

CURRICULUM VITAE

AMANDA J. MORENO

Erikson Institute
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CURRENT POSITION:

2018-present

Associate Professor (with tenure), Erikson Institute, Chicago, IL.

2013 – 2018

Assistant Professor, Erikson Institute, Chicago, IL.

EDUCATION:

2004 Post-Doctoral Fellowship, University of Colorado Health Sciences Center.

2002 Ph.D., Developmental Psychology, University of Denver.

1994 M.A., Child Development, Tufts University.

1993 B.A., Child Development, Tufts University.

RESEARCH AREAS:

Early education interventions, toxic stress and trauma, social and emotional learning, adult-child relationships, professional development and coaching, development of executive function and self-regulation, assessment of early cognitive and social-emotional development, observational research methods and behavioral coding, implementation science.

PROFESSIONAL HISTORY:

2009 – 2013

Associate Director, Marsico Institute for Early Learning and Literacy, Morgridge College of Education, University of Denver.

2006-2009

Senior Researcher, OMNI Institute, Denver, CO.

2004-2006

Senior Instructor and Co-Director, Program for Early Developmental Studies, Departments of Pediatrics and Psychiatry, University of Colorado Health Sciences Center.

2002-2004

Post-Doctoral Fellow, Developmental Psychobiology Research Group, University of Colorado Health Sciences Center.

1998-2002

Senior Professional Research Assistant and Data Analyst, Center for Family and Infant Interaction, The Children's Hospital, Denver, and Program for Early Developmental Studies, Department of Psychiatry, University of Colorado Health Sciences Center.

1997-2013

Adjunct Instructor, Departments of Psychology, University of Denver and University of Colorado at Denver.

1996-2001

Research Assistant, Department of Psychology, University of Denver. Doctoral advisor: German Posada.

1994-1996

Child Development Specialist, Dorchester Early Intervention Program, Dorchester, MA. Full-time direct service with low-income children at risk for developmental delay and their families.

1993-1994

Research Assistant, Head Start/Tufts University Partnership, Reach Out and Read, Lead Clinic, Boston Medical Center.

1991-1992

Advocate, Child Welfare League of America, Boston, MA.

1989-1994

Early Childhood Educator, Tufts Educational Day Care Center, Tufts University.

PUBLICATIONS:

Peer-Refereed Articles:

- Moreno, A.J., Byers, K., Robinson, J.A., Monahan, E., & McCrae, J. (2021). Beyond overwhelmed: A new measure of the functional impact of toxic stress on parents of young children. *Children and Youth Services Review, 131*.
- Moreno, A.J., Green, S., Koehn, J., & Sadd, S. (2019). Behind the curtain of early childhood coaching: A multi-method analysis of 5,000 feedback statements. *Journal of Early Childhood Teacher Education, 40*(4), 382-408.
- Moreno, A.J., Baker, S., Varey, K., & Hinze-Pifer, R. (2018). Bringing attention restoration theory to the classroom: A tablet app using nature videos to replenish effortful cognition. *Trends in Neuroscience and Education, <https://doi.org/10.1016/j.tine.2018.07.002>*
- Moreno, A.J., Nagasawa, M., & Schwartz, T. (2018). Early childhood education and social-emotional learning: Redundant terms? *Contemporary Issues in Early Childhood, <https://doi.org/10.1177/1463949118768040>*.
- Moreno, A.J. (2017). A theoretically- and ethically-grounded approach to mindfulness practices in the primary grades. *Childhood Education, 93*, 101-108.
- Moreno, A.J., Shwayder, I., & Friedman, I.D. (2017). The function of executive function: Everyday manifestations of regulated thinking in preschool settings. *Early Childhood Education Journal. doi:10.1007/s10643-016-0777-y*
- Moreno, A.J., Green, S., & Koehn, J. (2015). The effectiveness of coursework and on-site coaching at improving the quality of infant-toddler care. *Early Education & Development, 26*, 66-88. doi: 10.1080/10409289.2014.941260
- Moreno, A.J. & Klute, M.M. (2011). Infant-toddler teachers can successfully employ authentic assessment: The Learning Through Relating system. *Early Childhood Research Quarterly, 26*, 484-496.

- Kaplan, P. S., Burgess, A. P., Sliter, J. K., & Moreno, A. J. (2009). Maternal Sensitivity and the Learning-Promoting Effects of Maternal Infant-Directed Speech. *Infancy, 14*,143-161.
- Moreno, A.J., Klute, M.M., and Robinson, J.L. (2008). Relational and individual predictors of empathy in early childhood. *Social Development, 17*, 613-637.
- Posada, G., **Jacobs, A.**, Richmond, M., & Kaloustian, G. (2007). Maternal secure base support and preschoolers' secure base behavior in natural environments. *Journal of Attachment and Human Development, 4*, 393-411.
- Moreno, A.J., Posada, G., & Goldyn, D.T. (2006). Presence and quality of touch influence co-regulation in mother-infant dyads. *Infancy, 9*, 1-20.
- Moreno, A.J., and Robinson, J.L. (2005). Emotional vitality in infancy as a predictor of cognitive and language abilities in toddlerhood. *Infant and Child Development, 14*, 383-402.
- Kiang, L., Moreno, A.J., & Robinson, J.L. (2004). Maternal preconceptions about parenting predict child temperament, maternal sensitivity, and children's empathy. *Developmental Psychology, 40*, 1081-1092.
- Posada, G., **Jacobs, A.**, Richmond, M., Carbonell, O.A., Alzate, G., Bustamante, M.R., & Quiceno, J. (2002). Maternal caregiving and infant security in two cultures. *Developmental Psychology, 38*, 67-78.
- Posada, G., & **Jacobs, A.** (2001). Child-mother attachment and culture. *American Psychologist, 56*(10), 821-822.
- Posada, G., **Jacobs, A.**, Carbonell, O.A., Alzate, G., Bustamante, M., & Arenas, A. (1999). Maternal care and attachment security in ordinary and emergency contexts. *Developmental Psychology, 35*, 1379-1388.

Selected Presentations and Invited Talks:

- Moreno, A.J. (2021, April). Panel on teacher well-being, Biennial Conference of the Society for Research in Child Development. Role: Moderator. (Panel presenters: Vanessa Rodriguez, Mark Nagasawa, Anna Johnson, Jean Yves-Plaisir).
- Bowman, B, Chen, J., Ginet, L, McNamee, G & Moreno, A. (2020, November). *Three Big Ideas: Early Teaching Concepts to Address Developmental Needs, Attend to Children's Well-Being & Lead to Deeper Learning*. Presentation at the annual conference of the National Association for the Education of Young Children.
- Moreno, A.J. (2020, October). What's love got to do with it? Facing stress and uncertainty in the classroom with attachment-oriented teaching. Invited talk presented at the Schools of the Future Annual Conference, Hawaii.
- Moreno, A.J. (2020, June). Trauma-responsive teaching: Getting hearts and minds ready for re-opening. Invited talk presented on behalf of the Jewish United Fund, virtual.
- Moreno, A.J., Baker, S., Hinze-Pifer, R., Luster, J., & Linker, A. (2019). Preliminary results of the Calm Classroom K-2 cluster randomized trial. CASEL Exchange Conference, Chicago, IL.
- Moreno, A.J. (2019). It doesn't have to be awful to be bad: New ponderings on resilience and the foundation for mindfulness in the classroom. Coalition of Schools Educating Mindfully (COSEM) conference, Pheasant Run, IL.

- Moreno, A.J., Linker, A., & Thomas, K. (2018, February). Practicing WITH: Teachers and students beginning the mindfulness journey together. Talk presented at Bridging the Hearts and Minds of Youth Annual Conference, UC San Diego.
- Moreno, A.J. & Baker, S. (2017, May). Challenges and lessons learned in assessing social-emotional learning (SEL). U.S. Department of Education i3 public webinar.
- Moreno, A. J. (2017, March). School as stressor: Mindfulness and related practices for reducing stress and increasing compassion in the classroom. KEYNOTE. National Alliance on Mental Illness – Midwest Division. Dominican University, River Forest, IL.
- Moreno, A.J. (2017, February). Does ECE really ‘need’ SEL? Invited talk presented at the Alliance for Early Childhood Conference, Glencoe, IL.
- Moreno, A.J. & Thomas, K. (2017, February). Using a mindfulness-based social and emotional learning program with K-2 students, teachers, and parents in CPS. Invited webinar on behalf of the Illinois Adverse Child Experiences (ACEs) Response Collaborative (ILARC).
- Moreno, A.J. (2017, February). Parents as First Teachers: How to Cultivate the Whole Child. Invited panelist at the Family Action Network, Evanston, IL.
- Moreno, A.J. (2016, December). Young minds: Building resilience and well-being for the next generation. Invited panelist at the Kennedy Forum, Chicago, IL.
- Moreno, A.J. (2016, October). Integrating mindfulness as a stress reducer in Chicago Public Schools. Invited talk presented at Northwestern University Medical School psychology grand rounds.
- Moreno, A.J. (2016, April). How trauma and toxic stress are etched in early childhood. Invited talk presented at the National Education Writers Association conference, Boston, MA.
- Moreno, A.J. (2016, March). The mindfulness backlash. Campus talk at Erikson Institute Doctoral Association Applied Child Development Seminar.
- Moreno, A.J., Bromer, J., Mitra, S., & Llanes, S. (2015, June). Supportive *AND* Serious: Strengths-Based Professional Development in Diverse Early Care and Education Settings. Talk presented at the National Association for the Education of Young Children Professional Development Institute, New Orleans, LA.
- Moreno, A.J. (2015, June). All it takes is H.E.A.R.T. An introduction to relationship-based child development for osteopathic physicians. Invited talk presented at the Osteopathic Medical Conference and Exposition, Orlando, FL.
- Moreno, A.J., Green, S., and Koehn, J. (2015, January). Coursework and coaching improve teacher-child relationships in center- and home-based child care settings. Poster presentation at Zero to Three annual conference, Ft. Lauderdale, FL.
- Moreno, A.J., Pytlinski, L., & Pikovsky, I. (2013). Practical strategies for enhancing children’s developing executive function. Talk presented at the Rocky Mountain Early Childhood Conference, Denver, CO.
- Moreno, A.J. (2012). Connecting research, policy, and practice. Invited talk presented at the National Association for the Education of Young Children, Professional Development Institute, Indianapolis, IA.
- Moreno, A.J. & Hartnett-Edwards, K. (2011). Responding to the pressures from above: Getting to outcomes in the accountability age. Talk presented at the Rocky Mountain Early Childhood Conference, Denver, CO.

- Moreno, A.J., Maier, S., & McBride, K. (2008). Capturing Change: Lessons Learned from the Evaluation of an Early Childhood Teacher Quality Intervention. Poster presented at the 2008 conference of the American Evaluation Association, Denver, CO, November.
- Klute, M. M., Moreno, A., Sciarrino, C., & Anderson, S. (2008). Implementation of ‘Learning through Relating’, a Pre-Literacy and Social Communication Curriculum for Infants and Toddlers. Poster presented at Head Start’s 9th National Research Conference, Washington, DC, June.
- Moreno, A.J. (2003). Co-regulation and Maternal Sensitivity as Predictors of Infant Emotional Vitality. Paper presented at the Biennial Meeting of the Society for Research in Child Development, Tampa, FL.
- Moreno, A.J. (2003). Is mother-infant co-regulation enhanced by touch? Poster presented at the Biennial Meeting of the Society for Research in Child Development, Tampa, FL.

Measures, Content Development, and Other Professional Documents:

- Moreno, A.J. & Baker, S. (2016). *Iggy, Ziggy, and You*. A self-report SEL measure for K-2 students. Erikson Institute, Chicago, IL.
- Moreno, A.J., McConnell, E., & Huting, D. (2015). *The Calm Spot: A tablet app for restoring effortful cognition in classrooms*, Erikson Institute, Chicago, IL.
- Moreno, A.J., Moulin, J., & Varey, K. (2015). *Mindful Vocabulary: Daily lessons for integrating social-emotional learning and literacy*, Erikson Institute, Chicago, IL.
- Moreno, A.J., Linker, A., Szafranski, K., Schwartz, T., & Thomas, K. (2015). *Calm Community Curriculum: Weekly lessons for applying mindfulness in and beyond the classroom*, Erikson Institute, Chicago, IL.
- Moreno, A.J. (2015). *Mindful Behavior Guidance: Integrating mindfulness with behavior management*, Erikson Institute, Chicago, IL.
- Moreno, A.J., Sciarrino, C., & Klute, M.M. (2008). *Learning through Relating: A Comprehensive System for Expanding Learning for Children Birth to Three*, Clayton Early Learning Institute, Denver, CO.
- Moreno, A.J. (2006). *The “Apples” (APLS) – Assessment of Pre-Literacy*. Coding system for book behaviors, interactions around books, and crayon and paper behaviors for very young, pre-literate children.
- Goldyn, D. & Moreno, A.J. (2001). *Parent-to-Infant Quality of Touch Protocol*. Validity and reliability data published in *Infancy* (see 2006 citation above).

White Papers and Other Non-Peer Reviewed Publications:

- Moreno, A.J. (2017). Do social-emotional skills need to be explicitly “taught”? *Early Childhood*, the Alliance for Early Childhood, Spring/Summer 2017.
- Moreno, A.J. (2013). Why the Head Start headlines are wrong. *Huffington Post*, January 24, 2013, http://www.huffingtonpost.com/amanda-moreno-phd/head-start-early-education_b_2533443.html.
- Moreno, A.J. (2013). Does retention (repeating a grade) help struggling learners? Issue Brief No. 5, Marsico Institute for Early Learning and Literacy, University of Denver.

- Maitland, M. & Moreno, A.J. (2012). Retention and literacy: What the research says. Issue Brief, Bell Policy Center, Denver, CO.
- Moreno, A.J. (2012). Killing kindergarten. *Huffington Post*, March 29, 2012, http://www.huffingtonpost.com/amanda-moreno-phd/post_3023_b_1285135.html.
- Moreno, A.J. (2011). Four myths of education reform nobody is talking about. *Huffington Post*, August 3, 2011, http://www.huffingtonpost.com/amanda-moreno-phd/education-reform-myths_b_917185.html.
- Moreno, A.J., Maloney, V.R., & Brown, K.L. (2010). The case against testing young children to evaluate teacher effectiveness: A position statement from the Marsico Institute for Early Learning and Literacy. Issue Brief No. 4, University of Denver.
- Moreno, A.J., Gasbarro, M., & Maloney, V.R. (2009). Early childhood teacher preparation in Colorado: Connects and disconnects. Issue Brief No. 3, University of Denver.

GRANTS, HONORS AND AWARDS:

2020-2024

Institute for Education Sciences, “An Exploration of Brain Breaks to Enhance Attention and Instruction Uptake in Early Elementary,” \$1,400,000. Role: Co-PI (Other Co-PI: Karrie Godwin).

2020-2022

Erikson Institute Faculty Innovation Fund, “A ‘Two-Gen’ Approach to SEL using High School Students as ‘Emotion Coaches’ for Young Children: A Planning Grant,” \$28,000. Role: PI.

2020-2022

Samuel N. and Mary Castle Foundation, “SELove: Social and Emotional Learning Professional Development for Early Childhood Providers in Hawaii,” \$200,000. Role: Project Director.

2015-2018

U.S. Department of Education, Investing in Innovation (i3) Award, “Mindfulness and Other Replenishment Practices to Improve Young Children’s Stress Levels, Self-Regulation, and Productive Engagement in School,” \$2,513,093 plus \$565,000 in private foundation matching funds. Role: P.I.

2012-2016

Administration for Children and Families, Head Start-University Partnership Award, “A Microsocial Video Coaching Intervention for Toxically Stressed EHS Families,” \$2,000,000. Role: Co-I (PI: Sarah Watamura).

2012-2013

Corporation for National & Community Service, Social Innovation Fund, “Proficient Reading by Third Grade,” \$90,000. Role: PI of Mile High United Way’s implementation and technical assistance contract.

2011-2013

Temple Hoyne Buell Foundation, “Evaluation of Infant-Toddler Caregiver Preparation Initiatives,” \$400,000. Role: PI.

2006-2009

National Institutes of Health, Loan Repayment Program recipient, \$85,000.

2005-2009

Administration for Children and Families, Head Start-University Partnership Award, “Learning through Relating: A Social Communication and Pre-Literacy Curricular Approach in Early Head Start,” \$500,000. Role: PI.

2003-2004

Developmental Psychobiology Endowment Fund, “Evaluation of Two Early Childhood Educator Professional Development Curricula,” \$4,000. Role: PI.

2002-2004

National Institutes of Child Health and Development, “Enhancing Preschool Readiness in Early Head Start,” \$173,800. Role: Post-Doctoral Research Associate.

2002

University of Denver Department of Psychology Dissertation Award.

2001-2005

National Science Foundation, “Early Empathic Development: Investigations into the Role of Culture and Gender in Minority Children in the U.S.A.,” \$259,960. Role: Senior Researcher.

2000-2002

National Institute of Mental Health, National Research Service Award, “Co-regulation in Mother-Child Dyads,” \$52,000. Role: Graduate Student PI (Advisor: German Posada).

SELECTED COMMUNITY-ENGAGED PROFESSIONAL DEVELOPMENT AND EVALUATION PROJECTS:

SELove: Social and Emotional Learning Professional Development for Early Childhood Providers in Hawaii. A yearlong hybrid in-person and remote series (all remote in 2021 due to COVID-19) providing original SEL content and group coaching, 2020-2021.

Project Connect Evaluation. Evaluation Director for a yearlong professional development series on math and literacy teaching and assessment presented to kindergarten teachers in Illinois, 2021-2023.

Early Teaching and Learning Integrated Series. Developed and delivered content for the two SEL sessions in a 7-session series presented to kindergarten teachers in Illinois, 2020.

Grow Through Mindfulness Evaluation. Evaluation Director for a pilot implementation of the Grow Through Mindfulness program in elementary schools in Glencoe, IL, 2019.

TEACHING AND ADVISING:

Undergraduate Courses Taught:

Introduction to Psychology; Research Methods; Child Development; Human Development; The Exceptional Child

Graduate Courses Taught:

Program Evaluation and Implementation Science; Child Psychopathology; Children and Families at Risk; Cognitive Development; Language Development; Child Assessment; Research Methods; Introduction to SEL; Inclusive and Trauma-Informed Behavior Guidance; Embedded SEL: Play, Peers, and Projects; The Neuroscience of SEL

Courses Developed or Co-Developed:

Applied Developmental Neuroscience; Foundations of SEL 1: Programs and Approaches; Foundations of SEL 2: Family, Policy, and Community; The Neuroscience of SEL; Embedded SEL: Play, Peers, and Projects; Inclusive and Trauma-Informed Behavior Guidance; Advanced Quantitative Research Methods

Advising and Supervision:

Kandace Thomas, doctoral committee chair, 2015-2019: Mindfulness and self-care as a buffer of intergenerational trauma transmission.

Whitney Davis, doctoral advisor, 2019-present.

Adenia Linker, doctoral advisor, 2018-present.

Kate Varey, doctoral advisor, 2015-present.

Ilana Friedman, doctoral research internship advisor, 2014.

Sheridan Green, doctoral committee member, 2013: Assessing the Sensitivity of Early Head Start Study Conclusions to Violations of the Assumption of Strong Ignorability and Other Hazards in Propensity Score Analysis. University of Northern Colorado.

Master's-level internship and tutorial advising, 15+ students.

Professional Staff Supervision, 10+ supervisees.

SELECTED SERVICE TO THE PROFESSION:

Invited Member, Illinois Children's Mental Health Plan, Early Intervention Work Group, 2021-2022.

Invited expert commentator, multiple media interviews on topics related to social and emotional learning during the age of COVID-19, e.g., local NPR stations, *National Geographic*, *Washington Post*, *Chicago Tribune*, 2020-2021.

Consultant, Reading Partners evaluation conducted by OMNI Institute, 2020-2021.

Editorial Board, *Early Childhood Research Quarterly*. Invited two-year term February 2018-February 2020.

Ad Hoc Reviewer, *Child Development*, *Early Childhood Research Quarterly*, *Journal of Research on Adolescence*, *Social Development*, *Infancy*, *Infant Behavior and Development*, *Infant Mental Health Journal*.

Invited Member, Illinois Adverse Child Experiences (ACEs) Response Collaborative (ILARC), Education subcommittee, 2016-present.

Invited expert commentator on topics related to mindfulness in education (*The Atlantic*), trauma and toxic stress in early learners (National Education Association magazine), and "soft skills" that predict academic success (Cleveland.com as part of the "First 2000 Days" series), 2016.

Invited expert commentator on the "fade-out effect" (*American Prospect*), 2014.

Invited Member, Data and Research subcommittee of Colorado's Early Childhood Leadership Commission, 2010-2013.

Invited Steering Committee Member, Colorado's Early Learning Challenge Fund application preparation effort, June-October, 2011.

Invited Proposal Reviewer and Consultant, Mile High United Way Social Innovation Fund, “Proficient Reading by Third Grade” initiative, 2011-2013.

Invited Consultant, Piton Foundation, “Cradle to Career” initiative, 2012-2013.

Invited expert commentator, “Parenting” and “Parents” magazines, BAM! Radio, 2009-2011.

Public Commenter, Colorado Council on Educator Effectiveness, Early Learning Listening Tour, 2009-2011.

SELECTED SERVICE TO THE SCHOOL:

Doctoral program director; SEL Specialization track developer and leader; Director of Research for the Early Teaching and Learning Academy; Child Development Faculty Search Committee Chair; IRB Chair; Strategic Planning Steering Committee Faculty Representative; Research Committee; Assessment Committee; Master’s Program Committee, Doctoral Program Committee; Teacher Education Cluster; Infancy Search Committee; Social Work Search Committee; Faculty Innovation Fund Reviewer; Field Supervisor

SELECTED OTHER PROFESSIONAL ACTIVITIES AND SERVICE:

Consultant, the DULCE project (Developmental Understanding and Legal Collaboration for Everyone), Chapin Hall, 2016-2020.

Consultant, Amira Valle’s “El Regalo del Elefante” mindfulness project, Elephant Wise, LLC, Mexico, 2017-2018.

Public Commenter, Colorado’s teaching effectiveness law, and mandatory retention by 3rd grade law, 2010-2011.

Oversight and design of www.earlychildhoodcolorado.org, a free online information hub for parents and early childhood professionals, 2009-2013.

Consultant, Trainer, and Coding Supervisor, Peter Kaplan’s project at The University of Colorado at Denver on parental depression, attachment, and infant learning, 2004-2010.

Certified Reliable Coder, CLASS (infant and toddler), Maternal Sensitivity (Moran & Pederson), Attachment Q-Set (Waters & Deane), Strange Situation, Emotion Expression and Regulation (Buss & Goldsmith).

Data Analyst and Consultant, Boulder Mental Health Center, KIDCONNECTS project on the efficacy of mental health interventions in day care centers, and Boulder County School Readiness Project, 2002-2006.

Partners in Parenting Education Training, How to Read Your Baby, Jody Perkins, Director, 2003.

PROFESSIONAL ORGANIZATIONS:

National Association for the Education of Young Children
Society for Research in Educational Effectiveness
Society for Research in Child Development