

## VITAE

**Name:** **Wendy S. Grolnick**

**Office Address:** Department of Psychology  
Frances L. Hiatt School of Psychology  
Clark University  
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Worcester, Mass 01610  
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**Education:** Cornell University, Ithaca, NY  
B.A., Psychology, 1981 with Distinction  
Magna Cum Laude; Phi Beta Kappa  
  
University of Rochester, Rochester, NY  
Ph.D., Clinical Psychology, 1987

**Major Interests:** Child Clinical Psychology, Human Motivation, Self-Regulation and Internalization, Family Interaction and Parenting, Clinical Assessment.

### **Professional and Research Experience:**

2006-present	<b>Professor of Psychology</b> Clark University
1996 – 2006	<b>Associate Professor of Psychology</b> Clark University (Director of Clinical Training 1996-1999, 2001-2002)
1991 - 1996	<b>Assistant Professor of Psychology</b> Clinical Psychology Doctoral Program Clark University
1987 - 1991	<b>Assistant Professor of Psychology</b> Clinical Psychology Doctoral Program New York University
1984 - 1986	<b>Research Associate</b> Department of Psychiatry, University of Rochester Medical Center (Strong Memorial Hospital), Rochester, NY
1984 - 1985	<b>Research Associate</b> Department of Psychology, University of Rochester, Rochester, NY
1981 - 1982	<b>NIMH Trainee</b> Department of Psychology, University of Rochester, Rochester, NY

1979 - 1981

**Research Assistant**

Department of Psychology, Cornell University, Ithaca, NY

**Clinical Experience:**

1986 - 1987

**NIMH-Funded Predoctoral Intern**

Child and Adolescent Psychiatry, University of Rochester Medical Center (Strong Memorial Hospital), Rochester, NY

1984 - 1986

**Psychology Trainee**

Adult Outpatient Psychiatry, University of Rochester Medical Center (Strong Memorial Hospital), Rochester, NY

1983 - 1984

**Psychological Consultant**

Mount Hope Family Center, Rochester, NY

1983 - 1984

**Psychological Trainee**

University of Rochester Center for Counseling and Psychological Services, Rochester, NY

1982 - 1983

**Psychological Trainee**

Mount Hope Family Center, Rochester, NY

**Teaching Experience:**

Clark University, 1991-present

New York University, 1987-1991

University of Rochester, 1981-1987

University of Rochester Medical Center, 1986-1987

**Courses Taught:**

Clinical Assessment (Graduate)

Social and Emotional Development (Graduate)

Abnormal Psychology (Undergraduate)

Clinical Psychology (Undergraduate)

Motivation and Self-Regulation Across the Lifespan (Undergraduate)

Research Practicum: Independent Study (Grad. & Undergrad.)

Tutorial Research (Undergraduate)

Human Development (Medical Students)

**Memberships**

American Psychological Association

Society for Research in Child Development

American Educational Research Association

**Grant Support**

Co-Principal Investigator, NIMH Grant, "The Development of Emotional Self-Regulation" (J. P. Connell, Principal Investigator). 8/89-7/93. Total Direct Costs - \$427,276. Total Costs - \$489,200.

Principal Investigator, Hiatt Endowment Fund Grant, Clark University, 6/1/92-7/31/92. Research Support, Total Costs - \$3651.

Principal Investigator, Faculty Development Fund, Clark University, 11/15/92-11/15/93. Research Support, Total Costs - \$1695.

Principal Investigator, W. T. Grant Foundation Faculty Scholars Award. "Factors Influencing the Level and Characteristics of Parents' Involvement in Their Children's Schooling." 7/1/93 - 6/30/98. Total Costs - \$220,000.

Principal Investigator, Faculty Development Fund, Clark University, 5/95 - 5/96. Total Costs - \$1,000.

Principal Investigator (with J. Valsiner, R. Sohmer), Spencer Foundation Grant "Socializing Motivational and Academic Efficacy: The Power of Practice." 9/1/2000-8/31/2003. Total Costs \$494,000.

Principal Investigator, Faculty Development Fund, Clark University. "Threat and Parenting." 01/01/03 – 12/31/03. Research support, total funds: \$1500.

Principal Investigator (with Elaine Reese), National Institute of Health and Human Development, "Enhancing Low-Income Children's Emergent Literacy." 6/1/2005-5/31/2007. Total Costs, \$162,675.

Principal Investigator, Spencer Foundation Grant, "Emotion in the Classroom: A Theory-Based Exploration of Teachers' Emotion Socialization Beliefs and Behaviors. 10/1/2006-9/30/2007. Total Costs \$39,304.

Principal Investigator (with Esteban Cardemil), William T. Grant Foundation Grant, "In Search of Structure: A Theory-Based, Mixed Method Examination of Parental Structure in Families of Adolescents." 6/1/2008-5/31/2111. Total Costs \$322,616.

Principal Investigator (with Esteban Cardemil), William T. Grant Foundation Grant, Grant Supplement to "In Search of Structure: A Theory-Based, Mixed Method Examination of Parental Structure in Families of Adolescents." 6/1/2111-5/31/2012. Total Costs \$32,977.

**Ad Hoc Reviewer**

Child Development  
Developmental Psychology

Development and Psychopathology  
Journal of Personality and Social Psychology  
Journal of Educational Psychology  
Journal of Applied Developmental Psychology  
Journal of Applied Social Psychology  
Infant Behavior and Development  
Journal of Social and Clinical Psychology  
Merrill Palmer Quarterly  
Motivation and Emotion (on Editorial Board)  
Journal of Abnormal Child Psychology  
National Science Foundation (Grant Review)  
Israeli Science Foundation (Grant Review)  
William T. Grant Foundation (Grant Review)  
Spencer Foundation (Grant Review)

### **Consultation**

Consultant, W. T. Grant Foundation supported project "From preschool to middle school: Home and school factors supporting motivational and academic development in low-income children (Catherine E. Snow, Harvard University, Principal Investigator).

### **Publications:**

- Walker-Andrews, A., & Grolnick, W. (1983). Discrimination of vocal expressions by young infants. Infant Behavior and Development, 6, 491-498.
- Frodi, A., Keller, B., Foye, H., Liptak, G., Bridges, L., Grolnick, W., Berko, J., Lawrence, R., & McAnarney, E. (1984). Determinants of attachment and mastery motivation of infants born to adolescent mothers. Infant Mental Health Journal, 5, 15-23.
- Grolnick, W. S., Frodi, A., & Bridges, L. (1984). Maternal control style and the mastery motivation of one-year-olds. Infant Mental Health Journal, 5, 15-23.
- Ryan, R. M., Avery, R. R., & Grolnick, W. S. (1985). A Rorschach assessment of children's mutuality of autonomy. Journal of Personality Assessment, 49, 6-12.
- Frodi, A., Bridges, L., & Grolnick, W. (1985). Correlates of mastery-related behavior: A short-term longitudinal study of infants in their second year. Child Development, 56, 1291-1298.
- Frodi, A., Grolnick, W. & Bridges, L. (1985). Maternal correlates of stability and change in infant-mother attachment. Infant Mental Health Journal, 6, 60-67.
- Ryan, R. M., & Grolnick, W. S. (1986). Origins and pawns in the classroom: A self-report and projective assessment of children's perceptions. Journal of Personality and Social Psychology, 50, 550-558.

- Grolnick, W. S., & Ryan, R. M. (1987). Autonomy-support in education: Creating the facilitating environment. In N. Hastings & J. Schwieso (Eds.), New directions in educational psychology, Volume 2: Behavior and motivation. London, England: Falmer Press.
- Grolnick, W. S., & Ryan, R. M. (1987). Autonomy in children's learning: An experimental and individual difference investigation. Journal of Personality and Social Psychology, 52, 890-898.
- Grolnick, W. S., & Ryan, R. M. (1989). Parent styles associated with children's school-related self-regulation and competence. Journal of Educational Psychology, 81, 143-154.
- Grolnick, W. S., & Ryan, R. M. (1990). Self-perceptions, motivation, and adjustment in learning disabled children: A multiple group comparison study. Journal of Learning Disabilities, 23, 177-184.
- Grolnick, W. S., Cole, R. E., Laurenitis, L. & Schwartzman, P. (1990). Playing with fire: A developmental assessment of children's understanding of and experience with fire. Journal of Clinical Child Psychology, 19, 128-135.
- Grolnick, W. S. (1990). Inner resources as targets of early childhood education: Implications of research in motivational development. Educational Policy, 4, 267-282.  
(Also reprinted in L. Weis, P. G. Altbach, G. P. Kelly, & H. G. Petrie (Eds.). Critical perspectives on early childhood education (pp. 171-188). Albany: State University of New York Press.)
- Frodi, A., Grolnick, W. S., Bridges, L. & Berko, J. (1990). Infants of adolescent and adult mothers: Two indices of social-emotional development. Adolescence, 25, 263-174.
- Grolnick, W. S., Ryan, R. M., & Deci, E. L. (1991). The inner resources for school achievement: Motivational mediators of children's perceptions of their parents. Journal of Educational Psychology, 83, 508-517.
- Grolnick, W. S. & Ryan, R. M. (1992). Parental resources and the developing child in school. In M. Procidano & C. Fisher (Eds.), Contemporary families: A handbook for school professionals (pp. 275-291). New York: Teachers College Press.
- Ryan, R. M., Connell, J. P., & Grolnick, W. S. (1992). When achievement is not intrinsically motivated: A theory and assessment of self-regulation in school. In A. K. Boggiano & T. S. Pittman (Eds.), Achievement and motivation: A social-developmental perspective (pp.167-188). New York: Cambridge University Press.
- Cole, R., Kane, C., Zastowny, T., Grolnick W., & Lehman, A. (1993). Expressed emotion, communication, and problem solving in the families of chronic schizophrenic young adults. In R. Cole and D. Reiss (Eds.), How do families cope with chronic illness? (pp. 141-172). Hillsdale, NJ: Erlbaum.
- Cole, C. S., Grolnick, W. S., & Schwartzman, P. (1993). Firesetting. In R. Ammermann, C. Last, & M. Hersen (Eds.), Handbook of prescriptive treatments for children and adolescents. New York:

Pergamon.

Grolnick, W. S. & Slowiaczek, M. L. (1994). Parent involvement in children's schooling: A multidimensional conceptualization and motivational model. Child Development, 64, 237-252.

Bridges, L. J. & Grolnick, W. S. (1995). The development of emotional self-regulation in infancy and early childhood. In N. Eisenberg (Eds.), Review of Personality and Social Psychology, Vol 15. New York: Sage.

Ryan, R. M., Deci, E. L., & Grolnick, W. S. (1995). Autonomy, relatedness and the self: Their relation to development and psychopathology. In D. Cicchetti & D. J. Cohen (Eds.), Manual of developmental psychopathology. NY: Wiley.

Bober, S. & Grolnick, W. S. (1995). Motivational factors related to differences in self-schemas. Motivation and Emotion, 19, 307-327.

Grolnick, W. S., Weiss, L., McKenzie, L. & Wrightmen, J. (1996). Contextual, cognitive and adolescent factors associated with parenting in adolescence. Journal of Youth and Adolescence, 25, 33-54.

Dresner, R. & Grolnick, W. S. (1996). Perceptions of early parenting, intimacy and autonomy in young women. Journal of Social and Personal Relationships, 13, 25-39.

Grolnick, W. S., Cosgrove, T., & Bridges, L. J. (1996). Age-graded change in initiation of positive affect. Infant Behavior and Development, 19, 153-157.

Grolnick, W. S., Bridges, L. J., & Connell, J. P. (1996). Emotional self-regulation in two-year-olds: Strategies and emotional expression in four contexts. Child Development, 67, 928-941.

Grolnick, W. S., Ryan, R. M. & Deci, E. L. (1997). Internalization in the family: The self-determination perspective. In J. E. Grusec and L. Kuczynski (Eds.) Parenting and children's internalization of values. NY: Wiley.

Grolnick, W.S., Benjet, C., Kurowski, C. O., & Apostoleris, N. (1997). Predictors of parent involvement in children's schooling. Journal of Educational Psychology, 89, 538-548.

Bridges, L.J., Grolnick, W.S. & Connell, J.P. (1997). Emotion regulation with mothers and fathers. Infant Behavior and Development, 20, 47-57.

Williams, G.C., Rodin, G.C., Ryan, R.M., Grolnick, W.S. & Deci, E.L. (1998). Autonomous regulation and adherence to medical regimens. Health Psychology, 17, 269-276.

Grolnick, W.S., Kurowski, C., McMenemy, J., Rivkin, I., & Bridges, L.J. (1998). Mothers' strategies for regulating their toddlers' distress. Infant Behavior and Development, 3, 437-450.

Grolnick, W.S., Kurowski, C.O., & Gurland, S.T. (1999). Family processes and the development of

self regulation. Educational Psychologist, 34, 3-14

Grolnick, W.S., McMenamy, J.M., & Kurowski, C.O. (1999). Emotional self-regulation in infancy and toddlerhood. In L. Balter and C. Tamis-LeMonda (Eds.), Child Psychology: A handbook of contemporary issues. New York: Garland.

Nicely, P., Tamis-LeMonda, C., & Grolnick, W. S. (1999). Infant expressivity and maternal responsiveness to expressivity: Stability and prediction. Infant behavior and development, 22, 103-117.

Grolnick, W.S. (2000). Parental control. In L. Balter (Ed.), Parenthood in America: An Encyclopedia. New York:Wiley.

Grolnick, W.S., Kurowski, C.O., Dunlap, K.G., & Hevey, C. (2001). Parental resources and the transition to Junior High. Journal of Research on Adolescence, 10, 465-488.

Grolnick, W.S., Gurland, S.T. (2002). Women and mothering: Retrospect and prospect. In J.McHale and W.S. Grolnick (Eds.) Retrospect and prospect in the psychological study of families (pp. 5-34), Hillsdale,NJ: Erlbaum.

Grolnick, W.S., & Apostoleris, N.H. (2002). What makes parents controlling? In E. Deci and R. Ryan (Eds.), Handbook of self-determination research, Rochester, NY: University of Rochester Press.

Grolnick, W.S. & Farkas, M. (2002). Parenting and the development of self-regulation. In M.H. Bornstein (Ed.), Handbook of parenting; Vol. 5: Practical issues in parenting (pp. 89-110), Hillsdale, NJ: Erlbaum.

Grolnick, W.S., Gurland, S.T., Jacob, K.F. & DeCoursey, W. (2002). The development of self-determination in middle childhood and adolescence. In A. Wigfield and J. Eccles (Eds.), Development of achievement motivation (pp. 147-171), New York: Academic Press.

Grolnick, W.S., Gurland, S.T., DeCoursey, W., & Jacob, K. (2002). Antecedents and consequences of mothers' autonomy support: An experimental investigation. Developmental Psychology, 38, 143-155.

Gurland, S.T. & Grolnick, W.S. (2003). Children's expectancies and perceptions of adults: Effects of rapport. Child Development, 74, 1212-1224.

Pomerantz, E.M., Grolnick, W.S., & Price, C.E. (2005). The role of parents in how children approach achievement A dynamic process perspective. In: A. Elliot and C. Dweck (Eds.), Handbook of motivation and competence. New York: Guilford.

Gurland, S.T., & Grolnick, W.S. (2005). Perceived threat, controlling parenting, and children's achievement orientations. Motivation and Emotion, 29, 103-121

Grolnick, W.S., McMenamy, J.M., & Kurowski, C.O. (2005). Emotional self-regulation in infancy and

toddlerhood. In L. Balter and C. Tamis-LeMonda (Eds.), Child Psychology: A handbook of contemporary issues (second edition). New York: Garland. (new and revised edition of 1998 book).

Grolnick, W.S., & Beiswenger, K. (2006). Facilitating children's self-esteem: The role of parents and teachers. In M. H. Kernis, (Ed.), Self-esteem issues and answers: A source book of current perspectives. Psychology Press.

Grolnick, W.S., & Solomon, B. (2007). Motivation. In K. Borman and S. Cahill (Eds.) *American High School: An Encyclopedia*.

Grolnick, W. S., Farkas, M. S., Sohmer, R., Michaels, J., & Valsiner, J. (2007). Facilitating Motivation in Young Adolescents: Effects of an After-School Program. *Journal of Applied Developmental Psychology*, 28, 332-344.

Cleveland, E.S., Reese, E., & Grolnick, W.S. (2007). Children's engagement and competence in personal recollection: Effects of parents' reminiscing goals. *Journal of Experimental Child Psychology*, 96, 131-149.

Grolnick, W.S., Price, C.E., Beiswenger, K., & Sauck, C. C. (2007). Evaluative pressure in parents: Effects of situation, maternal, and child characteristics on autonomy-supportive versus controlling behavior. *Developmental Psychology*, 43, 991-1002.

Grolnick, W.S., Beiswenger, J., & Price, C.E. (2008). Stepping Up without Overstepping: Disentangling Parenting Dimensions and their Implications for Adolescent Adjustment. In M. Kerr and H. Stattin, *Advances in Research on Parenting*. New York: Wiley.

Gurland, S.T., & Grolnick, W.S. (2008). Building Rapport with Children: Effects of Adults' Expected, Actual, and Perceived Behavior. *Journal of Social and Clinical Psychology*, 27, 226-253.

Leyva, D., Reese, S., Grolnick, W.S., & Price, C.E. (2008). Elaboration and autonomy support in low-income mothers' reminiscing: Links to children's autobiographical memory. *Journal of Cognition and Development*, 9, 363-389

Grolnick, W.S., & Marbell, K. (2009). Parenting. In H. Reis, (Ed.), *Encyclopedia of Human Relationships*. Sage Press.

Grolnick, W.S., Friendly, R., & Bellas, V. (2009). Parenting and children's motivation at school. In K. Wentzel and A. Wigfield (Eds), *Handbook of Motivation at School*. Mahwah, NJ: Lawrence Erlbaum and Associates

Grolnick, W.S., & Pomerantz, E.M. (2009). Issues and Challenges in Studying Parental Control: Toward a New Conceptualization. *Child Development Perspectives*, 3, 165-170.

Pomerantz, E.M., & Grolnick, W.S. (2009). Toward a Clear and Inclusive Conceptualization of

Parental Control: Reply to the Commentaries. *Child Development Perspectives*. 3, 176–177.

Friendly, R., & Grolnick, W. (2009). Child adjustment to familial dissolution: An examination of parental factors using a Self-Determination Theory framework. *Journal of Divorce and Remarriage*, 50, 66-80.

Beiswenger, K., & Grolnick, W.S. (in press). Autonomy and relatedness in adolescent friendships: Relations with motivation for after-school activities and well-being. *Journal of Early Adolescence*.

Schröder, L.M. E., Roughan, A., Chen, Y., Reese, E., & Grolnick, W. (in press). Let's go to the zoo: An experimental study of elaborative and autonomy supportive reminiscing on children's autobiographical memory.

Reese, E., Leyva, D., Sparks, A., & Grolnick, W.S. (in press). Maternal Elaborative Reminiscing Increases Low-Income Children's Narrative Skills Relative to Dialogic Reading (in press). *Early Education and Development*.

Farkas, M.S., & Grolnick, W.S. (in press). Examining the components and concomitants of parental structure in the academic domain. *Motivation and Emotion*.

Raftery, J., Grolnick, W.S., & Flamm, E. (in press). Families and student engagement. In S.L. Christianson, A.L. Reschly, & C. Wiley (Eds.), *Handbook of Research on Student Engagement*. Springer Science.

Mauras, C.E., Grolnick, W.S., & Friendly, R.W. (under review). Time for "The Talk"...Now What? The Importance of Structure in Mother-Daughter Conversations about Sex. *Applied Developmental Psychology*.

### **Books:**

McHale, J.P. and Grolnick, W.S. (Eds.) (2002). Retrospect and prospect in the psychological study of families. Hillsdale, NJ: Lawrence E. Erlbaum Associates.

Grolnick, W.S. (2003). The psychology of parental control: How well-meant parenting backfires. Hillsdale, NJ: Lawrence E. Erlbaum Associates.

Grolnick, W.S., & Seal, K. (2008). Pressured Parents, Stressed-Out Kids: Dealing with competition while raising a successful child. Amherst, NY: Prometheus Press.

### **Papers Presented:**

Grolnick, W. S., Bridges, L. J., Frodi, A. (1984, April). Correlates of stability and change in infant-mother attachment between 12 and 20 months. International Conference on Infancy Studies, New York City, New York.

- Bridges, L. J., Grolnick, W. S., Frodi, A., & Connell, J. P. (1984, April). Determinants and correlates of mastery motivation and attachment across the second year: A structural modeling approach. International Conference on Infancy Studies, New York City, New York.
- Grolnick, W. S., & Ryan, R. M. (1985, April). Self-regulation and motivation in children's learning: An experimental investigation. Society for Research in Child Development, Toronto, Canada.
- Eppsteiner, F., Fantuzzo, J., & Grolnick W. (1985, April). Parent skills training: Helping children by helping their parents. New York State Council for Children, Rochester, New York.
- Grolnick, W. S. (1986, April). Effects of interpersonal context on children's self-regulation: A motivational analysis of school stress. American Educational Research Association, San Francisco, California.
- Grolnick, W. S. & Ryan, R. M. (1987, April). Parent styles associated with children's school-related self-regulation. Society for Research in Child Development, Baltimore, Maryland.
- Cole, R. E., Grolnick, W. S., Laurenitis, L., McAndrews, M., & Schwartzman, P. (1987, April). A developmental study of children's understanding of and experience with fire. Society for Research in Child Development, Baltimore, Maryland.
- Grolnick, W. S. (1988, April). Parental influences on children's school-related self-system processes. American Educational Research Association, New Orleans, Louisiana.
- Grolnick, W. S. (1988, April). Organized symposium entitled Parent, peer and family influences on student engagement and disaffection. American Educational Research Association, New Orleans, Louisiana.
- Grolnick, W. S. (1989, April). Quality of relatedness with parents and peers and adolescent symptomatology. Paper presented at Society for Research in Child Development, Kansas City, Missouri.
- Grolnick, W. S. & Wellborn, J. (1989). Parental behavior and children's academic control perceptions: A developmental analysis. Poster presented at Society for Research in Child Development, Kansas City, Missouri.
- Ryan, R. M. & Grolnick, W. S. (1989, April). The inner resources of academic performance: A process model of parent influences on achievement. Paper presented at American Educational Research Association, San Francisco, CA.
- Grolnick, W. S. (1989, June). Home and school influences on children's motivational development. Invited presentation at Conference on Human Motivation, Sofia, Bulgaria.
- Grolnick, W. S. (1990, April). Discussant for Invited Symposium entitled, Family Processes and School Adjustment. American Educational Research Association, Boston, Mass.

- Grolnick, W. S. & Weiss, L. A. (1991). A multi-method study of parental involvement and children's school motivation and performance. Society for Research in Child Development, Seattle, Wash.
- Weiss, L. A. & Grolnick, W. S. (1991). The roles of parent involvement and support for autonomy in adolescent symptomatology. Society for Research in Child Development, Seattle, Wash.
- Grolnick, W. S. (1992). Organized symposium entitled, New Approaches to the Study of Emotion Regulation. International Conference on Infant Studies, Miami, FL.
- Grolnick, W. S. & Bridges, L. J. (1992). Emotional self-regulatory strategies, emotionality and parent-infant interaction in the second year of life. International Conference on Infant Studies, Miami, FL.
- Bridges, L. J., Grolnick, W. S., & Connell, J. P. (1992). Emotional self-regulation as a central organizing construct in infancy. Paper presented in symposium entitled Early Emotional Self-Regulation: New Approaches to Understanding Developmental Change and Individual Differences. International Conference on Infant Studies, Miami, FL.
- Grolnick, W. S. & Bridges, L. J. (1993). An analysis of "good" stress and coping in infancy. Paper presented in symposium entitled The Search for "Good" Stress and Coping. Society for Research in Child Development, New Orleans, LA.
- Grolnick, W. S., McKenzie, L. & Bentivegna, C. (1993). Components of the sensitive environment: A theory and measure in mother-child interaction. Society for Research in Child Development, New Orleans, LA.
- Grolnick, W. S. (1994). Social and emotional development. Invited presentation at Language and Cognitive Development Center Conference, Boston, MA.
- Grolnick, W. S., Benjet, C., & Apostoleris, N. (1995). Parent-child, contextual and classroom predictors of parent involvement in children's schooling: A multidimensional approach. Society for Research in Child Development, Indianapolis, IN.
- Bridges, L. J., & Grolnick, W. S. (1995). New research on emotional self-regulation. Society for Research in Child Development, Indianapolis, IN.
- Grolnick, W. S., Apostoleris, N., & Rosen, S. (1995). Socioeconomic and family predictors of parent involvement: A multidimensional approach. American Educational Research Association, San Francisco, CA.
- Grolnick, W. S. (1995). Participant in invited symposium on "Doing research with families." American Educational Research Association, San Francisco, CA.
- Bober, S. & Grolnick, W. S. (1995). Bringing an intrinsic motivation approach to self-schema theory: An empirical investigation. Eastern Psychological Association, Boston, MA.

- Grolnick, W. S. & Bober, S. (1996). Quality of relatedness with parents and peers and adolescent symptomatology. Society for Research on Adolescence, Boston, MA.
- Grolnick, W. S. (1996). Participant in invited symposium on "Social influences on school adjustment." American Educational Research Association, New York, NY.
- Grolnick, W.S., McMenemy, J., Kurowski, C., & Bridges, C.J. (1997). Mothers' strategies for regulating children's distress: Developmental changes and outcomes. Society for Research in Child Development.
- Grolnick, W.S., Gehl, K. & Manzo, C. (1997). Longitudinal effects of parent involvement and autonomy support on children's motivation and school performance. Society for Research in Child Development, Washington, DC.
- Grolnick, W.S. & Gurland, S.T. (1999, April). Women and mothering: Retrospect and prospect. Paper presented at Interiors: Retrospect and Prospect in the Psychological Study of Families, Clark University, Worcester, MA.
- Grolnick, W.S. & Kurowski, C.O. (1999, April). Trajectories of parenting and children's motivation: Charting effects over middle childhood. Paper presented at Society for Research in Child Development, Albuquerque, NM.
- Grolnick, W.S. (1999, April). Chair and discussant for symposium entitled, "Parenting and children's motivation: Longitudinal effects from Childhood Through Adolescence." Society for Research in Child Development, Albuquerque, NM.
- Grolnick, W.S. (1999, April). What makes parents controlling? Paper presented at Self Determination Conference, Rochester, NY.
- Grolnick, W.S. & Gurland, S.T. (2001, April). Psychological pressure and parental control. Paper presented at biennial meeting of Society for Research in Child Development, Minneapolis, MN. (Also chaired Symposium)
- Grolnick, W.S. (2001, April). Discussant for symposium entitled, "Influences on children's motivation: New concepts and new findings." Biennial meeting of the Society for Research in Child Development, Minneapolis, MN.
- O'Donnell, E.H., & Grolnick, W.S. (2002, April). Perceptions of parenting and adolescents' symptomatology: A test of a self-determination theory perspective. Society for Research on Adolescence, New Orleans, LA.
- Farkas, M., & Grolnick, W.S. (2002, April). Self-regulation when resisting peer pressure: A new measure. Society for Research on Adolescence, New Orleans, LA.
- Grolnick, W.S., & Farkas, M. S. (2002, June). Effects of the Investigator's Club on young adolescents' motivation and school performance. International Society for Cultural Research and Activity

Theory, Amsterdam.

- Grolnick, W. S. & Gurland, S. T. (2003, April). Perceived threat, parental control, and children's achievement orientations. In symposium, *Familial Influences on Children's Motivation* (E. Pomerantz & A. Elliot, organizers). Society for Research in Child Development, Tampa, FL.
- Grolnick, W.S., Woodman, B., Sohmer, R., Michaels, S., & Beiswenger, K.L. (2004, April). Fostering conceptual change in science: Effects of an after-School program on young adolescents' learning. American Educational Research Association, San Diego, CA.
- Beiswenger, K.L., & Grolnick, W.S. (2004, April). Parents' perceptions of academic threat: Relations with controlling behavior, children's motivation, and grades. American Educational Research Association, San Diego, CA.
- Sauck, C.C., & Grolnick, W.S. (2005, April). Children's competence and parents' controlling behavior: Situational and perceptual components. Poster presented at the Biennial Meeting of the Society for Research in Child Development, Atlanta, GA.
- Price, C.E., Trionfi, G., & Grolnick, W.S. (2005, April). Discrepancies between teachers' and students' ratings of classroom engagement: Implications for understanding student motivation. Poster presented at the Biennial Meeting of the Society for Research in Child Development, Atlanta, GA.
- Cleveland, E.S., Reese, E., & Grolnick, W.S. (2005, April). Provision of autonomy support in parent-child reminiscing: Effects of parents' orientation to the task. Poster presented at the Biennial Meeting of the Society for Research in Child Development, Atlanta, GA.
- Beiswenger, K.L. & Grolnick, W.S. (2006). Peer relatedness and perceived competence: Predictors of autonomy in adolescents' after-school activities. Poster presented at Society for Research on Adolescence, San Francisco, CA.
- Leyva, D., Price, C.E., Grolnick, W.S., & Reese, E. (2006). Parental Involvement in Preschool Children's Literacy Development. Paper presented at International Society for the Study of Behavioural Development, Melbourne, Australia.
- Grolnick, W.S., Farkas, M.S., & Pomerantz, E. (2007). Conceptualizing structure as a major dimension of parenting: Links to parental control and children's competence. (also co-organized symposium that this paper was in: *Disentangling the construct of parental control: Conceptual and measurement issues*. Biennial Meeting of the Society for Research in Child Development, Boston, MA.
- Beiswenger, K.L., Price, C.E., Sauck, C. & Grolnick, W.S. (2007). Staking self-esteem, on your children: Exploring contingent self-worth in the parenting domain. Biennial Meeting of the Society for Research in Child Development, Boston, MA.
- Bellas, V.M. (2007). Emotion socialization in the classroom: An observational study of teach-child

emotion interaction. Biennial Meeting of the Society for Research in Child Development, Boston, MA.

Gurland, S.T., & Grolnick, W.S. (2007). Child-Adult rapport: Do children believe what they see or see what they believe? Biennial Meeting of the Society for Research in Child Development, Boston, MA.

Reese, E., Schroder, L., Roughan, A. Cleveland, E.S., & Grolnick, W.S. (2007). Let's go to the zoo!: Experimental studies of adult-child reminiscing. Biennial Meeting of the Society for Research in Child Development, Boston, MA.

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Farkas, M. & Grolnick, W.S. (2008). Conceptualizing parental provision of structure as a major dimension of parenting: Links to parental control and children's competence. Paper presented at meeting of the American Educational Research Association, New York City, NY.

Grolnick, W.S. (2009). Parents' influence on children's capacity to understand and regulation emotions: Exploring mechanisms (discussant). Biennial Meeting of the Society for Research in Child Development, Denver, CO.

Farkas, M.S., Grolnick, W.S., & Raftery, J. (2009). Context and parenting: Differential relations for parental control and structure. Biennial Meeting of the Society for Research in Child Development, Denver, CO.

Friendly, R. W., Mauras, C.E., & Grolnick, W.S. (2009). What do you mean we talk all the time? Exploring discrepancies in mothers' and daughters' reports of communication about sex. Biennial Meeting of the Society for Research in Child Development, Denver, CO.

Marbell, K.N., Grolnick, W.S., & Farkas, M.S. (2009). Facilitating motivation in at-risk students: Influence of significant adults' autonomy support on after-school programs. Biennial Meeting of the Society for Research in Child Development, Denver, CO.

Raftery, J., & Grolnick, W.S. (2009). Coping With Academic Failure: Effects of Structure and Perceived Control. Annual Meeting of American Psychological Association, Toronto, CA

Friendly, R. & Grolnick, W.S. (2009). Don't Worry, You'll Be Fine: A Preliminary Analysis of Individual Differences in Children's Experience of Disappointment. Annual Meeting of American Psychological Association, Toronto, CA

Marbell, K. & Grolnick, W.S. (2010). The effects of parental control: A look at Ghanaian families. Paper presented in symposium: Parental control in cultural context (organized by W. Grolnick & E.M. Pomerantz. Biennial Meeting of the Society for Research in Adolescence, Philadelphia,

PA.

- Grolnick, W.S., & Farkas, M.S. (2010). Parental Structure in Adolescence: Theory and Method. Paper presented in symposium: Structure as a major dimension of parenting: New Theory and data in Adolescence (organized by W. Grolnick & E. Cardemil). Biennial Meeting of the Society for Research in Adolescence, Philadelphia, PA.
- Raftery, J., Marbell, K., Grolnick, W.S., & Cardemil, E.V. (2010). Structure in the home: Effects on child outcomes. Paper presented in symposium: Structure as a major dimension of parenting: New Theory and data in Adolescence (organized by W. Grolnick & E. Cardemil). Biennial Meeting of the Society for Research in Adolescence, Philadelphia, PA.
- Cardemil, E.V., Raftery, J., Marbell, K., Sanchez, M., & Grolnick, W.S. (2010). Structure in cultural context: European American and Latino families. Paper presented in symposium: Structure as a major dimension of parenting: New Theory and data in Adolescence (organized by W. Grolnick & E. Cardemil). Biennial Meeting of the Society for Research in Adolescence, Philadelphia, PA.