**HOPE I. WHITE**

hopewhit@buffalo.edu

**EDUCATION**

Ph.D. **University at Buffalo – SUNY**, Buffalo, NY

2018 - present Clinical Psychology, APA and PCSAS accredited

 Advisor: Julie Bowker, Ph.D.

B.S. **New York University,** New York, NY

2012 - 2016 Applied Psychology, *summa cum laude* with Honors

Honors Thesis Title: The Combined Influence of Parenting and Early Puberty on Disruptive Behavior Problems in African American Girls

Advisor: Shabnam Javdani, Ph.D.

**AWARDS AND HONORS**

2020 **Early Career Scholars Grant**, International Society for the Study of Behavioral Development

2019 **Professional Development Award**, Graduate Student Employees Union, University at Buffalo

2019 **Outstanding Research Award,** Psychology Graduate Student Association, University at Buffalo

2019 **Graduate Student Travel Award**, Society for Research in Child Development

2018 **Presidential Fellowship**, University at Buffalo

2016 **John W. Withers Memorial Award**, New York University

2016 **President’s Service Award**, New York University

2016 **Departmental Service Award**, New York University

2016 **University Honors Scholar, Founder’s Day Award**, New York University

2015 **Mary Brabeck Scholarship**, Inaugural Scholar, New York University

2012-2016 **Dean’s List**, New York University

 **PUBLICATIONS**

*Peer-Reviewed Publications:*

McCormick, M. P., Neuhaus, R., O’Connor, E., **White, H. I.,** Horn, E. P., Harding, S., Cappella, E., & McClowry, S. G. (2020). Long-term effects of social-emotional learning on academic skills: Evidence from a randomized trial of INSIGHTS. *Journal of Research on Educational Effectiveness.*

Bowker, J. C., Stotsky, M. T., **White, H. I.**, & Kamble, S. (2020). Being a crush during early adolescence in India: Gender differences in the socio-behavioral and psychological concomitants. *Journal of Adolescence, 80,* 115-124.

McCormick, M. P., Neuhaus, R. N., Horn, E. P., O’Connor, E. E., **White., H. I.**, Harding, S., Cappella, E., & McClowry, S.G. (2019). Long-term effects of an early intervention on “foot in the door” outcomes: Grade retention and receipt of special education. *AERA Open, 5*(3), 1-21.

Javdani, S., Sadeh, N., **White, H. I.**, Emerson, E. M., Houck, C., Brown, L. K., & Donenberg, G. R. (2019). Contextualizing pubertal development: The combination of sexual partners’ age and girls’ pubertal development confers risk for externalizing but not internalizing symptoms among girls in therapeutic day schools. *Journal of Adolescence*, *71,* 84-90.

McCormick, M. P., **White, H. I.**, Horn, E. P., Lacks, R., O’Connor, E. E., Cappella, E., & McClowry, S. (2018). Instructional support and academic skills: Impacts of *INSIGHTS* in classrooms with shy children. *Early Education & Development, 29*(5), 691-715.

*Manuscripts Under Review:*

Bowker, J. C., & **White, H. I.** (under secondary review). Studying peers in research on social withdrawal: Why broader assessments of peers are needed.

**White, H. I.**, Javdani, S., Greenbaum, C. A., Emerson, E., & Donenberg, G.R. (under secondary review). The combined influence ofparental monitoring and pubertal timing on disruptive behavior problems in African American girls.

*Manuscripts in Preparation:*

**White, H. I.**, Eiden, R. D., Savell, M., Epstein, L., Fabiano, G., Kong, K. L., Tauriello, S., & Anzman-Frasca, S. Play With Me: The development of a positive parenting intervention to promote healthy eating among young children.

**White, H. I.**, Bowker, J. C., & Kamble, S. V. Shame, guilt, and social behaviors during early adolescence in India: A replication study.

**White, H. I.** & Bowker, J. C. (Dis)agreement in perceptions of interactions and friendship quality in best-friend dyads during early adolescence.

**White, H. I.**, O’Connor, E. E., Harding, S., McCormick, M. P., Cappella, E., & McClowry, S. G. Differential effects of a social emotional intervention due to classroom characteristics.

**BOOK CHAPTERS**

Bowker, J. C., **White, H. I.**, & Etkin, R. G. (in press). Social withdrawal in adolescence: The role of peers. In Coplan, R. J. & Bowker, J. C. (Eds.), *The Handbook of Solitude: Psychological Perspectives on Social Isolation, Social Withdrawal, and Being Alone.*

McCormick, M. P., **White, H. I.**, Horn, E. P., Lacks, R., O’Connor, E. E., Cappella, E., & McClowry, S. (2020). Instructional support and academic skills: Impacts of *INSIGHTS* in classrooms with shy children. In C. L. Smith & D. J. Bridgett (Eds.), *Moving Forward in the Study of Temperament and Early Education Outcomes: Mediating and Moderating Factors.* Routledge.

O’Connor, E. E., Horn, E. P., & **White, H. I.** (2019). Shyness: Helping handout for the school and home. In G. Bear & K. Minke (Eds.), *Helping Handouts: Supporting Students at School and Home*. Bethesda, MD: National Association of School Psychologists.

**PRESENTATIONS \***indicates mentored undergraduate students

**White, H. I.**, Eiden, R. D., Savell, M., Epstein, L., Fabiano, G., Kong, K. L., Tauriello, S., & Anzman-Frasca, S. (accepted). Play With Me: The development of a positive parenting intervention to promote healthy eating among young children. Society for Research on Child Development 2021.

\*Balmer, R. A., \*Hogan, J. R., \*Ofori-Akwaboah, J., \*Nieves, K., \*Raghunandan, F. K., Stotsky, M., **White, H. I.**, & Bowker, J. C. (2020, April). A closer look at young adolescents’ crush experiences and psychological adjustment. Poster presented at the Western New York Undergraduate Psychology Conference, Buffalo, NY.

**White, H. I.** & Bowker, J. C. (2020, June). How friendship quality contributes to shyness-withdrawal during early adolescence. Paper submitted to the International Society for the Study of Behavioral Development 2020.

**White, H. I.** & Bowker, J. C. (2020, June). The influence of time spent alone and internalizing symptoms on daily mood in late adolescence. Paper submitted to the International Society for the Study of Behavioral Development 2020.

**White, H. I.** & Bowker, J. C. (2020, March). (Dis)agreement in perceptions of interactions and friendship quality in best-friend dyads during early adolescence. Poster accepted for presentation at Society for Research on Adolescence 2020, San Diego, CA. Conference cancelled due to COVID-19.

Bowker, J. C., **White, H. I.**, & Stotsky, M. T. (2020, March). Friendship beak-ups are hard, especially for shy-withdrawn young adolescents. Paper symposia accepted for presentation at Society for Research on Adolescence 2020, San Diego, CA. Conference cancelled due to COVID-19.

**White, H. I.**, Bowker, J. C., Stotsky, M. T., Adams, R. E., & Simms, L. J. (2019, September). Shyness, time spent alone, and internalizing problems in emerging adulthood. Poster presented at the Society for Research in Psychopathology, Buffalo, NY.

Granski, M., **White, H. I.**, & Javdani, S. (2019, June). Understanding gender and racial disparities in school pushout: The role of trauma, PTSD, and pubertal timing. In M. Granski & R. Rose (Co-chairs), *Complicating a single story: Understanding the needs of adolescents at risk of legal system involvement.* Society for Community Research & Action Biennial Meeting, Chicago, IL.

**White, H. I.,** O’Connor, E. E., McCormick, M. P., Capella, E., & McClowry, S. G. (2019, March).

Long-term effects of social-emotional learning on academic achievement: Do impacts vary by early skills? In M. P. McCormick & O’Connor, E.E. (Co-chairs), *Contextual influences promoting resilience for low-income children: Rigorous, multi-level evidence from longitudinal and experimental studies*. Society for Research in Child Development, Baltimore, MD.

O’Connor, E. E., **White, H. I**. (\*presenting author), Harding, S., McCormick, M. P., Cappella, E., & McClowry, S. G. (2019, March). Differential effects of a social emotional intervention due to classroom characteristics. In J. Ghandi & W. Schneider (Co-chairs), *Adult-child interactions in early childhood education and child outcomes*. Society for Research in Child Development, Baltimore, MD.

**White, H. I.,** O’Connor, E. E., McClowry, S. G., Harding, S. H., & McCormick, M. P. (2018). An examination of the long-term efficacy of INSIGHTS on shy children. Paper symposium at the Occasional Temperament Conference, Murcia, Spain.

Harding, S., **White, H. I**. (\*presenting author), O’Connor, E. E., McCormick, M.P., & McClowry, S. (2018, April). Supporting learning in early childhood through classroom context: The role of social emotional interventions. Paper presented at the American Education Research Association Conference, New York, NY.

McCormick, M. P., **White, H. I.**, Horn, E. P., Lacks, R., O’Connor, E. E., Cappella, E., & McClowry, S. (2018). Instructional support and academic skills: Impacts of INSIGHTS in classrooms with shy children. Paper presented at the American Education Research Association Conference, New York, NY.

McCormick, M. P., Horn, E. P., O’Connor, E.E., **White, H. I.**, Harding, S., Cappella, E., & McClowry, S. (2018). Social-emotional learning, special education referral, and grade retention from kindergarten through fifth grade: Long-term effects of early intervention on policy-relevant outcomes. Paper presented at Society for Research on Educational Effectiveness, Washington, D.C.

**White, H. I.**, Javdani, S., Greenbaum, C. A., Emerson, E., & Donenberg, G. R. (2016). The combined influence of parenting and early puberty on the development of disruptive behavior problems in African American girls. Poster presented at NYU Applied Psychology Undergraduate Conference & PACE University Psychology Conference.

**INVITED TALKS**

**White, H. I.** & Ferkin, A. (2019, October). Introduction to preregistration. Invited presentation at the
University at Buffalo Clinical Psychology Program Brown Bag Series.

**RESEARCH EXPERIENCE**

8/2018 – present **Doctoral Research Assistant**

 Child & Adolescent Relationships Laboratory

 University at Buffalo

 Supervisor: Julie Bowker, Ph.D.

3/2019 – present **Doctoral Research Assistant**

 Parenting Toolkit for Healthy Eating

 Child Health and Behavior Lab

 Department of Pediatrics, Jacobs School of Medicine

 University at Buffalo

 Supervisor: Stephanie Anzman-Frasca, Ph.D.

6/2016 – 8/2018 **Research Analyst & Project Coordinator**

 INSIGHTS Follow Up Study

 Institute of Human Development and Social Change

 New York University

Supervisors: Erin O’Connor, Ph.D., Meghan McCormick, Ph.D., Elise Capella, Ph.D., & Sandee McClowry, Ph.D., RN, FAAN

9/2014 – 8/2018 **Senior Research Assistant**

 Researching Inequalities in Society Ecologically (R.I.S.E.) Team

 New York University

 Supervisor: Shabnam Javdani, Ph.D.

1/2014 – 5/2014 **Research Extern**

 Family Translational Research Group

 New York University

 Supervisors: Michael Lorber, Ph.D., Amy Smith Slep, Ph.D., Richard Heyman, Ph.D.

**CLINICAL EXPERIENCE**

09/2020-present **Parent-Child Interaction Therapy Practicum**

University at Buffalo Psychological Services Center

 Supervisor: Sarah Taber-Thomas, Ph.D.

10/2019 –present **Student Clinician**

University at Buffalo Psychological Services Center

 Supervisors: John Roberts, Ph.D., Stephen Tiffany, Ph.D., Stephanie Godleski, Ph.D., Sarah Taber-Thomas, Ph.D., Leonard Simms, Ph.D.

6/2019 – present **Study Interventionist**

Harnessing the Power of Friends to Reduce Alcohol-Involved Sexual Assault Risk (R34AA027046)

* Single-session motivational interviewing intervention conducted with female, young adult dyads

Supervisor: Jennifer Read, Ph.D.

5/2014 – 8/2014 **Summer Program for Kids (ADHD Treatment Program) Counselor**

Child Study Center, Hassenfeld Children’s Hospital at NYU Langone; New York, NY

Supervisors: Yamalis Diaz, Ph.D.; Stephanie Wagner, Ph.D.; Karen Fleiss, Psy.D.

8/2013 – 5/2014 **Parent-Child Interaction Therapy Team Coordinator**

Child Study Center, Hassenfeld Children’s Hospital at NYU Langone; New York, NY

Supervisors: Yamalis Diaz, Ph.D.; Stephanie Wagner, Ph.D.; Timothy Verduin, Ph.D.

**TEACHING EXPERIENCE**

**Teaching Assistantships**

*Department of Psychology, University at Buffalo, SUNY*

Intro to Psychology (Spring 2020, Spring 2021)

Social Psychology (Fall 2019)

Psychological Statistics (Spring 2019)

Health Psychology (Fall 2018**)**

*Department of Applied Psychology, New York University*

Seminar in Applied Psychology I - Scientific Writing in Psychology (Fall 2017 - Spring 2018)

Developmental Psychology Across the Lifespan (Spring 2017)

**TECHINCAL PROFICIENCES**

* Proficient in R, Stata, SPSS, and MPlus
* Familiar with SAS
* Proficient in advanced programming using Qualtrics Survey Software

**SPECIALIZED STATISTICAL TRAINING**

*Introduction to Multilevel Modeling* May 2019

Curran & Bauer Analytics

Instructors: Dr. Patrick Curran & Dr. Dan Bauer

*Introduction to Structural Equation Modeling* May 2020

Curran & Bauer Analytics

Instructors: Dr. Patrick Curran & Dr. Dan Bauer

*Analysis of Intensive Longitudinal Data: Experience Sampling and* June 2020

*Ecological Momentary Assessment*

American Psychological Association Advanced Training Institute

Instructors: Dr. Niall Bolger, Dr. Kevin Grimm, Dr. Jean-Philippe Laurenceau, Dr. Nilam Ram

**PROFESSIONAL SERVICE**

* 2021 Mentored Reviewer for Society for Research on Child Development (Panel 22: Social Development; Mentor: Julie Bowker)
* 2020 SRA Mentored Reviewer for Society for Research on Adolescence (Panel 15: Peers; Mentor: Julie Bowker)
* Center for Open Science Ambassador (June 2019-present)
* Society for Research in Psychopathology, University at Buffalo Planning Committee (2019)
* University at Buffalo Clinical Area Diversity Committee, Student Member (September 2018 - Present)
* University at Buffalo Clinical Area Admissions Committee, Student Member (Winter 2019)
* Editor-in-Chief, Online Publication of Undergraduate Studies, New York University (9/2014 – 5/2016)
* President, Applied Psychology Undergraduate Club, New York University (9/2014 – 5/2016)

**EDITORIAL ACTIVITIES**

**Ad Hoc Reviewing**

* *Appetite* (Mentored Review with Dr. Stephanie Anzman-Frasca)

**PROFESSIONAL AFFILIATIONS**

* *Psi Chi,* International Honor Society in Psychology
* APA Division 53, Society for Clinical Child and Adolescent Psychology
* Society for Research in Child Development
* Society for Research on Adolescence
* International Society for the Study of Behavioral Development