

## **CURRICULUM VITAE**

**David H. Arnold**

University of Massachusetts  
Psychology Department, Tobin Hall  
Amherst, MA 01003  
darnold@psych.umass.edu  
(413) 545-2157

### **Education**

SUNY at Stony Brook      Ph.D., Clinical Psychology, 1993 (licensed, 1995-present)  
Dartmouth College      B.A., 1987

### **Employment**

Professor of Psychology, University of Massachusetts, 2006-present.  
Associate Professor of Psychology, University of Massachusetts, 1999-2006.  
Assistant Professor of Psychology, University of Massachusetts, 1993-1999.

### **Graduate Students Advised/Current Positions**

Courtney Baker (2010). Associate Professor, Tulane University.  
Sharice Brown (2009). IRB Administrator, Research Administration, Hartford Hospital.  
Jennifer Dobbs-Oates (2006). Clinical Associate Professor, Purdue University.  
Greta Doctoroff (2005). Associate Professor, Yeshiva University.  
Paige Fisher (2003). Associate Professor, Seton Hall University.  
Naomi Goldstein (2001). Professor, Co-Director of J.D./ Ph.D. Program, Drexel University.  
Shayl Griffith (2018). Assistant Professor, Florida International University.  
Nastassja Marshall (2015). Private practice.  
Susan Meagher (2008). Assistant Professor, Tufts School of Medicine.  
Camilo Ortiz (1999). Associate Professor, Long Island University.  
Benjamin Rolon-Arroyo (2016). Assistant Professor, California Lutheran University.  
Rebecca Stowe (1999). Senior Lecturer faculty member, University of Massachusetts.  
Marianne Tichovolsky (2012). Private practice.

### **Selected Professional Activities and Honors**

Distinguished Teacher Award, University of Massachusetts, 1997  
Advisory Group: PowerMyLearning (a national education non-profit company).  
Developmental Science Program Director, 2015-2018  
Advisory Committee, NSF grant to WGBH and the Education Development Center on the development of preschoolers' computational thinking, 2016-2018  
Faculty Advisor, Advancing Diversity in Research and Practice Undergraduate Program and the Psychology and Diversity (undergraduate) Club, 2016-2017  
Grant Panel Reviewer, Institute for Education Sciences, 2016  
Center for Research on Families Faculty Scholar, 2014-2015  
Co-Founder, Advancing Diversity in Research and Practice Undergraduate Program, 2012  
Chair, Psychology Department Diversity Committee, 2011-2014  
Psychology Department Associate Chair, 2008-2011  
UMass Center for Research on Families Steering Committee Member, 2005-present  
Spencer Foundation Planning Conference: Social, Emotional, and Thinking Dispositions, 2006

NIH Review Panel Member, (RFA on Outcome Measures for Young Children), 2005  
Institute of Education Sciences Review Panel Member  
Expert Speaker, pre-application meeting for Dept. of Education Preschool Grant Initiative, 2002  
Grant Reviewer, William T. Grant Foundation, Spencer Foundation  
Center for the Family Scholar, University of Massachusetts, 2003-2004  
William T. Grant Faculty Scholar, 1998-2003  
Journal Reviewer: *Journal of Consulting and Clinical Psychology*, *Developmental Psychology*,  
*Journal of Educational Psychology*, *Child Development*, *Journal of Clinical Child and  
Adolescent Psychology*, *Journal of Applied Developmental Psychology*, *Early Childhood  
Research Quarterly*, *Merrill-Palmer Quarterly*, *Developmental Review*, *Contemporary  
Educational Psychology*, *Cognitive and Behavioral Practice*, *Education and Treatment of  
Children*, *Early Education and Development*, *Social Development*  
Editorial Board, *Journal of Educational Psychology*, 1997-1999  
Collaborator, Blueprints Report on Violence Reduction Program, 2000  
National Academy of Sciences/National Research Council (Board on Children, Youth, and  
Families) Selected Speaker: "Frontiers of Research for the 21<sup>st</sup> Century", 1998  
SRCD Conference Reviewer (Ethnicity & Gender Panel), 2000  
Statistical consultant, *Child Development*, *NIMH Grant*, *Private Companies*  
Invited Speaker, "Community Partnerships & Research," University of Louvain, Belgium, 1998  
Judge, APA Child Clinical Division Student Research Paper Competition, 1995-97

### Grants

"Evaluating an Educational App for Promoting School Readiness in Low-SES Preschoolers"  
Overdeck Family Foundation, 2017-2018 (\$100,000).  
"Home Learning in the New Mobile Age: Parent-Child Interactions around Mobile Devices and  
their Relation to Early Academic Development" National Academy of Education/Spencer  
Dissertation Fellowship (D. Arnold, Mentor, Shayl Griffith Graduate Student Awardee),  
2016-2017 (\$27,500).  
"Promoting Achievement in Low-SES Preschoolers with Educational Apps" UMass, 2014-2015  
(\$15,000).  
"Promoting Faculty Competence in Multicultural Research" APA CEMMRAT grant, 2012-2013,  
\$4,000 from APA, and approximately \$4,000 from other UMass organizations.  
"Preschool Language, Math, and Social Curriculum Evaluation" Funded by multiple Federal  
agencies including NICHD and ACF, 2004-2010 (Co-Investigator; total direct costs  
\$3,500,000; UMass subcontract \$126,000)  
"Parenting, Relational Aggression, and Culture" Ford Foundation Predoctoral Fellowship (D.  
Arnold, PI/Mentor; Sharice Brown, Graduate Student Awardee), 2004-2006 (\$69,000)  
"Understanding Early School Adjustment and Disruptive Behavior Disorders in High-Risk,  
Low-Income Children" W.T. Grant Foundation 1998-2003 (\$250,000)  
"Parents' Influence on Academic Success in High-Risk Children" UMass (\$12,500)  
"Preventing Externalizing Problems With Academic Programs" NIMH, 1996-2002 (\$530,000).  
"Child Interest in Math Activities," Head Start (D. Arnold, PI/Mentor; Paige Fisher, Graduate  
Student Awardee), 2000-2001 (\$40,000)  
"Parenting Behavior Scale: Validating a Parenting Measure in Diverse Communities" Head Start  
(D. Arnold, PI/Mentor; Camilo Ortiz, Graduate Student Fundee), 1997-1998 (\$30,000)  
"Academic and Behavior Problems in High-Risk Children" UMass, 1994 (\$5,000)  
"Utilizing Preschools in the Prevention of Conduct Disorders" UMass, 1993 (\$5,000)  
"Videotape Language Intervention" Sigma Xi Grant in Aid of Research, 1989 (\$500)

### Courses Taught

Graduate: Statistics (3 courses); Methods/Psychometrics; Treating Children; Clinic Supervision.  
Undergraduate: Statistics; Treating Childhood Disorders.

### Selected Clinical Experiences

Consultant and inservice trainer to various daycare centers and schools in Western MA, 1993-  
Psychological Services Center, University of Massachusetts, Supervisor, 1993-2004  
Albert Einstein Medical College, Montefiore Hospital. Intern, 1992-93

### Publications

Harmon, T. M., & Arnold, D. H. (submitted). Mobile technology use and school readiness in low-income preschoolers.

Harmon, T. M., & Arnold, D. H. (submitted). Parent perceptions of remote learning during COVID-19.

Huff, N. R., Isbell, L. M., & Arnold, D. H. (submitted). Behavior or diagnosis? Effects of irritable behavior and a schizophrenia label on mental illness stigma.

Keating, M., Harmon, T., & Arnold, D. H. (in press). Relations between parent math beliefs and emergent math skills among preschoolers from low-income households. *Early Child Development and Care*.

Arnold, D. H., Mamatha, C., Gair, S., Helm, A. F., Herman, R., Kang, S., & Lokhandwala, S. (in press). Fostering preliteracy skills in low-SES children; A randomized controlled trial. *Journal of Children and Media*.

Blumberg, F. C., Deater-Deckard, K., Calvert, S. L., Flynn, R. M., Green, C. S., Arnold, D. H., & Brooks, P. J. (2019). Digital games as a context for children's cognitive development: Research recommendations and policy considerations. *SRCD Social Policy Report*, 32, 1-33.

Griffith, S. F., & Arnold, D. H. (2019). Home learning in the new mobile age: Parent-child interactions during joint play with educational apps. *Journal of Children and Media*, 13, 1-19.

Griffith, S. F., Arnold, D. H., Rolon-Arroyo, B., & Harvey, E. A. (2019). Neuropsychological predictors of ODD symptom dimensions in young children, *Journal of Clinical Child and Adolescent Psychology*, 48, 80-92.

Griffith, S. F., Hanson, K., Rolon-Arroyo, B., & Arnold, D. H. (2019). Promoting achievement in low-SES preschoolers with educational apps. *Journal of Children and Media*, 13, 328-344.

Rolon-Arroyo, B., Arnold, D. H., Breaux, R. P., & Harvey, E. A. (2018). Reciprocal relations between parenting behaviors and conduct disorder symptoms in preschool children, *Child Psychiatry and Human Development*, 49, 786-799.

- Tichovolsky, M. H., Arnold, D. H., Griffith, S. F., Rolon-Arroyo, B., & Harvey, E. A. (2018). A longitudinal study of fathers' and young children's depressive symptoms. *Journal of Clinical Child and Adolescent Psychology, 47*, S190-S204.
- Brown, H. R., Harvey, E. A., Griffith, S. F., Arnold, D. H., & Halgin, R. P. (2017). Assent and dissent: Ethical considerations in psychological research with toddlers. *Ethics and Behavior, 27*, 651-664.
- Doctoroff, G. L., & Arnold, D. H. (2017). Doing homework together: The relation between parenting strategies, child engagement, and achievement. *Journal of Applied Developmental Psychology, 48*, 103-113.
- Griffith, S., Kupersmidt, J. B., Voegler-Lee, M. E., & Arnold, D. H. (2016). Preschool classroom, family-, and child-level predictors of low-SES kindergarteners' social skills. *Journal of Educational and Developmental Psychology, 6*, 59-76.
- Rolon-Arroyo, B., Arnold, D. H., Harvey, E. A., & Marshall, N. A. (2016). Assessing attention and disruptive behavior symptoms in preschool-age children: The utility of the Diagnostic Interview Schedule for Children. *Journal of Child and Family Studies, 25*, 65-76.
- Baker, C. N., Tichovolsky, M., Kupersmidt, J. B., Voegler-Lee, M. E., & Arnold, D. H. (2015). Teacher (mis)perceptions of preschoolers' academic skills: Predictors and associations with longitudinal outcomes. *Journal of Educational Psychology, 107*, 805-820.
- Marshall, N. A., Arnold, D. H., & Rolon-Arroyo, B., & Griffith, S. F. (2015). The relationship between relational aggression and internalizing symptoms in childhood: A meta-analytic review. *Journal of Social and Clinical Psychology, 34*, 135-160.
- Rolon-Arroyo, B., Arnold, D. H., & Harvey, E. A. (2014). The predictive utility of conduct disorder symptoms in preschool children: A three-year follow-up study. *Child Psychiatry and Human Development, 45*, 329-337.
- Arnold, D. H., & Dobbs-Oates, J. (2013). Teachers' ratings of preschool children's behavior: Inter-teacher agreement and variation in their agreement. *Australian Journal of Early Childhood, 38*, 67-71.
- Tichovolsky, M. H., Arnold, D. H., & Baker, C. N. (2013). Parent predictors of changes in child behavior problems. *Journal of Applied Developmental Psychology, 34*, 336-345.
- Harvey, E. A., & Arnold, D. H. (2013). ADHD symptom severity and diagnosis remains relatively stable over 6-year period following diagnosis in preschool (Commentary). *Evidence Based Mental Health, 16*, 63.
- Arnold, D. H., Kupersmidt, J. B., Voegler-Lee, M. E., & Marshall, N. A. (2012). The association between preschool children's social functioning and their emergent academic skills. *Early Childhood Research Quarterly, 27*, 376-386.
- Fisher, P. H., Dobbs-Oates, J., Doctoroff, G. L., & Arnold, D. H. (2012). Early math interest and the development of math skills. *Journal of Educational Psychology, 104*, 673-681.

- Baker, C. N., Arnold, D. H., & Meagher, S. M. (2011). Enrollment and attendance in a parent training prevention program for conduct problems, *Prevention Science*, *12*, 126-138.
- Baker, C. N., Kupersmidt, J. B., Voegler-Lee, M. E., Arnold, D. H., & Willoughby, M. T. (2010). Teacher participation in a classroom-based, multi-dimensional preventive intervention for preschoolers. *Early Childhood Research Quarterly*, *25*, 270-283.
- Dobbs, J., & Arnold, D. H. (2009). The relationship between preschool teachers' reports of children's behavior and their behavior toward those children. *School Psychology Quarterly*, *24*, 95-105.
- Harvey, E. A., Friedman, J., Miner, A., Bartolomei, R., Youngwirth, S. Hashim, B., & Arnold, D. H. (2009). The role of ethnicity in observers' ratings of mother-child behavior. *Developmental Psychology*, *45*, 1497-1508.
- Meagher, S. M., Arnold, D. H., Doctoroff, G. L., Dobbs, J., & Fisher, P. H. (2009). Social-emotional problems in early childhood and the development of depressive symptoms in school-age children. *Early Education and Development*, *20*, 1-24.
- Arnold, D. H., Zeljo, A., Doctoroff, G. L., & Ortiz, C. (2008). Parent involvement in preschool: Predictors and the relation of involvement to preliteracy development. *School Psychology Review*, *37*, 74-90.
- Meagher, S. M., Arnold, D. H., Doctoroff, G. L., & Baker, C. N. (2008). The relationship between maternal beliefs and behavior during shared reading. *Early Education and Development*, *19*, 138-160.
- Brown, S. A., Arnold, D. H., Dobbs, J., & Doctoroff, G. L. (2007). Parenting predictors of overt and relational aggression among Puerto Rican and European American school-aged children. *Early Childhood Research Quarterly*, *22*, 147-159.
- Arnold, D. H., Brown, S., Meagher, S., Baker, C. N., Dobbs, J., & Doctoroff, G. L. (2006). Preschool-based programs for externalizing problems, *Education and Treatment of Children*, *29*, 311-340.
- Dobbs, J., Doctoroff, G. L., Fisher, P. H., & Arnold, D. H. (2006). The association between preschool children's socio-emotional functioning and their mathematical skills. *Journal of Applied Developmental Psychology*, *27*, 97-108.
- Doctoroff, G. L., Greer, J., & Arnold, D. H. (2006). The relationship between social behavior and emergent literacy in preschool boys and girls. *Journal of Applied Developmental Psychology*, *27*, 1-13.
- Maxie, A. C., Arnold, D. H., & Stephenson, M. (2006). Do therapists address ethnic differences in cross-cultural psychotherapy? *Psychotherapy: Theory, Research, Practice, Training*, *43*, 85-98.
- Kim, H-J, Arnold, D. H, Fisher, P. H., & Zeljo, A. (2005). Parenting and preschoolers' symptoms as a function of child gender and SES. *Child and Family Behavior Therapy*, *27*, 23-41.

- Dobbs, J., Arnold, D. H., Doctoroff, G. L. (2004). Attention in the preschool classroom: The relationships among child gender, child misbehavior, and types of teacher attention. *Early Child Development and Care, 174*, 281-295.
- Doctoroff, G. L. & Arnold, D. H. (2004). Changes in externalizing behavior in preschoolers: The predictive utility of parent report, teacher report, and observation. *Journal of Clinical Child and Adolescent Psychology, 33*, 813-818.
- Arnold, D. H. & Doctoroff, G. L. (2003). Early education of socioeconomically disadvantaged children. *Annual Review of Psychology, 54*, 517-545.
- Bonica, C., Yershova, K., Arnold, D. H., Fisher, P. H., & Zeljo, A. (2003). Relational aggression, relational victimization, and language development in preschoolers. *Social Development, 12*, 551-562.
- Goldstein, N. E., Arnold, D. H., Weil, J., Mesiarik, C., Peuschold, D., Grisso, T., & Osman, D. (2003). Comorbid symptom patterns in female juvenile offenders. *International Journal of Law and Psychiatry, 26*, 565-582.
- Arnold, D. H., Fisher, P. H., Doctoroff, G. L., & Dobbs, J. (2002). Accelerating math development in Head Start classrooms. *Journal of Educational Psychology, 94*, 762-770.
- Goldstein, N. E., Arnold, D. H., Rosenberg, J. L., Stowe, R. M., & Ortiz, C. (2001). Contagion of aggression in daycare classrooms as a function of peer and teacher responses. *Journal of Educational Psychology, 93*, 708-719.
- Ortiz, C., Stowe, R. M. & Arnold, D. H. (2001). Parental influence on child interest in shared picture book reading. *Early Childhood Research Quarterly, 16*, 263-281.
- Webster-Stratton, C., Mihalic, S., Fagan, A., Arnold, D., Taylor, T., & Tingley, C. (2001). *Blueprints for Violence Prevention, Book Eleven: The Incredible Years: Parent, Teacher and Child Training Series*. Boulder, CO: Center for the Study and Prevention of Violence.
- Arnold, D. H., Homrok, S., Ortiz, C., & Stowe, R. M. (1999). Direct observation of peer rejection acts and their temporal relationship with aggressive acts. *Early Childhood Research Quarterly, 2*, 183-196.
- Arnold, D. H., Ortiz, C., Curry, J. C., Stowe, R. M., Goldstein, N. E., Fisher, P. H., Zeljo, A., & Yershova, K. (1999). Promoting academic success and preventing disruptive behavior disorders through community partnership. *Journal of Community Psychology, 27*, 589-598.
- Stowe, R.M., Arnold, D. H., & Ortiz, C. (1999). Gender differences in the relation of language development to disruptive behavior and peer relationships in preschoolers. *Journal of Applied Developmental Psychology, 20*, 521-536.
- Arnold, D. H., Griffith, J. G., Ortiz, C., & Stowe, R. M. (1998). Daycare interactions and teacher perceptions as a function of teacher and child ethnic group. *Journal of Research in Childhood Education, 2*, 143-154.

- Arnold, D. H., & Harvey, E. H. (1998). Data monitoring: A new hypothesis testing approach. *Journal of Consulting and Clinical Psychology*, 1030-1035.
- Arnold, D. H., McWilliams, L., & Harvey, E. A. (1998). Teacher discipline and child misbehavior in preschool: Untangling causality with correlational data. *Developmental Psychology*, 74, 276-287.
- Arnold, D. H. (1997). Co-occurrence of externalizing behavior problems and emergent academic difficulties in high-risk boys: A preliminary evaluation of patterns and mechanisms. *Journal of Applied Developmental Psychology*, 18, 317-330.
- Arnold, D. H., Sanderson, W. C., & Beck, A. T. (1995). Panic disorder and suicidality. In G. Asnis & H. van Praag (Eds.), *Panic Disorder*. New York: Wiley, 99-115.
- Arnold, D. S., O'Leary, S. G., Wolff, L. S., & Acker, M. M. (1994). Detecting dysfunctional discipline. *Clinician's Research Digest*, 12, 4.
- Arnold, D. H., Lonigan, C. J., Whitehurst, G. J., & Epstein, J. N. (1994). Accelerating language development through picture book reading: Replication and extension to a videotape training format. *Journal of Educational Psychology*, 86, 235-243.
- Arnold, D. S., & Whitehurst, G. J. (1994). Accelerating language development through picture book reading: A summary of the dialogic reading program. In D. Dickinson (Ed.), *Bridges to literacy: Children, Families, and Schools*. Blackwell: Cambridge, 103-128.
- Whitehurst, G. J., Arnold, D. H., Epstein, J. N., Angell, A. L., Smith, M., & Fischel, J. E. (1994). A picture book reading intervention in day care and home for children from low-income families. *Developmental Psychology*, 30, 679-689.
- Arnold, D. S., O'Leary, S. G., Wolff, L. S., & Acker, M. M. (1993). The Parenting Scale: A measure of dysfunctional parenting in discipline situations. *Psychological Assessment*, 5, 137-144.
- \*Note: The Parenting Scale has been translated into many languages, including French, Japanese, Mandarin, Norwegian, Spanish, Thai, and Turkish.*
- Lonigan, C. J., Fischel, J. E., Whitehurst, G. J., Arnold, D. S., & Valdez-Menchaca, M. C. (1992). The role of otitis media in the development of expressive language disorder. *Developmental Psychology*, 28, 430-440.
- Whitehurst, G. J., Fischel, J. E., Arnold, D. S., Smith, M., & Epstein, J. N. (1992). Intervening to enhance emergent literacy in children of low-income parents: Day care and home. *New directions in children and family research: shaping Head Start in the 90's*. The Administration for Children and Families, Department of Health and Human Services
- Whitehurst, G. J., Arnold, D. S., Smith, M., Fischel, J. E., Lonigan, C. J., & Valdez-Menchaca, M. C. (1991). Family history in developmental expressive language delay. *Journal of Speech and Hearing Disorders*, 34, 1150-1157.
- Whitehurst, G. J., Fischel, J. E., Arnold, D. S., & Lonigan, C. J. (1991). Evaluating outcomes with children with expressive language delay. In S. Warren and J. Reichle (Eds.), *Causes and Effects in Communication and Language Intervention*. Brookes Publishing: Baltimore.

Whitehurst, G. J., Fischel, J. E., Lonigan, C. J., Valdez-Menchaca, M. C., Arnold, D. S., & Smith, M. (1991). Treatment of early expressive language delay: If, when and how. *Topics in Language Disorders, 11*, 55-68.

Whitehurst, G. J., Smith, M., Fischel, J. E., Arnold, D. S., & Lonigan, C. J. (1991). The continuity of babble and speech in children with expressive language delay. *Journal of Speech and Hearing Disorders, 34*, 1121-1129.

Whitehurst, G. J., Arnold, D. S., & Lonigan, C. J. (1990). *Dialogic Reading: A Video Workshop*. Stony Brook, NY: Acorn Productions.

Beal, C. R., & Arnold, D. S. (1990). The effect of instructions on view-specificity in young children's drawing and picture selection. *British Journal of Developmental Psychology, 8*, 393-400.

### Conference Presentations

Harmon, T. & Arnold, D. H. (2021). The relation between mobile media use and school readiness in children from a low-SES community. *Society for Research in Child Development*.

Huff, N., Arnold, D., & Isbell, L. (2021). The Community Attitudes Toward Mental Illness Scale: What Does it Measure 40 Years Later? [Flash talk]. APS Virtual Conference.

Huff, N. R., Isbell, L. M., & Arnold, D. H. (2021). Emotional reactivity and a schizophrenia diagnosis impact attitudes towards a hospital patient. *Society for Personality and Social Psychology*.

Chary, M., Gair, S., Helm, A., Herman, R., Kang, S., Lokhandwala, S., & Arnold, D. H. (2019). Fostering preliteracy skills in low-SES preschool children with an educational app: A randomized controlled trial. *Cognitive Development Society (Preconference on Digital Media)*.

Griffith, S. F., Hanson, K., Rolon-Arroyo, B., & Arnold, D. H. (2017). Promoting achievement in low-SES preschoolers with educational apps. *Society for Research in Child Development*.

Griffith, S. F., & Arnold, D. H. (2017). Parent-child interactions while using educational apps. *Society for Research in Child Development*.

Griffith, S. F., Arnold, D. H., Rolon-Arroyo, B., & Harvey, E. A. (2016). Neuropsychological predictors of ODD symptom dimensions in young children. *Association of Behavioral and Cognitive Therapies*.

Griffith, S.F., Arnold, D.H., Voegler-Lee, M.E., & Kupersmidt, J.B. (2015). Preschool classroom, family, and child-level predictors of low-SES kindergarteners' social skills. *Association for Psychological Science*.

Lutz, C. K., Coleman, K., Meyer, J. S., Arnold, D. H., Hamel, A., Rosenberg, K., & Novak, M. A. (2014). Risk factors for alopecia and hair cortisol in rhesus macaques (*Macaca mulatta*): Preliminary findings. *American Society of Primatologists*.



- Rolon-Arroyo, B., Harvey, E. A., & Arnold, D. H. (2013). The predictive utility of conduct disorder symptoms in preschool children. *Association for Psychological Science*.
- Rolon-Arroyo, B., Arnold, D. H., & Marshall, N. A. (2012). The psychometric properties of the Diagnostic Interview Schedule for Children: Disruptive behaviors in preschool-age children. *Society for Psychology Research of Ethnic Minority Issues*.
- Baker, C. N., & Arnold, D. H. (2011). Correlates and differential outcomes between families that do and do not reach recommended levels of intervention dose. *Society for Research in Child Development*.
- Baker, C. N., Tichovolsky, M. Kupersmidt, J. B., Voegler-Lee, M. E., & Arnold, D. H. (2011). Teacher misperceptions of preschoolers' academic skills: predictors and associations with longitudinal outcomes. *Society for Research in Child Development*.
- Baker, C. N., Arnold, D. H., & Tichovolsky, M. (2009). The Relationship between Contextual Influences and Outcome in an Academic Preventative Intervention for Preschoolers: Tests of Direct Effects and Effects Mediated by Intervention Implementation. *Society for Prevention Research*.
- Meagher, S. M., & Arnold, D. H. (2009). Cross-informant agreement of teacher report, parent report, and classroom observations. *Society for Research in Child Development*.
- Meagher, S. M., Arnold, D. H., Doctoroff, G. L., & Baker, C. N. (2009). Do as I say and as I do: Maternal beliefs and behavior during shared reading. *Society for Research in Child Development*.
- Ortiz, C., & Arnold, D. H. (2009). Parent Involvement in Preschool: Predictors and Relation of Involvement to Preliteracy Development. *Association for Behavioral and Cognitive Therapies*.
- Voegler-Lee, M. E., Kupersmidt, J. B., Willoughby, M. T., Baker, C. N., Arnold, D. H., Bryant, D. M., & Peisner-Feinberg, E. S. (2009). The Building Bridges Program: Promoting school readiness. *Society for Research in Child Development*.
- Baker, C. N., Voegler-Lee, M. E., Kupersmidt, J., & Arnold, D. H. (2008). Teacher participation in a classroom-based, multi-dimensional preventative intervention for preschoolers. *Society for Prevention Research*.
- Arnold, D. H., & Dobbs, J. (2007). The relationship between preschool teachers' reports of children's behavior and their behavior toward those children. *Society for Research in Child Development*.
- Baker, C. N. & Arnold, D. H. (2007). Attrition from a parent training prevention program for conduct problems. *Society for Research in Child Development*.
- Dobbs, J. & Arnold, D. H. (2007). The interrater reliability of preschool teachers' reports of children's behavior. *Society for Research in Child Development*.

- Doctoroff, G. L., Arnold, D. H., Meagher, S. M., & Brown, S. A. (2007). How parents and children solve disagreements: Internalizing symptoms in relation to an observed problem-solving interaction. *Society for Research in Child Development*.
- Kupersmidt, J. B., Voegler-Lee, M. E., Bryant, D. M., Arnold, D. H., Peisner-Feinberg, E. S., & Willoughby, M. T. (2007). Initial findings from the Building Bridges Kindergarten Readiness Program. *Society for Research in Child Development*.
- Meagher, S. M., & Arnold, D. H. (2007). Internalizing symptoms and early academic skills. *Society for Research in Child Development*.
- Meagher, S. M., Arnold, D. H., Doctoroff, G. L., & Fisher, P. H. (2006). Relationship between early externalizing behavior and depressive symptoms at school age. *American Psychological Association*.
- Brown, S., Arnold, D. H., Dobbs, J., & Doctoroff, G. L. (2005). Parenting predictors of relational aggression. *Society for Research in Child Development*.
- Fisher, P. H., Doctoroff, G. L., Dobbs, J., & Arnold, D. H. (2005). Early Math Interest and the Development of Math Skills: An Understudied Relationship. *Society for Research in Child Development*.
- Doctoroff, G. L., Arnold, D. H., Meagher, S., Dobbs, J., Brown, S. (2005). The Utility of Observed Parent-Child Problem-Solving Interactions for Examining Behavior Problems in Elementary School Children. *Society for Research in Child Development*.
- Doctoroff, G. L. & Arnold, D. H. (2004) Parenting predictors of early academic development. *American Psychological Association*.
- Dobbs, J., & Arnold, D. H. (2003). Attention in the preschool classroom: Child gender, child misbehavior, and types of teacher attention. *Society for Research in Child Development*.
- Fisher, P. H., Arnold, D. H., Doctoroff, G. L., Clements, D. H., Sarama, J., Greenes, C., Ginsburg, H. P., & Copley, J. (2002). Starting strong: Understanding and promoting math development in young children. *Head Start Research Conference*.
- Arnold, D. H., Doctoroff, G. L., Fisher, P. H., Stowe, R. M., Ortiz, C., Goldstein, N. E., Curry, J. C. (2001). Preschool teacher training: Child outcomes and mechanisms of change. *Society for Research in Child Development*.
- Doctoroff, G. L., Greer, J., & Arnold, D. H. (2001). Gender differences in the relationship between social behavior and language development in preschoolers. *Society for Research in Child Development*.
- Kim, H.-J., Arnold, D. H., Fisher, P. H., Zeljo, A. (2000). Parenting and preschoolers' symptoms as a function of child gender and SES. *American Psychological Association*.
- Goldstein, N. E., Arnold, D. H., & Peuschold, D. (2000). Mental health treatment needs of girls in the juvenile justice system. Biennial Conference of Division 41 (American Psychology - Law Society).

- Bonica, C., Yershova, K., & Arnold, D. H. (1999). Relational aggression in high-risk inner city preschoolers. *Society for Research in Child Development*.
- Loss, R. M., Arnold, D. H., Cavell, T., & Curry, J. (1999). Affiliation patterns in low-SES aggressive preschoolers. *American Psychological Association*.
- Zeljo, A., Fisher, P., & Arnold, D. H. (1999). Internalizing symptoms and emergent academic development in preschoolers. *American Psychological Society*.
- Arnold, D. H. (1998). Promoting academic success and preventing disruptive behavior disorders through community partnership. Board on Children, Youth, and Families Symposium: "Frontiers of Research for the 21<sup>st</sup> Century", Washington, DC
- Goldstein, N. E., & Arnold, D. H., (1998). Young children and contagion of aggression in the classroom. *American Psychological Association*.
- Ortiz, C., Arnold, D. H., Stowe, R. M., Curry, J. C., & Goldstein, N. E. (1998). The common factors parenting questionnaire. *Head Start Research Conference*.
- Ortiz, C., Arnold, D. H., & Stowe, R. M. (1997). A brief rating scale of preschool children's interest in shared reading. *Association for the Advancement of Behavior Therapy*.
- Goldstein, N., Ortiz, C., Stowe, R. M., & Arnold, D. H. (1997). Preventing externalizing problems with academic programs. *Head Start Training Conference*.
- Ortiz, C., Stowe, R. M., Arnold, D. H., & Goldstein, N. (1996). Facilitating early child interest in shared reading with a cost-effective intervention. *Association for the Advancement of Behavior Therapy*, 30, 230.
- Arnold, D. H., McWilliams, L., Ortiz, C., & Stowe, R. M. (1995). The relationship between teacher discipline and childhood externalizing behaviors. *Association for the Advancement of Behavior Therapy*, 29, 358.
- Arnold, D. H., Stowe, R. M., & Ortiz, C. (1995). Understanding the relationship between externalizing behaviors and emergent academic skills in high-risk preschoolers. *Association for the Advancement of Behavior Therapy*, 29, 358.
- Homrok, S. M. & Arnold, D.H. (1995). The relationship between disruptive behavior and peer rejection in the preschool classroom in the context of learning activities. *Association for the Advancement of Behavior Therapy*, 29, 355.
- Ortiz, C., Arnold, D. H., & Stowe, R. M. (1995). Relationships between teacher behaviors and child engagement in high-risk preschoolers. *Association for the Advancement of Behavior Therapy*, 29, 131.
- Stowe, R. M., Arnold, D. H. & Ortiz, C. (1995). Gender differences in the relationship between academic and behavior problems in high-risk preschoolers. *Association for the Advancement of Behavior Therapy*, 29, 357.
- Lonigan, C. J., & Arnold, D. H. (1994). Effects of children's interest in literacy: Compounded daily? *American Psychological Association*.

- Arnold, D. H., Lonigan, C. J., Whitehurst, G. J., & Epstein, J. N. (1993). Accelerating language development through picture book reading: Replication and extension to a videotape training format. *Association for the Advancement of Behavior Therapy*.
- Epstein, J. N., Whitehurst, G. J., Lonigan, C. J., & Arnold, D. S. (1993). Possible explanations for the relation between maternal directiveness and language development in expressive language delayed children. *Society for Research in Child Development Conference*.
- Miller, A. L., Sanderson, W. C., Rathus, J. H., & Arnold, D. H. (1993). Analysis of exposure in panic disorder with agoraphobia in patients receiving cognitive behavior therapy. *Association for the Advancement of Behavior Therapy*.
- Rathus, J. H., Miller, A. L., Sanderson, W. C., & Arnold, D. H. (1993). Cognitive behavioral treatment of panic disorder: Impact of personality disorders on outcome and impact of treatment on personality functioning. *Association for the Advancement of Behavior Therapy*.
- Whitehurst, G. J., Arnold, D. S., Epstein, J. N., Angell, A. L., Smith, M., & Fischel, J. E. (1993). A picture book reading intervention in day care and home for children from low-income families. *Society for Research in Child Development*.
- Epstein, J. N., Smith, M., Glenn, S. R., Whitehurst, G. J., & Arnold, D. S. (1992). Expressive language abilities after a shared picture book reading intervention in day care and home. *International Society for Infant Studies*.
- Arnold, D. S. & Fischel, J. E. (1991). Dialogic reading in day-care centers: High risk children in Mexico and the U.S. Paper in symposium: Interventions in emergent literacy. *Society for Research in Child Development*, 8, 54.
- Arnold, D. S. & Smith, M. (1991). The importance of language input: Learning history overrides mutual exclusivity. *Society for Research in Child Development*, 8, 156.
- Arnold, D. S., O'Leary, S. G., Wolff, L. S., & Acker, M. A. (1991). The Parenting Scale: A brief measure of parenting effectiveness. *Association for the Advancement of Behavior Therapy*.
- Lonigan, C. J., Arnold, D. S. & Whitehurst, G. J. (1991). Evaluation of the TASC: A home-based language screening test for preschool children. *Southeastern Psychological Association*.
- Whitehurst, G. J., Fischel, J. E., Arnold, D. S., Smith, M. & Epstein, J. (1991). Intervening to enhance emergent literacy in children of low-income parents: Day care and home. Working Conference: New Directions in Child and Family Research: Shaping Head Start in the Nineties, Washington, D.C.
- Caulfield, M. B., Arnold, D. S., & Whitehurst, G. J. (1990). Assessment of behavior problems and noncompliance in toddlers. *Association for the Advancement of Behavior Therapy*.
- Lonigan, C. J., Fischel, J. E., Whitehurst, G. J., Arnold, D. S., & Valdez-Menchaca, M. C. (1989). Ear infections are good: The role of otitis media in the developmental course of expressive language disorder. *Association for the Advancement of Behavior Therapy*.

Whitehurst, G. J., Fischel, J. E., Lonigan, C. J., Arnold, D. S., Valdez-Menchaca, M. C. & Caulfield, M. B. (1989). Intervening in early shared book reading: Scripts vs. direct training. *Society for Research in Child Development*, 7, 124.

Whitehurst, C. J., Fischel, J. E., & Arnold, D. S. (1989). Correlates and discriminants of development expressive language disorder. *Society for Research in Child Development*, 7, 94.

Whitehurst, C. J., Fischel, J. E., Arnold, D. S., Caulfield, M., Lonigan, C. J., & Valdez-Menchaca, M. C. (1988). A home-based intervention for young children with specific expressive language delay. *Association of Behavior Analysis*.

Whitehurst, G. J., Fischel, J. E., Lonigan, C. J., Valdez-Menchaca, M. C., Arnold, D. S., & Caulfield, M. C. (1988). Treatment outcome of a parent training program for children with developmental expressive language disorder. *Association for the Advancement of Behavior Therapy*.