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## Qualifications

Psychology, Ph.D.

## Employment

### Applied Psychology

New York University  
Sep 1 2007 → present

### Strategies to Reduce Inequality

New York University  
Sep 1 2007 → present

## Research output

### **The Art of Social Justice: Examining Arts Programming as a Context for Critical Consciousness Development Among Youth**

Ibrahim, D. A., Godfrey, E. B., Cappella, E. & Burson, E., Mar 2022, In: Journal of Youth and Adolescence. 51, 3, p. 409-427 19 p.

### **"Let's hang out!": Understanding social ties among linguistically diverse youth in urban afterschool programs**

Hwang, S. H. J., Cappella, E., Kieffer, M. J. & Yates, M., Feb 2022, In: Social Development. 31, 1, p. 52-68 17 p.

### **The role of teachers' commitment to implement in delivering evidence-based social-emotional learning programs**

Cramer, T., Ganimian, A., Morris, P. & Cappella, E., Oct 2021, In: Journal of School Psychology. 88, p. 85-100 16 p.

### **Embedding causal research designs in pre-K systems at scale**

Abenavoli, R., Rojas, N., Unterman, R., Cappella, E., Wallack, J. & Morris, P., Mar 1 2021, In: Future of Children. 31, 1, p. 97-117 21 p.

### **Long-Term Effects of Social-Emotional Learning on Academic Skills: Evidence from a Randomized Trial of INSIGHTS**

McCormick, M. P., Neuhaus, R., O'Connor, E. E., White, H. I., Horn, E. P., Harding, S., Cappella, E. & McClowry, S., 2021, In: Journal of Research on Educational Effectiveness. 14, 1, p. 1-27 27 p.

### **Fostering positive youth and staff development: Understanding the roles and experiences of the afterschool workforce**

Hwang, S. H. J., Watford, J. A., Cappella, E., Yates, M., Mui, S. & Nix, J., Nov 1 2020, In: Journal of Community Psychology. 48, 8, p. 2457-2473 17 p.

### **Long-Term Effects of Social-Emotional Learning on Receipt of Special Education and Grade Retention: Evidence From a Randomized Trial of INSIGHTS**

McCormick, M. P., Neuhaus, R., Horn, E. P., O'Connor, E. E., White, H. S., Harding, S., Cappella, E. & McClowry, S., Jul 1 2019, In: AERA Open. 5, 3

### **Early Childhood Teachers' Lives in Context: Implications for Professional Development in Under-Resourced Areas**

Schwartz, K., Cappella, E., Aber, J. L., Scott, M. A., Wolf, S. & Behrman, J. R., Jun 2019, In: American journal of community psychology. 63, 3-4, p. 270-285 16 p.

**New Perspectives on the Child- and Youth-Serving Workforce in Low-Resource Communities: Fostering Best Practices and Professional Development**

Cappella, E. & Godfrey, E. B., Jun 2019, In: American journal of community psychology. 63, 3-4, p. 245-252 8 p.

**Who are they and What do they Need: Characterizing and Supporting the Early Childhood Assistant Teacher Workforce in a Large Urban District**

Cramer, T. & Cappella, E., Jun 2019, In: American journal of community psychology. 63, 3-4, p. 312-323 12 p.

**A National Sample of Eighth-Grade Students: The Impact of Middle Grade Schools on Academic and Psychosocial Competence**

Cappella, E., Schwartz, K., Hill, J., Kim, H. Y. & Seidman, E., Feb 1 2019, In: Journal of Early Adolescence. 39, 2, p. 167-200 34 p.

**Teachers' Lives in Context: A Framework for Understanding Barriers to High-Quality Teaching Within Resource Deprived Settings**

Schwartz, K., Cappella, E. & Aber, J. L., Jan 2 2019, In: Journal of Research on Educational Effectiveness. 12, 1, p. 160-190 31 p.

**Rethinking Early Elementary Grade Retention: Examining Long-Term Academic and Psychosocial Outcomes**

Hwang, S. H. J. & Cappella, E., Oct 2 2018, In: Journal of Research on Educational Effectiveness. 11, 4, p. 559-587 29 p.

**Instructional Support and Academic Skills: Impacts of INSIGHTS in Classrooms With Shy Children**

McCormick, M., White, H., Horn, P., Lacks, R., O'Connor, E., Cappella, E. & McClowry, S., Jul 4 2018, In: Early Education and Development. 29, 5, p. 691-715 25 p.

**Teacher Job Stress and Satisfaction in Urban Schools: Disentangling Individual-, Classroom-, and Organizational-Level Influences**

Ouellette, R. R., Frazier, S. L., Shernoff, E. S., Cappella, E., Mehta, T. G., Mariñez-Lora, A., Cua, G. & Atkins, M. S., Jul 2018, In: Behavior Therapy. 49, 4, p. 494-508 15 p.

**Classroom Practices and Academic Outcomes in Urban Afterschool Programs: Alleviating Social-Behavioral Risk**

Cappella, E., Hwang, S. H. J., Kieffer, M. J. & Yates, M., Mar 1 2018, In: Journal of Emotional and Behavioral Disorders. 26, 1, p. 42-51 10 p.

**The Hidden Role of Teachers: Child and Classroom Predictors of Change in Interracial Friendships**

Cappella, E., Hughes, D. L. & McCormick, M. P., Oct 1 2017, In: Journal of Early Adolescence. 37, 8, p. 1093-1124 32 p.

**Schooling and Children's Mental Health: Realigning Resources to Reduce Disparities and Advance Public Health**

Atkins, M. S., Cappella, E., Shernoff, E. S., Mehta, T. G. & Gustafson, E. L., May 8 2017, In: Annual Review of Clinical Psychology. 13, p. 123-147 25 p.

**Do Effects of Social-Emotional Learning Programs Vary by Level of Parent Participation? Evidence From the Randomized Trial of INSIGHTS**

McCormick, M. P., Cappella, E., O'Connor, E., Hill, J. L. & McClowry, S., Jul 2 2016, In: Journal of Research on Educational Effectiveness. 9, 3, p. 364-394 31 p.

**Implementation of Teacher Consultation and Coaching in Urban Schools: A Mixed Method Study**

Cappella, E., Jackson, D. R., Kim, H. Y., Bilal, C., Holland, S. & Atkins, M. S., Jun 1 2016, In: School Mental Health. 8, 2, p. 222-237 16 p.

**Non-academic Self-Concept Among Urban Youth: Associations with Academic Success**

Ogle, R. R., Frazier, S. L., Nichols-Lopez, K., Cappella, E. & The LINKS (Linking Neighborhoods Kids Schools) Center, LINKS. C., Jun 1 2016, In: School Mental Health. 8, 2, p. 278-291 14 p.

### **Development and Piloting of a Classroom-Focused Measurement Feedback System**

Nadeem, E., Cappella, E., Holland, S., Coccaro, C. & Crisonino, G., May 1 2016, In: Administration and Policy in Mental Health and Mental Health Services Research. 43, 3, p. 379-393 15 p.

### **Mapping the Social World of Classrooms: A Multi-Level, Multi-Reporter Approach to Social Processes and Behavioral Engagement**

Kim, H. Y. & Cappella, E., Mar 2016, In: American journal of community psychology. 57, 1-2, p. 20-35 16 p.

### **Seeing and being seen: Predictors of accurate perceptions about classmates' relationships**

Neal, J. W., Neal, Z. P. & Cappella, E., Jan 1 2016, In: Social Networks. 44, p. 1-8 8 p.

### **Classwide efficacy of insights: Observed teacher practices and student behaviors in kindergarten and first grade**

Cappella, E., O'Connor, E. E., McCormick, M. P., Turbeville, A. R., Collins, A. J. & McClowry, S. G., Dec 2015, In: Elementary School Journal. 116, 2, p. 217-241 25 p.

### **Redesigning community mental health services for urban children: Supporting schooling to promote mental health**

Atkins, M. S., Shernoff, E. S., Frazier, S. L., Schoenwald, S. K., Cappella, E., Marinez-Lora, A., Mehta, T. G., Lakind, D., Cua, G., Bhaumik, R. & Bhaumik, D., Oct 1 2015, In: Journal of consulting and clinical psychology. 83, 5, p. 839-852 14 p.

### **Aggression Norms in the Classroom Social Network: Contexts of Aggressive Behavior and Social Preference in Middle Childhood**

Jackson, D. R., Cappella, E. & Neal, J. W., Sep 28 2015, In: American journal of community psychology. 56, 3-4, p. 293-306 14 p.

### **Context Matters for Social-Emotional Learning: Examining Variation in Program Impact by Dimensions of School Climate**

McCormick, M. P., Cappella, E., O'Connor, E. E. & McClowry, S. G., Sep 27 2015, In: American journal of community psychology. 56, 1-2, p. 101-119 19 p.

### **Extracurricular Participation and Course Performance in the Middle Grades: A Study of Low-Income, Urban Youth**

Schwartz, K., Cappella, E. & Seidman, E., Sep 21 2015, In: American journal of community psychology. 56, 3-4, p. 307-320 14 p.

### **Peer Contexts in Schools: Avenues Toward Behavioral Health in Early Adolescence**

Cappella, E. & Hwang, S. H. J., Jul 3 2015, In: Behavioral Medicine. 41, 3, p. 80-89 10 p.

### **Feasible, Rigorous, and Relevant: Validation of a Measure of Friendship Homophily for Diverse Classrooms**

McCormick, M. P., Cappella, E., Hughes, D. L. & Gallagher, E. K., Jun 21 2015, In: Journal of Early Adolescence. 35, 5-6, p. 817-851 35 p.

### **Measures of Early Adolescent Development and School Contexts: Narrowing the Research to Practice Divide**

Hamre, B. K. & Cappella, E., Jun 21 2015, In: Journal of Early Adolescence. 35, 5-6, p. 586-596 11 p.

### **Conceptualizing Academic Norms in Middle School: A Social Network Perspective**

McCormick, M. P. & Cappella, E., May 27 2015, In: Journal of Early Adolescence. 35, 4, p. 441-466 26 p.

### **Bullying and bullying prevention**

Cappella, E. & Jackson, D., 2015, (Accepted/In press) *Classroom management: An A to Z guide*. Scarlett, WG. (ed.). Thousand Oaks, CA: Sage Publications, In press

### **Getting a good start in school: Effects of INSIGHTS on children with high maintenance temperaments**

McCormick, M. P., O'Connor, E. E., Cappella, E. & McClowry, S. G., 2015, In: Early Childhood Research Quarterly. 30, PA , p. 128-139 12 p.

### **Setting based interventions**

Seidman, E. & Cappella, E., 2015, (Accepted/In press) *Handbook of community psychology*. Bond, MA., Keys, C. & Serrano-Garcia, I. (eds.). Washington, DC: American Psychological Association, In press

### **Teaching beyond achievement tests: Perspectives from developmental and education science**

Cappella, E., Aber, J.L. & Kim, H.K., 2015, (Accepted/In press) *Handbook of research on teaching*. Gitomer, D.H. & Bell, C.A. (eds.). Washington, DC: American Education Research Association, In press

### **Enhancing the academic development of shy children: A test of the efficacy of INSIGHTS**

O'Connor, E. E., Cappella, E., McCormick, M. P. & McClowry, S. G., Sep 1 2014, In: *School Psychology Review*. 43, 3, p. 239-259 21 p.

### **Navigating Middle Grades: Role of Social Contexts in Middle Grade School Climate**

Kim, H. Y., Schwartz, K., Cappella, E. & Seidman, E., Sep 2014, In: *American journal of community psychology*. 54, 1-2, p. 28-45 18 p.

### **Children's positive school behaviors and social preference in urban elementary classrooms**

Torrente, C. E., Cappella, E. & Watling Neal, J., Mar 2014, In: *Journal of Community Psychology*. 42, 2, p. 143-161 19 p.

### **The bright side of positive perceptual bias: Children's estimations of network centrality and aggression**

Neal, J. W. & Cappella, E., Mar 2014, In: *Aggressive Behavior*. 40, 2, p. 140-151 12 p.

### **An examination of the efficacy of INSIGHTS in enhancing the academic and behavioral development of children in early grades**

O'Connor, E. E., Cappella, E., McCormick, M. P. & McClowry, S. G., 2014, In: *Journal of Educational Psychology*. 106, 4, p. 1156-1169 14 p.

### **I know who my friends are, but do you? Predictors of self-reported and peer-inferred relationships**

Neal, J. W., Neal, Z. P. & Cappella, E., 2014, In: *Child development*. 85, 4, p. 1366-1372 7 p.

### **Parent involvement, emotional support, and behavior problems: An ecological approach**

McCormick, M. P., Cappella, E., O'Connor, E. E. & McClowry, S. G., 2014, In: *Elementary School Journal*. 114, 2, p. 277-300 24 p.

### **Classroom Peer Relationships and Behavioral Engagement in Elementary School: The Role of Social Network Equity**

Cappella, E., Kim, H. Y., Neal, J. W. & Jackson, D. R., Dec 2013, In: *American journal of community psychology*. 52, 3-4, p. 367-379 13 p.

### **Teacher-child relationships and academic achievement: A multilevel propensity score model approach**

McCormick, M. P., O'Connor, E. E., Cappella, E. & McClowry, S. G., Oct 2013, In: *Journal of School Psychology*. 51, 5, p. 611-624 14 p.

### **Teaching through interactions: Testing a developmental framework of teacher effectiveness in over 4,000 classrooms**

Hamre, B. K., Pianta, R. C., Downer, J. T., DeCoster, J., Mashburn, A. J., Jones, S. M., Brown, J. L., Cappella, E., Atkins, M., Rivers, S. E., Brackett, M. A. & Hamagami, A., Jun 2013, In: *Elementary School Journal*. 113, 4, p. 461-487 27 p.

### **Teacher consultation and coaching within mental health practice: Classroom and child effects in urban elementary schools**

Cappella, E., Hamre, B. K., Kim, H. Y., Henry, D. B., Frazier, S. L., Atkins, M. S. & Schoenwald, S. K., Aug 2012, In: *Journal of consulting and clinical psychology*. 80, 4, p. 597-610 14 p.

### **Child disruptive behavior and parenting efficacy: A comparison of the effects of two models of insights**

O'Connor, E., Rodriguez, E., Cappella, E., Morris, J. & Mcclowry, S., Jul 2012, In: *Journal of Community Psychology*. 40, 5, p. 555-572 18 p.

**Children's agreement on classroom social networks: Cross-level predictors in urban elementary schools**  
Cappella, E., Neal, J. W. & Sahu, N., Jul 2012, In: Merrill-Palmer Quarterly. 58, 3, p. 285-313 29 p.

**A classmate at your side: Teacher practices, peer victimization, and network connections in urban schools**  
Cappella, E. & Neal, J. W., Jun 2012, In: School Mental Health. 4, 2, p. 81-94 14 p.

**An Examination of Network Position and Childhood Relational Aggression: Integrating Resource Control and Social Exchange Theories**  
Neal, J. W. & Cappella, E., Mar 2012, In: Aggressive Behavior. 38, 2, p. 126-140 15 p.

**Transferring a university-led HIV/AIDS prevention initiative to a community agency**  
Baptiste, D., Blachman, D., Cappella, E., Dew, D., Dixon, K., Bell, C. C., Coleman, D., Coleman, I., Leachman, B., McKinney, L., Paikoff, R. L., Wright, L., Madison-Boyd, S. & McKay, M. M., Jan 1 2012, *Community Collaborative Partnerships: The Foundation for HIV Prevention Research Efforts*. 1-2 ed. Taylor and Francis, Vol. 5. p. 269-293 25 p.

**A classmate at your side: Teacher practices, peer victimization, and social network affiliations**  
Cappella, E. & Neal, JW., 2012, In: School Mental Health. 4, p. 81-94

**Risk and resilience in middle childhood: Lessons for school mental health promotion**  
Jackson, D. & Cappella, E., 2012, *Mental health promotion in schools: Foundations*. Waller, J. (ed.). Oak Park, IL: Bentham Science Publishers

**Seeing Eye to Eye: Predicting Teacher-Student Agreement on Classroom Social Networks**  
Neal, J. W., Cappella, E., Wagner, C. & Atkins, M. S., May 2011, In: Social Development. 20, 2, p. 376-393 18 p.

**Advancing intervention research in school psychology: Finding the balance between process and outcome for social and behavioral interventions**  
Cappella, E., Reinke, W. M. & Hoagwood, K. E., 2011, In: School Psychology Review. 40, 4, p. 455-464 10 p.

**Bridging mental health and education in urban elementary schools: Participatory research to inform intervention development**  
Cappella, E., Jackson, D. R., Bilal, C., Hamre, B. K. & Soulé, C., 2011, In: School Psychology Review. 40, 4, p. 486-508 23 p.

**Erratum: Linking mental health and after school systems for children in urban poverty: Preventing problems, promoting possibilities (Administration and Policy in Mental Health and Mental Health Services Research DOI: 10.1007/s10488-007-0118-y)**  
Frazier, S. L., Cappella, E. & Atkins, M. S., May 2009, In: Administration and Policy in Mental Health and Mental Health Services Research. 36, 3, p. 221 1 p.

**Rigorous, responsive, and responsible: Experimental designs in school intervention research**  
Cappella, E., Massetti, GM. & Yampolsky, S., 2009, *Conducting science-based psychology research in schools*. Dinella, LM. (ed.). Washington, DC: American Psychological Association, p. 51-78

**Enhancing schools' capacity to support children in poverty: An ecological model of school-based mental health services**  
Cappella, E., Frazier, S. L., Atkins, M. S., Schoenwald, S. K. & Glisson, C., Sep 2008, In: Administration and Policy in Mental Health and Mental Health Services Research. 35, 5, p. 395-409 15 p.

**International Family, Adult, and Child Enhancement Services (FACES): A Community-Based Comprehensive Services Model for Refugee Children in Resettlement**  
Birman, D., Beehler, S., Harris, E. M., Everson, M. L., Batia, K., Liautaud, J., Frazier, S., Atkins, M., Blanton, S., Buwalda, J., Fogg, L. & Cappella, E., Jan 2008, In: American Journal of Orthopsychiatry. 78, 1, p. 121-132 12 p.

**Working with socio-emotional challenges: School violence**

Gregory, A. & Cappella, E., 2008, *Handbook of school counseling*. Coleman, HLK. & Yeh, CJ. (eds.). Mahwah, NJ: Lawrence Erlbaum Associates, p. 693-715

**Linking mental health and after school systems for children in urban poverty: Preventing problems, promoting possibilities**

Frazier, S. L., Cappella, E. & Atkins, M. S., Jul 2007, In: *Administration and Policy in Mental Health and Mental Health Services Research*. 34, 4, p. 389-399 11 p.

**Transferring a university-led HIV/AIDS prevention initiative to a community agency**

Baptiste, D., Blachman, D., Cappella, E., Dew, D., Dixon, K., Bell, C. C., Coleman, D., Coleman, I., Leachman, B., McKinney, L., Paikoff, R. L., Wright, L., Madison-Boyd, S. & McKay, M. M., May 23 2007, In: *Social Work in Mental Health*. 5, 3-4, p. 269-293 25 p.

**The prevention of social aggression among girls**

Cappella, E. & Weinstein, R., Aug 2006, In: *Social Development*. 15, 3, p. 434-462 29 p.

**Hybrid research models: Natural opportunities for examining mental health in context**

Atkins, M. S., Frazier, S. L. & Cappella, E., Mar 2006, In: *Clinical Psychology: Science and Practice*. 13, 1, p. 105-108 4 p.

**Turning around reading achievement: Predictors of high school students' academic resilience**

Cappella, E. & Weinstein, R. S., Dec 2001, In: *Journal of Educational Psychology*. 93, 4, p. 758-771 14 p.

**Review of *Common purpose: Strengthening families and neighborhoods to rebuild America***

Lee, SS., Cappella, E. & Humphreys, K., 2000, In: *The Community Psychologist*. 33, p. 19-20

**America's schoolchildren: Past, present, and future**

Cappella, E. & Larner, M. B., 1999, In: *Future of Children*. 9, 2, p. 21-29 9 p.