

CURRICULUM VITAE
THOMAS W. FARMER
April, 2011

PERSONAL

Office

College of Education
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State College, PA 16803

EDUCATION

1993	Ph.D.	Special Education	University of North Carolina-Chapel Hill
1989	M.A.	Special Education	University of North Carolina-Chapel Hill
1983	B.A.	Philosophy	The College of William and Mary

PROFESSIONAL EXPERIENCE

University Teaching and Research

2006 - **Associate Professor.** College of Education, The Pennsylvania State University
2005 - 2006 **Associate Professor.** School of Education, University of North Carolina-Chapel Hill
2004 - **Director.** National Research Center on Rural Education Support
2002 - 2005 **Assistant Professor.** School of Education, University of North Carolina-Chapel Hill
2001 - 2006 **Director.** Social Development and Intervention Research Program, CDS, UNC-Chapel Hill
1999 - 2006 **Senior Scientist.** Center for Developmental Science, University of North Carolina-Chapel Hill
1999 - 2006 **Research Associate Professor.** Psychology, University of North Carolina-Chapel Hill
1999 - 2002 **Adjunct Associate Professor.** College of Education, Cleveland State University
1999 - 2001 **Interim Director.** Center for Developmental Science, University of North Carolina-Chapel Hill
1999 - 2001 **Co-Director.** Social Development and Intervention Research Program, CDS, UNC-Chapel Hill
1999 - 2001 **Associate Director.** Center for Developmental Science, University of North Carolina-Chapel Hill
1999 **Associate Professor.** College of Education, Cleveland State University
1997 - 1999 **Assistant Professor.** College of Education, Cleveland State University
1994 - 1997 **Assistant Director.** Center for Developmental Science, University of North Carolina-Chapel Hill
1994 - 1997 **Research Assistant Professor.** School of Education, University of North Carolina-Chapel Hill
1993 - 1994 **Assistant Professor.** College of Education, University of Illinois-Chicago
1992 - 1993 **Research and Assessment Teacher-Counselor.** Wright School, Durham, NC
1992 **Research Consultant.** Department of Psychology, University of North Carolina-Chapel Hill
1991 - 1992 **Graduate Teaching Assistant.** Dept. of Special Ed., University of North Carolina-Chapel Hill
1991 **Research Intern.** Department of Psychology, University of North Carolina-Chapel Hill

Classroom Teaching and Direct Service

1992 **Day Teacher-Counselor.** Wright School, Durham, NC
1991 - 1993 **Respite Provider.** Durham County Mental Health Services, Willie M. Program, Durham, NC
1989 - 1990 **Liaison Teacher-Counselor.** Wright School, Durham, NC
1988 - 1990 **Professional Parent.** Durham County Mental Health Services, Willie M. Program, Durham, NC
1987 - 1988 **Evening Teacher-Counselor.** Wright School, Durham, NC
1987 **Day Teacher-Counselor.** Wright School, Durham, NC
1986 - 1987 **Intern in Social Skills Training and Assessment.** Wright School, Durham, NC
1985 - 1986 **Production Supervisor.** Colonial Workshop, Williamsburg, VA
1985 **Independent Living Skills Instructor.** Colonial Mental Health Services Board, Williamsburg, VA
1984 **Houseparent.** Concord Mental Retardation Services, Yellowspring, WV

BIBLIOGRPHY

Refereed Articles

75. Irvin, M.J., Soo-yong, B., Meece, J.L., Farmer, T.W., & Hutchins, B.C. (in press). "Barriers to rural youths' educational aspirations: Relation of individual and contextual difference variables." *Journal of Career Assessment*.
74. Irvin, M. J., Meece, J. L., Byun, S., Farmer, T., & Hutchins, B. (in press). Relations of community, family, and school contexts to rural youth's educational achievement and aspirations. *Journal of Youth and Adolescence*.
73. Irvin, M., Farmer, T. W., Weiss, M. P., Meece, J. M., Byun, S-Y., McConnell, B., & Petrin, R. (2011). Perceptions of school and postsecondary aspirations of rural high school students with learning disabilities and their nondisabled peers. *Learning Disabilities Research & Practice*, 26, 2-14.
72. Farmer, T.W., Leung, M-C., Weiss, M.P., Irvin, M.J., Meece, J.L., & Hutchins, B.C. (2011). The social network placement of rural high school students with disabilities: Centrality and peer affiliations. *Exceptional Children*.
71. Farmer, T.W., Lines, M.M. & Hamm, J.V. (2011). Revealing the invisible hand: The role of teachers in children's peer experiences. *Journal of Applied Developmental Psychology*.
70. Farmer, T.W., Petrin, R.A., Brooks, D.S., Hamm, J.V., Lambert, K., & Gravelle, M. (2011). Bullying involvement and the school adjustment of rural students with and without disabilities. *Journal of Emotional and Behavioral Disorders*.
69. Hamm, J.V., Schmid, L, Farmer, T.W., & Locke, B. L. (2011). The influence of injunctive and descriptive peer group norms on the academic adjustment of rural early adolescents. *Journal of Early Adolescence*. 31, 41-73.
68. Hamm, J.V., Farmer, T.W., Dadisman, K., Gravelle, M., & Murray, R.A. (2011). Teachers' attunement to students' peer group affiliations as a source of improved student experiences of the school social-affective context following the middle school transition. *Journal of Applied Developmental Psychology*.
67. Farmer, T.W., Hall, C.M., Weiss, M.P., Petrin, R.A., Meece, J.L., & Moohr, M. (2011). The School Adjustment of Rural Adolescents with and without Disabilities: Variable and Person-centered Approaches. *Journal of Child and Family Studies*, 20, 78-88.
66. Farmer, T.W., Farmer, E.M.Z., & Brooks, (2010). Recasting the ecological and developmental roots of intervention for students with emotional and behavioral problems: The promise of strength-based perspectives. *Exceptionality*, 18, 53-57.
65. Farmer, T.W., Hall, C.M., Petrin, R.A., Hamm, J.V., & Dadisman, K. (2010). Promoting teachers' awareness of social networks at the beginning of middle school. *School Psychology Quarterly*, 25, 94-106.
64. Farmer, T.W., Irvin, M., Leung, M-C., Hall, C.M., Hutchins, B.C., & McDonough, E. (2010). Social preference, social prominence, and group membership in late elementary school: Homophilic concentration and peer affiliation configurations. *Social Psychology of Education*, 13, 271-293.
63. Farmer, T.W., Hamm, J.L., Petrin, R.A., Robertson, D.L., Murray, R.A., Meece, J.L., & Brooks, D.S. (2010). Creating supportive classroom contexts for academically and behaviorally at-risk youth during the transition to middle school: A strength-based perspective. *Exceptionality*, 18, 94-106.
62. Hamm, J.V., Farmer, T.W., Robertson, D., Dadisman, K., Murray, A.R., Meece, J., & Song, S. (2010). Effects of a developmentally-based intervention with teachers on Native American and White Early adolescents' schooling adjustment in rural settings. *Journal of Experimental Education*. 78, 343-377.
61. Irvin, M., Farmer, T., Leung, M., Thompson, J., & Hutchins, B. (2010). School, community, and church activities: Relationship to academic achievement of low-income African American early adolescents in the rural Deep South. *Journal of Research in Rural Education*, 25(4), 1-21.
60. Irvin, M. J., Hannum, W. H., de la Varre, C., & Farmer, T. W. (2010). Barriers to distance education in rural schools. *Quarterly Review of Distance Education*, 11.

Refereed Articles (continued)

59. Farmer, T.W., Petrin, R.A., Robertson, D., Hall, C.M., Fraser, M.S., Day, S., & Dadisman, K. (2010). Peer Relations of Bullies, Bully-victims, and Victims: The Two Social Worlds of Bullying in Second Grade Classrooms. *Elementary School Journal*, 110, 364-392.
58. Robertson, D.L., Farmer, T.W., Fraser, M.S., Crowther, A., Day, S.H., Duncan, T., & Dadisman, K.A. (2010). Interpersonal competence configurations and peer relations in early elementary classrooms: Popular and unpopular aggressive subtypes. *International Journal of Behavioral Development*. 34, 73-87.
57. Estell, D. B., Farmer, T. W., Irvin, M. J., Crowther, A., Akos, P., & Boudah, D. J. (2009). Students with exceptionalities and the peer group context of bullying and victimization in late elementary school. *Journal of Child and Family Studies*, 18, 136-150.
56. Farmer, T.W., Irvin, M.J., Sgammato, Dadisman, K., & Thompson, J. H. (2009). Interpersonal competence configurations in rural Appalachian fifth graders: Academic achievement and associated adjustment factors. *Elementary School Journal*, 109, 301-321.
55. Farmer, T.W., Leung, M-C., Keagy, K., Boudah, D.J., Akos, P., McDonough, E., & Hall, C.M. (2009). Social preference choices in late elementary school: Within and across group nominations. *Psychology in the Schools*. 46, 362-374.
54. Hannum, W., Irvin, M. J., Banks, J. B., & Farmer, T. W. (2009). Distance education use in rural schools. *Journal of Research in Rural Education*. 24 (3).
53. Irvin, M. J., Hannum, W. H., Farmer, T. W., de la Varre, C. & Keane, J. (2009). Supporting online learning for advanced placement students in small rural schools: conceptual foundations and intervention components of the facilitator preparation program. *The Rural Educator*, 31(1), 29-37.
52. Dexter, D.D., Hughes, C.A., & Farmer, T.W. (2008). Responsiveness to intervention: A review of field studies and implications for rural special education. *Rural Special Education Quarterly*, 37, 3-9.
51. Estell, D. B., Farmer, T. W., Pearl, R., Van Acker, R., & Rodkin, P. C. (2008). Social status and aggressive and disruptive behavior in girls: Individual, group, and classroom influences. *Journal of School Psychology*, 46, 193-212.
50. Estell, D. B., Jones, M. H., Pearl, R. A., Van Acker, R., Farmer, T. W., & Rodkin, P. R. (2008). Peer groups, popularity, and social preference: Trajectories of social functioning among students with and without learning disabilities. *Journal of Learning Disabilities*, 41, 5-14.
49. Farmer, T.W., Estell, D.B., Hall, C.M., Pearl, R., Van Acker, R., & Rodkin, P.C. (2008). Interpersonal competence configurations, behavior problems, and social adjustment in preadolescence. *Journal of Emotional and Behavioral Disorders*, 16, 195-212.
48. Hannum, W., Irvin, M. J., Lei, P.-W., & Farmer, T. W. (2008). Effectiveness of using learner-centered principles on student retention in distance education courses in rural schools. *Distance Education*, 29, 211-229.
47. Estell, D. B., Farmer, T. W., & Cairns, B. D. (2007). Bullies and victims in rural African American youth: Individual characteristics and social network placement. *Aggressive Behavior*, 33, 145-159.
46. Estell, D. B., Farmer, T. W., Irvin, M. J., Thompson, J. H., Hutchins, B. C., & McDonough, E. M. (2007). Patterns of middle school adjustment and ninth grade adaptation of rural African American youth: Grades and substance use. *Journal of Youth and Adolescence*, 36, 477-487.
45. Farmer, T.W. (2007). Studying the individual within the peer context: Are we on target? *New Directions in Child and Adolescent Development*, 118, 101-108.
44. Farmer, T.W. & Xie, H.L. (2007). Aggression and school social dynamics: The good, the bad, and the ordinary. *Journal of School Psychology*, 45, 461-478.
43. Farmer, T. W., Farmer, E. M. Z., Estell, D. & Hutchins, B.C. (2007). The developmental dynamics of aggression and the prevention of school violence. *Journal of Emotional and Behavioral Disorders*, 15, 197-208.
42. Pearl, R., Leung, M-C., Van Acker, R., Farmer, T.W., & Rodkin, P.C. (2007). Teachers' awareness of their classroom's social network. *Elementary School Journal*, 108, 25-39.

Refereed Articles (continued)

41. Farmer, T. W., Dadisman, K., Latendresse, S. J., Thompson, J., Irvin, M. J., & Zhang, L. (2006, September 15). Educating out and giving back: Adults' conceptions of successful outcomes of African American high school students from impoverished rural communities. *Journal of Research in Rural Education, 21*(10). Retrieved September 29, 2006 from <http://www.umaine.edu/jrre/21-10.htm>
40. Farmer, T. W., Goforth, J. B., Hives, J., Aaron, A., Hunter, F. & Sgmatto, A. (2006). Competence enhancement behavior management. *Preventing School Failure, 50*, 39-44.
39. Farmer, T. W., Irvin, M. J., Thompson, J. H., Hutchins, B. C., & Leung, M.-C. (2006). School adjustment and the academic success of rural African American early adolescents in the Deep South. *Journal of Research in Rural Education, 21*, 1 – 14.
38. Farmer, T.W., Leung, M-C., Banks, J.B., Schaefer, V., Andrews, B, & Murray, R.A. (2006). Adequate yearly progress in small rural schools and rural low-income schools. *Rural Educator, 1-7*.
37. Rodkin, P. C., Farmer, T. W., Pearl, R., & Van Acker, R. (2006). They're cool: Social status and group support for aggressive boys and girls. *Social Development, 15*, 175-204.
36. Rodkin, P. C., Farmer, T. W., Van Acker, R. & Pearl, R. Thompson, J.H., & Fedora, P. (2006). Who do students with mild disabilities nominate as cool in inclusive general education classrooms? *Journal of School Psychology, 44*, 67-84.
35. Farmer, T. W., Clemmer, J., Leung, M.-C, Goforth, J. Thompson, J. H., Keagy, K., & Bouche, S. (2005). Strength-based assessment of rural African-American early adolescents: Characteristics of students in high and low groups on the behavioral and emotional rating scale. *Journal of Child and Family Studies, 14*, 55-69.
34. Farmer, T. W., Goforth, J. B., Leung, M.-C., Clemmer, J. T., & Thompson, J. H. (2004). School discipline problems in rural African American early adolescents: Characteristics of students with major, minor, and no offenses. *Behavioral Disorders, 29*, 317-336.
33. Gut, D. M., Farmer, T. W., Bishop, J. L., Hives, J., Aaron, A., & Jackson, F. (2004). The school engagement project: The academic engagement enhancement component. *Preventing School Failure, 48*, 4-9.
32. Farmer, T. W., Price, L., O'Neal, K. K., Leung, M.-C., Goforth, J. B., Cairns, B. D. & Reese, L. E. (2004). Exploring risk in African-American youth. *American Journal of Community Psychology, 33*, 51-59.
31. Cadwallader, T., Farmer, T. W. & Cairns, B. D. (2003). The transition to high school: A prodigal analysis of developmental pathways. *New Directions in Child and Adolescent Development, 101*, 63-74.
30. Estell, D., Farmer, T. W., Cairns, B. D., & Clemmer, J. T. (2003). Self-report weapon possession in school and patterns of early adolescent adjustment in rural African-American youth. *Journal of Clinical Child and Adolescent Psychology, 32*, 442-452.
29. Estell D. B., Farmer, T. W., Pearl, R., Van Acker, R., & Rodkin, P. C. (2003) Heterogeneity in the relationship between popularity and aggression: Individual, group, and classroom influences. *New Directions for Child and Adolescent Development, 101*, 75-85.
28. Farmer, T. W., Estell, D. B., Bishop, J. L., O'Neal, K., & Cairns, B. D. (2003). Rejected bullies or popular leaders? The social relations of aggressive subtypes of rural African-American early adolescents. *Developmental Psychology, 39*, 992-1004.
27. Farmer, T. W., Estell, D. B., Leung, M.-C., Trott, H., Bishop, J., & Cairns, B. D. (2003). Individual characteristics, early adolescent peer affiliations, and school dropout: An examination of aggressive and popular group types. *Journal of School Psychology, 41*, 217-232.
26. Gest, S., Farmer, T. W., Cairns, B. D., & Xie, H. (2003). Identifying children's peer social networks in school classrooms: Links between peer reports and observed interactions. *Social Development, 12*, 513-529.
25. Mahoney, J. L., Cairns, B. D., & Farmer, T. W. (2003). Promoting interpersonal competence and educational success through extracurricular activity participation. *Journal of Educational Psychology, 95*, 409-418.
24. Rodkin, P. C., Pearl, R., Farmer, T. W., & Van Acker, R. (2003). Enemies in the gendered societies of middle childhood: Prevalence, stability, associations with social status, and aggression. *New Directions for Child and Adolescent Development, 102*, 73-88.

Refereed Articles (continued)

23. Xie, H., Farmer, T. W., & Cairns, B. D. (2003). Different forms of aggression among inner-city African-American children: Gender, configurations, and school social networks. *Journal of School Psychology, 41*, 355-375.
22. Cadwallader, T., Farmer, T. W., Cairns, B. D., Leung, M.-C., Clemmer, J. T., Gut, D. M., & Reese, L.E. (2002). The social relations of rural African-American early adolescents and proximal impact of the school engagement project. *Journal of School Psychology, 40*, 239-258.
21. Estell, D., Cairns, R. B., Farmer, T. W. & Cairns, B. D. (2002). Aggression in inner-city early elementary classrooms: Individual and peer group configurations. *Merrill-Palmer Quarterly, 48*, 52-76.
20. Estell, D., Farmer, T. W., Cairns, R. B., & Cairns, B. D. (2002). Social relations and academic achievement in inner-city early elementary classrooms. *International Journal of Behavioral Development, 26*, 518-528.
19. Farmer, T. W., Leung, M.-C., Pearl, R., Rodkin, P. C., Cadwallader, T. W., & Van Acker, R. (2002). Deviant or diverse peer groups? The peer affiliations of aggressive elementary students. *Journal of Educational Psychology, 94*, 611-620.
18. Farmer, T. W. & Farmer, E. M. Z. (2001). Developmental science, systems of care, and prevention of emotional and behavioral problems in youth. *American Journal of Orthopsychiatry, 71*, 171-181.
17. Farmer, T. W., Quinn, M. M., Hussey, W., & Holahan, T. (2001). The development of disruptive behavior disorders and correlated constraints: Implications for intervention. *Behavioral Disorders, 26*, (2), 117-130.
16. Farmer, T. W. (2000). Social dynamics of aggressive and disruptive behavior in school: Implications for behavior consultation. *Journal of Educational and Psychological Consultation, 11*, 299-322.
15. Farmer, T. W. (2000). Misconceptions of peer rejection and problem behavior: Understanding aggression in students with mild disabilities. *Remedial and Special Education, 21*, 194-208.
14. Farmer, T. W. & Cadwallader, T. W. (2000). Social interactions and peer support for problem behavior. *Preventing School Failure, 44*, 105-109.
13. Rodkin, P., Farmer, T. W., Pearl, R., & Van Acker, R. (2000). Heterogeneity of popular boys: Antisocial and prosocial configurations. *Developmental Psychology, 36*, 14-24.
12. Farmer, E. M. Z. & Farmer, T. W. (1999). The role of schools in outcomes for youth: Implications for children's mental health services research. *Child and Family Studies, 8*, 377-396.
11. Farmer, T. W., Farmer, E. M. Z., & Gut, D. (1999). Implications of social development research for school based interventions for aggressive youth with EBD. *Journal of Emotional and Behavioral Disorders, 7*, 130-136.
10. Farmer, T. W., Rodkin, P. C., Pearl, R., & Van Acker, R. (1999). Teacher-assessed behavioral configurations, peer-assessments, and self-concepts of elementary students with mild disabilities. *Journal of Special Education, 33*, 66-80.
9. Farmer, T. W., Van Acker, R. Pearl, R., & Rodkin, P. C. (1999). Social networks and peer-assessed problem behavior in elementary classrooms: Students with and without disabilities. *Remedial and Special Education, 20*, 244-256.
8. Pearl, R., Farmer, T. W., Van Acker, R., Rodkin, P. C., Bost, K. K., Coe, M. & Henley, W. (1998). The social integration of students with mild disabilities in general education classrooms: Peer group membership and peer-assessed social behavior. *Elementary School Journal, 99*, 167-185.
7. Farmer, T. W., & Farmer, E. M. Z. (1996). Social relationships of students with exceptionalities in mainstream classrooms: Social networks and homophily. *Exceptional Children, 62*, 431-450.
6. Farmer, T. W., Pearl, R., & Van Acker, R. (1996). Expanding the social skills deficit framework: A developmental synthesis perspective, classroom social networks, and implications for the social growth of students with disabilities. *Journal of Special Education, 30*, 232-256.
5. Farmer, T. W., & Rodkin, P. C. (1996). Antisocial and prosocial correlates of classroom social positions: The social network centrality perspective. *Social Development, 5*(2), 174-188.
4. Farmer, T. W. (1994). Social networks and the social behavior of youth with emotional and behavioral disorders: Implications for intervention. *B.C. Journal of Special Education, 18*, 223-234.

Refereed Articles (continued)

3. Farmer, T. W., & Hollowell, J. L. (1994). Social networks in mainstream classrooms: Social affiliations and behavioral characteristics of students with EBD. *Journal of Emotional and Behavioral Disorders*, 2, 143-155, 163.
2. Farmer, T. W., Stuart, C., Lorch, N., & Fields, E. (1993). The social behavior and peer relations of emotionally and behaviorally disturbed students in residential treatment: A pilot study. *Journal of Emotional and Behavioral Disorders*, 1, (4), 223-234.
1. Farmer, T. W. & Cairns, R. B. (1991). Social networks and social status in emotionally disturbed children. *Behavioral Disorders*, 16, (4), 288-298.

Book Chapters

- Sutherland, K. S., & Farmer, T. W. (2009). Classroom contexts and problem behavior. In G. D. Sideridis & T. A. Citro, T. A. *Best practices in learning disabilities: Bridging the gap between research and practice*. Boston, MA: LDW.
- Farmer, T. W., Xie, H., Cairns, B. D., & Hutchins, B. C. (2007). Social synchrony, peer networks, and aggression in school. P. Hawley, T. Little, & P.C. Rodkin (Eds.), *Aggression and adaptation: The bright side to bad behavior* (209-234). Mahwah, NJ: Lawrence Erlbaum Associates.
- Gallagher, K.C., Dadisman, K., Farmer, T.W., Huss, L. & Hutchins, B.C. (2007). Social dynamics of early childhood classrooms: Considerations and implications for teachers. In O. N. Saracho and B. Spodek (Eds.). *Social learning: Contemporary perspectives in early childhood education*.
- Sutherland, K. S., Carter, E., Farmer, T. W., Hoover, H., & Kostewicz, D. (2007). *Re-examination of effective classroom management with focus on learners with or at-risk for emotional/behavioral disorders*. Monograph published by the Division of the Council for Children with Behavior Disorders, Reston, VA.

Refereed Unpublished Presentations

- Irvin, M., Tickle, M., & Farmer, T.W. (2005, April). *Individual and Peer Influences on the Academic Achievement of 8th Grade Rural African American Youth*. Annual Conference of the American Educational Research Association. Montreal, Canada.
- Farmer, T.W., Irvin, M., Leung, M-C., Crowther, A., & Hutchins, B. (2005). Social preference, social prominence, and peer affiliations: An analysis of Academic, Aggressive, and Popular Group Types. Biennial Meeting of the Society for Research in Child Development. Atlanta, GA.
- Farmer, T.W. & Fraser, M. (2005, April). Theoretical foundations: Integrating social skills training, social dynamics, and classroom behavior management. Biennial Meeting of the Society for Research in Child Development. Atlanta, GA.
- Farmer, T.W. & Fraser, M. (2004, November). *The Rural Competence Support Program*. Paper presented at the Annual American Evaluation Association Conference. Atlanta, GA.
- Farmer, T. W., Clemmer, J., Farmer, E. M. Z., McMillan, B., & Foxx, C. (2003, October). *Alternative learning programs in North Carolina: Expanding what we know*. Paper presented at the 5th Biannual International Conference of the Council for Children with Behavioral Disorders. St. Louis, MO.
- Farmer, T. W. & Cairns, B. D. (2003, June). *Cumulative risks and correlated constraints: A developmental science perspective of the treatment of disruptive behavior disorders*. Paper presented at the 5th Annual International Institute for Developmental Science. Stockholm, Sweden.
- Farmer, T. W., Bishop, J. L., & Estell, D. B. (2003, April). *The social relations of popular and unpopular aggressive youth: New perspectives for the development of school-based violence prevention programs*. Poster presented at Safety in Numbers: Annual Injury Control and Prevention Conference, Centers for Disease Control. Atlanta, GA.
- Farmer, T. W. (2003, April). *Rejected bullies or skilled leaders? The social relations of aggressive youth*. Paper presented at the biennial meeting of the Society for Research in Child Development, Tampa, FL.

Referred Unpublished Presentations (Continued)

- Farmer, T. W. (2002, April). *New perspectives on the social relations of aggressive youth*. Invited lecture, Youth Violence Prevention Proseminar Series, University of Alabama-Birmingham, Injury Control Prevention Research Center. Birmingham, AL.
- Farmer, T. W., Estell, D., & Clemmer, J. (2001, October). *School social networks and the risk for gang involvement in youth with mild disabilities*. Paper presented at the 4th International Conference of the Council for Children with Behavioral Disorders. Atlanta, GA.
- Farmer, T. W. (2001, October). *Correlated constraints and the development of disruptive behavior disorders: Outlining the need for intervention specialists*. Paper presented at the 4th International Conference of the Council for Children with Behavioral Disorders. Atlanta, GA.
- Farmer, T. W., Leung, M.-C., & Cadwallader, T. W. (2001, April). *Deviant or diverse peer groups? Clarifying the school affiliations of aggressive youth*. Paper presented at the biennial meeting of the Society for Research in Child Development. Minneapolis, MN.
- Rodkin, P. C., Pearl, R., & Farmer, T. W. (2001, April). *Enemies and friends of popular-aggressive and popular-prosocial elementary boys*. Paper presented at the biennial meeting of the Society for Research in Child Development. Minneapolis, MN.
- Farmer, T. W. (2000, June). *Aggression and school social dynamics*. Paper presented at the Biennial Congress of the European Association on Research in Adolescence. Jena, Germany.
- Farmer, T. W. & Stahlman, J. (2000, February). *Integrating developmental systems and systems of care frameworks to prepare teachers and related services providers for interagency collaboration*. Paper presented at the 13th Annual Conference for System of Care for Children's Mental Health: Expanding the Research Base. Research and Training Center for Children's Mental Health. Tampa, FL.
- Di-Nardo, L., Farmer, T. W., & Rodkin, P. C. (1999, April). *Investigating peer support for aggressive and disruptive behavior in elementary students: Implications for school violence prevention*. Poster presented at the Annual National Convention of the National Association of School Psychologists. Las Vegas, NV.
- Farmer, T. W. (1999, February). *Variability in the social roles of students with mild disabilities*. Paper presented at the 7th Annual Pacific Coast Research Conference. La Jolla, CA.
- Farmer, T. W., Van Acker, R., Pearl, R., & Rodkin, P. C. (1998, November). *Configural analysis of high aggressive and disruptive boys: Social support of three distinct behavioral subtypes*. The 22nd Annual Conference on Severe Behavior Disorders of Children and Youth. Teacher Educators for Children with Behavior Disorders, Scottsdale, AZ.
- Farmer, T. W. (1998, August). *Social networks of youth with mild disabilities: Considerations for placements across the continuum of services*. In R. B. Cairns (chair), Symposia on Social network analysis: Roundtable discussion and reevaluation of aggression and externalization in children and adolescents. The 14th International Congress of the International Association of Child and Adolescent Psychiatry and Allied Professions. Stockholm, Sweden.
- Farmer, T. W., Pearl, R., Van Acker, R., & Rodkin, P. C. (1998, July). *Variability in the social relations and interpersonal competence of students with mild disabilities: Configural and social network analysis*. Poster presentation at the Office of Special Education Programs, Annual Research Project Directors' Conference. Washington, D.C.
- Farmer, T. W. (1998, February). *Implications of social network research for the development of systems-of-care services*. In F. Poulin (chair), Symposia on the Prevention of Problem Behavior in Adolescence: Intervening on Association with Deviant Peers. Presented at the Conference of the Society for Research on Adolescence.
- Farmer, T. W., Rodkin, P. C., & Pearl, R. (1997, April). *Students with high antisocial behavior and self-perceptions of social competence: The social network perspective*. Poster presented at the Conference of the Society for Research in Child Development. Washington, D.C.
- Rodkin, P. C., Pearl, R., & Farmer, T. W. (1997, April). *Peer groups of African-American, Hispanic, and White elementary school students*. Poster presented at the Conference of the Society for Research in Child Development. Washington, D.C.

- Farmer, T. W., Pearl, R., Rodkin, P. C., & Van Acker, R. (1996, July). *The social relations of students with exceptionalities in general education classrooms*. Poster presentation at the Office of Special Education Programs, Annual Research Project Directors' Conference. Washington, D.C.
- Farmer, T. W., Rodkin, P. C., Pearl, R., & Van Acker, R. (1996, May). *Risk and resilience in urban, suburban, and rural elementary students: Peer groups, social centrality, and antisocial behavior*. Poster presentation at the 5th Annual NIMH Conference on Prevention Research. Tysons Corner, VA.
- Farmer, T. W. & Farmer, E. M. Z. (1995, December). *Social contextual factors that support aggressive and violent behavior patterns: Implications for interventions and services for highly aggressive youth*. Paper presented at the International CCBD Conference on Behavior Disorders. Irving, TX.
- Farmer, T. W. (1995, May). *Beyond the curriculum of control: Developing IEPs and classroom management strategies for aggressive and defiant students with EBD*. Paper presented at the Conference on School Violence Prevention and Teacher Preparation. Injury Prevention Research Center, University of Alabama-Birmingham. Birmingham, AL.
- Farmer, T. W. (1994, February). *The social affiliations of students with emotional and behavioral disorders: Implications for intervention in a system of care*. Paper presented at A System of Care for Children's Mental Health: Expanding the Research Base. Research and Training Center for Children's Mental Health. Tampa. .

TEACHING RECORD

TEACHING ACTIVITIES

Courses Taught Since Appointment to PSU School of Education

2005 - Fall	Human Development (EDUC 281), Enrollment: 12
2005 - Fall	Module on Characteristics of Students with Disabilities (EDUC 66 – UNC-CH) 31
2005 - Spring	Module on Special Education Techniques (EDUC 69.2 – UNC-CH), Enrollment: 26.
2004 – Fall	Partnerships with Professionals and Parents in Special Education (EDUC 160 – UNC-CH) 10.
2004 - Fall	Module on Characteristics of Students with Disabilities (EDUC 66 – UNC-CH) 26.
2004 – Spring	Module on Special Education Techniques (EDUC 69.2 – UNC-CH), Enrollment: 26.
2004 – Spring	Seminar in Learning Disabilities Education (EDUC 155.956 – UNC-CH), Enrollment: 10.
2003 – Fall	Planning for Teaching in the Middle Grades (EDUC 66.2 - UNC-CH), Enrollment: 26.
2003 – Fall	Psychology of Childhood and Adolescence (EDUC 181.2 – UNC-CH), Enrollment: 18.
2003 – Spring	Module on Differentiating Instruction for Youth with Disabilities (EDUC 69.2 – UNC-CH), 19.
2003 – Spring	Behavior Support Techniques (EDUC 130.1 – UNC-CH), Enrollment: 10.
2003 – Spring	Ways of Knowing (EDUC 293.986 – UNC-CH), Enrollment: 27.
2002 – Fall	Module on the Characteristics of Youth with Disabilities (EDUC 66.2 – UNC-CH), 26.

Courses Taught at UNC-CH

2001 – Fall	Graduate Seminar in Developmental Science & Children's Mental Health (PSYC 308 - UNC-CH)
2000 – Spring	Social Development (PSYC 129 – University of North Carolina at Chapel Hill)
1997 – Spring	Problems in Special Education - (EDSP 345 - University of North Carolina at Chapel Hill)
1996 – Fall	Problems in Special Education - (EDSP 345 - University of North Carolina at Chapel Hill)
1995 – Fall	Seminar in Theories and Methods in Developmental Psychology (PSYC 305 – UNC-CH)
1995 – Fall	Introduction to Exceptional Children (EDSP 130 - University of North Carolina-Chapel Hill)

GRADUATE STUDENTS SUPERVISED

Member of Committee

Jennifer B. Goforth. School of Education. M.A. Early Childhood, Family, and Literacy Studies. *Aggression and temperament in early elementary school boys*. Completion date: 07-2004.

Member of On-Going Committee

Frances P. Fedora School of Education. Educational Psychology. Ph.D.
Sarah Marcus School of Education. School Psychology. Ph.D.

Research Advisor

Jason Clemmer. School of Education. M.A. Educational Psychology. *The middle school adjustment of southern rural African American youth with mild disabilities.* Completion date: 11-2004.
Anuja Davatia School of Education. Educational Psychology. M.A.
David B. Estell Department of Psychology. Ph.D. *Approval, affiliation, and aggressive behavior: Factors affecting the social prominence of elementary-school children.* Completion date: 12-2001.
LeShawndra Price Department of Psychology. Developmental Psychology. Ph.D. *Competence in inner city and rural African American adolescents.* Completion date: 2001.

On-Going Research Advisor

Beverly Faircloth School of Education. Educational Psychology. Ph.D.
Kim Foreman School of Education. Educational Psychology. Ph.D.
Matt Irvin School of Education. Educational Psychology. Ph.D.

Mentoring/Employment/Support: UNC-CH School of Education Students

2004-2005	June Siple	Ph.D.	Curriculum & Instruction
2004-2005	Erin McDonough	Ph.D.	School Psychology
2004-2005	Chrystal Grener	M.A.	School Psychology
2004-2005	Adrienne Sgammato	M.A.	Educational Psychology
2004-2005	Karyl Askew	M.A.	Educational Psychology
2004-2005	Lei Zhang	Ph.D.	Educational Psychology
2003-2005	Matt Irvin	Ph.D.	Educational Psychology
2003-2005	Frances P. Fedora	Ph.D.	Educational Psychology
2003-2004	Jessie Wang,	M.A.	Educational Psychology
2002-2004	Jennifer Goforth	M.A.	Child and Family Studies
2002-2004	Kristin Keagy	Ph.D.	School Psychology
2002-2003	Rinnel Atherton	Ph.D.	Educational Psychology
2002-2003	Signe Bouche	Ph.D.	School Psychology
2002-2003	Emily Cook	M.A.	Educational Psychology
2002-2003	Anuja Divatia	M.A.	Educational Psychology
2002-2003	Dorene Tucker	Ph.D.	Educational Psychology
2001-2003	Jason Clemmer	M.A.	Educational Psychology
2001-2002	Renee' Davis	Ph.D.	School Psychology

Mentoring: Carolina Consortium

Heidi Gazelle. Postdoctoral fellow (2002-2004). Carolina Consortium on Human Development.
David B. Estell. Postdoctoral fellow (2001-2002). Carolina Consortium on Human Development. Current position: Assistant Professor of Educational Psychology, Indiana University.
LeShawndra Price. Predoctoral fellow (2000-2001). Carolina Consortium on Human Development. Current position: Program Associate, Prevention Branch, National Institute of Mental Health.
Thomas W. Cadwallader. Postdoctoral fellow (1999-2001). Carolina Consortium on Human Development. Current position: Research Scientist, SRI International.
Dianne M. Gut. Predoctoral fellow (1997-1998). Carolina Consortium on Human Development. Current position: Associate Professor of Special Education, Ohio University.
Philip C. Rodkin. Postdoctoral fellow (1994-1996). Carolina Consortium on Human Development. Current position: Assistant Professor of Educational Psychology, University of Illinois at Urbana-Champaign.

GRANTS

Funded Research

Title: "Supporting Early Adolescent Learning and Social Success - Project SEALS"
Role: Principal Investigator
Agency: Institute for Education Sciences, United States Department of Education
Type: Period: 9-2011 to 08-2015

This project involves conducting a cluster randomized trial to evaluate a multicomponent intervention model aimed at supporting students during the transition to middle school. Total cost: \$3,920,000.

Title: "Aspirations and Preparation for the Transition from High School in Rural America: Students', Parents', and Teachers' Perspectives"
Role: Principal Investigator (transferred to Judith Meece)
Agency: Institute for Education Sciences, United States Department of Education
Type: Period: 12-2006 to 11-2009

This project will conduct a nationally representative survey of the postsecondary aspirations of rural high school students and the aspirations that teachers and parents hold for them. Total cost: \$3,200,000.

Title: "The Facilitator Preparation Program"
Role: Principal Investigator (transferred to Wally Hannum)
Agency: Institute for Education Sciences, United States Department of Education
Type: Period: 12-2006 to 11-2009

The goal of this project is to develop and evaluate a facilitator preparation program to support rural high school students as they take advanced placement distance learning courses (with Wally Hannum). Total cost: \$1,600,000.

Funded Research (continued)

Title: "Supplement to the National Research Center on Rural Education Support"
Role: Principal Investigator
Agency: Institute for Education Sciences, United States Department of Education
Type: Period: 12-2006 to 11-2009

This grant extended the Rural Early Literacy Initiative and the Rural Early Adolescent Learning Program of the National Research Center on Rural Education Support (with Lynne Vernon-Feagans). Total cost: \$2,200,000.

Title: "Supplement to the Rural Competence Support Program"
Role: Principal Investigator (transferred to Mark Fraser)
Agency: Institute for Education Sciences, United States Department of Education
Type: Multi-site cooperative Period: 04-2005 to 08-2007

This project will supplement the Competence Support Program by adding another rural school district and increasing the total number of participating schools to 14 (with M. Fraser). Total cost: \$350,000.

Title: "Whole-School Social Dynamics Training"
Role: Principal Investigator (transferred to Kim Dadisman)
Agency: Department of Education
Type: Innovation Research Period: 12-2004 to 12-2009

This project will develop and evaluate the Whole-School Social Dynamics Training program to promote the social integration and interpersonal adjustment of elementary students with disabilities. Total cost: \$899,864.

Funded Research (continued)

Title: "The National Research Center for Rural Education Support"
Role: Principal Investigator (with Lynne Vernon-Feagans)
Agency: Institute of Education Sciences
Type: R305A04056 Period: 10-2004 to 09-2009

This national center will develop and evaluate professional development programs aimed at promoting the retention of high quality teachers in rural schools (particularly in low-wealth areas), enhancing the educational performance of low-achieving rural youth, and identifying strategies to promote the effective use of distance learning approaches to provide advanced coursework in low-density and isolated rural areas. Total cost: \$9,996,089.

Title: "Social and Character Development in Rural Children: The Competence Support Program"
Role: Principal Investigator (transferred to Mark Fraser)
Agency: Institute for Education Sciences, United States Department of Education
Type: Multi-site cooperative Period: 09-2003 to 08-2007

Randomized control trial to evaluate a multi-component school-wide program to promote positive social behavior and character development in students during the elementary school years. The proposed project will be conducted in Hoke and Wayne Counties, North Carolina and involves intensive inservice training and consultation for teachers and related services personnel (with M. Fraser & H. Xie). Total cost: \$1,800,000.

Title: "Project BEST (Behavioral and Emotional Support Training): A Multi-level Model to Prevent and Treat Emotional and Behavioral Disorders in Early Adolescence"
Role: Principal Investigator
Agency: Office of Special Education Programs, Department of Education
Type: Field Initiated Period: 12-01-2002 to 11-30-2007

This project involves developing, evaluating, and disseminating a model for training teachers and related services personnel in a systematic intervention program to prevent and treat challenging behaviors by promoting the academic, behavioral, and social adaptation of students with or at-risk of developing EBD in the middle school years (with D. Boudah & P. Akos). Total cost: \$900,000.

Title: "Developmental Pathways of Rural African American Early Adolescents"
Role: Principal Investigator
Agency: Centers of Disease Control
Type: R49/CCR419824-01 Period: 09-2001 to 09-2004

Examines the academic, behavioral, and social adjustment of rural African American youth from late elementary school through the transition to high school. Total cost: \$844,000.

Title: "Hoke County Rural Intervention Specialist Project"
Role: Principal Investigator
Agency: Z. Smith Reynolds Foundation
Type: Major Projects Period: 07-2003 to 12-2004

Provided inservice training to prepare rural teachers to be consultants to support colleagues who have high concentrations of low-achieving youth. Total cost: \$25,000.

Funded Research (continued)

Title: "Evaluating Alternative Learning Programs in North Carolina"
Role: Principal Investigator
Agency: North Carolina Department of Public Instruction
Type: Annual Contract Period: 07-2002 to 06-2004

Examines the characteristics and delivery of services of alternative learning schools and programs in North Carolina (with E.M.Z. Farmer). Total cost: \$100,000 annually.

Title: "Developmental Pathways of Inner-city Youth"
Role: Principal Investigator
Agency: Centers of Disease Control (subcontract through University of Alabama-Birmingham)
Period: 10-2000 to 9-2001

Examined social/academic correlates of behavioral adaptation in inner-city African American youth. Total cost: \$25,000.

Title: "A Center for Developmental Science Research"
Role: Co-Principal Investigator (PI: P. A. Ornstein)
Agency: National Institute of Mental Health
Type: R01 MH45532- years 5-10) Period: 10-01-1998 to 09-30-2003

Co-PI on research units focusing on adolescent developmental transitions and the prevention of youth violence. Prevention research is necessary to produce a more robust science and more effective prevention strategies.

Title: "Assessment of B/ED Services in North Carolina"
Role: Principal Investigator
Agency: North Carolina Department of Public Instruction
Type: Legislative mandated evaluation Period: 10-2000 to 6-2001

Evaluated the identification and delivery of services to youth with behavioral and emotional disabilities in North Carolina with a focus on ethnic and racial differences. Total cost: \$119,000.

Title: "Antisocial and Violent Behavior - Longitudinal Sequelae"
Role: Principal Investigator (assumed from R. B. Cairns)
Agency: National Institute of Mental Health
Type: R01 MH45532 (years 11-14) Period: 02-01-2000 to 01-31-2003

Examines the development and sequelae of aggressive behaviors over ontogeny and across generations. A particular focus is on the identification of correlated constraints that promote resilience or vulnerability to the development of antisocial patterns from middle childhood into adulthood (with B. D. Cairns & H. Xie). Total cost: \$699,004.

Title: "Evaluating a Model Program for Preventing Violence in Rural Minority Adolescents"
Role: Principal Investigator (assumed from R. B. Cairns)
Agency: Centers for Disease Control and Prevention
Type: U81/CCU416369 Period: 09-30-1998 to 09-29-2001

Implemented and evaluated a preventive intervention aimed at promoting the school engagement and productive behavior of minority youth in grades five and six (with B. D. Cairns & D. M. Gut). Total cost: \$1,030,988.

Funded Research (continued)

Title: "Risk and Resilience in Elementary Students"
Role: Co-Principal Investigator (PI: R. Pearl)
Agency: Office of Special Education Programs, Department of Education
Type: H023C970103 Period: 09-01-1997 to 08-31-2002

Examines social and behavioral functioning and adaptation in two cohorts (one-year staggered) during the transition from middle childhood to early adolescence. An emphasis is placed on the role of social network factors in promoting or inhibiting involvement in antisocial behavior in relation to configurations of individual factors (with PI-R. Pearl, R. Van Acker, & P. Rodkin). Total cost: \$822,000.

Title: Intergenerational Turning Points for School Success
Role: Principal Investigator (assumed from R. B. Cairns)
Agency: Spencer Foundation
Type: Major Grant Period: 1999-2001

Examined linkages between parents' school adjustment in early adolescence and the adjustment of their offspring in the early school years. (with H. Xie & B.D. Cairns).

Title: "A Developmental Model for Adolescent Intervention"
Role: Investigator
Agency: Substance Abuse and Mental Health Services Administration
Period: 10-01-1996 to 9-30-1999

Implemented and evaluated a school-based intervention model to address developmental risk in rural African American early adolescents. (PI – R. B. Cairns; Co-PI – B. D. Cairns). Total cost: \$1,491,240.

Title: "Social Relations of Students with Disabilities in General Education Classrooms"
Role: Principal Investigator
Agency: Office of Special Education Programs, Department of Education
Type: H023A5003 Period: 10-01-1995 to 02-31-1997

Investigated the social behavior, peer affiliations, and social network centrality of children with and without disabilities in grades four to six in rural, suburban, and urban classrooms in North Carolina and Chicago. Identified distinct antisocial and prosocial behavioral configurations that were differentially related to youths' social positions and level of popularity in the classroom (with R. Pearl & R. Van Acker). Total cost: \$98,902.

Training Grant

1994 - 2003 *Fellowship Training Supervisor*. "Human Development: Interdisciplinary Research Training." NICHD postdoctoral training (PIs – R. B. Cairns & G. H. Elder, Jr.). Postdoctoral training program emphasizing an interdisciplinary developmental perspective and longitudinal research methods.

PROFESSIONAL SERVICE

DISCIPLINE

National

Journal Activities

2006 Guest Editor, Special Issue (Aggression & Social Dynamics) *Journal of School Psychology*
2004 - Ad-hoc Referee, *Developmental Psychology*
2004 - Review Committee, *Journal of School Psychology*
2002 - Ad-hoc Referee, *Child Development*

- 2001 - Ad-hoc Referee, *The Journal of Child Psychology and Psychiatry and Allied Disciplines*
- 2000- 2003 Consulting Editor, *Journal of Teacher Education*
- 2000 - Ad-hoc Referee, *American Psychologist*
- 2000 - Consulting Editor, *Behavioral Disorders*
- 1999 Co-editor, Special Issue on the Social Development of Youth with EBD, *Journal of Emotional and Behavioral Disorders*
- 1999 - Ad-hoc Referee, *Journal of Special Education*
- 1996 - Ad-hoc Referee, *Social Development*
- 1994 - Consulting Editor, *Journal of Emotional and Behavioral Disorders*
- 1993 Ad-hoc Referee, *Exceptionality: A Research Journal*

Membership in professional organizations

American Council of Rural Special Education

Council for Exceptional Children - Division of Behavioral Disorders
 Division of Research
 Division of Early Childhood
 Division of Teacher Education

National Rural Education Association

Society for Research on Adolescence

Society for Research in Child Development

Research Grant Review Activities

- 2005-2007 IRG-Review Committee Member, IES. Special Education General panel.
- 2004-2005 IRG-Review Committee Member, IES. Math and Science Education panel.
- 2003 IRG-Review Committee Member, Field Initiated Competition, Office of Special Education Programs, United States Department of Education.
- 2003-2004 IRG-Review Committee Member, Early Career Injury Control and Violence Prevention Research Competition, Centers for Disease Control and Prevention.
- 2003-2004 Field Reviewer, Human Development Grants, National Science Foundation.

Other Professional Activities

- | | | |
|-------------|--------------|---|
| 2004 - 2006 | Member | Nominations and election committee of the Council for Children with Behavior Disorders |
| 2004 | Reviewer | National Science Foundation research proposal review |
| 2004 | Panel Member | National Center for Education Statistics to review report of Youth Indicators |
| 2004 | Reviewer | Center of Disease Control's National Center for Injury Prevention and Control Initial Review Group |
| 1999 | Member | National Institute of Mental Health expert panel charged with drafting an executive summary of the development of youth violence |
| 1999 | Participant | Lake-Geuga Counties Strategic Planning Consortium to restructure school and community-based services for high aggressive youth |
| 1997 | Reviewer | 1998 Conference Submissions for <i>Society for Research on Adolescence</i> |
| 1996 | Participant | Invited participant at the Franco-American Conference on <i>The Development and Prevention of Violence</i> , sponsored by the French National Embassy |
| 1996 | Participant | Invited participant to the National Institute of Mental Health Fifth Annual National Conference on Prevention Research |

1995	Reviewer	1996 Conference Submissions for <i>Society for Research on Adolescence</i>
1995	Participant	Invited participant as early career investigator to the National Institute of Mental Health Fourth Annual National Conference on Prevention Research

State

2002 – Present	Member	Wright School Advisory Board, Durham, NC
2002	Advisor	Hoke County Schools, NC, Transition Support Committee
2000	Member	Advisory Panel of the North Carolina Council on Education Research
1999	Member	National Institute of Mental Health expert panel charged with drafting a report on the development of youth violence
1998-1999	Liaison	Between Cleveland State University and the Cleveland Schools participating in the Comer School Development Program.
1996 -1997	Participant	Carolina Symposium on Youth Violence. Participant in a State Consortium of Academic and State Agency Professionals who work with youth whom are at high risk for chronic and severe violent behavior

School of Education

2003	Fall	Member	NCATE Oversight Steering Committee
2004 -		Member	School of Education IRB Committee

UNIVERSITY of NORTH CAROLINA at CHAPEL HILL

1999 – 2006	Member	Executive Committee, Center for Developmental Science, UNC-CH
1995 - 1997	Chair	Local Internal Review Board of the Center for Developmental Science
1995	Member	Multidisciplinary UNC-CH faculty/community committee to develop curriculum to train school-based interagency service coordinators
1995	Member	Organizing committee for the <i>Carolina Consortium</i> spring 1996 proseminar series, “Schools and Development”
1995	Member	Organizing committee for the <i>Carolina Consortium</i> fall 1995 proseminar series, “Prevention and Developmental Science”