

Cindy Faith Miller, Ph.D.
Arizona State University
T. Denny Sanford School of Social and Family Dynamics
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EDUCATION

- 2008 **Ph.D.** New York University
Major: School Psychology (APA-accredited and NASP-approved)
Specialty Sequence: Research and Statistics
Dissertation: *The Influence of Gender Stereotypes on Children's Performance: A Developmental Exploration of Mechanisms and Vulnerability Factors* (Chair: Diane N. Ruble; Committee Members: Iris Fodor and Joshua Aronson)
- 2006 APA-Accredited Pre-Doctoral Clinical Psychology Internship
Devereux Foundation, Villanova, PA
- 2002 **M.A.** New York University
Major: Educational Psychology/School Psychological Services
- 1998 **M.A.** Arcadia University
Major: Counseling Psychology (*with Distinction*)
Master's Research Project: *The relation between suicide and sexual identity* (Advisor: Angela R. Gillem)
- 1995 **B.A.** Pennsylvania State University
Major: Psychology

LICENSES/CERTIFICATIONS

- 2014 Licensed Psychologist (AZ; License #4477)
- 2013 Nationally Certified School Psychologist (NCSP; Certification #43085)

PROFESSIONAL APPOINTMENTS

- 2009-present **Assistant Research Professor**
Barrett Honors Faculty
Co-Director, PROMISE Project
Arizona State University, T. Denny Sanford School of Social and Family Dynamics

- 2017-present **Licensed Psychologist**
Part-time Private Practice
The Nicholls Group, Scottsdale, AZ
- 2015-2018 **Director of Undergraduate Student Affairs (25% FTE)**
Arizona State University, Sanford School of Social and Family Dynamics
- 2015-2017 **Director of Undergraduate Programming (25% FTE)**
Chair, Undergraduate Committee
Arizona State University, Sanford School of Social and Family Dynamics
- 2009-2015 **Lead Program Developer and Evaluator (85-100% FTE)**
The Sanford Harmony Program
Arizona State University, Sanford School of Social and Family Dynamics
- 2006-2009 **Certified School Psychologist**
Lead Clinician (2008-2009)
Clinical Psychology Postdoctoral Position (2008-2009)
Day School, Devereux Foundation, Downingtown, Pennsylvania

RESEARCH INTERESTS: diversity and inclusion sciences; gender development; stereotyping; academic motivation; STEM education; school-based prevention/intervention

REFEREED ARTICLES (*student co-author)

- Ozogul, G., **Miller, C. F.**, & Reisslein, M. (2018). School fieldtrip to engineering workshop: Pre-, post-, and delayed-post effects on student perceptions by age, gender, and ethnicity. *European Journal of Engineering Education*. doi: 10.1080/03043797.2018.1518408
- Miller, C. F.**, Kochel, K. P., Wheeler, L. A., Updegraff, K. A., Fabes, R. A., Martin, C. L., & Hanish, L. D. (2017). The efficacy of a relationship building intervention in 5th grade. *Journal of School Psychology, 61*, 75-88. doi: 10.1016/j.jsp.2017.01.002
- Ozogul, G., **Miller, C. F.**, & Reisslein, M. (2017). Latinx and Caucasian elementary school children's knowledge of and interest in engineering activities. *Journal of Pre-College Engineering Education Research, 7*, 15-26. doi: 10.7771/2157-9288.1122
- DeLay, D., Zhang, L. *, Hanish, L. D., **Miller, C. F.**, Fabes, R. A., Martin, C. L., Updegraff, K., & Kochel, K. P. (2016). Peer influence on academic performance: A social network analysis of social-emotional intervention effects. *Prevention Science, 17*, 903-913. doi: 10.1007/s11121-016-0678-8
- Kochel, K. P., **Miller, C. F.**, Updegraff, K. A., Ladd, G. W., & Kochenderfer-Ladd, B. J. (2012). Associations among fifth graders' gender atypical problem behaviors and peer relational maladjustment: A short-term longitudinal study. *Journal of Youth and Adolescence, 41*, 1022-1034. doi: 10.1007/s10964-011-9733-8

Zosuls, K. M., Martin, C. L., Ruble, D. N., **Miller, C. F.**, Gaertner, B. M., England, D. E., & Hill, A. P. (2011). "It's not that we hate you": Understanding children's gender attitudes and expectancies about peer relationships. *British Journal of Developmental Psychology, 29*, 288-304. doi: 10.1111/j.2044-835X.2010.02023.x

Zosuls, K. M., **Miller, C. F.**, Ruble, D. N., Martin, C. L., & Fabes, R. A. (2011). Gender development research in Sex Roles: Historical trends and future directions. *Sex Roles, 64*, 826-842. doi: 10.1007/s11199-010-9902-3

Miller, C. F., Lurye, L. E., Zosuls, K. M., & Ruble, D. N. (2009). Accessibility of gender stereotype domains: Developmental and gender differences in children. *Sex Roles, 60*, 870-881. doi: 10.1007/s11199-009-9584-x

BOOK CHAPTERS AND ENCYCLOPEDIA ENTRIES

Miller, C. F. (2018). Gender Development. In M. Bornstein (Ed), *The SAGE Encyclopedia of Lifespan Human Development*. Thousand Oaks, CA: SAGE Publications.

England, D. E.*, & **Miller, C. F.** (2018). Gender Socialization. In M. Bornstein (Ed), *The SAGE Encyclopedia of Lifespan Human Development*. Thousand Oaks, CA: SAGE Publications.

Martin, C. L., Fabes, R. A., Hanish, L. D., Gaertner, B., **Miller, C. F.**, Foster, S., & Updegraff, K. A. (2017). Using an intergroup contact approach to improve gender relationships: A case study of a classroom-based intervention. In A. Rutland, D. Nesdale, & C. Brown (Eds), *Handbook of Group Processes in Children and Adolescents*. New York, NY: Wiley-Blackwell.

Miller, C. F. (2016). Theories of Gender Development. In N. Naples (Ed.), the *Wiley-Blackwell Encyclopedia of Gender and Sexuality Studies*.

Hanish, L. D., Martin, C. L., **Miller, C. F.**, Fabes, R. A., DeLay, D., & Updegraff, K. A. (2016). Social harmony in schools: A framework for understanding peer experiences and their effects. In K. Wentzel and G. Ramani (Eds.), *Handbook on social-emotional, motivation, and cognitive outcomes in school contexts*. Taylor and Francis.

Frey, J. R., Elliott, S. N., & **Miller, C. F.** (2014). Best Practices in Social Skills Training. In A. Thomas & P. Harrison (Eds.), *Best Practices in School Psychology* (6th ed., pp. 213-224). Bethesda, MD: National Association of School Psychologists.

Miller, C. F., Martin, C. L., Fabes, R. A., & Hanish, L. D. (2013). Bringing the cognitive and social together: How gender detectives and gender enforcers shape children's gender development. In M. R. Banaji & S. A. Gelman (Eds.), *Navigating the Social World: What infants, children, and other species can teach us*. (pp. 306-313). New York: Oxford University Press.

Miller, C. F., Trautner, H. M., & Ruble, D. N. (2006). The role of gender stereotypes in children's preferences and behavior. In L. Balter & C. S. Tamis-LeMonda (Eds.), *Child psychology: A handbook of contemporary issues* (2nd ed., pp. 293-323). New York: Psychology Press.

MANUSCRIPTS IN PREPARATION

Miller, C. F., & Ruble, D. N. The conditional effects of gender stereotypes on children's performance: Developmental trends and vulnerability factors.

Miller, C. F., & Shanholtz, C. E.* Children's accessible knowledge of gender stereotypes across different contexts.

Wheeler, C. F., **Miller, C.F.**, B. Bromich*, Chen, D.* Reisslein, M. Measuring elementary students' achievement-related beliefs of engineering.

Ramos, A*, & **Miller, C. F.** The association between growth mindset beliefs and adjustment in college students: The moderating roles of gender and ethnicity.

Miller, C. F., Wheeler, L. A., Updegraff, K. A., Martin, C. L., Fabes, R. A., & Hanish, L. D. Promoting diverse and inclusive classroom communities: The efficacy of a 4th grade intervention program.

EDUCATIONAL CURRICULUM DEVELOPMENT

Miller, C. F., & Gaertner, B. (2014). *Meet Up and Buddy Up: Sanford Harmony Program's Everyday Practices*. Tempe, AZ: Arizona State University

Miller, C. F. (2014). *Sanford Harmony Program's Relationship Building Activities: 3rd Grade*. Tempe, AZ: Arizona State University

Miller, C. F. (2014). *Sanford Harmony Program's Relationship Building Activities: 4th Grade*. Tempe, AZ: Arizona State University

Miller, C. F., Kochel, K. P., Wheeler, L. A. (2013). *Sanford Harmony Program's Relationship Building Activities: 5th Grade*. Tempe, AZ: Arizona State University

INVITED PRESENTATIONS

Miller, C.F. (2017, September). *Measuring stereotype beliefs in children*. Led a Birds of a Feather (BoF) session at the National Science Foundation's Education and Human Resources Core Research (ECR) Program PI Convening for Fundamental Research in STEM Education: Progress, Issues, & the Future, Alexandria, VA.

Miller, C. F., Gaertner, B., Kochel, K. P., Martin, C. L., Fabes, R. A., Hanish, L. D., Updegraff, K. A., & Foster, S. A. (2012, November). The Sanford Harmony Program: Promoting positive relationships between girls and boys. Invited talk presented in A. Ryan (Organizer), *Peers, Classroom and School Dynamics*. International Video Conference on Peer Relations, Emanating from Concordia University, Montreal, Canada.

Miller, C. F., & Kochel, K. P., (2012, April). *The Sanford Harmony Program – Intermediate: Overview and preliminary findings*. Invited address presented at the Gender Development Research Conference, San Francisco, CA.

Martin, C. L., Fabes, R. A., Hanish, L. D., Updegraff, K. A., **Miller, C. F.,** Gaertner, B., Kochel, K. P., & Foster, S. A. (2012, April). *The Sanford Harmony Program: Program description and preliminary findings*. Invited address presented at the Gender Development Research Conference, San Francisco, CA.

REFEREED NATIONAL AND INTERNATIONAL CONFERENCE PRESENTATIONS

Miller, C. F., Wheeler, L. A., & Reisslein, M. (2018, October). *Rigidity in Gender Stereotyped Attitudes: Ability versus Category Stereotypes*. Poster presented at the Eighth Gender Development Research Conference, San Francisco, CA.

Leshner, C.* , Shanholtz, C. E.* , **Miller, C. F.** (2018, July). *Gender and Ethnic Differences in College Students' Growth Mindsets of Intelligence and Romantic Relationships*. Poster presented at the International Association for Relationship Research Conference, Fort Collins, CO.

Bromich, B*., **Miller, C. F.,** Kochel, K., & Updegraff, K. (2018, April). *Gender-based peer relationship beliefs: Comparing students who do versus do not nominate other-gender classmates as friends*. Poster presented at the 2018 SRA Biennial Meeting, Minneapolis, Minnesota.

Miller, C. F., & Shanholtz, C. E.* (2016, October). *Children's accessible knowledge of gender stereotypes across different contexts*. Poster presented at the Seventh Gender Development Research Conference, San Francisco, CA.

Miller, C. F., Reisslein, M. & Ozogul, G. (2015, March). *Gender, ethnic, and developmental differences in children's knowledge of and interest in engineering activities*. Poster presented at the Society for Research in Child Development Biennial Meeting, Philadelphia, PA.

Miller, C. F., Kochel, K. P., Wheeler, L. A., Updegraff, K. A., Fabes, R. A., Martin, C. L., & Hanish, L. D. (2015, March). The Efficacy of the Sanford Harmony Program's Relationship Building Activities in 5th Grade. Paper presented in D. Delay (Chair), *When interventions alter peer relationship dynamics: The positive impact on child and adolescent adjustment*. Society for Research in Child Development Biennial Meeting, Philadelphia, PA.

Delay, D., **Miller, C. F.,** Zhang, L.,* Hanish, L. D., Martin, C. L., Fabes, R. A., Kochel, K. P., & Updegraff, K. A. (2015, March). The effect of classroom context on peer relationship dynamics: When can we expect peer influence on achievement? Paper presented in A. Ryan (Chair), *Peer Processes and School Adjustment: Examining Classroom Variations and Contextual Factors*. Society for Research in Child Development Biennial Meeting, Philadelphia, PA.

- Miller, C. F., & Foster, S.** (2015, February). Building connections: Strategies for promoting inclusion and positive peer relationships. Mini-skills workshop conducted at the 2015 National Association of School Psychologists (NASP) Convention, Orlando, FL.
- Field, R. D.*, **Miller, C. F.**, Kochel, K. P., Petersen, S. M., & Updegraff, K. A. (2013, April). *The interaction of expectations and efficacy in predicting frequency of other-gender interactions*. Poster presented at the 2013 Society for Research in Child Development Biennial Meeting, Seattle, WA.
- Hanish, L. D., Martin, C. L., Fabes, R. A., Updegraff, K. A., Gaertner, B., **Miller, C. F.**, Kochel, K. P., Sallquist, J., & Foster, S. A. (2012, April). Bringing boys and girls together in the classroom: The Sanford Harmony Program. Paper presented in L. D. Hanish (Chair), *Gender in the classroom: Issues and answers*. Annual Meeting of the American Educational Research Association, Vancouver, Canada.
- Miller, C. F.**, Kochel, K. P., Petersen, S. M.,* & Updegraff, K. A. (2012, April). *Children's lay theories of gendered behaviors: Across-time associations with cognitive and social outcomes*. Poster presented at the Gender Development Research Conference, San Francisco, CA.
- Miller, C. F.**, Kochel, K. P., Updegraff, K. A., Fabes, R. A., Martin, C. L., & Hanish, L. D. (2012, March). *Individual factors associated with fifth graders' desire for same- versus other-sex interactions*. Poster presented at the Society for Research on Adolescence, Vancouver, Canada.
- Kochel, K. P., **Miller, C. F.**, Updegraff, K. A., Fabes, R. A., Martin, C. L., & Hanish, L. D. (2012, March). *Fifth graders' psychosocial adaptation as a function of gender typicality*. Poster presented at the Society for Research on Adolescence, Vancouver, Canada.
- Miller, C. F.**, Wheeler, L. A., Updegraff, K. A., & Foster, S. A. (2010, June). *Interaction patterns between preadolescent girls and boys: Implications for the development of a school-based relationship program*. Poster presented at the Society for Prevention Research 18th Annual Meeting, Denver, Colorado.
- Kochel, K. P., **Miller, C. F.**, Updegraff, K. A., Ladd, G. W., & Kochenderfer-Ladd, B. J. (2010, April). *Associations among fifth graders' gender atypical problem behaviors and peer relational maladjustment: A short-term longitudinal study*. Poster session presented at the Gender Development Research Conference, San Francisco, CA.
- Miller, C. F.**, & Ruble, D. N. (2008, April). *Not all stereotypes are created equal: The conditional effects of gender stereotypes on children's performance*. Poster session presented at the Gender Development Research Conference, San Francisco, CA.
- Miller, C. F.**, & Ruble, D. N. (2006, April). *Children's reactions to gender stereotypes: Developmental predictions*. Poster session presented at the 2006 Gender Development Research Conference, San Francisco, CA.
- Miller, C. F.**, & Ruble, D. N. (2004, April). *Children's accessible knowledge of gender stereotypes*. Poster presented at the Gender Development Research Conference, San Francisco, CA.

Miller, C. F., & Ruble, D. N. (2003, April). *Children's open-ended report of gender stereotypes*. Poster session presented at the 2003 Society for Research in Child Development Biennial Meeting, Tampa, FL.

Miller, C. F., & Gillem, A. R. (2002, April). *The relation between suicide and sexual identity*. Poster session presented at the 35th annual American Association of Suicidology Conference, Bethesda, MD.

Miller, C. F. (2001, June). The development of gender schemas: Promoting awareness in children. In I. Fodor (Chair), *Social emotional education: A Gestalt/Cognitive framework for program development*. Symposium conducted at the Second International Conference: Gestalt Approaches to Working with Children, Adolescents, and their Worlds, Cleveland, OH.

LOCAL PRESENTATIONS

Chen, D. *, Gondim, F. *, Groshans, K. *, Wheeler, L. A., **Miller, C. F.**, & Reisslein, M. (2018, April). *Relations between Teacher Practices, Classroom Climate, and Students' STEAM Competency*. Poster presented at the Nebraska Center for Research on Children, Youth, Families and Schools Summit on Research in Early Childhood: Creating Connections among Research, Practice & Policy, Lincoln, NE.

Gondim, F. M. T. *, Chen, D. *, Wheeler, L. A., **Miller, C. F.** & Reisslein, M. (2018, April). *Adaptation of a Failure Mind-Set Measure for use with a Younger Population*. Poster presented at the University of Nebraska-Lincoln Spring 2018 Research Fair, Lincoln, NE.

Chen, D. *, Gondim, F.M.T. *, Wheeler, L.A., **Miller, C.F.**, & Reisslein, M. (2018, April). *Ability beliefs in engineering: Developing a measure for younger students*. Poster presented at the University of Nebraska-Lincoln Spring 2018 Research Fair, Lincoln, NE.

Williams, N. & **Miller, C. F.** (2007, June). *Scholastic Read 180: Effect on Reading Ability for Students at an Approved Private School*. Poster session presented at the Devereux Semi-Annual Clinical Coordinator Meeting, Institute of Clinical Training and Research, Villanova, PA.

Miller, C. F. (2006, July). *Evaluation of a school-wide violence prevention program at a day school for students with emotional and behavioral disorders*. Paper presented at the 2006 Devereux Intern Research Symposium, Institute of Clinical Training and Research, Villanova, PA.

Miller, C. F. (2004, April). *The influence of gender stereotypes on children's performance: A developmental exploration of mechanisms and vulnerability factors*. Research proposal presented at the Spring 2004 New York University Developmental Psychology Research Seminar, New York, NY.

RESEARCH FUNDING

Grant Awards

Miller, C. F. (PI), Reisslein, M. (Co-PI), Wheeler, L. A. (Co-PI), Thompson, M. (Consultant). *Equity in Engineering: Understanding and Promoting All Elementary School Children's Knowledge of and Motivation to Engage in Engineering*. The National Science Foundation, EHR Core Research (ECR) Program. \$919,465 in total costs. 09/01/2016-08/31/2019.

Miller, C. F. (PI), Martin, C. L. (Co-PI). *University-School Partnership Workshop: Promoting Gender Equity in Elementary Schools*. Arizona State University, College of Liberal Arts and Sciences, Inequality in the Social Sciences Program. \$12,172. June 21-22, 2018.

Proposals Not Funded

Fabes, R. A. (PI), **Miller, C. F.** (Co-PI). *Facilitating student leaders' efforts at promoting inclusive and safe schools: Understanding the role of teachers*. Proposal submitted to the Spencer Foundation. \$49,885 in total costs. 09/01/2018-08/31/2020.

Hanish, L. D. (PI), Martin, C. L. (Co-I), **Miller, C. F.** (Co-I), Fabes, R. A. (Co-I), Updegraff, K. (Co-I), Simpkins, S. (Co-I), Hedberg, E. (Co-I). *Enhancing School Safety by Transforming the Playground*. Proposal submitted to the National Institute of Justice. \$924,381 in total costs. 12/31/2015-12/30/2017.

Hanish, L. D. (PI), Martin, C. L. (Co-I), **Miller, C. F.** (Co-I), Fabes, R. A. (Co-I), Updegraff, K. (Co-I), Abry, T. (Co-I), Hedberg, E. (Co-I). *Building Social Harmony in Elementary School Lunchrooms and Playgrounds*. Proposal submitted to Institute of Education Sciences, Goal 2 Development and Innovation. \$1,422,594 in total costs. 07/01/2015-06/30/2018.

TEACHING EXPERIENCE

Courses Taught at Arizona State University, Sanford School of Social and Family Dynamics

Instructor (*undergraduate*)

- Supervised Research Experience (Spring 2016, Fall 2016, Spring 2017, Fall 2017, Spring 2018)
- Individualized Instruction (Fall 2016, Spring 2017, Fall 2017, Spring 2018)
- Honors Directed Study (Fall 2017, Spring 2018)
- Social Statistics (Spring 2014, Fall 2014, Spring 2015, Spring 2016, Spring 2017)
- Child Dysfunction in the Family (Fall 2015)

Co-Instructor (*undergraduate*)

- The Lives of Girls and Boys: Initiatives on Gender Development and Relationships (Fall 2011, Spring 2012, Fall 2012, Spring 2013)
- Human Development (Honors: Fall 2009)

Course Development (*undergraduate*)

- Gender, Peers, and Schools (online; Summer 2009)

Courses Taught at Arcadia University, Department of Psychology**Instructor** (*graduate*)

- Child and Adolescent Counseling: Clinical and School Applications (Spring 2007)

Courses Taught at Holy Family University, School of Arts and Sciences**Instructor** (*graduate*)

- Counseling Practicum (Fall 2006)

Courses Taught at New York University, Departments of Applied Psychology and Psychology**Instructor** (*undergraduate and graduate*)

- Educational Statistics II (*doctoral*; Fall 2001)
- Basic Statistics I (*undergraduate*; Fall 2000)

Teaching Assistant (*undergraduate and graduate*)

- Advanced Practicum in School Psychology (*doctoral*; Fall 2004, Spring 2005)
- Personality Theories (*undergraduate*; Fall 2002, Spring 2004)

MENTORSHIP EXPERIENCEDissertation Committee Member

2019	Matthew Nielson	<i>(In progress)</i>
2017	Ryan Field	<i>Exploring Developmental Patterns and Predictors of Gender-Based Relationship Efficacy</i>
2016	Dawn England	<i>An exploration of environmental influences on elementary school attainment in rural Guatemala</i>

Graduate Comprehensive Examination Committee Member

2017	Matthew Nielson	<i>A Model of the Socialization of Pressure to Conform to Gender Norms across Developmental Ages</i>
2017	Rachel Cook	<i>Toward an Integrative Model of Stereotyping, Prejudice, and Discrimination</i>

2013 Ryan Field *A developmental perspective on the transition to mixed-gender groups: Exploring the role of early peer experiences, individual characteristics, and contextual factors*

Master's Thesis Committee Chair

2019 Bobbi Bromich *The association of competency and task-value beliefs with children's interest in an engineering-related career: The moderating role of gender.*
(In progress)

Master's Thesis Committee Member

2015 Rachel Cook *Children's gender typicality: An exploration of multidimensionality*

2015 Shawna Petersen *How gender typicality moderates the relationship between preadolescents' empathy and acceptance by peers*

Honor's Thesis Committee Chair

2019 Jamie Handlos *Elementary school children's achievement-related beliefs of engineering skills and activities: An exploration of gender and age differences*
(In progress)

2018 Catherine Piatak, *Promoting gender inclusion in engineering through children's literature: Lyla B. an Engineering legacy*
Marissa Seelhammer
& Kelly Torrence

2016 Courtney Dubois *Assessing volunteer satisfaction, motivation, and retention: A collaboration between Singleton Moms and the Community Action Research Experiences (CARE) Program*

Honor's Thesis Committee Member

2019 Allyson Camillucci *(In progress)*

2017 Alexandra Cohen *Relations between Gender Typicality and Adjustment in Adolescence*

SUPERVISED CLINICAL EXPERIENCE

9/06 to 1/09

Certified School Psychologist

Lead Clinician (8/08-1/09)

Clinical Psychology Postdoctoral Position (1/08-1/09)

Day School, Devereux Foundation, Downingtown, Pennsylvania

Responsibilities: conducted weekly individual therapy with children/adolescents; administered evaluations; conducted weekly intake assessments; consulted with multidisciplinary team, parents, and outside service providers; co-facilitated weekly social skills classes; provided as-needed counseling and crisis interventions with students; conducted staff trainings on positive behavior support programs; provided clinical and research supervision to pre-doctoral interns

9/05 to 8/06

Clinical Psychology Internship, APA Accredited Program

Devereux Foundation, Villanova, Pennsylvania

Responsibilities: conducted individual therapy with children/ adolescents enrolled in a special education program; administered evaluations; consulted with teachers/parents; conducted social skills classes; implemented an anti-violence prevention program; supervised psychology trainee; provided as-needed crisis interventions; attended training seminars; completed summer rotation at an inpatient hospital for children/adolescents

9/04 to 8/05

Outpatient Clinical Psychology Externship

Child Development Center, Jewish Board of Family and Children's Services, New York, New York.

Responsibilities: conducted weekly outpatient individual therapy with children and adults; administered psychological, psychoeducational, and neuropsychological evaluations

9/03 to 8/04

Early Childhood Externship Program

Child Development Center, Jewish Board of Family and Children's Services, New York, New York

Responsibilities: conducted twice weekly play therapy with preschoolers enrolled in a therapeutic nursery program; administered psychological, psychoeducational, and neuropsychological evaluations; consulted weekly with a multidisciplinary team; participated in psychotherapy, testing, and consultation seminars; attended and presented at case conferences

7/03 to 7/04

Outpatient Clinical Psychology Externship

Psychiatric Outpatient Services for Children (POSC), Beth Israel Medical Center, New York, New York

Responsibilities: conducted weekly individual therapy sessions with children and adults

- 9/02 to 6/03 **Child, Adolescent, and Family Advanced Externship/ Multicultural Track**
Psychiatric Outpatient Services for Children (POSC), Beth Israel Medical Center, New York, New York
Responsibilities: conducted weekly therapy sessions with children and families; employed supervised family therapy and family-based evaluations in front of a one-way mirror; led a weekly process group for first year doctoral externs; participated and presented in multicultural and family therapy seminars
- 9/01 to 8/02 **Child, Adolescent, and Family Externship/Multicultural Track**
Psychiatric Outpatient Services for Children (POSC), Beth Israel Medical Center, New York, New York
Responsibilities: conducted weekly individual therapy sessions with children and families; employed supervised family therapy and family-based evaluations in front of a one-way mirror; administered psychological and psychoeducational evaluations; completed weekly intake assessments; participated and presented at multicultural and family therapy seminars and case conferences
- 9/00 to 6/01 **School Psychology Consultation Externship**
Walt Whitman Middle School (I.S. 246), Brooklyn, New York
Responsibilities: established consultative relationships with teachers and staff; provided weekly individual counseling sessions with students; conducted a weekly social skills group; implemented a conflict resolution program with a 7th grade special education class; developed and implemented behavioral intervention strategies with individual students; observed and assisted with parent consultation meetings; participated in Pupil Personnel Meetings; completed and wrote up classroom observations
- 9/99 to 6/00 **School Psychology Externship**
Little Red School House, New York, New York
Responsibilities: conducted individual play therapy with elementary school students; designed and implemented a group social skills assessment and intervention; developed and utilized a cognitive-behavioral social anxiety intervention; observed and assisted with parent and teacher consultation meetings; participated in Learning Support Meetings; completed classroom observations
- 9/97 to 5/98 **Counseling Psychology Practicum**
Lenape Valley Foundation, Doylestown, PA
Responsibilities: conducted individual and family outpatient therapy with children, adolescents, and adults; participated in weekly seminars

UNIVERSITY AND DEPARTMENTAL SERVICE

- 2018-present **Student Affairs and Grievance Committee**
College of Liberal Arts and Sciences, ASU
- 2018-present **Faculty Mentoring Committee Member**
T. Denny Sanford School of Social and Family Dynamics, ASU
- 2015-present **Non-tenure Track Promotion Guidelines Committee Member**
T. Denny Sanford School of Social and Family Dynamics, ASU
- 2017-2018 **Undergraduate Committee Member**
T. Denny Sanford School of Social and Family Dynamics, ASU
- 2016-2017 **Leadership Committee Member**
T. Denny Sanford School of Social and Family Dynamics, ASU
- 2010-2011 **Alumni Volunteer Career Mentor**
Arcadia University
- 2009-2010 **Sanford Fellow Liaison**
T. Denny Sanford School of Social and Family Dynamics, Arizona
State University
- 2006-2008 **Predoctoral Psychology Intern Selection Committee Member**
Devereux Day School, Devereux Foundation (APA Accredited)
- 2004-2005 **Doctoral Student Selection Committee Member, Graduate Student
Representative**
School Psychology Programs, New York University
- 2004 **APA Accreditation Report Committee Member**
School Psychology Ph.D. Program, New York University

PROFESSIONAL SERVICE

Ad Hoc Journal Review

The Journal of Early Adolescence; Child Development; Sex Roles; Psychological Science; Social Development; Parenting: Science and Practice; Developmental Science; Child Development Perspectives; Cognitive Research: Principles and Implications; Journal of Applied Developmental Psychology; Cognitive Psychology; Journal of Adolescent Research

Grant Panel Review

October 2016 - National Science Foundation Grant Review Panelist (Directorate for Education and Human Resources/Research on Learning in Formal and Informal Settings)

February 2016 - National Science Foundation Grant Review Panelist (Directorate for Education and Human Resources/Research on Learning in Formal and Informal Settings)

Book Review

July 2009 - Provided feedback to Cordelia Fine on selected chapters in her book *Delusions of Gender*

Program Review

Society for Research in Child Development 2015 Biennial Meeting (Panel 18: Social, Emotional, Personality)

Society for Research in Child Development 2013 Biennial Meeting (Panel 28: Gender and Development)

COMMUNITY SERVICE WORKSHOPS

Miller, C.F. (2018, July). *Promoting Positive Academic Mindsets Workshop/Growth Mindset School Data Presentation*. Kyrene de la Esperanza Elementary School, Phoenix, AZ.

Miller, C.F. (2017, October). *Promoting Positive Academic Mindsets Workshop/Growth Mindset School Data Presentation*. C. I. Waggoner Elementary School, Tempe, AZ.

ADDITIONAL COMMUNITY SERVICE

2018-present **Advisory Board Member**
Arizona Masters of Poetry

2018-present **Guest Judge**
Youth Poetry Festival

PROFESSIONAL AFFILIATIONS

American Psychological Association, since 1999
National Association of School Psychologists, since 1999
Society for Research in Child Development, since 2002

HONOR SOCIETIES

PSI CHI National Honor Society
Alpha Epsilon Lambda Graduate Honor Society
Pi Lambda Theta International Honor Society and Professional Association in Education