

## NATALIE D. EGGUM

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### EDUCATION

August 2009

Ph.D., Developmental Psychology, Arizona State University  
Dissertation title: *Children's shyness: Relations with negative emotion, effortful control, and social outcomes*  
Co-Chairs: Nancy Eisenberg and Tracy L. Spinrad  
Committee: Gary W. Ladd, Kathryn Lemery-Chalfant, and Mark Reiser

December 2006

M.A., Psychology, Arizona State University  
Thesis title: *Development of shyness: Influence of child temperament and maternal behavior*  
Chair: Nancy Eisenberg  
Committee: Tracy L. Spinrad, Kathryn Lemery-Chalfant, and Mark Reiser

December 2003

B.A., Psychology, Arizona State University  
Summa Cum Laude

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### PROFESSIONAL EXPERIENCE

#### Academic Positions

2019-present

*Associate Professor* (with tenure), SSFD, ASU

2012-2019

*Assistant Professor* (tenure-track position with an emphasis on longitudinal methods and children's social-emotional development), SSFD, ASU

2010-2012

*Assistant Research Professor* (non-tenure track position with an emphasis on quantitative consultation and teaching quantitative methods), SSFD, ASU

2009-2010

*Postdoctoral Fellow* with Dr. Nancy Eisenberg, Department of Psychology, ASU

2004-2009

*Graduate Research Assistant/Associate* with Dr. Nancy Eisenberg, Department of Psychology, ASU

2002-2003

*Undergraduate Research Assistant* with Drs. Nancy Eisenberg and Tracy Spinrad, Department of Psychology, ASU

### **Administrative Roles**

2021-present

*Coordinator for SSFD Methodology*, SSFD, ASU

- Responsibilities
  - Lead a group of SSFD faculty interested quantitative and qualitative methods to set and accomplish our agenda for undergraduate- and graduate-level methods training (e.g., create a more inclusive training program by expanding our qualitative and mixed-methods training to complement existing strengths in quantitative methods training)
  - Manage SSFD Methodology budget
  - Supervise *the Specialization in Quantitative Methodology* for doctoral students in SSFD (curriculum planning)

### **Academic Affiliations**

2012-present

*International Research Affiliate* with the Institute for Social and Environmental Research – Nepal (<https://isernepal.org.np/>)

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## **RESEARCH**

### **Research Mission**

The mission of my substantive research is to provide insight into individual (e.g., genetics, temperament), social (e.g., family, peers, caregivers, teachers), and cultural factors that shape children's and adolescents' social, school, and psychological adjustment internationally. I am especially interested in the nature, development, causes, and consequences of social competence (e.g., social skills, effortful control, empathy, prosocial behavior), social withdrawal (e.g., shyness, unsociability, social avoidance), psychological adjustment problems (e.g., aggression, delinquency, depression, anxiety), and school adjustment (e.g., engagement, achievement).

My methodological interests involve latent variable modeling of longitudinal data. I engage in research collaborations as a methodologist, which occasionally involve research topics that are tangential to my primary interests.

### Scholarly Works Legend

- The first author has the most responsibility in my discipline
- I denote students with whom I co-authored after becoming a faculty member in August of 2010 using superscript numbers. Students are classified by their education levels during manuscript development (not necessarily education level at date of publication).
  - <sup>1</sup>Postdoctoral fellow who performs research in my lab
  - <sup>2</sup>Graduate student who performs research in my lab
  - <sup>3</sup>Undergraduate student who performs research in my lab
  - <sup>4</sup>Postdoctoral fellow from another faculty member's research lab
  - <sup>5</sup>Graduate student from another faculty member's research lab
  - <sup>6</sup>Undergraduate student from another faculty member's research lab

### Peer-Reviewed Journal Articles – Empirical Studies

#### Published and Forthcoming (i.e., online, in press, or accepted)

51. <sup>2</sup>Clifford, B. N., **Eggum, N. D.**, <sup>2</sup>An, D., Clifford, S., & Lemery-Chalfant, K. (accepted). Withdrawn and acting out?: Early adolescents' social avoidance and externalizing problems. *Journal of Research on Adolescence*.
50. Faragó, F., <sup>2</sup>Xu, J., **Eggum-Wilkens, N. D.**, Zhang, L., An, D., <sup>5</sup>Kim, E., & <sup>5</sup>Adams, E. (online). Ugandan adolescents' attitudes toward, and shared activities with, same- and other-gender peers and friends. *Youth & Society*.  
<https://doi.org/10.1177/0044118X21998717>
49. <sup>5</sup>Xu, X., Spinrad, T. L., Eisenberg, N., & **Eggum-Wilkens, N. D.** (online). Longitudinal transactional relations among young children's defiance, committed compliance, and maternal assertive control. *Infancy*. <https://doi.org/10.1111/infa.12416>
48. <sup>2</sup>An, D., & **Eggum-Wilkens, N. D.** (2021). Situation-specific shyness among Chinese adolescents: Measurement and associations with adjustment. *Journal of Applied Developmental Psychology*, 74, 101278. <https://doi.org/10.1016/j.appdev.2021.101278>
47. Faragó, F., **Eggum-Wilkens, N. D.**, & Zhang, L. (2021). Ugandan adolescents' gender stereotype knowledge about jobs. *Vulnerable Children and Youth Studies*, 16(2), 113-122. <https://doi.org/10.1080/17450128.2020.1830213>
46. <sup>2</sup>Faragó, F., **Eggum-Wilkens, N. D.**, & <sup>2</sup>Zhang, L. (2021). Ugandan adolescents' descriptive gender stereotypes about domestic and recreational activities, and attitudes about women. *Youth & Society*, 53(5), 723-744. <https://doi.org/10.1177/0044118X19887075>

45. **Eggum-Wilkens, N. D.**, <sup>2</sup>An, D., <sup>2</sup>Zhang, L., & <sup>1</sup>Costa, M. (2020). Co-occurrence of and cross-informant agreement on shyness, unsociability, and social avoidance during early adolescence. *Social Development*, 29, 73-88. <https://doi.org/10.1111/sode.12398>
44. <sup>2</sup>Xu, J., **Eggum-Wilkens, N. D.**, & Bradley, R. H. (2020). Children's friendship quality trajectories from middle childhood to early adolescence and prediction from sex. *Journal of Social and Personal Relationships*, 37(6), 1843-1851. <https://doi.org/10.1177/0265407520910784>
43. <sup>2</sup>An, D., & **Eggum-Wilkens, N. D.** (2019). Do cultural orientations moderate the relations between Chinese adolescents' shyness and depressive symptoms? It depends on their academic achievement. *Social Development*, 28(4), 908-926. <https://doi.org/10.1111/sode.12365>
42. <sup>2</sup>An, D., **Eggum-Wilkens, N. D.**, Chae, S., Hayford, S. R., Yabiku, S. T., Glick, J. E., & <sup>2</sup>Zhang, L. (2018). Adults' conceptualizations of social competence in Nepal and Malawi. *Psychology and Developing Societies*, 30(1), 1-23. <https://doi.org/10.1177/0971333617747345>
41. **Eggum-Wilkens, N. D.**, <sup>2</sup>Zhang, L., & <sup>2</sup>An, D. (2018). An exploratory study of Eastern Ugandan adolescents' descriptions of social withdrawal. *Journal of Adolescence*, 67, 153-157. <https://doi.org/10.1016/j.adolescence.2018.06.011>
40. <sup>2</sup>Zhang, L., & **Eggum-Wilkens, N. D.** (2018). Correlates of shyness and unsociability during early adolescence in urban and rural China. *Journal of Early Adolescence*, 38(3), 408-421. <https://doi.org/10.1177/0272431616670993>
39. <sup>2</sup>Zhang, L., & **Eggum-Wilkens, N. D.** (2018). Unsociability in Chinese adolescents: Cross-informant agreement and relations with social and school adjustment. *Social Development*, 27(3), 555-570. <https://doi.org/10.1111/sode.12284>
38. **Eggum-Wilkens, N. D.**, <sup>2</sup>Zhang, L., & <sup>2</sup>Faragó, F. (2017). Karamojong adolescents in Tororo District, Uganda: Life events, adjustment problems, and protective factors. *Journal of Loss & Trauma*, 22(4), 283-296. <https://doi.org/10.1080/15325024.2017.1284508>
37. <sup>5</sup>Goble, P., **Eggum-Wilkens, N. D.**, <sup>5</sup>Bryce, C. I., Foster, S. A., Hanish, L. D., Martin, C. L., & Fabes, R. A. (2017). The transition from preschool through first grade: A transactional model of development. *Journal of Applied Developmental Psychology*, 49, 55-67. <https://doi.org/10.1016/j.appdev.2017.01.007>
36. <sup>2</sup>Zhang, L., **Eggum-Wilkens, N. D.**, Eisenberg, N., & Spinrad, T. L. (2017). Children's shyness, peer acceptance, and academic achievement in the early school years. *Merrill-Palmer Quarterly: Journal of Developmental Psychology*, 63(4), 458-484. <https://doi.org/10.13110/merrpalmquar1982.63.4.0458>

35. <sup>5</sup>Bishop, N. J., **Eggum-Wilkens, N. D.**, Haas, S. A., & Kronenfeld, J. J. (2016). Estimating the co-development of cognitive decline and physical mobility limitations in older U.S. adults. *Demography*, 53(2), 37-364. <https://doi.org/10.1007/s13524-016-0458-x>
34. **Eggum-Wilkens, N. D.**, <sup>5</sup>Reichenberg, R. E., Eisenberg, N., & Spinrad, T. L. (2016). Components of effortful control and their relations to children's shyness. *International Journal of Behavioral Development*, 40(6), 544-554. <https://doi.org/10.1177/0165025415597792>
33. <sup>5</sup>Goble, P., Hanish, L. D., Martin, C. L., **Eggum-Wilkens, N. D.**, Foster, S. A., & Fabes, R. A. (2016). Preschool contexts and teacher interactions: Relations with school readiness. *Early Education & Development*, 27(5), 623-641. <https://doi.org/10.1080/10409289.2016.1111674>
32. <sup>4</sup>Lai, K., Green, S. B., Levy, R., <sup>5</sup>Reichenberg, R., <sup>5</sup>Xu, Y., Thompson, M. S., <sup>5</sup>Yel, N., **Eggum-Wilkens, N. D.**, <sup>5</sup>Kunze, K. L., & Iida, M. (2016). Assessing model similarity in structural equation modeling. *Structural Equation Modeling: An Multidisciplinary Journal*, 23(4), 491-506. <https://doi.org/10.1080/10705511.2016.1154464>
31. <sup>5</sup>Edwards, A., Eisenberg, N., Spinrad, T. L., Reiser, M., **Eggum-Wilkens, N. D.**, & Liew, J. (2015). Predicting sympathy and prosocial behavior from young children's dispositional sadness. *Social Development*, 24(1), 76-94. <https://doi.org/10.1111/sode.12084>
30. **Eggum-Wilkens, N. D.**, Lemery-Chalfant, K., Aksan, N., & Goldsmith, H. H. (2015). Self-conscious shyness: Growth during toddlerhood, strong role of genetics, and no prediction from fearful shyness. *Infancy*, 20(2), 160-188. <https://doi.org/10.1111/inf.12070>
29. <sup>4</sup>Lee, J. E., Husman, J., Scott, A. K., & **Eggum-Wilkens, N. D.** (2015). Stepping stone to future computing-based technology pathways. *Journal of Educational Computing Research*, 52(2), 199-223. <https://doi.org/10.1177/0735633115571304>
28. <sup>5</sup>Nozadi, S. S., Spinrad, T. L., Eisenberg, N., & **Eggum-Wilkens, N. D.** (2015). Associations of anger and fear to later self-regulation and problem behavior symptoms. *Journal of Applied Developmental Psychology*, 38(May-June), 60-69. <https://doi.org/10.1016/j.appdev.2015.04.005>
27. **Eggum-Wilkens, N. D.**, Fabes, R. A., <sup>5</sup>Castle, S., <sup>2</sup>Zhang, L., Hanish, L. D., & Martin, C. L. (2014). Playing with others: Head Start children's peer play and relations with kindergarten school competence. *Early Childhood Research Quarterly*, 29(3), 345-356. <https://doi.org/10.1016/j.ecresq.2014.04.008>
26. **Eggum-Wilkens, N. D.**, Valiente, C., Swanson, J., & Lemery-Chalfant, K. (2014). Children's shyness, popularity, school liking, cooperative participation, and internalizing problems in the early school years. *Early Childhood Research Quarterly*, 29(1), 85-94. <https://doi.org/10.1016/j.ecresq.2013.10.002>

25. Swanson, J., Valiente, C., Lemery-Chalfant, K., Bradley, R. H., & **Eggum-Wilkens, N. D.** (2014). Longitudinal relations among parents' reactions to children's negative emotions, effortful control, and math achievement in early elementary school. *Child Development*, 85(5), 1932-1947. <https://doi.org/10.1111/cdev.12260>
24. <sup>4</sup>Taylor, Z. E., Eisenberg, N., <sup>5</sup>VanSchyndel, S. K., **Eggum-Wilkens, N. D.**, & Spinrad, T. L. (2014). Children's negative emotions and ego-resiliency: Longitudinal relations with social competence. *Emotion*, 14(2), 397-406. <https://doi.org/10.1037/a0035079>
23. Eisenberg, N., <sup>5</sup>Edwards, A., Spinrad, T. L., Sallquist, J., **Eggum, N. D.**, & Reiser, M. (2013). Are effortful and reactive control unique constructs in young children? *Developmental Psychology*, 49(11), 2082-2094. <https://doi.org/10.1037/a0031745>
22. Hofer, C., Eisenberg, N., Spinrad, T. L., Morris, A. S., Gershoff, E., Valiente, C., Kupfer, A., & **Eggum, N. D.** (2013). Mother-adolescent conflict: Stability, change, and relations with externalizing and internalizing. *Social Development*, 22(2), 259-279. <https://doi.org/10.1111/sode.12012>
21. <sup>5</sup>Nozadi, S. S., Spinrad, T. L., Eisenberg, N., Bolnick, R., **Eggum-Wilkens, N. D.**, Smith, C. L., Gaertner, B., Kupfer, A., & Sallquist, J. (2013). Prediction of toddlers' expressive language from maternal sensitivity and toddlers' anger expressions: A developmental perspective. *Infant Behavior and Development*, 36(4), 650-661. <https://doi.org/10.1016/j.infbeh.2013.06.002>
20. <sup>4</sup>Taylor, Z. E., Eisenberg, N., Spinrad, T. L., **Eggum, N. D.**, & <sup>5</sup>Sulik, M. J. (2013). The relations of ego-resiliency and emotion socialization to the development of empathy and prosocial behavior across early childhood. *Emotion*, 13(5), 822-831. <https://doi.org/10.1037/a0032894>
19. **Eggum, N. D.**, Eisenberg, N., Reiser, M., Spinrad, T. L., Valiente, C., Sallquist, J., Michalik, N. M., & Liew, J. (2012). Relations over time among children's shyness, emotionality, and internalizing problems. *Social Development*, 21(1), 109-129. <https://doi.org/10.1111/j.1467-9507.2011.00618.x>
18. Eisenberg, N., <sup>5</sup>Sulik, M. J., Spinrad, T. L., <sup>5</sup>Edwards, A., **Eggum, N. D.**, Liew, J., Sallquist, J., Popp, T. K., Smith, C. L., & Hart, D. (2012). Differential susceptibility and the early development of aggression: Interactive effects of respiratory sinus arrhythmia and environmental quality. *Developmental Psychology*, 48(3), 755-768. <https://doi.org/10.1037/a0026518>
17. Spinrad, T. L., Eisenberg, N., <sup>5</sup>Silva, K. M., **Eggum, N. D.**, Reiser, M., <sup>5</sup>Edwards, A., Iyer, R., Kupfer, A. S., Hofer, C., Smith, C. L., <sup>5</sup>Hayashi, A., & Gaertner, B. M. (2012). Longitudinal relations among maternal behaviors, effortful control, and young children's committed compliance. *Developmental Psychology*, 48(2), 552-566. <https://doi.org/10.1037/a0025898>

16. <sup>5</sup>Sulik, M. J., Eisenberg, N., Lemery-Chalfant, K., Spinrad, T. L., <sup>5</sup>Silva, K. M., **Eggum, N. D.**, <sup>4</sup>Betkowski, J. A., Kupfer, A., Smith, C. L., Gaertner, B., <sup>5</sup>Stover, D. A., & Verrelli, B. C. (2012). Interactions between serotonin transporter gene haplotypes and quality of mothers' parenting predict the development of children's noncompliance. *Developmental Psychology*, 48(3), 740-754. <https://doi.org/10.1037/a0025938>
15. **Eggum, N. D.**, Eisenberg, N., <sup>5</sup>Kao, K., Spinrad, T. L., Bolnick, R., Hofer, C., Kupfer, A. S., & Fabricius, W. V. (2011). Emotion understanding, theory of mind, and prosocial orientation: Relations over time in early childhood. *Journal of Positive Psychology*, 6(1), 4-16. <https://doi.org/10.1080/17439760.2010.536776>
14. **Eggum, N. D.**, Sallquist, J., & Eisenberg, N. (2011). "Then it will be good": Negative life events and resilience in Ugandan youth. *Journal of Adolescent Research*, 26(6), 766-796. <https://doi.org/10.1177/0743558410391259>
- Popular press coverage: Feldman, D. B., & Kravetz, L. D. (2014). *Super Survivors: The surprising link between suffering and success*. New York, NY: Harper Wave.
13. Eisenberg, N., <sup>5</sup>Castellani, V., <sup>5</sup>Panerai, L., **Eggum, N. D.**, Cohen, A. B., Pastorelli, C., & Caprara, G. V. (2011). Trajectories of religious coping from adolescence into early adulthood: Their form and relations to externalizing problems and prosocial behavior. *Journal of Personality*, 79(4), 841-873. <https://doi.org/10.1111/j.1467-6494.2010.00703.x>
12. Ladd, G. W., Kochenderfer-Ladd, B., **Eggum, N. D.**, Kochel, K. P., & McConnell, E. M. (2011). Characterizing and comparing the friendships of anxious-solitary and unsociable preadolescents. *Child Development*, 82(5), 1434-1453. <https://doi.org/10.1111/j.1467-8624.2011.01632.x>
- Media coverage (hyperlinks available upon request): *Fox News*, *Science Daily*, *Live Science*, *Yahoo News*, *PsychCentral*, *The Times of India*, and many other websites.
11. Liew, J., Eisenberg, N., Spinrad, T. L., **Eggum, N. D.**, Haugen, R. G., Kupfer, A., Reiser, M. R., Smith, C. L., Lemery-Chalfant, K., & Baham, M. E. (2011). Physiological regulation and fearfulness as predictors of young children's empathy-related reactions. *Social Development*, 20(1), 111-134. <https://doi.org/10.1111/j.1467-9507.2010.00575.x>
10. <sup>5</sup>Silva, K. M., Spinrad, T. L., Eisenberg, N., <sup>5</sup>Sulik, M. J., Valiente, C., <sup>5</sup>Huerta, S., <sup>5</sup>Edwards, A., **Eggum, N. D.**, Kupfer, A. S., Lonigan, C. J., Phillips, B. M., Wilson, S. B., Clancy-Menchetti, J., Landry, S. H., Swank, P. R., Assel, M. A., Taylor, H. B., & School Readiness Consortium (2011). Relations of children's effortful control and teacher-child relationship quality to school attitudes in a low-income sample. *Early Education & Development*, 22(3), 434-460. <https://doi.org/10.1080/10409289.2011.578046>

9. Eisenberg, N., Spinrad, T. L., **Eggum, N. D.**, Silva, K., Reiser, M., Hofer, C., Smith, C., Gaertner, B., Kupfer, A., Popp, T., & Michalik, N. (2010). Relations among maternal socialization, effortful control, and maladjustment in early childhood. *Development and Psychopathology*, 22(3), 507-525. <https://doi.org/10.1017/S0954579410000246>
8. Eisenberg, N., Vidmar, M., Spinrad, T. L., **Eggum, N. D.**, Edwards, A., Gaertner, B., & Kupfer, A. (2010). Mothers' teaching strategies and children's effortful control: A longitudinal study. *Developmental Psychology*, 46(5), 1294-1308. <https://doi.org/10.1037/a0020236>
7. Sallquist, J., Eisenberg, N., Spinrad, T. L., Gaertner, B. M., **Eggum, N. D.**, & Zhou, N. (2010). Mothers' and children's positive emotion: Relations and trajectories across four years. *Social Development*, 19(4), 799-821. <https://doi.org/10.1111/j.1467-9507.2009.00565.x>
6. Sulik, M. J., Huerta, S., Zerr, A. A., Eisenberg, N., Spinrad, T. L., Valiente, C., Di Giunta, L., Piña, A. A., **Eggum, N. D.**, Sallquist, J., Edwards, A., Kupfer, A., Lonigan, C. J., Phillips, B. M., Wilson, S. B., Clancy-Menchetti, J., Landry, S. H., Swank, P., Assel, M., & Taylor, H. (2010). The factor structure of effortful control and measurement invariance across ethnicity and sex in a high-risk sample. *Journal of Psychopathology and Behavioral Assessment*, 32(1), 8-22. <https://doi.org/10.1007/s10862-009-9164-y>
5. **Eggum, N. D.**, Eisenberg, N., Spinrad, T. L., Reiser, M., Gaertner, B. M., Sallquist, J., & Smith, C. L. (2009). Development of shyness: Relations with children's fearfulness, sex, and maternal behavior. *Infancy*, 14(3), 325-345. <https://doi.org/10.1080/15250000902839971>
4. **Eggum, N. D.**, Eisenberg, N., Spinrad, T. L., Valiente, C., Edwards, A., Kupfer, A. S., & Reiser, M. (2009). Predictors of withdrawal: Possible precursors of Avoidant Personality Disorder. *Development and Psychopathology*, 21(3), 815-838. <https://doi.org/10.1017/S0954579409000443>
3. Sallquist, J., Eisenberg, N., Spinrad, T. L., **Eggum, N. D.**, & Gaertner, B. M. (2009). Assessment of preschoolers' positive empathy: Concurrent and longitudinal relations with positive emotion, social competence, and sympathy. *Journal of Positive Psychology*, 4(3), 222-232. <https://doi.org/10.1080/17439760902819444>
2. Sallquist, J. V., Eisenberg, N., Spinrad, T. L., Reiser, M., Hofer, C., Zhou, Q., Liew, J., & **Eggum, N.** (2009). Positive and negative emotionality: Trajectories across six years and relations with social competence. *Emotion*, 9(1), 15-28. <https://doi.org/10.1037/a0013970>
1. Spinrad, T. L., Eisenberg, N., Granger, D. A., **Eggum, N. D.**, Sallquist, J., Haugen, R., Kupfer, A., & Hofer, C. (2009). Individual differences in preschoolers' salivary cortisol and alpha-amylase reactivity: Relations to temperament and maladjustment. *Hormones and Behavior*, 56(1), 133-139. <https://doi.org/10.1016/j.yhbeh.2009.03.020>



## Peer-Reviewed Journal Articles – Literature Reviews

### Published or Forthcoming

3. Eisenberg, N., **Eggum, N. D.**, & Di Giunta, L. (2010). Empathy-related responding: Associations with prosocial behavior, aggression, and intergroup relations. *Social Issues and Policy Review*, 4(1), 143-180. <https://doi.org/10.1111/j.1751-2409.2010.01020.x>  
  
IF: N/A (5-year N/A), Rank: Not yet ranked, Role (33%): Co-conceptualized the outline of the review with the first author; reviewed the literature and wrote sections on empathic responding and intergroup relations; and assisted with responses to the reviews
2. Eisenberg, N., Spinrad, T. L., & **Eggum, N. D.** (2010). Emotion-related self-regulation and its relation to children's maladjustment. *Annual Review of Clinical Psychology*, 6, 495-525. <https://doi.org/10.1146/annurev.clinpsy.121208.131208>  
  
IF: 9.743 (5-year 11.837), Rank 2/152 in Clinical Psychology, Role (33%): Synthesized and critiqued a large and complex body of literature; wrote sections about emotion-regulation and internalizing and about emotion-regulation interventions; and performed a major literature search to identify relevant articles for all authors
1. Eisenberg, N., Valiente, C., & **Eggum, N. D.** (2010). Self-regulation and school readiness. *Early Education & Development*, 21(5), 681-698. <https://doi.org/10.1080/10409289.2010.497451>  
  
IF: 0.814 (5-year N/A), Rank: 81/98 in Educational Psychology, Role (33%): Conceptualized and wrote sections about effortful control and adjustment

## Invited Book Chapters

### Published or Forthcoming

6. Eisenberg, N., **Eggum-Wilkens, N. D.**, & Spinrad, T. L. (2015). The development of prosocial behavior. In D. A. Schroeder & W. G. Graziano (Eds.), *Oxford handbook of prosocial behavior* (pp. 114-136). Oxford University Press. <https://doi.org/10.1093/oxfordhb/9780195399813.001.0001>
5. Eisenberg, N., **Eggum, N. D.**, & Edwards, A. (2010). Empathy-related responding and moral development. In W. F. Arsenio & E. A. Lemerise (Eds.), *Emotions, aggression, and morality in children: Bridging development and psychopathology* (pp. 115-135). American Psychological Association. <https://doi.org/10.1037/12129-000>
4. Eisenberg, N., **Eggum, N. D.**, Sallquist, J., & Edwards, A. (2010). Relations of self-regulatory/control capacities to maladjustment, social competence, and emotionality. In R. H. Hoyle (Ed.), *Handbook of personality and self-regulation* (pp. 20-46). Blackwell. <https://doi.org/10.1002/9781444318111>

3. Eisenberg, N., & **Eggum, N. D.** (2009). Empathic responding: Sympathy and personal distress. In J. Decety & W. Ickes (Eds.), *The social neuroscience of empathy* (pp. 71-83). MIT Press. <https://doi.org/10.7551/mitpress/9780262012973.001.0001>
2. Eisenberg, N., & **Eggum, N. D.** (2008). Empathy-related and prosocial responding: Conceptions and correlates during development. In B. A. Sullivan, M. Snyder, & J. L. Sullivan (Eds.), *Cooperation: The political psychology of effective human interaction* (pp. 53-74). Blackwell.
1. Smith, C. L., Spinrad, T. L., Eisenberg, N., Greving, K., Liew, J., & **Eggum, N. D.** (2007). Anger and anger regulation in infancy. In E. I. Clausen (Ed.), *Anger in psychology* (pp. 107-122). Nova Science Publishers, Inc.

### Peer-Reviewed Encyclopedia Articles

#### Published or Forthcoming

1. **Eggum-Wilkens, N. D.**, Zhang, L., & <sup>2</sup>An, D., & <sup>2</sup>Clifford, B. N. (forthcoming). Shyness in school. In T. L. Spinrad & J. Liew (Eds.), Social and emotional learning section; D. Fisher (Ed.), *Routledge encyclopedia of education (online)*. New York, NY: Taylor & Francis.

### Refereed Professional Conference Paper Presentations

#### Presented and Forthcoming

14. Faragó, F., <sup>2</sup>Xu, J., **Eggum-Wilkens, N. D.**, Zhang, L., An, D., <sup>5</sup>Kim, E., & <sup>5</sup>Adams, E. (2021, April 7-9). Ugandan adolescents' attitudes toward, and shared activities with, same- and other-gender peers and friends. In Sonya X. Xiao (Chair), *Gender today: Advances in the gendered nature of children's and adolescents' peer relationships* [Symposium]. Biennial meeting of the Society for Research in Child Development, Minneapolis, MN, United States.
13. <sup>5</sup>Axxe, E., Hayford, S., & **Eggum-Wilkens, N. D.** (2020, August 8-11). An exploration of subjective ages of adulthood in Mexico, Mozambique, and Nepal. In Richard A. Settersten (Chair), *Age matters: Explorations of age categories in social life* [Symposium]. Virtual engagement event held in place of the annual meeting of the American Sociological Association.
12. **Eggum-Wilkens, N.**, <sup>2</sup>An, D., Ghimire, D., Glick, J., Yabiku, S., Hayford, S., <sup>2</sup>Safa, M., <sup>2</sup>Xu, J., <sup>2</sup>Clifford, B., & Bradley, R. (2020, June 21-25). Migration, parent-child relationships, and children's social competence in Nepal. In Linlin Zhang (Chair), *Social-emotional development in contexts of family migration* [Symposium]. The 26<sup>th</sup> biennial meeting of the International Society for the Study of Behavioural Development, Island of Rhodes, Greece.

\*This conference was canceled due to COVID-19.

11. Nuño-Gutiérrez, B. L., Glick, J. E., <sup>5</sup>Miller, S., Yabiku, S., Hayford, S., <sup>5</sup>Alcaraz, M., **Eggum-Wilkens, N. D.**, Bradley, R. H., <sup>2</sup>An, D., <sup>2</sup>Safa, M. D., Marsiglia F., & Alderson, G. (2019, April 10-13). Niños, familias y migración: The Family Migration and Early Life Outcomes Project in Jalisco. In Fernando Riosmena (Chair), *Wellbeing of Mexican-origin children on both sides of the U.S./Mexico border* [Symposium]. Annual meeting of the Population Association of America, Austin, Texas, United States.
10. **Eggum-Wilkens, N. D.**, <sup>2</sup>An, D., Clifford, S., & Lemery-Chalfant, K. (2019, March 21-23). Shyness, unsociability, and social avoidance in adolescence and associations with peer, psychological, and school adjustment. In **Natalie D. Eggum-Wilkens** (Chair), *Novel investigations of social withdrawal variations and associations with socio-emotional adjustment during adolescence* [Symposium]. Biennial meeting of the Society for Research in Child Development, Baltimore, MD, United States.
9. <sup>2</sup>Safa, M. D., White, R. M. B., Knight, G. P., **Eggum-Wilkens, N. D.**, Pasco, M., Gonzales, N., Tein, J- Y., & Causadias, J. (2018, July 1-5). Family contextual effects on bicultural competence development among Mexican-American youth. In Maria D. Safa (Chair), *Development of biculturalism in context* [Symposium]. The 24<sup>th</sup> congress of the International Association for Cross-Cultural Research, Guelph, Ontario, Canada.
8. Glick, J. E., Agadjanian, V., Ghimire, D., Hayford, S., Santos, C., **Wilkens, N.**, & Yabiku, S. (2017, October 29-November 3). Children's well-being in diverse migration contexts: Goals, design, and preliminary findings from the FAMELO project. In Bruno Schoumaker (Chair), *Migration and left-behind families* [Symposium]. The XXVIII IUSSP International Population Conference, Cape Town, South Africa.
7. <sup>2</sup>Faragó, F., **Eggum-Wilkens, N. D.**, & <sup>2</sup>Zhang, L. (2017, June 23-25). Ugandan adolescents' gender stereotypes and attitudes about women's roles. In Rose G. Grose (Chair), *Gender, power, and justice in the global south* [Symposium]. Annual meeting of the Society for the Psychological Study of Social Issues, Albuquerque, NM, United States.
6. Green, S. B., <sup>4</sup>Lai, K., Levy, R., <sup>5</sup>Xu, Y., <sup>5</sup>Yel, N., Thompson, M. S., **Eggum-Wilkens, N. D.**, <sup>5</sup>Kunze, K. L., Iida, M., & <sup>5</sup>Reichenberg, R. (2014, April 3-7). *Assessing model similarity in structural equation modeling* [Symposium]. Annual meeting of the American Educational Research Association, Philadelphia, PA, United States.
5. Husman, J., <sup>5</sup>Vest, A., **Eggum, N. D.**, <sup>5</sup>Maez, C., & <sup>5</sup>Nelson, K. G. (2012, August 28-30). Persistence when the going gets tough: Perceptions of instrumentality and academic persistence. In Richard A. Walker (Chair), *The role of instrumental motivation at the departmental level, course level, and in job-seeking contexts* [Symposium]. The International Conference on Motivation, Frankfurt am Main, Germany.
4. Eisenberg, N., <sup>5</sup>Castellani, V., <sup>5</sup>Panerai, L., **Eggum, N. D.**, Cohen, A. B., Pastorelli, C., & Caprara, G. V. (2011, March 31-April 2). Trajectories of religious coping from

adolescence into early adulthood: Externalizing problems and prosocial behavior. In Pamela E. King (Chair), *Spirituality and positive youth development among culturally diverse adolescents* [Symposium]. Biennial meeting of the Society for Research in Child Development, Montreal, Quebec, Canada.

3. Liew, J., Spinrad, T. L., Eisenberg, N., <sup>5</sup>Silva, K. M., Taylor, A. B., <sup>5</sup>Edwards, A., **Eggum, N. D.**, & Kupfer, A. (2011, March 31-April 2). Preschoolers' effortful control and their achievement in second grade: Mediation through school adjustment in first grade. In Jeff Liew and Jan N. Hughes (Chairs), *Social and emotional factors in children's academic outcomes* [Symposium]. Biennial meeting of the Society for Research in Child Development, Montreal, Quebec, Canada.
2. Spinrad, T. L., Eisenberg, N., **Eggum, N. D.**, Silva, K. M., Reiser, M., Hofer, C., Smith, C. L., Gaertner, B., Kupfer, A. S., & Popp, T. (2010, March). Relations among maternal socialization, effortful control, and maladjustment in early childhood. In Rebecca J. Brooker and Kristin A. Buss (Chairs), *Depicting control: Different approaches to studying effortful control in socioemotional development* [Symposium]. The XVII International Conference on Infant Studies, Baltimore, MD, United States.
1. **Eggum, N. D.**, Sallquist, J., & Eisenberg, N. (2009, April 2-4). Ugandan children's negative life events, coping, and adjustment. In **Natalie D. Eggum** (Chair), *Children at risk in East Africa: An analysis of their life events* [Symposium]. Biennial meeting of the Society for Research in Child Development, Denver, CO, United States.

### Refereed Professional Conference Poster Presentations

#### Presented and Forthcoming

42. Taylor, M., Pratt, M. E., & **Eggum-Wilkens, N. D.** (2020, June 22-24). *Examining features of quality in a public library enhanced storytime program* [Poster presentation]. The Administration for Children and Families' National Research Conference on Early Childhood, Arlington, VA, United States.  
\*This conference was canceled due to COVID-19.
41. Taylor, M., Pratt, M. E., **Eggum-Wilkens, N. D.**, & <sup>5</sup>Gal-Szabo, D. E. (2020, June 22-24). *Supporting school readiness: Promoting family engagement in public libraries* [Poster presentation]. The Administration for Children and Families' National Research Conference on Early Childhood, Arlington, VA, United States.  
\*This conference was canceled due to COVID-19.
40. <sup>2</sup>Clifford, B. N., **Eggum-Wilkens, N. D.**, <sup>2</sup>An, D., <sup>2</sup>Xu, J., Bradley, R. H., <sup>2</sup>Safa, M. D., Ghimire, D. J., & Nuño-Gutiérrez, B. L. (2020, June 21-25). *Familial migration, and children's social competence and adjustment problems in Mexico* [Poster presentation]. The 26<sup>th</sup> biennial meeting of the International Society for the Study of Behavioural Development, Island of Rhodes, Greece.  
\*This conference was canceled due to COVID-19.

39. <sup>2</sup>Xu, J., & **Eggum-Wilkens, N. D.** (2020, June 21-25). *Maternal and paternal punishment and Chinese children's friendship quality* [Poster presentation]. The 26<sup>th</sup> biennial meeting of the International Society for the Study of Behavioural Development, Island of Rhodes, Greece.  
\*This conference was canceled due to COVID-19.
38. <sup>2</sup>Xu, J., **Eggum-Wilkens, N. D.**, <sup>2</sup>An, D., Bradley, R. H., <sup>2</sup>Safa, M. D., Glick, J. E., Yabiku, S. T., Hayford, S. R., Ghimire, D. J., Nuño-Gutiérrez, B. L., Muanamoha, R., & <sup>2</sup>Clifford, B. N. (2020, June 21-25). *Adults' positive socialization behaviors for adolescents in Nepal, Mexico, and Mozambique* [Poster presentation]. The 26<sup>th</sup> biennial meeting of the International Society for the Study of Behavioural Development, Island of Rhodes, Greece.  
\*This conference was canceled due to COVID-19.
37. <sup>2</sup>Clifford, B. N., **Eggum-Wilkens, N. D.**, <sup>2</sup>An, D., Clifford, S., & Lemery-Chalfant, K. (2020, March 19-21). *Shyness, unsociability, and social avoidance in adolescence and associations with externalizing behavior* [Poster presentation]. Biennial meeting of the Society for Research on Adolescence, San Diego, CA, United States.  
\*This conference was canceled due to COVID-19.
36. <sup>5</sup>Kim, E., **Eggum-Wilkens, N. D.**, Shiota, M. N., Bradley, R. H., & Thompson, M. S. (2019, June 10-11). *Conceptual and methodological issues in children's delay of gratification* [Poster presentation]. Conference of the Society for Qualitative Inquiry in Psychology, Boston, MA, United States.
35. <sup>2</sup>An, D., Clifford, S., **Eggum-Wilkens, N. D.**, & Lemery-Chalfant, K. (2019, March 21-23). *Early adolescents' dispositional and situational shyness: Relations with adjustment* [Poster presentation]. Biennial meeting of the Society for Research in Child Development, Baltimore, MD, United States.
34. <sup>2</sup>Clifford, B., **Eggum-Wilkens, N. D.**, <sup>2</sup>An, D., Bradley, R. H., <sup>2</sup>Safa, M. D., Glick, J. E., Ghimire, D. J., Nuño-Gutiérrez, B. L., & Muanamoha, R. (2019, March 21-23). *Adults' perceptions of children's adjustment problems in Nepal, Mexico, and Mozambique* [Poster presentation]. Biennial meeting of the Society for Research in Child Development, Baltimore, MD, United States.
33. <sup>2</sup>Safa, M. D., **Eggum-Wilkens, N. D.**, <sup>2</sup>An, D., Bradley, R. H., Glick, J. E., Nuño-Gutiérrez, B. L., & Ghimire, D. J. (2019, March 21-23). *Familial migration and children's social competence in Mexico and Nepal - A pilot study* [Poster presentation]. Biennial meeting of the Society for Research in Child Development, Baltimore, MD, United States.
32. <sup>2</sup>Xu, J., **Eggum-Wilkens, N. D.**, <sup>2</sup>An, D., Bradley, R. H., <sup>2</sup>Safa, M. D., Glick, J. E., Ghimire, D. J., Nuño-Gutiérrez, B. L., & Muanamoha, R. (2019, March 21-23). *Adults' perceptions of socialization of children in Nepal, Mexico, and Mozambique* [Poster presentation]. Biennial meeting of the Society for Research in Child Development, Baltimore, MD, United States.

31. <sup>1</sup>Costa, M., & **Eggum-Wilkens, N. D.** (2018, October 4-6). *Parental absence, household dynamics, and child wellbeing: Evidence from the Young Lives study* [Poster presentation]. DEVSEC special topic meeting of the Society for Research in Child Development: Conference on the Use of Secondary and Open Source Data in Developmental Science, Tempe, AZ, United States.
30. <sup>2</sup>Xu, J., <sup>5</sup>Kim, E., **Eggum-Wilkens, N. D.**, <sup>2</sup>Zhang, L., & <sup>2</sup>An, D. (2018, May 24-27). *Eastern Ugandan adolescents' activities with friends and associations with gender* [Poster presentation]. The 30th convention of the Association for Psychological Science, San Francisco, CA, United States.
29. <sup>2</sup>An, D., & **Eggum-Wilkens, N. D.** (2018, April 12-14). *Do cultural orientations moderate the relations between adolescents' social withdrawal and psychological adjustment?* [Poster presentation]. Biennial meeting of the Society for Research on Adolescence, Minneapolis, MN, United States.
28. **Eggum-Wilkens, N. D.**, <sup>2</sup>Zhang, L., & <sup>2</sup>An, D. (2018, April 12-14). *Shyness, unsociability, and social avoidance in early adolescence and associations with peer relationships* [Poster presentation]. Biennial meeting of the Society for Research on Adolescence, Minneapolis, MN, United States.
27. <sup>2</sup>Xu, J., **Eggum-Wilkens, N. D.**, <sup>2</sup>Zhang, L., & <sup>2</sup>An, D. (2018, April 12-14). *Shyness, unsociability, and social avoidance in early adolescence and associations with friendship* [Poster presentation]. Biennial meeting of the Society for Research on Adolescence, Minneapolis, MN, United States.
26. <sup>2</sup>An, D., **Eggum-Wilkens, N. D.**, & García-Pérez, H. (2017, April 6-8). *Mexican mothers' conceptualizations of children's social competence and incompetence* [Poster presentation]. Biennial meeting of the Society for Research in Child Development, Austin, TX, United States.
25. <sup>2</sup>Zhang, L., & **Eggum-Wilkens, N. D.** (2017, April 6-8). *Chinese adolescents' beliefs and attitudes toward nominated socially withdrawn peers* [Poster presentation]. Biennial meeting of the Society for Research in Child Development, Austin, TX, United States.
24. <sup>2</sup>Zhang, L., & **Eggum-Wilkens, N. D.** (2016, September 22-24). *Perceived friendship quality in non-reciprocal and reciprocal very best friend dyads among Chinese adolescents* [Poster presentation]. The 3<sup>rd</sup> biennial Developmental Methodology conference, Whitefish, MT, United States.
23. <sup>5</sup>Goble, P., Hanish, L. D., Martin, C. L., **Eggum-Wilkens, N. D.**, Foster, S. A., & Fabes, R. A. (2015, March 19-21). *Child-centered and direct instruction approaches to preschool education: Relations with Head Start children's school readiness* [Poster presentation]. Biennial meeting of the Society for Research in Child Development, Philadelphia, Pennsylvania, United States.

22. <sup>5</sup>Goble, P., Martin, C. L., Hanish, L. D., Foster, S. A., **Eggum-Wilkens, N. D.**, & Fabes, R. A. (2015, March 19-21). *Free play or guided play? An observational study of preschool play experiences* [Poster presentation]. Biennial meeting of the Society for Research in Child Development, Philadelphia, Pennsylvania, United States.
21. <sup>5</sup>Yi, L., **Eggum-Wilkens, N. D.**, Spinrad, T. L., Lemery-Chalfant, K., & Eisenberg, N. (2015, March 19-21). *Baseline respiratory sinus arrhythmia moderated the prediction of maternal parenting to early childhood internalizing trajectory* [Poster presentation]. Biennial meeting of the Society for Research in Child Development, Philadelphia, Pennsylvania, United States.
20. <sup>2</sup>Zhang, L., & **Eggum-Wilkens, N. D.** (2015, March 19-21). *Distinguishing subtypes of social withdrawal in Chinese children: Children's, peers', and teachers' perspectives* [Poster presentation]. Biennial meeting of the Society for Research in Child Development, Philadelphia, Pennsylvania, United States.
19. <sup>2</sup>Faragó, F., **Eggum-Wilkens, N. D.**, & <sup>3</sup>Eckert, K. (2014, October 23-24). *Ugandan adolescents' knowledge of gender stereotypes and attitudes about women's behaviors and roles* [Poster presentation]. The 6<sup>th</sup> Gender Development Research Conference, San Francisco, CA, United States.
18. <sup>5</sup>Cortes, K. I., **Eggum, N. D.**, & Kochenderfer-Ladd, B. (2013, April 18-20). *Children's perceptions of teachers' responses to bullying: Relational schemas as predictors of seeking teachers' assistance* [Poster presentation]. Biennial meeting of the Society for Research in Child Development, Seattle, WA, United States.
17. **Eggum, N. D.** (2013, April 18-20). *The Karamojong tribe of Uganda: A mixed-methods analysis of children's negative life events and adjustment* [Poster presentation]. Biennial meeting of the Society for Research in Child Development, Seattle, WA, United States.
16. <sup>5</sup>Goble, P., Foster, S. A., <sup>5</sup>Bryce, C. I., Hanish, L. D., **Eggum, N. D.**, Martin, C. L., & Fabes, R. A. (2013, April 18-20). *The transition to school: Children's social interaction skills and academic achievement* [Poster presentation]. Biennial meeting of the Society for Research in Child Development, Seattle, WA, United States.
15. <sup>5</sup>Silva, K. M., Spinrad, T., Eisenberg, N., <sup>5</sup>Edwards, A., & **Eggum, N. D.** (2013, April 18-20). *Examining the transactional relations among children's regulation, emotion understanding, and relationship quality with non-parental caregivers* [Poster presentation]. Biennial meeting of the Society for Research in Child Development, Seattle, WA, United States.
14. <sup>2</sup>Zhang, L., **Eggum, N. D.**, Eisenberg, N., & Spinrad, T. L. (2013, April 18-20). *Children's shyness, popularity, and academic achievement in the early school years* [Poster presentation]. Biennial meeting of the Society for Research in Child Development, Seattle, WA, United States.

13. <sup>5</sup>Seyed-Nozadi, S., Spinrad, T. L., Eisenberg, N., **Eggum, N. D.**, <sup>5</sup>Huerta, S., <sup>5</sup>Edwards, A., <sup>5</sup>Sulik, M. J., & Sallquist, J. (2012, June 7-9). *Contributions of toddlers' anger and fear reactivity to later cognitive planning abilities* [Poster presentation]. The XVIII International Conference on Infant Studies, Minneapolis, MN, United States.
12. <sup>5</sup>Cortes, K. I., Kochenderfer-Ladd, B., **Eggum, N. D.**, & Ladd, G. W. (2012, April 13-17). *The relationship between effortful control and peer victimization in early and middle childhood* [Poster presentation]. Annual meeting of the American Educational Research Association, Vancouver, British Columbia, Canada.
11. <sup>5</sup>Edwards, A., Eisenberg, N., Spinrad, T. L., Sallquist, J., **Eggum, N. D.**, & Gaertner, B. M. (2011, March 31-April 2). *The factor structure of effortful and reactive control: A longitudinal analysis* [Poster presentation]. Biennial meeting of the Society for Research in Child Development, Montreal, Quebec, Canada.
10. Gaertner, B. M., Spinrad, T. L., Eisenberg, N., Sallquist, J., Hofer, C. M., Kupfer, A., & **Eggum, N. D.** (2011, March 31-April 2). *Household chaos and the development of language across the preschool years: The mediating role of effortful control* [Poster presentation]. Biennial meeting of the Society for Research in Child Development, Montreal, Quebec, Canada.
9. Kochel, K. P., <sup>5</sup>Sechler, C., **Eggum, N. D.**, & Ladd, G. W. (2011, March 31-April 2). *Longitudinal linkages between depressive symptoms and peer victimization trajectories in preadolescence through early adolescence* [Poster presentation]. Biennial meeting of the Society for Research in Child Development, Montreal, Quebec, Canada.
8. <sup>5</sup>Seyed-Nozadi, S., Spinrad, T. L., Eisenberg, N., <sup>5</sup>Silva, K. M., **Eggum, N. D.**, Kupfer, A., & <sup>5</sup>Edwards, A. (2011, March 31-April 2). *Children's emotion perception skills: The roles of parenting behaviors and child negative emotionality* [Poster presentation]. Biennial meeting of the Society for Research in Child Development, Montreal, Quebec, Canada.
7. <sup>5</sup>Silva, K. M., Spinrad, T. L., Eisenberg, N., <sup>5</sup>Edwards, A., **Eggum, N. D.**, Sallquist, J., <sup>5</sup>Seyed-Nozadi, S., & Kupfer, A. (2011, March 31-April 2). *Effortful control and emotion understanding: Examining transactional paths in early childhood* [Poster presentation]. Biennial meeting of the Society for Research in Child Development, Montreal, Quebec, Canada.
6. <sup>5</sup>Silva, K. M., Spinrad, T. L., Eisenberg, N., <sup>5</sup>Sulik, M. J., Valiente, C., <sup>5</sup>Huerta, S., <sup>5</sup>Edwards, A., **Eggum, N. D.**, Kupfer, A., Lonigan, C. J., Phillips, B. M., Wilson, S., Clancy-Menchetti, J., Landry, S., Swank, P. R., Assel, M. A., & Taylor, H. B. (2011, March 31-April 2). *Relations of effortful control, teacher-child relationship quality, and school engagement in a high-risk sample* [Poster presentation]. Biennial meeting of the Society for Research in Child Development, Montreal, Quebec, Canada.



5. **Eggum, N. D.**, Eisenberg, N., Reiser, M., & Spinrad, T. L. (2009, April 2-4). *Latent growth curve trajectories of shyness and emotion in school-aged children* [Poster presentation]. Biennial meeting of the Society for Research in Child Development, Denver, CO, United States.
4. Sulik, M., Eisenberg, N., Spinrad, T. L., Sallquist, J., **Eggum, N. D.**, Hofer, C., Kupfer, A., & Gaertner, B. M. (2009, April 2-4). *Vagal suppression: Moderator of the relations between socioeconomic risk and maladjustment and ego resilience in early childhood* [Poster presentation]. Biennial meeting of the Society for Research in Child Development, Denver, CO, United States.
3. **Eggum, N. D.**, Eisenberg, N., & Spinrad, T. L. (2008, March 27-30). *The relation of infant temperament and toddlers' shyness* [Poster presentation]. The XVI International Conference on Infant Studies, Vancouver, British Columbia, Canada.
2. Edwards, A., **Eggum, N. D.**, Eisenberg, N., & Spinrad, T. L. (2007, March 29-April 1). *Observed behavioral inhibition: Relations with reactive and effortful control* [Poster presentation]. Biennial meeting of the Society for Research in Child Development, Boston, MA, United States.
1. **Eggum, N. D.**, Eisenberg, N., & Spinrad, T. L. (2007, March 29-April 1). *The development of shyness: The influence of child temperament and maternal behavior* [Poster presentation]. Biennial meeting of the Society for Research in Child Development, Boston, MA, United States.

#### **Invited Academic Panel Discussion**

1. **Eggum-Wilkens, N. D.** (2019, December 6-7). *Socialization and culture*. A moderated panel discussion for Innovations and Future Directions for Socioemotional and Prosocial Development Conference, Arizona State University, Tempe, AZ.

#### **Invited Academic Presentations**

6. **Eggum-Wilkens, N. D.**, <sup>2</sup>An, D., <sup>2</sup>Safa, M. D., <sup>2</sup>Xu, J., <sup>2</sup>Clifford, B. N., & Bradley, R. H. (2019, May 12). *Preliminary results from FAMELO Project I: Family Migration Context and Socio-emotional Competence*. Presentation for senior research staff at the Institute for Social and Environmental Research, Fulbari, Nepal.
5. **Eggum-Wilkens, N. D.**, <sup>2</sup>An, D., <sup>2</sup>Safa, M. D., <sup>2</sup>Xu, J., <sup>2</sup>Clifford, B. N., & Bradley, R. H. (2019, May 6-7). *Progress and future plans for FAMELO Project I: Family Migration Context and Socio-emotional Competence*. Presentation for Annual FAMELO Team Workshop at Arizona State University Downtown Campus, Phoenix, AZ.
4. **Eggum-Wilkens, N. D.** (2018, April 23-24). *Progress and initial insights from FAMELO Project I: Family Migration Context and Socio-emotional Competence*. Presentation for Annual FAMELO Team Workshop, Denver, CO.

3. **Eggum-Wilkens, N. D.** (2017, March 9-10). *FAMELO Project I: Family Migration Context and Socio-emotional Competence*. Presentation for Annual FAMELO Team Workshop at Arizona State University Downtown Campus, Phoenix, AZ.
2. **Eggum-Wilkens, N. D.** (2017, March 12-13). *REALM Augmentation of the Family Migration and Early Life Outcomes Project*. Presentation for Research and Empirical Analysis of Labor Migration (REALM) Annual Workshop at New York University in Abu Dhabi, Abu Dhabi, United Arab Emirates.
1. Valiente, C., Eisenberg, N., & **Eggum, N. D.** (2009, May). *Self-regulation and school readiness*. Presentation at the Department of Counseling and Personnel Services, University of Maryland, College Park, MD.

### **Non-Refereed Local Speaker Series Academic Presentations**

4. **Eggum-Wilkens, N. D.** (2019, November 20). *Promoting student engagement and improving instructor effectiveness*. Brief presentation for the Research and Teaching Nuggets series, SSFD, Arizona State University, Tempe, AZ.
3. **Eggum-Wilkens, N. D.** (2019, September 12). *Using the “Opportunities to Learn” framework to improve Introduction to Social Statistics*. Presentation for instructors of Introduction to Social Statistics (SOC 390), SSFD, Arizona State University, Tempe, AZ. \*Attendees were given access to SOC 390 course materials for their use.
2. **Eggum, N. D.** (2012, March 7). *Change it up with latent growth curve modeling*. Presentation for the Measurement and Statistical Analysis lecture series, SSFD, Arizona State University, Tempe, AZ.
1. **Eggum, N. D.** (2009, December). *Resiliency in Uganda*. Presentation for the Developmental Area of the Department of Psychology, Arizona State University, Tempe, AZ.

### **Public Engagement and Impact**

#### **Initiatives**

Summer 2018-Summer 2019

*The Children’s Equity Project (CEP)* – A first-of-its-kind multi-university initiative focused on designing and carrying out a cohesive and comprehensive national equity agenda across early childhood research, policy, and practice. The CEP focuses on conducting original research, working with the broader scholar community to translate equity-focused research, developing new practice-based tools and interventions where there are gaps, and working with states and communities to implement policies that result in more equitable early childhood systems. The CEP is housed at the T. Denny School of Social and Family Dynamics at Arizona State University. It is led in partnership with other institutions of higher education.

<https://thesanfordschool.asu.edu/cep>

- Contributed expertise in children’s socio-emotional development and peer relationships, as well as in data collection, management, and analyses
- Met with CEP partners from Georgetown, Yale, Bank Street College, Vanderbilt, and NORC at the University of Chicago at ASU DC to strategize the initiative’s projects, training, resources, branding, and organizational structure
- Co-developed the Amerispeak national survey study to assess families’ experiences with inequities in the early childhood systems and to inform the initiative’s agenda – contributed to survey-item development
- Co-developed the *Family Voices* multi-site focus group study to assess families’ experiences with inequities in the early childhood systems and to inform our initiative’s agenda – contributed to the protocols and measures for 5 affinity groups (families with children with disabilities, Latinx families, Black families, families from Tribal Communities, families providing foster care); lead the IRB applications; developed data collection and management training materials and trained site partners in data collection procedures; contributed to the recruitment strategy

### Invited Articles for the Public

2. **Eggum-Wilkens, N. D.** (2013, Summer). Feature article: “I wish I could just go talk to them”: Shyness and its correlates. *Mental Notes Magazine*, 7(2), 5-7.

\*Estimated average magazine readership of 25,000 per issue

1. **Eggum, N.** (2010, July/August). Feature article: Early childhood wins. *Children’s Ministry Magazine*, 20(3), 92-99. <http://childrensministry.com/articles/early-childhood-wins?p=1>

\*Average magazine readership of 50,000 per issue

### Minor Media Appearances (e.g., quotes)

1. Quoted in Watson, L. (2012, November). Take the whining out of dining. *Raising Arizona Kids*, 23(9), 29. <http://www.raisingarizonakids.com/2012/11/take-the-whining-out-of-dining/>

\*Average magazine readership of 140,000 per issue

## External Research Funding

### External Research Funding Legend

Details provided for each award or proposal are as follows:

Calendar years of funding if applicable (Year of original submission or of resubmission)

Grant title

Funding agency (Mechanism *if applicable*), Grant number *if applicable*

Investigator name (Project role; University if not at Arizona State University)

Total award or proposal amount (% Investigator Recognized Amount [IRA] allocated toward **Eggum-Wilkens** at Arizona State University)

### Present External Funding

2021-2026 (2020 resubmission)

*Family Context, Socialization, and Children's Socio-emotional Development*

Eunice Kennedy Shriver National Institute of Child Health and Human Development (R01)

R01HD101527-01A1

**Natalie D. Eggum** (PI), Dirgha J. Ghimire (Co-I at University of Michigan), Jennifer E. Glick (Co-I at The Pennsylvania State University), and Scott Yabiku (Co-I at The Pennsylvania State University)

\$3,332,302 (100% IRA) proposed

\$2,689,411 (100% IRA) awarded

2015-2022 (2014 resubmission)

*Family Migration and Early Life Outcomes (FAMELO)*

Eunice Kennedy Shriver National Institute of Child Health and Human Development (P01), P01HD080659

1) *Program Director*

Jennifer E. Glick (The Pennsylvania State University)

2) *Data Collection and Management Core*

Scott Yabiku (PI at The Pennsylvania State University), Flavio Marsiglia (Co-PI - Mexico), Victor Agadjanian (Co-PI – Mozambique at University of California, Los Angeles), and Dirgha J. Ghimire (Co-PI – Nepal at University of Michigan)

3) Project 1 (of 3 interrelated research projects): *Family Migration Context and Socio-emotional Competence*

**Natalie D. Wilkens** (Co-I Year 1, PI Years 2-5\* and years of no-cost extension), Robert H. Bradley (PI Year 1, Co-I Years 2-5), and Cecilia Menjivar (Co-I at University of California, Los Angeles)

\*ASU's OKED record does not indicate my PI status, likely due to the complex manner in which funding is spread across subcontracts at many universities, but I am PI for Project 1 for Years 2-5

4) Project 2: *Family Migration Context, Aspirations, and Children's Schooling*

Jennifer E. Glick (PI at The Pennsylvania State University) and Carlos Santos (Co-I at University of California, Los Angeles)

5) Project 3: *Family Migration Context and Adolescent Family Formation*

Sarah Hayford (PI at The Ohio State University) and Carlos Santos (Co-I at the University of California, Los Angeles)

\$6,067,687 (9% IRA) proposed

\$4,800,000 (10% IRA Year 1; 30% IRA Years 2-5) awarded

Project website: <https://fameo.netlify.com/>

ASU News story about project: <https://asunews.asu.edu/20150916-family-migration-research>

The State Press story about project: <http://www.statepress.com/article/2015/10/asu-migration-study-impacts-children>

ASU Now stories about high-quality research in SSFD and the FAMELO project's contributions: <https://asunow.asu.edu/20180130-asu-sanford-school-program-ranked-no-9-world>

<https://asunow.asu.edu/20180129-short-interview-natalie-wilkens-phd-asus-sanford-school>

## Completed External Funding

2016-2020 (2015 resubmission)

*Enhancing Child Development through a University-Library Partnership: Evaluation of Books Can...* ©

Brady Education Foundation (Existing Program Evaluation)

Michelle Taylor (PI Years 1 and 2; Co-I at California State University, Long Beach Year 3), Megan Pratt (Co-PI Years 1 and 2; Co-I at Oregon State University Year 3), **Natalie D. Wilkens** (Co-PI Years 1 and 2; PI Year 3 and Year of no-cost extension), and Richard Fabes (Co-PI Years 1 and 2)

\$289,283 (10% IRA Years 1 and 2; 100% IRA Year 3 and Year of no-cost extension) proposed and awarded

2016-2019 (2016 submitted original proposal)

*Family Migration and Early Life Outcomes FAMELO Project: Migrant Interview Augmentation*

New York University in Abu Dhabi Corporation - Research and Empirical Analysis of Labor Migrations (REALM) Program (Augmentation or Extension of Existing Project)

Dirgha J. Ghimire (PI at the University of Michigan), Scott Yabiku (Consultant at The Pennsylvania State University), **Natalie D. Wilkens** (Consultant), Sarah Hayford (Consultant at The Ohio State University), and Jennifer E. Glick (Consultant at The Pennsylvania State University)

\$77,796 (0% IRA – thus, not recorded by ASU's OKED) proposed and awarded

2010 was only year of my involvement

*Social and Emotional Processes Involved in Academic Competence*

National Science Foundation (CAREER Award), BCS-0546096

Carlos Valiente (PI) and **Natalie D. Eggum** (Statistical Consultant)

\$410,405 (0% IRA – thus, not recorded by ASU's OKED)

## Internal Research Funding

### Completed Internal Funding

2018-2020

*Social Withdrawal, Anxiety, and Depression (Twin SAD): Genetic and Environmental Risk*

ASU, SSFD (Faculty Facilitation Award Seed Grant)

**Natalie D. Wilkens** (PI), Kathryn Lemery-Chalfant (Co)

\$6,510

2016-2017

*The Emergence of Children's Attitudes and Prosocial Behavior*

ASU, SSFD (Diversity Science Initiative Seed Grant)

Tracy Spinrad (PI), Gustavo Carlo (Co at University of Missouri), Nancy Eisenberg (Co),

Deborah Laible (Co at Lehigh University), **Natalie D. Wilkens** (Co)

\$7,315

2013-2014

*Measuring Social Competence in Diverse Migration Contexts*

ASU, The College of Liberal Arts and Sciences and SSFD (Seed Funding Mechanism)

Jennifer Glick (PI), Robert Bradley (Co), **Natalie D. Eggum** (Co), Sarah Hayford (Co),

Francisco Lara-Valencia (Co), Scott Yabiku (Co)

\$31,953

2010-2011

*Adjustment and Children of the Karamojong Tribe (ACKT), and Gender, Relationships, and Social Participation (GRASP)*

ASU, The Gulliot Endowment

**Natalie D. Eggum** (Primary Investigator)

\$3,500

### **Research Honors, Scholarships, and Awards**

2021

*Invited Session Leader*

Chat with the Leaders Event - "Lunch with the Leaders" provides a forum for students to interact with senior scholars who have central roles in the field of child development and the Society for Research in Child Development

2010

*Selected Participant and Travel Stipend Recipient* (airfare and lodging for workshop)

The Child Development and Behavior Branch of the Eunice Kennedy Shriver National Institute of Child Health and Human Development (NICHD) 2-day workshop, *Executive Function in Preschool Children: Current Knowledge and Research Opportunities*, Bethesda, MD

2009

*Student Travel Award* (\$300 for professional conference costs)

Society for Research in Child Development

2008

*Travel Grant* (\$230 for professional conference costs)

Division of Graduate Studies, ASU

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## TEACHING AND MENTORING

### Teaching and Mentoring Mission

The mission of my teaching and mentoring activities is to prepare undergraduate students, graduate students, and emerging scholars from diverse backgrounds and perspectives for success in social science careers; as well as to facilitate students' and scholars' understanding of quantitative methods to perform research and enable wise consumption of information in the "real world."

### Teaching Notes

- A summary of students' evaluations of my instruction is available from SSFD
- Peers' qualitative and quantitative assessments of my instruction, video of my teaching, as well as sample teaching materials are available by request

### Teaching Legend

- † indicates a new course that did not exist in my academic unit until I created it
- \* indicates that I developed new course materials (syllabus, lectures, in-class activities, assessments, rubrics) for an existing course, and I shared these materials with other instructors teaching the course

### Teaching Experience

#### Graduate Courses Instructed

† *Latent Growth and Mixture Models with Longitudinal Data (CDE 598)*, SSFD, ASU

Description: This is a 3-credit hour, graduate-level, advanced elective course. In an in-person, small-class-size (i.e., < 20) format, I emphasize practical applications of latent growth models from a structural equation modeling perspective, as well as growth mixture models. In addition to discussing concepts related to longitudinal methods and design, students learn how to model longitudinal data with *Mplus* software (e.g., single-variable latent growth models with time-invariant or time-varying covariates and distal outcomes, parallel process latent growth models, multiple-variable latent growth models, latent class growth and growth mixture models with covariates and distal outcomes), interpret output, and report results of analyses. Students are evaluated based on concept question sets, application assignments, a final project written assignment, and a final project presentation.



† *Structural Equation Modeling with Longitudinal Data (CDE 591)*, SSFD, ASU

Description: This is a 3-credit hour, graduate-level, advanced elective course. In an in-person, small-class-size format (i.e., < 20), I emphasize practical applications of longitudinal data analyses from a structural equation modeling perspective. In addition to discussing concepts related to longitudinal methods and design, students learn how to clean and prepare data for analysis, model longitudinal data with *Mplus* software (e.g., traditional, fixed-effect, random-effect, and random-intercept cross-lagged panel models; measurement invariance testing; multiple-group modeling; longitudinal mediation; latent state-trait models), interpret output, and report analyses results. Students are evaluated based on concept question sets, application assignments, a final project written assignment, and a final project presentation.

† *Longitudinal Methods (CDE 598)*, SSFD, ASU

Description: This is a 3-credit hour, graduate-level, advanced elective course. In an in-person, small-class-size format (i.e., < 20), I emphasize practical applications of longitudinal data analyses from a structural equation modeling perspective. In addition to discussing concepts related to longitudinal methods and design, students learn how to prepare data for analysis, model longitudinal data with *Mplus* software (e.g., panel models with observed and latent variables, measurement invariance testing, latent growth models with time-invariant covariates), interpret output, and report analyses results. Students are evaluated based on homework assignments and a final project written assignment.

### **Undergraduate Courses Instructed**

\* *Social Statistics I (SOC 390)*, SSFD, ASU

Description: This is a 3-credit hour, undergraduate-level, introduction-to-statistics course that is required for many majors. In an in-person, small-class-size format (i.e., ≤ 40), I teach basic data analysis concepts and procedures used by researchers in the social sciences. We review ways of describing data (“descriptive statistics”) and focus on methods of testing hypotheses (“inferential statistics”; e.g., z-test, t-test, correlation, analysis of variance). Students learn how to perform statistical calculations by hand and how to execute and interpret results with statistical software (SPSS). Students are evaluated based on concept question sets, application assignments, in-class participation, and exams.

\* *Developmental Psychology (PGS 341)*, Department of Psychology, ASU

Description: This is a 3-credit hour, undergraduate-level, upper-division, elective course. In an in-person, small-class-size format (i.e., < 30), I introduce students to human development as described by psychological principles, theory, and research. I emphasize children’s social, emotional, and cognitive development. Students are evaluated based on exams and three writing assignments.

### **Guest Lectures and Panel Participation for Undergraduate- and Graduate-Level Courses**

October 21, 2020

*Guest Speaker: Challenges Experienced by Children in Low-income Countries*

Discovery Seminar: Exploring the Global Learning Crisis (LIA 194), The College of Liberal Arts and Sciences, ASU

September 30, 2020

*Work-Life Balance Panel Participant*

Professional Development (FAS 503), SSFD, ASU

March 12, 2018

*Work-Family Balance Panel Participant*

Professional Development (PSY 591), Department of Psychology, ASU

December 2, 2015

*Work-Life Balance Panel Participant*

Professional Development (FAS 503), SSFD, ASU

March 12, 2015

*Work-Life Balance Panel Participant*

Professional Development (PSY 591), Department of Psychology, ASU

April 21, 2008

*Guest Lecture: Friendships and Peer Groups*

Developmental Psychology (PGS 341), Department of Psychology, ASU

April 18, 2007

*Guest Lecture: Peer Relationships*

Developmental Psychology (PGS 341), Department of Psychology, ASU

### **Teaching Assistantships**

Summer 2006

*Abnormal Child Psychology (PGS 443)*

Department of Psychology, ASU

Summer 2005

*Social Psychology (PGS 350)*

Department of Psychology, ASU

### **Mentoring Notes and Legend**

- My role on committees for student milestone projects is to provide substantive expertise as well as guidance in design and data analysis, which often requires substantial time helping students plan, conduct, and interpret data analyses
- Dates of defenses (or “in progress” if they are actively working on milestone but not yet defended), students’ names, and students’ academic units are provided for mentorship on students’ committees
- Employment after graduation is listed for doctoral students who I chaired or co-chaired
- Dates of supervision/mentorship and students’ names are provided for other forms of mentorship
- Graduate students and postdoctoral fellows whom I mentor in research engage in
  - weekly, 45-to 60-minute, one-on-one meetings with me about development of professional goals; RA task assignments; progress on RA tasks and professional goals; time-management and emotional support; and development of scholarly products
  - weekly, full (including undergraduate and high school students [if applicable]) lab, email updates from me about our research projects’ priorities, progress, and products; student milestone accomplishments; and inspiration and tips
- I do not include supervision of teaching assistants

### **Mentoring Experience**

#### **Mentoring of Faculty Members, T. Denny Sanford School of Social and Family Dynamics**

##### *Formal Mentoring of Assistant or Associate Professors*

- Fall 2019-present – Dr. José Causadias
- Spring 2019-Summer 2020 – Dr. Megan Costa

##### *Informal Mentoring of Assistant Professors*

- Spring 2019-present – Dr. Connor Sheehan
- Spring 2018-present – Dr. Holly O’Rourke

#### **Chaired, Co-Chaired, or Directed Committees for Student Milestones**

##### *Doctoral Dissertation Chair or Co-Chair, ASU*

5. April 14, 2021, Jingyi Xu (Family and Human Development)
4. July 11, 2019, Danming An (Family and Human Development)
3. July 2, 2018, Ray E. Reichenberg (Family and Human Development)
2. April 6, 2018, Rebecca Berger (Family and Human Development)
1. October 31, 2016, Linlin Zhang (Family and Human Development)

*Comprehensive Examination Chair or Co-Chair, ASU*

5. in progress, Yen-Lin “Joyce” Lee (Family and Human Development)
4. in progress, Brandon Clifford (Family and Human Development)
3. January 8, 2020, Jingyi Xu (Family and Human Development)
2. November 27, 2017, Danming An (Family and Human Development)
1. March 16, 2015, Linlin Zhang (Family and Human Development)

*Undergraduate Student Honors Thesis Director, ASU*

1. April 2, 2018, Helen Mitiku (Biochemistry)

**Committee Memberships (Non-Chaired) for Student Milestones**

*Doctoral Dissertation External Examiner*

1. January 11, 2021, Will Hipson (Psychology, Carleton University, Canada)

*Doctoral Dissertation Committee Member, ASU*

9. June 5, 2019, Beatriz de Diego-Lázaro (Department of Speech and Hearing Sciences)
8. April 8, 2019, Maria Dalal Safa Pernet (Family and Human Development)
7. April 5, 2019, Danielle Seay (Family and Human Development)
6. July 13, 2017, Katherine Cheng (Family and Human Development)
5. June 24, 2014, Priscilla M. Goble (Family and Human Development)
4. March 31, 2014, Alicia Moss DiDonato (Family and Human Development)
3. April 9, 2012, Kimberly S. Burrola (Family and Human Development)
2. March 8, 2012, Bridget Granville Seeley (Educational Psychology)
1. June 1, 2011, Nicholas Bishop (Sociology)

*Comprehensive Examination Committee Member, ASU*

12. January 7, 2021, Longfeng Li (Family and Human Development)
11. December 12, 2019, Xiaoye Xu (Family and Human Development)
10. February 22, 2019, Eunjung Kim (Family and Human Development)
9. October 23, 2018, Sonya Xinyue Xiao (Family and Human Development)
8. April 19, 2018, Danielle Seay (Family and Human Development)
7. July 24, 2017, Ray E. Reichenberg (Family and Human Development)
6. June 14, 2017, Maria Dalal Safa Pernet (Family and Human Development)
5. April 12, 2017, Rebecca Berger (Family and Human Development)
4. July 1, 2015, Khaerannisa Cortes (Family and Human Development)
3. August 25, 2014, Naomi C. Z. Andrews (Family and Human Development)
2. September 16, 2013, Sue A. Rodríguez (Family and Human Development)
1. July 19, 2012, Priscilla M. Goble (Family and Human Development)

*Empirical Portfolio/Master’s Thesis Committee Member, ASU*

4. August 14, 2014, Yi Li (Psychology)
3. April 2, 2013, Khaerannisa Cortes (Family and Human Development)
2. October 4, 2011, Sara Seyed-Nozadi (Family and Human Development)
1. June 22, 2011, Idean Etekal (Family and Human Development)

*Undergraduate Student Honors Thesis Second Reader, ASU*

2. April 18, 2018, Lindsey Gorry (Sociology)
1. April 3, 2013, Lauren Aboud (English)

*Undergraduate Student Honors Thesis Third Reader, ASU*

3. March 27, 2013, Katherine Travis (Psychology)
2. April 6, 2011, Khaerannisa Cortes (Family and Human Development)
1. April 23, 2010, Tessa Frederick (Psychology)

**Mentoring of Students' Research and Professional Development**

*Primary Mentor for Postdoctoral Fellow, SSFD, ASU*

1. Fall 2016-Winter 2018, Dr. Megan Costa

*Supervisor/Co-Supervisor for Paid Graduate Student Research Assistant, SSFD, ASU*

7. Summer 2021-present, Yen-Lin "Joyce" Lee
6. Fall 2018-Spring 2020 and Summer 2021-present, Brandon Clifford
5. Summer 2018-Spring 2020, Jingyi Xu
4. Fall 2016-Spring 2019, Maria Dalal Safa Pernet
3. Fall 2014-Summer 2019, Danming An
2. Fall 2011-Fall 2016, Linlin Zhang
1. Spring 2011, Andrea Vest

*Supervisor for Volunteer Graduate Student Research Assistant, SSFD, ASU*

3. Fall 2017-Spring 2018, Jingyi Xu
2. Fall 2017-Spring 2018, Kimberly Mulder
1. Fall 2012-Spring 2016, Flóra Faragó

*Supervisor for Paid Undergraduate Supervised Research funded via the Barrett Honors College Bidstrup Foundation's Undergraduate Fellows Program, SSFD, ASU*

1. Spring 2018-Summer 2018, Sunomi Regmi

*Supervisor for Undergraduate Supervised Research Experience (FAS 390/499), SSFD, ASU*

17. Fall 2019, Jessica Guido
16. Fall 2019, Nathan Tesman
15. Spring 2018, Ashley Valley
14. Fall 2017, Helen Mitiku
13. Fall 2015, Lindsey Gorry
12. Spring 2015, Allison Dean
11. Spring 2015, Ashley England
10. Spring 2015, Caitlyn Giamarino
9. Spring 2015-Fall 2015, Joseph Muhlenkamp
8. Fall 2014, Abbey Pellino
7. Spring 2014-Fall 2014, Kari Eckert
6. Fall 2012-Spring 2013, Hafsa Ibrahim
5. Fall 2011-Spring 2012, Casiana Pascariu

4. Spring 2011-Fall 2011, Mrwah Ahmad
3. Spring 2011-Fall 2011, Brittany Walton
2. Spring 2011, Bianca Finocchiaro
1. Spring 2011, Camille Sitto

*Supervisor for Volunteer Post-Undergraduate Research Assistant, SSFD, ASU*

2. Fall 2013-Spring 2014, Hafsa Ibrahim
1. Fall 2013-Spring 2014, Aubrey Utter

*Supervisor for Volunteer Undergraduate Student Research Assistant, SSFD, ASU*

3. Fall 2017, Taylor Ryan
2. Spring 2016-Fall 2017, Lindsey Gorry
1. Spring 2016-Fall 2017, Joseph Muhlenkamp

*Supervisor for High School Senior Research Project Intern, SSFD, ASU*

1. Spring 2019, Jessica Guido (BASIS Peoria High School)

### **Mentoring of Graduate Students' Teaching-Related Activities**

*Supervisor for Graduate Student Worker, SSFD, ASU*

1. Summer 2017, Ray E. Reichenberg - Co-developed course content and assessments

### **General Mentoring**

*Faculty Mentor for Undergraduate Student, President Barack Obama Scholars Program, ASU*

1. Fall 2010-Spring 2011, Rosalva Santiago

### **Teaching and Mentoring Honors, Scholarships, and Awards**

#### **Received**

*The 2015-2016 Centennial Professorship Award (\$10,000)* - This award from the Associated Students of Arizona State University is aimed at recognizing engaged scholarship, emerging leadership, dedication to community service, and demonstration of student-centered practices. The award is an honor to the selected faculty, as well as a great benefit for their students because it provides further resources and opportunities for their students. Nomination was open to junior faculty throughout Arizona State University. I used \$5,000 of this award to fund a half-time graduate student for 8 weeks to help me assess and improve teaching materials for Social Statistics I (SOC 390). We completely revised lectures and in-class content, as well as created new assessments of students' learning. We improved content coverage, cognitive process expectations, and instructional practices based on the *Opportunities to Learn* framework. Our work was shared with faculty members teaching the course.

*The 2013-2014 The College of Liberal Arts and Sciences Zebulon Pearce Distinguished Teaching Award in Social Sciences* (\$1,830) - This award recognizes quality teaching in the College of Liberal Arts and Sciences at Arizona State University and was established in memory of Zebulon Pearce who graduated from Territorial Normal School at Tempe (now ASU) with teacher's credentials in 1899. It is the highest recognition of excellence of teaching in the College. Nomination was open to faculty of all ranks in The College.

ASU News story about award: <https://asunews.asu.edu/20140421-zebulon-pearce-distinguished-teaching-awards>

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## SERVICE

### Service Mission

The mission of my service activities is to facilitate diverse emerging scholars' exposure to, preparation for, and success in social science careers, as well as to improve students' and scholars' understanding and application of longitudinal quantitative methods.

### Service to the Profession

#### Professional Association Committee Member

*Outstanding Mentor Award Committee*, Society of Research on Adolescence

- 2019 – Developed review criteria; and evaluated and ranked the quality of 26 award nominees

*Early Career Outstanding Paper Committee*, American Psychological Association, Division 7 (Developmental Psychology)

- 2016 – Evaluated and ranked the quality of 9 publications of early career nominees

#### Editorial Board Member for Academic Journals

Consulting Editor, *Developmental Psychology*

- 2021 – in progress
- 2020 – 3 manuscript reviews
- 2019 – 11 manuscript reviews
- 2018 – 5 manuscript reviews
- 2017 – 9 manuscript reviews
- 2016 – 6 manuscript reviews

#### Ad hoc Reviewer for Academic Journals

1. *British Educational Research Journal* (1 review)
2. *Child Development* (13 reviews)
3. *Child Development Perspectives* (5 reviews)

4. *Cognition and Emotion* (1 review)
5. *Development and Psychopathology* (2 reviews)
6. *Developmental Psychobiology* (2 reviews)
7. *Developmental Psychology* (1 review)
8. *Early Childhood Research Quarterly* (2 reviews)
9. *Early Education & Development* (2 reviews)
10. *Emotion* (3 reviews)
11. *Infancy* (3 reviews)
12. *Infant and Child Development* (1 review)
13. *Infant Behavior and Development* (1 review)
14. *International Journal of Behavioral Development* (2 reviews)
15. *International Perspectives in Psychology: Research, Practice, & Consultation* (1 review)
16. *Journal of Abnormal Child Psychology* (2 reviews)
17. *Journal of Adolescence* (2 reviews)
18. *Journal of Adolescent Research* (1 review)
19. *Journal of Applied Developmental Psychology* (3 reviews)
20. *Journal of Child and Family Studies* (4 reviews)
21. *Journal of Clinical Child and Adolescent Psychology* (2 reviews)
22. *Journal of Experimental Child Psychology* (2 reviews)
23. *Journal of Genetic Psychology* (3 reviews)
24. *Journal of Research on Adolescence* (2 reviews)
25. *Journal of Social and Personal Relationships* (1 review)
26. *Journal of Special Education and Rehabilitation* (2 reviews)
27. *Learning and Individual Differences* (1 review)
28. *Merrill-Palmer Quarterly* (2 reviews)
29. *Motivation and Emotion* (2 reviews)
30. *Psychological Assessment* (1 review)
31. *Sex Roles* (2 reviews)
32. *Social Development* (22 reviews)

### **Book Proposal and Sample Chapter Reviewer**

2012

Finch, W. H., Jr., & French, B. F. (2015). *Latent variable modeling with R*. New York, NY: Routledge

2012

Newsom, J. T. (2015). *Longitudinal structural equation modeling: A comprehensive introduction*. New York, NY: Routledge



## **Grant Reviewer**

*Czech Science Foundation*

*Netherlands Organisation for Scientific Research-Social Sciences and Humanities Board*

*United States-Israel Binational Science Foundation*

*Israel Science Foundation*

## **Professional Conference Proposal Reviewer**

*Society for Research in Child Development's Developmental Methods Conference*

- 2011 – evaluated and made acceptance recommendations for 8 conference proposals

## **Service to the University**

### **Panelist, ASU**

March 10, 2021

*ASU Graduate Student Networking Event (72 attendees)*

Faculty representative for STEM discipline work in academic settings at networking event co-hosted by Graduate & Professional Student Association, Career & Professional Development Services, and The Graduate College

July 20, 2020

*Launching a Career in the Great Recession (≈ 100 attendees)*

Inaugural Event for the Career Navigators Programming Initiative for ASU doctoral students, Graduate College, ASU

Story about panel on *ASU's The Graduate Insider*:

<https://graduate.asu.edu/blog/professional-development-and-events/grad15-4-tips-for-finding-a-job-during-a-recession-for-graduate-students>

### **Statistical Advising, ASU**

Providing instruction and advice regarding analytic strategies, model specification, estimation trouble-shooting, and results interpretation to support the research of ASU's faculty and students from academic units across the university.

## Service to the College

### Committee Member, The College of Liberal Arts and Sciences

#### *Data Science Steering Committee*

- Fall 2020-present – revised the BS degree behavioral sciences track for on-campus/immersion modality to reflect current course offerings, identified course offering needs to expand degree to online modality, discussed annual management of the program, and generated descriptions of the track for academic advisors
- Fall 2018 – developed a proposal for an interdisciplinary BS degree in Data Science for undergraduates from the natural and social sciences; and co-created the behavioral sciences track proposal

## Service to the Academic Unit

### Panels

May 19, 2021

*Panel Participant for Research on Childhood Discussion*

Summer Undergraduate Program for Engaging with Research, SSFD, ASU

March 31, 2021

*Panel Participant for Promotion & Tenure Experience and Advice Workshop*

Junior Faculty, SSFD, ASU

May 22, 2018

*Panel Moderator and Participant for Research Careers in Academia Discussion*

Summer Undergraduate Program for Engaging with Research, SSFD, ASU

### Committee Member, T. Denny Sanford School of Social and Family Dynamics (SSFD)

#### *Postdoctoral Research Fellows for the Children's Equity Project (CEP) Search Committee*

- Spring 2019

#### *Faculty Mentoring Committee*

- Spring 2018

#### *Tenure-Track Personnel Committee*

- Fall 2018-Spring 2019
- Fall 2017-Spring 2018

#### *Postdoctoral Research Fellow for the Diversity and Inclusion Science Initiative Search Committee*

- Fall 2017-Spring 2018

*Diversity and Inclusion Science Initiative (DISI) Undergraduate Research Mentoring Committee*

- Fall 2018-Spring 2019
- Fall 2016-Summer 2018

ASU Now story about SUPER: <https://asunow.asu.edu/20181009-beyond-undergrad-putting-graduate-school-reach-underrepresented-students>

*Assistant Professor Children's Social Networks Search Committee*

- Fall 2015

*Speaker Series Committee*

- Spring 2015-Fall 2015

*Graduate Committee for the Ph.D. Program in Family and Human Development (FHD)*

- Spring 2021
- Fall 2016-Spring 2017
- Fall 2015-Spring 2016
- Fall 2014-Spring 2015
- Fall 2013-Spring 2014

*Undergraduate Programs Committee*

- Fall 2012-Spring 2013

*Assistant Professor Innovative Methodology Search Committee*

- Fall 2012-Spring 2012

*Postdoctoral Research Fellow for the Measurement and Statistical Analysis Specialization Search Committee*

- Spring 2012

*Professional Development Conference for Undergraduates Interested in Graduate Training in Family and Child Sciences*

- Fall 2011

*Planning Committee for Measurement and Statistical Analysis (MASA)*

- Spring 2021-present
- Fall 2019
- Summer 2018-Spring 2019
- Spring 2018-Summer 2018
- Fall 2013-Spring 2014
- Fall 2010-Spring 2011

### **Committee Member, Department of Psychology**

#### *Psychology Colloquium Series Committee (Graduate Student Representative)*

- Fall 2008-Spring 2009

#### *Developmental Psychology Graduate Recruitment and Admissions – Graduate Student Committee*

- Fall 2007-Spring 2008

#### *Professional Development Series Planning Committee*

- Fall 2007-Spring 2008

### **Service to the Local and International Community**

#### **International Community Presentations**

3. **Eggum, N. D.** (2009, July). *Resiliency in Uganda*. Presentation for Hope 4 Kids International outreach team members, Tororo, Uganda.
2. **Eggum, N. D.** (2008, June). *Resiliency in Uganda*. Presentation for True Vine Team Ministries staff and Smile Africa Ministries staff, Tororo, Uganda.
1. **Eggum, N. D.** (2008, June). *Resiliency in Uganda*. Presentation for Hope 4 Kids International outreach team members and staff, Tororo, Uganda.

#### **Invited Local Community Presentations**

3. **Eggum-Wilkens, N. D.** (2014, February). *Uganda: The people, issues, and socio-emotional research in The Pearl of Africa*. A series of three guest lectures for students at Pinnacle High School, Phoenix, AZ.
2. **Eggum, N. D.** (2012, May). *The career path of a social scientist*. Presentation for students at Littleton Elementary School, Avondale, AZ.
1. **Eggum, N. D.** (2007, June). *Practical parenting*. Presentation for staff and residents of La Mesita Homeless Shelter, Mesa, Arizona.

#### **Other Service Activities**

2020-present

Psychology Student-Mentor Connection, Department of Psychology, Arizona State University (Tempe, AZ)

- Serve as an ASU Psychology Alumni mentor for current students in Psychology at ASU

2013

Pasadena Neighborhood Association (Phoenix, AZ)

- Assisted in writing a grant proposal funded by the City of Phoenix to obtain equipment for crime prevention and graffiti removal

2006-2009

United Methodist Outreach Ministries New Day Center (Phoenix, AZ)

- Read to children at homeless shelter through the Read-to-Me Program to promote children's literacy and social support
- Participated in activities for shelter residents (e.g., back-to-school block party) to provide material support and encouragement to children
- Coordinated holiday donations to provide gifts for shelter residents

2003-present

Hope 4 Kids International (Kenya; Uganda; Namibia)

- Provide support for Ugandan orphans' boarding school, healthcare, and food
- Sponsored hospital and prison outreach program serving East Uganda
- Delivered medical supplies, clothing, and food to Ugandan hospitals and villages
- Remodeled housing for Namibian orphans
- Donated curriculum, educational materials, and textbooks to Ugandan schools
- Developed educational materials regarding HIV/AIDS, abuse, parenting, and child development for True Vine Team Ministries and the Early Child Development Program

2003

Mental Health Association of Arizona (Scottsdale, AZ)

- Developed strategies for recruiting and retaining volunteers for programs aimed at supporting mental health of AZ residents
  - Conducted statistical analyses to document effectiveness of the Suicide Prevention Program
  - Replied to queries for the Information and Referral Department to support the mental health needs of callers
  - Assisted staff during monthly events to educate and provide social support to individuals with mental illness
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## PROFESSIONAL ASSOCIATION MEMBERSHIPS

American Psychological Association

Division 5 – Quantitative and Qualitative Methods (formerly Evaluation, Measurement, and Statistics)

Division 7 – Developmental Psychology

Arizona State University Faculty Women's Association

Heterodox Academy (HxA)

International Society for the Study of Behavioural Development

Society for Research in Child Development

Society for Research on Adolescence

## PROFESSIONAL DEVELOPMENT ACTIVITIES

May 27, 2021

*The Alignment Method for Multiple Group Confirmatory Factor Analyses in Mplus: Applications for Cross-cultural Research* – Webinar instructed by W. Andrew Rothberg

May 18, 2021

*Artificial Intelligence Foundations: Machine Learning*, LinkedIn Learning

May 10, 2021

*Tableau Essential Training*, LinkedIn Learning

May 4, 2021

*SQL Essential Training*, LinkedIn Learning

May 3, 2021

*Learning Python*, LinkedIn Learning

April 28 and 29, 2021

*Presenting Data Effectively: A 4-step Data Visualization Process* – Webinar instructed by Stephanie Evergreen and sponsored by USAID Research Technical Assistance Center

Fall 2019-present

*Formal Faculty Mentoring by Prof. Laura Hanish*, T. Denny Sanford School of Social and Family Dynamics, ASU, Tempe, AZ

July 13, 2018

*Canvas (Learning Management System) Introduction Training* – Webinar instructed by ASU's University Technology Office, ASU, Tempe, AZ

February 22, 2018

*Leadership and Collaboration across the Disciplines*, Faculty Women's Association Leadership Summit, ASU, Tempe, AZ

February 15, 2018

*The Yellow Brick Road to Leadership*, Commission on the Status of Women Leadership Series, ASU, Tempe, AZ

September 11, 2017

*Diversity & Recruitment Training and Certification for Faculty and Academic Personnel Searches*, Office of the University Provost, ASU, Tempe, AZ

April 20, 2017

*Intensive Longitudinal Data Analysis Using Mplus* – Webinar instructed by Bengt Muthén, Tihomir Asparouhov, and Ellen Hamaker, *Mplus*

March 24, 2017

*Teaching Statistics and Quantitative Methods into the 21<sup>st</sup> Century* – 1-day web conference sponsored by Peabody College Vanderbilt University, APA Division 5, and Society for Multivariate Experimental Psychology

March 20, 2017

*Rules for Communicating Technical Material and Working with Lay Audience* – Instructed by Roy Levy, ASU, Tempe, AZ

August 26, 2016

*Kids at Hope - Module 1 Training* (a strategic, cultural framework designed to engage entire communities to support success for all children, no exceptions), 3.5-hour online course

February 16, 2016

*Academic Motherhood Workshop*, sponsored by the ASU Center for Indian Education, Office of Inclusion and Community Engagement, the ASU Faculty Women's Association, and the ASU Commission on the Status of Women, ASU, Tempe, AZ

December 4-6, 2013

*Introduction to Finite Mixture Models Workshop* – Instructed by Jeffrey R. Harring, The Center for Integrated Latent Variable Research at the University of Maryland, College Park, MD

May 14-18, 2012

*Models for Continuous and Limited Dependent Variables Using R Workshop* – Instructed by Rodolfo Espino, ASU, Tempe, AZ

October 20, 2011

*Negotiations: Women Don't Ask but They Should*, Faculty Women's Association, ASU, Tempe, AZ

September 8-9, 2011

Selected participant for *Summer Institute on Innovative Methods: The Multiphase Optimization Strategy* (MOST - a framework for optimizing and evaluating multi-component behavioral interventions for prevention or treatment) – Instructed by Linda Collins and sponsored by The Pennsylvania State University's Methodology Center and the National Institute on Drug Abuse, Bethesda, MD

June 28-July 1, 2011

*Modeling Diary Data with Hierarchical Linear Models Workshop* – Instructed by Jean-Philippe Laurenceau and Niall Bolger, University of Massachusetts, Amherst, MA

May 24, 2011

*Bayesian Analysis Using Mplus Workshop* – Instructed by Bengt Muthén and Tihomir Asparouhov, University of Connecticut, Storrs, CT

May 25-26, 2011

*Modern Modeling Methods Conference*, University of Connecticut, Storrs, CT

June 21-25, 2010

*Dyadic Data Analysis Workshop* – Instructed by David A. Kenny and Tessa V. West, University of Connecticut, Storrs, CT

February 24, 2010

*Panel Discussion: Balancing Life in Academia with Personal Relationships and Family*, Faculty Women's Association, ASU, Tempe, AZ

Fall 2006

*Grant Writing/Professional Development Course (PSY 591)*, Department of Psychology, ASU, Tempe, AZ

2004-2009

*Professional Development Workshop Series*, Developmental Psychology, ASU, Tempe, AZ

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## **RELATED PROFESSIONAL EXPERIENCE**

2003-2004

Mental Health Association of Arizona, *Advocacy Specialist*

- Educated state legislators and mental health service consumers about mental health issues
- Implemented Voter Empowerment Campaign strategies to encourage registration and voting
- Coordinated and attended Mental Health Insurance Parity Coalition meetings aimed at improving mental health insurance through legislation
- Researched and developed position papers pertaining to mental health legislation
- Served on and executed directives of Public Policy Committee
- Attended conferences pertaining to clinical treatment and juvenile justice
- Participated in meetings for Protecting Arizona's Families Coalition (PAFCO) and Arizona Bridge to Independent Living (ABIL) aimed at advocating for legislation to fund social programs