

Crystal I. Bryce
Arizona State University
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EDUCATION

- Ph.D., Family and Human Development 2015
Specialization: Measurement and Statistical Analysis
Arizona State University
- M.A., Educational Psychology – School Psychology 2011
Arizona State University
- B.A., Psychology, *Summa Cum Laude* 2009
Arizona State University

PROFESSIONAL EXPERIENCE

- Assistant Clinical Professor, Arizona State University July 2016-present
The Sanford School
Director of Undergraduate Student Affairs, Undergraduate Internship Director
- Postdoctoral Scholar, Arizona State University
The Sanford School Aug. 2015-June 2016
The Institute for Interdisciplinary Salivary Bioscience Research July 2015-Jan. 2016
- Graduate Intern, Arizona State University Dec. 2013–May 2015
Institute for Interdisciplinary Salivary Bioscience Research
- Graduate Research Associate, Arizona State University Aug. 2009–May 2015
Autism Lab, Kindergarten Project, Sanford Harmony Program

PUBLICATIONS

Published Refereed Manuscripts (* indicates student or ** post-doctoral author at time of preparation)

22. Riis, J. L., ** Ahmadi. H., * Silke, O., Granger, S. M., **Bryce, C. I.**, & Granger, D. A. (*in press*).
Cytomegalovirus IgG titers in saliva: Relation to measures of oral inflammation, blood
contamination, and saliva flow rate and correspondence with serum titers and status. *Frontiers in
Immunology; Viral Immunology*.
21. Francis, L. A., Rollins, B. Y., **Bryce, C. I.**, & Granger, D. A. (2020). Biobehavioral Dysregulation
and its Association with Obesity and Severe Obesity Trajectories from 2 to 15 years of age.
Obesity, 23, 831- 839. doi.org/10.1002/oby.22762
5-year impact factor: 4.505

20. **Bryce, C. I.**, *Alexander, B. L., *Fraser, A.M., & Fabes, R. A. (2020). Dimensions of Hope in Adolescence: Relations to Academic Functioning and Well-being. *Psychology in the Schools*, 57, 171-190. doi: 10.1002/pits.22311
5-year impact factor: 1.738
19. Riis, J. L., **Bryce, C. I.**, Stebbins, J. L., & Granger, D.A. (2020). Salivary total Immunoglobulin G as a surrogate marker of oral immune activity in salivary bioscience research. *Brain, Behavior, & Immunity – Health*, 1, 100014. doi.org/10.1016/j.bbih.2019.100014
18. Taylor, M., **McLean, L., **Bryce, C. I.**, Abry, T., & *Granger, K. L. (2019). The influence of multiple life stressors during teacher training on burnout and career optimism in the first year of teaching. *Teaching and Teacher Education*, 86, 102910. doi.org/10.1016/j.tate.2019.102910
5-year impact factor: 3.218
17. **Bryce, C. I.**, Bradley, R. H., Abry, T., Swanson, J. & Thompson, M. S. (2019). Parents' and teachers' academic influences, behavioral engagement, and first- and fifth-grade achievement. *School Psychology*, 34(5), 492-502. doi:10.1037/spq0000297
5-year impact factor: 3.317
16. Berlin, L. J., Martoccio, T. L., **Bryce, C. I.**, & Harden, B. J. (2019). Improving infants' stress-induced cortisol regulation through attachment-based intervention: A randomized controlled trial. *Psychoneuroendocrinology*, 103, 225-232. https://doi.org/10.1016/j.psyneuen.2019.01.005.
5-year impact factor: 5.183
15. **Bryce, C. I.**, Goble, P., Swanson, J., Fabes, R. A., Hanish, L. D., & Martin, C. L. (2018). Kindergarten school engagement: Linking early temperament and academic achievement at the transition to school. *Early Education and Development*, 29, 780-796.
https://doi.org/10.1080/10409289.2017.1404275
5-year impact factor: 1.710
14. *Rodriguez, K. E., **Bryce, C. I.**, Granger, D. A., & O'Haire, M. E. (2018). The effect of a service dog on salivary cortisol awakening response in a military population with Posttraumatic Stress Disorder. *Psychoneuroendocrinology*, 98, 202-210. https://doi.org/10.1016/j.psyneuen.2018.04.026
5-year impact factor: 5.183
13. Riis, J. L., **Bryce, C. I.**, Hand, T., Bayer, J., Matin, M. J., Stebbins, J.L., Kornienko, O., Segal, S. S., *van Huisstede, L., & Granger, D.A. (2018). The validity, stability, and utility of measuring uric acid in saliva: A salivary bioscience-biobehavioral research interface. *Biomarkers in Medicine*, 6, 583-593. doi: 10.2217/bmm-2017-0336
5-year impact factor: 2.300
12. Quas, J. A., *Castro, A., **Bryce, C. I.**, & Granger, D. A. (2018). Stress physiology and memory for emotional information: Moderation by individual differences in pubertal hormones. *Developmental Psychology*, 54, 1606-1620. http://dx.doi.org/10.1037/dev0000532
5-year impact factor: 4.653

11. Abry, T., *Granger, K. L., **Bryce, C. I.**, Taylor, M., Swanson, J., & Bradley, R. H. (2018). First grade classroom-level adversity: Associations with teaching practices, academic skills, and executive functioning. *School Psychology Quarterly*, *33*, 547-560. doi:10.1037/spq0000235
5-year impact factor: 3.317
10. Haufler, A. J., Lewis, G. F., Davila, M. I., Westhelle, F., Gavrilis, J., **Bryce, C. I.**, Kolacz, J., Granger, D. A., & McDaniel, W. (2018). Biobehavioral insights into adaptive behavior in complex and dynamic operational settings: Lessons learned from the Soldier Performance and Effective, Adaptable Response task. *Frontiers of Medicine*, *4*, 217. doi: 10.3389/fmed.2017.00217
5-year impact factor: not available
9. Winchester, S. B., Sullivan, M. C., Roberts, M. B., **Bryce, C. I.**, & Granger, D. A. (2018). Long-term effects of prematurity, cumulative medical risk, and proximal and distal social forces on individual differences in diurnal cortisol at young adulthood. *Biological Research for Nursing*, *20*, 5-15. doi: 10.1177/1099800417718955
5-year impact factor: 1.626
8. Sullivan, M. C., Winchester, S. B., **Bryce, C. I.**, & Granger, D. A. (2017). Prematurity and perinatal adversity effects hypothalamic-pituitary-adrenal axis reactivity to social evaluative threat in adulthood. *Developmental Psychobiology*, *59*, 976-983. doi: 10.1002/dev.21570
5-year impact factor: 2.561
7. Riis, J. L., **Bryce, C. I.**, Ha, T., Hand, T., Stebbins, J. L., Matin, M., Jaedicke, K.M., & Granger, D. A. (2017). Adiponectin: Serum-saliva associations and relations with oral and systemic markers of inflammation. *Peptides*, *91*, 58-64. doi: 10.1016/j.peptides.2017.03.006
5-year impact factor: 2.575
6. Abry, T., **Bryce, C.I.**, Swanson, J., Bradley, R. H., Fabes, R. A., & Corwyn, R. F. (2017). Concurrent and longitudinal relations between classroom-level adversity and children's social-emotional and academic development in elementary school. *Developmental Psychology*, *53*, 497-510. doi: 10.1037/dev0000268
5-year impact factor: 4.653
5. *Thomas, J. C., Letourneau, N., **Bryce, C. I.**, Campbell, T. S., Giesbrecht, G.F., & APrON Study Team (2017). Biological embedding of perinatal social relationships in infant stress reactivity. *Developmental Psychobiology*, *59*, 425-435. doi: 10.1002/dev.21505
5-year impact factor: 2.575
4. Goble, P., Eggum-Wilkens, N.D., **Bryce, C.I.**, Foster, S.A., Hanish, L. D, Martin, C.L., & Fabes, R.A., (2017). The transition from preschool to first grade: A transactional model of development. *Journal of Applied Developmental Psychology*, *49*, 55-67. doi: 10.1016/j.appdev.2017.01.007
5-year impact factor: 2.458
3. Giesbrecht, G., **Bryce, C. I.**, Letourneau, N., Campbell, T., Granger, D. A., & APrON Study Team (2015). Latent trait cortisol (LTC) during pregnancy: Composition, continuity, change, and concomitants. *Psychoneuroendocrinology*, *62*, 236-243. doi: 10.1016/j.psyneuen.2015.08.009

5-year impact factor: 5.183

2. **Bryce, C. I., & Jahromi, L. B.** (2013). Brief report: Compliance and non-compliance to parental control strategies in children with high functioning autism and their typical peers. *Journal of Autism and Developmental Disorder*, 43, 236-243. doi: 10.1007/s10803-012-1564-2
5-year impact factor: 4.503
1. Jahromi, L. B., **Bryce, C. I.**, & Swanson, J. (2013). The importance of self-regulation for the school and peer engagement of children with high-functioning autism. *Research in Autism Spectrum Disorders*, 7, 235-246. doi: 10.1016/j.rasd.2012.08.012
5-year impact factor: 2.665

Book Chapters

3. Riis, J. L., Chen, F., Dent, A., Laurent, H., & **Bryce, C. I.** (2020). Analytic Strategies and Tactics in Salivary Bioscience. In M. K. Taylor & D. A. Granger (Eds.) *Salivary Bioscience - Foundations of Interdisciplinary Saliva Research and Applications* (pp. 49-86). New York; Springer.
2. Haufler, A. J., Lewis, G. F., Davila, M. I., Westhelle, F., Gavrilis, J., **Bryce, C. I.**, Kolacz, J., Granger, D. A., & McDaniel, W. (2020). Biobehavioral insights into adaptive behavior in complex and dynamic operational settings: Lessons learned from the Soldier Performance and Effective, Adaptable Response task. In R. Drury, J. P. Ginsberg, S. W. Porges, & J. F. Thayer (Eds.), *Heart rate variability, health and well-being: A systems perspective* (pp. 112-125). Frontiers Media SA.
*journal article was reprinted in a book.
1. **Bryce, C. I.**, Goble, P., Swanson, J., Fabes, R. A., Hanish, L. D., & Martin, C. L. (2019). Kindergarten school engagement: Linking early temperament and academic achievement at the transition to school. In C. L. Smith & D. J. Bridgett (Eds.), *Moving forward in the study of temperament and early education outcomes* (pp. 162-178). New York. NY: Routledge.
*journal article was reprinted in a book.

Encyclopedia Entries

2. Jahromi, L.B. & **Bryce, C. I.** (2012). Short-term memory. In F. R. Volkmar (Ed.) *The Encyclopedia of Autism Spectrum Disorders*. New York: Springer.
1. Jahromi, L.B. & **Bryce, C. I.** (2012). Temperament and Atypical Behavior Scale Screener (TABS Screener). In F. R. Volkmar (Ed.) *The Encyclopedia of Autism Spectrum Disorders*. New York: Springer.

Manuscripts under Review (* indicates graduate student author at time of preparation)

Bryce, C. I., *Fraser, A. M., Fabes, R. A., & *Alexander, B. L. The role of hopeful thinking in college retention. *Manuscript under review*

*Fraser, A. M., **Bryce, C. I.**, *Alexander, B. L., & Fabes, R. A. Hope, school stress, and academic achievement across the transition to high school. *Manuscript under review*.

*Alexander, B. L., Abry, T., Callina, K. S., **Bryce, C. I.**, & Fabes, R. A. Measuring adolescent hope in the educational context. *Manuscript under review*.

Hanish, L. D., Martin, C. L., *Cook, R., DeLay, D., Lecheile, B., Fabes, R. A., Goble, P., & **Bryce, C. I.**, Building integrated peer relationships in classrooms: The potential of buddies. *Manuscript under review*.

*Fraser, A. M., Stockdale, L. A., **Bryce, C. I.**, & *Alexander, B. L. Young adults media habits, concern for themselves and others, and mental health in the era of COVID-19. *Manuscript under review*.

Manuscripts in Progress (* indicates student or **post-doctoral author at time of preparation)

Bryce, C. I., *Fraser, A. M., *Alexander, B. L., & Fabes, R. A. Hope predicting achievement: The mediating role of academic experiences among high school students. *Manuscript in preparation*.

Bradley, R. H., & **Bryce, C. I.** The Role of Parents in Reducing Academic, Health and Behavioral Problems for Native American, African American and Latinx Adolescents. *Manuscript in preparation*.

Sullivan, M. C., D'Agata, A., **Bryce, C. I.**, & Granger, D. A. Salivary cortisol and alpha-amylase reactivity and regulation to social evaluative threat in preterm infants at 23 years. *Manuscript in preparation*.

Riis, J. L., **Ahmadi, H., **Hamilton, K. R., **Bryce, C. I.**, & Granger, D. A. The repeatability intra-class correlation and salivary bioscience data. *Manuscript in preparation*.

Popular Press Publications

4. **Bryce, C. I.** & Duggan, M. A. (March, 2014). Learning through play. *Raising Arizona Kids*. Available at: <http://www.raisingarizonakids.com/2014/03/learning-play/>

3. Duggan, M.A. & **Bryce, C. I.** (December, 2013). A parent's guide to tech gifts, from tots to pre-teens. *Raising Arizona Kids*. Available at: <http://www.raisingarizonakids.com/2013/12/parents-guide-tech-gifts-tots-pre-teens/>

2. **Bryce, C. I.** & Duggan, M. A. (August, 2013). Starting school successfully. *Raising Arizona Kids*. Available at: <http://www.raisingarizonakids.com/2013/07/starting-school-successfully/>

1. **Bryce, C. I.** & Duggan, M.A. (March 2013). Kindergarten "redshirting": Gift of time or ivy-league insurance? *Raising Arizona Kids*. Available at: <http://www.raisingarizonakids.com/2013/03/kindergarten-redshirting-gift-of-time-or-ivy-league-insurance/>

Technical Reports

3. *Fraser, A. M., **Bryce, C. I.**, & *Alexander, B. L. (August, 2019). *Saddle Mountain Unified School District (2018-2019): Hope, psychological well-being, and academic achievement*.

2. **Bryce, C. I.**, Abry, T., Sechler, C., * Alexander, B. (December, 2018). *Spring 2018 hope data report for Saddle Mountain Unified School District.*

1. The Hope Team (April, 2018). *The Hope Project Report* Prepared for Saddle Mountain Unified School District.

PRESENTATIONS (* indicates student or post-doctoral author at time of preparation; ^a denotes a practitioner conference, ^b denotes community partner)

28. *Silke, O., Granger, D.A., Bryce, C. I., Ahmadi, H., Granger, S. A.,* Riis, J. L. (2020, April). *Correspondence between cytomegalovirus IgG titers in saliva and serum.* Poster presentation to be given at the Annual Meeting of the American Psychosomatic Society, Long Beach, CA (Conference Canceled).
26. **Bryce, C. I.**, * Alexander, B., *Fraser, A.M., & Fabes, R. (2020, Apr 17 - 21) *Hope as a Predictor of Adolescent Academic Functioning and Well-Being* [Paper Session]. AERA Annual Meeting San Francisco, CA <http://tinyurl.com/sf6xtv9> (Conference Canceled)
25. *Fraser, A.M., **Bryce, C. I.**, * Alexander, B. & Fabes, R. (2020, Apr 17 - 21) *A Student-Centered Approach to Understanding Rising and Falling Hope Trajectories and Associated Outcomes* [Paper Session]. AERA Annual Meeting San Francisco, CA <http://tinyurl.com/ssto4bq> (Conference Canceled)
27. **Bryce, C. I.**, ^bMiller, R., & ^bTighe, P. (2020, March). *The power of why.* Presentation at the Arizona State University (ASU) Social Embeddedness Network Conference, Tempe, Arizona.
24. ^bLarsen, W. & **Bryce, C. I.** (2019, December). *Creating a culture of hope: Believing, connecting, time traveling.* Presentation at the 2nd Annual Early Childhood Social-Emotional Learning Conference^a, Phoenix, Arizona.
23. **Bryce, C. I.**, Place, R., Gordish-Dressman, H., Visich, P., Hoffman, E., Walker, S. O., Riis, J. L., & Granger, D. A. (2019, March). *Salivary uric acid: Relation to body composition in middle childhood.* Poster presented at the Institute for Interdisciplinary Salivary Bioscience Research Virtual Salivary Bioscience Conference.
22. Hanish, L. D., DeLay, D., Martin, C. L., Lecheile, B., Goble, P., Fabes, R. A., **Bryce, C. I.**, *Cook, R. (2019, March). *Building relationships: Effects of a teacher-directed, peer-pairing intervention on children's peer networks.* Paper presented at the biennial meeting of the Society for Research in Child Development, Baltimore, Maryland.
21. Abry, T., * Alexander, B. L., *Janssen, J., **Bryce, C. I.**, & Fabes, R.A. (2019, March). *Cumulative hope: An examination of hope assets and developmental outcomes and contexts among adolescent youth.* Poster presented at the biennial meeting of the Society for Research in Child Development, Baltimore, Maryland.

20. *Janssen, J., *Alexander, B. L., Abry, T., & **Bryce, C. I.** (2019, March). *A mixed methods examination of students' hopeful future expectations in STEM careers*. Poster presented at the biennial meeting of the Society for Research in Child Development, Baltimore, Maryland.
19. *Alexander, B. L., Abry, T., **Bryce, C. I.**, & Fabes, R. A. (2019, March). Measurement invariance in the children's hope scale. Poster presented at the biennial meeting of the Society for Research in Child Development, Baltimore, Maryland.
18. Rollins, B., **Bryce, C. I.**, Granger, D. A., and Francis, L. (2018, November). *A childhood BMI trajectory characterized by accelerated weight gain is associated with lower awakening cortisol in adolescence*. Paper for oral presentation, Annual meeting of the American Public Health Association, San Diego, CA.
17. Rollins, B. R., **Bryce, C. I.**, Granger, D. A., & Francis, L. A., (2018, September). *Low awakening cortisol is associated with severe obesity, cumulative risk, and protective factors in childhood*. Poster presented at the International Society of Psychoneuroendocrinology, Irvine, California.
16. Sullivan, M.C., **Bryce, C. I.**, & Granger, D. A. (2018, September). *Salivary cortisol and alpha-amylase reactivity and regulation in preterm infants at 23 years*. Poster presented at the International Society of Psychoneuroendocrinology, Irvine, California.
15. *Rodriguez, K.E., **Bryce, C.I.**, Granger, D.A., & O'Haire, M.E. (2018, March). *Efficacy of psychiatric service dogs for PTSD: Physiological effects in a population of military veterans with PTSD*. Poster presented at the Purdue University Health and Disease: Science, Technology, Culture, and Policy Research Poster Session. West Lafayette, IN, USA.
 **Poster won third place in the "Prevention and Wellness" category of the graduate student poster competition
14. *Rodriguez, K.E., **Bryce, C.I.**, Granger, D.A., & O'Haire, M.E. (2018, February). *The psychophysiological effects of psychiatric service dogs in a population of military veterans with PTSD*. Poster presented at the Purdue University Society of Sigma Xi Annual Poster Competition. West Lafayette, IN.
 **Poster won first place in the "Behavioral and Social Sciences" category and was selected for presentation at the 2018 Sigma Xi annual awards banquet
13. **Bryce, C. I.**, Swanson, J., Goble, P., Fabes, R. A., Hanish, L. D., & Martin, C. L. (2017, April). *Associations among early temperament, emotional and behavioral school engagement, and achievement across the transition to school*. Poster presented at the biennial meeting of the Society for Research in Child Development, Austin, Texas.
12. Abry, T., *Granger, K. L., **Bryce, C. I.**, Taylor, M., Swanson, J., Fabes, R. A., & Bradley, R. H. (2017, April). *Collective student adversity in the first-grade classroom and indirect effects on student learning via teacher practices*. Poster presented at the biennial meeting of the Society for Research in Child Development, Austin, Texas.

11. Segal, S., Kornienko, O., *Seay, D., **Bryce, C. I.**, *Van Huisstede, L., & Granger, D. A. (2015, November). *Stabile trait-like individual differences in salivary uric acid (sUA): Relations to gender and body mass index*. Poster presented at the annual meeting of the International Society of Psychoneuroendocrinology, Edinburgh, Scotland.
10. **Bryce, C. I.**, Abry, T., & Bradley, R. H. (2015, March). *Classroom instructional and emotional support: Examining thresholds of classroom quality across the elementary years*. Poster presented at the biennial meeting of the Society for Research in Child Development, Philadelphia, PA.
9. Abry, T., **Bryce, C. I.**, Bradley, R. H., Swanson, J., Fabes, R. A., & Corwyn, R.F. (2015, March). *Classroom-level adversity: Concurrent, longitudinal, and differential relations with socially adaptive and maladaptive behaviors*. Poster presented at the biennial meeting of the Society for Research in Child Development, Philadelphia, PA.
8. Abry, T., Swanson, J., **Bryce, C. I.**, Taylor, M., & Bradley, R. H. (2015, March). *Classroom-level adversity, externalizing behavior, and achievement: Direct and indirect associations in first grade*. Poster presented at the biennial meeting of the Society for Research in Child Development, Philadelphia, PA.
7. **Bryce, C. I.**, Field, R. D., Martin, M. S., Thompson, M. S., & Hanish, L.D. (2013, April). *Measurement invariance and same-sex aggression: A look at equivalent construct measurement between boys and girls*. Poster presented at the 2013 Society for Research in Child Development Biennial Meeting, Seattle, WA.
6. **Bryce, C. I.**, Swanson, J., Fabes, R. A., Hanish, L.D., & Martin, C. L. (2013, April). *School engagement as a mediator linking home, temperament, and peers to academic outcomes among low-income Latino kindergartners*. Poster presented at the 2013 Society for Research in Child Development Biennial Meeting, Seattle, WA.
5. Goble, P., Foster, S.A., **Bryce, C.I.**, Hanish, L. D., Eggum, N. D., Martin, C.L., & Fabes, R.A., (2013, April). *The transition to school: Children's social interaction skills and academic achievement*. Poster presented at the 2013 Society for Research in Child Development Biennial Meeting, Seattle, WA.
4. Gaias, L. M., Swanson, J., **Bryce, C. I.**, Abry, T., Bradley, R. H., Duggan, M. A., Fabes, R. A., Indorf, A. L. F., & Raymer, C. N. (2013, January). *Moderated relations among daily hassles, temperament, and empathy in pre-service teachers*. Poster presented at the Occasional Temperament Conference, Salt Lake City, UT.
3. Sallquist, J., Gaertner, B. M., Goble, P. M., **Bryce, C. I.**, & Manaster, H. L. (2012, April). *Early Childhood SHP: The Buddy Study*. In C. L. Martin (Chair), *Improving relationships between girls and boys: Preliminary findings from the Sanford project*. Symposium conducted at the meeting of the Gender Development Research Conference, San Francisco, CA.
2. **Inglese, C.** & Jahromi, L. B. (2009, October). *Preschoolers' temperament scores as a predictor of the core deficits of autism*. Poster presented at meeting of the Arizona Psychological Association (AZPA). Fountain Hills, AZ.

1. Schuhert, S. & **Inglese, C.** (2007, November). *Engaging students with disabilities*. Presentation at the meeting of the Association of Intermountain Housing Officers (AIMHO). Flagstaff, AZ.

Invited Presentations

- Bryce, C. I.** (2014). *Why educational research matters in your kindergarten classroom*. Invited presentation at The Kindergarten Project Partnership Team semi-annual meeting, T. Denny Sanford School of Social and Family Dynamics, Arizona State University, Tempe, Arizona.

PROFESSIONAL DEVELOPMENT

Statistical Training

Graduate Coursework

Analysis of Variance; Exploratory and Confirmatory Factor Analysis; Introduction to Measurement in Education (e.g. validity, reliability, Item Response Theory); Latent Growth Curve and Growth Mixture Modeling; Longitudinal Structural Equation Modeling (e.g. measurement invariance, panel models); Missing Data (e.g., assumptions, estimation, maximum likelihood, multiple imputation); Multiple Regression; Multilevel Modeling (e.g. longitudinal MLM, nested data); Multivariate Procedures for Data Analysis (e.g. factor analysis, MANOVA); Statistical Mediation (e.g., multiple mediators, longitudinal); Structural Equation Modeling (e.g., CFA, multi-group models)

Workshops

- Multi-level Modeling, Curran-Bauer Analytics
- Epidemiology and Population Health Summer Institute (EPIC) at Columbia University
 - Epidemiologic Analysis using SAS
 - Applied Sample Size Estimation and Power Calculations using SAS
- Cultural Consensus Analysis Models at Arizona State University
- Mixed Methods Analysis Workshop at Arizona State University

Statistical Packages

- Mplus, SPSS, SAS

Professional Trainings

- Certified Pre-K-3 Classroom Assessment Scoring System (CLASS) Affiliate Trainer
- Certified K-3 Classroom Assessment Scoring System (CLASS) Observer
- Certified Individualized Classroom Assessment Scoring System (inCLASS) Observer
- Eunice Kennedy Shriver National Institute of Child Health and Human Development (NICHD) Study of Early Child Care and Youth Development (SECCYD) Training Seminar

Trained Administrator

- Wechsler Adult Intelligence Scale—Fourth Edition (WAIS-IV)
- Wechsler Intelligence Scale for Children—Fourth Edition (WISC-IV)

GRANT FUNDING

Funded Proposals

Ordway, M (PI), Redeker, N. (Co-I), Sadler, L. (Co-I), Sheares, B (Co-I), Granger, D. A. (Co-I), Jeon, S., (Co-I), & **Bryce, C.I. (Co-I)**. Pre- and Intra-effects of COVID-19 on Multi-systemic Stress Biomarkers, Sleep, and Health among Toddlers Living with Socioeconomic Disadvantage. Proposal submitted to Yale University School of Nursing Intramural Pilot Grant; \$30,000 in direct costs; 10/01/2020-10/01/2021.

Proposals not Funded

Bryce, C.I. (PI) & Granger, K. L. Elementary School Teacher Well-Being, Instructional Quality, and Student Academic Functioning in Times of Crisis and Change. Proposal submitted to The Spencer Foundation COVID-19 Special Grant Program; \$50,000 in total costs; 08/01/2020-12/31/2021.

Bryce, C.I. (PI) & Fabes, R. A. (Co-PI). School culture: A mechanism of change for teachers' beliefs and practices that improve low-income students' success. Letter of intent submitted to William T. Grant Foundation. \$575,000 in total costs; 04/20/2021-04/20/2024

Abry, T. (PI) & **Bryce, C. I. (Co-PI)**. Hope, health, and academic success: A pilot investigation of college freshmen. Proposal submitted to The Sanford School Faculty Funding Internal Grant Awards Program; \$17,484. 64 in total costs; 09/01/2018-05/15/2019

Abry, T. (PI), **Bryce, C. I. (Co-PI)**, Foster, S. (Co-I), & Sechler, C. (Co-I). ASU PREPARES: Promoting relationships, engagement, persistence, and agency for retention, excellence, and success. Proposal submitted to ASU Women & Philanthropy; \$72,498 in total costs; 08/01/2018 – 07/31/2019

STATISTICAL CONSULTING

University of Texas, Linda Ewing-Cobb (PI)

Nov. 2015-April 2016

This project examined the impact of traumatic injury on salivary biomarkers and their relation to cognitive and psychological health outcomes during the first year after TBI or extracranial injury.

Role: Statistical Consultant

TEACHING EXPERIENCE

Glendale Community College Adjunct Faculty

2016

Introduction to Psychology (In-person; 1 section)

Psychology and Culture (In-person; 1 section)

Arizona State University Academic Associate

2016

Child and Adolescent Development (Online; 1 section)

Understanding the Brain (Online; 1 section)

Arizona State University Instructor of Record

2012-Present

Internship (In-person; 2-3 sections per calendar year)

Child Dysfunction in the Family (Online/ASUOnline; 4-5 sections per calendar year)

Social Statistics I (ASUOnline; 1-2 sections per calendar year)

Supervised Research (In-person; individualized; offered as needed)

Introduction to Parenting (Online; 1 section)

Early Childhood Intervention (In-person; 2 section)

Family, Ethnic, and Cultural Diversity (ASUOnline; 1 section)
 Personal Growth in Human Relationships (ASUOnline; 1 section)
 Research Methods (In-person; 3 sections)
 Social Statistic I (In-person; 3 sections)

Graduate Teaching Assistant 2009-2014
 Social Statistics I (In-person; 2 sections)
 Marriage and Family Relationships (Online; 2 sections)
 Infant and Toddler Development (In-person; 2 sections)
 Play in Childhood (In-person; 1 section)

SERVICE

Invited peer-reviewer

- Child Development (1)
- Early Education and Development (5)
- Infant and Child Development (2)
- Psychoneuroendocrinology (1)

Invited student ad-hoc reviewer

- Child Development
- Educational Psychology
- Learning and Instruction
- Journal of Autism and Developmental Disorders

Service for Arizona State University
 University Senate, Senator 2018-present
 University Personnel Committee, Member 2018-present
 The College of Liberal Arts and Sciences Senate, Senator 2018-present
 Future Collectives Committee, Member 2018-2019

Service for The Sanford School, Arizona State University
 Undergraduate Committee, Member 2019-present
 Summer Undergraduate Program for Engaging with Research, Member 2018-present
 Non-tenure Eligible Evaluation and Promotion Committee, Member 2017-present
 Classroom Solutions Committee, Member 2017-2018

Service within the Community
 Be A Leader Foundation, Volunteer 2016-2017

MENTORSHIP

Undergraduate Thesis Chair 2020
 Doctoral Program Committee Membership 2017-Present

- Comprehensive Exam Committee Member
 - Shannon Green, *The home environment during mid- and late-adolescence and academic buoyancy: A theory guided review*. Defended April, 2017
- Dissertation Committee Member
 - Shannon Green, *The home impact on self-efficacy for self-regulated learning during mid to late adolescence*. Defended March, 2018

- Lourdes Smith, *Social Skills and Executive Functioning in Children with PCDH-19*. Defended June, 2019

Undergraduate Honors Enrichment Contract Supervisor

2016-present

HONORS AND AWARDS

Graduate Dissertation Completion Fellowship, Arizona State University	<i>2015</i>
Graduate Student Association Award, Arizona State University	<i>2014</i>
Travel Award, Graduate and Professional Student Association Arizona State University	<i>2013, 2015</i>
Travel Award, Arizona State University Graduate College	<i>2013</i>
Teaching Excellence Award Nominee, Graduate and Professional Student Association	<i>2012</i>
First place student poster, Arizona Psychological Association (AZPA) Conference	<i>2009</i>
University Fellowship, Arizona State University	<i>2009</i>