

**Christina L. Rucinski**  
**Curriculum Vitae**  
 March 2020

Department of Psychological and Brain Sciences  
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## EDUCATION

2019	Ph.D.	Applied Developmental Psychology	Fordham University
2015	M.A.	Applied Developmental Psychology	Fordham University
2010	B.S.	Psychology	Tufts University

## ACADEMIC POSITIONS

2019-present Postdoctoral Researcher  
 Department of Psychological and Brain Sciences  
 University of Massachusetts Amherst

## PUBLICATIONS

### Peer-Reviewed Journal Articles

**Rucinski, C. L., Sutton, E., Carlton, R., Downer, J., & Brown, J. L.** (2019). Classroom racial/ethnic diversity and elementary students' academic, social, and emotional development. *Applied Developmental Science*.  
<https://doi.org/10.1080/10888691.2019.1576524>

**Rucinski, C. L., Brown, J. L., & Downer, J.** (2018). Teacher-child relationships, classroom emotional climate, and elementary students' social-emotional and academic development. *Journal of Educational Psychology, 110*(7), 992-1004.  
<http://dx.doi.org/10.1037/edu0000240>

### Manuscripts in Submission or Preparation

**Rucinski, C. L., & Tropp, L. R.** (in preparation). Do teachers talk the talk? Racial anxiety as a barrier to race-related classroom discussions.

**Rucinski, C. L., & Brown, J. L.** (under review). Effects of racial/ethnic diversity exposure across early elementary classrooms on children's social-emotional, executive function, and academic development.

Gómez Varón, J. A., **Rucinski**, C. L. & Higgins-D'Alessandro, A. (revise and resubmit).  
Promising pathways from school restorative practices to educational equity.

## AWARDS AND HONORS

2019	Student Support Grant	Fordham University
2018	Early Career Professional Network Travel Grant	Society for Prevention Research
2017	Marvin Reznikoff Endowed Scholarship	Fordham University
2016	Teaching Fellowship	Fordham University
2016	Professional Development Grant	Fordham University
2015	Research Support Grant	Fordham University
2013	New Student Distinguished Fellowship	Fordham University
2010	Priscilla N. Dunne Prize in Psychology	Tufts University

## CONFERENCE PRESENTATIONS

**Rucinski**, C. L., & Brown, J. L. (December, 2020). *Cumulative exposure to elementary classroom diversity predicts social-emotional, executive function, and academic development*. Poster to be presented at “Construction of the Other” Special Topics Meeting of the Society for Research in Child Development, Rio Grande, Puerto Rico.

Whitcomb, S. A., Tropp, L. R., Santana, S., **Rucinski**, C. L., Essensa, D., & Deater-Deckard, K. (March, 2020). *BESTed: Behavioral, emotional, and social teaching in education*. Presented at the 17<sup>th</sup> International Conference on Positive Behavior Support, Miami, FL.

Tropp, L. R., & **Rucinski**, C. L. (May, 2019). *We are stronger together: How group contacts transform attitudes and social relations*. Presented at the *Schooling Social Minds* conference by Learning & the Brain, New York, NY.

**Rucinski**, C. L., & Brown, J. L. (April, 2019). *Variation in exposure to racial/ethnic diversity and child development in early elementary school classrooms*. Paper presented in roundtable session at the Annual Meeting of the American Educational Research Association, Toronto, ON, Canada.

Lowenstein, A., **Rucinski**, C. L., & Brown, J. L. (March, 2019). *Compositional features of elementary school classrooms and students' social-emotional and academic skills*. Poster presented at the Biennial Meeting of the Society for Research in Child Development, Baltimore, MD.

Barry, M., **Rucinski**, C. L., Brown, J. L., Sutton, E., Lowenstein, A., & Downer, J. (March, 2019). *Associations between child and teacher perceptions of relationship quality and child academic and behavioral outcomes*. Poster presented at the Biennial Meeting of the Society for Research in Child Development, Baltimore, MD.

**Rucinski, C. L.,** Gómez Varón, J. A., & Brown, J. L. (November, 2018). *Teacher priorities for family-school communications and third-grade children's social-emotional skills*. Poster presented at the Association for Moral Education, Barcelona, Spain.

**Rucinski, C. L.,** Brown, J. L., & Downer, J. (May, 2018). *Making sense of difference: Elementary school and classroom diversity and children's social-emotional and academic development*. Poster presented at the Society for Prevention Research, Washington, DC.

Brown, J. L., Downer, J., Lowenstein, A. E., Stuhlman, M., Sutton, E., Carlton, R., **Rucinski, C. L.,** MacLean, A., & Jimenez, M. (December, 2016). *Baseline analyses from cohort 1 of the school randomized controlled trial of the 4Rs+MTP program*. Poster presented at the Principal Investigators Meeting of the Institute of Educational Sciences, Washington, DC.

**Rucinski, C. L.,** Sutton, E., Carlton, R., Brown, J. L., & Downer, J. (April, 2016). *The association between classroom racial/ethnic diversity and elementary students' academic, social, and emotional outcomes*. Paper presented at the Annual Meeting of the American Educational Research Association, Washington, DC.

**Rucinski, C. L.,** Brown, J. L., Downer, J., Wertz, H. R., Gologor, B., Stuhlman, M. W., & Hamre, B. K. (April, 2015). *Teacher-child relationships, classroom emotional climate, and elementary students' social-emotional and academic development*. Paper presented in roundtable discussion at the Annual Meeting of the American Educational Research Association, Chicago, IL.

**Rucinski, C. L.,** Brown, J. L., Downer, J., Wertz, H. R., Gologor, B., Stuhlman, M. W., & Hamre, B. K. (March, 2015). *Teacher-child relationships, classroom emotional climate, and elementary students' social-emotional and academic development*. Poster presented at the Biennial Meeting of the Society for Research in Child Development, Philadelphia, PA.

Downer, J., Brown, J. L., Molano, A., Stuhlman, M. W., Hamre, B. K., Jones, S. M., Wertz, H. R., & **Rucinski, C. L.** (March, 2015). *Short- and long-term impacts of classroom-based social-emotional learning interventions during early schooling*. Paper presented at the Biennial Meeting of the Society for Research in Child Development, Philadelphia, PA.

## **TEACHING EXPERIENCE**

Course Instructor, Department of Psychology, Fordham University  
**Adolescent and Adult Development** (Spring 2017, Spring 2016)  
**Foundations of Psychology** (Spring 2018, Fall 2017)

Laboratory Instructor, Department of Psychology, Fordham University

**Foundations of Psychology** (Spring 2015, Fall 2014)

**Introduction to Statistics** (Spring 2015)

**Cognition** (Fall 2015)

## **OTHER PROFESSIONAL EXPERIENCE**

2018-2019 Project Coordinator, Perception Institute, New York, NY

2018-2019 President, Fordham University Graduate Student Association

2017-2018 Vice President, Fordham University Graduate Student Association

2015-2018 Content Research Associate (freelance), Sesame Workshop, New York, NY

2015-2016 Item Developer (freelance), Council for Aid to Education, New York, NY

## **UNIVERSITY SERVICE**

2018-2019 Faculty Search Committee, Department of Psychology, Fordham University

2015 Review Committee, Professional Development Grant, Fordham University

2015 University Liaison, Cross-University Collaborative Mentoring Conference

## **AD HOC REVIEWING**

*Child Development*

*Early Childhood Development and Care*

*Frontiers in Psychology*

*Journal of Applied Developmental Psychology*

*Journal of Educational Psychology*

*Journal of Experimental Education*

*Journal of School Psychology*

*New School Psychology Bulletin*

*Social Development*

*South African Journal of Education*

*Vulnerable Children & Youth Studies*

## **PROFESSIONAL AFFILIATIONS**

2018-present Society for Prevention Research

2015-present Society for Research in Child Development

2015-present American Educational Research Association

2015-present American Psychological Association

## **TECHNICAL SKILLS**

Software: SPSS, Stata, HLM, AMOS, Excel, Qualtrics

## **OUTREACH**

- 2019 Psychology Today (<https://www.psychologytoday.com/us/blog/stumbling-towards-diversity/201905/what-can-integrated-schools-do-your-child>)
- 2016 Society for Research in Child Development (<http://srcd.org/blog/2016-04-27-practice-makes-perfect-developmental-psychology-real-world>)