

Marlo A. Perry

School of Social Work, Child Welfare Education and Research Programs
University of Pittsburgh
2004 Cathedral of Learning, Pittsburgh, PA 15260
Office: 412.383.5168
map225@pitt.edu

EDUCATION

Ph.D. Psychology in Education, University of Pennsylvania August 2007
APA Accredited Program in School, Community, and Clinical-Child Psychology

Dissertation title: *A Multivariate Investigation of Maternal Risks and their Relationship to Low-Income, Preschool Children's Competencies*. Dissertation awarded with distinction.

M.S.Ed. Psychological Services, University of Pennsylvania August 1998

B.A. Psychology, Calvin College May 1994

ACADEMIC EXPERIENCE

Director of Research and Evaluation for the Child Welfare Education and Research Programs (CWERP), University of Pittsburgh, September 2020-present

Responsible for the oversight of all research and evaluation activities across the CWERP continuum, which includes both Pennsylvania's Title IV-E education programs and the Child Welfare Resource Center (CWRC). Serve as a member of the Research and Evaluation Leadership Team and Executive Team with the CWRC in order to provide guidance and direction for ongoing projects and new initiatives. Create and facilitate collaborations between faculty, staff, and students in Pittsburgh with statewide research and evaluation efforts with the CWRC.

Research Associate Professor, University of Pittsburgh, September 2021-present

Research Assistant Professor, University of Pittsburgh, August 2011-September 2021

Responsible for the planning and implementation of statewide research and evaluation activities in child welfare for Pennsylvania, including curriculum evaluation, research on Transfer of Learning, and the evaluation of Pennsylvania's Child Welfare Demonstration Project. Serve as academic advisor and field liaison for 10-15 first- and second-year MSW students; advise and/or lead directed study with doctoral students. Serve on the Child Welfare Education for Leadership (CWEL) Admissions Committee, as well as numerous workgroups and committees with Pennsylvania's Child Welfare Resource Center (CWRC).

GRANT EXPERIENCE

ON-GOING SUPPORT

Supporting Superwomen: Emotional Labor, Gendered Racial Microaggressions, and the Superwoman Scheme in Black Female Child Welfare Professionals

University of Pittsburgh, Center on Race and Social Problems
Principal Investigator; 2021-2023

This study seeks to understand how elements of emotional health (e.g., emotion regulation, mindful awareness, emotional labor, compassion satisfaction) and the Superwoman Schema (e.g., caretaking, fortitude, self-sacrifice) manifest in a sample of Black female child welfare professionals and how they relate to daily experiences of gendered racial microaggressions. Findings will contribute to the development of a racially-informed mindfulness intervention.

Stronger Collaboration with Intensive Family Coaching: A Pilot Study

University of Pittsburgh, Center for Interventions to Enhance Community Health (CiTECH)
Principal Investigator/University Lead; 2020-2021

This study aims to improve the outcomes for young children and their caregivers who are involved in the child welfare system through Intensive Family Coaching (IFC), which is a home-based adaptation of Parent Child Interaction Therapy. We also seek to reduce the science-to-service gap by increasing collaboration and communication between child welfare caseworkers and therapists on shared cases, as well as increasing caseworker knowledge about IFC and therapist knowledge about child welfare casework.

Emotional Awareness in Child Welfare Professionals and its Relationship with Emotional Variability, Compassion Satisfaction, and Commitment to the Field: A Pilot Study Utilizing Ecological Momentary Assessment.

University of Pittsburgh, Steven Manners Faculty Development Award
Principal Investigator; 2019-2021

This study utilizes ecological momentary assessment (EMA) to capture the variability of daily interactions of child welfare caseworkers, along with their emotional responses to those interactions. We are particularly interested in positive, restorative interactions in the field and how we may be able to support them and/or increase their frequency. To this end, we will assess elements of emotional health, including emotional labor, mindfulness, empathy, and energy recovery. We hypothesize that strengths in these areas will be related to more frequent positive interactions, which, in turn, may contribute to commitment to the field.

COMPLETED SUPPORT

Evaluation of Pennsylvania's Title IV-E Waiver Demonstration Project

Administration for Children and Families and Pennsylvania Department of Public Welfare
Co-Principal Investigator; 2013-2018

The objective of this project is to develop a new case practice model of child welfare focused on family engagement, structured assessment, and the introduction of or expanded use of evidence-based programs with the goal of improving child and family functioning and improving placement decisions.

On-going Evaluation of Transfer of Learning (TOL) in Pennsylvania Child Welfare Services

Dean's grant (Research & Development Fund), School of Social Work, University of Pittsburgh
Principal Investigator; 2011-2012.

The purpose of this study was to examine training outcomes among child welfare workers in Pennsylvania in relation to their receipt of a Transfer of Learning (TOL) package.

Go-to-Work, Go-to-School: The Impact of Recent Social Policy Mandates on Parent Involvement and School Readiness Outcomes for Urban Head Start Children

Head Start Research Scholars Grant, Administration on Children, Youth, and Families, DHHS
Co-Principal Investigator (with John Fantuzzo, Ph.D.); 2000-2002

The primary objective of this project was to explore how the welfare reform mandates affected family involvement in Head Start, as well as children's school readiness outcomes and the role of maternal social support systems.

RESEARCH & EVALUATION EXPERIENCE

Associate Director of Applied Research, Adagio Health, 2008-2011

Coordinated funding opportunities process; consulted on needs assessments, report writing and data analyses; developed survey to screen for reproductive coercion in family planning settings; sat on Girls Coalition and Youth Futures Committee focused on girls and violence; assisted Allegheny Intermediate Unit Head Start with annual program self-assessment; sat on Social Emotional Checklist Advisory Committee for Pittsburgh Public School's Head Start program.

Research Coordinator, *Child and Family Studies Research Programs*, Thomas Jefferson University, 2006-2008

Developed family satisfaction survey to be used state-wide to measure family outcomes in response to IDEA Part B and Part C requirements; conducted evaluation of Keystone STARS technical assistance for Southeastern Pennsylvania; assisted with grant writing; consulted on data analytic strategies for various internal projects; assisted parents searching for child care for their child with special needs.

Data Analyst, *Kids Integrated Data System (KIDS)*, University of Pennsylvania, 2004-2006

Assisted with the integration of data from municipal agencies (e.g., Department of Public Health, Department of Human Services, etc.) to create city-wide longitudinal integrated database for children; performed multivariate statistical analyses; supervised junior colleagues with data integration and manipulation; prepared reports, research briefs, and presentations.

Data Management Coordinator, School District of Philadelphia's Head Start Program, 2001-2004

Developed and maintained relational database for the School District of Philadelphia's Head Start program, which included child assessments, family demographics, and family involvement data; collected, processed, and verified data for approximately 5,000 children; performed multivariate data analyses; produced regular reports for administrative and service purposes.

Data Analyst, *Children Exposed to Domestic Violence*, University of Pennsylvania, 2002-2003

Performed multivariate statistical analyses of data collected for a grant funded by the Packard Foundation focusing on prevalence of children exposed to domestic violence and risks associated with exposure; developed presentations based on findings; assisted with grant writing to obtain continued funding.

Research Assistant, *Safety First Project*, University of Pennsylvania, 1997-1999

Participated in a Head Start University Partnership grant investigating the effects of community and family violence on Head Start children's early school skills; coordinated data collection from Department of Human Services (DHS); participated in training for Dante Cicchetti's coding system for maltreatment data; coded DHS data; managed and analyzed data; performed vocabulary and numeracy assessments.

Project Assistant, *Penn Pilot*, University of Pennsylvania, 1998-2001

Worked as a research team member with Philadelphia school district and Head Start administrators to implement a comprehensive assessment battery for use throughout the school district's Head Start program; collected data from teachers and parents; conducted assessments of Head Start children.

Research Assistant, *Children and Domestic Violence*, University of Pennsylvania, 1998-1999

Worked in partnership with Philadelphia Police Department's Domestic Violence Unit, as part of a federally funded grant investigating the effects of witnessing domestic violence on children; compiled statistics on data collected by police; conducted literature review and coded articles for manuscript.

CLINICAL AND SCHOOL EXPERIENCE

School Psychology Internship, Elwyn, Philadelphia Preschool Early Intervention (PPEI), Philadelphia, PA, 2002-2003

Completed developmental assessments to determine early intervention status of preschool-aged children; developed and implemented staff training; co-facilitated Behavioral Support team meetings; conducted Functional Behavioral Assessments; consulted with early childhood teachers and behavior teams.

Clinical Internship, Presbyterian Children's Village, Rosemont, PA, 2001-2002.

Provided individual psychotherapy with children in foster and kinship care; performed psycho-diagnostic evaluations; consulted with families and staff in the creation and implementation of treatment plans; responsible for progress notes, treatment plans, biopsychosocial updates, and report writing; participated in intake meetings and advocacy around special education issues.

Clinical Practicum, Children Achieving Success through Therapeutic Learning Experiences (CASTLE), Camden, NJ, 2000-2001.

Conducted therapeutic group activities with children with special emotional and behavioral needs (aged 4-13); collaborated with a multidisciplinary team to implement individual treatment plans.

School Psychology Practicum, Penn Partnership Program, University of Pennsylvania and Abington School District, Abington, PA, 1999-2000.

Provided psycho-educational assessments, school-based individual and group therapy, and behavioral management to public elementary school children; provided consultation to teachers; collaborated with a multidisciplinary team to devise and implement instructional support plans.

EDITORIAL SERVICE

Proposal Reviewer

NSDTA National Education Conference, 2020, 2021

21st National Conference on Child Abuse and Neglect (NCCAN), 2019

National Human Services Training Evaluation Symposium (NSHTES), 2013 – present

National Research Conference on Early Childhood (NRCEC; formerly Head Start National Research Conference, 2007, 2009, 2013, 2018, 2019

15th Annual Maternal and Child Health Epidemiology Conference, 2009

Ad Hoc Manuscript Reviewer, 2013-present

Child Abuse & Neglect, Child and Adolescent Social Work Journal, Child Development, Child Welfare, International Journal of Child Care and Education Policy, Journal of Emotional and Behavioral Disorders, Journal of Public Child Welfare, Learning and Individual Differences, and NHSA Dialog

Grant Reviewer,

University of Pittsburgh, Steven D. Manners Faculty Development Awards, 2020

Children's Bureau, Supporting Evidence-Based Home Visitation Programs to Prevent Child Abuse and Neglect, 2008

Head Start Bureau, Head Start University Partnership Grants, 2008

Head Start Bureau, Head Start Graduate Student Research Grants, 2005, 2006

Editorial Associate, *Early Childhood Services* (Eds. Pip Campbell, PhD, & Jeanne Wilcox, PhD), 2007

Assisted Editors in the management of all manuscripts submitted; maintained contact with submitting authors; aided Editors in appropriate reviewer selection and follow-up; reviewed manuscripts with Editors for final decision.

Ad Hoc Student Manuscript Reviewer, 2003-2007

Wrote or co-wrote (with John Fantuzzo, Ph.D.) manuscript reviews for *Journal of Family Violence*, *Early Childhood Research Quarterly*, and *School Psychology Review*.

Reviewer, 2000; 2001

Reviewed manuscripts for the Association for Women in Psychology's Lesbian Unpublished Manuscript Award.

Managing Editor, *School Psychology Review*, for Associate Editor John Fantuzzo, Ph.D., 1998 – 1999

Assisted Associate Editor in the management of all manuscripts submitted; aided Associate Editor in appropriate reviewer selection and follow-up; reviewed manuscripts with Associate Editor for decision.

UNIVERSITY & COMMUNITY SERVICE

Board Member, Brookline Teen Outreach, Pittsburgh, PA, 2020-present

Executive Advisory Council Member, National Staff Development and Training Association (NSDTA), 2020-present

Volunteer, Oakland Coordinator for CWRC Fiber Arts Crew, 2019 – 2020

Volunteer, Evaluator, Three Rivers Youth, Homeless Aftercare Services, 2018 – 2019

Research & Evaluation Committee Member, NSDTA, 2017 – present

Volunteer, Data Specialist, South Hills Interfaith Movement, 2017-2018

Volunteer, Evaluator, Lackawanna County Office of Youth and Family Services, Ages and Stages Project, 2017 – present

Steering Committee Member, National Human Services Training Evaluation Symposium (NHSTES), 2013 – present

Research Advisory Committee, University of Pittsburgh, School of Social Work, 2012 – 2017, 2020-present

Admissions Committee, Child Welfare Education in Leadership (CWEL) Program, 2012 – present

Academic and Field Advisor, University of Pittsburgh, School of Social Work, 2012 – present

Teaching Assistant, University of Pennsylvania, 1999 – 2002

Courses: *Psychology Practicum; Developmental Psychopathology; Advanced Psychology of Women; Psychological Assessment*

Seminar Group Leader, University of Pennsylvania, 2000 – 2001

Resource Group Facilitator, University of Pennsylvania, 1998, 1999

Admissions Committee Member, University of Pennsylvania, 1998 – 1999

STUDENT COMMITTEES AND MENTORING

Dissertation Committee

Amber Snyder, School of Education (expected 2020)

Allison Little, School of Social Work (expected 2020)

Directed Study

Allison Little, 2nd year doctoral student, 2015

Undergraduate Research Fellow Mentor

Teshiana Smith-Nichols, 2020

Lily Starr, School of Social Work, 2016-2017

Shanelle Thompson, School of Social Work, 2014-2015

PUBLICATIONS

- Perry, M. A., Rauktis, M. E., & Cahalane, H. (2021). A principles-based approach to evaluating family engagement group strategies: Lessons from a IV-E Waiver Demonstration Project. *Journal of Public Child Welfare*, 1-16.
- Perry, M. A., Creavey, K., Arthur, E., Chance, J., Lundgren, P. J., & Rivera, I. (2020). Cultivating emotional intelligence in child welfare professionals: A systematic scoping review. [Special Issue] *Child Abuse & Neglect*.
- Perry, M. A., Miller, Y. S., Fusco, R., & Fantuzzo, J. (2013). Parent voices: An investigation of the response process validity of the Child Behavior Checklist with Head Start parents. *NHSA Dialog*, 16 (2), 75-89.
- Fantuzzo, J., Perlman, S., Sproul, F., Minney, A., Perry, M. A., & Li, F. (2011). Making visible teacher reports of their teaching experiences: The Early Childhood Teacher Experiences Scale. *Psychology in the Schools*, 49, 194-205.
- Perry, M. A., & Fantuzzo, J. (2010). A multivariate investigation of maternal risks and their relationship to low-income, preschool children's competencies. *Applied Developmental Science*, 14 (1), 1-17.
- Fantuzzo, J., Fusco, R., Mohr, W., & Perry, M.A. (2007). Domestic violence and children's presence: A population-based study of law enforcement surveillance of domestic violence. *Journal of Family Violence*, 22, 331-340.
- Fantuzzo, J., Stevenson, H., Abdul-Kabir, S., & Perry, M. A. (2007). An investigation of a community-based intervention for socially isolated parents with a history of child maltreatment. *Journal of Family Violence*, 22, 81-89.
- Fantuzzo, J., Perry, M.A., & Childs, S. (2006). Parent Satisfaction with Educational Experiences Scale: A multivariate examination of parent satisfaction with early childhood education programs. *Early Childhood Research Quarterly*, 21, 142-152.
- Fantuzzo, J., McWayne, C., & Perry, M. A., & Childs, S. (2004). Multiple dimensions of family involvement and their relations to behavioral and learning competencies for urban, low-income children. *School Psychology Review*, 33 (4), 467-480.
- Fantuzzo, J., Perry, M. A., & McDermott, P. (2004). Preschool approaches to learning and their relationship to other relevant classroom competencies for low-income children. *School Psychology Quarterly*, 19 (3) 212-230.
- McDermott, P.A., Leigh, N. M., & Perry, M. A. (2002). Development and Validation of the Preschool Learning Behaviors Scale. *Psychology in the Schools*, 39 (4), 353-365.
- Mohr, W. K., Lutz, M. J., Fantuzzo, J. W., & Perry, M. A. (2000). Children exposed to family violence: A review of empirical research from a developmental-ecological perspective. *Trauma, Violence, & Abuse*, 1 (3), 264-283.
- Fantuzzo, J. W., Tighe, E., & Perry, M. (1999). Relationships between family involvement in Head Start and children's interactive peer play. *National Head Start Association Dialog*, 3 (1), 60-67.

BOOK CHAPTERS

- Perry, M.A. & Rauktis, M. E. (2018). Fostering "Belonging-ness": The role of private foster care agencies with foster parents and youth. In E. Trejos & N. Trevino (Eds.), *Handbook of Foster Youth* (pp. 427-443). Abingdon, UK: Routledge/Taylor & Francis.
- Perry, M. A., & Fusco, R. A. (2013). Child welfare practice in a systems of care framework. In H. Cahalane (Ed.), *Contemporary issues in child welfare practice* (pp. 1-15). New York: Springer.

Bradley-King, C., Perry, M. A., & Donohue, C. (2013). Race, racial disparity, and culture in child welfare. In H. Cahalane (Ed.), *Contemporary issues in child welfare practice* (pp. 159-181). New York: Springer.

PRESENTATIONS

- Perry, M. A. (2021, October). *Emotional intelligence competencies in child welfare professionals and their relationship to well-being and retention*. Presentation at the 2021 NSDTA Annual Education Conference: Embrace Agility & Advance to New Heights. Virtual.
- Perry, M. A. & Meister, J. (2020, October). *Going virtual: Lessons learned in an adaptation of simulation training for child welfare professionals*. Presentation at the 2020 NSDTA Annual Education Conference. Virtual.
- Perry, M. A., Winters, R., Browning, B., Rauktis, M. E., & Cahalane, H. (2019, August). *Caseworkers' attitudes toward evidence-based practices: Lessons learned from Pennsylvania's IV-E Waiver project as we enter the era of Family First*. Presentation at the 2019 National Child Welfare Evaluation Summit. Washington, DC.
- Perry, M.A., Zajac, J., Creavey, K., & Cahalane, H. (2019, May). *Pennsylvania's IV-E Waiver Project: A roadmap to support the child welfare workforce in the era of Family First*. Presentation at the 22nd Annual National Human Services Training Evaluation Symposium (NHSTES). Baltimore, MD.
- Perry, M. A., Winters, R. R., & Cahalane, H. (2018, October). *The intersection of family engagement and Early Intervention: Findings from Pennsylvania's Child Welfare Demonstration Project*. Presentation at the 2018 International Conference on Innovations in Family Engagement. Vail, CO.
- Perry, M. A., & Byers, M. L. (2018, October). *Connecting the classroom to the field: Partnering with supervisors in the professional development of staff*. Presentation at Annual NSDTA Professional Development Conference: Champions in Flight: Launching Innovations in Learning. Columbus, OH.
- Perry, M. A., & Lundgren, P. J. (2018, October). *Scrutinizing success in stressful scenarios: Scoring and synthesizing simulation training in Pennsylvania*. Presentation at Annual NSDTA Professional Development Conference: Champions in Flight: Launching Innovations in Learning. Columbus, OH.
- Perry, M. A., Lundgren, P. J., & Cahalane, H. (2018, May). *Integrating simulation training and reflective supervision in child welfare: Ideas and early evaluation findings in Pennsylvania*. Presentation at 21st Annual National Human Services Training and Evaluation Symposium (NHSTES). Berkeley, CA.
- Perry, M. A. & Rauktis, M. E. (2018, April). *Innovations in assessing fidelity to different family engagement models*. Presentation at the Pennsylvania 2018 Conference on Family Group Decision Making (FGDM): Growing FGDM through Leadership. Hershey, PA.
- Perry, M. A., Rauktis, M. E., Cahalane, H., & Zhu, X. (2018, March). *Factors related to short-term outcomes of family engagement meetings in child welfare: Returning home, preventing a move, and restriction of living environment*. Poster presentation at the 31st Annual Research and Policy Conference on Child, Adolescent, and Young Adult Behavioral Health. Tampa, FL.
- Pennell, J., Merkel-Holguin, L., Sen, R., Crampton, D., Rockhill, A., Burford, G., Perry, M., & Rauktis, M. (2017, October). *Program theory for Family Group Decision Making: A realist synthesis of the research literature*. Presentation at the 2017 International Conference on Innovations in Family Engagement. Vail, CO.

- Starr, L. M. & Perry, M. A. (2017, March). A systematic review of Parent-Child Interaction Therapy within the child welfare system. Poster presented at the 2017 BPD Annual Conference. New Orleans, LA.
- Little, A. D., & Perry, M. A. (2017, January). *A systematic review of weight bias in the human services professions*. Poster presented at 21st Annual Conference of the Society for Social Work and Research (SSWR). New Orleans, LA.
- Perry, M. A., & Rauktis, M. E. (2016, November). *How engaged are families in various family engagement models? Fidelity and early findings from Pennsylvania's Title IV-E Waiver*. Presentation at International Conference on Innovations in Family Engagement. Fort Worth, TX.
- Lundgren, P. J., England, S., & Perry, M. A. (2016, October). *Setting the foundation for continuous quality improvement: A multifaceted approach to curriculum evaluation*. Presentation at Annual NSDTA Professional Development Conference: Cultivating Excellence. Growing Innovation. Harvesting Results. New Brunswick, NJ.
- Perry, M. A., Kinsler, B. D., & Chisholm, B. (2016, September). *"It turned out better than I thought": Engaging reluctant families when conferencing becomes part of the practice model*. Presentation at 20th National Conference on Child Abuse and Neglect. Washington, DC.
- Utz, C. A., Kinsler, B. D., & Perry, M. A. (2016, August). *Family engagement in Pennsylvania's IV-E waiver: Successes and challenges in early implementation and fidelity*. Invited panel presentation at 18th Annual Title IV-E Waiver Demonstration Project Meeting. Washington, DC.
- Perry, M. A. (2016, May). *Assessing organizational culture in Pennsylvania's child welfare agencies*. Invited panel presentation at the Pre-Conference for the 19th Annual National Human Services Training Evaluation Symposium. Berkeley, CA.
- Perry, M. A. (2015, September). *Assessing fidelity of family engagement in Pennsylvania's Child Welfare Demonstration Project*. Invited panel presentation at Children's Bureau 17th Annual Child Welfare Waiver Demonstration Projects Meeting. Washington, DC.
- Thompson, S., Perry, M. A., Rauktis, M. E., & Caldwell, K. (2015, March). *What is the translatability of Triple P to the child welfare system?: A systematic review*. Poster presented at 32nd Annual BPD Conference: Social Work: Educating the Masses. Kansas City, MO.
- Winters, R., Cahalane, H., & Perry, M. A. (2014, July). *Statewide system collaboration between child welfare and early intervention: What we've learned and where to go from here*. Poster presented at Head Start's Twelfth National Research Conference: Collaboration and Coordination: Understanding Systems Supporting Young Children and Their Families. Washington, DC.
- Rauktis, M. E., & Perry, M. A. (2013, January). *Evaluation of the in-home safety and risk assessments: Part 2*. Presentation at meeting of Pennsylvania Children and Youth Administrators (PCYA). State College, PA.
- Rauktis, M. E., & Perry, M. A. (2012, January). *Evaluation of the in-home safety and risk assessments*. Presentation at meeting of Pennsylvania Children and Youth Administrators (PCYA). State College, PA.
- Perry, M.A., & Fantuzzo, J. (2008, June). *A multivariate investigation of maternal risks and their relationship to low-income, preschool children's competencies*. Poster presented at Head Start's Ninth National Research Conference: Creating Connections. Washington, DC.
- Perry, M.A., & Fantuzzo, J. (2006, June). *Development and validation of the Parent Satisfaction with Educational Experiences scale: A partnership process*. Poster presented at Head Start's Eighth National Research Conference: Serving Children Through Partnership and Collaboration. Washington, DC.

- Sekino, Y., Perry, M.A., Fusco, R.A., & Fantuzzo, J. (2006, June). *Parents' voices: Assessment validation procedure with parent partners*. Poster presented at Head Start's Eighth National Research Conference: Serving Children Through Partnership and Collaboration. Washington, DC.
- Perry, M.A., Bulotsky-Shearer, R., & Childs, S. (2005, February). *Creating an educational dialogue for children with emotional and behavioral needs*. Presentation to Early Childhood Staff of the School District of Philadelphia.
- Perry, M. A., McWayne, C. M., & Fantuzzo, J. (2004, June). *Multiple dimensions of family involvement and their relations to behavioral and learning competencies for urban, low-income children*. Poster presented at Head Start's Seventh National Research Conference: Promoting Positive Development in Young Children. Washington, DC.
- Fusco, R., Perry, M. A., & Fantuzzo, J. (2004, June). *Children's exposure to domestic violence: Distinctive typologies and co-occurrence of child maltreatment*. Poster presented at Head Start's Seventh National Research Conference: Promoting Positive Development in Young Children. Washington, DC.
- Perry, M. A., & Sekino, Y. (2004, March). *Child Observation Record (COR) in Philadelphia's pre-K Head Start program*. Presentation for School District of Philadelphia's PreKindergarten Head Start program administrators and supervisors. Philadelphia, PA.
- Perry, M. A., & Cohen, H. (2003, May). *Family involvement and its relation to classroom competencies for an urban Head Start population*. Presentation given at the 3rd Annual Cross-University Collaborative Mentoring Conference: The Challenges and Rewards of Conducting Applied Developmental Research with Culturally Diverse Populations Across the Life Span. New York, NY.
- Perry, M. A., & Fantuzzo, J. (2003, April). The Child Observation Record (COR): Building capacity for program-wide implementation of a new assessment tool. In C. McWayne (Chair), *Assessment and accountability in early childhood education: Building capacity through partnership in a large, urban school district*. Symposium conducted at the Annual Meeting of the American Educational Research Association. Chicago, IL.
- Perry, M. A. & Fantuzzo, J. (2002, June). *Go-to-Work, Go-to-School: The impact of recent social policy mandates on parent involvement and school readiness outcomes for urban Head Start children*. Poster presented at Head Start's 6th Annual National Research Conference. Washington, DC.
- Perry, M. A., Fantuzzo, J., & McDermott, P. (2002, June). *Preschool learning behaviors and their relationship to school readiness competencies for urban Head Start children*. Poster session presented at Head Start's 6th Annual National Research Conference. Washington, DC.
- Perry, M. A. & Fantuzzo, J. (2002, May). *Partnership as a "COR" process: Implementing a new assessment tool in Head Start*. Presentation at the 2nd Annual Cross-University Collaborative Mentoring Conference: Fostering Dynamic Relationships to Enhance Quality Urban Research. Philadelphia, PA.
- Perry, M. A. (2002, April). Preschool learning behaviors and their relationship to school readiness competencies for urban Head Start children. In J. Mendez (Chair), *Promoting school readiness for low-income urban children: Innovative perspectives on assessment and curriculum development in Head Start*. Symposium conducted at the Conference on Human Development. Charlotte, NC.
- Perry, M. A., & Fantuzzo, J. (2001, May). *Investigation of the Child Observation Record: School readiness in Head Start children*. Poster presentation at the 1st Annual Cross-University Collaborative Mentoring Conference: Bridging Gaps between Developmental Research, Practice, and Public Policy. New York, NY.

- Fantuzzo, J., Perry, M. A., Tighe, E., & Bulotsky, R. (2000, July). *Family involvement and school readiness: A multivariate investigation of the relationship between multiple dimensions of family involvement and school readiness outcomes*. Poster presentation Head Start's 5th National Research Conference.
- Lutz, M., Perry, M. A., McWayne, C. M., & Fantuzzo, J. (2000, July). *Contextually relevant assessment of emotional and behavioral adjustment of preschool children*. Poster presentation at the 108th Annual Convention of the American Psychological Association.
- Perry, M. A., Bulotsky, R., Lutz, M., & Fantuzzo, J. (2000, July). *Investigation of the Child Observation Record with urban Head Start children*. Poster presentation at the 108th Annual Convention of the American Psychological Association. Received Division 16's (School Psychology) Student Poster Award.
- Bulotsky, R. J., Fusco, J. E., Horshock, C. D., Perry, M. A., & Fantuzzo, J. (2000, June). *Preschool peer interactions in urban Head Start children: Relationships between classroom peer play, school readiness, and psychological adjustment*. Poster presentation at the Pennsylvania Psychological Association 2000 Student Research Poster Session.
- Tighe, E., Perry, M. A., & Fantuzzo, J. (1999, August). *Family Involvement Questionnaire: A multivariate assessment of family involvement in early childhood education*. Poster presentation at the 107th Annual Convention of the American Psychological Association.

MEMBERSHIPS AND AFFILIATIONS

- American Evaluation Association (2016-present)
- American Public Human Services Association (2016- present)
- Network of Infant/Toddler Researchers (2017-present)
- Emotional Intelligence Training and Research Institute (2019)
- American Mindfulness Research Association (2020-present)
- The Association for Contemplative Mind in Higher Education (2021)

HONORS AND AWARDS

- 2000 Student Poster Award, American Psychological Association, Division 16 (School Psychology)
- 2008 Phi Delta Kappa Award for Outstanding Dissertation
- 2009 Selected to participate in Training on the Early Childhood Longitudinal Study – Birth Cohort (ECLS-B); U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics