

ELLEN A. SKINNER
Developmental Science and Education
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PROFESSIONAL INTERESTS

- Life-span development. Developmental systems science.
- Development of students' engagement, coping, and motivational resilience in school.
 - Study of how students' academic identities promote engagement and become motivational resources for dealing constructively with obstacles and setbacks.
 - Special focus on how close relationships make it easier (or harder) for children to cope and bounce back from difficulties and failures.
- Construction of developmental theories and measures that capture the student experience.

EDUCATION

Ph.D.	Human Development	The Pennsylvania State University	1981
M.S.	Human Development	The Pennsylvania State University	1979
B.A.	Psychology/ Theatre Minor: Spanish Spanish	Wright State University, Dayton, Ohio Universidad de Las Americas, Cholula, Mexico	1977 1974

HONORS

Sigma Xi Outstanding Scientific Research Award, Social Sciences	2007
John Eliot Allen Outstanding Teaching Award	2005
Nebraska Symposium on Motivation	1999
Distinguished Researcher of the Year, Western Psychological Association	1996
W. T. Grant Foundation Faculty Scholar	1989-1994
Minnesota Symposium on Child Psychology	1988
Foundation for Child Development Dissertation Award	1980-1981
Research Internship, The Educational Testing Service	1980-1981
Fisher Foundation Fellowship	1980-1981
Graduate School Fellowship, The Pennsylvania State University	1979-1980
All degrees, summa cum laude	1977-1981

PROFESSIONAL EXPERIENCE

Portland State University. Department of Psychology

2020 - present	Professor
2014 - 2020	Professor & Chair
2007 - 2014	Professor & Associate Chair; Interim Chair (2012-2013)
1996 - 2008	Professor
1993 - 1996	Associate Professor

University of Rochester. Department of Psychology and Graduate School of Education and Human Development.

Joint appointment	
1990 - 1993	Associate Professor with tenure
1988 - 1990	Assistant Professor

Max Planck Institute for Human Development and Education. Center for Psychology and Human Development

Berlin, Germany	
1988 - 2004	Adjunct Research Scientist
1983 - 1988	Research Scientist with tenure
1981 - 1983	Research Scientist

TEACHING EXPERIENCE

Undergraduate. Life-Span Developmental Psychology, Human Development, Social Development, Developmental Psychopathology.

Graduate. Life-Span Developmental Psychology; Perceived Control; Motivation; Theory and Research in Education; Metatheories and Mechanisms of Development; Advanced Applied Developmental Psychology; Development of Coping; Parenting in Context; Developmental Psychopathology; Systems Approaches to Research in Applied Psychology; Resilience; Students, Motivation, and Development; Contributions of Parents, Teachers, and Peers to Students' Academic Development.

Child Services Laboratory. *Head Teacher, Child Development/Child Services Laboratory*, The Pennsylvania State University. (1977-1979): Development and implementation of child services and teacher training components of an early education program. Included training of graduate level co-teachers; lectures, readings, and supervision of student teachers; and daily classroom teaching and management.

PUBLICATIONS

Books, Monographs, Special Sections, & Review Articles

Skinner, E. A., & Zimmer-Gembeck (in press). *Cambridge handbook on the development of coping*. Cambridge, UK: Cambridge University Press.

Wentzel, K. R., & Skinner, E. A. (Co-eds., in press). The other half of the story: The role of social relationships and social contexts in the development of academic motivation. Special Issue in *Educational Psychology Review*.

Skinner, E. A., Rickert, N. J., Vollet, J. W., & Kindermann, T. A. (2022). The complex social ecology of academic development: A bioecological framework and illustration examining the collective effects of parents, teachers, and peers on student engagement, *Educational Psychologist*, DOI: 10.1080/00461520.2022.2038603

Skinner, E. A., & Kindermann, T. A. (Co-editors) (2020). Introduction to the special section on the development of motivational resilience in school. *International Journal of Behavioral Development*, 44(4), 287-289.

Skinner, E. A., Graham, J. P., Brule, H., Rickert, N., & Kindermann, T. A. (2020). "I get knocked down but I get up again": Integrative frameworks for studying the development of motivational resilience in school. *International Journal of Behavioral Development*, 44(4), 290-300.

Human Development Teaching & Learning Group. (2020). *Human development: A lifespan perspective*. Open Educational Resources Textbook, Portland State University.

Skinner, E. A., Kindermann, T. A., & Mashburn, A. J. (2019). *Lifespan developmental systems: Meta-theory, methodology, and the study of applied problems. An Advanced Textbook*. New York, NY: Routledge.

Skinner, E. A., & Saxton, E. A. (2019). The development of academic coping in children and youth: A comprehensive review and critique. *Developmental Review*, 53, 100870.

Skinner, E. A., & Zimmer-Gembeck, M. J. (2016). *The development of coping: Stress, neurophysiology, social relationships, and resilience during childhood and adolescence*. New York: Springer.

Zimmer-Gembeck, M. J., & Skinner, E. A. (2016). The development of coping: Implications for psychopathology and resilience. In D. Cicchetti (Ed.), *Developmental Psychopathology* (pp. 485-545). New York: Wiley.

Zimmer-Gembeck, M.J., Webb, H.J., Pepping, C. A., Swan, K., Merlo, O., Skinner, E. A., Avdagic, E., & Dunbar, M. (2015). Review: Is parent-child attachment a correlate of children's emotional regulation and coping? *International Journal of Behavioral Development*. DOI: 10.1177/0165025415618276

Zimmer-Gembeck, M. J., Dunbar, M., Ferguson, S., Rowe, S., Webb, H., & Skinner, E. A. (Eds.) (2014). Special section on "Developmental and Clinical Approaches to Coping and Emotion Regulation," *Australian Journal of Psychology*.

Zimmer-Gembeck, M. J., & Skinner, E. A. (2011). The development of coping across childhood and adolescence: An integrative review and critique of research. *International Journal of Behavioral Development*, 35, 1-17.

Skinner, E. A., & Zimmer-Gembeck, M. J. (Volume Eds.), (2009). *Coping and the development of regulation*. R. W. Larson & L. A. Jensen (Series Eds.), *New Directions in Child and Adolescent Development*, San Francisco: Jossey-Bass.

Skinner, E. A., Kindermann, T. A., Connell, J. P., & Wellborn, J. G. (2009). Engagement as an organizational construct in the dynamics of motivational development. In K. Wentzel & A. Wigfield (Eds.), *Handbook of Motivation at School* (pp. 223-245). New York, NY: Routledge.

Skinner, E. A., & Zimmer-Gembeck, M. J. (2007). The development of coping. *Annual Review of Psychology*, 58, 119-144.

Skinner, E. A., Johnson, S. J., & Snyder, T. (2005). Six dimensions of parenting: A motivational model. *Parenting: Science and Practice*, 2, 175 - 235.

Skinner, E. A., Edge, K., Altman, J., & Sherwood, H. (2003). Searching for the structure of coping: A review and critique of category systems for classifying ways of coping. *Psychological Bulletin*, 129, 216-269.

Skinner, E. A., Zimmer-Gembeck, M. J., & Connell, J. P. (1998). Individual differences and the development of perceived control. *Monographs of the Society for Research in Child Development*, 63 (nos. 2 and 3) whole no. 254.

Skinner, E. A., & Edge, K. (Eds.) (1998). Special section on "Coping and Development Across the Life-span". *International Journal of Behavioral Development*, 22.

Skinner, E. A. (1996). A guide to constructs of control. *Journal of Personality and Social Psychology*, 71, 549 - 570.

Skinner, E. A. (1995). *Perceived control, motivation, and coping*. Newbury Park, CA: Sage.

Skinner, E. A. (1985). Action, control judgments, and the structure of control experience. *Psychological Review*, 92, 39-58.

Articles and Book Chapters

Skinner, E. A., Kindermann, T.A., Vollet, J. W., & Rickert, N. P. (in press). Complex social ecologies and the development of academic motivation. *Educational Psychology Review*. <https://doi.org/10.1007/s10648-022-09714-0>

Skinner, E. A., & Zimmer-Gembeck, M. J. (in press). A systems perspective on the development of coping: "We're going to need a bigger boat". In E. A. Skinner & M. J. Zimmer-Gembeck (eds), Cambridge handbook on the development of coping. Cambridge, UK: Cambridge University Press.

Skinner, E. A., & Raine, K. E. (in press). Fostering the development of academic coping: A multi-level systems perspective. In E. A. Skinner & M. J. Zimmer-Gembeck (eds), Cambridge handbook on the development of coping. Cambridge, UK: Cambridge University Press.

Raine, K. E., & Skinner, E. A. (in press). The development of academic coping during childhood and adolescence. In R. J. R. Levesque (Ed.), *Encyclopedia of Adolescence*. New York, NY: Springer.

Skinner, E. A., & Raine, K. E. (in press). Unlocking the positive synergy between engagement and motivation. In S. Christenson & A. Reschly (Eds.), *The handbook of research on student engagement*. New York, NY: Springer.

Skinner, E. A., & Saxton, E. A. (in press). Coping as an essential process of everyday motivational resilience in school. In J. Reeve (Ed.), *Oxford Handbook of Educational Psychology*. Oxford, UK: Oxford University Press.

Skinner, E. A. (in press). Is academic motivation a tree trunk, a fan, a wall, a rope, a snake, or a spear? No, it's an elephant and it's on fire. In M. Bong, S-I. Kim, & J. Reeve (Eds.) *Motivation science: Controversies and insights*. Oxford, UK: Oxford University Press.

Skinner, E. A., Kindermann, T. A. Vollet, J. W., & Rickert, N. P. (in press). Motivation in the wild: Capturing the complex social ecologies of academic motivation. In M. Bong, S-I. Kim, & J. Reeve (Eds.) *Motivation science: Controversies and insights*. Oxford, UK: Oxford University Press.

Skinner, E. A., & Zimmer-Gembeck, M. J. (in press). The development of coping during infancy and early childhood. *Encyclopedia of Infant and Early Childhood Development*, 2nd edition.

Rickert, N. & Skinner, E. A. (2022). Parent and teacher involvement and the development of students' academic engagement: A growth curve analysis over four time points. *Journal of Adolescence*. 94(2), 224-239. DOI: 10.1002/jad.12019

Rickert, N., & Skinner, E. A. (2021). Parent and teacher warm involvement and students' academic engagement: The mediating role of self-system processes. *British Journal of Educational Psychology*. E12470.

Roeser, R. W., Mashburn, A. J., Skinner, E. A., Choles, J. R., Taylor, C., Rickert, N. P., Pinela, C., Robbeloth, J., Saxton, E., Weiss, E., Cullen, M., & Sorenson, J. (2021). Mindfulness training improves middle school teachers' occupational health,

well-being, and interactions with students in their most stressful classrooms. *Journal of Educational Psychology*. Advance online publication. <https://doi.org/10.1037/edu0000675>

Skinner, E. A., Chi, U., & the Learning-Gardens Educational Assessment Group (2021). The role of motivation and engagement in garden-based education for science learning in at-risk middle school students: A Self-determination Theory perspective (pp. 5-35). In M. Barnett, A. Patchen, L. Esthers, & N. Kloboch (Eds.), *Urban agriculture and STEM learning, vol. 1. Research perspectives*. New York: Springer.

Skinner, E. A. & Saxton, E. A. (2021). Academic coping. In L. Zhang (Ed.), *Oxford Research Encyclopedia of Education*. New York, NY: Oxford University Press. doi:10.1093/acrefore/9780190264093.013.ORE_EDU-00889.R2

Gardner, A. A., Zimmer-Gembeck, M. J., & Skinner, E. A. (2021). Coping skills. In A. Epperson (Section Editor), B. Halpern-Felsher (Editor). *The Encyclopedia of Child and Adolescent Health: Cognitive and Psychosocial Development*. Oxford, Great Britain: Elsevier. <https://doi.org/10.1016/B978-0-12-818872-9.00029-7>.

Skinner, E. A., & Saxton, E. A. (2020). The development of academic coping across late elementary and early middle school: Do patterns differ for students with differing motivational resources? *International Journal of Behavioral Development*, 44(4), 339-353.

Rickert, N. P., Skinner, E. A., & Roeser, R. W. (2020). Development of a multidimensional, multi-informant measure of teacher mindfulness as experienced and expressed in the middle school classroom. *International Journal of Behavioral Development*, 44(1), 5-19.

Skinner, E. A. (2020). Engagement and motivation during childhood. In S. Hupp & J. Jewell (Eds.), *Encyclopedia of Child and Adolescent Development* (pp. 1-14). New York: Wiley. <https://doi.org/10.1002/9781119171492.wecad170>

Kindermann, T. A., & Skinner, E. A. (2019). Is psychology suffering from an epidemic of “contagion”? Moving from metaphors to theoretically derived concepts and methods in the study of social influences. *Theory & Psychology*, 0959354319857154.

Braun, S. S., Roeser, R. W., Mashburn, A. J., & Skinner, E. A. (2019). Middle school teachers' mindfulness, occupational health and well-being, and quality of teacher-student interactions. *Mindfulness*, 10 (2), 245-255.

Skinner, E. A. (2018). Children's developmental needs during the transition to kindergarten: What can research on social-emotional, motivational, cognitive, and self-regulatory development tell us? In A. J. Mashburn, J. LoCasale-Crouch, & K. C. Pears (Eds.). (2018). *Kindergarten Transition and Readiness: Promoting Cognitive, Social-Emotional, and Self-Regulatory Development*. (pp. 31-58) New York, NY: Springer.

Zimmer-Gembeck, M. J., Skinner, E. A., Modecki, K. L., Webb, H. J., Gardner, A. A., Hawes, T., & Rapee, R. M. (2018). The Self-Perception of Flexible Coping with Stress: A new measure and relations with emotional adjustment. *Cogent Psychology*, 5(1), 1-21

Williams, D. R., Brule, H., Kelley, S., & Skinner, E. A. (2018). Science in the Learning Gardens (SciLG): A study of students' motivation, achievement, and science identity in low-income middle schools. *International Journal of STEM Education*, 5(8). <https://doi.org/10.1186/s40594-018-0104-9>

Skinner, E. A., Saxton, E. A., Currie, C., & Shusterman, G. (2017). A motivational account of the undergraduate experience in science: Brief measures of students' self-system appraisals, engagement in coursework, and identity as a scientist. *International Journal of Science Education*, 39(17), 2433-2459.

Vollet, J., Kindermann, T., & Skinner, E. (2017). In peer matters, teachers matter: Peer group influences on students' engagement depend on teacher involvement. *Journal of Educational Psychology*, 109, 635-652.

Pitzer, J. R., & Skinner, E. A. (2017). Predictors of changes in students' motivational resilience over the school year: The roles of teacher support, self-appraisals, and emotional reactivity. *International Journal of Behavioral Development*, 41, 15-29.

Skinner, E. A. (2017). Seven guideposts to the study of perceived control across the lifespan. In J. W. Reich & F. J. Infurna (Eds.), *Perceived control: Theory, research, and practice in the first 50 years*. New York, NY: Oxford University Press.

Skinner, E. A., Pitzer, J. R., & Steele, J. (2016). Can student engagement serve as a motivational resource for academic coping, persistence, and learning during late elementary and early middle school? *Developmental Psychology*, 52, 2099-2117.

Zimmer-Gembeck, M. J., Van Petegem, S., & Skinner, E. A. (2016). Emotion, controllability and orientation towards stress as

correlates of children's coping with interpersonal stress. *Motivation and Emotion*, 40, 178-191.

Skinner, E. A. (2016). Engagement and disaffection as central to processes of motivational resilience and development. In K. Wentzel & D. Miele (Eds.), *Handbook of Motivation at School*, 2nd ed (pp. 145-168). Malwah, NJ: Erlbaum.

Skinner, E. A., & Beers, J. (2016). Mindfulness and teachers' coping in the classroom: A developmental model of teacher stress, coping, and everyday resilience. In K. Schonert-Reichl & R. W. Roeser (Co-Eds.), *Handbook on Mindfulness in Education: Emerging Theory, Research, and Programs* (pp. 99-118). Springer-Verlag.

Skinner, E. A., & Zimmer-Gembeck, M. J. (2015). Coping. In T. Friedman (Ed.), *Encyclopedia of Mental Health* (pp. 887-894). New York, NY: Academic Press.

Zimmer-Gembeck, M. J., & Skinner, E. A. (2015). Adolescent vulnerability and the distress of rejection: Associations of adjustment problems and gender with control, emotions, and coping. *Journal of Adolescence*, 45, 149-159.

Skinner, E. A., & Zimmer-Gembeck, M. J. (2015). Coping across the lifespan. In J. D. Wright (Ed.-in-Chief), *International Encyclopedia of the Social & Behavioral Sciences*, 2nd edition, Vol 4. (pp. 887-894). Oxford, Great Britain: Elsevier.

Skinner, E. A., Pitzer, J. R., & Brule, H. A. (2014). The role of emotion in engagement, coping, and the development of motivational resilience. In R. Pekrun & L. Linnenbrink-Garcia (Eds.), *International Handbook of Emotions in Education* (pp. 331-347). New York: Taylor & Francis.

Furrer, C. J., Skinner, E. A., & Pitzer, J. R. (2014). The influence of teacher and peer relationships on students' classroom engagement and everyday resilience. In D. J. Shernoff & J. Bempechat (Eds.), *National Society for the Study of Education Yearbook. Engaging Youth in Schools: Empirically-Based Models to Guide Future Innovations*, vol. 113, (pp. 101-123). Columbia University: Teachers's College.

Saxton, E., Burns, R., Holbeck, S., Kelley, S., Prince, D., Rigelman, N., & Skinner, E. A. (2014). A Common Measurement System for K-12 STEM education: Adopting an educational evaluation methodology that elevates theoretical foundations and systems thinking. *Studies in Educational Evaluation*, 40, 18-35.

Skinner, E. A., Pitzer, J. R., & Steele, J. (2013). Coping as part of motivational resilience in school: A multi-dimensional measure of families, allocations, and profiles of academic coping. *Journal of Educational and Psychological Measurement*, 73, 803-835.

Skinner, E. A., & Pitzer, J. (2012). Developmental dynamics of engagement, coping, and everyday resilience. In S. Christenson, A. Reschly, & C. Wylie (Eds.), *Handbook of Research on Student Engagement* (pp. 21-45). New York: Springer Science.

Skinner, E. A., Chi, U., & the Learning-Gardens Educational Assessment Group (2012). Intrinsic motivation and engagement as "active ingredients" in garden-based education: Examining models and measures derived from self-determination theory. *Journal of Environmental Education*, 43(1), 16-36.

Kindermann, T. A., & Skinner, E. A. (2012). Will the real peer group please stand up? A "tensegrity" approach to examining the synergistic influences of peer groups and friendship networks on academic development. In F. Pajares & T. Urdan (Series Eds.), *Adolescents and Education*, A. Ryan & G. Ladd (Volume Eds.), *Peer Relationships and Adjustment at School* (pp. 51-78). New York: Information Age Publishing.

Roeser, R. W., Skinner, E. A., Beers, J., & Jennings, P. A. (2012). Mindfulness training and teachers' professional development: An emerging area of research and practice. *Child Development Perspectives*, 6, 146-153.

Zimmer-Gembeck, M. J., Skinner, E. A., Morris, H., & Thomas, R. (2012). Anticipated coping with interpersonal problems: Links with the emotional reactions of sadness, anger, and fear. *Journal of Early Adolescence*, 33(5), 684-709.

Zimmer-Gembeck, M. J., Lees, D., & Skinner, E. A. (2011). Children's emotions and coping with interpersonal stress as correlates of social competence. *Australian Journal of Psychology*, 63(3), 131-141.

Aldwin, C. M., Skinner, E. A., Taylor, A., & Zimmer-Gembeck, M. J. (2011). Coping and self-regulation across the lifespan. In K. Fingerman, C. Berg, T. Antonucci, & J. Smith (Eds.), *Handbook of Lifespan Psychology* (pp. 561-587). Berlin: Springer.

Skinner, E. A., & Zimmer-Gembeck, M. J. (2011). Perceived control and the development of coping. In S. Folkman (Ed.), *Oxford Handbook of Stress, Health, and Coping* (pp. 35-58). Oxford University Press: Oxford, Great Britain.

Zimmer-Gembeck, M. J., & Skinner, E. A. (2009). Coping, developmental influences. In H. Reis & S. Sprecher (Eds.), *Encyclopedia of human relationships*. Newbury Park: Sage.

Zimmer-Gembeck, M. J., Lees, D., Bradley, G., & Skinner, E. A. (2009). Use of an analogue method to examine children's appraisals of threat and emotion in response to stressful events. *Motivation and Emotion*, 33, 136-149.

Skinner, E. A., Kindermann, T. A., & Furrer, C. (2009). A motivational perspective on engagement and disaffection: Conceptualization and assessment of children's behavioral and emotional participation in academic activities in the classroom. *Educational and Psychological Measurement*, 69, 493-525.

Kindermann, T. A., & Skinner, E. A. (2009). How do naturally existing peer groups shape children's academic development in sixth grade? *European Journal of Psychology*, 3, 31-43.

Skinner, E. A., & Zimmer-Gembeck, M. J. (2009). Challenges to the developmental study of coping. In E. Skinner & M. Zimmer-Gembeck (Eds.). *Coping and the Development of Regulation*. A volume for the series, R. W. Larson & L. A. Jensen (Eds.-in-Chief), *New Directions in Child and Adolescent Development* (pp. 5- 17). San Francisco: Jossey-Bass.

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Zimmer-Gembeck, M. J., & Skinner, E. A. (2008). Adolescents' coping with stress: development and diversity. *Prevention Researcher*, 15, 3-7. [Introduction to special issue on adolescent coping].

Skinner, E. A., Furrer, C., Marchand, G., & Kindermann, T. (2008). Engagement and disaffection in the classroom: Part of a larger motivational dynamic? *Journal of Educational Psychology*, 100, 765-781.

Skinner, E. A. (2007). Secondary control critiqued: Is it secondary? Is it control? Commentary on Morling and Evered (2006). *Psychological Bulletin*, 133 (6), 911-916.

Marchand, G., & Skinner, E. A. (2007). Motivational dynamics of children's academic help-seeking and concealment. *Journal of Educational Psychology*, 99(1), 65-82.

Skinner, E. A. (2007). Coping assessment. In S. Ayers, A. Baum, C. McManus, S. Newman, K. Wallston, J. Weinman & R. West (Eds.), *Cambridge Handbook of Psychology, Health and Medicine* (2nd Edition) (pp. 245-250). Cambridge UK: Cambridge University Press.

Furrer, C., & Skinner, E. A. (2003). Sense of relatedness as a factor in children's academic engagement and performance. *Journal of Educational Psychology*, 95, 148-162.

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Skinner, E. A. (1997). Planning and perceived control. In S. Friedman & E. Scholnick (Eds.), *Why, how, and when do we plan? The developmental psychology of planning* (pp. 263 - 284). Hillsdale, NJ: Erlbaum.

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Skinner, E. A., & Belmont, M. J. (1993). Motivation in the classroom: Reciprocal effects of teacher behavior and student engagement across the school year. *Journal of Educational Psychology, 85*, 571-581.

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Skinner, E. A., Schindler, A., & Tschechne, M. (1990). Self-other differences in children's perceptions about the causes of important events. *Journal of Personality and Social Psychology, 58*(1), 144-155.

Skinner, E. A., Wellborn, J. G., & Connell, J. P. (1990). What it takes to do well in school and whether I've got it: The role of perceived control in children's engagement and school achievement. *Journal of Educational Psychology, 82*, 22-32.

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Skinner, E. A. (1990). What causes success and failure in school and friendship? Developmental differentiation of children's beliefs across middle childhood. *International Journal of Behavioral Development, 13*, 157-176.

Chapman, M., & Skinner, E. A. (1989). Children's agency beliefs, cognitive performance and conceptions of effort and ability: Interaction of individual and developmental differences. *Child Development, 60*, 1229-1238.

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Skinner, E. A., & Connell, J. P. (1986). Development and the understanding of control. In M. M. Baltes & P. B. Baltes (Eds.), *Aging and the psychology of control* (pp. 35-63). Hillsdale, NJ: Erlbaum.

Skinner, E. A. (1986). The origins of young children's perceived control: Caregiver contingent and sensitive behavior. *International Journal of Behavioral Development, 9*, 359-382.

Skinner, E. A. (1985). Determinants of mother-sensitive and contingent-responsive behavior: The role of childrearing beliefs and socioeconomic status. In I. Sigel (Ed.), *The role of parental belief systems as influences on parent-child interactions* (pp. 51-82). Hillsdale, NJ: Erlbaum.

Peters, D. L., Neisworth, J. T., & Yawkey, T. D. (with D. Dudzinski, S. Herb, S. Golbeck, E. Klein, & E. A. Skinner) (1985). *Early childhood education: From theory to practice*. Monterey, CA: Brooks/Cole.

Skinner, E. A., & Chapman, M. (1984). Control beliefs in an action perspective. *Human Development*, 27, 129-132.

Chapman, M., & Skinner, E. A. (1984). Action in development - Development in action. In M. Frese & J. Sabini (Eds.), *Goal-directed behavior: The concept of action in psychology* (pp. 199-213). Hillsdale, NJ: Erlbaum.

Baltes, M. M., & Skinner, E. A. (1983). Cognitive performance deficits and hospitalization: Learned helplessness, instrumental passivity, or what? *Journal of Personality and Social Psychology*, 45(5), 1013-1016.

Skinner, E. A. (1983). Formative user-based evaluation of programs. In F. Deutsch (Ed.), *Child services: On behalf of children*. Monterey, CA: Brooks/Cole.

Lerner, R. M., Skinner, E. A., & Sorell, G. T. (1980). Methodological implications of contextual/dialectical theories of development. *Human Development*, 23, 225-235.

Book Reviews

Zimmer-Gembeck, M. J., & Skinner E. A. (1998). [Review of *Stress, coping, and relationships in adolescence*]. *Merrill-Palmer Quarterly*, 44 (1), 120-126.

Skinner, E. A. (1987). Life-span developmental psychology: Snapshot of an emerging field [Review of *Life-span development: Concepts, theories, and interventions*]. *Contemporary Psychology*, 1019-1020.

Baltes, P. B., & Skinner, E. A. (1983). A life-span study continued [Review of *Present and past in middle life*]. *Science*, 220, 62-63.

ASSESSMENTS

Rickert, N. P., Skinner, E. A., & Roeser, R.W. (2019). *Teacher Mindfulness in the Classroom*: A Multidimensional, Multi-Informant Measure of Teacher Mindfulness as Experienced and Expressed in the Classroom.

Skinner, E. A., Saxton, E. A., Currie, C., & Schusterman, G. (2017). *Self-determination, Purpose, Identity, and Engagement in Science* (SPIRES): Measures of College Students' Self-systems of Competence, Autonomy, and Relatedness, Behavioral and Emotional Engagement vs. Disaffection; and Identity as a Scientist.

Chi, U., Skinner, E. A., & Kindermann, T. A. (2010). *Engagement and Disaffection in the College Classroom: Construction and Validation of a Measurement Tool to Assess Students' Motivation to Learn*. Technical Report, Portland State University.

Learning-Gardens Educational Assessment Group (2008). *Learning-Gardens Educational Assessment Package (LEAP): Student Engagement, Learning, Self-system Processes, and Teacher Motivational Supports*. Technical Report, Portland State University.

Parent as Social Context (PASC). Two Measures of Parent Provision of Involvement, Structure, and Autonomy Support. (2005). Technical Report, Portland State University , Portland, OR.

Skinner, Wellborn, Regan, & Johnson. Child Report Measure.

Skinner, Wellborn, Regan, & Snyder. Parent Report. Measure.

Student Engagement and Disaffection in the Classroom. (1992). Technical Report, University of Rochester, Rochester, NY.

Wellborn, Connell, & Skinner. Student Report Measure.

Wellborn, Connell, & Skinner. Teacher Report Measure.

Teacher as Social Context (TASC). Two Measures of Teacher Provision of Involvement, Structure, and Autonomy Support. (1992). Technical Report, University of Rochester, Rochester, NY.

Belmont, M., Skinner, E., Wellborn, J., & Connell, J. Student Report Measure.

Wellborn J., Connell, J., Skinner, E., & Pierson, L. Teacher Report. Measure.

Skinner, E. A., Altman, J., & Sherwood, H. (1991). *Coding manual for children's coping in the domains of school and friendship*. Technical Report, University of Rochester, Rochester, NY.

Wellborn, J. G., Connell, J. P., & Skinner, E. A. (1989). *The Students Perceptions of Control Questionnaire (SPOCQ): Academic Domain*. Technical Report, University of Rochester, Rochester, NY.

Skinner, E. A., Chapman, M., & Baltes, P. B. (1983). *The Control, Agency and Means-ends Interview (CAMI)* (English and German versions). Technical Report, Max Planck Institute for Human Development and Education, Berlin, Germany.

GRANT SUPPORT

Longitudinal Exploration of Pathways to HIV/STI Risk Reduction among Homeless Young Adults through a Youth-Centric Rapid Re-Housing Program. R21 award from National Institutes of Mental Health. 2020-2022. \$256,500. (Heather Mosher, Institute for Community Research, Principal).

Uncovering the Coping Toolbox for Social and Academic Resilience in Youth, Australian Research Council Discovery Grant. 2018-2021. \$290,000. (Melanie Zimmer-Gembeck, Principal).

Testing the Efficacy of Mindfulness Training for Teachers on Improving Classroom Settings for Early Adolescents. W. T. Grant Foundation, 2014-2016, \$450,000 (Robert Roeser, Principal; Andrew Mashburn, Co-Principal; Ellen Skinner, Co-principal).

Testing the Efficacy of Mindfulness Training for Teachers on Improving Classroom Settings for Early Adolescents. Spencer Foundation, 2014-2016, \$375,000 (Robert Roeser, Principal; Andrew Mashburn, Co-Principal; Ellen Skinner, Co-principal).

Science in the Learning Gardens: Factors that Support Racial and Ethnic Minority Students' Success in Low-Income Middle Schools. National Science Foundation, 2014-2017. \$449,998 (Dilafruz Williams, Principal; Sybil Kelley, Co-Principal; Cary Sneider, Co-Principal; Ellen Skinner, Co-Principal).

PSI -- Portland State University STEM Initiative: Supporting Teaching and Engaging Minds in STEM. Howard Hughes Memorial Institute, 2014-2019. \$2,000,000 (Gwen Shusterman, Principal).

The Motivational Basis of Self-Regulation. National Institute of Child Health and Human Development, 1990-1995, \$500,000. Co-principal investigator (Edward Deci, Principal Investigator).

Motivation Research Group Training Grant. National Institute of Mental Health, 1989-1994, \$80,000 per year. One of three Co-principal Investigators (Edward Deci, Principal Investigator).

An Interactional Framework for the Study of Optimal Engagement in the Classroom: Action, Emotion, and Coping with Failure. W. T. Grant Foundation, Faculty Scholars Program, 1989-1994, \$175,000. Principal Investigator.

Beliefs about Control in Economically Disadvantaged Children. Foundation for Child Development, 1980-1981, \$18,000. Dissertation research.

PRESENTATIONS at National and International Conferences (selected)

Raine, K., Tucker, T., & Skinner, E. A. (April 2023). *Exploring the pathways through which teacher support predicts changes in students' academic coping across the school year.* Poster for the Society for Research in Child Development, Salt Lake City, UT.

Raine, K., & Skinner, E. A. (2022) *Parenting and children's academic coping as a dynamic system across the school year.* Roundtable. Virtual Annual Meeting of the American Educational Research Association.

Rickert, N., & Skinner, E. (April 2021). *Differential ecologies of teacher and parent warm involvement: A pattern-centered analysis of students' academic engagement.* Virtual Annual Meeting of the American Educational Research Association.

Rickert, N., & Skinner, E. (March 2020). *Combined effects of parent and teacher involvement on the development of students' academic engagement: A growth curve analysis.* Paper slated for presentation at the Society for Research on Adolescence, San Diego, CA.

Rickert, N., & Skinner, E. (March 2019). *Dynamics of parent and teacher involvement and student engagement over the transition to middle school.* Poster presented at Biennial Meeting of the Society for Research in Child Development, Baltimore, MD.

Brule, H. A., Skinner, E. A., Williams, D. R., & Kelley, S. S. (April 2019). *Motivational experiences in Learning Gardens: Students' science identity, engagement, and achievement from 6th to 8th grade.* Poster accepted for presentation at the meetings of the American Education Research Association, Toronto, Canada.

Rickert, N., Choles, J., Saxton, E., Skinner, E., Mashburn, A., & Roeser, R. (April 2018). Middle school student perceptions of teacher mindfulness in the classroom: Impacts on motivational outcomes. In M. J. Zimmer-Gembeck (Chair), *Mindfulness in the Self and Others: Promotion and Protective Roles for Emotional and Academic Functioning*. Poster symposium at the Biennial Meetings of the Society for Research on Adolescence, Minneapolis, MN.

Williams, D., Kelley, S., Brule, H., & Skinner, E. (April-May 2017). *Promise of equity: Low-income minority middle school students' science identity and achievement via Learning Gardens*. Poster presented at the meetings of the American Education Research Association, San Antonio, TX.

Roeser, R., Mashburn, A., & Skinner, E. (April-May 2017). In R. Roeser (Chair). *Teacher, classroom and student Impacts of teacher mindfulness programs in elementary and middle school settings*. Session presented at the meetings of the American Education Research Association, San Antonio, TX.

Dancis, J., Brule, H., & Skinner, E. (April 2017). *A differentiated look at the role of teacher autonomy support across the transition to middle school: Its components, reach, and developmental effects*. Poster presented at Biennial Meeting of the Society for Research in Child Development, Austin, TX.

Zimmer-Gembeck, M., & Skinner, E. (March-April 2016). Adolescent vulnerability and the distress of rejection: Associations of adjustment and gender with control, emotions, and coping. In J. Bowker (Chair), *New insights into social cognition in response to stressful peer experiences*. Symposium paper presented at the Society of Research in Adolescence, Baltimore, MD.

Rickert, N., Taylor, C., Harrison, J., Pinela, C., Saxton, E., Zijlstra, J., Stadell, T., Mashburn, A., Skinner, E., & Roeser, R. (March-April 2016). Teacher mindfulness, student engagement, and learning in middle school classrooms. In K. Schonert-Reichl (Chair), *Mindfulness in schools: Emerging research in promoting adolescents' emotion regulation, social competence, and motivation*. Symposium paper presented at the Society of Research in Adolescence, Baltimore, MD.

Williams, D., Brule, H., Skinner, E., Kelley, S., Lagerwey, C. (April 2016). Science in the Learning Gardens: Engagement and learning in sixth graders from low-income urban schools. In T. O'Neill (Session Organizer) and D. K. Ross (Chair), *Science for all: Challenges, practices and spaces of possibility for creating inclusive science learning environments*. Symposium presented at the meetings of the American Education Research Association, Washington, D.C.

Shusterman, G., Weasel, L., Currie, C., & Skinner, E. (June 2015) *Beyond recruitment: Engagement and impacts of pedagogical reform*. Poster presented at the Science and Mathematics Teaching Imperative National Meeting (Theme: STEM Education Centers Network). New Orleans, LA.

Skinner, E., Pitzer, J., Currie, C., & Brule, H. (March 2015). *Student coping across the transition to middle school: Do patterns differ for students with differing levels of teacher support?* Poster presented at Biennial Meeting of the Society for Research in Child Development, Philadelphia, PA.

Pitzer, J. R., & Skinner, E. A. (March 2014). *Exploring the external dynamics of motivational resilience across the school year*. Poster presented at the Biennial Meetings of the Society for Research in Adolescence, Austin, TX.

Currie, C., & Skinner, E. A. (March 2014). *Adolescents' engagement and disaffection as predictors of changes in teachers' motivational support over the school year*. Poster presented at the Biennial Meetings of the Society for Research in Adolescence, Austin, TX.

Skinner, E. A., & Connell, J. P. (June 2013). Lessons learned from measuring motivation in the classroom: How teachers and researchers can improve their practices. Invited presentation at meeting hosted by Center for Advanced Study of Teaching and Learning, *Using Measures to Leverage the Impact of Child Development Research on Educational Practice: Beyond Cognitive Skills*. University of Virginia, Charlottesville, Virginia.

Pitzer, J. R., & Skinner, E. A. (April 2013). *Academic coping in elementary school: The dynamics of motivational resilience*. Poster presented at the Biennial Meetings of the Society for Research in Child Development, Seattle, Washington.

Skinner, E. A., Currie, C., & Pitzer, J. R. (April 2013). *Students' adaptive and maladaptive academic coping as predictors of changes in teachers' motivational support over the school year*. Poster presented at the Biennial Meetings of the Society for Research in Child Development, Seattle, Washington.

Brule, H., & Skinner, E. A. (April 2013). *Developmental calibration of motivational and academic resilience in middle school: Differential predictors of resilience in sixth vs. eighth grades?* Poster presented at the Biennial Meetings of the Society for Research in Child Development, Seattle, Washington.

Brule, H., & Skinner, E. A. (March 2012). *Motivational resilience during middle school: A developmentally-calibrated model of predictors of academic engagement*. Poster presented at the Society for Research in Adolescence Biennial Meeting, Vancouver, BC, Canada.

Pitzer, J. R., & Skinner, E. A. (March 2012). *Coping as part of motivational resilience in school: A new measure of families, proportions, and profiles of academic coping*. Poster presented at the Society for Research in Adolescence Biennial Meeting, Vancouver, BC, Canada.

Zimmer-Gembeck, M. J., & Skinner, E. A. (March 2012). Anticipated coping with interpersonal stress: Associations with the emotional reactions of sadness, anger, and fear. In paper symposium *Explaining responses to bullying, victimization, and other interpersonal stress: Emotion, goals, competence, and the role of peers*. Society for Research in Adolescence Biennial Meeting, Vancouver, BC, Canada.

Skinner, E. A., Brule, H. A., & the Learning-Gardens Educational Assessment Group (April 2011). *Engagement in garden-based learning environments: A predictor of at-risk middle school students' learning and achievement?* Poster presentation at the meetings of the American Educational Research Association, New Orleans, LA.

Pitzer, J. R., & Skinner, E. A. (March, April 2011). *Re-engagement as a process of everyday academic resilience*. Poster presented at the Biennial Meetings of the Society for Research in Child Development, Montreal, Canada.

Skinner, E. A., & Pitzer, J. R. (March, April 2011). Parenting, coping, and the development of children's everyday resilience in school. In J. N. Raftery (Chair), *Coping in context: Family processes and ecological factors*. Paper presented at the Biennial Meetings of the Society for Research in Child Development, Montreal, Canada.

Skinner, E. A. (March, April 2011). The role of coping in the normative development of self-regulation for children with ADHD: The narrow edge of demands, negotiations, and regulatory practice. In D. Barnett (Organizer), *Promoting versus providing self-regulation: Contributions from developmental psychology to the prevention and treatment of ADHD*. Roundtable discussion symposium at the Biennial Meetings of the Society for Research in Child Development, Montreal, Canada.

Skinner, E. A., & Compas, B. E. (Co-chairs). (2009, April). *Coping and the development of regulation*. Symposium at the Society for Research in Child Development, Denver, CO.

Furrer, C. J., & Skinner, E. A. (2009, April). *Reciprocal effects of student engagement in the classroom on changes in teacher support over the school year*. Poster at the Society for Research in Child Development, Denver, CO.

Zimmer-Gembeck, M. J., & Skinner, E. A. (2007, September). *The development of coping across childhood and adolescence: An integrative review and critique of research*. Paper presented at the 42nd Annual APS Conference, Queensland, Australia.

Furrer, C., Skinner, E., Marchand, G., & Kindermann, T. A. (2006, March). *Engagement vs. disaffection as central constructs in the dynamics of motivational development*. Paper presented at the Society for Research on Adolescence, San Francisco, CA.

Skinner, E. A. (Chair). (2005, April). *Facing adversity: Adaptive processes and the development of regulatory resources*. Symposium at the 85th Annual Meetings of the Western Psychological Association

Marchand, G. C., & Skinner, E. A. (2005, April). *Reciprocal effects between children's classroom help seeking and concealment and teacher provision of support*. Poster presented at the biennial meetings of the Society for Research in Child Development, Atlanta, GA.

Skinner, E. A., Zimmer-Gembeck, M., & Compas, B. (Co-organizers). (2005, April). *PreConference Working Group on Coping and Development*. Workshop organized for the biennial meetings of the Society for Research in Child Development, Atlanta, GA.

Young, T., & Skinner, E. (2003, April). *The role of perceived control in the process of children's coping*. Poster presented at the biennial meetings of the Society for Research in Child Development, Tampa, FL.

Furrer, C., Kelly, G., & Skinner, E. (2003, April). *Can teachers use children's emotions in the classroom to diagnose and treat underlying motivational problems?* Poster presented at the biennial meetings of the Society for Research in Child Development, Tampa, FL.

Sinclair, R., Wakelund, W., & Skinner, E. (2002, August). *Collaborative teaching of dynamic systems concepts in applied psychology: Reflections from three instructors*. Presentation at the Conference of the Society for Nonlinear Dynamic Systems, Portland OR.

Zimmer-Gembeck, M., Furrer, C., & Skinner, E. (2002, April). *A dynamic systems perspective on arenas of comfort, the self-system, and motivation*. In Society for Research on Adolescence, New Orleans, Louisiana.

Young, T., Furrer, C., Kelly, G., & Skinner, E. (2002, April). *Context, self, and academic engagement: A latent growth curve analysis*. Paper presented at the Society for Research on Adolescence, New Orleans, Louisiana.

Coping Consortium (I. Sandler, B. Compas, T. Ayers, N. Eisenberg, E. Skinner, & P. Tolan) (Organizers) (2001, February). *Coping and regulation*. Workshop sponsored by the Arizona State University Prevention Research Center. Tempe, AZ.

Skinner, E. A. (2001, February). Coping and development. Invited presentation at the workshop on *Coping and regulation*. Arizona State University Prevention Research Center. Tempe, AZ.

Skinner, E. A., Furrer, C., Snyder, T., & Young, T. (2001, April). *Parenting and children's coping in the academic domain: The organizing role of children's self-system processes*. Poster presented at the biennial meetings of the Society for Research in Child Development, Minneapolis, MN.

Skinner, E. A., & Young, T. (2001, April). *Capturing coping as an episodic process: Coding methods for children's narratives*. Poster presented at the biennial meetings of the Society for Research in Child Development, Minneapolis, MN.

Skinner, E. A., & Kaufman, K. (Co-Chairs, Invited Program) (2000, April). *80th Annual Convention of the Western Psychological Association*, Portland, OR.

Skinner, E. A. (1999, April). Parenting, motivation, and the development of coping. Invited presentation at *The Nebraska Symposium on Motivation: Motivation, agency, and the life course*. Lincoln NB.

Skinner, E. A., & Snyder, T. (1999, April). *Parenting, motivation, and children's coping: Empirical analyses*. Poster presented at the biennial meetings of the Society for Research in Child Development, Albuquerque, NM.

Skinner, E. A. (1999, April). The place and the purpose of coping theory and research. In I. N. Sandler & B. Compas (Co-chairs), *Beyond simple models of coping: Advances in theory and research*. Symposium conducted at the biennial meetings of the Society for Research in Child Development, Albuquerque, NM.

Skinner, E. A. (1998, April). The nature of coping: Implications for intervention. Invited presentation for I. Sandler & B. Compas (Co-convenors), *Interventions in stress and coping processes*. Center for Prevention Research, Arizona State University, Tempe, AZ.

Edge, K. C., & Skinner, E. A. (1997, April). *Coping, control, and individual differences in the development of children's engagement*. Poster presented at the Meetings of the Society for Research in Child Development, Washington, D. C.

Skinner, E. A., & Wellborn, J. G. (1997, April). Context, self, coping, and the development of children's engagement in school. In T. Little (Chair), *Contextual perspectives on children's and adolescents' self regulation, perceived control, and motivation in the school setting*. Symposium presented at the Meetings of the Society for Research in Child Development, Washington, D. C.

Zimmer-Gembeck, M. J., & Skinner, E. A. (1996, August). A longitudinal profile of American children's (age 8 to 13) perceived control. In T. Little & E. Skinner (Chairs), *The psychology of control: Views across socio-cultural contexts and the life span*. Poster symposium presented at the Biennial Meetings of the International Society for the Study of Behavioral Development, Quebec, Canada.

Skinner, E. A. (1996, April). *Coping and development*. Invited lecture at the 76th Annual Meetings of the Western Psychological Association, San Jose, CA.

Skinner, E. A. (Organizer) (1995, March). *The development of coping*. Workshop at the Meetings of the Society for Research in Child Development, Indianapolis, IN.

Skinner, E. A. (1995, July). Social determinants of motivation: A developmental analysis. Invited presentation for J. Heckhausen & C. Dweck (Co-convenors), *Life-span perspectives on motivation and control*. Max Planck Institute for Human Development and Education, Berlin.

Skinner, E. A., & Wellborn, J. G. (1995, April). Emotion regulation in middle childhood: A motivational perspective. In J. Ganiban (Chair), *New theoretical perspectives on emotion regulation*. Symposium presented at the Meetings of the Society for Research in Child Development, Indianapolis, IN.

Skinner, E. A., Zimmer-Gembeck, M. J., & Connell, J. P. (1995, March). *Individual trajectories of perceived control from third to seventh grade: Relations to children's engagement vs. disaffection*. Poster presented at the Meetings of the Society for Research in Child Development, Indianapolis, IN.

Skinner, E. A. (1993, May). Motivation in childhood. Invited consultation to *Planning Meeting for Successful Pathways through Childhood*. Program on Mental Health and Human Development. MacArthur Foundation, Chicago, IL.

Skinner, E. (Chair). (1993, March). *The search for "good" stress and coping : An analysis of developmentally adaptive stress and coping across the lifespan*. Symposium presented at the Meetings of the Society for Research in Child Development, New Orleans, LA.

Regan, C., & Skinner, E. (1993, March). *The role of mother and father psychological provisions on children's academic engagement*. Poster presented at the Meetings of the Society for Research in Child Development, New Orleans, LA.

Skinner, E. A. (1992, September). A motivational perspective on obstacles to planful, goal-directed behavior. Invited presentation at S. Friedman & E. Scholnick (Organizers), *Workshop on the Development of Planning Skills: Placing Blueprints in Context*. National Institute of Child Health and Human Development. Washington, D. C.

Skinner, E. A. (1992, May). *The development of children's coping*. Invited lecture at the 72nd Annual Convention of the Western Psychological Association, Portland, OR.

Skinner, E. A., Altman, J., Belmont, M., Herman, J., Kindermann, T., Miserandino, M., Regan, C., & Usinger, P. (1991, November). *Interpersonal relations between teachers and students: A motivational perspective*. Invited address to the Second Annual Todd Conference. University of Rochester, Rochester, NY.

Skinner, E. A., & Belmont, M. B. (1991, July). *A longitudinal study of motivation in school: Reciprocal effects of teacher behavior and student motivation*. Paper presented at the Biennial Meetings of the International Society for the Study of Behavioral Development. Minneapolis, MN.

Skinner, E. A., Altman, J., & Sherwood, H. (1991, July). *An analysis of open-ended interview of children's coping in the domains of academics and friendship*. Paper presented at the Biennial Meetings of the International Society for the Study of Behavioral Development. Minneapolis, MN.

Skinner, E. A., & Wellborn, J. G. (1991, April). *How do children cope with challenges and failures during middle childhood and adolescence? The impact of perceived control*. Presented at the Biennial Meetings of the Society for Research in Child Development, Seattle, WA.

Skinner, E. A. (1990, June). *Control, means-ends, and agency beliefs: A new conceptualization with a long history*. Invited paper at the colloquium to honor Albert Bandura "Advances in Self-Efficiency Research." Max Planck Institute, Berlin.

Connell, J. P., & Skinner, E. A. (1990, April). Predicting trajectories of academic engagement: A growth curve analysis of children's motivation in school. In P. Wood (Chair), *Methodological advances in the study of change processes in education*. Symposium presented at the meetings of the American Educational Research Association, Boston, MA.

Belmont, M. J., & Skinner, E. A. (1990, April). *The reciprocal influences of teacher behavior and student engagement in the classroom*. Paper presented at the meetings of the American Educational Research Association, Boston, MA.

Skinner, E. A. (1989, November). *The social antecedents of stability and change in perceived control: Problems and promises*. Invited paper presented at the Workshop on Sense of Control and Social Support, National Institute on Aging and the MacArthur Foundation, Washington, DC.

Wellborn, J. G., Mellor-Crummey, C. M., Connell, J. P., & Skinner, E. A. (1989, August). *A motivational perspective on children's coping in the academic and social domains*. Paper presented at the meetings of the American Psychological Association, New Orleans, LA.

Skinner, E. A. (1988, November). Development and perceived control: A dynamic model of action in context. Invited presentation at the *Minnesota Symposium on Child Development*, University of Minnesota, Minneapolis MN.

Skinner, E. A. (1988, December). *Successful aging: A view from the self*. Invited presentation at the workshop on Aging and Societal Development, Academy of Sciences and Technology, Berlin, West Germany.

Skinner, E. A., Wellborn, J. G., & Connell, J. P. (1989, April). *The role of perceived control in children's engagement and school achievement: A developmental analysis*. Paper presented at the Meetings of the Society for Research in Child Development, Kansas City, KS.

Kindermann, T. A., & Skinner, E. A. (1989, April). Mothers' perceptions of children's progress in developmental tasks: Organizers of contingencies in everyday interactions. In B. Tinsley (Chair), *The effects of parent beliefs on child development*. Symposium presented at the Meetings of the Society for Research in Child Development, Kansas City, KS.

Skinner, E. A., & Heckhausen, J. (Organizers). (1987, December). *Beliefs about the Life Span: Developmental Change and Behavioral Consequences*. Workshop conducted at the Max Planck Institute for Human Development and Education, Berlin, West Germany.

Skinner, E. A. (1987, December). *Perceived control and friendship: Development during middle childhood*. Invited presentation at the Workshop on Beliefs about the Life Span: Developmental Change and Behavioral consequences, Max Planck Institute for Human Development and Education, Berlin, West Germany.

Skinner, E. A., & Chapman, M. (1987, July). *Children's beliefs about control, means-ends, and agency: Developmental differences during middle childhood in Germany and the U. S.* Paper presented at the IXth Biennial Meetings of the International Society for the Study of Behavioral Development, Tokyo, Japan.

Skinner, E. A., & Kramer, D. A. (Organizers). (1985, July). *What you should know if you want to publish in North American developmental journals*. Invited workshop and booklet prepared for the VIII Biennial Meetings of the ISSBD, Tours, France.

Skinner, E. A. (Chair). (1985, April). *The relationship between control beliefs and cognition: Life-span developmental perspectives*. International Invited symposium presented at the Meetings of the Society for Research in Child Development, Toronto, Canada.

Skinner, E. A. (Chair). (1984, August). *The contribution of individuals to their own development and functioning*. Symposium presented at the meetings of the American Psychological Association, Toronto, Canada.

Skinner, E. A. (1983, December). *Beliefs about control: Developmental perspectives*. Invited presentation at the meeting of the Social Science Research Council Subcommittee on Child Development in Life-span Perspectives, Kiawah Island, NC.

Skinner, E. A., & Chapman, M. (1983, August). *A developmental analysis of children's beliefs about control, causality, and agency*. Paper presented at the Meetings of the International Society for the Study of Behavioral Development, Munich.

Skinner, E. A. (1983, April). *The "Contingent Responsive Parent": Theory, measurement, and consequences for the child*. Paper presented at the Meetings of the Society for Research in Child Development, Detroit.

Skinner, E. A. (1982, September). *Contributors to the development of helplessness*. (Comments on "Learned helplessness and life-span development" by M. E. P. Seligman.) Invited presentation at the International Conference on Life-Course Research on Human Development (Social Science Research Council), Berlin.

Skinner, E. A., Chapman, M., & Baltes, P. B. (1982, July). *Locus of control as a dimension of children's causal beliefs*. Paper presented at the Fourth Prague International Conference, Prague, Czechoslovakia.

MENTORING GRADUATE STUDENTS

Student	Degree	Year	Role
Max Planck Institute (not a degree-granting institution)			
Anita Schindler	M.S. (Diplom) with Freie Universität	1985	Committee Chair
Martin Tscheschne	Ph.D. with Universität Hamburg	1987	Committee Chair
University of Rochester (1988-1992)			
Cynthia Mellor-Crummey	Ph.D., Psychology	1989	Committee Co-Chair
James Wellborn	Ph.D., Psychology	1991	Committee Co-Chair
Jeffrey Altman	Ph.D., Education & Human Development	1992	Committee Chair
Annie Dannefer	Ed.D., Education & Human Development	1992	Committee Co-Chair
Cara Regan	Ph.D., Psychology	1996	Committee Co-Chair

Portland State University (1992 to present)

Sandy Grossman	M.S., Psychology	1994	Committee Chair
Ron Yoder	M.S., Psychology	1997	Committee Chair
Sandy Johnson	M.S., Psychology	1997	Committee Member
Melanie Zimmer-Gembeck	Ph.D., Systems Science/ Psychology	1998	Committee Chair
Angela Rodgers	M.S., Psychology	1998	Committee Member
Gayle Waiwaiole	M.S., Psychology	1999	Committee Chair
Tatiana Snyder	M.S., Psychology	2001	Committee Chair
Gwen Marchand	M.S., Psychology	2004	Committee Chair
Sharon Johnson	Ph.D., Systems Science/ Psychology	2004	Committee Chair
Linda Newton-Curtis	M.S., Psychology	2006	Committee Co-Chair
Carrie Furrer	Ph.D., Systems Science/ Psychology	2005	Committee Chair
Elizabeth Vale	Ph.D., Systems Science/ Psychology	2006	Committee Member
Teresa Greene	M.S., Psychology	2007	Committee Chair
Lorraine Escribano	M.S., Psychology	2007	Committee Chair
Glen Richardson	M.S., Psychology	2008	Committee Chair
Gwen Marchand	Ph.D., Systems Science/ Psychology	2008	Committee Chair
Una Chi	M.S., Psychology	2009	Committee Co-Chair
Jennifer Pitzer	M.S., Psychology	2010	Committee Chair
Lorraine Escribano	Ph.D., Applied Psychology	2010	Committee Chair
Heather Mosher	Ph.D., Systems Science/ Psychology	2010	Committee Chair
Cynthia Taylor	M.S., Psychology	2010	Committee Member
Tatiana Snyder	Ph.D., Systems Science/ Psychology	2011	Committee Chair
Jeff Beers	M.S., Psychology	2012	Committee Chair
Robin Johnson	M.S., Psychology	2012	Committee Chair
Una Chi	Ph.D., Applied Psychology	2013	Committee Chair
Cailin Currie	M.S., Psychology	2013	Committee Chair
Heather Brule	M.S., Psychology	2014	Committee Chair
Jennifer Pitzer	Ph.D., Applied Psychology	2015	Committee Chair
Teresa Greene	Ph.D., Systems Science/ Psychology	2015	Committee Chair
Cailin Currie	Ph.D., Applied Psychology	2017	Committee Chair
Julia Dancis	M.S., Psychology	2018	Committee Chair
Emily Saxton	Ph.D., Applied Psychology	2019	Committee Chair
Jennifer Lindwall	M.S., Psychology	2019	Committee Chair
Heather Brule	Ph.D., Applied Psychology	2020	Committee Chair
Kristen Raine	M.S., Psychology	2021	Committee Chair
Committee Member or Graduate Studies Representative		83	

EDITORIAL EXPERIENCE

Ad hoc Reviewer: *Child Development*, *Developmental Psychology*, *Journal of Gerontology*, *Sociology of Education*, *Journal of Personality and Social Psychology*, *Journal of Personality*, *Merrill Palmer Quarterly*, *Journal of Research in Adolescence*, *Psychological Review*, *Psychological Bulletin*, *Journal of Abnormal Child Psychology*, *Personality and Social Psychology Review*, *European Psychologist*, *British Journal of Health Psychology*, *Applied Developmental Science*, W. T. Grant Foundation, National Science Foundation, National Institutes of Health, Canadian Board of Grants.

Editorial Board: *Developmental Review*, *International Journal of Behavioral Development*, *Developmental Psychology*.

Co-editor: Newsletter for *The International Society for the Study of Behavioral Development* (1981-1987). Co-editor, Hellgard Rauh, Free University Berlin.

Editorial Assistant: To P. B. Baltes & O. G. Brim, Jr. (Eds.). (1979-1982). *Life-span development and behavior* (Vols. 2-4). New York: Academic Press.

ADDITIONAL INFORMATION

Affiliations

American Psychological Association

Western Psychological Association, Fellow
Society for Research in Child Development
American Educational Research Association
International Society for the Study of Behavioral Development

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