

# Benjamin L. Bayly, Ph.D.

Pennsylvania State University

207 Ferguson Building

University Park, PA 16802

Email: blb339@psu.edu, Phone: 208-596-6008

## EDUCATION

---

- PhD    Prevention Science, Washington State University, 2017  
Dissertation titled: Evaluating the effectiveness of an online values affirmation among first-year college students. Advisor: Matthew Bumpus, PhD
- MA    Prevention Science, Washington State University, 2014
- BS    Psychology, University of Idaho, 2009

## CURRENT POSITION

---

- 2019 – Present    *Assistant Professor*, Family Studies, Child, and Youth Development, Agricultural Economics, Sociology, and Education, Pennsylvania State University
- 2019 – Present    *Academic Lead*, Better Kid Care, Pennsylvania State University

## PROFESSIONAL EXPERIENCE

---

### **Pennsylvania State University**

*Postdoctoral Fellow* 2017-2019

### **Washington State University**

*Instructor* 2013-2017

*Research Assistant/Project Director* 2015-2016

*Teaching Assistant* 2012

## RESEARCH INTERESTS

---

Prevention Science; Multidimensional Risk and Protective Factors; Child and Adolescent Development; Early Childhood Interventions; Mediating and Moderating Variables of Effective Interventions; Impact of Economic Disadvantage on Children and Families; Person-Centered Analyses (i.e., Latent Class and Latent Profile Analysis); Time-Varying Effect Models (TVEM); Translation of Prevention Research into Evidence-Based Programs; Parent-Child Interactions; Parent-Based Interventions; Brief Psychosocial Interventions

## PROFESSIONAL PUBLICATIONS

---

### REVISE AND RESUBMIT MANUSCRIPTS

**Bayly, B. L.**, & Vasilenko, S. A. Age-varying effects of parental closeness on college attenders and non-attenders' substance use and depressive symptoms. *Journal of Youth and Adolescence*.

### MANUSCRIPTS UNDER REVIEW

Cooper, D. K., **Bayly, B.L.**, Mallozzi, I., Jatoi, F., & Alonzo, J. K. Do the effects of Head Start vary across time based on children's exposure to different patterns of childhood adversity? Differential intervention effects using latent profile analysis and time-varying effect modeling. *Child and Youth Services Review*.

Welsh, J. A., Bierman, K. L., Jacobson, L. N., Mincemoyer, C. C., Gest, J., Jones, D. E., Matt, L., & **Bayly, B. L.** Improving preschool teaching quality in childcare settings using evidence-based curriculum components and an adapted professional development model. *Journal of Teacher Education*.

\*Go-Maró, M., **Bayly, B. L.** Positive youth development in Western Africa: A case study of 4-H Ghana. *Journal of Youth Development*.

### MANUSCRIPTS PUBLISHED AND IN PRESS

Hunter, L. J., **Bayly, B. L.**, Bierman, K. L., Welsh, J. A., & Gest, J. M. (2022). Predicting school readiness program implementation in community-based childcare centers. *Frontiers in Psychology*, 13.

**Bayly, B.L.**, Cooper, B.R., & Rhoades, K (2022). Head Start's impact on long-term school success: Assessing variation across latent classes of family risk. *Child & Youth Care Forum*, 1-21.

**Bayly, B. L.**, & Bierman, K. L. (2022). Profiles of dysregulation moderate the impact of preschool teacher–student relationships on elementary school functioning. *Early Education and Development*, 33(1) 164-182.

**Bayly, B.L.**, Hung, Y.W., & Cooper, D.K. (2021). Age-varying associations between child maltreatment, depressive symptoms, and frequent heavy episodic drinking. *Journal of Youth and Adolescence*, 51(5), 927-939.

**Bayly, B. L.**, & Vasilenko, S. A. (2021). An ecological latent class model of adolescent risk and protective factors: Implications for substance use and depression prevention. *International Journal of Behavioral Development*, 45(4), 335-367.

**Bayly, B.L.**, & Bierman, K.L., Jacobsen, L. (2021). Teacher, center, and neighborhood characteristics associated with variations in preschool quality in childcare centers. *Child & Youth Care Forum*, 50, 779-803.

Cooper, D. K., Bámaca-Colbert, M., Layland, E. K., Simpson, E. G., & **Bayly, B.L.** (2021). Puerto Ricans and Mexican immigrants differ in their psychological responses to patterns of lifetime adversity. *PLoS ONE*, 16(10).

- Bayly, B. L.**, Dizon, E., Shrestha, G., Smith, C. L., Tekle, S., & Cooper, B.R. (2020). Leveraging self-determination theory to understand which preschool teachers benefit most from a professional development intervention. *Journal of Early Childhood Teacher Education*, 1-19.
- Bayly, B. L.**, & Bumpus, M. F. (2020). Patterns and implications of values similarity, accuracy, and relationship closeness between emerging adults and mothers. *Journal of Moral Education*, 49(4), 496-511.
- Bayly, B.L.**, & Bumpus, M. (2020). Predictors and Implications of Values Clarity in First-Year College Students. *College Student Journal*, 53(4), 397-404.
- Jeffords, J. R., **Bayly, B. L.**, Bumpus, M. F., & Hill, L. G. (2020). Investigating the Relationship Between University Students' Psychological Flexibility and College Self-Efficacy. *Journal of College Student Retention: Research, Theory & Practice*, 22(2), 351-372.
- Bayly, B. L.**, & Bumpus, M. F. (2019). An exploration of engagement and effectiveness of an online values affirmation. *Educational Research and Evaluation*, 25(5-6), 248-269.
- Hust, S. J., Rodgers, K. B., & **Bayly, B.L.** (2017). Scripting sexual consent: Internalized traditional sexual scripts and sexual consent expectancies among college students. *Family Relations*, 66(1), 197-210.
- Bayly, B.L.**, & Gartstein, M. (2013). Mother's and father's reports on their child's temperament: Does gender matter?. *Infant Behavior and Development*, 36(1), 171-175.

\* Indicates student with significant role in manuscript

#### TECHNICAL REPORTS, NON-REFEREED

- Bayly, B.L.**, Bumpus, M.F., Carroll, E., & Dizon, E. (2014). Letting go & staying connected. *Washington State University Project Healthy Campus*.

#### PROFESSIONAL PRESENTATIONS

---

##### PRESENTATIONS AT PROFESSIONAL CONFERENCES, REFEREED

- Bayly, B.L.**, Zhang, Z.Z. (2023). A bioecological model of adolescent risk and resilience. Paper presentation at the Association for Psychological Science Annual Convention, Washington, D.C.
- Zhang, Z.Z., **Bayly, B.L.** (2023). Patterns of Early Childhood Adversity Predict Challenges in Adolescence. Paper presentation at the Biennial Meeting of the Society for Research in Child Development, Salt Lake City, UT.
- Bayly, B.L.**, (2022). A bioecological latent class model of adolescent risk and resilience. Poster presentation at the Society for Prevention Research Annual Meeting, Seattle, WA.
- Bayly, B.L.**, Hung, Y.W., & Cooper, D.K. (2022). Age-varying associations between child maltreatment, depressive symptoms, and frequent heavy episodic drinking. Poster presentation at the Society for Prevention Research Annual Meeting, Seattle, WA.

- Hunter, L., Bierman, K.L., & **Bayly, B.L.** (2022). Individual and workplace characteristics associated with evidence-based program implementation in childcare centers. Poster presentation at Administration for Children and Families' National Research Conference on Early Childhood, presented virtually.
- Gest, J., & **Bayly, B.L.** (2022). Conceptualizing increases in ECE professional development after the onset of the COVID-19 pandemic. Poster presentation at Administration for Children and Families' National Research Conference on Early Childhood, presented virtually.
- Bayly, B.L.**, & Dorland, S. (2021). An ecological latent class model of adolescent risk and resilience. Poster presentation at the National Council on Family Relations, presented virtually.
- Bayly, B.L.**, Krehbiel, M., Wise, E., & Anthony, C. (2020). For whom and under what conditions: Understanding the educators who benefit most from online professional development. Poster presentation at Administration for Children and Families' National Research Conference on Early Childhood, presented virtually.
- Bayly, B.L.**, & Bierman, K.L. (2020). Utilizing profiles of preschool dysregulation to assess variation of Head Start REDI's effectiveness. Paper presentation at the Society for Prevention Research Annual Meeting, presented virtually.
- Hunter, L. J., **Bayly, B.L.**, Bierman, K.L., & Gest, J.M. (2020). Childcare center characteristics and evidence-based program implementation: Director and teacher perspectives. Poster presentation at the Society for Prevention Research Annual Meeting, presented virtually.
- Chair: **Bayly, B.L.** (2019). Using time-varying effect models to understand predictors of substance use and depression within-days and across developmental periods. Paper symposium at the Society for Prevention Research Annual Meeting, San Francisco, CA.
- Bayly, B.L.**, & Vasilenko, S.A. (2019). Age-varying effects of parental warmth and closeness on adolescent and young adult substance use and depression. Paper presentation for the Society at the Prevention Research Annual Meeting, San Francisco, CA.
- Bayly, B.L.**, & Bierman, K.L. (2019). Profiles of dysregulation moderate the impact of preschool teacher-student relationships on later school functioning. Poster presentation at the Society for Prevention Research Annual Meeting, San Francisco, CA.
- Bayly, B.L.**, & Bumpus, M.F. (2019). The importance of parental expectations, involvement, and autonomy support in reducing drinking behaviors through parent-student conversations. Poster presentation at the Society for Prevention Research Annual Meeting, San Francisco, CA.
- Hung, Y.W., Guastaferrro, K., **Bayly, B.L.**, & Vasilenko, S.A. (2019). Age-varying association between childhood maltreatment and depression and substance use. Paper presentation for the Society at the Prevention Research Annual Meeting, San Francisco, CA.

- Bierman, K.L., Mincemoyer, C.C., Welsh, J.A., Hunter, L.J., & **Bayly, B.L.** (2019). Promoting the use of evidence-based social-emotional learning and literacy programs in child-care centers: Overcoming challenges to scaled-up implementation. Paper presentation for the Society at the Prevention Research Annual Meeting, San Francisco, CA.
- Bayly, B.L.**, & Bierman, K.L. (2019). A person-centered approach to preschool self-regulation and school success. Poster presentation at the Biennial Meeting of the Society for Research in Child Development, Baltimore, MD.
- Bayly, B.L.**, Hunter, L.J., Bierman, K.L., Welsh, J.A., & Mincemoyer, C.C. (2018). Predictors of implementation quality of an evidence-based program in childcare centers. Poster presentation at the Administration for Children and Families' National Research Conference on Early Childhood, Arlington, VA.
- Bayly, B.L.**, & Vasilenko, S.A. (2018). Multidimensional adolescent risk profiles predicting internalizing problems and substance use in early adulthood. Poster presented at the Society for Prevention Research Annual Meeting, Washington D.C.
- Bayly, B.L.**, Cooper, B.R., & Rhoades, K. (2017). Utilizing profiles of family and caregiver risk to assess variation of Head Start's impact on long-term school success. Paper presented at the Biennial Meeting of the Society for Research in Child Development, Austin, TX.
- Dizon, E., **Bayly, B.L.**, Ullrich-French, S., Bumpus, M.F., & Adams, P. (2016). Valuing participant characteristics: Using a person-centered approach to inform program design, implementation, and evaluation. Demonstration presented at the American Evaluation Association Annual Conference, Atlanta, GA.
- Bayly, B.L.**, Hust, S.J., & Rodgers, K.B. (2015). IPV and SV perpetration among college students: The role of hostile sexism and sexual consent negotiation. Poster presented at the National Council on Family Relations Annual Conference, Vancouver, British Columbia.
- Bayly, B.L.**, & Bumpus, M.F. (2014). Adherence to values: Implications for well-being during late adolescence. Poster presented at the Biennial Meeting of the Society for Research on Adolescence, Austin, TX.
- Bridgett, D., Gartstein, M., **Bayly, B.L.**, Erickson, N., & Shishilla, E. (2013). Poster presented at the Biennial Meeting of the Society for Research in Child Development, Seattle, WA.
- Bayly, B.L.**, Dunn, S., Manning, A., Sather, A., & Gartstein, M. (2012). Parental concordance on the IBQ-R for infants aged 4-12 months. Poster presented at the International Conference on Infant Studies, Minneapolis, MN.

#### PRESENTATIONS, NON-REFEREED

- Bayly, B.L.** (2019). Latent profiles as predictors of youth outcomes. Lessons from the Field: The Prevention Research Center Seminar Series. The Pennsylvania State University, University Park, PA.

**Bayly, B.L.** (2019). Positive parenting as an age-varying protective factor against substance use and depression: Implications for college and non-college attendees. The Methodology Center Brown Bag Seminar. The Pennsylvania State University, University Park, PA.

**Bayly, B.L.**, McAllister, C., Stefani, W., Rodgers, K.B., & Hust, S.J. (2015). Exploring associations among college students' music beliefs and dating violence. Poster presented at the Washington State University Academic Showcase, Pullman, WA.

Jeffords, J., **Bayly, B.L.**, Bumpus, M.F., & Hill, L.G. (2015). Investigating the associations among university students' psychological flexibility and self-efficacy. Poster presented at the Washington State University Academic Showcase, Pullman, WA.

McAllister, C., Stefani, W. **Bayly, B.L.**, Hust, S.J., & Rodgers, K.B. (2015). A factor analysis of college students' perceptions of women in music media. Poster presented at the Washington State University Academic Showcase, Pullman, WA.

Bumpus, M.F., Carroll, E., Dizon, E., & **Bayly, B.L.** (2015). Using interactive web-based software to implement and evaluate a WSU Alive! parent program. Poster presented at the Washington State University Academic Showcase, Pullman, WA.

## **FUNDING**

---

### **AWARDED**

Equipping a New Generation of Infant-Toddler Leaders through a Sustainable Peer Coaching Model. The William Penn Foundation, \$236,000. PI: **Benjamin L. Bayly.**

Do Children Displaying Different Profiles of Cognitive and Behavioral Self-Regulation Respond Differently to Early Education Programs? Eunice Kennedy Shriver National Institute of Child Health and Human Development, 1R03HD098445-01. \$100,000. PI: **Benjamin L. Bayly.**

Promoting Physical Activity among Preschool Children with Autism Spectrum Disorder: Expanding the Capacity of Teachers and Caregivers to Engage Children in Active Play. Pottstown Health and Wellness Foundation, \$50,000. PI: **Benjamin L. Bayly.**

EAT Family Style Dining Modules. University of Nebraska-Lincoln. \$10,000. PI: **Benjamin L. Bayly.**

Pilot Evaluation of a Universal, Web-Based Parenting Program for Military Families with Preschoolers. Social Science Research Institute. \$5,000. PI: Ryan Chestnut. Co-I: **Benjamin L. Bayly.**

## **TEACHING EXPERIENCE**

---

Prev Sci 512 – Finite and Growth Mixture Modeling (Guest Lecturer, Washington State University, Fall 2020)

PhD Study Prevention Science and Disability Study – Evidenced-Based Prevention Programs and Outcomes (Instructor, University of Zagreb, Fall 2020)

HDFS 330H: Honors Seminar – Concepts and Issues in Human Development and Family Studies (Guest Lecturer, Pennsylvania State University, Spring 2019)

HD 403: Families in Poverty (Instructor, Washington State University, Summer 2017)

HD 350: Family Diversity (Instructor, Washington State University, Fall 2016, Spring 2017)

HD 220: Human Development Theories (Instructor, Washington State University, Fall 2016)

HD 205 Online: Effective Communication and Life Skills (Instructor, Washington State University, Spring 2013, Summer 2013, Fall 2013, Spring 2014, Summer 2014, Fall 2014, Spring 2015, Summer 2015, Summer 2016)

## EXTENSION PRODUCTS

---

### MANUSCRIPTS PUBLISHED AND IN PRESS

**Bayly, B.L.**, Escott, R., Nicewonger, N., Campana, C. (2022). Building collaborative partnerships to support infant-toddler teachers through an evidence-informed coaching initiative. *Zero to Three*, 42(4) 72-78.

Escott, R., Anthony, C., & **Bayly, B.L.** (2021). We see you! Supporting the professional growth of infant and toddler care providers. *Childcare Exchange*.

### MANUSCRIPTS UNDER REVIEW

**Bayly, B.L.**, Krehbiel, M., Wise, E., Lodi, K., & Anthony, C. Who benefits and when: Understanding differential treatment effects of an online professional development program. *International Journal of Professional Development, Learners and Learning*.

### PRESENTATIONS

**Bayly, B.L.**, Cox, J., Hoffman, J.A., Schmidt, E.M. (2022). Promoting active play among children with autism through the WE PLAY program. Healthy Body Healthy Minds Conference, presented virtually.

**Bayly, B.L.**, Cox, J., Hoffman, J.A., Schmidt, E.M. (2021). Including young children with autism spectrum disorder in physically active play with peers. Healthy Body Healthy Minds Conference, presented virtually.

Continenza, D., **Bayly, B.L.** (2020). Family forum: Common challenges facing families with young children. The Pennsylvania Farm Show, presented virtually.

### RESEARCH-TO-PRACTICE ARTICLES

**Bayly, B.L.** (2022). Making math fun in early childhood classrooms. *Penn State Better Kid Care*.

**Bayly, B.L.** (2021). Cultural competency in early care and education classrooms. *Penn State Better Kid Care*.

**Bayly, B.L.** (2021). Promoting coping skills. *Penn State Better Kid Care*.

**Bayly, B.L.** (2021). Supporting infant-toddler development. *Penn State Better Kid Care*.

- Bayly, B.L.** (2021). Promoting coping skills. *Penn State Better Kid Care*.
- Bayly, B.L.** (2020). Transition strategies for the early childhood classroom. *Penn State Better Kid Care*.
- Bayly, B.L.** (2020). COVID-19 and the Early Childhood Classroom. *Penn State Better Kid Care*.
- Bayly, B.L.** (2020). The importance of educator wellbeing. *Penn State Better Kid Care*.
- Bayly, B.L.** (2020). Engaging and connecting with parents from a distance. *Penn State Better Kid Care*.
- Bayly, B.L.** (2020). Promoting early literacy and fostering a love for reading. *Penn State Better Kid Care*.
- Bayly, B.L.** (2020). Understanding temperament and “goodness-of-fit” in your classroom. *Penn State Better Kid Care*.
- Bayly, B.L.** (2020). Building positive relationships in the early childhood classroom. *Penn State Better Kid Care*.

#### BETTER KID CARE ON-DEMAND PROFESSIONAL DEVELOPMENT COURSES

- Escott, R., & **Bayly, B.L.** (2022). Support the child vaccination decision process. Available at:  
<http://extension.psu.edu/youth/betterkidcare/on-demand>
- Escott, R., & **Bayly, B.L.** (2022). School-age youth programs: Commit to quality and lifelong learning. Available at:  
<http://extension.psu.edu/youth/betterkidcare/on-demand>
- French, K., Wise, E., & **Bayly, B.L.** (2022). Peer allies for children and youth with diabetes. Available at:  
<http://extension.psu.edu/youth/betterkidcare/on-demand>
- Strouse, L., & **Bayly, B.L.** (2022). Prioritizing educator well-being through COVID and beyond. Available at:  
<http://extension.psu.edu/youth/betterkidcare/on-demand>
- Strouse, L., & **Bayly, B.L.** (2022). Priorizar el bienestar del educador a través de COVID y más allá. Available at:  
<http://extension.psu.edu/youth/betterkidcare/on-demand>
- Cox, J., Hoffman, J.A., Schmidt, E.M., **Bayly, B.L.** (2022). Active play for preschoolers with autism – WE PLAY. Available at:  
<http://extension.psu.edu/youth/betterkidcare/on-demand>
- Strouse, L., & **Bayly, B.L.** (2022). Antiracism (part 3): Culturally responsive teaching. Available at:  
<http://extension.psu.edu/youth/betterkidcare/on-demand>
- Belinda, C., & **Bayly, B.L.** (2022). CDA success! Prepare the final steps to earn your CDA credential. Available at:  
<http://extension.psu.edu/youth/betterkidcare/on-demand>
- Cox, J., & **Bayly, B.L.** (2021). Click. Coach. Connect.: Create healthy futures. Available at:  
<http://extension.psu.edu/youth/betterkidcare/on-demand>
- Cox, J., **Bayly, B.L.**, & Anthony, C. (2021). Supporting youth with type 1 diabetes in transitioning to self-management. Available at:  
<http://extension.psu.edu/youth/betterkidcare/on-demand>



- Cox, J., Dipti, D.A., **Bayly, B.L.**, & Anthony, C. (2021). EAT family style module 7: Family engagement. Available at: <http://extension.psu.edu/youth/betterkidcare/on-demand>
- Cox, J., Dipti, D.A., **Bayly, B.L.**, & Anthony, C. (2021). EAT family style module 6: Praise and rewards. Available at: <http://extension.psu.edu/youth/betterkidcare/on-demand>
- Cox, J., Dipti, D.A., **Bayly, B.L.**, & Anthony, C. (2021). EAT family style module 5: Children serve themselves. Available at: <http://extension.psu.edu/youth/betterkidcare/on-demand>
- Cox, J., Dipti, D.A., **Bayly, B.L.**, & Anthony, C. (2021). EAT family style module 4: Self-regulation in eating. Available at: <http://extension.psu.edu/youth/betterkidcare/on-demand>
- Cox, J., Dipti, D.A., **Bayly, B.L.**, & Anthony, C. (2021). EAT family style module 3: Sensory exploration of foods. Available at: <http://extension.psu.edu/youth/betterkidcare/on-demand>
- Cox, J., **Bayly, B.L.**, & Anthony, C. (2021). Experiencias adversas de la infancia: Construyendo la resiliencia. Available at: <http://extension.psu.edu/youth/betterkidcare/on-demand>
- Cox, J., **Bayly, B.L.**, & Anthony, C. (2021). Concientización y manejo de diabetes en niños pequeños. Available at: <http://extension.psu.edu/youth/betterkidcare/on-demand>
- Cox, J., **Bayly, B.L.**, & Anthony, C. (2021). Nourish yourself, create healthy futures: Your journey to wellness. Available at: <http://extension.psu.edu/youth/betterkidcare/on-demand>
- Escott, R., **Bayly, B.L.**, & Anthony, C. (2021). Coaching through questions. Available at: <http://extension.psu.edu/programs/betterkidcare/on-demand>
- Escott, R., **Bayly, B.L.**, & Anthony, C. (2021). School-age youth programs: Learning spaces that work. Available at: <http://extension.psu.edu/programs/betterkidcare/on-demand>
- Escott, R., **Bayly, B.L.**, & Anthony, C. (2021). School-age youth programs: Learning plans that work. Available at: <http://extension.psu.edu/programs/betterkidcare/on-demand>
- Escott, R., **Bayly, B.L.**, & Anthony, C. (2021). Finding wonder in found objects: An inquiry-rich approach to learning. Available at: <http://extension.psu.edu/programs/betterkidcare/on-demand>
- Strouse, L., **Bayly, B.L.**, & Anthony, C. (2021). Antiracism (part 2): Program policy and family engagement. Available at: <http://extension.psu.edu/youth/betterkidcare/on-demand>
- Strouse, L., **Bayly, B.L.**, & Anthony, C. (2021). Antiracism (part 1): Self-awareness and communication. Available at: <http://extension.psu.edu/youth/betterkidcare/on-demand>
- Gest, J.M., **Bayly, B.L.**, & Anthony, C. (2021). Social-emotional learning and equitable practices for ECE Professionals. Available at: <http://extension.psu.edu/programs/betterkidcare/on-demand>
- Gest, J.M., **Bayly, B.L.**, & Anthony, C. (2021). Social-emotional learning and equity: Program policy. Available at: <http://extension.psu.edu/programs/betterkidcare/on-demand>

- Belinda, C., Gest, J.M., **Bayly, B.L.**, & Anthony, C. (2021). Coaching + mindfulness = mindful coaching. Available at: <http://extension.psu.edu/youth/betterkidcare/on-demand>
- Escott, R., Strouse, L. **Bayly, B.L.**, & Anthony, C. (2020). 911: Responding to medical emergencies. Available at: <http://extension.psu.edu/programs/betterkidcare/on-demand>
- Escott, R., **Bayly, B.L.**, & Anthony, C. (2020). Adventurous opportunities in OST programming: The whys and hows. Available at: <http://extension.psu.edu/programs/betterkidcare/on-demand>
- Escott, R., **Bayly, B.L.**, & Anthony, C. (2020). School-age youth programs: Health and safety best practices. Available at: <http://extension.psu.edu/programs/betterkidcare/on-demand>
- Escott, R., **Bayly, B.L.**, & Anthony, C. (2020). School-age youth programs: Positive interactions, positive outcomes. Available at: <http://extension.psu.edu/programs/betterkidcare/on-demand>
- Cox, J., **Bayly, B.L.**, & Anthony, C. (2020). Diabetes awareness and management for young children. Available at: <http://extension.psu.edu/youth/betterkidcare/on-demand>
- Cox, J., Dipti, D.A., **Bayly, B.L.**, & Anthony, C. (2020). EAT family style module 2: Peer modeling healthy eating. Available at: <http://extension.psu.edu/youth/betterkidcare/on-demand>
- Cox, J., Dipti, D.A., **Bayly, B.L.**, & Anthony, C. (2020). EAT family Style module 1: Role modeling healthy eating. Available at: <http://extension.psu.edu/youth/betterkidcare/on-demand>
- Cox, J., Strouse, L., **Bayly, B.L.**, & Anthony, C. (2020). COVID-19: Protecting children and ourselves. Available at: <http://extension.psu.edu/youth/betterkidcare/on-demand>
- Belinda, C., Strouse, L., **Bayly, B.L.**, & Anthony, C. (2020). Positive work environments—Where programs and educators thrive! Available at: <http://extension.psu.edu/youth/betterkidcare/on-demand>
- Belinda, C., **Bayly, B.L.**, & Anthony, C. (2019). Prevent expulsion and suspension: Effective practices and promising directions. Available at: <http://extension.psu.edu/youth/betterkidcare/on-demand>
- Cox, J., **Bayly, B.L.**, & Anthony, C. (2019). Healthy kids, healthy future: An introduction. Available at: <http://extension.psu.edu/youth/betterkidcare/on-demand>
- Cox, J., **Bayly, B.L.**, & Anthony, C. (2019). Healthy kids, healthy future: Get kids moving. Available at: <http://extension.psu.edu/youth/betterkidcare/on-demand>
- Cox, J., **Bayly, B.L.**, & Anthony, C. (2019). Healthy kids, healthy future: Nurture healthy eaters. Available at: <http://extension.psu.edu/youth/betterkidcare/on-demand>
- Cox, J., **Bayly, B.L.**, & Anthony, C. (2019). Healthy kids, healthy future: Provide healthy beverages. Available at: <http://extension.psu.edu/youth/betterkidcare/on-demand>
- Cox, J., **Bayly, B.L.**, & Anthony, C. (2019). Healthy kids, healthy future: Reduce screen time. Available at: <http://extension.psu.edu/youth/betterkidcare/on-demand>

Cox, J., **Bayly, B.L.**, & Anthony, C. (2019). Healthy kids, healthy future: Support breastfeeding. Available at: <http://extension.psu.edu/youth/betterkidcare/on-demand>

Cox, J., Hanson, M., **Bayly, B.L.**, & Anthony, C. (2019). *Niños sanos, futuro sano: Una introducción (healthy kids, healthy future - An introduction)*. Available at: <http://extension.psu.edu/youth/betterkidcare/on-demand>

Cox, J., Hanson, M., **Bayly, B.L.**, & Anthony, C. (2019). *Niños sanos, futuro sano - Mantener los niños en movimiento (healthy kids, healthy future - Get kids moving)*. Available at: <http://extension.psu.edu/youth/betterkidcare/on-demand>

Cox, J., Hanson, M., **Bayly, B.L.**, & Anthony, C. (2019). *Niños sanos, futuro sano - Fomentar la alimentación saludable (healthy kids, healthy future - Nurture healthy eaters)*. Available at: <http://extension.psu.edu/youth/betterkidcare/on-demand>

Cox, J., Hanson, M., **Bayly, B.L.**, & Anthony, C. (2019). *Niños sanos, futuro sano: Proveer bebidas saludables (healthy kids, healthy future: Provide healthy beverages)*. Available at: <http://extension.psu.edu/youth/betterkidcare/on-demand>

Cox, J., Hanson, M., **Bayly, B.L.**, & Anthony, C. (2019). *Niños sanos, futuro sano: Reducir tiempo de pantalla (healthy kids, healthy future: Reduce screen time)*. Available at: <http://extension.psu.edu/youth/betterkidcare/on-demand>

Cox, J., Hanson, M., **Bayly, B.L.**, & Anthony, C. (2019). *Niños sanos, futuro sano: Apoyar la lactancia materna (healthy kids, healthy future: Support breastfeeding)*. Available at: <http://extension.psu.edu/youth/betterkidcare/on-demand>

## OTHER RESEARCH EXPERIENCE

<p>REDI-Better Kid Care (REDI-BKC)</p> <p>Pennsylvania State University, PI: Karen Bierman, PhD.</p>	<p>2017-present</p>
<p>Multi-year randomized controlled trial to test the effectiveness of the evidence-based early educational program (Head Start REDI; Research Based, Developmentally Informed) in childcare settings in economically-disadvantaged areas of Pennsylvania. The original REDI program was designed to increase social-emotional and literacy skills and was shown to promote school readiness and have sustained social-emotional benefits. Project is currently underway. I am currently conducting analyses with BKC data to identify patterns of neighborhood risk, childcare climate, and teaching quality.</p>	
<p>HEAD START REDI – RESEARCH BASED, DEVELOPMENTALLY INFORMED</p> <p>Pennsylvania State University, PI: Karen Bierman, PhD.</p>	<p>2017-present</p>
<p>Multi-year randomized controlled trial to test the effectiveness of the Head Start REDI early educational program. Program was designed to promote school readiness through enhancing Head Start preschoolers’ social-emotional and literacy skills. Participants have been followed through elementary school and are now into ninth grade. I conducted latent profile analysis (LPA) to identify unique subgroups of children based on their cognitive and behavioral self-regulatory skills and I am currently</p>	

exploring how these subgroups of children vary on longitudinal social-emotional and academic outcomes.

#### FIRST YEARS AWAY FROM HOME

2017

Washington State University and University of Washington, PIs: Laura Hill, PhD; Matthew Bumpus PhD; Brittany Rhoades Cooper, PhD

Multi-year randomized controlled trial to test the effectiveness of a theoretically guided parent handbook. The handbook is designed to give parents tools to have conversations with their student before the transition to college around values, goals, committed actions, and parent expectations. Effectiveness of the handbook is determined by students' risk behaviors and emotional well-being. I conducted motivational interviews to encourage parents in the treatment condition to utilize the handbook.

#### CREATING CONNECTION TO VALUES AND PURPOSE

2017

Washington State University, PIs: Laura Hill, PhD; Denise Yost, PhD; Samantha Swindell PhD

Large-scale, multi-year institutional initiative designed to increase college student success through increased levels of engagement and collaborative learning. I created online modules to support faculty members in promoting social belonging and clarification of values among students through brief interventions.

#### PARENTAL NOTIFICATION FOLLOWING STUDENT SUBSTANCE USE VIOLATIONS

2017

Washington State University, PI: Matthew Bumpus, PhD

Randomized controlled trial to examine the effects of the university notification process where parents receive letters after their student receives a substance use violation. Mechanisms including parent-student communication will be explored. Effectiveness will be determined by recidivism rate of students' substance use violations. I assisted with data collection, conducted focus groups with students who received substance use violations, and I am currently exploring latent moderators of the intervention.

#### PARENT AND TEEN COMMUNICATION ABOUT MUSIC MEDIA

2015-2017

Washington State University, PIs: Kathleen Boyce Rodgers, PhD; Stacey Hust, PhD

Multi-site study to understand parent and adolescent communication patterns around media consumption and dating violence. Data was collected through quantitative surveys, observations, and interviews. I served as project director, assisted in study design and participant recruitment, coordinated parent-teen observations, conducted interviews, and coded observations.

#### LETTING GO AND STAYING CONNECTED

2013-2017

Washington State University, PI: Matthew Bumpus, PhD

Data collected via survey and interview from multiple cohorts of parents with emerging-adult children starting college. Intention of the study is to understand: challenges these parents face during the transition to college, strategies parents use to help their emerging adult children navigate the transition, and how parents view their identity and level of influence. I conducted interviews, identified interview themes, and coded interviews.

#### TRANSITION STUDY

2012-2014

Washington State University, PIs: Matthew Bumpus, PhD; Sarah Ullrich-French, PhD

Longitudinal study with college-students and their mothers during the first three semesters of college. Data was used to assess changes in college student health and well-being, parent-student relationships and communication, and personal values of parents and students. I used data for my thesis and had two first-authored publications.

#### INFANT TEMPERAMENT LAB

2011-2012

Washington State University, PI: Maria Gartstein, PhD

Longitudinal data collected from pairs of parents who rated their infant's temperament using the Infant Behavior Questionnaire-Revised (IBQ-R). Parents were interviewed and observed playing with their children during a free-play session and infants were observed at multiple time points completing laboratory tasks. I published from the parental reports of temperament, conducted parent interviews, and coded videos of infants during lab tasks.

### STATISTICS TRAINING

---

- 2018 Semester course in Time-Varying Effect Models (TVEM), Pennsylvania State University.
- 2016 2-day workshop. Foundations of Longitudinal Structural Equation Modeling, Pullman, WA.  
Semester course in Structural Equation Modeling, Washington State University.
- 2015 2-day workshop. Advanced Topics in Structural Equation Modeling, Pullman, WA  
Semester course in Psychometrics, Washington State University.
- 2014 Semester course in Advanced Longitudinal Structural Equation Modeling, Washington State University.  
Semester course in Multilevel Modeling, Washington State University.

### MEMBERSHIPS

---

- Society for Prevention Research
- Society for Research in Child Development
- National Council on Family Relations

### PROFESSIONAL SERVICE

---

#### UNIVERSITY COMMITTEES

- 2022 EDCE marketing committee member
- 2022 Search committee member, Penn State Extension, Better Kid Care Assistant Program  
Coordinator
- 2022 Search committee member, Penn State Extension, Assistant Director of Programs

- 2021 – present Better Kid Care strategic planning committee member
- 2021 – 2022 Search committee member, Penn State Extension, Better Kid Care Program Coordinator
- 2019 – 2021 Search committee member, Assistant Professor in Healthy Community and Behavioral Development
- 2020 – present Better Kid Care diversity, equity, and inclusion committee member
- 2020 – present Departmental Equity and Inclusion Group committee member
- 2020 Search committee member, Better Kid Care Author and Content Expert
- 2019 – present Extension committee member

#### PEER REVIEWS

- 2022 Reviewer for *Prevention Science*.
- 2022 Reviewer for *Children and Youth Services Review*.
- 2021 Reviewer for *The Croatian Review of Rehabilitation Research*.
- 2021 Reviewer for *Child and Adolescent Psychiatry and Mental Health*.
- 2021 Reviewer for *Journal of Adolescence*.
- 2020 Reviewer for *Child and Adolescent Psychiatry and Mental Health*.
- 2020 Reviewer for *Preventive Medicine Reports*.
- 2020 Reviewer for *Evaluation and the Health Professions*.
- 2020 Reviewer for *Journal of Adolescence*.
- 2020 Reviewer for *Child Development*.
- 2020 Reviewer for *Developmental Psychology*.
- 2019 Reviewer for *Children and Youth Services Review*.
- 2019 Abstract Reviewer for Society for Prevention Research Annual Meeting.
- 2018 Abstract Reviewer for Society for Prevention Research Annual Meeting.
- 2018 Reviewer for *Journal of Research on Adolescence*.

#### AWARDS

- 
- 2021 Excellence in Multi State Collaboration Award. National Extension Association of Family & Consumer Sciences.
- 2019 Abstract of Distinction. Society for Prevention Research Annual Meeting.
- 2018 Sloboda and Bukoski Annual SPR Cup Winner. Society for Prevention Research Annual Meeting.
- 2016 Alberta Hill Academic Excellence Award. Washington State University.
- 2015 Alberta Hill Academic Excellence Award. Washington State University.
- 2012 Outstanding Student Submission Award. International Conference on Infant Studies.

#### REFERENCES

---

Available upon request