychology association president. *Western News*. <https://news.westernu.ca/2021/01/alumnus-worrell-psychology-president/>
- Gopaulchan, B. (2021, February 9). Psychologist: More mental health intervention needed for students. *Trinidad and Tobago Guardian*. <https://www.guardian.co.tt/news/psychologist-more-mental-health-intervention-needed-for-students-6.2.1285346.cd2991ec2d>
- Irwin, V. (2021, March 11). Tech CEOs want to disrupt education. What could possibly go wrong? *Techworker.com*. <https://techworker.com/2021/03/11/tech-ceos-want-to-disrupt-education-what-could-possibly-go-wrong/>
- Gioannetti, A. (2021, July 26). Education ministry, experts: School psychologists critical now more than ever. *Trinidad and Tobago Newsday*. <https://newsday.co.tt/2021/07/26/education-ministry-experts-school-psychologists-critical-now-more-than-ever/>
- Miller, C. (2022, June 14). Experts warn of mental health toll if Roe v. Wade is overturned. *Pennsylvania Capital Star*. <https://www.penncapital-star.com/health-care/experts-warn-of-the-mental-health-toll-if-roe-v-wade-is-overturned/>
- Mikhail, A. (2022, June 24). The Roe v. Wade decision is "pushing people into psychological crisis," mental health expert warns. *Fortune.com*. <https://fortune.com/2022/06/24/the-ro-decision-is-pushing-people-into-psychological-crisis-mental-health-expert-warns/>
- Ables, K. (2022, June 25). American Psychological Association condemns SCOTUS abortion decision. *The Washington Post*. <https://www.washingtonpost.com/wellness/2022/06/25/american-psychological-association-scotus-abortion/>
- Blume, H. (2023, October 18). Most California students fall sort of grade-level standards in math and reading, scores show. *Los Angeles Times*. <https://www.latimes.com/california/story/2023-10-18/most-california-students-fall-short-of-grade-level-standards-in-math-and-reading-scores-show>
- Diep, F. (2024, February 22). Does SAT really help colleges find 'diamonds in the rough'? Some elite colleges say it does, but not everyone is so sure. *The Chronicle of Higher Education*. <https://www.chronicle.com/article/does-the-sat-really-help-colleges-find-diamonds-in-the-rough>
- Mehta, M. (2025, August 14). 'Nothing's being done': Parents say Sebastopol schools failed to address years of racist incidents. *The Press Democrat*. <https://www.pressdemocrat.com/article/news/sebastopol-school-district-racism/?ref=home-A1top>

MEDIA COMMENTS AND INTERVIEWS (con't)

Interviews

- Arts Lessons. (n.d.). Interviewer – Gretchen Kell. https://news.berkeley.edu/arts-lessons-2/?mgi_5061=56235/frank-worrell
- Tourón, J. (2013, May 3). Paula Olszewski-Kubilius, P., Rena Subotnik, & Frank Worrell en My Friends' corner: Mitos acerca de la alta capacidad y su educación. *Talento y educación* [Interview]. <https://www.javiertouron.es/rena-subotnik-paula-olszewski-kubilius/>
- Nemko, M. (2014, September). What if your child is intellectually gifted, high-ability? An interview with Frank Worrell. *Psychology Today*. <https://www.psychologytoday.com/intl/blog/how-do-life/201409/what-if-your-child-is-intellectually-gifted-high-ability>
- Worrell, F. C. (2015). Dr. Frank C. Worrell. *Careers in Psychology*. <http://careersinpsychology.org/interview/dr-frank-c-worrell/>
- Jurišević, M. (2017). Šolska psihologija na prvem mestu: intervju s prof. Frankom C. Worrellom [School psychology first: An interview with Professor Frank C. Worrell. *Psihološka obzorja* [Horizons of Psychology], 26, 61–70.
- Henshon, S. E. (2018). Toward a brighter future: An interview with Frank Worrell. *Roeper Review*, 40, 155–157. <https://doi.org/10.1080/02783193.2018.1467247>
- Srinivasan, H. (2021, February 12). 'We all have multiple identities': A conversation with UC Berkeley professor, American Psychological Association president-elect Frank Worrell. *The Daily Californian*. <https://www.dailycal.org/2021/02/12/frank-worrell/>
- Cross, T. L. (2023). Frank Worrell: An interview with a multitasking psychologist. *SENG Journal*, 2(2), 5–8. <https://doi.org/10.25774/9ath-rt23>
- Cuadra-Martínez, D., Castro-Carrasco, P., González-Palta, I., González-Loyola, M., Worrell, F. C., & Oyanadel, C. (2023). The psychological dimension of teacher professional identity. Interview with Professor Frank Worrell, President Year 2022 American Psychological Association. *Atenea* 527, 317–328. <https://doi.org/10.29393/At527-18DPDC60018>
- Faculti.net. (2023). *Nigrescence theory from 1971 to 2021*. <https://faculti.net/nigrescence-theory-from-1971-to-2021-the-critical-contributions-of-william-e-cross-jr/>
- Lubinski, D. (2023, July 28). Frank C. Worrell – Distinguished Contributor Interview, International Society for Intelligence Research. <https://isironline.org/people/2023-frank-worrell/>
- Çarmakçı, N. (2024, August 10). Berkeley'den ordinary ÜS Profesör Worrell: Sik ödül vermek basari getirmez. *Hürriyet*. <https://www.hurriyet.com.tr/yazarlar/nuran-cakmakci/berkeleyden-ordinaryus-profesor-worrell-sik-odul-vermek-basari-getirmez-42501446>

Podcasts

- Delač, M. (Host). (2022, October 19). Frank C. Worrell: Talent je le en del. To, da smo ljudje, nas dela posebne [Talent is only one part: Being human makes us special]. In *Možgani na dlani* [The Brain in the Palm of Your Hand Podcast] [Audio podcast]. Radio Slovenija. <https://podcasts.apple.com/do/podcast/frank-c-worrell-talent-je-le-en-del-to-da-smo-ljudje/id1221300147?i=1000583265169>
- Bourne, D. T. (Host). (2022, December 5). An interview with APA President: Frank C. Worrell, Ph.D [Audio podcast]. <https://www.youtube.com/watch?v=EAirTUK4MNU>
- Schumacher, B. (Host). (2022, December 5). Frank C. Worrell, PhD – President of the American Psychological Association (APA) reflects on his academic, professional, and APA journey [Audio podcast]. In *Master's in Psychology Podcast*. <https://www.mastersinpsychology.com/podcast/frank-worrell/>
- Nemko, M. (Host). (2023, October 12, 2023). Frank Worrell on the present and future of education. https://www.youtube.com/watch?v=PVkuVzW_77Y
- Mills, K. (Host). (2024, June 12). How to motivate yourself and others with Wendy Grolnick, PhD, and Frank Worrell, PhD (No. 290) [Audio podcast episode]. In *Speaking of psychology*. American Psychological Association. <https://www.apa.org/news/podcasts/speaking-of-psychology>
- Stewart, J., & Allen, A. (Hosts). (2024, June 15). Frank C. Worrell—Am I good enough (No. 16) [Audio podcast episode]. In *We're not ok: A community of healing*. <https://open.spotify.com/episode/4UpO0I8virBbFlxZIMPn4n/> <https://www.iheart.com/podcast/269-were-not-ok-a-community-of-127041763/episode/ep-16-frank-c-worrell-am-i-185875522/>

PRESENTATIONS

(¹student, advisee, or postdoc at time of presentation)

Local/Regional Meetings

- Worrell, F. C. (1992, January). *Mentoring "at-risk" students in a study lab setting* [Paper presentation]. Partners in People Conference, Berkeley, CA, United States.
- Worrell, F. C. (1994, October). *Coping with school violence: A preventative approach* [Workshop]. Pennsylvania School Psychologists' 28th Conference, The Pennsylvania State University, University Park, PA, United States.
- Worrell, F. C. (1995, May). *Diversity and full inclusion: Disadvantaged populations in academic talent development programs* [Paper presentation]. Annual School Psychology Conference, University of California, Berkeley, CA, United States.
- Worrell, F. C. (1995, October). *The identification and support of academic talent in minority populations* [Paper presentation]. Annual Pennsylvania School Psychologists' 29th Conference, The Pennsylvania State University, University Park, PA, United States.
- Worrell, F. C. (1996, December). Special education in Trinidad and Tobago. In F. C. Worrell & T. E. Hall (Co-Chairs), *Informal comparisons of special education: The US, Asia, the Caribbean & the Middle East* [Paper Presentation]. Comparative and International Education Society Northeast Regional Meeting, The Pennsylvania State University, University Park, PA, United States.
- Worrell, F. C. & Hall, T. E. (Co-Chairs). (1996, December). *Informal comparisons of special education: The US, Asia, the Caribbean and the Middle East* [Symposium]. Comparative and International Education Society Northeast Regional Meeting, The Pennsylvania State University, University Park, PA, United States.
- Watkins, M. W., & Worrell, F. C. (2000, March). National standardization of the Learning Behaviors Scale in Trinidad and Tobago. In P. A. McDermott (Chair), *The study of students' differential learning patterns* [Symposium]. Eastern Psychological Association Annual Meeting, Baltimore, MD, United States.
- Worrell, F. C. (2002, September). In T. L. Cross (Chair), *The many faces of gifted students in the 21st century* [Panel Discussion]. Roeper Review Conference, Bloomfield Hills, MI, United States.
- Worrell, F. C. (2002, September). *Academic talent development: Improving education for all*. Paper presented at the 2002 Roeper Review Conference, Bloomfield Hills, MI.
- Schaefer, B. A., & Worrell, F. C. (2003, October). Profiles in racial identity: Empirically derived CRIS clusters. In B. J. Vandiver (Chair), *The Cross Racial Identity Scale: Examining multiple lines of evidence* [Symposium]. Third Annual Diversity Challenge, Boston, MA, United States.
- Worrell, F. C. (2003, October). The structure of Cross Racial Identity Scale (CRIS) scores in an adult sample. In B. J. Vandiver (Chair), *The Cross Racial Identity Scale: Examining multiple lines of evidence* [Symposium]. Third Annual Diversity Challenge, Boston, MA, United States.
- Worrell, F. C., & Schaefer, B. A. (2003, October). *Using the Learning Behaviors Scale in gifted assessments* [Paper presentation]. Pennsylvania School Psychologists' 34th Conference. The Pennsylvania State University, University Park, PA, United States.
- Worrell, F. C. (2004, October). *Knowledge generation in academic talent development programs* [Paper presentation]. Roeper Review Conference (Encountering Giftedness with Imagination, Empathy, and Vision), Bloomfield Hills, MI, United States.
- Worrell, F. C. (2006, February). *Collective identities and academic achievement* [Paper presentation]. California Association of School Psychologists Annual Convention, Monterey, CA, United States.
- Worrell, F. C. (2007, October). *Creating culturally responsive classrooms for gifted students* [Panel discussion]. Gifted Learning Conference for Educators and Parents of High-Ability Children, The Nueva School, Hillsborough, CA, United States.
- Worrell, F. C. (2009, October). *Facts and myths of cultural diversity and underachievement* [Panel discussion]. Gifted Learning Conference for Educators and Parents of High-Ability Children, The Nueva School, Hillsborough, CA, United States.
- Worrell, F. C., ¹White, L. H., & Andretta, J. R. (2010, October 20). *Cultural identities and academic achievement at Berkeley High School* [Paper presentation]. Berkeley Unified School District Educational Research Symposium, Berkeley, CA, United States.
- Worrell, F. C. (2011, February 10). *Are cultural identities developmental? Perspectives on racial and ethnic identity* [Paper presentation]. Institute for Human Development, University of California, Berkeley, CA, United States.

PRESENTATIONS (con't)

(¹student, advisee, or postdoc at time of presentation)

Local/Regional Meetings (con't)

- ¹Gutiérrez, C. M., Mello, Z. R., ¹Anton-Stang, H. M., & Worrell, F. C. (2011, April). *Latino adolescents' attitudes toward the past, the present, and the future in relation to academic achievement* [Poster presentation]. Colorado Springs Research Forum, Colorado Springs, CO, United States.
- ¹Dixson, D. D., & Worrell, F. C. (2011, May). *The relationship of ethnic identity to academic achievement and expectations for the future in African American high school students* [Poster presentation]. Berkeley Psychology Undergraduate Research Conference, Berkeley, CA, United States.
- McDermott, P. A., ¹Rhoad, A. M., Chao, J. L., Watkins, M. W., Worrell, F. C., & Hall, T. E. (2015, March 5–7). *Examining classroom contexts to explain school behavior problems across Trinidad and Tobago* [Paper presentation]. Eastern Psychological Association Annual Convention, Philadelphia, PA, United States.
- ¹Mayes, I., Mello, Z. R., & Worrell, F. C. (2015, April 30–May 3). *Perceived college barriers predict educational attainment in Latino/a adolescents* [Poster presentation]. Western Psychological Association Annual Convention, Las Vegas, NV, United States.
- ¹Walker, E. B., Mello, Z. R., & Worrell, F. C. (2015, May). *Comparing runaway and non-runaway adolescents' risk-taking behavior and time orientation* [Poster presentation]. Stanford Undergraduate Psychology Conference, Palo Alto, CA, United States.
- ¹Prow, R. M., Worrell, F. C., Andretta, J. R., & Mello, Z. R. (2015, November). *Demographic differences in adolescent time attitude profiles: A person-oriented analysis using model-based clustering* [Paper presentation]. Berkeley Unified School District Educational Research Symposium, Berkeley, CA, United States.
- Worrell, F. C. (2015, November 6). *Middle and high school diversity project* [Paper presentation]. Berkeley Unified School District Educational Research Symposium, Berkeley, CA, United States.
- Chao, J. L., McDermott, P. A., Rhoad, A. M., Watkins, M. W., Worrell, F. C., & Hall, T. E. (2016, March). *Differential approaches to learning in Trinidad and Tobago* [Poster presentation]. Eastern Psychological Association Annual Convention, New York, NY, United States.
- Rhoad, A. M., McDermott, P. A., Chao, J. L., Watkins, M. W., Worrell, F. C., & Hall, T. E. (2016, March 3–5). *Examining home contexts to explain problem behaviors across Trinidad and Tobago* [Poster presentation]. Eastern Psychological Association Annual Convention, New York, NY, United States.
- Chao, J. L., McDermott, P. A., Watkins, M. W., Rhoad- Drogalis, A., Worrell, F. C., & Hall, T. E. (2017, March 16–18). *Student socioemotional adjustment in Trinidad and Tobago: Parent perspectives using IRT* [Paper presentation]. Eastern Psychological Association Annual Convention, Boston, MA, United States.

National/International Meetings

- Worrell, F. C. (1995, May 23–27). *Patterns of adaptation and achievement among West Indian youth in the United States: Parents' perspectives* [Paper presentation]. Annual meeting of the Caribbean Studies Association Conference, Curacao, West Indies.
- Worrell, F. C. & Duncan, B. (1995, May). *Consultee-centered consultation in a school setting: Lessons from a university's partial success story* [Paper presentation]. "Extending Consultee-Centered Consultation into the 21st Century - The Past, the Present, and the Future: An International Seminar on Consultee-Centered Consultation," Stockholm, Sweden.
- Worrell, F. C. (1996, August 9–13). *The risk-resiliency paradigm in research on dropping out* [Poster presentation]. American Psychological Association Annual Meeting, Toronto, Canada.
- Gabelko, N. H., Roth, D. A., & Worrell, F. C. (1997, March). *Age and gender differences in global, academic, social, and athletic self-concepts in academically talented students* [Paper presentation]. American Educational Research Association Annual Meeting, Chicago, IL, United States.
- Worrell, F. C. & ¹Althouse, J. E. (1998, April). *Persistence of academically talented under-represented students in a summer enrichment program* [Roundtable presentation]. American Educational Research Association Annual Meeting, San Diego, CA, United States.
- ¹Worrell, F. C. (1998, August 14–18). *The reliability and validity of the Multi-Ethnic Identity Measure (MEIM) with gifted adolescents* [Poster presentation]. American Psychological Association Annual Meeting, San Francisco, CA, United States.

PRESENTATIONS (con't)

(¹student, advisee, or postdoc at time of presentation)

National/International Meetings

- Schweigardt, W. J., Worrell, F. C., & Hale, R. L. (1999, April). *Gender differences in motivation for and selection of courses in a summer enrichment program* [Paper presentation]. American Educational Research Association Annual Meeting, Montreal, Canada.
- ¹Watson, M. J., Worrell, F. C., & Milrod, R. J. (1999, August). *A comparison of mathematics and language arts grades and attitudes toward school in activity-based and traditional classrooms* [Poster presentation]. American Psychological Association Annual Meeting, Boston, MA, United States.
- ¹Samuels, L. K., Watkins, M. W., & Worrell, F. C. (2000, March). *An investigation of parent-reported homework behaviors* [Poster presentation]. National Association of School Psychologists Annual Meeting, New Orleans, LA, United States.
- ¹Roth, D. A., Gabelko, N. H., Asher, H., & Worrell, F. C. (2000, April). *Self-understanding and academic achievement: The Damon and Hart model with high achieving urban school students* [Paper presentation]. American Educational Research Association Annual Meeting, New Orleans, LA United States.
- Worrell, F. C. (2000, April). *Global and domain-specific self-concepts in academically talented Asian American and White adolescents* [Paper presentation]. American Educational Research Association Annual Meeting, New Orleans, LA, United States.
- Worrell, F. C., & Noguera, P. A. (2000, April). *The crisis of the Black male: Views of male high school students in Trinidad* [Paper presentation]. American Educational Research Association Annual Meeting, New Orleans, LA, United States.
- Worrell, F. C. (2000, August 4–8). Challenges in the development of the Cross Racial Identity Scale and future goals. In B. J. Vandiver (Chair), *The development of the Cross Racial Identity Scale* [Symposium]. American Psychological Association Annual Meeting, Washington, DC, United States.
- ¹Murphy, C. P., & Worrell, F. C. (2001, April). *Motivation, goal orientation, and acceptability of cheating in gifted students* [Paper presentation]. American Educational Research Association Annual Meeting, Seattle, WA, United States.
- Worrell, F. C., & Cross, W. E. Jr. (2001, August 22–26). *Psychometric properties of Big Five Inventory scores with African Americans* [Poster presentation]. American Psychological Association Annual Meeting, San Francisco, CA, United States.
- Worrell, F. C., & Schaefer, B. A. (2001, August 22–26). *Psychometric properties of Learning Behavior Scale scores with talented students* [Poster presentation]. American Psychological Association Annual Meeting, San Francisco, CA, United States.
- ¹Roth, D. A., Worrell, F. C., & Gabelko, N. H. (2002, April). *Elementary Reading Attitude Survey scores in academically talented students* [Paper presentation]. American Educational Research Association Annual Meeting, New Orleans, LA, United States.
- Worrell, F. C., & ¹Mello, Z. R. (2002, June). *Reliability and validity of Zimbardo Time Perspective Inventory Scores in academically talented adolescents* [Paper presentation]. Hawaii International Conference on Social Sciences, Honolulu, HI, United States.
- Worrell, F. C., & Schaefer, B. A. (2002, August 22–25). *Psychometric properties of Learning and Study Strategies Inventory (LASSI) scores* [Poster presentation]. American Psychological Association Annual Meeting, Chicago, IL, United States.
- Worrell, F. C. (2002, November). Panelist. In P. Olszewski-Kubilius & T. L. Cross (Co-Chairs), *What price equity? Programming for gifted minority students* [Panel discussion]. National Association for Gifted Children Annual Meeting, Denver, CO, United States.
- Worrell, F. C. (2003, April). *Ethnic and gender differences in self-reported achievement and achievement related attitudes in Trinidadian secondary school students* [Paper presentation]. American Educational Research Association Annual Meeting, Chicago, IL, United States.
- Worrell, F. C., & ¹Cammack, A. S. (2003, June). *The reliability and validity of scores on the Almost Perfect Scale -Revised with adolescents in Trinidad and Tobago* [Paper presented]. Hawaii International Conference on Social Sciences, Honolulu, HI, United States.
- Hall, T. E., Watkins, M. W., & Worrell, F. C. (2004, January). *Promoting educational success in Trinidad and Tobago* [Poster presentation] Hawaii International Conference on Education, Honolulu.
- ¹Bucknavage, L. B., & Worrell, F. C. (2004, April). *Academically talented students' participation in extracurricular activities* [Paper presentation]. American Educational Research Association Annual Meeting, San Diego, CA, United States.

PRESENTATIONS (con't)

(¹student, advisee, or postdoc at time of presentation)

National/International Conferences (con't)

- Worrell, F. C., & ¹Bucknavage, L. B. (2004, April). *Participation in extracurricular activities by students attending prestige schools in Trinidad* [Paper presentation]. American Educational Research Association Annual Meeting San Diego, CA, United States.
- Worrell, F. C. (2004, July 28–August 1). Representing Division 16 (School Psychology) In R. Subotnik (Chair), *Perspectives on giftedness: Voices from the divisions* [Esther Katz Rosen Symposium] American Psychological Association Annual Meeting, Honolulu, HI, United States.
- Watkins, M. W., Worrell, F. C., & Hall, T. E. (2004, July). *Depression amongst adolescents in the Republic of Trinidad and Tobago* [Poster presentation]. International School Psychology Association Annual Meeting, Exeter, England.
- Worrell, F. C., ¹Kover, D., ¹Roberts, K. J., ¹Scott, A., & ¹Steinberg, S. B. (2004, July 28–August 1). *Amount and importance of sleep in academically talented adolescents* [Poster presentation]. American Psychological Association Annual Meeting, Honolulu, HI, United States.
- Worrell, F. C. (2004, July 28–August 1). Training issues in the context of multicultural school psychology. In C. Frisby (Chair), *Training and research in multicultural school psychology: 21st century challenges* [Symposium]. American Psychological Association Annual Meeting, Honolulu, HI, United States.
- Worrell, F. C. (2004, September). Children and youth in poverty in Trinidad and Tobago. In C. C. Yeakey J. W. Richardson (Chairs), *Suffer the little children: National and international dimensions of child poverty and policy* [Symposium] Patterson Research Conference (“Still not equal: Expanding opportunity in global societies”), Washington, DC, United States.
- Worrell, F. C. (2005, April). *Ethnic identity, global self-concept, and academic achievement* [Paper presentation]. American Educational Research Association Annual Meeting, Montreal, Canada.
- Worrell, F. C., & Gabelko, N. H. (2005, April). *Differences in self-reported performance of GATE-identified and non-identified students* [Paper presentation]. American Educational Research Association Annual Meeting, Montreal, Canada.
- ¹Corigliano, K. M., Steinberg, S. B., ¹Arthur, A. J., Worrell, F. C., Watkins, M. W., & Hall, T. E. (2005, August 18–21). *Exploratory factor analysis of the DBDRS in a Caribbean sample* [Poster presentation]. American Psychological Association Annual Meeting, Washington, DC, United States.
- Gardner-Kitt, D. L., & Worrell, F. C. (2005, August 18–21). *Racial identity, ethnic identity, and academic achievement* [Poster presentation]. American Psychological Association Annual Meeting, Washington, DC, United States.
- ¹Roberts, K. J., ¹Hata, H. K., ¹Kover, D. J., ¹Scott, A. L., & Worrell, F. C. (2005, August 18–21). *Validity of Big Five Inventory scores in Trinidad and Tobago adolescents* [Poster presentation]. American Psychological Association Annual Meeting, Washington, DC, United States.
- Worrell, F. C. (2005, August 18–21). Attitudes toward cheating in academically talented students. In J. Gorgia (Chair), *Unwanted gifts: Roadblocks to success in developing academic/artistic giftedness* [Symposium]. American Psychological Association Annual Meeting, Washington, DC, United States.
- Worrell, F. C., & Gardner-Kitt, D. L. (2005, August 18–21). *The relationship between racial identity and ethnic identity* [Poster presentation]. American Psychological Association Annual Meeting, Washington, DC, United States.
- ¹MacEachron, D., ¹Zibulsky, J., ¹Middlebrook, K., & Worrell, F. C. (2005, November). *Personality among academically talented adolescents* [Paper presentation]. National Association for Gifted Children Annual Meeting, Louisville, KY, United States.
- Worrell, F. C. (2005, November). *Racial identity, ethnic identity, and academic achievement* [Paper presentation]. National Association for Gifted Children Annual Meeting, Louisville, KY, United States.
- ¹Mello, Z. R., & Worrell, F. C. (2006, March). Developmental trajectories of occupational expectations from adolescence to adulthood by socioeconomic status and race/ethnicity. In Z. R. Mello (Chair), *International perspectives on occupational future orientations from adolescence to adulthood in familial and social contexts* [Symposium]. Society for Research on Adolescence Biennial Meeting, San Francisco, CA, United States.

PRESENTATIONS (con't)

(¹student, advisee, or postdoc at time of presentation)

National/International Conferences (con't)

- Worrell, F. C. (2006, April). Effect size reporting in *Roeper Review*. In M. Matthews (Chair) *Size does matter: To what extent and in what manner do researchers in gifted education report effect sizes* [Symposium]? American Educational Research Association Annual Meeting, San Francisco, CA, United States.
- Worrell, F. C., & Webster, N. S. (2006, April). *Academically talented students' attitudes toward service learning* [Paper presentation]. American Educational Research Association Annual Meeting, San Francisco, CA, United States.
- ¹Mello, Z. R., & Worrell, F. C. (2006, May). *Variation in time perspective scores by age, gender, and academic achievement among adolescents in the U.S.A* [Poster presentation]. European Adolescent Research Association Biennial Meeting, Antalya, Turkey.
- Worrell, F. C., & ¹Mello, Z. R. (2006, May). *Self-concept scores in Trinidadian adolescents* [Poster presentation]. European Adolescent Research Association Biennial Meeting, Antalya, Turkey.
- ¹Mello, Z. R., Swanson, D. P., & Worrell, F. C. (2006, July 2–6). *Gender differences in African American students' future expectations and perceptions of neighborhood quality* [Poster presentation]. International Society for the Study of Behavioural Development Biennial Meeting, Melbourne, Australia.
- Worrell, F. C., & ¹Mello, Z. R. (2006, July 2–6). *The Measure of Perceived Life Chances: Establishing construct validity* [Paper presentation]. International Society for the Study of Behavioural Development Biennial Meeting, Melbourne, Australia.
- ¹Simmons, C., Worrell, F. C., & Berry, J. M. (2006, August 10–13). *Psychometric properties of scores on three Black racial identity scales* [Poster presentation]. American Psychological Association Annual Meeting, New Orleans, LA, United States.
- Worrell, F. C. (2006, August 10–13). Analysis of giftedness in older adult and adolescent development. In R. F. Subotnik (Chair), *Development of giftedness and talent—A life span perspective* [Symposium]. American Psychological Association Annual Meeting, New Orleans, LA, United States.
- Worrell, F. C. (2006, August 10–13). Minority perspectives in psychology: The disconnect between science and practice. In P. Salovey (Chair), *Transforming APA—A time for revolution* [Symposium]. American Psychological Association Annual Meeting, New Orleans, LA, United States.
- Worrell, F. C. (2006, November 2–6). *Giftedness in adolescence: The role of personal and social identities in diverse populations* [Paper presentation]. National Association for Gifted Children Annual Meeting, Charlotte, NC, United States.
- Worrell, F. C. (2006, November 2–6). Type and frequency of effect sizes reported in *Roeper Review* from 1996 to 2005. In M. Matthews (Chair) *Size does matter: To what extent and in what manner do researchers in gifted education report effect sizes* [Symposium]? National Association for Gifted Children Annual Meeting, Charlotte, NC, United States.
- ¹Mello, Z. R., Roberts, K. J., & Worrell, F. C. (2007, March). Examining the link between educational expectations and adult educational attainment among African American males. In D. Wood (Chair), *Future orientation and the gender gap in African American achievement* [Symposium]. Society for Research on Child Development Biennial Meeting, Boston, MA, United States.
- Worrell, F. C. Chair. (2007, April). *Windows on the development of teaching in higher education* [Paper presentation]. American Educational Research Association Annual Meeting, Chicago, IL, United States.
- Worrell, F. C. (2007, May). Improving educational practices in Trinidad and Tobago: Consultation in action. In *Extending opportunity to the less fortunate through formal education* [Paper presentation]. Caribbean Studies Association Annual Meeting, Salvador da Bahia, Brazil.
- ¹Mello, Z. R., ¹Andretta, J., ¹Bhadare, D., ¹Fearn, E. J., ¹Galaviz, M., ¹Hartmann, ¹Young, A., & Worrell, F. C. (2007, August 17–20). *Adolescent time perspective: Temporal dimensions and implications for psychological development* [Poster presentation]. American Psychological Association Annual Meeting, San Francisco, CA, United States.
- ¹Simmons, C., Merino Soto, Cesar, Worrell, F. C., ¹Anguiano, R., ¹Brett, J., ¹Holman, A., ¹Martin, J. F., ¹Hata, H. K., Roberts, K. J., ¹Mello, Z. R., & Schaefer, B. A. (2007, August 17–20). *Validity of Child Behavior Scale scores in a Peruvian sample* [Poster presentation]. American Psychological Association Annual Meeting, San Francisco, CA, United States.

PRESENTATIONS (con't)

(¹student, advisee, or postdoc at time of presentation)

National/International Conferences (con't)

- Watson, S., & Worrell, F. C. (2007, August 17–20). *Structural validity evidence for Cross Racial Identity Scale scores* [Poster presentation]. American Psychological Association Annual Meeting, San Francisco, CA, United States.
- ¹Woodland, M., & Worrell, F. C. (2007, August 17–20). *What's the structure of ethnic identity items on the MEIM* [Poster presentation]? American Psychological Association Annual Meeting, San Francisco, CA, United States.
- Worrell, F. C. (2007, August 17–20). Chair. *Representing the division* [Conference session]. American Psychological Association Annual Meeting, San Francisco, CA, United States.
- Buhl, M., ¹Mello, Z. R., & Worrell, F. C. (2008, March). *Examining validity and reliability evidence for Adolescent Time Perspective Measure (ATPM) scores in a German sample* [Paper presentation]. Society for Research on Adolescence Biennial Meeting, Chicago, IL, United States.
- Roberts, K. J., ¹Mello, Z. R., & Worrell, F. C. (2008, March). *Predicting Hispanic adolescents' high school dropout status with educational expectations* [Paper presentation]. Society for Research on Adolescence Biennial Meeting, Chicago, IL, United States.
- ¹Mello, Z. R., Worrell, F. C., & ¹Bhadare, D. (2008, May). *Using circle figures indicating the past, the present, and the future to predict academic achievement in adolescents* [Poster presentation]. European Association for Research on Adolescence Biennial Meeting, Turin, Italy.
- Worrell, F. C., ¹Mello, Z. R., Mallet, R. K., & ¹Andretta, J. R. (2008, May). *Using stereotype threat and ethnic identity to predict academic achievement in diverse adolescents in the U.S* [Poster presentation]. European Association for Research on Adolescence Biennial Meeting, Turin, Italy.
- ¹Mello, Z. R., Mallet, R. K., Worrell, F. C., & ¹Andretta, J. R. (2008, July). *Testing stereotype threat in a diverse U.S. adolescent population* [Poster presentation]. International Society for the Study of Behavioural Development Biennial Meeting, Würzburg, Germany.
- ¹Mello, Z. R., & Worrell, F. C. (2008, July). *Racial/ethnic and gender variation in adolescents' perceptions of barriers* [Poster presentation]. International School Psychology Association Annual Meeting, Utrecht, The Netherlands.
- Worrell, F. C., ¹Mello, Z. R., & Buhl, M. (2008, July). *Examining the English and German versions of the Adolescent Time Perspective Inventory* [Poster presentation]. International Society for the Study of Behavioural Development Biennial Meeting, Würzburg, Germany.
- ¹Middlebrook, K. E., LaFromboise, T., & Worrell, F. C. (2008, August 14–17). *MEIM scores in American Indian adolescents* [Poster presentation]. American Psychological Association Annual Meeting, Boston, MA, United States.
- Worrell, F. C. (2008, August 14–17). What does gifted mean? Personal and social identity perspectives on giftedness in adolescence. In F. D. Horowitz (Chair), *Development of giftedness and talent across the life span* [Symposium]. American Psychological Association Annual Meeting, Boston, MA, United States.
- Worrell, F. C. (2008, October). Two sides to perfectionism. In P. A. Schuler (Chair), *Perfectionism and the gifted: Research findings and implications for gifted education and counseling* [Panel discussion]. National Association for Gifted Children Annual Meeting, Tampa, FL, United States.
- Worrell, F. C. (2009, February). Internationalizing school psychology: Imperialism or partnership? In G. Stoner (Chair), *Internationalizing school psychology* [Paper presentation]. Trainers of School Psychologists Annual Meeting, Boston, MA, United States.
- ¹Mello, Z. R., & Worrell, F. C. (2009, April). *Variation in how frequently adolescents think about the past, the present, and the future in relation to academic achievement* [Poster presentation]. Society for Research on Child Development Biennial Meeting, Denver, CO, United States.
- ¹Andretta, J. R., ¹Mello, Z. R., Worrell, F. C., ¹Baik, S. H., ¹Coté, J. S., ¹Dixson, D. D., & ¹Ramarajan, D. (2009, May). *How do adolescents' attitudes toward the past, the present, and the future predict academic achievement* [Poster presentation]? Association for Psychological Science Annual Meeting, San Francisco, CA, United States.
- Hull, D. M., Beaujean, A., Worrell, F. C., & Verdisco, A. E. (2009, May). *Examining the NEO-Five Factor Inventory in Jamaican young adults* [Poster presentation]. Association for Psychological Science Annual Meeting, San Francisco, CA, United States.

PRESENTATIONS (con't)

(¹student, advisee, or postdoc at time of presentation)

National/International Conferences (con't)

- ¹Mello, Z. R., ¹Ramarajan, D., ¹Coté, J. S., ²Andretta, J. R., ¹Baik, S. H., ²Dixson, D. D., & Worrell, F. C. (2009, May). *African American and Latino adolescents' perceptions of barriers and academic outcomes* [Poster presentation]. Association for Psychological Science Annual Meeting, San Francisco, CA, United States.
- ¹Andretta, J. R., Mello, Z. R., Worrell, F. C., ¹Baik, S. H., Coté, J. S., ¹Dixson, D. D., & ¹Ramarajan, D. (2009, August 6–9). *Gender and racial/ethnic differences in adolescents' attitudes toward the past, the present, and the future* [Poster presentation]. American Psychological Association Annual Meeting, Toronto, Canada.
- ¹Ling, S. C., & Worrell, F. C. (2009, August 6–9). *The relationship between self-efficacy and academic achievement in a Singapore sample* [Poster presentation]. American Psychological Association Annual Meeting, Toronto, Canada.
- ¹Simmons, C. & Worrell, F. C. (2009, August 6–9). Why reliability and validity matter in studying cultural identities. In F. C. Worrell (Chair), *Opening up quantitative psychology: Encouraging diversity in focus, participation, and application* [Symposium]. American Psychological Association Annual Meeting, Toronto, Canada.
- Worrell, F. C. (2009, August 6–9). Access for all examinee populations. In W. Camara (Chair), *Revising the Standards for Educational and Psychological Testing* [Symposium]. American Psychological Association Annual Meeting, Toronto, Canada.
- Worrell, F. C. (2009, August 6–9). Chair. *Opening up quantitative psychology: Encouraging diversity in focus, participation, and application* [Symposium]. American Psychological Association Annual Meeting, Toronto, Canada.
- Worrell, F. C. (2009, August 6–9). Translating psychological science into teaching and learning. In M. E. Kite (Chair), *Advancing the teaching of psychology: Blueprint for the future* [Symposium]. American Psychological Association Annual Meeting, Toronto, Canada.
- Worrell, F. C., & ¹White, L. H. (2009, August 6–9). *Ethnic identity and academic orientation: A complicated relationship* [Poster presentation]. American Psychological Association Annual Meeting, Toronto, Canada.
- Worrell, F. C. (2009, November). Psychosocial stressors in the development of gifted learners with atypical profiles. In J. VanTassel-Baska (Chair), *Patterns and profiles of promising students from poverty* [Signature Series Session]. National Association for Gifted Children Annual Meeting, St. Louis, MO, United States.
- Worrell, F. C. (2009, November). Threats to optimal talent development. In B. MacFarlane & T. Stambaugh (Chairs), *Leading change in gifted education* [Signature Series Session]. National Association for Gifted Children Annual Meeting, St. Louis, MO, United States.
- Mello, Z. R., Roberts, K. J., Worrell, F. C., & ¹Monaghan, P. L. (2010, March). *African American developmental trajectories of educational expectations: Connecting adolescent expectations to adult attainment* [Poster presentation]. Society for Research on Adolescence Biennial Meeting, Philadelphia, PA, United States.
- Mello, Z. R., & Worrell, F. C. (2010, March). *Validity of adolescents' scores on a measure of time orientation and time relation* [Poster presentation]. Society for Research on Adolescence Biennial Meeting, Philadelphia, PA, United States.
- ¹Erwin, J., & Worrell, F. C. (2010, May). *The reliability and validity of a mathematics and science self-efficacy scale in an academically talented sample* [Poster presentation]. Association for Psychological Science Annual Meeting, Boston, MA, United States.
- Grim, S. M., McDermott, P. A., Watkins, M. W., & Worrell, F. C. (2010, May). *The assessment of youth psychopathology in Trinidad and Tobago: A cross-cultural construct validity study of the Adjustment Scales for Children and Adolescents (ASCA)* [Paper presentation]. Caribbean Studies Association Annual Meeting, Speightstown, Barbados.
- Hull, D. M., Worrell, F. C., Beaujean, A. A., Sheng, Y. S., & Verdisco, A. E. (2010, May). *Psychometric properties of the Shipley Block Patterns Subtest in Jamaican young adults* [Poster presentation]. Association for Psychological Science Annual Meeting, Boston, MA, United States.

PRESENTATIONS (con't)

(¹student, advisee, or postdoc at time of presentation)

National/International Conferences (con't)

- Worrell, F. C. (2010, May). Assuring accessibility for specific groups: Uses and consequences of test results. In S. Lane (Chair), *Revising the Joint Standards: Fair and accessible assessments for all individuals* [Invited symposium]. American Educational Research Association Annual Meeting, Denver, CO, United States.
- Worrell, F. C. (2010, May). Chair. *Caribbean and African studies in education Roundtable III* [Roundtable presentation]. American Educational Research Association Annual Meeting, Denver, CO, United States.
- Worrell, F. C. (2010, May). Chair. *Identity development among ethnic minority adolescents* [Roundtable presentation]. American Educational Research Association Annual Meeting, Denver, CO, United States.
- Worrell, F. C. (2010, May). Panelist. In *The in between: How to use my time wisely* [Division E Fireside Chat]. American Educational Research Association Annual Meeting, Denver, CO, United States.
- Worrell, F. C., Pearson, P. D., & Weinstein, R. S. (2010, May). Engaged scholarship: Case study of a university partnership with an urban secondary charter school. In E. E. Garcia (Chair), *Choice of service: Research-focused universities and their affiliated charter schools* [Symposium]. American Educational Research Association Annual Meeting, Denver, CO, United States.
- Moore, J., ¹White, L. H., Bennett, A., Woodland, M. H., Barnes, M., & Worrell, F. C. (2010, June). *The MACI and African American males: What are we really measuring* [Poster]? Division 45 of the American Psychological Association Annual Meeting, University of Michigan, Ann Arbor, MI, United States.
- ¹Anton-Stang, H., Mello, Z. R., ¹Monaghan, P., ¹Gutierrez, C. M., & Worrell, F. C. (2010, July). *Using circle figures indicating the past, the present, and the future to predict risky behavior in adolescents from the United States* [Poster presentation]. International Society for the Study of Behavioural Development Biennial Meeting, Lusaka, Zambia.
- Buhl, M., Höhler, J., Mello, Z. R., & Worrell, F. C. (2010, July). *Time perspective during adolescence: Measure, profiles, and correlations with personality and school experiences* [Poster presentation]. International Society for the Study of Behavioural Development Biennial Meeting, Lusaka, Zambia.
- Mello, Z. R., ¹Anton-Stang, H., ¹Monaghan, P., & Worrell, F. C. (2010, July). *An investigation of the relationship between time frequency and time attitudes in American adolescents* [Poster presentation]. International Society for the Study of Behavioural Development Biennial Meeting, Lusaka, Zambia.
- Mello, Z. R., ¹Anton-Stang, H., ¹Monaghan, P., & Worrell, F. C. (2010, July). *Time meaning and academic achievement in American adolescents* [Poster presentation]. International Society for the Study of Behavioural Development Biennial Meeting, Lusaka, Zambia.
- Worrell, F. C. (2010, July). Predictors of academic achievement in urban African American high school students. In C. Hudley (Chair), *Motivation and achievement: Challenges and opportunities for American ethnic minority students* [Symposium]. International Society for the Study of Behavioural Development Biennial Meeting, Lusaka, Zambia.
- Andretta, J. R., ¹Baik, S., Coté, J. S., ¹Dixon, D. D., Ramarajan, D., Mello, Z. R., & Worrell, F. C. (2010, August 12–15). *Themes in adolescents' descriptions of the past, the present, and the future* [Poster presentation]. American Psychological Association Annual Meeting, San Diego, CA, United States.
- Brabeck, M., Worrell, F. C., & Nastasi, B. (2010, August 12–15). Core psychology for teacher education. In R. F. Subotnik & J. C. Conoley (Chairs), *Advancing the application of psychology in K- 12 teaching and learning environments* [Symposium]. American Psychological Association Annual Meeting, San Diego, CA, United States.
- Worrell, F. C. (2010, August 12–15). Prevention in school psychology practice. In J. P. Schwartz & S. M. Hage (Co-Chairs), *Integration of a prevention perspective into psychology training programs* [Symposium]. American Psychological Association Annual Meeting, San Diego, CA, United States.
- Worrell, F. C. (2010, August 12–15). Chair. *Update on the revision of the Standards for Educational and Psychological Testing* [Symposium]. American Psychological Association Annual Meeting, San Diego, CA, United States.
- Worrell, F. C. (2010, November 11–14). *Perceived barriers and academic achievement in academically talented adolescents* [Poster presentation]. National Association for Gifted Children Annual Meeting, Atlanta, GA, United States.

PRESENTATIONS (con't)

(¹student, advisee, or postdoc at time of presentation)

National/International Conferences (con't)

- ¹Erwin, J., & Worrell, F. C. (2011, February 22–26). *Ethnic differences in self-efficacy of gifted students* [Poster presentation]. National Association of School Psychologists Annual Meeting, San Francisco, CA.
- ¹Gutiérrez, C. M., Mello, Z. R., ¹Anton-Stang, H. M., & Worrell, F. C. (2011, March 31–April 2). *Latino adolescents' attitudes toward the past, the present, and the future in relation to academic achievement* [Poster presentation]. Society for the Research on Child Development Biennial Meeting, Montreal, Canada.
- Worrell, F. C. (2011, April 8–12). Chair. *Evaluation, accreditation, teaching cultures, and learning-centered teaching* [Roundtable presentation]. American Educational Research Association Annual Meeting, New Orleans, LA, United States.
- Worrell, F. C. (2011, April 8–12). Chair. *Global perspectives on professional development in higher education* [Paper presentation]. American Educational Research Association Annual Meeting, New Orleans, LA, United States.
- Worrell, F. C. (2011, April 8–12). *Here I am again: Adolescent resiliency examined through multiple lenses* [Paper presentation]. American Educational Research Association Annual Meeting, New Orleans, LA, United States.
- Worrell, F. C. (2011, April 8–12). How we think and what we think affects how we learn. In A. Robinson (Chair), *Translating insights from psychology and neuroscience to gifted education* [Symposium]. American Educational Research Association Annual Meeting, New Orleans, LA, United States.
- Worrell, F. C. (2011, April 8–12). Discussant. In B. B. Mullinix (Chair), *Pursuit of happiness: Identities, communities, and pedagogies across educational landscapes* [Paper session]. American Educational Research Association Annual Meeting, New Orleans, LA, United States.
- Worrell, F. C., & Vandiver, B. J. (2011, May 25–29). *Intense Black involvement: Expanding the operationalization of the expanded nigrescence model (NT-E)* [Poster session]. Association for Psychological Science Annual Meeting, Washington, DC, United States.
- Hull, D. M., Beaujean, A. A., Worrell, F. C., & Verdisco, A. E. (2011, July 25–28). *Personality in Jamaican youth* [Poster session]. International Society for the Study of Individual Differences Annual Meeting, London, United Kingdom.
- Worrell, F. C. (2011, July 20–23). Students' attitudes toward students in their own and other learning communities in the same urban high school. In C. Hudley (Chair), *Intergroup relationships and student adjustment* [Symposium]. International School Psychology Association Annual Meeting, Vellore, India.
- Andretta, J. R., Worrell, F. C., & ²Mello, Z. R. (2011, August 4–7). *An examination of risky behavior and educational outcomes across adolescent time attitude profiles* [Poster session]. American Psychological Association Annual Meeting, Washington, DC, United States.
- ¹Barry C. Y., Vandiver, B. J., Worrell, F. C., & Mello, Z. R. (2011, August 4–7). *Effects of time perspective and ethnic identity on Asian and Caucasian American students' academic achievement at the secondary level* [Poster session]. the American Psychological Association Annual Meeting, Washington, DC, United States.
- Worrell, F. C. (2011, August 4–7). Comments on Operations chapters. In F. C. Worrell (Chair), *Revising the Standards for Educational and Psychological Testing: Summary of comments on the initial draft* [Symposium]. American Psychological Association Annual Meeting, Washington, DC, United States.
- Worrell, F. C. (2011, August 4–7). Chair. *Revising the Standards for Educational and Psychological Testing: Summary of comments on the initial draft* [Symposium]. American Psychological Association Annual Meeting, Washington, DC, United States.
- Bennett, M. T., Prince, N. E., Moore, J. A., Barnes, M. E., Worrell, F. C., Andretta, J. R., Ramirez, A., & Woodland, M. H. (2012, March). *The MACI and African American males: Issues of construct validity* [Poster session]. Society for Personality Assessment Annual Meeting, Chicago, IL, United States.
- ¹Finan, L. J., Mello, Z. R., & Worrell, F. C. (2012, March 8–10). *The role of the past: Time frequency and time attitudes in adolescents* [Poster session]. Society for Research on Adolescence Biennial Meeting, Vancouver, Canada.

PRESENTATIONS (con't)

National/International Conferences (con't)

- ¹Finan, L. J., Mello, Z. R., Oladipo, S. E., ¹McBroom, K. A., ¹Gutierrez, C. M., & Worrell, F. C. (2012, March 8–10). *Attitudes toward the past, the present, and the future in Nigeria and in the United States among adolescents and young adults* [Poster session]. Society for Research on Adolescence Biennial Meeting, Vancouver, Canada.
- ¹McBroom, K. A., Mello, Z. R., & Worrell, F. C. (2012, March 8–10). *Comparing runaway and non-runaway adolescents' attitudes toward the past, the present, and the future* [Poster session]. Society for Research on Adolescence Biennial Meeting, Vancouver, Canada.
- Oladipo, S. E., Mello, Z. R., ¹Finan, L. J., ¹McBroom, K. A., ¹Gutierrez, C. M., & Worrell, F. C. (2012, March 8–10). *Time attitudes and risk behaviors among adolescents and young adults in Nigeria* [Poster session]. Society for Research on Adolescence Biennial Meeting, Vancouver, Canada.
- Worrell, F. C. (2012, April 13–17). Discussant. In A. Frazier (Chair), *A closer examination of giftedness, creativity, and talent through focused lenses* [Paper session]. American Educational Research Association Annual Meeting, Vancouver, Canada.
- Worrell, F. C. (2012, April 13–17). Discussant. In D. Adeniji-Neill (Chair), *Complexities of educational experiences of Africans at home and in the diaspora* [Paper session]. American Educational Research Association Annual Meeting, Vancouver, Canada.
- Worrell, F. C. (2012, April 13–17). Discussant. In J. Noel (Chair), *Elements of successful faculty development* [Paper presentation]. American Educational Research Association Annual Meeting, Vancouver, Canada.
- ¹Gordon, A. J., ¹Erwin, J. O., & Worrell, F. C. (2012, May 24–27). *Adolescent friendship choice and socioeconomic status* [Poster presentation]. Association for Psychological Science Annual Meeting, Chicago, IL, United States.
- Worrell, F. C. (2012, May 24–27). Discussant. In R. F. Subotnik (Chair), *Conceptualizing mental skills training for academically talented youth* [Symposium]. Association for Psychological Science Annual Meeting, Chicago, IL, United States.
- Subotnik, R. F., Olszewski-Kubilius, P., & Worrell, F. C. (2012, August 2–5). *Rethinking giftedness and gifted education: A proposed direction forward based on psychological science* [Paper presentation]. American Psychological Association, Orlando, FL, United States.
- Worrell, F. C. (2012, August 2–5). Educational Disparities Task Force Report: Contributions from the talent development and social identity literatures. In S. M. Quintana (Chair), *Psychology's role in reducing educational disparities* [Symposium]. American Psychological Association Annual Meeting, Orlando, FL, United States.
- Worrell, F. C. (2012, August 2–5). I did not know that I did not know. In F. Reimers & J. Blakeslee (Co - Chairs), *The hidden curriculum: Non-academic determinants of academic success* [Symposium]. American Psychological Association Annual Meeting, Orlando, FL, United States.
- Worrell, F. C., & ¹Erwin, J. O. (2012, August 2–5). Best practices in identifying students for gifted and talented education. In M. Foley-Nicpon (Chair), *School psychologists serving students who are gifted* [Symposium]. American Psychological Association Annual Meeting, Orlando, FL, United States.
- Andretta, J. R., Worrell, F. C., & Mello, Z. R. (2012, August 29–September 1). *Predicting educational outcomes and psychological wellbeing in adolescents using time attitude profiles* [Poster presentation]. European Association for Research on Adolescence Biennial Meeting, Spetses, Greece.
- Mello, Z. R., Oladipo, S. E., Finan, L. J., ¹McBroom, K. A., ¹Gutierrez, C. M. & Worrell, F. C. (2012, August 29–September 1). *How often do adolescents and young adults think about the past, the present, and the future in Nigeria and in the United States* [Poster presentation]? European Association for Research on Adolescence Biennial Meeting, Spetses, Greece.
- Worrell, F. C., Mello, Z. R., & Oladipo, S. E. (2012, August 29–September 1). *Psychometric properties of Adolescent Time Attitude Scale scores in Nigerian young adults* [Poster presentation]. European Association for Research on Adolescence Biennial Meeting, Spetses, Greece.
- Andretta, J. R., Mello, Z. R., & Worrell, F. C. (2012, September 5–8). *Risky behavior and academic achievement across time attitude profiles* [Poster presentation]. International Conference on Time Perspective Biennial Meeting (“Converging paths in psychology, time theory, and research”), Coimbra, Portugal.

PRESENTATIONS (con't)

National/International Conferences (con't)

- Laghi, F., Baiocco, R., Lonigro, A., Mello, Z. R., Finan, L. J., & Worrell, F. C. (2012, September 5–8). Time attitudes and risk behaviors among Italian adolescents. In Z. R. Mello & F. C. Worrell (Co Chairs), *An international perspective on time perspective and developmental outcomes in adolescents* [Symposium]. International Conference on Time Perspective Biennial Meeting (Converging paths in psychology, time theory, and research), Coimbra, Portugal.
- Mello, Z. R., Finan, L. J., & Worrell, F. C. (2012a, September 5–8). *Time orientation, time relation, and risky behaviors among adolescents in the United States* [Poster presentation]. International Conference on Time Perspective Biennial Meeting (Converging paths in psychology, time theory, and research), Coimbra, Portugal.
- Mello, Z. R., Finan, L. J., & Worrell, F. C. (2012b, September 5–8). *Time perspective and racial/ethnic group membership among adolescents in the United States* [Poster presentation]. International Conference on Time Perspective Biennial Meeting (Converging paths in psychology, time theory, and research), Coimbra, Portugal.
- Mello, Z. R., & Worrell, F. C. (2012, September 5–8). (Co-Chairs). *An international perspective on time perspective and developmental outcomes in adolescents* [Symposium]. International Conference on Time Perspective Biennial Meeting (Converging paths in psychology, time theory, and research), Coimbra, Portugal.
- Oladipo, S. E., Mello, Z. R., Worrell, F. C. & Finan, L. J. (2012, September 5–8). Time attitudes and risk behaviors among Nigerian adolescents and young adults. In Z. R. Mello & F. C. Worrell (Co Chairs), *An international perspective on time perspective and developmental outcomes in adolescents* [Symposium]. International Conference on Time Perspective Biennial Meeting (Converging paths in psychology, time theory, and research), Coimbra, Portugal.
- Worrell, F. C. (2012, September 5–8). Development and psychometric properties of the Adolescent Time Attitude Scale in five countries. In Z. R. Mello & F. C. Worrell (Co Chairs), *An international perspective on time perspective and developmental outcomes in adolescents* [Symposium]. International Conference on Time Perspective Biennial Meeting (Converging paths in psychology, time theory, and research), Coimbra, Portugal.
- Worrell, F. C. (2012, November 15–18). Best practices in identification. In M. F. Nicpon (Chair), *Breaking the barrier: Reflections from gifted scholars publishing outside the field* [Symposium]. National Association for Gifted Children Annual Meeting, Denver, CO, United States.
- Worrell, F. C. (2012, November 15–18). Non-cognitive factors. In P. Olszewski-Kubilius (Chair), *Supporting low-income high-ability learners: Next steps in the research and policy agenda* [Symposium]. National Association for Gifted Children, Denver, CO, United States.
- Worrell, F. C. (2012, November 15–18). Panelist. In P. Olszewski-Kubilius (Chair), *Talent development: A framework for our work with gifted children* [Panel discussion]. National Association for Gifted Children, Denver, CO, United States.
- Worrell, F. C. (2012, November 15–18). Panelist. In R. F. Subotnik (Chair), *Sport and performance psychology: What's in it for academic talent development* [Panel discussion]. National Association for Gifted Children, Denver, CO, United States.
- Worrell, F. C., & ¹Atwood, J. R. (2012, November 15–18). *Academically talented students' choice of learning versus performance goals* [Paper presentation]. National Association for Gifted Children, Denver, CO, United States.
- Worrell, F. C., & Young, A. E. (2012, November 15–18). *Revisiting the big-fish-little-pond-effect in academically talented students* [Poster presentation]. National Association for Gifted Children, Denver, CO, United States.
- Miller, R. M., Worrell, F. C., Costantino, M. L., Whippy, D. D., & Ravia I. D. V. (2013, January). *Assisting education in the Fijian Islands*. [Conference presentation]. Rotary Global Peace Forum, Honolulu, HI, United States.
- ¹Ernandes, J., ¹Erwin, J. O., Worrell, F. C., Graham, S., & Juvonen, J. (2013, February 12–15). *Parent racial/ethnic socialization may confer protective advantage to specific groups of victimized students* [Poster presentation]. National Association of School Psychologists Annual Meeting, Seattle, WA. United States.
- Mello, Z. R., Finan, L., & Worrell, F. C. (2013, April 18–20). *How is time frequency related to risky behavior among Native American adolescents* [Poster presentation]? Society for Research on Child Development Annual Meeting, Seattle, WA, United States.

PRESENTATIONS (con't)

National/International Conferences (con't)

- Worrell, F. C. (2013, April 27–May 1). W. E. B. Du Bois. In J. L. Jolly & A. E. Robinson (Chairs), *Illuminating lives: Insights from the theoretical roots of gifted education* [Paper presentation]. American Educational Research Association Annual Meeting, San Francisco, CA, United States.
- Worrell, F. C., & Olliviera, A. L. (2013, April 27–May 1). Poverty in the midst of plenty: Implications for education. In J. B. Fournillier (Chair), *Exploring the role of education in poverty reduction and multicultural contexts: Caribbean perspectives* [Symposium]. American Educational Research Association Annual Meeting, San Francisco, CA, United States.
- Worrell, F. C. (2013, July 31–August 2). Discussant. In M. Terjesen (Chair), *Bridging science to practice—International data and considerations in conducting research in schools* [Symposium]. American Psychological Association Annual Meeting, Honolulu, HI, United States.
- Worrell, F. C. (2013, July 31–August 2). Chair. *Effective use of data for program improvement* [Symposium]. American Psychological Association, Honolulu, HI.
- Worrell, F. C. (2013, July 31–August 2). Chair. *Forty years later: What happens to mathematically precocious youth identified at age 12* [Symposium]. American Psychological Association Annual Meeting, Honolulu, HI, United States.
- Worrell, F. C. (2013, July 31–August 2). Feedback and recommendations. In F. C. Worrell (Chair), *Effective use of data for program improvement* [Symposium]. American Psychological Association Annual Meeting, Honolulu, HI, United States.
- Worrell, F. C. (2013, July 31–August 2). Chair. [Board of Scientific Affairs Master Lecture (Presenter – Alex Martin)]. American Psychological Association Annual Meeting, Honolulu, HI, United States.
- Worrell, F. C. (2013, November 15–18). Panelist. In R. F. Subotnik (Chair), *Capitalizing on competition: Does it bring out the best? A continuing conversation* [Panel discussion]. National Association for Gifted Children Annual Meeting, Indianapolis, IN, United States.
- Worrell, F. C. (2013, November 15–18). Panelist. In J. L. Jolly & A. E. Robinson (Chairs), *Decades with a difference: How influential thinkers moved the field forward* [Panel discussion]. National Association for Gifted Children Annual Meeting, Indianapolis, IN, United States.
- Mello, Z. R., Saxon, A., Wiggers, I., & Worrell, F. C. (2014, March 20–22). *Comparing runaway and non-runaway adolescents on time perspective, risky- behavior, and optimism* [Poster presentation]. Society for Research on Adolescence Biennial Meeting, Austin, TX, United States.
- Mello, Z. R., Jaramillo, J., & Worrell, F. C. (2014, March 20–22). *Ethnic identity, discrimination, and psychological well-being in Native American adolescents* [Poster presentation]. Society for Research on Adolescence, Austin, TX, United States.
- Olszewski-Kubilius, P., Subotnik, R. F., & Worrell, F. C. (2014, April 4–8). A schism misconceived: An example of how psychological science can contribute to K–12 gifted services. In J. A. Plucker (Chair), *Perspectives on the role of and relationship between gifted education in research and in K–12 schools* [Symposium]. American Educational Research Association Annual Meeting, Philadelphia, PA, United States.
- Worrell, F. C. (2014, April 4–8). Discussant. In D. Conrad (Chair), *Educational research in less resourced communities: Identities, Exploring perspectives* [Symposium]. American Educational Research Association Annual Meeting, Philadelphia, PA, United States.
- Worrell, F. C. (2014, April 4–8). Panelist. In W. Camara & S. Lane (Co-Chairs), *Standards for Educational and Psychological Testing: Major changes and implications for users* [Symposium]. American Educational Research Association Annual Meeting, Philadelphia, PA, United States.
- Andretta, J. R., Worrell, F. C., Ramirez, A. R., Barnes, M. E., Odom, T., Brim, S., & Woodland, M. H. (2014, May 22–24) The effects of racial identity and priming minority group membership on psychological screening in African Americans with juvenile court contact. In F. C. Worrell (Chair), *Priming, racial identity, and stereotypes in minority populations* [Symposium]. Association for Psychological Science Annual Meeting, San Francisco, CA, United States.
- Mello, Z. R., Oladipo, S., Bowen, K. D., Anton, L., & Worrell, F. C. (2014, May 22–24). *A cross-cultural examination of time perspective in America and Nigeria* [Poster presentation]. Association for Psychological Science Annual Meeting, San Francisco, CA, United States.
- ¹Dixon, D. D., Keltner, D., Worrell, F. C., & Mello, Z. R. (2014, May 22–24). *The magic of hope: Mediator of the relationship between SES and GPA* [Poster presentation]. Association for Psychological Science Annual Meeting, San Francisco, CA, United States.

PRESENTATIONS (con't)

National/International Conferences (con't)

- ¹Ling, S. C., Xu, H., Worrell, F. C., & Mello, Z. R. (2014, May 22–24). *Introducing the Chinese version of the Adolescent Time Attitude Scale (ATAS)* [Poster presentation]. Association for Psychological Science Annual Meeting, San Francisco, CA, United States.
- ¹Velasquez, L. M., ¹Dixson, D. D., Worrell, F. C., & Mello, Z. R. (2014, May 22–24). *Does social desirability affect time perspective scores* [Poster presentation]? Association for Psychological Science Annual Meeting, San Francisco, CA, United States.
- Worrell, F. C. (2014, May 22–24). Chair. *Priming, racial identity, and stereotypes in minority populations* [Symposium]. Association for Psychological Science Annual Meeting, San Francisco, CA, United States.
- Worrell, F. C. (2014, May 22–24). Racial identity profiles and psychological vulnerability. In F. C. Worrell (Chair), *Priming, racial identity, and stereotypes in minority populations* [Symposium]. Association for Psychological Science Annual Meeting, San Francisco, CA, United States.
- Worrell, F. C., Andretta, J. R., & Woodland, M. H. (2014, May 22–24). *CRIS scores and profiles in African American adolescents involved with juvenile justice* [Poster presentation]. Association for Psychological Science Annual Meeting, CA, United States.
- Worrell, F. C., Rasmussen, L. N., Thomas, H. A., Au-Yeung, H., Lee, A. J., Tuita, A. R. R., Unga, S., Costantino, M. L., Thompson, L. M., Alfred, B. C., & Miller, R. M. (2014, May 22–24). *Education assessment in the Pacific: Empowering one nation to help others* [Poster presentation]. Association for Psychological Science Annual Meeting, San Francisco, CA, United States.
- Buhl, M., Mello, Z. R., Kuhn, H-P, & Worrell, F. C. (2014, July 29–August 1). *Time perspective and political orientation in adolescence* [Paper presentation]. International Conference on Time Perspective Biennial Meeting, Warsaw, Poland.
- Mello, Z. R., Oladipo, S., & Worrell, F. C. (2014, July 29–August 1). *Time relation in American and Nigerian adolescents and young adults* [Poster presentation]. International Conference on Time Perspective Biennial Meeting, Warsaw, Poland.
- Mello, Z. R., Rashid, K., Worrell, F. C., & Fathi, F. (2014, July 29–August 1). *Validating Adolescent Time Attitude scores (ATAS) in a sample of Iranian adolescents* [Poster presentation]. International Conference on Time Perspective Biennial Meeting, Warsaw, Poland.
- Worrell, F. C. (2014, August 7–10). Chair. [Board of Scientific Affairs Master Lecture (Presenter – Nancy Eisenberg)]. American Psychological Association Annual Meeting, Washington, DC, United States.
- Worrell, F. C. (2014, August 7–10). Chair. [Board of Scientific Affairs Master Lecture (Presenter – David A. Kenny)]. American Psychological Association Annual Meeting, Washington, DC, United States.
- Worrell, F. C. (2014, August 7–10). Validity, reliability/precision, and educational testing. In N. T. Tippins (Chair), *Overview of the 2014 Standards for Educational and Psychological Testing* [Symposium]. American Psychological Association Annual Meeting, Washington, DC, United States.
- Worrell, F. C. (2014, August 7–10). The vision of William E. Cross, Jr.: The revision and expansion of the nigrescence model. In B. J. Vandiver, (Chair), *Forty years of Cross' theory of nigrescence: It's impact on the past, the present, and the future* [Symposium]. American Psychological Association Annual Meeting, Washington, DC, United States.
- Worrell, F. C., Watkins, M. W., & Hall, T. E. (2014, November 11–14). *Enhancing school psychology practice in Trinidad and Tobago* [Paper presentation]. Caribbean Regional Conference of Psychology Biennial Meeting, Paramaribo, Suriname.
- Worrell, F. C. (2015, January 15–16). Discussant. In M. Bullock (Chair), *Psychology without borders: Exploring international competencies for science, service, training, and policy* [Symposium]. National Multicultural Conference and Summit Biennial Meeting (Psychology Without Borders: Reflecting Within, Reaching Out), Atlanta, GA, United States.
- Worrell, F. C., Rubie-Davies, C., Webber, M., ¹Alansari, M., & Watson, P. (2015, January 15–16). *The Cross Scale of Social Attitudes: Assessing cultural identities in New Zealand* [Poster presentation]. National Multicultural Conference and Summit Biennial Meeting (Psychology Without Borders: Reflecting Within, Reaching Out), Atlanta, GA, United States.
- Worrell, F. C., Vandiver, B. J., Cross, W. E. Jr., & Fhagen-Smith, P. E. (2015, January 15–16). *Introducing the Cross Scale of Social Attitudes (CSSA): Assessing identities across ethnic groups* [Poster presentation]. National Multicultural Conference and Summit Biennial Meeting (Psychology Without Borders: Reflecting Within, Reaching Out), Atlanta, GA, United States.

PRESENTATIONS (con't)

National/International Conferences (con't)

- Buhl, M., Mello, Z. R., Kuhn, H. P., & Worrell, F. C. (2015, March 19–21). *Time perspective and self-regulated learning in German adolescents*. In Z. R. Mello and M. Buhl (Co-Chairs), *International studies on time perspective: How thoughts about the past, the present, and the future predict adolescent outcomes* [Poster Symposium]. Society for Research on Child Development Biennial Meeting, Philadelphia, PA, United States.
- McDermott, P. A., ¹Rhoad, A., ¹Chao, J., Watkins, M. W., Worrell, F. C., & Hall, T. E. (2015, March 19–21). *Trinidad and Tobago: National standardization, scaling, and validation of Adjustment Scales for Children and Adolescents* [Poster presentation]. Society for Research on Child Development Biennial Meeting, Philadelphia, PA, United States.
- Andretta, J. R., & Worrell, F. C. (2015, March 19–21). Time attitude profiles in academically talented American adolescents. In Z. R. Mello and M. Buhl (Co-Chairs), *International studies on time perspective: How thoughts about the past, the present, and the future predict adolescent outcomes* [Poster Symposium]. Society for Research on Child Development Biennial Meeting, Philadelphia, PA, United States.
- Mello, Z. R., ¹Jaramillo, J., & Worrell, F. C. (2015, March 19–21). *Ethnic identity, stereotype threat, and academic achievement in Native American adolescents* [Poster presentation]. Society for Research on Child Development Biennial Meeting, Philadelphia, PA, United States.
- Worrell, F. C., Mello, Z. R., & International Collaborators. (2015, March 19–21). Validating Adolescent Time Inventory-Time Attitude scores in samples from eight, no ten countries. In Z. R. Mello & M. Buhl (Co-Chairs), *International studies on time perspective: How thoughts about the past, the present, and the future predict adolescent outcomes* [Poster Symposium]. Society for Research on Child Development Biennial Meeting, Philadelphia, PA, United States.
- Bulakowski, P. F., & Worrell, F. C. (2015, April 16–20). *Learning experiences in a hybrid, “flipped classroom” versus a face-to-face only classroom* [Paper presentation]. American Educational Research Association Annual Meeting, Chicago, IL, United States.
- McDermott, P. A., ¹Rhoad, A., ¹Chao, J., Watkins, M. W., Worrell, F. C., & Hall, T. E. (2015, April 16–20). *Trinidad and Tobago: National standardization, scaling, and validation of Adjustment Scales for Children and Adolescents* [Poster presentation]. American Educational Research Association Annual Meeting, Chicago, IL, United States.
- Merino Soto, C. A., Worrell, F. C., Mendoza-Denton, R., & Mello, Z. R. (2015, July 12–16). *Adolescent Time Inventory (ATI): Estudio piloto de una escala de perspectiva del tiempo para adolescentes* [Paper presentation]. Thirty-fifth Annual Interamerican Congress of Psychology, Lima, Perú.
- Vandiver, B. J., Worrell, F. C., & Chavez- Korell, C. (2015, August 6–9). *Presenting the Cross Racial Identity Scale–II (CRIS II)* [Poster presentation]. American Psychological Association Annual Meeting, Toronto, Canada.
- Worrell, F. C. (2015, August 6–9). Is the expanded nigrescence model useful or just new? In B. J. Vandiver (Chair), *Does it matter which nigrescence theory to use: Original versus expanded* [Symposium]? American Psychological Association Annual Meeting, Toronto, Canada.
- Worrell, F. C. (2015, August 6–9). Chair. [Board of Scientific Affairs Master Lecture (Presenter – Fritz Drasgow)]. American Psychological Association Annual Meeting, Toronto, Canada.
- Worrell, F. C. (2015, August 6–9). Chair. [Board of Scientific Affairs Master Lecture (Presenter – Arthur P. Shimamura)]. American Psychological Association Annual Meeting, Toronto, Canada.
- Worrell, F. C. (2016, February 10–13). Panelist. In C. L. Frisby (Chair), *35 years after Larry P.: Implications for school psychology* [Symposium]. National Association of School Psychologists Annual Meeting, New Orleans, LA.
- Subotnik, R. F., Jurisevic, M., Worrell, F. C., & Fülöp, M. (2016, March 2–5). *Talents in motion: Encouraging the gifted in the context of migration and intercultural exchange*. In M. Fülöp (Chair), *Competition and the highly gifted* [Symposium]. European Council for High Ability Biennial Meeting, Vienna, Austria.
- Worrell, F. C., & Coalition for High Performance Psychology. (2016, March 2–5). The role of competition in outstanding performance. In M. Fülöp (Chair), *Competition and the highly gifted* [Symposium]. European Council for High Ability Biennial Meeting, Vienna, Austria.

PRESENTATIONS (con't)

(¹ student, advisee, or postdoc at time of submission)

National/International Conferences (con't)

- Walker, E., Solis, G., Finan, L. Mello, Z. R., & Worrell, F. C. (2016, March 31–April 2). *Time relation in runaway and non-runaway adolescents* [Poster presentation]. Society for Research on Adolescence Biennial Meeting, Baltimore, MD, United States.
- Rhoad, A. M., McDermott, P. A., Chao, J. L., Watkins, M. W., Worrell, F. C., & Hall, T. E. (2016, April 8–12). *Parental perspectives on psychological adjustment: A national measurement study in Trinidad and Tobago* [Roundtable presentation]. American Educational Research Association Annual Meeting, Washington, DC, United States.
- Worrell, F. C. (2016, April 8–12). Chair. *University-district partnerships to create excellent and equitable schools for underserved students: A conversation about promise and challenge* [Presidential session]. American Educational Research Association Annual Meeting, Washington, DC, United States.
- Worrell, F. C. (2016, April 8–12). Discussant. *Leveraging non-empirical quantitative analysis for theory development and exploration: A new paradigm for giftedness research* [Symposium]. American Educational Research Association Annual Meeting, Washington, DC, United States.
- McDermott, P. A., Rhoad, A. M., Chao, J. L., Watkins, M. W., Worrell, F. C., & Hall, T. E. (2016, July 1–4). *Contextual dimensionality of classroom behavior disturbances across Trinidad and Tobago* [Paper presentation]. International Test Commission Biennial Meeting, Vancouver, Canada.
- Worrell, F. C. (2016, August 4–7). Discussant. In M. Z. Anderson (Chair), *School-based interventions – Mental health and cultural competency in urban school systems* [Symposium]. American Psychological Association Annual Meeting, Denver, CO, United States.
- Mello, Z. R., Worrell, F. C., & Buhl, M. (2016, August 15–19). *Tension in time perspective: Current debates in the field* [Paper presentation]. International Conference on Time Perspective Biennial Meeting, Copenhagen, Denmark.
- McKay, M. T., & Worrell, F. C. (2016, August 15–19). *Ongoing conceptual and measurement issues within temporal psychology* [Paper presentation]. International Conference on Time Perspective Biennial Meeting, Copenhagen, Denmark.
- Worrell, F. C. (2016, August 15–19). Measuring time attitudes across cultures. In Y. Chishima, R. Ishii, & Z. R. Mello (Co-Chairs), *Cross-cultural considerations for time attitudes: Perspectives from the United States, Germany, and Japan* [Symposium]. International Conference on Time Perspective Biennial Meeting, Copenhagen, Denmark.
- Şahin Baltacı, H., O., Worrell, F. C., & Mello, Z. R. (2016, September 15–18). *Psychometric properties of Turkish Adolescent Time Inventory-Time Attitude (ATI-TA) scores* [Poster presentation]. European Association for Research on Adolescence Biennial Meeting, La Barrosa, Spain.
- ¹Youngquist, A. L., ¹Solis, G. M., ¹Kaur, M., Mello, Z. R., & Worrell, F. C. (2016, September 15–18). *Adolescent time orientation as a predictor of substance use on school property* [Poster presentation]. European Association for Research on Adolescence Biennial Meeting, La Barrosa, Spain.
- Wai, J., & Worrell, F. C. (2016, November 3–6). *Helping financially disadvantaged and spatially talented students: An empirically based strategy to help level the playing field* [Paper presentation]. National Association for Gifted Children Annual Meeting, Orlando, FL, United States.
- Worrell, F. C., & McFarlane, T. A. (2016, November 7–11). *Assessing nigrescence beyond the US: Black racial identity in Jamaica* [Paper presentation]. Caribbean Regional Conference of Psychology Biennial Meeting (“Promoting Caribbean Health with Multiculturalism and Multilingualism: Challenges and Opportunities”), Port au Prince, Haiti.
- Worrell, F. C., Mendoza-Denton, R., & ¹Wang, A. (2017, January 4–6). *Introducing the Cross Ethnic-Racial Identity Scale-Adult* [Poster presentation]. National Multicultural Conference and Summit Biennial Meeting, Portland, OR, United States.
- Chao, J. L., McDermott, P. A., Watkins, M. W., Rhoad-Drogalis, A., Worrell, F. C., & Hall, T. E. (2017, April 6–8). *Parental assessment of student sociobehavioral adjustment: An exploratory item response theory approach in Trinidad and Tobago* [Paper presentation]. Society for Research on Child Development Biennial Meeting, Austin, TX, United States.
- Chao, J. L., McDermott, P. A., Rhoad-Drogalis, A., Watkins, M. W., Worrell, F. C., & Hall, T. E. (2017, April 27–May 1). *Approaches to learning among schoolchildren in Trinidad and Tobago: National scales of differential learning behaviors* [Paper presentation]. American Educational Research Association Annual Meeting, San Antonio, TX, United States.

PRESENTATIONS (con't)

(¹ student, advisee, or postdoc at time of submission)

National/International Conferences (con't)

- ¹Roberson, C. C. B., Dixon, D. D., & Worrell, F. C. (2017, April 27–May 1). *The psychosocial keys to achievement: Examining achievement and psychosocial variables in high achieving African Americans* [Paper presentation]. American Educational Research Association Annual Meeting, San Antonio, TX, United States.
- Worrell, F. C. (2017, April 27–May 1). The need for test validity evidence in research: Evidence from the literature. In J. L. Herman (Chair), *The science of measurement: Using testing standards to increase research validity* [Symposium]. American Educational Research Association Annual Meeting, San Antonio, TX, United States.
- Dixon, D. D., Worrell, F. C., Rigney, A. M., Niemasik, M. A., & Mello, Z. R. (2017, May 25–28). *Profiles of hope: How clusters of hope relate to school variables* [Poster presentation]. Association for Psychological Science Annual Meeting, Boston, MA, United States.
- Miller, R. M., Worrell, F. C., Silva, L. I., Waite, S., Ng, W. Y., Leung, C. M., Anihia, H., & Brieden, M. (2017, May 25–28). *Native language versus language of instruction: A comparative study of Fijian primary schools* [Poster presentation]. Association for Psychological Science Annual Meeting, Boston, MA, United States.
- Andretta, J. R., Worrell, F. C., Ramirez, A. M., Barnes, M. E., & Woodland, M. H. (2017, August 3–6). *The Adolescent Prosocial Behavior Scale: For use in forensic evaluations with African Americans*. In J. R. Andretta (Chair), *Youth involved in the legal system* [Symposium]. American Psychological Association Annual Meeting, Washington, DC, United States.
- Potter, A., Cowan, P., & Worrell, F. C. (2017, August 3–6). *Adult Exploration Support Schema: Validation of a new adult-father measure* [Poster presentation]. American Psychological Association Annual Meeting, Washington, DC.
- Vandiver, B. J., Worrell, F. C., Mendoza-Denton, R., Cross, W. E., Jr., & Fhagen-Smith, P. E. (2017, August 3–6). *Measuring racial salience in the Cross-Racial Identity Scale* [Poster presentation]. American Psychological Association Annual Meeting, Washington, DC, United States.
- Worrell, F. C. (2017, August 3–6). Discussant. In W. Pfohl (Chair), *Internationalizing school-based research and practice—Practical suggestions and lessons learned* [Symposium]. American Psychological Association Annual Meeting, Washington, DC, United States.
- Worrell, F. C. (2017, August 3–6). Implications for future development and career trajectory for Master's degree graduates. In A. T. Dailey (Chair), *Summit on Master's training in psychological practice—Current and future status* [Symposium]. American Psychological Association Annual Meeting, Washington, DC, United States.
- Dixon, D. D., Worrell, F. C., & Andretta, J. R. (2017, November 9–12). *Giftedness and positive emotions inside the classroom* [Roundtable presentation]. National Association for Gifted Children Annual Meeting, Charlotte, NC, United States, United States.
- Gaesser, A., Gubbins, J. E., Hébert, T., Kettler, T., Makel, M. C., Paek, S. H., Peterson, J., Snyder, K., Swanson, J. D., & Worrell, F. C. (2017, November 9–12). *Addressing the needs of today's gifted students: Putting research into practice* [Conference session]. National Association for Gifted Children, Charlotte, NC, United States.
- Wai, J., Kanaya, T., & Worrell, F. C. (2017, November 9–12). *An historical test score trend may be reversing that could negatively impact already underrepresented gifted kids* [Roundtable presentation]. National Association for Gifted Children Annual Meeting, Charlotte, NC, United States.
- Niemasik, M. A., Dixon, D. D., & Worrell, F. C. (2018, February 13–16). *Achievement and psychosocial outcomes of gifted students making their own choice* [Poster presentation]. National Association of School Psychologists Annual Meeting, Chicago, IL, United States.
- Murillo, M. A., & Worrell, F. C. (2018, April 13–17). *College week: Preparing first-generation students for the transition to postsecondary education* [Paper presentation]. American Educational Research Association annual meeting, New York, NY.

PRESENTATIONS (con't)

(¹ student, advisee, or postdoc at time of submission)

National/International Conferences (con't)

- Subotnik, R. F., Worrell, F. C., Plucker, J. A., Olszewski-Kubilius, P., & Foley-Nicpon, M. (2018, April 29–May 1). *Competition's role in developing psychological strength* [Paper presentation]. 12th Henry B. & Jocelyn Wallace National Research & Policy Symposium on Talent Development, Baltimore, MD, United States.
- Ling, S. C., & Worrell, F. C. (2018, May 24–27). *Development and validation of the Singapore Secondary Mathematics Self-Efficacy Scale* [Poster presentation]. Association for Psychological Science Annual Meeting, San Francisco, CA, United States.
- Worrell, F. C., Merino Soto, C., Mello, Z. R., & Mendoza-Denton, R. (2018, May 24–27). *Examining Adolescent and Adult Time Inventory (AATI) scores in Peru* [Poster presentation]. Association for Psychological Science Annual Meeting, San Francisco, CA, United States.
- Worrell, F. C., Yacob, E. T., Bezabih, B. M., & Mello, Z. R. (2018, May 24–27). *Examining Adolescent and Adult Time Inventory (AATI) scores in Ethiopia* [Poster presentation]. Association for Psychological Science Annual Meeting, San Francisco, CA, United States.
- Froiland, J. M., Worrell, F. C., & Oh, H. (2018, July 25–28). *Teachers supporting basic psychological needs as an effective path toward motivation, achievement, and happiness* [Paper presentation]. International school Psychology Association Annual Meeting, Tokyo, Japan.
- Jurišević, M. & Worrell, F. C. (2018, August 8–11). *Differences in personality and coping strategies between gifted and non-gifted students in Slovenia* [Paper presentation]. European Council for High Ability Biennial Meeting, Dublin, Ireland.
- Torkar, G., Gobner, F., Krzywosz-Rynkiewicz, B., Worrell, F. C., & Jurišević, M. (2018, August 8–11). *Gifted students' attitudes toward environment and society* [Paper presentation]. Council for High Ability Biennial Meeting, Dublin, Ireland.
- Worrell, F. C., Olszewski-Kubilius, P., & Subotnik (2018, August 8–11). Competition among gifted students in academic contexts. In M. Fülöp (Chair), *Competition revisited*. Symposium presented at the 16th biennial conference of the European Council for High Ability. Dublin, Ireland.
- Worrell, F. C. (2018, August 9–12). Discussion Facilitator. In R. Sperling, P. Van Meter, R. F. Subotnik, & C. Malone (Co-Chairs), *Applying psychological science to teaching, learning and well-being in schools* [Conference session]. American Psychological Association Annual Meeting, San Francisco, CA, United States.
- Worrell, F. C. (2018, August 9–12). Lack of commitment in the midst of plenty: America's educational crisis. In C. E. Hostinar & J. R. Swartz (Co-Chairs), *Early career psychologists leading psychology: Your vision, opportunities, and next steps* [Symposium]. American Psychological Association Annual Meeting, San Francisco, CA, United States.
- Worrell, F. C. (2018, August 9–12). Leadership in the academy: Opportunities and costs for individuals from diverse backgrounds. In H. L. Coons & L. Buckman (Co-Chairs), *Developing an integrated, multilevel understanding of the consequences of poverty for children* [Symposium]. American Psychological Association Annual Meeting, San Francisco, CA, United States.
- Worrell, F. C., Ling, S. C., Andretta, J. R., & Mello, Z. R. (2018, August 27–31). *Comparing time attitude clusters and time attitude latent profiles* [Paper presentation]. International Conference on Time Perspective Biennial Meeting, Nantes, France.
- Worrell, F. C., Jurišević, M., Andretta, J. R., & Mello, Z. R. (2018, August 27–31). *Time attitudes, the Big Five, and coping in Slovenian adolescents* [Paper presentation]. International Conference on Time Perspective Biennial Meeting, Nantes, France.
- Worrell, F. C., Ling, S. C., & Mello, Z. R. (2018, August 27–31). *Examining Adolescent and Adult Time Inventory-Time Attitude scores in Singapore* [Poster presentation]. International Conference on Time Perspective Biennial Meeting, Nantes, France.

PRESENTATIONS (con't)

(¹ student, advisee, or postdoc at time of submission)

National/International Conferences (con't)

- Juriševič, M., Krek, J., Rostohar, G., Torkar, G., Vogrinc, J., Žerak, U., & Worrell, F. C. (2018, December 18). *Osebnostne naravnosti nadarjenih mladostnikov v odnosu do časa, okolja in družbe ter lastnega učnega razvoja: predstavitev raziskovalnih izsledkov* [Personal attitudes of gifted adolescents in relation to time, environment and society and their own learning development: presentation of research findings (Paper presentation)]. Centre for Research and Promotion of Giftedness Annual Meeting, Faculty of Education, University of Ljubljana, Ljubljana, Slovenia.
- Cui, D., & Worrell, F. C. (2019, April 5–9). *Immigrant minority youth in the US and Canada: Listening to ignored voices* [Paper presentation]. American Educational Research Association Annual Meeting, Toronto, Ontario, Canada.
- Cui, D., & Worrell, F. C. (2019, April 5–9). *Rethinking the symbolic violence of media in a “post-truth” era* [Paper presentation]. American Educational Research Association Annual Meeting, Toronto, Ontario, Canada.
- Worrell, F. C. (2019, April 5–9). Discussant. In K. Lamb (Chair), *Truth and consequences: Different reference groups in gifted identification* [Symposium]. American Educational Research Association Annual Meeting, Toronto, Ontario, Canada.
- Cui, D., & Worrell, F. C. (2019, April 14–18). *The common integration issues that immigrant minority youth faced in the US and Canada* [Paper presentation]. Comparative and International Education Society Annual Meeting, San Francisco, CA, United States.
- Cui, D., & Worrell, F. C. (2019, June 2–5). *Racialized habitus and immigrant/minority youth* [Paper presentation]. Canadian Society for the Study of Education Annual Meeting, Vancouver, BC, Canada.
- Juriševič, M., & Worrell, F. C. (2019, July 2–5). *Socio-emotional characteristics of gifted adolescents: Self-concept, personality, cognitive coping, and perfectionism* [Paper presentation]. European Congress of Psychology Biennial Meeting, Moscow, Russia.
- Worrell, F. C. (2019, July 9–12). Psychometric guidelines for choosing social-emotional learning (SEL) assessments: Seeking input from the field. In T. Bowles (Chair), *Implementing and evaluating social emotional learning programs* [Symposium]. International School Psychology Association Annual Meeting, Basel, Switzerland.
- Wai, J., Anderson, S., Perina, K., Worrell, F. C., & Chabris, C. F. (2019, July 11–13). *How intelligent and educated are the American elite? A study of 26,000 U.S. leaders across 30 sectors* [Paper presentation]. International Society for Intelligence Research Annual Meeting, Minneapolis, MN, United States.
- Worrell, F. C. (2019, July 24–28). Giftedness and eminence: Clarifying the relationship. In R. F. Subotnik (Chair), *Achieving eminence: What's known? What still needs to be known? Does it matter for our field* [Symposium]? World Council for Gifted and Talented Children 23rd Biennial Conference, Nashville, TN, United States.
- Worrell, F. C., Andretta, J. R., & Juriševič, M. (2019, July 24–28). *Time attitude profile differences in personality, perfectionism, coping, and environmental concerns in gifted adolescents in Slovenia* [Conference session]. World Council for Gifted and Talented Children 23rd Biennial Conference, Nashville, TN, United States.
- Worrell, F. C. (2019, August 8–11). Discussant. In C. M. Malone & R. F. Subotnik (Co-Chairs), *Applying psychological science to address racial/ethnic disparities in PK–12 education* [Symposium]. American Psychological Association 127th Annual Meeting, Chicago, IL, United States.
- Worrell, F. C. (2019, August 8–11). Discussant. In S. D. McMahon (Chair), *Understanding and addressing school violence: Multiple perspectives, experiences, and professional development* [Symposium]. American Psychological Association 127th Annual Meeting, Chicago, IL, United States.
- Wai, J., Anderson, S., Perina, K., Worrell, F. C., & Chabris, C. F. (2019, November 7–10). *Academic giftedness and high performance: A study of 26,000 top achievers in 30 fields* [Conference session]. National Association for Gifted Children 66th Annual Meeting, Albuquerque, NM, United States.

PRESENTATIONS (con't)

(¹ student, advisee, or postdoc at time of submission)

National/International Conferences (con't)

- Wilson, H., Synder, K., McBee, M., K., Peters, S., & Worrell, F. C. (2019, November 7–10). *Confronting pseudoscience in gifted education* [Conference session]. National Association for Gifted Children 66th Annual Meeting, Albuquerque, NM, United States.
- Olszewski-Kubilius, P., Worrell, F. C., & Calvert, E. (2019, November 7–10). *Implementing a talent development framework for giftedness in supplemental programming* [Conference session]. National Association for Gifted Children 66th Annual Meeting, Albuquerque, NM, United States.
- Cui, D., & Worrell, F. C. (2020, April 17–21). *Educational struggles of immigrant/minority students in California: Suggestions for organizational stakeholders* [Roundtable session]. American Educational Research Association Annual Meeting, San Francisco, CA, United States [**Conference cancelled**]. <http://tinyurl.com/ru8oz65>
- Preckel, F., Golle, J., Grabner, R. H., Jarvin, L., Kozbelt, A., Müllensiefen, D., Olszewski-Kubilius, P. M., Subotnik, R. F., Schneider, W., Volk, M., & Worrell, F. C. (2020, April 17–21). *Talent development in achievement domains: A psychological framework for within and cross-domain research* [Symposium]. Accepted for presentation at the American Educational Research Association Annual Meeting, San Francisco, CA, United States [**Conference cancelled**]. <http://tinyurl.com/suuq37q>
- Wai, J., Anderson, S., Perina, K., Worrell, F. C., & Chabris, C. F. (2020, April 17–21). *Academic giftedness and high performance: A study of 26,000 top achievers in 30 fields* [Paper presentation]. American Educational Research Association Annual Meeting, San Francisco, CA, United States [**Conference cancelled**]. <http://tinyurl.com/v6e8wkv>
- Worrell, F. C. (2020, April 17–21). (Discussant). In J. L. Jolly (Chair), *Interventions to identify and serve high-achieving students with economic need* [Symposium]. American Educational Research Association Annual Meeting, San Francisco, CA, United States [**Conference cancelled**].
- ¹Goyal, S., & Worrell, F. C. (2020, June 1–September 1). *The association of mental health and social emotional constructs with academic achievement* [Virtual poster presentation]. Association for Psychological Science Annual Meeting, Chicago, IL, United States [**Conference cancelled**].
- ¹Ahrens, I., ¹Aronson, S., ¹Carlos, E. G., ¹Faraci, N., ¹Luo, H., ¹Spence, J., & Worrell, F. C. (2021, May 26–27). *Extracurricular activity participation and attitudes towards academics among gifted and talented students* [Poster presentation]. Association for Psychological Science Annual Meeting, United States
- ¹Bessette, M., ¹Chang, V., ¹Lee, J. Y., ¹Navas, J., ¹Saldivar, N., & Worrell, F. C. (2021, May 26–27). *Perfectionism in a sample of secondary school students in Trinidad* [Poster presentation]. Association for Psychological Science Annual Meeting, United States
- ¹Carlos, E. G., & Worrell, F. C. (2021, May 26–27). *Evidence in support of Cross Ethnic-Racial Identity Scale – Adult (CERIS-A) scores in Filipino American adults* [Poster presentation]. Association for Psychological Science Annual Meeting, United States
- ¹Miller, Q., Worrell, F. C., Vandiver, B. J., Fhagen, P. E., & Cross, W. E., Jr. (2021, May 26–27). *Latent profile analysis of the Cross Ethnic-Racial Identity Scale-Youth* [Poster presentation]. Association for Psychological Science Annual Meeting, United States.
- Worrell, F. C., ¹Agarwal, A., ¹Ahrens, I., ¹Aronson, S., ¹Carlos, E. G., ¹Chu, R., ¹Faraci, N., ¹Gelgoot, E. S., ¹Golshirazi, M., ¹Holiday, D., ¹Longtin, M., ¹Luo, H., ¹Mejia, F. B., ¹Miller, Q., ¹Spence, J., ¹Stevens, D., ¹Greenstein, J., & ¹Stomski, M. (2021, May 26–27). *Validity evidence supporting a revised Other Group Orientation Scale* [Poster presentation]. Association for Psychological Science Annual Meeting, United States.
- Dixon, D. D., & Worrell, F. C. (2021, July 12–16). *Correlates of hope in academically talented youth* [Paper presentation]. Fifth International Conference on Time Perspectives, Vilnius, Lithuania.
- Worrell, F. C., & Mello, Z. R. (2021, July 12–16). The Zimbardo Time Perspective Inventory: Contributions to the field. In E. C. Temple (Chair), *Time perspective measurement: Current issues and future directions* [Symposium]. Fifth International Conference on Time Perspective, Vilnius, Lithuania.
- Howard, K. A. S., Worrell, F. C., Curby, T. W., Subotnik, R. F., & Khalid, M. (2021, July 18–23). *Top 20 principles from psychology for PreK–12 teaching and learning*. [Virtual presentation]. Thirty-second International Congress of Psychology, Originally scheduled for Prague, Czechia.

PRESENTATIONS (con't)

(¹ student, advisee, or postdoc at time of submission)

National/International Conferences (con't)

- Worrell, F. C., Subotnik, R. F., & Olszewski-Kubilius, P. (2021, July 31–August 1, August 7–August 8). What is gatekeeping and why is it important? In P. Olszewski-Kubilius (Moderator) & R. F. Subotnik (Convenor), *Gatekeepers in talent development: Deciders of who gets in and who gets out* [Panel discussion]. World Council for Gifted and Talented Children 24th Biennial Conference (Virtual).
- Worrell, F. C. (2021, August 12–14). Bias and fairness in testing. In S. E. Woo (Chair), *Testing in school admissions: Issues of bias, fairness, and practical utility* [Symposium]. American Psychological Association 129th Annual Meeting (Virtual).
- ¹Luo, H., ¹Yu, K. A., & Worrell, F. C. (2021, August 12–14). *Ethnic-racial identity and adolescent outcomes: A latent profile analysis* [Poster presentation]. American Psychological Association 129th Annual Meeting (Virtual).
- Vandiver, B. J., Chavez-Korell, S., Worrell, F. C., Fhagen, P., & Cross, W. E., Jr. (2021, August 12–14). *Cluster patterns and predictions of Black racial identity using the CRIS II* [Poster presentation]. American Psychological Association 129th Annual Meeting (Virtual).
- Worrell, F. C. (2021, August 12–14). Blaming the tests: Fundamental misunderstandings of bias and fairness. In S. E. Woo (Chair), *Testing in school admissions: Issues of bias, fairness, and practical utility* [Symposium]. American Psychological Association 129th Annual Meeting (Virtual).
- Worrell, F. C. (2021, August 12–14). The Flynn effect: Ignored or invisible in school psychology. In S. J. Ceci (Chair), *Remembrances of James R. Flynn* [Symposium]. American Psychological Association 129th Annual Meeting (Virtual).
- Worrell, F. C. (2021, August 31–September 3). Eminent performers and producers: The gifted among the gifted. In R. F. Subotnik (Chair), *The path to eminence: New perspectives on talent development and creativity* [Symposium]. European Council for High Ability 17th Biennial Conference, Porto, Portugal (Virtual).
- Worrell, F. C. (2021, August 31–September 3). (Chair). *High performance psychology: A new take on cultivating high abilities* [Symposium]. European Council for High Ability 17th Biennial Conference, Porto, Portugal (Virtual).
- Przepiórka, A., Blachnio, A., Jankowski, T., Mello, Z. R., & Worrell, F. C. (2022, July 5–8). *Polish Adolescent and Adult Time Inventory – Time Attitude Scale (AATI-TA-Polish)* [Poster presentation]. 17th European Congress of Psychology, Ljubljana, Slovenia.
- ¹Carlos, E., ¹Luo, H., Worrell, F. C., & Mello, Z. R. (2022, August 4–6). *Perceived gender and ethnic/racial barriers to college for adolescents* [Poster presentation]. American Psychological Association 130th Annual Meeting, Minneapolis, MN, United States.
- Grolnick, W. S., Heddy, B. C., & Worrell, F. C. (2022, August 4–6). *Misconceptions about motivation* [Poster presentation]. American Psychological Association 130th Annual Meeting, Minneapolis, MN, United States.
- ¹Luo, H., Worrell, F. C., & Mello, Z. R. (2022, August 4–6). *Hope as a mediator between ethnic-racial identity and expectation for discrimination* [Poster presentation]. American Psychological Association 130th Annual Meeting, Minneapolis, MN, United States.
- Worrell, F. C. (2022, August 4–6). Opening. In S. D. McMahon (Chair), *APA Task Force on Violence Against Educators and School Personnel: Crisis during COVID-19* [Symposium]. American Psychological Association 130th Annual Meeting, Minneapolis, MN, United States.
- Worrell, F. C. (2022, August 4–6). Chair, *Insider knowledge for high performance* [Symposium]. American Psychological Association 130th Annual Meeting, Minneapolis, MN, United States.
- Worrell, F. C. (2022, August 4–6). Discussant. In S. Graves (Chair), *Systemic racism requires systemic solutions: A multi-stakeholder discussion about college admissions* [Symposium]. American Psychological Association 130th Annual Meeting, Minneapolis, MN, United States.
- Olszewski-Kubilius, P., Subotnik, R. F., & Worrell, F. C. (2022, August 31–September 3). Co-chairs, *Sharing insider knowledge is important for equity in talent development* [Symposium]. European Council for High Ability 18th biennial conference (Empowering Every Talent Together: Creative Ways to Enable Personal Growth), The Hague, the Netherlands.

PRESENTATIONS (con't)

National/International Conferences (con't)

- Worrell, F. C., (2022, August 31–September 3). A personal retrospective via insider knowledge. In P. Olszewski-Kubilius, R. F. Subotnik, & F. C. Worrell (Co-chairs), *Sharing insider knowledge is important for equity in talent development* [Symposium]. European Council for High Ability 18th biennial conference (Empowering Every Talent Together: Creative Ways to Enable Personal Growth), The Hague, the Netherlands.
- Gerstner, C.-C. E., McDermott, P. A., Weiss, E. M., Rovine, M. J., Worrell, F. C. & Hall, T. E. (2022, September 10–15). *Contextual specificity in classroom adjustment: Latent profiles of primary school behavior problems in Trinidad and Tobago* [Paper presentation]. Fifty-second Kongress der Deutschen Gesellschaft für Psychologie (DGPs), Hildesheim, Germany.
- Dixon, D. D., & Worrell, F. C. (2022, November 17–20). Co-chairs, *Achieving equity in gifted education: A follow-up discussion to the 2022 GCQ special issue* [Conference session]. National Association for Gifted Children 69th Annual Convention, Indianapolis, IN, United States.
- Olszewski-Kubilius, P., Worrell, F. C., & Subotnik, R. F. (2022, November 17–20). What can we learn from niche talent areas. In D. P. Balestrini (Chair), *Outlier arts: Supporting gifted youth in their passion for regional forms of aesthetic talent* [Conference session]. National Association for Gifted Children 69th Annual Convention, Indianapolis, IN, United States.
- Worrell, F. C. (2023, April 13–15). Chair. *Centering the perspectives of school counselors and instructional leaders* (Roundtable session). American Educational Research Association Annual Convention, Chicago, IL, United States.
- Grolnick, W. S., Heddy, B. C., & Worrell, F. C. (2023, May 31–June 3). *Misconceptions about motivation* [Poster presentation]. Eighth International Self-Determination Theory Conference, Orlando, FL, United States.
- ¹Luo, H., ¹Lin, X., Yang, C., Cheung, R., & Worrell, F. C. (2023, July 5–8). *Latent profiles of school principals' efficacy beliefs and professional support: Association with secondary traumatic stress during the COVID-19 pandemic* [Paper presentation]. 44th Annual Conference of the International School Psychology Association, Bologna, Italy.
- Worrell, F. C. (2023, July 27–29). Discussant. In J. Wai (Chair), *Historical, global, multidisciplinary, current and future perspectives on giftedness and talent* [Symposium]. International Society for Intelligence Research Annual Meeting, Berkeley, CA, United States.
- McMahon, S. D., Anderman, E. M., Astor, R. A., Espelage, D. L. Martinez, A., Reddy, L. A., & Worrell, F. C. (2023, August 3–5). *Violence against educators and school personnel surrounding the COVID-19 pandemic: Rates, stress, and turnover* [Poster presentation]. American Psychological Association 131st Annual Meeting, Washington, DC, United States.
- Valido, A. Rivas-Koehl, M., Espelage, D. L. Robinson, L., Mirsen, R., Zhou, Z., Koonts, R. P., Clements, G., McMahon, S. D., Reddy, L. A., Astor, R. A., Anderman, E. M., Martinez, A., & Worrell, F. C. (2023, August 3–5). *The impact of policies on violence and turnover among LGBTQ+ elementary school teachers* [Paper presentation]. American Psychological Association 131st Annual Meeting, Washington, DC, United States.
- Worrell, F. C. (2023, November 9–12). Panelist. In M. Makel (Moderator), *“Let it go?” What to do if the word “gifted” is not an option* [Signature session]. National Association for Gifted Children Annual Meeting, Orlando, FL, United States.
- Worrell, F. C. (2023, November 9–12). *Making magical experiences: The reality behind productions and exhibitions* [Symposium]. National Association for Gifted Children Annual Meeting, Orlando, FL, United States.
- Cui, D., & Worrell, F. C. (2024, April 11–14). *Dismantling anti-Asian racism: A Canadian study* (Paper presentation). American Educational Research Association Annual Convention, Philadelphia, PA, United States.
- Gerstner, C.-C., McDermott, P. A., Leng, N., Kerzabi, E. A., Rovine, M. J., Worrell, F. C., & Hall, T. E. (2024, April 11–14). *Demographic differences in maladaptive behaviors among primary school students in Trinidad and Tobago* (Roundtable session). American Educational Research Association Annual Convention, Philadelphia, PA, United States.

PRESENTATIONS (con't)

National/International Conferences (con't)

- Perry, A. H., Reddy, L. A., Dudek, C. M., Martinez, A., McMahon, S. D., Anderman, E. M., Astor, R. A., Espelage, D. L., & Worrell, F. C. (2024, April 11–14). *How perceptions of active shooter drills relate to the safety and retention of K–12 educators* (Roundtable session). American Educational Research Association Annual Convention, Philadelphia, PA, United States.
- Worrell, F. C. (2024, April 11–14). Chair. *College student research experiences and outcomes: Multi-racial community, barriers to opportunity, resilience, and degree completion* (Graduate Student Research-in-Progress Roundtables). American Educational Research Association Annual Convention, Philadelphia, PA, United States.
- Worrell, F. C. (2024, April 11–14). Chair. *Critical issues in research measurement and methodology: Scale development, efficacy validation, and racial justice* (Graduate Student Research-in-Progress Roundtables). American Educational Research Association Annual Convention, Philadelphia, PA, United States.
- Worrell, F. C. (2024, April 11–14). Chair. *Pedagogy, multiliteracies, prosocial behavior, and critical thinking in Arts education* (Graduate Student Research-in-Progress Roundtables). American Educational Research Association Annual Convention, Philadelphia, PA, United States.
- Andretta, J. R., Rashid, K., & Worrell, F. C. (2024, May 23–26). The use of time attitude profiles as indicators of wellbeing among adolescents in Iran. In F. C. Worrell, (Chair), *Positive and negative time attitudes and adaptive functioning in four national contexts* (Symposium). Association for Psychological Science Annual Convention, San Francisco, CA, United States.
- Bayazitli, I., Mello, Z. R., & Worrell, F. C. (2024, May 23–26). Above and beyond personality: Time attitude and academic outcomes among adolescents from the United States. In F. C. Worrell, (Chair), *Positive and negative time attitudes and adaptive functioning in four national contexts* (Symposium). Association for Psychological Science Annual Convention, San Francisco, CA, United States.
- Carlos, E. G., & Worrell, F. C., (2024, May 23–26) *More than colonial mentality: Filipino American cultural identities* [Poster presentation]. Association for Psychological Science Annual Convention San Francisco, CA, United States.
- McKay, M. T., Clarke, M. C., Donnelly, P., & Worrell, F. C. (2024, May 23–26). An exploratory investigation of the relationship between psychiatric disorder and time attitudes in Irish adults. In F. C. Worrell, (Chair), *Positive and negative time attitudes and adaptive functioning in four national contexts* (Symposium). Association for Psychological Science Annual Convention, San Francisco, CA, United States.
- Oyanadel, C., Peñate, W., Flores, G., Pinto-Vigueras, J., & Worrell, F. C. (2024, May 23–26). Time attitudes, anxiety, and depression in Chilean college students. In F. C. Worrell, (Chair), *Positive and negative time attitudes and adaptive functioning in four national contexts* (Symposium). Association for Psychological Science Annual Convention, San Francisco, CA, United States.
- Worrell, F. C. (2024, May 23–26). Chair. *Positive and negative time attitudes and adaptive functioning in four national contexts* (Symposium). Association for Psychological Science Annual Convention, San Francisco, CA, United States.
- do Rego Leite, U., Worrell, F. C., Mello, Z. R., & Carelli, M. G. (2024, June 16–20). Measuring time attitudes in Brazil. In Z. R. Mello & M. Buhl (Co-Chairs), *It's about time: Advancing theory and measurement of time perspective in Brazil, Germany, and Portugal, and the United States* (Symposium). 27th Biennial Meeting of the International Society for the Study of Behavioural Development, Lisbon, Portugal.
- Worrell, F. C., Grolnick W. S., & Heddy, B. C. (2024, July 3–6). *Myths about motivation and how to combat them* [Paper presentation]. 45th Annual International School Psychology Conference, Riga, Latvia.
- Worrell, F. C. (2024, July 21–26). Focusing on health equity in children and youth. In G. M. Reed (Chair), *Changemakers: Psychology, health equity, Black mental health, and globality as a clinical stance*. Thirty-third International Congress of Psychology, Prague, Czechia.
- Carlos, E., & Worrell, F. C. (2024, August 8–10). *More than colonial mentality 2: Filipino American cultural identities* [Poster]. American Psychological Association 132nd Annual Meeting, Seattle, WA, United States.

PRESENTATIONS (con't)

National/International Conferences (con't)

- Lim, J. H., & Worrell, F. C. (2024, August 8–10). *Basic psychological needs, identity, and time constructs contribute to school engagement* [Poster]. American Psychological Association 132nd Annual Meeting, Seattle, WA, United States.
- Luo, H., & Worrell, F. C. (2024, August 8–10). *Time attitude profiles among students in higher education: Associations with psychosocial adjustment* [Poster]. American Psychological Association 132nd Annual Meeting, Seattle, WA, United States.
- Olszewski-Kubilius, P. M., Subotnik, R. F., & Worrell, F. C. (2024, November 21–24). *Research/writing partnerships: Increase your publications and up your scholarly profile* [Conference session]. National Association for Gifted Children 69th Annual Convention, Seattle, WA, United States.
- Worrell, F. C., Subotnik, R. F., & Olszewski-Kubilius, P. M. (2024, November 21–24). *Conceptual growth and change: It happens to theories too* [Conference session]. National Association for Gifted Children 69th Annual Convention, Seattle, WA, United States.
- Perry, A. H., Reddy, L. A., Martinez, A., McMahon, S. D., Espelage, D. L., Anderman, E. M., Astor, R. A., & Worrell, F. C. (2025, April 23–27). *Paraprofessional student-directed violence and transfer/quit decisions: A serial mediation study of educator and school factors* [Paper presentation]. American Educational Research Association Annual Convention, Denver, CO, United States.
- Ramirez, K. F., Cao, Z., Zhao, Y., Lee, H. R., & Worrell, F. C. (2025, April 23–27). *Supporting at-risk students in continuation high schools through mentoring: An ecological systems theory perspective* [Poster]. American Educational Research Association Annual Convention, Denver, CO, United States.
- Vo, R. Q., Rubie-Davies, C., M., Alansari, M., & Worrell, F. C. (2025, April 23–27). Time attitude scores and academic outcomes in New Zealand adolescents. In Z. R. Mello (Chair), *Time, skin, and class: Emerging constructs in human development* (Symposium). American Educational Research Association Annual Convention, Denver, CO, United States.
- Worrell, F. C. (2025, April 23–27). Chair. *Applications of social and cultural capital frameworks in education research: Access, equity, mentorship, and belonging* (Paper session). American Educational Research Association Annual Convention, Denver, CO, United States.
- Worrell, F. C. (2024, May 23–26). Chair. *Critical race perspectives on teacher practices, student experiences and learning environments in K–12 education* (Paper session). American Educational Research Association Annual Convention, Denver, CO, United States.
- Worrell, F. C. (2025, April 23–27). Discussant. In Z. R. Mello (Chair), *Time, skin, and class: Emerging constructs in human development* (Symposium). American Educational Research Association Annual Convention, Denver, CO, United States.
- Luo, H., & Worrell, F. C. (2025, May 1–3). Associations between ethnic-racial identity attitude profiles and adjustment among youth with Chinese heritage. In J. Medrano (Chair), *Asian American child and youth development: Contexts, processes, and outcomes*. Society for Research on Child Development Biennial Meeting, Minneapolis, MN, United States.
- Ejadi, G., Cai, Q., Worrell, F. C. (2025, July 23–25). *Hope in gifted students: Do perceived parental autonomy support and ethnic differences matter* [Poster Presentation]? 2025 APA Division 45 Research Conference, Ann Arbor, MI, United States.

Invited Addresses/Presentations

- Worrell, F. C. (1992, May). *Effective planning for effective teaching and efficient learning* [Invited address]. Academic Talent Development Program Annual Staff Inservice Day, University of California, Berkeley, United States.
- Worrell, F. C. (1994, May 15). *Beyond subject matter: The other curriculum* [Commencement address]. Graduate School of Education, University of California, Berkeley, CA, United States.
- Worrell, F. C. (1998, February). *Professional and racial issues confronting Black psychologists in research and practice* [Invited address]. Black Graduate Students in Mental Health, The Pennsylvania State University, University Park, PA, United States.
- Worrell, F. C. (1999, March). *Intelligence testing: Where have we been and where are we going* [Invited address]? Pennsylvania Association of Pupil Services Administrators Annual Conference, The Pennsylvania State University, University Park, PA, United States.

PRESENTATIONS (con't)

Invited Addresses/Presentations (con't)

- Worrell, F. C. (2001, March). *Constructivism: The problem of teacher-student interface* [Invited address]. Pennsylvania Governor's Institute for Arts Educators. The Penn Stater Conference Center, University Park, PA, United States.
- Worrell, F. C. (2002, March). *The role of a music festival in a society* [Invited address]. Patrons of Queen's Hall Annual General Meeting, Port of Spain, Trinidad and Tobago.
- Worrell, F. C. (2002, August). *Collecting data for decision making about and intervening with school problems* [Keynote address]. Annual Institute of the School Leadership Center of Trinidad and Tobago ("Boys to men: The challenges of engaging boys academically and emotionally in the primary and secondary school system"), Port of Spain, Trinidad and Tobago.
- Worrell, F. C. (2003, March). Invited panelist. *What is the greatest challenge for educators and parents or the gifted, and what can be done to improve gifted education* [Panel discussion]? Annual meeting of the California Association for the Gifted, Santa Clara, CA, United States.
- Worrell, F. C. (2003, August). *Getting past the masks that students wear: Strategies for working with all the students in the classroom* [Keynote address]. 3rd Annual Institute of the School Leadership Center of Trinidad and Tobago, Port of Spain, Trinidad and Tobago.
- Worrell, F. C., Watkins, M. W., & Hall, T. E. (2004, April). *Balancing self-determination and guidance: Exporting school psychology to Trinidad and Tobago* [Fireside Chat]. Annual business meeting of the Special Interest Group, Research Focus on Education in the Caribbean and Africa, American Educational Research Association Annual Convention, San Diego, CA, United States.
- Worrell, F. C. (2004, August). *Leadership for at-risk students* [Keynote address]. 4th Annual Summer Institute School Leadership Center of Trinidad and Tobago, Port of Spain, Trinidad and Tobago.
- Worrell, F. C. (2005, March). *Gifted and talented. How do I know? What do I do* [Invited address]? Parents of GATE students in Piedmont Unified School District, Piedmont, CA, United States.
- Worrell, F. C. (2005, April). *Personal identity, social identity, and academic achievement. What do we know? What should we do* [Invited address]? UC Berkeley chapter of Phi Delta Kappa, Berkeley, CA, United States.
- Worrell, F. C. (2005, August). *Reach for the stars* [Keynote address]. Annual California McNair Symposium, University of California, Berkeley, CA, United States..
- Worrell, F. C. (2005, December). *What does gifted mean? Personal and social identity perspectives on giftedness in adolescence* [Invited address]. Conference on "Incorporating Conceptions of Giftedness into Theories and Research on Child, Adolescent, and Adult Development," New York, NY, United States.
- Worrell, F. C. (2006, February). Belonging and rejection in the lives of Black immigrants. In O. Espin (Chair), *Immigrant lesbian and gay psychologists: Personal and professional perspectives* [Symposium]. APA Expert Summit on Immigration ("Global realities: Intersections and Transitions"), San Antonio, TX, United States.
- Worrell, F. C. (2006, April). Invited panelist. *Children of poverty: What do we know* [Panel discussion]? National Leadership Conference on Low-Income Promising Scholars, Washington DC, United States.
- Worrell, F. C. (2006, August). *The assessment- instruction cycle: A necessary orientation for teachers in the primary grades* [Keynote address]. Annual Education Conference of the Northeastern Education District of the Ministry of Education, Guaico/Turure, Trinidad and Tobago.
- Worrell, F. C. (2006, September). *Adding success, subtracting failure, multiplying talents* [Invited address]. San Mateo Unified High School District GATE Parents Group and the Peninsula Advocates for Gifted Education, San Mateo, CA, United States.
- Worrell, F. C. (2006, October). Invited panelist. *Education workshop* [Panel discussion]. Northern California Forum for Diversity in Graduate Education, Oakland, CA, United States.
- Worrell, F. C. (2006, November). *Increasing economic and ethnic diversity in gifted and talented programs: The role of the school superintendent* [Keynote address]. Forum for North Carolina Superintendents ("The role of visionary leadership in gifted education: The superintendents' forum"). National Association for Gifted Children Annual Meeting, Charlotte, NC, United States.
- Worrell, F. C. (2006, November). *The complexities of identifying low-income learners for gifted and talented programs* [Invited address]. National Association for Gifted Children Annual Meeting, Charlotte, NC, United States.

PRESENTATIONS (con't)

Invited Addresses/Presentations (con't)

- Worrell, F. C. (2007, August). *Effective academic communities: The role of a positive school climate* [Keynote address]. School Leadership Center of Trinidad and Tobago Annual Institute, Port of Spain, Trinidad and Tobago.
- Worrell, F. C. (2007, August). *Measuring racial identity attitudes: Developing the Cross Racial Identity Scale (CRIS)* [Paper presentation]. 4th annual Quantitative Training for Underrepresented Groups Student Conference sponsored by the Society of Multivariate Experimental Psychology, University of California, Berkeley, CA, United States.
- Worrell, F. C. (2007, August). *Theories school psychologists should know: Social identities and academic achievement* [Presidential address, Division 16]. American Psychological Association Annual Meeting, San Francisco, CA United States.
- Worrell, F. C. (2007, October). *Giftedness and underachievement* [Invited presentation]. Gifted Learning Conference for Educators and Parents of High-Ability Children. The Nueva School, Hillsborough, CA, United States.
- Worrell, F. C. (2007, November). Panelist. *Myths and realities about giftedness and gifted education* [Panel discussion]. National Association for Gifted Children Annual Meeting, Minneapolis, MN.
- Worrell, F. C. (2008, February). *Social identities and academic resilience: What do we know* [Invited address]? National Association of School Psychologists Annual Meeting, New Orleans, LA, United States.
- ¹Mello, Z. R., Worrell, F. C., & Buhl, M. (2008, May). *The Adolescent Time Perspective Inventory: Development and preliminary validity evidence for the English and German scores* [Invited address]. German Institute for International Educational Research, Frankfurt, Germany.
- Worrell, F. C. (2008, May). *Social identities and academic talent development: Implications for gifted education* [Invited address]. Wallace Ninth Biennial National Research Symposium on Talent Development, Iowa City, IA, United States.
- Worrell, F. C. (2008, August). Discussant. In J. Sandoval & S. E. Knotek (Chairs), *Outcome-based research in consultee-centered consultation: Continuing Nadine Lambert's legacy* [Symposium]. American Psychological Association Annual Meeting, Boston, MA, United States.
- Worrell, F. C. (2008, August). *Evaluating and intervening with at-risk youth in schools* [Keynote address]. School Leadership Center of Trinidad and Tobago Annual Institute, Port of Spain, Trinidad and Tobago.
- Worrell, F. C. (2008, October). *Making valid inferences with minority populations in forensic settings: The case for nigrescence theory* [Invited presentation]. Superior Court of the District of Columbia Child Guidance Clinic, Washington, DC, United States.
- Worrell, F. C. (2008, November). *Black racial identity: From theory to measurement and, perhaps, to application*. Colloquium presented at the Institute for Personality and Social Psychology Research, University of California, Berkeley, CA, United States.
- Worrell, F. C. (2008, November). Moderator. *The role of non-verbal assessment in identifying and serving gifted and talented learners* [Mini-keynote Panelists: Bruce Bracken, David F. Lohman, & Jack A. Naglieri]. National Association for Gifted Children Annual Meeting, Tampa, FL, United States.
- Worrell, F. C. (2009, February). *Beyond the old three R's: Identifying and motivating gifted and talented students*. [Invited presentation]. Palo Alto Unified School District GATE parent group, Palo Alto, CA, United States.
- Worrell, F. C. (2009, February). *Black racial identity: Theory, measurement, and clinical applications* [Invited colloquium]. Center for Social Disparities in Health, University of California, San Francisco, San Francisco, CA, United States.
- Worrell, F. C. (2009, March). Racism. In V. McLaughlin (Moderator), *Inhibitors to giftedness*. [Symposium]. Leading change in gifted education: The festschrift of Dr. Joyce VanTassel-Baska, The College of William and Mary, Williamsburg, VA, United States.
- Worrell, F. C. (2009, June). *Increasing diversity in programs for gifted and talented youth: Identification matters* [Keynote address]. Louisiana L'Agnippe Summer Institute for Teachers, University of Louisiana at Lafayette, Lafayette, LA, United States.

PRESENTATIONS (con't)

Invited Addresses/Presentations (con't)

- Worrell, F. C. (2009, August). What role does culture play in talent development [Invited presentation]? In L. J. Lanzerotti (Moderator), *Identifying and nurturing under-developed STEM talent*. Expert Panel Discussion on Preparing the Next Generation of STEM innovators, National Science Board of the National Science Foundation, Arlington, VA, United States.
- Worrell, F. C. (2009, October). *Giftedness as a single IQ score: Confronting the myth*. [Invited presentation]. Gifted Learning Conference for Educators and Parents of High-Ability Children, The Nueva School, Hillsborough, CA, United States.
- Worrell, F. C. (2009, October). *Motivation and underachievement in talented students: Two sides of the same coin* [Invited presentation]. Gifted Learning Conference for Educators and Parents of High-Ability Children, The Nueva School, Hillsborough, CA, United States.
- Worrell, F. C. (2010, February). *Assessing Black racial identity: The interplay of theory and empirical research* [Invited presentation]. Psychology Department, University of Colorado, Colorado Springs, CO, United States.
- Worrell, F. C. (2010, February). *Between the candle and the flame: School psychology's ongoing struggle for a voice within American professional psychology* [Invited presentation]. Council of Directors of School Psychology Programs Annual Meeting, Orlando, FL, United States.
- Worrell, F. C. (2010, February). Debate five: Credentialing of the Masters degrees and the outpost of school psychology [Invited presentation]. In *Thoughts on the future of professional psychology training*. Joint Councils in Professional Psychology, Orlando, FL, United States.
- Worrell, F. C. (2010, February). *Giftedness as a single IQ score: The myths and realities of gifted children* [Invited address]. 25th International Conference on Learning and the Brain (Smarter Brains: Using Brain Research to Increase Student IQ and Achievement), San Francisco, CA, United States.
- Worrell, F. C. (2010, August). *Centripetal and centrifugal forces in psychology: Maintaining a disciplinary balance* [Invited presentation]. Teachers of Psychology in Secondary Schools, American Psychological Association Annual Meeting, San Diego, CA, United States.
- Worrell, F. C. (2010, August). *Giftedness: Endowment, context, timing, development, or performance? Does it matter* [Invited address]? Esther Katz Rosen Lecture on Gifted Children and Adolescents American Psychological Foundation, American Psychological Association Annual Meeting, San Diego, CA, United States.
- Worrell, F. C. (2010, August). *Using theory and factor analyses in scale development: Three examples* [Paper presentation]. 7th Annual Quantitative Training for Underrepresented Groups Student Conference, Society of Multivariate Experimental Psychology, University of San Diego, San Diego, CA, United States.
- Worrell, F. C. (2010, October). *Things school psychologists should know: The political, the pragmatic, and the theoretical*. [Keynote address]. Oregon-Washington Bi-State School Psychology Conference, Vancouver, WA, United States.
- Worrell, F. C., & ¹Erwin, J. (2010, October). *Teaching adolescents: Theoretical considerations* [Paper presentation]. Improving Evaluation and Financial Metrics in Youth Financial Education Convention, Federal Reserve Bank of San Francisco, San Francisco, CA, United States.
- Worrell, F. C. (2010, November). *Another look at the relationship between culture and academic achievement*. Presentation at Georgia State University's College of Education Research Wednesday Forum, Atlanta, GA, United States.
- Worrell, F. C. (2010, November). *Forty years of nigrescence theory. Where have we been? Where are we going* [Invited address]? School Psychology Program at Georgia State University, Atlanta, GA, United States.
- Worrell, F. C. (2010, November). *The role of education in society: Haiti's ongoing crisis* [Invited presentation]. The University of California Haiti Initiative course, University of California, Santa Cruz, Santa Cruz, CA, United States.
- Worrell, F. C. (2010, November). *Unanswered questions in gifted education: A panel discussion with senior scholars* [Panel discussion]. Annual meeting of the National Association for Gifted Children, Atlanta, GA, United States.
- Worrell, F. C. (2011, April). *Publishing and funding strategies* [Panel discussion]. AERA Career Development Workshop at the annual meeting of the American Educational Research Association, New Orleans, LA.

PRESENTATIONS (con't)

Invited Addresses/Presentations (con't)

- Worrell, F. C. (2011, August). Cultivating academic talent: Lessons from gifted and at-risk students. In S. M. Quintana (Chair), *Educational disparities: Old challenges, new solutions* [Presidential symposium]. Annual meeting of the American Psychological Association, Washington, DC, United States.
- Worrell, F. C. (2011, August). On navigating academia as a minority faculty member. In D. R. Kille & R. Becker (Chairs), *A cultural mosaic in psychological science—Examining diversity in psychological research within organizations* [Invited presentation]. Student Science Council symposium, Annual meeting of the American Psychological Association, Washington, DC, United States.
- Worrell, F. C. (2011, September). Poverty: A critical barrier to outstanding performance [Invited presentation]. 2nd annual Aspen Brain Forum, *Cognitive neuroscience of learning: Implications for education*, cosponsored with The New York Academy of Sciences, Aspen, CO, United States.
- Worrell, F. C. (2011, October). *Gifted underachievers* [Invited presentation]. Gifted education seminar, School of Teaching, Learning, and Development, Faculty of Education, University of Auckland, Auckland, New Zealand.
- Worrell, F. C. (2011, October). *How culture and community contribute to individual performance*. Presentation to class on educational psychology at the School of Teaching, Learning, and Development, Faculty of Education, University of Auckland, Auckland, New Zealand.
- Worrell, F. C. (2011, October). *The intractable achievement gap: Is there a way forward?* Presentation at the School of Teaching, Learning, and Development, Faculty of Education, University of Auckland, Auckland, New Zealand.
- Worrell, F. C. (2011, October). *An overview of motivation constructs*. Presentation to class on educational psychology at the School of Teaching, Learning, and Development, Faculty of Education, University of Auckland, Auckland, New Zealand.
- Worrell, F. C. (2011, October). *School-university partnerships and the University of California, Berkeley's Early College Initiative: The California College Preparatory Academy*. Presentation to the Starpath Project, Faculty of Education, University of Auckland, Auckland, New Zealand.
- Worrell, F. C. (2011, October). *Time perspective in psychological research: Construct clarity and relationships with other constructs*. Presentation to the Psychology Department Project, University of Auckland, Auckland, New Zealand.
- Worrell, F. C. (2011, October). *Underserved communities in gifted education*. Presentation to class on gifted education at the School of Teaching, Learning, and Development, Faculty of Education, University of Auckland, Auckland, New Zealand.
- Worrell, F. C. (2011, November). *In support of duality: Multiple identities in educational and psychological functioning*. Presentation at Te Puna Wananga, Faculty of Education, University of Auckland, Auckland, New Zealand.
- Worrell, F. C. (2011, December). *Combating mediocrity, celebrating effort, changing mindsets*. Presentation at the Berkeley Breakfast Club, Berkeley, CA, United States.
- Worrell, F. C. (2011, December). *Revisiting the relationship between culture and academic achievement*. Presentation to the School Psychology Program, University of the Pacific, Stockton, CA, United States.
- Worrell, F. C. (2012, February). *Cultural influences and the keys to success in gifted education*. Invited address to San Diego Unified School District teachers of children served by the Office of Advanced Studies, San Diego, CA, United States.
- Worrell, F. C. (2012, February). *Preparing your child with the tools for success in college and career*. Invited address to San Diego Unified District parents of children served by the Office of Advanced Studies, San Diego, CA, United States.
- Worrell, F. C. (2012, February). School psychology certification: From the perspective of the American Psychological Association. In J. Miller (Moderator), *Accreditation, certification, and academic freedom: Balancing the scales*. Panel discussion at the annual meeting of the Trainers of School Psychologists, Philadelphia, PA, United States.
- Worrell, F. C. (2012, February). *Using psychology to enhance educational services in Trinidad and Tobago*. Presentation to the Psychology Department, Brigham Young University, Laie, HI, United States.

PRESENTATIONS (con't)

Invited Addresses/Presentations (con't)

- Worrell, F. C. (2012, March). *Giftedness is a multidimensional construct*. Keynote address at the 38th annual conference of the North Carolina Association for the Gifted and Talented, Winston-Salem, NC, United States.
- Worrell, F. C. (2012, March). *Revisiting the role of culture in academic achievement and psychological functioning*. Presentation to the Psychology Department at North Carolina State University, Raleigh, NC, United States.
- Worrell, F. C. (2012, April). Panelist. In H. Jabbar, A. Stornaiuolo, & N. D. Hartlep (Chairs), *Demystifying the publishing process: Insights from journal editors on writing, editing, and revising manuscripts for submission*. Graduate Student Council Fireside Chat presented at the annual meeting of the American Educational Research Association, Vancouver, British Columbia, Canada.
- Worrell, F. C. (2012, April). *The process of creating culturally-specific research instruments*. Invited address to the Association of Black Psychologists Student Circle Western Regional Conference, San Francisco, CA, United States.
- Worrell, F. C. (2012, May). Belonging, perceived competence, and self-efficacy: Ongoing issues for children and youth from low-SES environments in programs for the academically talented. In D. Siegle (Moderator), *Building a psychosocial identity that supports commitment to high achievement: Psychosocial skills and issues with promising learners from poverty*. Invited presentation at the National Association for Gifted Children's National Summit on Low-Income High-Ability Learners, Washington, DC, United States.
- Worrell, F. C. (2012, May). Closing remarks on the summit. In *Perspectives from three vantage points*. Presentation at the National Association for Gifted Children's National Summit on Low-Income High-Ability Learners, Washington, DC, United States.
- Worrell, F. C. (2012, July). *From gifted education to academic talent development*. Presentation to teachers and Ministry of Education officials from South Korea, University of California, Berkeley, CA, United States.
- Worrell, F. C. (2012, July). Panelist. In *Publish or perish*. Faculty panel at the 18th annual Black Graduate Student Conference in Psychology, Los Angeles, CA. Worrell, F. C. (2012, October). *The role of education in society: Haiti's ongoing crisis*. Presentation to the University of California Haiti Initiative course, University of California, Berkeley, CA, United States.
- Worrell, F. C. (2012, November). *Celebrating multiple identities: Looking for similarities, building on differences*. Invited address in the Perspectives on Diversity and Inclusion series, Lawrence Berkeley National Laboratory, Berkeley, CA, United States.
- Worrell, F. C. (2013, February). *Making APA format your friend: From title page to abstract*. Presentation at the School of Teaching, Learning, and Professional Practice, Faculty of Education, University of Auckland, Auckland, New Zealand.
- Worrell, F. C. (2013, February). *Writing empirical, position, and review papers*. Presentation at the School of Teaching, Learning, and Professional Practice, Faculty of Education, University of Auckland, New Zealand.
- Worrell, F. C. (2013, February). *Writing for academic publication*. Presentation at the School of Teaching, Learning, and Professional Practice, Faculty of Education, University of Auckland, New Zealand.
- Worrell, F. C. (2013, March). *Using factor analysis in developing attitudinal scales*. Presentation at the Social Science Data Laboratory, University of California, Berkeley, Berkeley, CA, United States.
- Worrell, F. C., & ¹Atwood, J. E. (2013, March). Mindsets in academically talented children and youth. In C. M. Callahan (Chair), *Malleable minds: Guiding the development of talent among the gifted*. Presentation and webinar from the Office of Continuing Education in Psychology Clinician's Corner workshop series, American Psychological Association, Washington, DC, United States.
- Worrell, F. C. (2013, March). Panelist. In *Education of high-achieving high school students in college-level courses: Findings, issues, and implications for research*. Panel Discussion in the College of Education, University of South Florida, Tampa, FL, United States.
- Worrell, F. C. (2013, April). *Establishing construct validity for measures of educationally-salient variables*. Presentation at the Undergraduate Student Education Research Training Workshop of the American Educational Research Association, San Francisco, CA, United States.

PRESENTATIONS (con't)

Invited Addresses/Presentations (con't)

- Worrell, F. C. (2013, April). Psychology, violence, and religion: Reflections on our humanity. In *Violence and the Bible*, Lenten Lecture Series at Taylor Memorial United Methodist Church, Oakland, CA.
- Worrell, F. C. (2013, April). *The role of education in society: Haiti's ongoing crisis*. Presentation to the University of California Haiti Initiative course, University of California, Berkeley, Berkeley, CA, United States.
- Worrell, F. C. (2013, June). *The complexity of diversity*. Presentation to the Equity and Inclusion Division of the University of California, Berkeley, Berkeley, CA, United States.
- Worrell, F. C. (2013, June). *Evaluating teacher education programs using psychological science*. Presentation to the Council for the Accreditation of Education Preparation's (CAEP) Commission on Standards and Performance Reporting, Washington, DC, United States.
- Worrell, F. C. (2013, June). *Increasing the probability of positive interactions between clients and staff*. Presentation to the staff of Youth Spirit Artworks, Berkeley, CA, United States.
- Worrell, F. C. (2013, June) *Yes we can, yes we did*. Address at the 2013 commencement of the California College Preparatory Academy, Berkeley, CA, United States.
- Worrell, F. C. (2013, August). School psychology's perspective. In A. Schmidt (Chair), *Different views of fairness in measurement and testing—What is bias*. Symposium presented at the annual meeting of the American Psychological Association, Honolulu, HI, United States.
- Worrell, F. C. (2013, October). *Education in Haiti: A way forward*. Presentation to the University of California Haiti Initiative course, University of California, Berkeley, Berkeley, CA, United States.
- Worrell, F. C. (2013, October). *Racial and ethnic identity and academic achievement*. Presentation at the Innovative Learning Conference, "Shifting the Paradigm," The Nueva School, Hillsborough, CA, United States.
- Worrell, F. C. (2013, October). *Rethinking giftedness and gifted education*. Presentation at the Innovative Learning Conference, "Shifting the Paradigm," The Nueva School, Hillsborough, CA, United States.
- Worrell, F. C. (2013, October). *Scale development: The Cross Racial Identity Scale*. Presentation to the Public Health survey methods course, University of California, Berkeley, Berkeley, CA, United States.
- Worrell, F. C. (2013, October). What approaches and practices help diverse students to learn and teachers to teach them? In *Education for the 21st Century Dialogue* hosted by Senator Carol Liu (25th District), the UC Berkeley Graduate School of Education, and UC Berkeley Goldman School of Public Policy, Oakland Museum of California, Oakland, CA, United States.
- Worrell, F. C. (2013, November). *Gifted education's focus on bias in identification: Misinformed and misdirected*. Distinguished Scholar Award address at the annual meeting of the National Association for Gifted Children, Indianapolis, IN, United States.
- Worrell, F. C. (2014, February 12). *Identification of gifted students from diverse backgrounds*. In Webinars on Wednesdays on Diversity and Equity, National Association for Gifted Children.
- Worrell, F. C. (2014, February). Faculty Panelist. In *2014 School Psychology Leadership Institute*, Division 16 of the American Psychological Association, Committee on Ethnic Minority Affairs.
- Worrell, F. C. (2014, March). *Beyond test kits and special education: Maximizing school psychology at your school site*. Presentation to the Leadership support Program, Principal Leadership Institute, University of California, Berkeley, Berkeley, CA, United States.
- Worrell, F. C. (2014, March). Religion and race: Intersecting social identities for African Americans. In *Crisscrossed realities: Being church in society*, Lenten Lecture Series at Taylor Memorial United Methodist Church, Oakland, CA, United States.
- Worrell, F. C. (2014, March). Panelist. Responding to *American Promise*. El Cerrito High School, El Cerrito, CA, United States.
- Worrell, F. C. (2014, April). *Giving back to one's country of origin: Successes, pitfalls, and taking the long view*. Invited address to the Special Interest Group: Caribbean and African Studies in Education of the American Educational Research Association, Philadelphia, PA, United States.
- Worrell, F. C. (2014, April). Effective assessment is necessary in any education reform agenda. In P. A. Noguera (Moderator), *The relationship between testing and teaching*. New York University's Steinhardt School of Culture, Education, and Human Development Education Policy Breakfast, New York, NY, United States.

PRESENTATIONS (con't)

Invited Addresses/Presentations (con't)

- Worrell, F. C. (2014, April). *Time perspective: An important psychosocial variable in adolescence*. Invited address to the School Psychology Program, The Pennsylvania State University, State College, PA, United States.
- Worrell, F. C. (2014, July). Identidad étnica y racial: Causas y consecuencias [*Racial and ethnic identity: Causes and correlates*]. Presented at I Seminario Internacional de Investigación en Psicología: “Psicología, Ciencia y Sociedad,” La Universidad Inca Garcilaso de la Vega, Lima, Peru.
- Worrell, F. C. (2014, July). *La importancia de la validez de constructo en la investigación transcultural* [*The importance of construct validity in cross-cultural research*]. Presented at I Seminario Internacional de Investigación en Psicología: “Psicología, Ciencia y Sociedad,” La Universidad Inca Garcilaso de la Vega, Lima, Peru.
- Worrell, F. C. (2014, August). *Making a difference by being present at the table: The importance of service to the field and to the profession*. Jack Bardon Distinguished Award address presented at the annual meeting of the American Psychological Association, Washington, DC, United States.
- Worrell, F. C. (2014, August). *Representing Review of Educational Research*. In *How to publish in educational psychology*. Presentation at the APA Division 15 Early Career Luncheon at the annual meeting of the American Psychological Association, Washington, DC, United States.
- Worrell, F. C. (2014, September 17–20). *Giftedness and gifted education in the digital age: Continuities and discontinuities* [Invited address]. European Council for High Ability Conference 14th biennial conference (Rethinking giftedness: Giftedness in the digital age), Ljubljana, Slovenia.
- Worrell, F. C. (2014, October). *Assessing and evaluating teacher education programs*. Presentation at the Berkeley Evaluation and Assessment Research (BEAR) Center, Graduate School of Education, University of California, Berkeley, Berkeley, CA, United States.
- Worrell, F. C. (2015, February). Channeling Jennifer L. Eberhardt: The effect of race on attentional bias in visual processing. In L. Douce (Chair), *Diversity training: Prejudice, implicit bias, and prevention* [Invited presentation]. Council of Representatives of the American Psychological Association, Washington, DC, United States.
- Worrell, F. C. (2015, February). From psychological science to education policy: Two cases. In R. Lowman (Chair), *Translating science to policy: Council's work as a strategic policy body* [Invited presentation]. Council of Representatives of the American Psychological Association, Washington, DC, United States.
- Worrell, F. C. (2015, April). Panelist. In F. C. Worrell (Chair), *Assessing and evaluating teacher preparation programs*. Invited session of the Special Interest Group: Audit Research in Teacher Education at the annual meeting of the American Educational Research Association, Chicago, IL, United States.
- Worrell, F. C. (2015, April). Panelist. In M. G. Knight & J. B. De Four-Babb (Co-Chairs), *CASE collaborative mentoring and networking among graduate students, early career, and more experienced researchers*. Invited session of the Special Interest Group: Caribbean and African Studies in Education (CASE) at the annual meeting of the American Educational Research Association, Chicago, IL, United States.
- Worrell, F. C. (2015, April). *Gifted education, talent development, and the underrepresentation of diverse students: What do we know, what can we do?* Invited presentation at the Berkeley Advanced Learner Support Advocacy (BALSA) Community, Berkeley, CA, United States.
- Worrell, F. C. (2015, April). Psychological and educational research in the Diaspora: Ensuring the validity of inferences. In J. Fournillier (Chair), *Conceptualizing justice: The peoples of the Diaspora speak out on inequities in the research of and on their cultures, languages, and heritage*. Presidential session at the annual meeting of the American Educational Research Association, Chicago, IL, United States.
- Worrell, F. C. (2015, June). *Social identities in school psychology research and practice: A call to action*. Keynote address at the 37th annual meeting of the International School Psychology Association and the 12th National Congress of the Association of School and Educational Psychologists of Brazil, Sao Paulo, Brazil.

PRESENTATIONS (con't)

Invited Addresses/Presentations (con't)

- Worrell, F. C. (2015, June). *Transforming education in the digital age: Where do I want to go and with whom?* Keynote address at the biennial meeting of the Schools of Education, University of the West Indies, Accra, Barbados.
- Worrell, F. C. (2015, September). *Assessing and evaluating teacher preparation programs: APA task force report*. Invited session at Commission for the Accreditation of Educator Programs Conference (CAEPCON; A Continuous Improvement Mindset), Washington, DC, United States
- Worrell, F. C. (2015, September). *The 2014 Standards for Educational and Psychological Testing: Implications for school psychologists*. Webinar presented in the Decoding the Standards 2015 Webinar Series, Buros Center for Testing, Lincoln, NE, United States
- Worrell, F. C. (2015, October). *Are students "gifted" or "talented"? What's in a name and does it matter?* Keynote address at the 2015 GERRIC Gifted Futures Forum for Talent Enhancement, The University of New South Wales, Sydney, Australia.
- Worrell, F. C. (2015, October). Panelist. *Collaborating in gifted education research: Experiences from the field*. Panel discussion at the 2015 GERRIC Gifted Futures Forum for Talent Enhancement, The University of New South Wales, Sydney, Australia.
- Worrell, F. C. (2015, October). Panelist. In S. Reis (Chair), *Controversies of educating the gifted*. Panel discussion at the Nueva Innovative Learning Conference, The Nueva School, Hillsborough, CA, United States.
- Worrell, F. C. (2015, October). *Giftedness reconceptualized: From a trait perspective to the potential outcome of complex interactions*. Keynote address at the 2015 Vanderbilt Gifted Education Institute (Transcending the Economic Divide: Talent Development of High-Ability Low-Income Students), Nashville, TN, United States.
- Worrell, F. C. (2015, October). *Identifying low-income gifted learners for gifted and talented programming*. Invited presentation at the 2015 Vanderbilt Gifted Education Institute (Transcending the Economic Divide: Talent Development of High-Ability Low-Income Students), Nashville, TN, United States.
- Worrell, F. C. (2015, October). *Identifying students for programs serving the gifted and talented: Truth vs. fiction*. Presentation at the Nueva Innovative Learning Conference, The Nueva School, Hillsborough, CA, United States.
- Worrell, F. C. (2015, October). *Motivational paradigms and academically talented students: What do we know?* Public lecture at the University of New South Wales, Sydney, Australia.
- Worrell, F. C. (2015, October). Panelist. *Obtaining funding for gifted education*. Panel discussion at the 2015 GERRIC Gifted Futures Forum for Talent Enhancement, The University of New South Wales, Sydney, Australia.
- Worrell, F. C. (2015, October). *Parenting for talent*. Invited presentation at the 2015 Vanderbilt Gifted Education Institute (Transcending the Economic Divide: Talent Development of High-Ability Low-Income Students), Nashville, TN, United States.
- Worrell, F. C. (2015, October). *Psychological factors that contribute to outstanding performance*. Invited presentation at the 2015 Vanderbilt Gifted Education Institute (Transcending the Economic Divide: Talent Development of High-Ability Low-Income Students), Nashville, TN, United States.
- Subotnik, R. F., Worrell, F. C., & Olszewski-Kubilius, P. (2015, November). *Talent development as a framework for gifted education* [Invited presentation]. Council of State Directors of Programs for the Gifted, Annual meeting of the National Association for Gifted Children, Phoenix, AZ, United States.
- Worrell, F. C. (2015, November). *Active development of psychosocial skills to support talent development* [Signature series session]. Annual meeting of the National Association for Gifted Children, Phoenix, AZ, United States.
- Worrell, F. C. (2015, November). *Addressing the needs of today's gifted student: Putting research into practice* [Signature series session]. Annual meeting of the National Association for Gifted Children, Phoenix, AZ, United States.
- Worrell, F. C. (2016, January). *Understanding gifted education and talent development: Theory and practice* [Invited address]. Parents and Teachers of Gifted Students, San Ramon Valley Unified School District, Danville, CA, United States.

PRESENTATIONS (con't)

Invited Addresses/Presentations (con't)

- Worrell, F. C. (2016, February). *Ethnic identity, racial identity or ethnic-racial identity: Separation or integration* [Invited address]? Distinguished Speaker Colloquium, Department of Psychology, San Francisco State University, San Francisco, CA, United States.
- Worrell, F. C. (2016, March). *Facilitating development through psychology: Education, youth, and society* [Keynote address]. Psychology Conference of the University of the West Indies, Mona Campus ("Psychology for us, by us: Strengthening Regional Development"), Kingston, Jamaica.
- Worrell, F. C., Olszewski-Kubilius, P., & Subotnik, R. (2016, April). *Appropriate outcomes for research on academic talent development* [Invited presentation]? Inaugural North American and European Talent Development Summit, Washington, DC, United States.
- Worrell, F. C. (2016, June). *Outcomes of a university-secondary school partnership on college enrollment: A longitudinal case study*. [Invited presentation]. Distinguished Visitor Seminar, Faculty of Education and Social Work, The University of Auckland, Auckland, New Zealand.
- Subotnik, R. F., & Worrell, F. C. (2016, September). *Helping academically talented students embrace failure as an opportunity for learning and growth* [Invited address]. Faculty of Thomas Jefferson High School for Science and Technology, Alexandria, VA, United States.
- Worrell, F. C. (2016, September). Psychometric properties of Adolescent and Adult Time Inventory-Time Attitude (AATI-TA) scores across cultures. In M. Buhl (Chair), *International studies on time perspective: How thoughts about the past, the present, and the future might regulate adolescent outcomes* [Invited Symposium]. Institute for Educational Sciences, Heidelberg University, Heidelberg, Germany.
- Worrell, F. C. (2016, October). "Did I tell you my child is gifted?" "How do you know?" "What can you do" [Invited address]? Partners for the Advancement of Gifted Education, Oconomowoc, WI.
- Worrell, F. C. (2016, October). *The key elements of gifted performance* [Keynote address]. Annual Conference of the Wisconsin Association for Talented and Gifted, Wisconsin Dells, WI, United States.
- Worrell, F. C. (2016, October). *Motivation paradigms in gifted education and their application to students from underrepresented groups* [Invited address]. Annual Conference of the Wisconsin Association for Talented and Gifted, Wisconsin Dells, WI, United States.
- Worrell, F. C. (2016, November). *Psychology's role in school settings: Promoting health and well being in youth* [Invited address]. Third Caribbean Regional Conference of Psychology ("Promoting Caribbean Health with Multiculturalism and Multilingualism: Challenges and Opportunities"), Port au Prince, Haiti.
- Worrell, F. C. (2017, January). Panelist. In A. L. Sullivan (Chair), *Alternative dissertation formats* [Panel discussion]. Twentieth Annual Meeting of the Council of Directors of School Psychology Programs, Hollywood, FL, United States.
- Worrell, F. C. (2017, January). Panelist. In R. O. Hawkins (Chair), *Developing future Program Coordinators* [Panel discussion]. Twentieth Annual Meeting of the Council of Directors of School Psychology Programs, Hollywood, FL, United States.
- Worrell, F. C. (2017, February). *Education for all: Where every creed and race find an equal place*. [Opening keynote address]. University of the West Indies Schools of Education and SUNY Potsdam Inclusive Education Conference ("Achieving Education for All: Resolving Challenges of Learning Difference, Learner Diversity, & 'At-risk Children and Youth'"), University of the West Indies, St. Augustine, Trinidad, West Indies.
- Worrell, F. C. (2017, February). *Facilitating academic achievement in diverse learners: Social identities and education* [Invited address]. University of the West Indies Schools of Education and SUNY Potsdam Inclusive Education Conference ("Achieving Education for All: Resolving Challenges of Learning Difference, Learner Diversity, & 'At-risk Children and Youth'"), University of the West Indies, St. Augustine, Trinidad, West Indies.
- Worrell, F. C. (2017, February). *Identifying underrepresented students for gifted and talented education* [Invited presentation]. Morgridge College of Education's 7th annual Gifted Education Conference (Transformational Leadership: Inspirations and Issues in gifted education"), University of Denver, Denver, CO, United States.

PRESENTATIONS (con't)

Invited Addresses/Presentations (con't)

- Worrell, F. C. (2017, February). *Transforming gifted education: From identifying ability to developing potential talent* [Keynote address]. Morgridge College of Education's 7th annual Gifted Education Conference ("Transformational Leadership: Inspirations and Issues in gifted education"), University of Denver, Denver, CO, United States.
- Worrell, F. C. (2017, April). *Thoughts about the past, the present, and the future: Implications for educational and psychological functioning* [Invited presentation]. Graduate School of Education Colloquium, University of California, Berkeley, Berkeley, CA, United States.
- Worrell, F. C. (2017, June). *30+ years of measuring ethnic and racial identity: What have we learned? Where are we going?* [Invited address]? Institute for Educational Sciences, Heidelberg University, Heidelberg, Germany.
- Worrell, F. C., & Hughes, T. L. (2017, July). *Introducing diverse perspectives in high school psychology: Sources and content* [Keynote address]. APA Summit on High School Psychology Education, Ogden, UT, United States.
- Worrell, F. C. (2017, September 18–21). *The evolution of the psychological study of ethnocultural identities: Racial identity, ethnic identity, and ethnic-racial identity* [Invited address]. 1st Pan African Psychology Congress, Durban, South Africa.
- Worrell, F. C. (2017, October 11–13). Gifted identification, college admissions, and implications of the "Flynn Effect" and re-normed cognitive tests for special education identification [Invited presentation]. In *Fairness in educational and psychological tests: Critical issues and methodological solutions: A working meeting*. Buros Center for Testing, Omaha, NE, United States.
- Worrell, F. C. (2017, November 9–12). Creating equitable identification methods within pre-established systems [Keynote address]. In A. Robinson & T. Stambaugh (Co-Chairs), *What works: Identifying and serving gifted learners from low income households*. Pre-conference, National Association for Gifted Children 63rd annual conference, Charlotte, NC, United States.
- Worrell, F. C. (2017, November 9–12). Panelist. In M. Makel (Moderator), Identification insights: Protocols and practices that work [Panel discussion]. In *What works: Identifying and serving gifted learners from low-income households*. Pre-conference, National Association for Gifted Children 63rd annual conference, Charlotte, NC, United States.
- Worrell, F. C. (2017, November 9–12). Panelist. In S. Krisel (Moderator), *Shaping the future: Changing minds, policies, and practices*. [Panel discussion]. Closing General Session, National Association for Gifted Children 63rd Annual Conference, Charlotte, NC, United States.
- Worrell, F. C. (2018, January 31–February 1). *Gifted today, but not tomorrow: Helping gifted children become gifted adults* [Keynote address]. Arizona Association for Gifted and Talented 43rd Annual Conference, Phoenix, AZ, United States.
- Worrell, F. C. (2018, January 31–February 1). *Identifying underrepresented students for gifted and talented education* [Invited presentation]. Arizona Association for Gifted and Talented 43rd Annual Conference, Phoenix, AZ, United States.
- Worrell, F. C. (2018, January 31–February 1). *Understanding motivation in working with gifted students from diverse backgrounds* [Invited presentation]. Arizona Association for Gifted and Talented 43rd Annual Conference, Phoenix, AZ, United States.
- Worrell, F. C. (2018, March 29). *Time perspective: Similarities and differences across cultures and contexts* [Invited address]. Faculty of Psychology, Southwest University, Chongqing, China.
- Worrell, F. C. (2018, April 26). Student access and supports [Invited presentation]. In *Equity issues in college and career pathways: Teaching and learning practices*, College and Career Academy Support Network (CCASN), San Francisco, CA, United States.
- Olszewski-Kubilius, P., Subotnik, R. F., & Worrell, F. C. (2018, April 29–May 1). *Moving childhood potential to adult creative achievement: The psychology of high performance* [Keynote address]. 12th Henry B. & Jocelyn Wallace National Research & Policy Symposium on Talent Development, Baltimore, MD, United States.
- Worrell, F. C. (2018, June 27–29). *Challenges in identifying and supporting academic talent in diverse populations* [Keynote address]. Annual Meeting of the Undergraduate Scholars Program Administrators, Association, San Jose, CA, United States.
- Jurišević, M., & Worrell, F. C. (2018, October 4–6). *Differences in academic self-concept, personality, and coping strategies between gifted and non-gifted students* [Paper presentation]. Second Biennial North American and European Talent Development Summit, Nuremberg, Germany.

PRESENTATIONS (con't)

Invited Addresses/Presentations (con't)

- Worrell, F. C. (2018, October 19). *Identification, effort, and persistence: Translating potential into adult talents* [Invited presentation]. Directors of Early Entrance College Programs, Los Angeles, CA (Virtual).
- Worrell, F. C. (2018, October 21–23). *Validating psychological constructs before making claims about utility: Cautionary tales* [Invited presentation]. Buros Center for Testing/Spencer Foundation Project Meeting (“Psychometric Guidelines for Social-Emotional Learning Assessment”), Omaha, NE, United States.
- Worrell, F. C. (2018, November 1). *Talent development for all students: Rising to the challenge*. [Invited address]. Berkeley Unified School District Superintendent’s Speaker Series on Equity and Excellence in Education (“Onward and Upward”), Longfellow Middle School, Berkeley, CA, United States.
- Worrell, F. C. (2018, November 7). The education sciences: Critical for society. In E. Tanner-Smith (Moderator), *The centrality of education science in the contemporary research university* [Panel discussion]. College of Education, University of Oregon, Eugene, OR, United States.
- Worrell, F. C. (2018, November 12–16). *Psychology education and training in the Caribbean: A few ideas*. [Plenary address]. Biennial Caribbean Regional Conference of Psychology (“Transforming Psychology: Embracing Caribbean Realities”), Kingston, Jamaica.
- Worrell, F. C. (2018, November 19–20). *Educational psychology: A call to arms* [Keynote address]. 11th Educational Psychology Forum (“Research and Practice Partnerships: Advancing Educational Psychology Together”), University of Auckland, Auckland, New Zealand.
- Worrell, F. C. (2018, December 14). *Developing a research agenda: From ideas to action* [Invited presentation]. Faculty of Education, University of Ljubljana, Ljubljana, Slovenia.
- Worrell, F. C. (2018, December 18). *The psychological science of high performance: Talent development* (Psihološka znanost o visokih dosežkih: razvoj talenta) [Keynote address]. Centre for Research and Promotion of Giftedness Annual Meeting, Faculty of Education, University of Ljubljana, Ljubljana, Slovenia.
- Worrell, F. C. (2018, December 19). *Attitudes toward the past, present, and future: Psychological and behavioral correlates* [Invited address]. Slovenian Psychologists’ Association, Ljubljana, Slovenia.
- Worrell, F. C. (2019, February 6–7). *The lack of diversity in gifted education: Addressing the elephant in the room* [Palmarium Award address]. 9th Annual Gifted Education Conference and Policy Symposium (“Theory and Practice: Conceptual Foundations and Classroom Strategies in Gifted Education”), Morgridge College of Education, University of Denver, Denver, CO, United States.
- Hayes, M., Murillo, M. A., Salazar, S., & Worrell, F. C. (2019, March). *The CAL Prep partnership: Successes and challenges* [Conference presentation] UCLA Center for Community Schooling Annual Convening (Partnering for Equity: How Community Schools and Universities can Advance Teaching, Research, and Service), Los Angeles, CA, United States.
- Worrell, F. C. (2019, March 4–6). *Setting the stage for developing talent* [Keynote address]. Vanderbilt Gifted Education Institute, Nashville, TN, United States.
- Worrell, F. C. (2019, April 5–9). Chair. *Leveraging the test standards to improve research validity* [Symposium]. American Educational Research Association Annual Meeting, Toronto, Ontario, Canada.
- Worrell, F. C. (2019, April 22). *Aren’t “gifted” and “talented” the same thing? Moving from gifted education to talent development* [Colloquium]. Graduate School of Education, Berkeley, CA, United States.
- Worrell, F. C. (2019, July 24). *Accepting the fact that gifted education is really a talent development process* [Invited presentation]. Weiming Education Group Principals, Berkeley, CA.
- Olszewski-Kubilius, P., Subotnik, R. F., & Worrell, F. C. (2019, July 24–28). *The psychology of high performance* [Keynote address]. World Council for Gifted and Talented Children 23rd Biennial Conference, Nashville, TN, United States.
- Worrell, F. C. (2019, July 25). *Some questions and a story: From As to Bs and Cs and back to As* [Keynote address]. Vanderbilt Summer Academy Capstone Dinner, Nashville, TN, United States.
- Worrell, F. C. (2019, September 13). *The challenge of educating future generations of students in Trinidad and Tobago* [Feature Address]. Official Launch of the Psychoeducational Diagnostic and Intervention Clinic (PEDIC), the University of the West Indies, St. Augustine, Trinidad.

PRESENTATIONS (con't)

Invited Addresses/Presentations (con't)

- Worrell, F. C. (2019, September 13). *From expert to helper: Becoming a prevention-oriented practitioner*. [Invited address]. Diagnostic Assessment and Intervention Unit, Ministry of Education, Trinidad and Tobago, St. Augustine, Trinidad.
- Worrell, F. C. (2019, September 29–October 2). *Why gifted education cannot solve the achievement, excellence, and opportunity gaps* [Invited address]. The 2019 Nuremberg Conference on Diversity and Inclusion in Talent Development and Gifted Education, Nuremberg, Germany.
- Worrell, F. C. (2019, October 11). *Students' thoughts about the past, present, and future: Supporting resilience and promoting well-being* [Invited address]. Department of Education Reform's Lecture Series, University of Arkansas, Fayetteville, AR, United States.
- Worrell, F. C. (2019, October 17–18). *Talent development: The gateway to outstanding performance* [Invited address]. Innovative Learning Conference, The Nueva School, San Mateo, CA.
- Worrell, F. C., Andretta, J. R., & Jurišević, M. (2019, October 28). *Time attitudes in gifted students: The importance of examining profiles* [Invited address]. Faculty of Psychology, Southwest University, Chongqing, China.
- Mello, Z. R., Buhl, M., Andretta, J. R., & Worrell, F. C. (2019, October 29–31). *Time attitudes and risky behavior among adolescents in America and Germany* [Invited address]. International Symposium on Time Perspective (Time Perspective—Beyond East and West), Southwest University, Chongqing, China.
- Worrell, F. C. (2019, October 29–31). *Time attitude profiles: A superordinate time perspective construct* [Invited address]. International Symposium on Time Perspective (Time Perspective—Beyond East and West), Southwest University, Chongqing, China.
- Worrell, F. C. (2019, November 7–10). *Bias and diversity in gifted identification: Confronting the facts and changing the conversation* [Keynote address]. National Association for Gifted Children 66th Annual Convention, Albuquerque, NM, United States.
- Worrell, F. C. (2020, January 16–18). Panelist. In F. Crepeau-Hobson (Chair), *Integrating mental health for diverse populations in school psychology: Practica and field experiences* [Panel discussion]. 23rd Annual Meeting of the Council of Directors of School Psychology Programs, Hollywood, FL, United States.
- Worrell, F. C. (2020, January 30–31). Panelist. In S. Assouline (Chair), *Celebrating gifted education: Reflecting our past – Impacting our future* [Policy Symposium]. 10th Annual Gifted Education Conference and Policy Symposium, Morgridge College of Education University of Denver, Denver, CO, United States.
- Worrell, F. C. (2020, January 30–31). *Motivating gifted and talented students* [Invited Presentation]. 10th Annual Gifted Education Conference and Policy Symposium, Morgridge College of Education University of Denver, Denver, CO, United States.
- Jimerson, S. R., Worrell, F. C., Vekaria, H., Malone, C. M., & Song, S. Y. (2020, February 18–21). *Be the change—Taking the lead to diversify our profession*. [Distinguished Lecture]. National Association for School Psychologists Annual Conference, Baltimore, MD, United States.
- Worrell, F. C. (2020, February 21–23). *Gifted education and talent development are synonyms* [Keynote address]. Jeanne Delp Lecture, California Association for the Gifted 58th Annual Conference, Palm Springs, CA, United States.
- Worrell, F. C. (2020, February 21–23). Moderator. *Supporting diversity in gifted education* [Panel Discussion]. California Association for the Gifted 58th Annual Conference, Palm Springs, CA, United States.
- Worrell, F. C. (2020, February 21–23). Panelist. In J. Nyberg (Moderator), *Gifted expert panel* [Panel Discussion]. California Association for the Gifted 58th Annual Conference, Palm Springs, CA, United States.
- Worrell, F. C. (2020, March 5). *Giftedness and gifted education: Challenges of definition and diversity* [Invited address]. School of Education and Human Development Colloquium Series, Florida International University, Miami, FL, United States (Virtual).

PRESENTATIONS (con't)

Invited Addresses/Presentations (con't)

- Worrell, F. C. (2020, April 9–14). *Building on passion, contributing to psychology, and serving society* [Keynote address]. European Federation of Psychology Students' Associations 34th Annual Congress (Looking to the Future Through the Lens of the Past), Castlebar, Co. Mayo, Ireland. (**Conference cancelled: COVID-19**)
- Worrell, F. C. (2020, June 27). *Understanding motivation in gifted and talented students: Theoretical frameworks and practical applications* [Webinar]. Center for Talent Development, Evanston, IL, United States (Virtual).
- Worrell, F. C. (2020, July 29). *Increasing diversity in gifted education programs* [Invited address]. California Association for the Gifted Summer Institute.
- Worrell, F. C. (2020, September 1). Taking stock of the multiple pandemics. In S. Wortham (Moderator), *Student well-being in the COVID-19 era* [Webinar], Charleston, SC, United States (Virtual).
- Worrell, F. C. (2020, September 25). *Cultural factors in the development of talent* [Invited presentation]. The College of Charleston's Virtual Conference on Talent Development ("Recognizing potential and emerging talent: Practical strategies for talent development"), Charleston, SC, United States.
- Worrell, F. C. (2020, September 25). *The role of psychosocial variables in the development of talent* [Invited presentation]. The College of Charleston's Virtual Conference on Talent Development ("Recognizing potential and emerging talent: Practical strategies for talent development"), Charleston, SC, United States.
- Worrell, F. C. (2020, September 25). *Why gifted education is really talent development* [Keynote address]. The College of Charleston's Virtual Conference on Talent Development ("Recognizing potential and emerging talent: Practical strategies for talent development"), Charleston, SC, United States.
- Worrell, F. C. (2020, November 5). *Identifying potential in culturally diverse students* [Invited presentation]. The Grayson School, Radnor, PA, United States (Virtual).
- Worrell, F. C. (2020, November 5). *Intersectionality, giftedness, and cultural identity* [Invited presentation]. The Grayson School, Radnor, PA, United States (Virtual).
- Worrell, F. C. (2020, December 13). *Looking back, looking forward: A critical time for psychology* [Invited address]. Alameda County Psychological Association, Oakland, CA, United States (Virtual).
- Worrell, F. C. (2020, December 17). *The CAL Prep story: From idea to actuality* [Invited address]. Lecture series on University-School Partnerships, University of Duisburg-Essen, Duisburg-Essen, Germany (Virtual).
- Worrell, F. C. (2021, January 14). *Rising to the challenge: School psychology in 2021 and beyond* [Keynote presentation]. Council of Directors of School Psychology Programs Annual Conference (Online), United States (Virtual).
- Worrell, F. C. (2021, February 5). *Understanding and addressing disproportionality in gifted education*. [Keynote address]. Illinois Association for Gifted Children Equity and Inclusion in Action Virtual Summit, United States.
- Worrell, F. C. (2021, February 5). *Unlocking potential: Diversifying gifted education* [Invited presentation]. Illinois Association for Gifted Children Equity and Inclusion in Action Virtual Summit, United States (Virtual).
- Worrell, F. C. (2021, February 7). *From Richmond Street Boys to the presidency of the American Psychological Association: A talent development journey* [Keynote address]. First Virtual Mental Health Platform Series, Trinidad and Tobago Association of Psychologists, Port of Spain, Trinidad and Tobago.
- Worrell, F. C. (2021, February 17). *Time perspective and adolescent functioning: Measures and correlates* [Colloquium presentation]. Applied Developmental Psychology Group, George Mason University, Washington, DC, United States (Virtual).
- Worrell, F. C. (2021, March 19). *Social justice in school psychology: Why and for whom* [Keynote presentation]? Trainers of School Psychology annual conference, United States (Virtual).
- Worrell, F. C. (2021, March 23). Panelist. *Discover Cal: Trends in education: Inclusive access and more*. University of California, Berkeley, CA, United States (Virtual).
- Worrell, F. C. (2021, March 23–28). *Diversifying gifted and talented education: An uphill battle for our field* [Keynote presentation]. 2nd Thematic European Council for High Ability Conference ("Closing the Achievement Gap in Gifted Education), Budapest, Hungary (Virtual).

PRESENTATIONS (con't)

Invited Addresses/Presentations (con't)

- Cook, L. L., Herman, J. L., & Worrell, F. C. (2021, April 8–12). Co-Chairs. *Towards more relevant testing standards for researchers: Standards roundtables* [Invited session]. American Educational Research Association Annual Meeting, United States (Virtual).
- Cook, L. L., & Worrell, F. C. (2021, April 8–12). Co-Chairs. *Validity and fairness in the age of COVID-19: Perspectives from the Standards* [Invited symposium]. American Educational Research Association Annual Meeting, United States (Virtual).
- Worrell, F. C. (2021, April 8–12). Commentator. *Beliefs and achievement – The role of growth mindset in 21st century education* [Invited session]. American Educational Research Association Annual Meeting, United States (Virtual).
- Worrell, F. C. (2021, April 8–12). Best practices for the use of surveys. In *Evaluating and improving teacher preparation programs* [Invited Roundtable]. American Educational Research Association Annual Meeting, United States (Virtual).
- Worrell, F. C. (2021, April 8–12). Discussant. In M. K. Holt & T. N. Shah (Co-Chairs), *Identities in context: Understanding how context influences adolescents' and emerging adults' functioning* [Symposium]. American Educational Research Association Annual Meeting, United States.
- Dixon, D. D., & Worrell, F. C. (2021, April 14–17). *The relationship of hope to outcome variables in gifted and talented adolescents* [Invited presentation]. Third Biennial North American and European Talent Development Summit (Virtual), Berkeley, CA, United States.
- Olszewski-Kubilius, P., Subotnik, R. F., & Worrell, F. C. (2021, April 14–17). *Domain-specific abilities and characteristics: Moving the talent development megamodel (TDMM) forward* [Invited presentation]. Third Biennial North American and European Talent Development Summit (Virtual), Berkeley, CA, United States.
- Worrell, F. C. (2021, April 14–17). *Moderator*. Third Biennial North American and European Talent Development Summit (Virtual), Berkeley, CA, United States.
- Worrell, F. C. (2021, June 28–29). Panelist. *International perspectives in U. S. psychological science journals invitational virtual workshop*. U.S. National Committee for Psychological Science, National Academies of Sciences, Engineering, and Medicine (Virtual).
- Worrell, F. C. (2021, June 29). *Exploring the role of school psychologists in Trinidad and Tobago* [Keynote address]. Symposium, Student Support Services Division, Ministry of Education, Trinidad and Tobago, and the Trinidad and Tobago Association of Psychologists (Virtual).
- Worrell, F. C. (2021, July 1). *Developing a Caribbean psychology: What to accept, what to reject* [Invited presentation]. Jamaican Psychological Society Annual General Meeting.
- Worrell, F. C. (2021, July 8–10). William E. Cross, Jr.: A consummate intellectual. In K. O. Cokley (Moderator), *Celebrating 50 years of nigrescence theory* [Panel]. Sixth Biennial Conference of Division 45 of APA, the Society for the Psychological Study of Culture, Ethnicity, and Race (Virtual).
- Worrell, F. C. (2021, July 12–16). *Time perspective: An historical, developmental overview* [Keynote address]. Fifth International Conference on Time Perspective, Vilnius, Lithuania (Virtual).
- Worrell, F. C. (2021, July 18–23). *Ethnocultural identities: Stages, statuses, or attitudes* [Virtual keynote address]? Thirty-second International Congress of Psychology, Originally scheduled for Prague, Czechia.
- Worrell, F. C. (2021, July 18–23). Examining Multiple Competitive Attitudes Inventory scores in academically talented youth. In M. Fülöp (Chair), *Competition: Individual and contextual determinants of its beneficial or detrimental nature* [Virtual invited symposium]. Thirty-second International Congress of Psychology, Originally scheduled for Prague, Czechia.
- Worrell, F. C., (2021, July 18–23). From intelligence to potential: The ascendancy of talent development. In M. Jurišević (Chair), *Psychological science in gifted education* [Virtual invited symposium]. Thirty-second International Congress of Psychology, Originally scheduled for Prague, Czechia.
- Worrell, F. C. (2021, October 6). *The importance of person-centered approaches in psychology: Two examples* [Invited address]. Celebration in Honor of the 10th anniversary of the doctoral program, Departamento de Psicología, Universidad de Concepción, Chile (Virtual).
- Worrell, F. C. (2021, October 6). *Psychological science in education contexts: From intervention to prevention* [Keynote address]. Science to Practice Forum, Learning Disabilities Association of America, United States. (Virtual)

PRESENTATIONS (con't)

Invited Addresses/Presentations (con't)

- Worrell, F. C. (2021, November 12). *Racial identity, ethnic identity, and ethnic-racial identity: Measurement, correlates, and implications for practice* [Keynote address]. The Massachusetts Psychological Association 2021 Conference (Rising to the Challenge: Adaptability, Advocacy, and Transformation in the Field of Psychology), United States (Virtual).
- Worrell, F. C. (2021, November 17). *A few thoughts about leadership broadly construed* [Invited presentation]. Early Career Psychologist Leadership Academy, Connecticut Psychological Association, United States (Virtual).
- Worrell, F. C. (2021, November 18–19). Panelist, *Psychology in action* [Panel discussion]. Global Psychology Alliance (Psychology for Global Challenges).
- Worrell, F. C. (2021, November 15–19). COVID-19 and schooling: The impact of the pandemic [Invited presentation]. In M. Barnett (Moderator), *Covid in the Caribbean: Psychology's response to health inequities, disparities, and disbeliefs*. Caribbean Regional Conference of Psychology 2020+ (Caribbean Resilience: Psychology's Response to Historical and Contemporary Disasters, U. S. Virgin Islands, United States. (Virtual)
- Worrell, F. C. (2021, December 7). *Lessons from female leaders in my life* [Invited address]. Leadership Institute for Women in Psychology 2021 Commencement and Awards Ceremony, United States (Virtual).
- Worrell, F. C. (2021, December 14). *Academic success in a stratified society: Talent development, identity, and hope* [Invited address]. The College Preparatory School, Oakland, CA, United States (Virtual).
- Worrell, F. C. (2022, February 15–18). *Psychosocial constructs and adaptive functioning: Examples from culture and time* [Distinguished lecture]. National Association of School Psychologists 2022 Annual Convention, Boston, MA, United States.
- Worrell, F. C. (2022, March 5). *Children's mental health: Setting the stage* [Keynote address]. 2022 Congress of La Federación Latinoamérica de Psicoterapias Cognitivas y Conductuales [Virtual].
- Worrell, F. C. (2022, March 7–11). *Attitudes toward the past, present, and future: Predictors of resilience and vulnerability in multiple national contexts* [Keynote address]. International Military Testing Association 62nd Conference, Raleigh, NC, United States.
- Worrell, F. C. (2022, March 10–13). Panelist. In J. P. Bailey (Moderator), *Talent: What we know about how it is cultivated and what it means for school, parents, and education policy* [Panel discussion]. AEI World Forum, Sea Island, GA, United States.
- Worrell, F. C. (2022, March 24–25). Panelist. In A. Tomkins (Moderator), *Broadening conceptions of what to count and how to count it (in assessing research productivity and quality* [Panel discussion]. Broadening Conceptions of Scientific and Scholarly Productivity: Improving Openness, Inclusion, and Impact in a Changing Research Landscape. American Educational Research Association and Council of Graduate Schools, Washington DC, United States.
- Worrell, F. C. (2022, April 11). *Fireside Chat for Graduate Students*. Division for Culturally and Linguistically Diverse Exceptional Learners, Council for Exceptional Children (Virtual).
- Worrell, F. C. (2022, April 21–26). Discussant. In *Toward equitable measurement and assessment: Implications for the Test Standards* [Symposium]. American Educational Research Association 2022 Annual Meeting, San Diego, CA, United States.
- Worrell, F. C. (2022, April 29). *APA's apology to people of color: Psychology's role in combating systemic racism* [Colloquium presentation]. Human Development and Psychology Division, School of Education and Information Studies, University of California, Los Angeles [Virtual].
- Worrell, F. C. (2022, April 29). *The importance of time constructs in psychological research (La importancia de los constructos temporales en la investigación psicológica)* [Invited address]. On the occasion of the 42nd anniversary of the College of Psychologists, Peru [Virtual].
- Worrell, F. C. (2022, May 25–26). *Setting the stage for discussing racial equity in the United States* [Opening remarks]. American Psychological Association's Racial Equity Think Tank, Washington, DC, United States.
- Worrell, F. C. (2022, May 25–26). Panelist. In M. Akbar (Chair), *APA's future vision for addressing racial equity* [Panel discussion]. American Psychological Association's Racial Equity Think Tank, Washington, DC, United States.

PRESENTATIONS (con't)

Invited Addresses/Presentations (con't)

- Worrell, F. C. (2022, June 15–18). *Meeting our global obligations: Psychology in service to society* [Invited address]. International Summit on Psychology and Global Health: Leadership for Emerging Challenges, Universidad de los Andes, Bogotá, Colombia.
- Worrell, F. C. (2022, June 6–7). *An historical perspective on the need for racial equity in the United States* [Opening remarks]. American Psychological Association's Racial Equity Summit [Virtual], United States.
- Worrell, F. C. (2022, June 6–7). *Looking to the future* [Closing remarks]. American Psychological Association's Racial Equity Summit [Virtual], United States.
- Worrell, F. C. (2022, July 5–8). *Psychology as a hub science: The central role of talent development* [Plenary lecture]. 17th European Congress of Psychology, Ljubljana, Slovenia.
- Worrell, F. C. (2022, July 7). *The alarming rise of suicides in communities of color: A mental health crisis*. Bebe Moore Campbell Moore Campbell Annual Virtual Symposium.
- Worrell, F. C. (2022, July 21). COVID-19 as cover: Scapegoating tests for educational disparities in college admissions. In J. Wai (Convenor) and A. DeSoto (Moderator), *When can psychological science be useful in educational policy and practice? The case of COVID-19 and college admissions processes* [Association for Psychological Science Webinar]. United States.
- Worrell, F. C. (2022, August 4–6). Chair. *Psychology is here* [Opening Session]. American Psychological Association 130th Annual Meeting, Minneapolis, MN, United States.
- Worrell, F. C. (2022, August 4–6). Opening remarks. In S. O'Brien (Moderator), *The kids are not alright* [Main Stage Session]. American Psychological Association 130th Annual Meeting, Minneapolis, MN, United States.
- Worrell, F. C. (2022, August 4–6). Panelist. In K. Haynes-Mendez (Moderator), *The psychological impact of anti-Trans legislation* [Main Stage Session]. American Psychological Association 130th Annual Meeting, Minneapolis, MN, United States.
- Worrell, F. C. (2022, August 4–6). Panelist. In M. Akbar (Moderator), *Working differently together: Collaboration on the path toward reconciliation and repair with communities of color* [Main Stage Session]. American Psychological Association 130th Annual Meeting, Minneapolis, MN, United States.
- Worrell, F. C. (2022, August 17). Panelist. In A. O'Brien (Moderator), *What about the students? The emotional and psychological impact of anti-inclusive legislation on K–12 learning* [American Bar Association Webinar]. American Psychological Association 130th Annual Meeting, Minneapolis, MN, United States.
- Worrell, F. C., (2022, August 31–September 3). *A conversation with the youth delegates* [Invited presentation]. European Council for High Ability 18th biennial conference (Empowering Every Talent Together: Creative Ways to Enable Personal Growth), The Hague, the Netherlands.
- Subotnik, R. F., Olszewski-Kubilius, & Worrell, F. C. (2022, September 4–7). *Sharing insider knowledge in STEMM*. Fourth Biennial North American and European Talent Development Summit, University of Haifa, Haifa, Israel.
- Worrell, F. C. (2022, September 28). *Time constructs in psychology: Protective and promotive factors* [Invited presentation]. Institute for Pedagogy, Department of Psychology, University of Bergen, Bergen, Norway.
- Worrell, F. C. (2022, October 6). *Beyond APA's apology to people of color: A conversation on diversity, equity, inclusion, justice, and belonging in psychology* [Invited presentation]. Department of Psychology, North Carolina State University, Raleigh, NC, United States.
- Kelly, J. F. & Worrell, F. C. (2022, October 7). *Psychology's role in creating an equitable society: A conversation with two APA presidents* [Invited presentation]. Department of Psychology, Regent University, Virginia Beach, VA, United States.
- Worrell, F. C. (2022, October 13–14). In R. W. Brendel (Chair), *Emerging as an equity-centered team: An interdisciplinary panel discussion* [Panel discussion]. The American Psychiatric Association Mental Health Services Conference, Washington, DC, United States.
- Worrell, F. C. (2022, November 7). *Promoting resilience and recovery in educational settings* [Invited presentation]. Center of Excellence for Teaching and Learning, College of Education, Southern Connecticut State University, New Haven, CT, United States.

PRESENTATIONS (con't)

Invited Addresses/Presentations (con't)

- Worrell, F. C. (2022, November 10). *La dimension psicológica de la identidad profesional docente: Entrevista al Dr. Frank Worrell* [Invited virtual presentation]. Universidad de Concepción, Universidad de La Serena, y Universidad de Atacama, Chile.
- Worrell, F. C. (2022, November 17). *Attitudes to the past, present, and future as predictors of risk and resiliency* [Invited virtual presentation]. Zimbabwe Psychological Association.
- Worrell, F. C. (2022, November 17–November 20). Panelist. In L. B. Kirsch (Chair), *Drilling down on universal screening and local norms* [Panel discussion]. National Association for Gifted Children 69th Annual Convention, Indianapolis, IN, United States.
- Worrell, F. C. (2022, December 1). *APA's resolutions on racism in psychology: From apology to action* [Invited address, virtual]. National Council for Social Studies Clinic for Teachers of Psychology in Secondary School, Department of Psychology, Rutgers University, Camden, NJ, United States.
- Worrell, F. C. (January 12–14, 2023). *Psychology's role in creating a better society* [Invited address, virtual]. Haiti Peace Psychology Summit.
- Worrell, F. C. (January 13, 2023). *The choices we make: Psychology's role in social justice* [Invited address, virtual]. Saybrook University Spring Diversity Luncheon.
- Worrell, F. C. (January 18, 2023). *Attitudes toward the past, present, and future: Markers of risk and resilience* [Invited virtual address]. Northern Ireland Public Health Research Network.
- Worrell, F. C. (2023, February 16). Panelist. In L. Rennie & R. Schlittler (Moderators), *Social justice: State human rights advocacy* [Webinar]. American Psychological Association.
- Worrell, F. C. (2023, February 17–18). Understanding and addressing violence against educators [Invited presentation and panelist]. In *Bullied brains: Preventing bullying & improving school climate*. 2023 Learning and the Brain Conference (Teaching Behaved Brains: Strategies for Challenging Disruptive Behaviors, Autism, ADHD, and Executive Function). San Francisco, CA, United States.
- Worrell, F. C. (2023, February 23–24). *Moving forward with hope* [Keynote address]. Equality Florida 2023 Conference (All Together Now: Fostering Inclusive Schools for LGBTQ Students). Virtual.
- Worrell, F. C. (2023, March 9–11). *The surprising reach of attitudes toward time* [Invited presentation]. 2023 Conference of the Middle East Psychological Association, Kuwait City, Kuwait.
- Worrell, F. C. (2023, March 15). *A conversation with the Hofstra University School Psychology Program* [Invited presentation, virtual]. Hofstra University, United States.
- Worrell, F. C. (2023, April 11). *Supporting diverse perspectives in a divided society: A critical challenge for psychology* [Invited presentation]. Big Problems Being Solved with Psychology Colloquium Series, Department of Psychology, University of Minnesota, Minneapolis, MN, United States.
- Worrell, F. C. (2023, May 30). *Mental health of educators of color: Contextual factors* [Invited presentation]. U.S. Department of Education Webinar (“Promoting Mental Health Supports for Educators of Color”).
- Worrell, F. C. (2023, June 12). *The path to success is not always direct: Act in good faith and hope for the best* [Invited presentation]. Honorary Doctorate Ceremony, Heidelberg University, Heidelberg, Germany.
- Worrell, F. C. (2023, June 13). *Attitudes toward time: Indices of risk and resiliency* [Invited presentation]. Institut Für Bildungs-Wissenschaft, Heidelberg University, Heidelberg, Germany.
- Worrell, F. C. (2023, July 27–29). *Cognitive abilities: Necessary but not sufficient for talent development* [Invited address]. Institute of Mental Chronometry, Berkeley, CA, United States.
- Worrell, F. C. (2023, November 4). *Countering the historical context for present-day trauma: The role of identity and hope* [Keynote address]. San Diego Psychological Association 2023 Conference, San Diego, CA, United States.
- Worrell, F. C. (2023, November 28). *Adolescent development* [Invited presentation]. SOAR for Youth, Berkeley, CA, United States.
- Worrell, F. C. (2023, November 29). *Time constructs as protective factors* [Invited address]. Actividad de apertura proyecto, FONDECYT, Departamento de Psicología, Universidad de Concepción, Chile (Virtual).
- Worrell, F. C. (2024, January 25). *Time constructs: A critical concept in human functioning* [Marsilius lecture]. Marsilius College, University of Heidelberg, Heidelberg, Germany. <https://www.marsilius-kolleg.uni-heidelberg.de/en/public/time-constructs-a-critical-concept-in-human-functioning>

PRESENTATIONS (con't)

Invited Addresses/Presentations (con't)

- Worrell, F. C. (2024, February 14–15). *The school psychologist's role in talent development* [Keynote address]. The 7th International School Psychology Conference, Iranian Association of Educational Psychology, Tehran, Iran (Virtual).
- Worrell, F. C. (2024, March 28). *The psychology of talent development: From potential to expertise* [Invited address]. The Lebanese Psychological Association (Virtual).
- Worrell, F. C. (2024, April 6). *The social scientist: Psychological research in service to society* [Keynote address]. Mid-South Psychology Conference, Memphis, Tennessee, United States.
- Worrell, F. C. (2024, November 5). *Motivation myth busters: What science tells us about motivation* [Invited address]. The Grayson School, Radnor, PA, United States.
- Worrell, F. C. (2024, April 11). *Why I prefer "academic talent development" over "gifted education"* [Second public lecture]. School of Education, Faculty of Humanities and Education, University of the West Indies, St. Augustine, Trinidad (Virtual). <https://uwispace.sta.uwi.edu/items/384c8276-6fd2-4baa-82dc-0598d3fedcfd>
- Worrell, F. C. (2024, April 18–20). *The evolution of cultural identity models: From "racial identity" and "ethnic identity" to 'ethnic-racial identity'* [Invited address]. The Society for Research on Adolescence, Chicago, IL, United States.
- Worrell, F. C. (2024, April 24–26). *Panorama Nacional e Internacional del la Psicología en el Siglo XXI (National and international panorama of psychology in the 21st century)* [Closing keynote address]. L Congreso Nacional de Psicología (La Psicología, una ciencia al servicio de la Sociedad), Guadalajara, Mexico.
- Worrell, F. C. (2024, May 19–21). *Opportunities provided: Opportunities taken: Providing early talent development opportunities is critical for diversifying gifted education* [Invited address]. The Wallace Research Symposium on Talent Development, University of Connecticut, Storrs, CT, United States.
- Worrell, F. C. (2024, June 2). *The complexities of ethnic and racial identity: Why members of the same group often differ* [Invited address]. Diversity Directorate Annual Potluck Brunch, Georgia Psychological Association, Atlanta, GA, United States.
- Worrell, F. C. (2024, July 10–13). Panelist. In S. McKinley (Moderator), *Charting new horizons: Navigating the seas of giftedness, creativity, and talent*. SENG 2024 Community Conference, Berkeley, CA, United States.
- Worrell, F. C. (2024, July 10–13). *Shaping brilliance: The art of growing giftedness* [Keynote address]. SENG 2024 Annual Community Conference, Berkeley, CA, United States.
- Worrell, F. C. (2024, July 21–26). *The criticality of time constructs in psychological functioning* [Keynote address]. Thirty-third International Congress of Psychology, Prague, Czechia.
- Grolnick, W. S., Heddy, B. C., & Worrell, F. C. (2024, August 8–10). *Motivation myth busters: Science-based strategies to boost motivation in yourself and others* [Book talk]. American Psychological Association 132nd Annual Meeting, Seattle, WA, United States.
- Grolnick, W. S., Heddy, B. C., & Worrell, F. C. (2024, August 8–10). *Motivation myth busters: Science-based strategies to boost motivation in yourself and others* [Teaching talk]. American Psychological Association 132nd Annual Meeting, Seattle, WA, United States.
- Grolnick, W. S., Heddy, B. C., & Worrell, F. C. (2024, August 22). *Motivation myth busters: Cracking the code to motivating first-year students* [Webinar]. American Psychological Association.
- Worrell, F. C. (2024, September 18–21). *Equity in education: A talent development perspective* [Keynote address]. 8th Educational Congress, Münster, Germany.
- Worrell, F. C. (2024, September 30). *The utility of data in an ear of disbelief in measurement: Implications for education and measurement* [Invited address]. Human Resources Research Organization, Alexandria, VA, United States (Virtual).
- Worrell, F. C. (2024, November 13–15). *The clinical implications of time constructs: Preventing maladjustment and intervening in socioemotional distress* [Invited address]. 17th International Congress of Clinical Psychology, Spain (Virtual).
- Worrell, F. C. (2025, March 3). *Some thoughts about leadership from a reluctant leader*. Division 41 (American Psychology–Law Society) Embracing Leadership Speaker Series (Virtual).

PRESENTATIONS (con't)

Invited Addresses/Presentations (con't)

- Worrell, F. C. (2025, March 8). *Framing gifted education as talent development for all: A critical perspective for school leaders* [Keynote address]. Leadership Symposium, The School of Education, St. John's University, New York, NY, United States.
- Worrell, F. C. (2025, June 9–13). *Building capacity in systems and schools to support student wellbeing* (Invited address). Sixth Caribbean Regional Conference of Psychology (Building Mental Health Resiliencies, Empowering Our Communities), Barbados.
- Worrell, F. C. (2025, August 7–9). *Being gay (and single) in the academy: Keeping the faith, fighting for the cause* [Fellow Address]. American Psychological Association Annual Meeting, Denver, CO, United States.

Workshops

- Worrell, F. C. (1989, March). *Dropout prevention ideas* [Workshop]. Middle and high school teachers, Tuba City Unified School District, Navajo Reservation, Tuba City, Arizona.
- Worrell, F. C. (1993, March). *Identifying and working with the gifted child: What a parent should and should not do* [Workshop]. GATE parents, Vallejo School District, Vallejo, CA.
- Worrell, F. C. (1994, March). *Coping with violence in school* [Workshop]. Tenth Annual Southeast Asia Education Faire, Sacramento, CA.
- Worrell, F. C. (1994, May). *Patterns of risk and resiliency in academically-talented adolescents and at-risk adolescents* [Workshop]. Academic Talent Development Program Annual Staff Inservice Day, Berkeley, CA.
- Worrell, F. C. (1995, April). *Developing and maintaining an academic resume* [Workshop]. Graduate students in the Department of Educational and School Psychology and Special Education, The Pennsylvania State University, University Park, PA.
- Worrell, F. C. (1995, November). *Writing the dissertation* [Workshop]. Committee on Institutional Cooperation Pre-doctoral Fellowship Annual Conference, The Pennsylvania State University, University Park, PA.
- Hall, T. E. Watkins, M. W., & Worrell, F. C. (1998, May). *Effective psychoeducational practices: Academic reading assessment* [Workshop]. Guidance and Special Education Officers of the Ministry of Education, Port of Spain, Trinidad and Tobago.
- Watkins, M. W., Worrell, F. C., & Hall, T. E. (1998, May). *Effective psychoeducational practices: Basic management principles* [Workshop]. Guidance and Special Education Officers of the Ministry of Education, Port of Spain, Trinidad and Tobago.
- Worrell, F. C., Watkins, M. W., & Hall, T. E. (1998, May). *Effective psychoeducational practices: An introduction to consultation* [Workshop]. Guidance and Special Education Officers of the Ministry of Education, Port of Spain, Trinidad and Tobago.
- Cross, W. E., ¹Fhagen -Smith, P. E., Vandiver, B. J., Cokley, K., & Worrell, F. C. (1999, February). *Development of a new nigrescence measure: Theory, development, and application* [Workshop]. Teachers College Annual Winter Roundtable, Columbia University, New York, NY.
- Hall, T. E., Watkins, M. W., & Worrell, F. C. (1999, May 17–23). *Basic measurement issues, and group and individual assessment of reading and behavioral problems* [Workshop]. Guidance and Special Education Officers of the Ministry of Education, Trinidad, West Indies.
- Watkins, M. W., Hall, T. E., & Worrell, F. C. (1999, September 29–30). *Sampling strategies and the development of national reading and behavioral problems* [Workshop]. Guidance and Special Education Officers of the Ministry of Education, Port of Spain, Trinidad and Tobago.
- Worrell, F. C., Watkins, M. W., & Hall, T. E. (1999, October 1). *Assessing psychological constructs in secondary schools: Anxiety, depression, fear, and self-concept* [Workshop]. Guidance and Special Education Officers of the Ministry of Education, Port of Spain, Trinidad and Tobago.
- Worrell, F. C. (2000, September). *Diagnosis and intervention: Promoting educational success in Trinidad and Tobago* [Presentation]. UNICEF Representative to Trinidad and Tobago and the Guidance and Special Education Officers of the Ministry of Education, Port of Spain, Trinidad and Tobago.
- Worrell, F. C. (2001, September). *Diagnosing academic problems in elementary school* [Workshop]. Special Education Officers of the Ministry of Education, Scarborough, Trinidad and Tobago.

PRESENTATIONS (con't)

Workshops (con't)

- Worrell, F. C. (2001, October). *An introduction to consultation in schools* [Workshop]. Guidance Officers of the Ministry of Education, Port of Spain, Trinidad and Tobago.
- Worrell, F. C. (2001, November). *ADHD and school refusal: An introduction* [Workshop]. Guidance Officers of the Ministry of Education, Port of Spain, Trinidad and Tobago.
- Worrell, F. C. (2001, December). *A psychological view of teaching and learning: Reconceptualizing a school for students with academic and behavioral difficulties* [Workshop]. Teachers of Ibis Model School, Port of Spain, Trinidad and Tobago.
- Worrell, F. C. (2002, January). *A psychological view of teaching and learning* [Workshop]. Teachers of Diego Martin Junior Secondary School, Diego Martin, Trinidad and Tobago.
- Worrell, F. C. (2002, January). *How to motivate the adolescent child* [Workshop]. Teachers of Diego Martin Government Secondary School, Diego Martin, Trinidad and Tobago.
- Worrell, F. C. (2002, January). *The do's and don'ts of working with children with special needs: Developing and implementing a school-reform plan* [Workshop]. Teachers of Ibis Secondary School, Port of Spain, Trinidad and Tobago.
- Worrell, F. C. (2002, March). *Changing school culture: The role of the guidance officer* [Workshop]. Guidance Officers of the Port of Spain and Environs Educational District, Ministry of Education, Port of Spain, Trinidad and Tobago.
- Worrell, F. C. (2002, March). *Effective psychoeducational practices: Behavioral principles, reading assessment, and behavioral assessment* [Workshop]. Guidance and Special Education Officers of the Ministry of Education, Port of Spain, Trinidad and Tobago.
- Watkins, M. W., Worrell, F. C., & Hall, T. E. (2002, April). *Behavioral strategies for educators and parents: Maximizing learning behaviors and minimizing adjustment behaviors* [Workshop]. Guidance and Special Education Officers of the Ministry of Education, Port of Spain, Trinidad and Tobago.
- Worrell, F. C. (2002, April). *A psychological view of teaching and learning* [Workshop]. Teachers of Belmont Junior Secondary School, Port of Spain, Trinidad and Tobago.
- Worrell, F. C. (2002, May). *Revisiting learning and teaching principles: Adaptations for classroom and school* [Workshop]. Teaching staff, Belmont Junior Secondary School, Port of Spain, Trinidad and Tobago.
- Hall, T. E., Watkins, M. W., & Worrell, F. C. (2002, October). *Helping students learn to read: From diagnosis and assessment to classroom interventions* [Workshop]. Guidance and Special Education Officers, Ministry of Education, Port of Spain, Trinidad and Tobago.
- Worrell, F. C., Hall, T. E., & Watkins, M. W. (2002, December). *Using local norms to assess psychological and educational problems of school-aged students and to develop meaningful interventions* [Workshop]. Guidance and Special Education Officers, Ministry of Education, Port of Spain, Trinidad and Tobago.
- Worrell, F. C. (2006, August). *Evaluating student performance: Assessment strategies in Infants I and II* [Workshop]. Annual Education Conference of the Northeastern Education District of the Ministry of Education, Guaico/Turure, Trinidad and Tobago.
- Watkins, M. W., & Worrell, F. C. (2006, November). *Using the Learning Behaviors Scale, the Adjustment Scales for Children and Adolescents, and the Adjustment Scales for Children and Adolescents-Home for diagnosis and intervention* [Workshop]. Student Support Services Unit of the Ministry of Education, Port of Spain, Trinidad and Tobago.
- Worrell, F. C., & Watkins, M. W. (2006, November). *Assessment and learning principles: Theoretical foundations and practical applications* [Workshop]. Student Support Services Unit of the Ministry of Education, Port of Spain, Trinidad and Tobago.
- Watkins, M. W., & Worrell, F. C. (2006, November). *The Learning Behaviors Scale and the Adjustment Scales for Children and Adolescents: Diagnosis in Trinidad and Tobago using local norms* [Workshop]. Student Support Service Unit personnel of the Ministry of Education, Port of Spain, Trinidad and Tobago.
- Worrell, F. C. & Watkins, M. W. (2006, November). *An introduction to learning theory and measurement principles* [Workshop]. Student Support Service Unit personnel of the Ministry of Education, Port of Spain, Trinidad and Tobago.

PRESENTATIONS (con't)

Workshops (con't)

- Hall, T. E., Watkins, M. W., & Worrell, F. C. (2007, January). *Curriculum-based measurement in reading: Individual phonological awareness, oral reading fluency, and the cloze procedure* [Workshop]. Student Support Service Unit personnel of the Ministry of Education, Port of Spain, Trinidad and Tobago.
- Worrell, F. C. (2007, April). The impact of social identities on academic achievement: Stereotype threat, academic identity, and academic performance. In *Actualización en psicología del adolescente: Contextos de desarrollo, desafíos, problemáticas y soluciones* [Workshop]. International Seminar conducted by Universidad Alberto Hurtado and the Pontificia Universidad Católica de Chile, Santiago, Chile.
- Hall, T. E., Worrell, F. C., & Watkins, M. W. (2007, August). *Curriculum-based measures: Evaluation, Analysis, and Intervention* [Workshop]. Student Support Services Unit of the Ministry of Education, Port of Spain, Trinidad and Tobago.
- Worrell, F. C. (2008, June). *Rethinking the role of the school psychologist: From assessment specialist to prevention-oriented practitioner* [Workshop]. School psychologists in Baltimore City Schools, Baltimore, Maryland.
- Vandiver, B. J., & Worrell, F. C. (2008, August). *Assessing Black racial identity using the Cross Racial Identity Scale* [Workshop]. Annual meeting of the American Psychological Association, Boston.
- Worrell, F. C. (2009, June). *Understanding motivation in gifted and talented students* [Workshop]. Louisiana L'Agniappe Summer Institute for Teachers, University of Louisiana at Lafayette.
- Worrell, F. C. (2009, July). *Cultural identities and academic achievement: Critical knowledge for school psychologists working in settings with diverse populations* [Workshop]. International School Psychology Association 31st Annual Meeting, Malta.
- Vandiver, B. J., & Worrell, F. C. (2009, August). *Assessing Black racial identity using the Cross Racial Identity Scale* [Workshop]. American Psychological Association Annual Meeting Toronto, Canada.
- Worrell, F. C., & Aguilar, C. C. (2009, November). *Supporting the development of an academic identity/scholar ethos* [Workshop]. Destination College Counselors, Center for Educational Partnerships, University of California, Berkeley.
- Worrell, F. C. (2010, March). *How cultural identities affect academic achievement* Continuing education [Workshop]. National Association of School Psychologists annual meeting, Chicago, IL.
- Worrell, F. C. (2010, August 6). *Helping students develop motivation for academic tasks* [Workshop]. Destination College counselors, Center for Educational Partnerships, University of California, Berkeley.
- Worrell, F. C. (2010, October 9). *Understanding what giftedness is: Implications for identification and programming* [Workshop]. Texas Association of School Psychologists annual meeting, Irving, TX.
- Worrell, F. C. (2012, January 23). *How cultural identities affect academic achievement* [Workshop]. Baltimore County Public Schools school psychologists, Baltimore, MD.
- Worrell, F. C. (2012, March 22). *Setting up an institutional review board: Rationale and practicalities* [Workshop]. Managers and Directors, Aids Project of the East Bay, Oakland, CA.
- Worrell, F. C. (2012, June 1). *Cultural identities and academic achievement: Critical knowledge for school psychologists working in settings with diverse populations* [Workshop]. Annual School Psychology Conference, City University of New York, New York.
- Worrell, F. C. (2012, September 3). *Psychosocial variables in academic performance: Identity, culture, and achievement*. [Workshop]. School Psychology Program, University of Athens, Greece.
- Worrell, F. C., Miller, R. M., Kinikini, D. T., Joyce, C. F., Sinkovic, J., & Maiwiriwiri, M. B. B. (2014, December). *Early assessment and intervention: Assisting education in Fiji* [Workshop]. Officials from the Fiji Ministry of Education, Suva, Fiji.
- Worrell, F. C. (2016, August 10). *Facilitating academic development in diverse contexts: Social identities and education* [Workshop]. Faculty of Galileo Academy of Science and Technology, San Francisco, CA.
- Worrell, F. C. (2017, April 5). *Reframing gifted education as talent development* [Workshop]. Cuban Society of Psychology and the American Psychological Association, Havana University, Havana, Cuba.

PRESENTATIONS (con't)

Workshops (con't)

- Herman, J., Worrell, F. C., & Cook, L. (2018, April 13–17). *Improving the quality of research measures: Lessons from the Standards for Educational and Psychological Testing* [Workshop]. American Educational Research Association annual meeting, New York, NY, United States.
- Worrell, F. C. (2018, July 25–28). *How cultural identities affect academic achievement* [Workshop]. International School Psychology Association Annual Conference, Tokyo, Japan.
- Worrell, F. C. (2018, July 29). *How to write a paper in English for publication submission* [Workshop]. Japanese Society of Youth and Adolescent Psychology, Tokyo, Japan.
- Worrell, F. C. (2018, July 29). *Time perspective in adolescence* [Workshop]. Japanese Society of Youth and Adolescent Psychology, Tokyo, Japan.
- Worrell, F. C. (2019, February 6–7). *Why gifted education and talent development are indistinguishable* [Workshop]. 9th Annual Gifted Education Conference and Policy Symposium (Theory and Practice; Conceptual Foundations and Classroom Strategies in Gifted Education), Morgridge College of Education, University of Denver, Denver, CO, United States.
- Worrell, F. C. (2019, March 4–5). *Equity and gifted education: What does the research say* [Workshop]? Vanderbilt Gifted Education Institute, Nashville, TN, United States.
- Worrell, F. C. (2019, March 4–5). *The psychological science of high performance: An overview and responses to questions* [Workshop]. Vanderbilt Gifted Education Institute, Nashville, TN, United States.
- Worrell, F. C. (2019, March 4–5). *Understanding motivational constructs in working with gifted and talented students* [Workshop]. Vanderbilt Gifted Education Institute, Nashville, TN, United States.
- Worrell, F. C. (2021). *Academic talent development and gifted education* [Workshop]. Sage Video Series. <https://sk.sagepub.com/video/academic-talent-development-and-gifted-education>
- Worrell, F. C. (2021). *An introduction to ethnic identity and racial identity* [Workshop]. Sage Video Series. <https://sk.sagepub.com/video/an-introduction-to-ethnic-and-racial-identity>
- Worrell, F. C. (2021, December 16). *Ethnic identity and racial identity: Correlates and clinical implications* [Workshop]. Berkeley Psychology Internship Consortium, Berkeley, CA, United States.
- Worrell, F. C. (2023, November 13). *Developing habits that facilitate resilience* [Workshop]. Caribbean Well Being Conference, Sint Maarten, West Indies.
- Worrell, F. C. (2024, July 3–6). *From gifted education to talent development: A change in conceptualization and implications for practice* [Workshop]. 45th Annual International School Psychology Conference, Riga, Latvia.
- Worrell, F. C. (2024, July 10–13). *Motivation myth busters* [Workshop]. SENG 2024 Annual Community Conference, Berkeley, CA, United States.

EVALUATION REPORTS

- Worrell, F. C. (1990, May). *End of year report (1989/1990) on staff development for the Partners in Education Project (PIE)*, Malcolm X School, Berkeley, CA. Submitted to the San Francisco and the Stewart Foundations.
- Worrell, F. C. (1991, February). Evaluation report on the Primary Mathematics and Science Leadership Project (PRISM): 1989 cohort. Submitted to the National Science Foundation.
- Worrell, F. C. (1991, June). *End of year report (1990/1991) on staff development for the Partners in Education Project (PIE)*, Malcolm X School, Berkeley, CA. Submitted to the San Francisco and the Stewart Foundations.
- Worrell, F. C. (1992, June). *End of year report (1991/1992) on staff development for the Partners in Education Project (PIE)*, Malcolm X School, Berkeley, CA. Submitted to the San Francisco Foundation and the Stewart Foundation.
- Worrell, F. C. (1992, October). *Final evaluation report on the Primary Mathematics and Science Leadership Project (PRISM)*. Submitted to the National Science Foundation.
- Worrell, F. C. (1993, January). *Department of Integration (San Francisco) students in the 1992 Academic Talent Development Program*. Submitted to the Department of Integration, San Francisco Unified School District.

EVALUATION REPORTS (con't)

- Worrell, F. C. (1993, January). *Evaluation report on the Academic Talent Development Program: Summer 1992*. Submitted to Nina H. Gabelko, Program Director.
- Worrell, F. C. (1994, January). *Evaluation report on the 1993 Academic Talent Development Program*. Submitted to Nina H. Gabelko, Program Director.
- Worrell, F. C. (1994, January). *Student evaluations of study labs and mentors: 1993 summer*. Submitted to Nina H. Gabelko, Program Director, Academic Talent Development Program.
- Worrell, F. C. (1996, August). *A report on the academic performance and psychosocial functioning of students attending the NASF Youth Project*. Submitted to Theophous Reagans, Project Director.
- Worrell, F. C. (1996, November). *A report on perceived school climate and psychosocial functioning of Island High School students*. Submitted to Ed Tucker, Principal.
- Worrell, F. C. (1997, January). *A report on attitudes toward reading and homework in Woodstock School students*. Submitted to Dian Hale, Principal.
- Worrell, F. C. (1998, May). *Report on focus groups with students of Form 4 and Lower 6 at Barataria Secondary School*. Submitted to Sandra Phillip-Williams, Principal.
- Worrell, F. C., Watkins, M. W., & Hall, T. E., (1998, May). *Report on consultation with the Guidance and Special Education Supervisors and on workshop for Guidance and Special Education Officers*. Submitted to the Guidance and Special Education Supervisors, Ministry of Education.
- Worrell, F. C. (1999, April). *Academic Talent Development Evaluation Report on the 1998 summer*. Submitted to Nina H. Gabelko, Program Director, Academic Talent Development Program.
- Worrell, F. C., Hall, T. E., & Watkins, M. W. (1999, November). *Consultation with the Guidance and Special Education Units of the Ministry of Education, Trinidad and Tobago: Progress Report*. Submitted to UNICEF via the Guidance and Special Education Supervisors.
- Worrell, F. C. (1999, December). *An examination of the attitudes and self-reported risk and protective factors of honor students, at-risk dropouts, and at-risk graduates*. Submitted to Michael W. Nicosia, Superintendent, School District Number Six, Columbia Falls, Montana.
- Worrell, F. C. (2001, November). *Evaluation report on the 2001 Academic Talent Development Program*. Submitted to Nina H. Gabelko, Program Director.
- Worrell, F. C. (2002, November). *Evaluation report on the 2nd. Annual Summer Institute of the School Leadership Center of Trinidad and Tobago*. Submitted to Elizabeth Crouch, Director.
- Worrell, F. C. (2002, December). *Final evaluation report on Assessment, Diagnosis, and Intervention: Promoting Educational Success in Trinidad and Tobago*. Submitted to Steve Williams, Project Coordinator with the Trinidad and Tobago Ministry of Education, and Joseph Campbell, Director of the Trinidad and Tobago Directorate, Organization of the American States.
- Worrell, F. C. (2021, April). *Evaluation report on Allen Temple Baptist Church Global Ministries*. Submitted to Reverend Theophous H. Reagans, Director Theophous H. Reagans Global Institute.

GRANTS

- United Nations Children's Fund. (1999). (Fund # BARA/1999/0358). *The Education of Students with Special Education Needs in Trinidad and Tobago*. Grant to the Trinidad and Tobago Ministry of Education (\$10,000). Frank C. Worrell (Lead Consultant).
- Organization of American States (2001). (Fund # TT/AE/138101941). *Diagnosis and Intervention: Promoting Educational Success in Trinidad and Tobago*. Grant to the Trinidad and Tobago Ministry of Education (\$105,000). Frank C. Worrell (Lead Consultant).
- University of California, Office of the President. (2003). *Academic enrichment grant* (\$25,000).
- Cowell Foundation (2006 – 2007). *Improving Academic Achievement in Middle School Students* (\$153,598). Frank C. Worrell (Principal Investigator).
- American Educational Research Association/Institute of Education Sciences. (2005 – 2008). Post-doctoral fellowship grant (\$244,000.00). Frank C. Worrell (Principal Investigator), & Zena R. Mello (Postdoctoral Fellow).
- American Educational Research Association/Institute of Education Sciences. (2007 – 2008). Post-doctoral fellowship grant (\$140,000.00). Frank C. Worrell (Principal Investigator), & Malcolm H. Woodland (Postdoctoral Fellow).
- National Institutes of Health. (2010 – 2013). *Psychosocial Benefits of Ethnic Diversity in Urban Middle Schools* (\$213,390.00). Frank C. Worrell (Principal Investigator, UC Berkeley site).
- Chancellor's Community Partnership Fund. (2015). *Berkeley Apex* (\$20,000). Patricia Saddler (Berkeley Unified School District, Community Partner) and Frank C. Worrell (University Partner).
- American Psychological Foundation. (2013). *A New Coalition for the Psychology of High Performance* (\$17,401.00). Frank C. Worrell & Rena F. Subotnik (Principal Investigators).
- Chancellor's Community Partnership Fund. (2014). *AP/IB Berkeley High Study Group* (\$25,000). Ben Sanoff (Berkeley High, Community Partner) and Frank C. Worrell (University Partner).
- Institute of Educational Sciences. (2014 – 2016). *National Center for Research on Gifted Education* (\$2,000,000.00). Del Siegle (Principal Investigator, University of Connecticut); E. Jean Gubbins, D. Betsy McCoach, Bianca Montrosse-Moorhead, Christopher Rhoads, & Jonathan Plucker (Co-Principal Investigators, University of Connecticut); Carolyn Callahan (Co-Principal Investigator, University of Virginia); Frank C. Worrell (Co-Principal Investigator, UC Berkeley); & Yaacov Pescher (Co-Principal Investigator, Florida State University).
- National Institutes of Health. (2014 – 2017). *Pathways to High School Completion in a Multiethnic Sample: Opportunities and Risks*. (\$311,234.00). Frank C. Worrell (Principal Investigator, UC Berkeley site).
- American Psychological Foundation. (2015). *Continued funding for the Coalition for the Psychology of High Performance* (\$20,000.00). Rena F. Subotnik & Frank C. Worrell (Principal Investigators).
- National Science Foundation. (2023). *I-Corps: A Self Monitoring-Based Executive Functioning/Attention Deficit Intervention Delivery System* (\$50,000). Frank C. Worrell (Principal Investigator).

PAPERS/THESES SUPERVISED

Undergraduate Honor's Theses

- Dixon, D. D. (2010, Fall). *The relationship of ethnic identity to academic achievement and expectations for the future in African American high school students* [Unpublished Honor's thesis, Psychology]. University of California, Berkeley.
- Gordon, A. (2012, Spring). *Adolescent friendship choice and socioeconomic background* [Unpublished Honor's thesis, Psychology]. University of California, Berkeley.
- Lo, K. Y. (2012, Spring). *Parent socialization and ethnic beliefs: The role of ethnic identity in middle school students* [Unpublished Honor's thesis, Psychology]. University of California, Berkeley.
- Ollinger, I. A. (2013, Spring). *The role of home language in the development of intergroup attitudes* [Unpublished Honor's thesis, Sociology]. University of California, Berkeley.

Prequalifying Papers, Master's Papers, and Other Graduate Papers

- Fisher, J. (1998, Spring). *Influences on children's adjustment to kindergarten: Individual and interpersonal factors* [Unpublished Master's thesis]. The Pennsylvania State University.
- Schweigardt, W. J. (1998, Spring). *Gender differences in the motivation for and selection of courses in a summer enrichment program* [Unpublished Master's thesis]. The Pennsylvania State University.
- Samuels, L. (1998, Fall). *An investigation of parent-reported homework behaviors of elementary and middle school students* [Unpublished Master's thesis]. The Pennsylvania State University.
- Gardner, D. (1999, Summer). *Validation of a tutor rating form* [Unpublished Master's thesis]. The Pennsylvania State University.
- Murphy, C. P. (1999, Summer). *Intrinsic/extrinsic motivation and the cheating behaviors of academically talented students* [Unpublished Master's thesis]. The Pennsylvania State University.
- Greenawalt, C. G. (2000, Spring). *An exploratory factor analysis of the Gifted Evaluation Scale with high ability students* [Unpublished pre-dissertation research paper]. The Pennsylvania State University.
- Latto, I. K. (2000, Summer). *Homework and the helping behavior of parents* [Unpublished master's thesis]. The Pennsylvania State University.
- Gibbons, T. A. (2003, Spring). *An exploratory factor analysis of the Revised Children's Manifest Anxiety Scale with Trinidad and Tobago adolescents* [Unpublished master's thesis]. The Pennsylvania State University.
- McGrady, J. M. (2003, Spring). *Preservice teachers' consultation model preferences* [Unpublished master's thesis]. The Pennsylvania State University.
- Starks, M. T. (2003, Spring). *Academic and global self-concept in Trinidad and Tobago adolescents* [Unpublished master's thesis]. The Pennsylvania State University.
- Beltran, Z. (2004, Spring). *Successful full inclusion programs* [Unpublished master's paper, Developmental Teacher Education]. University of California, Berkeley.
- Lacsamana, F. (2004, Spring). *Abstract classification: Music style identification and differentiation by kindergarten students* [Unpublished master's paper, Developmental Teacher Education]. University of California, Berkeley.
- Kover, D. J., Roberts, K. J., & Scott, A. L. (2004, July). *Examining the relationship between perceived life chances and academic striving* [Poster]. Student Affiliates of School Psychology mini-convention, American Psychological Association Annual Convention, Honolulu, HI, United States.
- Steinberg, S. B. (2004, July). *Linking hope for the future and personality in adolescence* [Poster]. Student Affiliates of School Psychology mini-convention, American Psychological Association Annual Convention, Honolulu, HI, United States.
- Roberts, K. J. (2004, Fall). *Economic strain, parenting behavior, and child welfare: A literature review* [Unpublished master's paper, School Psychology]. University of California, Berkeley.
- Scott, A. L. (2004, Fall). *Culturally relevant pedagogy: Examining its potential for increasing academic success among African American students* [Unpublished master's paper, School Psychology]. University of California, Berkeley.
- Lew, D. A. (2005, Fall). *Ethnic identity in Asian Americans: Implications for psychological wellbeing and academic achievement* [Unpublished master's paper, School Psychology]. University of California, Berkeley.

PAPERS/THESES SUPERVISED (con't)

Prequalifying Papers, Master's Papers, and Other Graduate Papers (con't)

- Elgas, A. J. A. (2006, Spring). *Factors that affect 6th grade students like or dislike of school* [Unpublished master's paper, Developmental Teacher Education]. University of California, Berkeley.
- Goldberg, M. (2006, Spring). *The nature of peer acceptance and rejection of mainstreamed children with disabilities* [Unpublished master's paper, Developmental Teacher Education]. University of California, Berkeley.
- Lim, M. T. (2006, Spring). *Motivation patterns of Chinese American students* [Unpublished master's paper, Developmental Teacher Education]. University of California, Berkeley.
- Soni, S. (2006, Spring). *Examining the implications of teachers' beliefs regarding cause for varied levels of achievement among their students* [Unpublished master's paper, Developmental Teacher Education]. University of California, Berkeley.
- Young, A. (2006, Spring). *Mathematics self-efficacy and its relation to mathematics achievement* [Unpublished master's paper, School Psychology]. University of California, Berkeley.
- Anderson, C. (2006, Fall). *Under the radar: The impact of school transitions on school belonging and relational aggression in middle school girls* [Unpublished master's paper, School Psychology]. University of California, Berkeley.
- Andretta, J. R. (2006, Fall). *Homosexual identity attitudes: Implications for educators* [Unpublished master's paper, School Psychology]. University of California, Berkeley.
- Fearn, E. (2006, Fall). *When phonics fails: Alternative instructional approaches for children with reading disabilities* [Unpublished prequalifying paper, Special Education]. University of California, Berkeley.
- Hill, D. A. (2006, Fall). *Motivation and peer relationships in the classroom* [Unpublished master's paper, School Psychology]. University of California, Berkeley.
- Simmons, C. (2006, Fall). *Racial differences in academic achievement: How do we explain the achievement gap* [Unpublished master's paper, School Psychology]? University of California, Berkeley.
- Alconcher, M. J. G. (2007, Spring). *Characteristics of biracial identity development as told by biracial individuals* [Unpublished master's paper, Developmental Teacher Education]. University of California, Berkeley.
- Anguiano, R. M. (2007, Spring). *Immigrants and education: The evolution of cultural models of education in Mexican immigrant families* [Unpublished master's paper, School Psychology]. University of California, Berkeley.
- Brett, J. (2007, Spring). *Developmental bases for critical pedagogy* [Unpublished master's paper, School Psychology]. University of California, Berkeley.
- Garrett, R. (2007, Spring). *Converting a problem into an asset: The need for a personal teaching philosophy supporting bilingualism and for specific dialogue about language in the bilingual classroom* [Unpublished master's paper, Developmental Teacher Education]. University of California, Berkeley.
- Hata, H. K. (2007, Spring). *Construction and analysis of the Parent Involvement Prediction Scale (PIPS)* [Unpublished prequalifying paper, School Psychology]. University of California, Berkeley.
- Jeung, K. (2007, Spring). *The way I see you and the way you see me: Student-teacher relationships and their implications for school outcomes* [Unpublished master's paper, Developmental Teacher Education]. University of California, Berkeley.
- Kover, D. J. (2007, Spring). *The influence of instrumentality beliefs on intrinsic motivation: A study of high achieving adolescents* [Unpublished prequalifying paper, School Psychology]. University of California, Berkeley.
- Galaviz, M. (2007, Fall). *Promoting student social-emotional well-being, health, and safety in schools* [Unpublished master's paper, School Psychology]. University of California, Berkeley.
- Eisenhardt, S. (2008, Spring). *Third grade girls and their decisions to opt out of physical education* [Unpublished master's paper, Developmental Teacher Education]. University of California, Berkeley.
- Rousseve, S. (2008, Spring). *Effective classroom practices for promoting successful experiences for African American boys: Elementary school perspectives* [Unpublished master's paper, Developmental Teacher Education]. University of California, Berkeley.
- Holman, A. (2008, Fall). *Parental racial socialization and youth self-efficacy beliefs in Black families* [Unpublished master's paper, School Psychology]. University of California, Berkeley.

PAPERS/THESES SUPERVISED (con't)

Prequalifying Papers, Master's Papers, and Other Graduate Papers (con't)

- McManaman, M. (2008, Fall). *School experiences of sexual minority youth and the need for comprehensive intervention programs* [Unpublished master's paper, School Psychology]. University of California, Berkeley.
- Morton, K. A. H. (2008, Fall). *The early exit of an American "Gypsy" population from mainstream schools* [Unpublished masters' paper, Developmental Teacher Education]. University of California, Berkeley.
- Farkas, T. (2009, Spring). *Interventions for child and adolescent social phobia: A review* [Unpublished master's paper, School Psychology]. University of California, Berkeley.
- White, L. H. (2009, Spring). *Linking stereotype threat and self-views of intelligence: The role of motivation* [Unpublished master's paper, School Psychology]. University of California, Berkeley.
- Atwood, J. R. (2009, Fall). *The psychology and performance of university student athletes in school and sport* [Unpublished prequalifying paper, Human Development in Education]. University of California, Berkeley.
- Wang, J. (2009, Fall). *The role of humor in academic engagement: A case study of a third grade girl struggling in mathematics* [Unpublished master's paper, Developmental Teacher Education]. University of California, Berkeley.
- Ling, C. C. (2010, Spring). *Assessing academic self-efficacy in Singapore: An exploratory study* [Unpublished master's paper, School Psychology]. University of California, Berkeley.
- Atwood, J. R. (2010, Fall). *Mindset, motivation, and metaphor in school and sport: Bifurcated beliefs and behavior in two achievement domains* [Unpublished prequalifying paper, Human Development in Education]. University of California, Berkeley.
- Atwood, J. R. (2010, Fall). *New way forward: A critical review of the Implicit Theories of Intelligence Scale and the development of the Embodied Efficacy of Effort Scale* [Unpublished prequalifying paper, Human Development in Education]. University of California, Berkeley. [Unpublished prequalifying paper, School Psychology]. University of California, Berkeley.
- Galaviz, M. A. (2010, Fall). *Addressing the achievement gap between African American and European American students: From a psychological explanation to recommendations for educational intervention* [Unpublished prequalifying paper, School Psychology]. University of California, Berkeley.
- White, L. H. (2010, Fall). *Perceived fit and academic achievement: The mediating role of engagement*
- Erwin, J. (2011, Spring). *Psychometric properties of mathematics and science self-efficacy scores in an academically talented sample* [Unpublished prequalifying paper, School Psychology]. University of California, Berkeley.
- Erwin, J. (2012, Spring). *Changing paradigms of giftedness and new explanations for the underrepresentation of African American youth in gifted education* [Unpublished prequalifying paper, School Psychology]. University of California, Berkeley.
- Sussman, J. (2012, Spring). *A Rasch item response analysis of Cross Racial Identity Scale (CRIS) scores* [Unpublished prequalifying paper, School Psychology]. University of California, Berkeley.
- Griggs, B. G. (2013, Fall). *Transvaluation of identity in African American youth* [Unpublished master's paper, School Psychology]. University of California, Berkeley.
- Jeung, S. (2013, Fall). *The role of self-efficacy in wise critical feedback* [Unpublished master's paper, School Psychology]. University of California, Berkeley.
- Potter, A. (2013, Fall). *Fathers in attachment research: What we do and don't know* [Unpublished master's paper, School Psychology]. University of California, Berkeley.
- Dixon, D. D. (2014, Spring). *African Americans, motivation, and the achievement gap: The full court press* [Unpublished master's paper, School Psychology]. University of California, Berkeley.
- Kunesh, C. (2014, Fall). *Understanding disciplinary disproportionality: Teacher beliefs about recidivism vary by student ethnicity* [Unpublished prequalifying paper, Human Development]. University of California, Berkeley.
- Ojeda-Beck, A. (2014, Fall). *Teaching English Language learners in the United States* [Unpublished prequalifying paper, School Psychology]. University of California, Berkeley.
- Duval, D. (2015, Spring). *Conceptions of ability, academic achievement, and ethnicity in high school students* [Unpublished master's paper, School Psychology]. University of California, Berkeley.

PAPERS/THESES SUPERVISED (con't)

Prequalifying Papers, Master's Papers, and Other Graduate Papers (con't)

- Mahajan, R. (2015, Spring). *The case for social emotional learning in early adolescence: A neurological perspective* [Unpublished master's paper, School Psychology]. University of California, Berkeley.
- Prow, R. M. (2015, Spring). *Demographic differences in adolescent time attitude profiles using model-based clustering* [Unpublished master's paper, School Psychology]. University of California, Berkeley.
- Potter, A. (2015, Spring). *Relationship Closeness to Fathers: Measure validation in a sample of college students* [Unpublished prequalifying paper, School Psychology]. University of California, Berkeley.
- Chavéz, R. (2015, Fall). *Toward an integrated model of occupational identity development: A systematic review of the occupational and vocational identity theory literature* [Unpublished prequalifying paper, Social Welfare]. University of California, Berkeley.
- Karr, J. G. (2015, Fall). *Paternal incarceration and academic development: An ecological systems perspective* [Unpublished master's paper, School Psychology]. University of California, Berkeley.
- Peretz, H. (2015, Fall). *Effective parental involvement strategies during adolescence* [Unpublished master's paper, School Psychology]. University of California, Berkeley.
- Jeung, S. (2016, Spring). *ATDP SD 2014: Evaluation of reasons for attending, willingness to return, and student learning outcomes* [Unpublished prequalifying paper, School Psychology]. University of California, Berkeley.
- Roberson, C. C. B. (2016, Spring). *A validity study of Multigroup Ethnic Identity Measure (MEIM) Scores in a Trinidad and Tobago sample* [Unpublished master's paper, School Psychology]. University of California, Berkeley.
- Duval, D. (2016, Summer). *Bullying, victimization, and academic achievement* [Unpublished prequalifying paper, School Psychology]. University of California, Berkeley.
- Robbins, R. M. (2016, Summer). *Predicting intergroup contact using anxiety in adolescence* [Unpublished prequalifying paper, School Psychology]. University of California, Berkeley.
- Prow, R. M. (2016, Summer). *Funds of knowledge and optimal intergroup contact in education* [Unpublished prequalifying paper, School Psychology]. University of California, Berkeley.
- Gelgoot, E. S. (2016, Fall). *Flipping a classroom for academically talented secondary school students* [Unpublished master's paper, School Psychology]. University of California, Berkeley.
- Yu, K. (2016, Fall). *Review of resilience in developmental research: A systems framework* [Unpublished master's paper, School Psychology]. University of California, Berkeley.
- Zapata, M. (2016, Fall). *Racial socialization self-efficacy of White adoptive parents with Black children* [Unpublished master's paper, School Psychology]. University of California, Berkeley.
- Karr, J. (2017, Spring). *Socioeconomic status, chronic stress, and executive functioning development* [Unpublished prequalifying paper, School Psychology]. University of California, Berkeley.
- Zapata, M. (2017, Fall). *Personal disability identity in Retinitis Pigmentosa* [Unpublished prequalifying paper, School Psychology]. University of California, Berkeley.
- Macpherson, K. (2018, Spring). *Building equitable schools: Principles for scaling social psychological research* [Unpublished prequalifying paper, Special Education]. University of California, Berkeley.
- Gelgoot, E. S. (2018, Summer). *Schools and learning in the digital age* [Unpublished prequalifying paper, School Psychology]. University of California, Berkeley.
- Yu, K. (2018, Summer). *Resilience in children of immigrants: Protective factors and academic achievement* [Unpublished prequalifying paper, School Psychology]. University of California, Berkeley.
- Bessette, M. (2019, Spring). *Moral reasoning as contraband in the classroom: A new perspective on the discipline gap* [Unpublished master's paper, School Psychology]. University of California, Berkeley.
- Bessette, M. (2020, Spring). *Experience and equity: How does teaching experience relate to disciplinary disparities in California high schools* [Unpublished prequalifying paper, School Psychology]. University of California, Berkeley.
- Chang, V. (2020, Fall). *Do math self-concept and peer influence moderate the relationship between cumulative risk and student performance* [Unpublished prequalifying paper, School Psychology]. University of California, Berkeley.
- Lee, J. Y. (Summer, 2020). *Career decision-making difficulties of academically talented adolescents* [Unpublished prequalifying paper, School Psychology]. University of California, Berkeley.

PAPERS/THESES SUPERVISED (con't)

Prequalifying Papers, Master's Papers, and Other Graduate Papers (con't)

- Mejia, F. B. (2020, Fall). *Grit, hope, and mental toughness: Exploring relationships with academic achievement, effort, enjoyment, and learning* [Unpublished master's paper, Learning Sciences and Human Development]. University of California, Berkeley.
- Saldivar, N. (2020, Fall). *Moving machismo forward* [Unpublished prequalifying paper, School Psychology]. University of California, Berkeley.
- Aronson, S. (2021, Spring). *Adolescent ADHD diagnosis and treatment* [Unpublished prequalifying paper, School Psychology]. University of California, Berkeley.
- Chu, R. (2021, Spring). *Development and validation of the Adolescent Loss Aversion Scale* [Unpublished prequalifying paper, Human Development]. University of California, Berkeley.
- Faraci, N. (2021, Spring). *Adolescent political engagement and civic education* [Unpublished master's paper, School Psychology]. University of California, Berkeley.
- Spence, J. (2021, Spring). *Gay for prey: An exploration of bullying victimization on lesbian, gay, bisexual, and transgender students in schools* [Unpublished master's paper, School Psychology]. University of California, Berkeley.
- Ahrens, I. (2021, Fall). *Dumb jocks? An examination of high school student athletes' behavioral engagement, academic aspirations, and value placed on academics* [Unpublished prequalifying paper, School Psychology]. University of California, Berkeley.
- Luo, H. (2021, Fall). *Latent profiles of adolescent ethnic-racial identity: Associations with psychosocial and academic adjustment* [Unpublished master's paper, School Psychology]. University of California, Berkeley.
- Mejia, F. B. (2021, Fall). *Ethnic-racial identity, motivation, and engagement in Latinx high school students*. [Unpublished prequalifying paper, Learning Sciences and Human Development]. University of California, Berkeley.
- Navas, J. (2021, Fall). *The relationship among teachers expectations, teacher practices, and student achievement* [Unpublished masters paper, School Psychology]. University of California, Berkeley.
- Carlos, E. (2022, Spring). *Cross Ethnic-Racial Identity Scale Scores in Filipino American adults* [Unpublished masters paper, School Psychology]. University of California, Berkeley.
- Chu, R. (2022, Spring). *Predicting patterns of adolescent substance use through perceived parental and peer attitudes towards substances* [Unpublished prequalifying paper, Human Development]. University of California, Berkeley.
- Diptee, D. (2022, Spring). *On life satisfaction as a predictor of math achievement* [Unpublished masters paper, Learning Sciences and Human Development]. University of California, Berkeley.
- Holiday, D. T. (2022, Spring). *Cognitive behavioral therapy for suicidal adolescents with psychiatric comorbidities* [Unpublished masters paper, School Psychology]. University of California, Berkeley.
- Mejia, F. B. (2022, Spring). *The challenges facing Latinx education: How talent development can improve the education of Latinx students*. [Unpublished prequalifying paper, Learning Sciences and Human Development]. University of California, Berkeley.
- Spence, J. (2022, Spring). *Double whammy: Exploring the impact of heterosexist language on gay, lesbian, and bisexual college students' perceptions on self-acceptance and social acceptance at school* [Unpublished prequalifying paper, School Psychology]. University of California, Berkeley.
- Stevens, D. (2022, Spring). *Estimating educational inequality using a six-factor index of academic advantage* [Unpublished prequalifying paper, Social and Research Methodologies]. University of California, Berkeley.
- Diptee, D. (2022, Fall). *Stereotype threat "immunity" among Black immigrant students in the United States* [Unpublished prequalifying paper, Learning Sciences and Human Development]. University of California, Berkeley.
- Holiday, D. T. (2022, Fall). *Phenomenology of teacher attrition during the Covid-19 pandemic* [Unpublished prequalifying paper, School Psychology]. University of California, Berkeley.
- Luo, H. (2022, Fall). *Family-school congruence in ethnic-racial socialization: An integrated conceptual model* [Unpublished prequalifying paper, School Psychology]. University of California, Berkeley.

PAPERS/THESES SUPERVISED (con't)

Prequalifying Papers, Master's Papers, and Other Graduate Papers (con't)

- Miller, Q. (2022, Fall). *Latent profile analysis of Cross Ethnic-Racial Identity Scale–Youth scores* [Unpublished masters paper, School Psychology]. University of California, Berkeley.
- Diptee, D. (2023, Spring). *To feel is to know: Integrating embodied cognition with Gendlin's felt sense* [Unpublished prequalifying paper, Learning Sciences and Human Development]. University of California, Berkeley.
- Miller, Q. (2023, Fall). *RECASTing race-related stress and trauma for Black adolescents using consultee-centered consultation* [Unpublished prequalifying paper, School Psychology]. University of California, Berkeley.
- Bayazitli, I. (2024, Spring). *Time beyond personality: Associations between time perspective and academic outcomes among adolescents* [Unpublished prequalifying paper, School Psychology]. University of California, Berkeley.
- Hansen, U. (2024, Spring). *Exploring the manifestations of toxic stress within the classroom* [Unpublished master's paper, School Psychology]. University of California, Berkeley.
- Lopez Santiago, J. (2024, Spring). *Academic self-concept mediates SES and GPA for Latine students* [Unpublished master's paper, School Psychology]. University of California, Berkeley.
- Navas, J. (2024, Spring). *Ethnic-racial and gender differences in high schoolers' school climate perceptions, motivation, academic self-concept, and GPA* [Unpublished prequalifying paper, School Psychology]. University of California, Berkeley.
- Pommer, M. (2024, Spring). *Hope predicts psychosocial assets for Latinx adolescents* [Unpublished prequalifying paper, School Psychology]. University of California, Berkeley.
- Hansen, U. (2024, Fall). *School factors influencing growth mindset in high school students* [Unpublished prequalifying paper, School Psychology]. University of California, Berkeley.
- Vo, R. (2024, Fall). *Adolescent and Adult Time Inventory–Time Attitudes Scale (AATI-TA) scores and academic outcomes in New Zealand adolescents* [Unpublished master's paper, School Psychology]. University of California, Berkeley.
- Kemble, K. A. (2025, Spring). *Multicultural consultee-centered consultation as a way to implement culturally relevant and responsive practices in a hypothetical mathematics classroom* [Unpublished master's paper, School Psychology]. University of California, Berkeley.

PAPERS/THESES SUPERVISED (con't)

Doctoral Theses

- Kuterbach, L. D. (2003). *Homework journals' effect on homework completion for students in junior high school mathematics classes* (Publication No. 3064955) [Doctoral dissertation, the Pennsylvania State University, 2002]. Proquest Dissertations Publishing.
- Auld, I. L. (2005). *The use of a student-implemented intervention to decrease homework problems in elementary school students* (Publication No. 3172953) [Doctoral dissertation, the Pennsylvania State University]. Proquest Dissertations Publishing.
- Gardner-Kitt, D. (2005). *Black student achievement: The influence of racial identity, ethnic identity, perception of school climate, and self-reported behavior* (Publication No. 3172972) [Doctoral dissertation, the Pennsylvania State University]. Proquest Dissertations Publishing.
- Pearson, J. L. (2005). *The relationship of social skills and learning behaviors to academic achievement in low-income urban elementary school population* (Publication No. 3173817) [Doctoral dissertation, the Pennsylvania State University]. Proquest Dissertations Publishing.
- Werby, O. (2005, Fall). *Development of internet-based learning experiences: The Company Therapist Project* (Publication No. 3210484) [Doctoral dissertation, University of California, Berkeley]. ProQuest Dissertations Publishing.
- Charmaraman, L. (2007). *Cognitive and social development through digital media construction in an urban after-school community* (Publication No. 3253801) [Doctoral dissertation, University of California, Berkeley, 2006]. ProQuest Dissertations Publishing.
- Richert, K. A. (2008). *Pediatric posttraumatic stress disorder and the development of the prefrontal cortex* (Publication No. 3306310) [Doctoral dissertation, University of California, Berkeley, 2007]. ProQuest Dissertations Publishing.
- Steinberg, S. B. (2008). *Positive psychology and schooling: An examination of optimism, hope, and academic achievement* (Publication No. 3275612) [Doctoral dissertation, University of California, Berkeley, 2007]. ProQuest Dissertations Publishing.
- Griffin, S. R. (2009). *The role of psychosocial, preparation program, and school site factors in teachers' academic expectations for students* (Publication No. 3331613) [Doctoral dissertation, University of California, Berkeley, 2008]. ProQuest Dissertations Publishing.
- Alexander, S. (2010). *Psychosocial variables influencing the university transition and long-term academic achievement of community college transfer students* (Publication No. 3382825) [Doctoral dissertation, University of California, Berkeley, 2009]. ProQuest Dissertations Publishing.
- Anderson, C. M. (2010). *Linking perceptions of school belonging to academic motivation and academic achievement amongst student athletes: A comparative study between high-revenue student athletes and non-revenue student athletes* (Publication No. 3444591) [Doctoral dissertation, University of California, Berkeley]. ProQuest Dissertations Publishing.
- Davies, D. H. (2010). *Neuropsychological assessment of ADHD: Improvements on existing techniques through the application of theories of prefrontal cortex functioning* (Publication No. 3382880) [Doctoral dissertation, University of California, Berkeley, 2009]. ProQuest Dissertations Publishing.
- Hartmann, E. S. (2010). *Conceptualizing collaboration: How teachers work together to support children with deafblindness* (Publication No. 3383600) [Doctoral dissertation, University of California, Berkeley, 2009]. ProQuest Dissertations Publishing.
- Andretta, J. R. (2011). *Time attitude profiles in adolescents: Predicting differences in educational outcomes and psychological wellbeing* (Publication No. 3413300) [Doctoral dissertation, University of California, Berkeley, 2010]. ProQuest Dissertations Publishing.
- Middlebrook, K. (2011). *American Indian adolescents' ethnic identity and school identification: Relationships with academic achievement, perceived discrimination, and educational utility* (Publication No. 3444820) [Doctoral dissertation, University of California, Berkeley, 2010]. ProQuest Dissertations Publishing.
- Young, A. E. (2011). *Explorations of metacognition among academically talented middle and high school students* (Publication No. 3413529) [Doctoral dissertation, University of California, Berkeley, 2010]. ProQuest Dissertations Publishing.

PAPERS/THESES SUPERVISED (con't)

Doctoral Theses (con't)

- Anguiano, R. M. (2013). *Language brokering among Latino immigrant families: Measurement validation, moderating variables, and youth outcomes* (Publication No. 3526487) [Doctoral dissertation, University of California, Berkeley, 2012]. ProQuest Dissertations Publishing.
- Fearn, E. J. (2014). *Is the California special education achievement gap really closing* (Publication No. 3555669) [Doctoral dissertation, University of California, Berkeley, 2012]? ProQuest Dissertations Publishing.
- Bialis-White, L. H. (2015). *Needs-satisfaction, motivation, and achievement in high school students: Testing predictive models by gender and ethnicity* ((Publication No. 3616415) [Doctoral dissertation, University of California, Berkeley, 2013]. ProQuest Dissertations Publishing
- Puckerin, G. M. (2015). *The use of race-based affirmative action by elite colleges and universities: Creating alternatives* (Publication No. 3739807) [Doctoral dissertation, Georgetown University]. ProQuest Dissertations Publishing.
- Dixon, D. D. (2016, Spring). *The hopeful student: Extending hope theory to new populations and new applications* (Unpublished doctoral dissertation). University of California, Berkeley.
- Erwin, J. O. (2016). *Prevalence and impact of peer victimization among gifted adolescents* (Publication No. 3720478) [Doctoral dissertation, University of California, Berkeley, 2015]. ProQuest Dissertations Publishing.
[2016 Outstanding Dissertation Award, Research and Evaluation Network, National Association for Gifted Children]
- Simmons, C. M. (2016). *Reducing stereotype threat in academically at-risk African American students: A self-affirmation intervention* (Publication No. 3498889) [Doctoral dissertation, University of California, Berkeley, 2013]. ProQuest Dissertations Publishing.
- Ling, S. C. (2017). *Development and validation of the Singapore Secondary Mathematics Self-Efficacy Scale* (Publication No. 10150955) [Doctoral dissertation, University of California, Berkeley, 2016]. ProQuest Dissertations Publishing.
- McKerracher, A. L. (2017). *The development and validation of a tactile processing speed measure* (Publication No. 10150678) [Doctoral dissertation, University of California, Berkeley, 2014]. ProQuest Dissertations Publishing.
- Gerchow, C. E. (2018). *Evaluating the impact of two cognitive behavioral therapy programs on recidivism in chronic juvenile offenders* (Publication No. 10186620) [Doctoral dissertation, University of California, Berkeley, 2015]. ProQuest Dissertations Publishing.
- Green, C. T. (2018). *Cognitive underpinnings of math learning and early play-based intervention* (Publication No. 10282013) [Doctoral dissertation, University of California, Berkeley, 2017]. ProQuest Dissertations Publishing.
- Jeung, S. (2018). *Achievement goals in context: Exploring goal orientation in a cross-cultural sample of gifted* (Publication No. 10974908) [Doctoral dissertation, University of California, Berkeley]. ProQuest Dissertations Publishing.
- Holland, D. D. (2019). *Self-efficacy and conceptions of ability of intelligence, sport, and creativity* (Publication No. 10817022) [Doctoral dissertation, University of California, Berkeley, 2018]. ProQuest Dissertations Publishing.
- Pazner, H. (2019). *Parental autonomy support in academically talented adolescents: Evaluating predictors, mediators, and moderators for academic outcomes* (Publication No. 13422740) [Doctoral dissertation, University of California, Berkeley, 2018]. ProQuest Dissertations Publishing.
- Potter, A. R. (2019). *Adult support attachment schema: Validation of a new father attachment measure* (Publication No. 10249783) [Doctoral dissertation, University of California, Berkeley, 2016]. ProQuest Dissertations Publishing.
- Prow, R. M. (2019). *E-contact: Creating friendships between adolescents from different backgrounds to increase positive outgroup* (Publication No. 13421055) [Doctoral dissertation, University of California, Berkeley, 2018]. ProQuest Dissertations Publishing.
- Robbins, R. M. (2019). *Evaluating the impact of a cross-group friendship intervention on early adolescents* (Publication No. 10814523) [Doctoral dissertation, University of California, Berkeley, 2018]. ProQuest Dissertations Publishing.

PAPERS/THESES SUPERVISED (con't)

Doctoral Theses (con't)

- Karr, J. (2020). *Exploring children's experiences in a targeted compassion-based intervention* (Publication No. 13879214) [Doctoral dissertation, University of California, Berkeley, 2019]. ProQuest Dissertations Publishing.
- Tiura, M. (2020). *Parental involvement in the treatment of Autism Spectrum Disorder: Validation of a parent involvement survey* (Publication No. 13896434) [Doctoral dissertation, University of California, Berkeley, 2019]. ProQuest Dissertations Publishing.
- Yu, K. (2020). *Acculturation strategies and educational outcomes of Chinese American children of immigrants* (Publication No. 28089823) [Doctoral dissertation, University of California, Berkeley]. ProQuest Dissertations Publishing.
- Zapata, M. (2020). *Personal disability identity measurement: Self-worth and personal meaning* (Publication No. 27666865) [Doctoral dissertation, University of California, Berkeley, 2019]. ProQuest Dissertations Publishing.
[Supported by a Foundation for Rehabilitation Psychology Dissertation Award]
- Macpherson, K. H. (2021). *Social evaluative threat in urban schools: Who benefits from a value affirmation* (Publication No. 27997161) [Doctoral dissertation, University of California, Berkeley, 2020]. ProQuest Dissertations Publishing.
- Roberson, C. C. B. (2021). *Liberty and justice for all? System-justifying ideologies, sense of belonging, and academic achievement among ethnic minority youth* (Publication No. 28865987) [Doctoral dissertation, University of California, Berkeley, 2021]. ProQuest Dissertations Publishing.
- Gelgoot, E. S. (2022). *Sources of perceived online social support: Adaptation of the Online Social Support Scale* (Publication No. 28413737) [Doctoral dissertation, University of California, Berkeley, 2021]. ProQuest Dissertations Publishing.
[Supported by a Grant from the UC Berkeley XLab]
- Lee, J. Y. (2022). *The Korean version of the Adolescent and Adult Time Inventory–Time Attitudes (AATI-TA) Scale: Predicting problematic internet use in adolescents using time attitude profiles* (Publication No. 29327337) [Doctoral dissertation, University of California, Berkeley, 2022]. ProQuest Dissertations & Theses Global.
- Bessette, M. C. (2023). *Intervention acceptability of a digitized self-monitoring procedure for ADHD* (Publication No. 30575596) [Doctoral dissertation, University of California, Berkeley, 2023]. ProQuest Dissertations Publishing.
- Chu, R. L. (2023). *A machine learning approach to predicting different trajectories of suicidal behavior: A longitudinal study from adolescence to middle adulthood* (Publication No. 30634495) [Doctoral dissertation, University of California, Berkeley, 2021]. ProQuest Dissertations Publishing.
- Ahrens, I. B. (2024, Spring). *Understanding parents' involvement in youth sports: A study using the Youth Sport Parent Involvement Survey (YSPIS)* [Unpublished doctoral dissertation]. University of California, Berkeley.
- Virrueta-Ayala, M. I. (2024, Spring). *Disrupting disproportionality: A DisCRIT perspective on school psychologist training, credentialing, and certification for racial equity systems leadership* [Unpublished doctoral dissertation]. University of California, Berkeley.
- Aronson, S. A. (2024, Summer). *Infographics and ADHD literacy promotion and stigma-reduction* [Unpublished doctoral dissertation]. University of California, Berkeley.
- Faraci, N. (2024, Summer). *Civics standards to practice: The impact of required pedagogy on student outcomes* [Unpublished doctoral dissertation]. University of California, Berkeley.
- Stevens, D. (2024, Fall). *Using educational advantage to model and evaluate educational inequalities* [Unpublished doctoral dissertation]. University of California, Berkeley.
- Diptee, J. E. (2025, Spring). *Who feels it knows it: Psychosomatic literacy boosts STEM performance* [Unpublished doctoral dissertation]. University of California, Berkeley.
- Greenstein, J. E. (2025, Summer). *Coordination of Services Teams: A bridge for siloed school-based mental health supports* [Unpublished doctoral dissertation]. University of California, Berkeley.
- Carlos, E. (2025, Summer). *More than colonialism: Expanding theories of Filipino American cultural identity* [Unpublished doctoral dissertation]. University of California, Berkeley.

PAPERS/THESES SUPERVISED (con't)

Theses: External Reader

- Webber, M. (2011, Fall). *Identity matters: Racial-ethnic representations among adolescents attending multi-ethnic high schools* [Unpublished doctoral dissertation]. University of Auckland.
- Lenvik, A. K. (2022, Fall). *Gifted education in Norway: A mixed-method study teachers and students in Norwegian comprehensive school* [Unpublished doctoral dissertation]. University of Bergen.

COURSES TAUGHT

Secondary School

Advanced Placement Psychology, Academic Talent Development Program (ATDP), University of California, Berkeley

Caribbean Cultures, ATDP, University of California, Berkeley

Choral Styles in History, ATDP, University of California, Berkeley

English Language (Forms 1, 2, 5), St. Mary's College, Port of Spain, Trinidad

English Literature (Forms 1, 2, 5), St. Mary's College, Port of Spain, Trinidad

European History (Forms 2, 4), St. Mary's College, Port of Spain, Trinidad

General Paper (Lower 6), St. Mary's College, Port of Spain, Trinidad

Introductory Psychology, ATDP, University of California, Berkeley

West Indian History (Forms 2, 4), St. Mary's College, Port of Spain, Trinidad

Undergraduate

Educational Psychology, University of the West Indies, St. Augustine, Trinidad.

Families and Professionals in Special Education, The Pennsylvania State University

Introductory Psychology Laboratory, University of Western Ontario, Canada

Learning and Development, St. Mary's College, Moraga, CA

Theories of Personality, University of Western Ontario, Canada

Graduate

Consultation in School Settings, The Pennsylvania State University

Educational and School Psychology Research Seminar, UC Berkeley

Gifted Education, The Pennsylvania State University

Introduction to School Psychology, UC Berkeley

Methods in Educational and Psychological Research, UC Berkeley

Prevention of School Failure, The Pennsylvania State University

Psychosocial Development: Identity, Culture, and Education, UC Berkeley

School-Based Consultation, UC Berkeley

Graduate (con't)

Social and Emotional Development in Children and Adolescents, UC Berkeley

Social Bases of Behavior for Applied Psychology, UC Berkeley

Supervision of Pupil Service Personnel, The Pennsylvania State University

Theoretical and Scientific Bases for School Psychology, Part II: Adolescence

Talent Development Across Domains: Setting the Stage for Becoming an Expert, Heidelberg University, Germany

Theory on and Measurement of Ethnic and Racial Identity: Implications for Research and Application, Heidelberg University, Germany

VISITING STUDENTS, SCHOLARS, AND POST-DOCTORAL FELLOWS

2005 – 2008, Zena R. Mello, Ph.D., Postdoctoral Fellow, American Educational Research Association
2007 – 2008, Malcolm H. Woodland, Ph.D., Postdoctoral Fellow, American Educational Research Association
2008 – 2009, Zena R. Mello, Ph.D., Postdoctoral Fellow, Academic Talent Development Program
2010 (Fall), Khosro Rashid, Ph.D., Visiting Scholar, Bu-Ali Sina University, Iran
2012 (Summer), Hülya Şahin, Ph.D., Visiting Scholar, Mehmet Akif Ersoy University, Turkey
2012 (Summer), Özlem Tagay, Ph.D., Visiting Scholar, Mehmet Akif Ersoy University, Turkey
2013 (Spring & Fall), Hui Xu, Visiting Scholar, Zheng Zhou University, China
2014 (Spring), Elisabeth Äström, Visiting Student, Umeå University, Sweden
2014 (Fall), Monika Buhl, Ph.D., Visiting Scholar, Heidelberg University, Germany
2014 – 2015, Izabella Sant'Ana Mendes, Ph.D., Visiting Scholar, Federal University of São Carlos, Brazil
2015 (Fall), Christine Rubie-Davies, Ph.D., Visiting Scholar, University of Auckland, New Zealand
2015 – 2017, Dan Cui, Postdoctoral Fellow, Ph.D., Social Sciences and Humanities Research Council (Canada)
2016 (Fall), Penelope Watson, Ph.D., Visiting Scholar, University of Auckland, New Zealand
2016 – 2018, Marco Murillo, Ph.D., Postdoctoral Fellow, Academic Talent Development Program
2017 (Spring), Jae Jung, Ph.D., Visiting Scholar, University of New South Wales, Sydney, Australia
2017 (Spring), Mojca Juriševič, Ph.D., Visiting Scholar, Ljubljana University, Slovenia
2018 (Spring), Mojca Juriševič, Ph.D., Visiting Scholar, Ljubljana University, Slovenia
2020 – 2022, Mercedes A. Zapata, Ph.D., Visiting Scholar, San Francisco Unified School District
2022 – 2023, Houchao Lyu, Ph.D., Visiting Scholar, Southwest University, Chongqing, China
2023 – 2024, Cristián Rodrigo Oyanadel Véliz, Ph.D., Visiting Scholar, Universidad de Concepción, Chile
2024 (Fall), Gregor Torkar, Visiting Scholar, Ljubljana University, Slovenia