

Shannon B. Wanless, PhD.

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Executive Director,
Office of Child Development
Tenured Associate Professor
University of Pittsburgh
swanless@pitt.edu

Education

- *Ph.D.*, Human Development & Family Sciences, Oregon State University Sep 2003 – Dec 2008
- *M.A.*, Early Childhood Education, University of Michigan Jun 2000 – Aug 2001
- *B.A.*, Sociology/Anthropology & Psychology, Denison University Sep 1995 – May 1999

Higher Education Employment

School of Education, University of Pittsburgh

- *Executive Director*, [Office of Child Development](#) Jul 2018 – present
Lead 60 staff & students | Maintain an \$8 million budget | Reach 7,000 children & families per year.
Major accomplishments include:
 - Bringing an equity focus to our office operations, culture, and professional learning, programming, and research. This initiative involved securing external resources for equity consultants and a new full-time position for an Associate Director of Equity & Justice.
 - Starting two new divisions (Positive Racial Identity; Literacy & Learning) with new leaders and over \$5 million in local and national external funding.
 - Expanded external partnerships (e.g., Philadelphia, Fayette County, PA, Hershey, PA, Virginia, Massachusetts, California) with a focus on statewide engagement.
 - Developed new research activity with Pitt faculty across 4 schools and 5 centers.
- *Associate Professor with Tenure*, [Health & Human Development](#) Mar 2018 – present
- *Associate Director of Research*, Office of Child Development May 2017 – Jun 2018
- *Assistant Professor*, Dept. of Psychology in Education (later renamed Dept. of Health & Human Development) Sep 2011 – Feb 2017

School of Education, University of Virginia

- *Post-Doctorate*, Center for Advanced Study of Teaching & Learning Jan 2009 – Aug 2011

Honors, Awards & Leadership Development

- [Aspen Institute Ascend Fellow](#), Aspen, CO 2024 – 2025
This 18-month, cohort-based fellowship provides coaching to create and implement a bold, community-engaged plan to advance child and family thriving.
- [FRESH Speakers Academy](#) Spring 2025
A 4-month training program in developing successful public speaking and thought leadership practices for leading social change.
- Invited Participant in [Big Proposal Bootcamp](#), University of Pittsburgh Spring 2025
An intensive, 11-week cohort program to strengthen skills in leading interdisciplinary teams in applying for large federal grants.
- Selected Cohort Member in [HERS Institute](#) for Women in Higher Education Leadership, Denver, CO Jul 2023
- [Chancellor's Distinguished Award for Public Service](#), University of Pittsburgh Mar 2022
- [Partnership of Distinction Award](#) for the 3Rs: Reading, Racial Equity, & Relationships Initiative, University of Pittsburgh Mar 2022
- Selected Participant in [Transformative Educational Leadership](#) (TEL) 2020 – 2022
This intensive monthly program develops leadership skills by focusing on equity, social emotional learning, and mindfulness. I continued with a second year of monthly leadership training through the [Millennium Forum](#) program, served on the TEL alumni board, and secured funds for three of my staff to attend TEL.
- Selected Participant in [Women in Academic Leadership](#) (WIN-AL), University of Pittsburgh 2019 – 2020
- Selected Member of the PIOSA (Performance Imperative Organizational Self-Assessment) Learning Community, *Forbes Funds*, Pittsburgh, PA 2018
- Leadership Team member of the Office of Child Development when we won the [Chancellor's University Prize for Strategic Inclusive and Diverse Excellence \(UPSIDE\) Award](#), University of Pittsburgh Nov 2017
- Outstanding Reviewer for *Early Childhood Research Quarterly* Journal 2014
- “Extra Mile” Faculty Award, Council of Graduate Students in Education, University of Pittsburgh 2012
- Hettie Margaret Anthony Doctoral Fellow, Kappa Omicron Nu Honor Society 2008

Funding

*Over \$20 million in competitive grants from local/national foundations and federal funders.
And over \$4.5 million in contracts from schools, nonprofits and agencies.*

Selected Grants & Contracts

I. Funding for Research and Programming at the Office of Child Development

• Strengthening Connections Between our Office's Programming and Other Organizations, for Collective Impact

- *Caregiver Project*
 PI: Miller, J., with **Wanless, S.B.**
 (2025-26), \$11,000, Fred Rogers Productions
- *Two-Generational Literacy to Strengthen the Workforce Pipeline*
 PI: **Wanless, S.B.**, with Brownsville School District in Fayette County, PA
 (2024-2025), \$49,751, Appalachian Regional Commission planning grant
- *Building an SEL ecosystem to support Project SEEKS Schools*
 PI: **Wanless, S.B.**
 (2023-2024), \$1,000,000, Allegheny Intermediate Unit contract, Pittsburgh, PA.
- *Linking university-community initiatives to promote a children's thriving pipeline across early developmental stages*
 PI: **Wanless, S.B.**, Team Members: Shaw, D., Huguley, J., Votruba-Drzal, E.
 (2023-2025) \$400,000, Momentum Scaling Fund grant, University of Pittsburgh
- *The 3R's: Racial Equity, Reading, and Relationships*
 *The Early School-Age Cohort of the Pittsburgh Study, Co-PIs: Miller, L. & Savage Friedman, F.
 Co-PIs: **Wanless, S.B.** & Moye, S., with Spear, C.F.
 (2023-2025), \$110,000, Contracts and partnerships with local schools: West Mifflin School District, Urban Academy Charter School, Manchester Academic Charter School, Woodland Hills School District, Steel Valley School District
 (2024-2025), \$30,000, Grable Foundation for Steel Valley Early Childhood
 (2021-2023), \$674,745, Children's Hospital Foundation contract, Pittsburgh PA
 (2020-2021), \$650,000, Children's Hospital Foundation contract, Pittsburgh PA
 (2019-2020), \$650,000, Children's Hospital Foundation contract, Pittsburgh PA
- *Continuous Quality Improvement Team*
 PI: **Wanless, S.B.**, Lead Evaluator: Cross, A.
 (2023-2025), \$1,233,397, Catherine Hershey Schools contract, Hershey, PA
 (2022-2023), \$300,000, Catherine Hershey Schools contract, Hershey, PA

- *My Racial Journey* (www.mrj.pitt.edu)
PI: **Wanless, S.B.**, Team Member: Moye, S.
(2024) \$12,500, [Innovation in Education grant](#), University of Pittsburgh

PI: Moye, S., Team Member: **Wanless, S.B.**
(2024) \$5,000, Year of Discourse & Dialogue grant, University of Pittsburgh

PI: **Wanless, S.B.**, Team Members: White, A., Jackson, M., Flango, A.
(2019-2020) \$3,000, Open Education Access grant, University of Pittsburgh
- *The Greater Pittsburgh Education Leaders Academy*
Co-PIs: Raspanti, T., King, M, **Wanless, S.B.**
(2021-2023), \$40,000, Grable Foundation grant
(2020-2021), \$40,000, Grable Foundation grant
- *Engaging Families to Support Child Development* (<https://parentingmontana.org/>)
PI: **Wanless, S.B.** for Social Emotional Learning content development
(2019-2020), \$38,000, Montana State University contract
- **Early Head Start Home Visiting Program Serving 310 families**
PI: **Wanless, S.B.**, Director: Dunkerley, C. (in 2022, Dunkerley became the PI)
(2021-2022), \$4,570,978, Department of Health and Human Services, Washington, D.C.
(2020-2021), \$4,412,452, Department of Health and Human Services, Washington, D.C.
(2019-2020), \$4,319,152, Department of Health and Human Services, Washington, D.C.
(2018-2019), \$4,245,721, Department of Health and Human Services, Washington, D.C.
- **Supporting the Development of Pitt Community Engagement Centers**
 - *The Greater Hazelwood Early Care and Education Program Visioning and Planning*
PI for Subaward: **Wanless, S.B.**
(2021), \$29,500, The Heinz Endowments grant
 - *Evaluation of Place-Based Engagement in a University-Community Engagement Center*
PI for Subaward: **Wanless, S.B.**, Lead Evaluator: Spear, C.F.
(2018-2019), \$90,000, The Heinz Endowments grant
- **Conducting Local Evaluation Studies for Federally Funded Projects**
 - *Self-Regulating Lifestyle Behaviors to Decrease Obesity Risk with Parent-Preschool Child Dyads Using Event History Calendars, R21(5 R21 HD091712-02)*
PI: Danford, C., Co-PI: **Wanless, S.B.**
(2018 – 2022), \$233,218, National Institute of Health, NICHD grant
 - *Evaluation of the KinderTEK iPad Math Program, R305A170044*

PI for Subaward: **Wanless, S.B.**, Lead Evaluator: Spear, C.F.
 (2017-2021) \$587,000 Subaward, \$3,299,986 Total award; PIs: Clarke, B. & Shanley, L.
 U.S. Department of Education, Washington, D.C., Institute for Education Sciences

▫ *PA Project Launch Evaluation*

PI for Subaward: **Wanless, S.B.**, Lead Evaluator: Spear, C.F.
 (2018-2019), \$281,680 Subaward, \$800,000 Total Award; PI: Fagan, S.
 Substance Abuse and Mental Health Services Administration grant

• **Positive Racial Identity in Early Education Programming**

▫ *A World of PRIDE (Positive Racial Identity Development in Early education) in Pittsburgh*

Co-PIs: White, A. & **Wanless, S.B.**
 (2017-2020), \$1,081,987, The W.K. Kellogg Foundation grant

▫ *A World of PRIDE (Positive Racial Identity Development in Early education) in Pittsburgh – Communications & Dissemination*

Co-PIs: White, A., & **Wanless, S.B.**
 (2017-2020), \$375,000, The Henry L. Hillman Foundation grant

▫ *Understanding Positive Racial Identity Development for 3–6-year-olds, their Families, and Teachers/Caregivers*

PI: White, A., Team Member: **Wanless, S.B.**
 (2015) \$15,000, The Office of Child Development's Caplan Grant Fund

II. Early Career Research Projects

• *Identifying Best Practices for Culturally Responsive Teaching in Early Childhood Education*
 PI: **Wanless, S.B.**

(2015-2017) \$12,000, Faculty Research grant, University of Pittsburgh

• *Peg + Cat: Developing Preschoolers' Early Math Skills, #1516446*

Co-PIs: Swartz, M., Li, J., **Wanless, S.B.**, Winters, D.
 (2015-2018) \$2,999,775, National Science Foundation (Informal STEM Learning) grant

• *Teachers Innovation Project*

PI: Li, J.; Co-PIs: **Wanless, S.B.**, Butler, M., & Boyle, J.
 (2014-2016) \$246,808, The Grable Foundation grant

• *Understanding Cultural Influences on Coaching Teachers in a SEL Intervention in Italy*
 PI: **Wanless, S.B.**

(2014) \$2,000, John G. Bowman Faculty Grant, University Center for International Studies,
 University of Pittsburgh

- *Developing a Measure of Self-Regulation in the Context of Ballet Classes*
PI: **Wanless, S.B.**
(2013-2014) \$3,000, The Pittsburgh Ballet contract
- *Developing a Measure of Readiness to Implement a Social-Emotional Learning Intervention (RISE)*
PI: **Wanless, S.B.**
(2012-2014) \$16,000, Faculty Research grant, University of Pittsburgh

III. Research Awards for Doctoral Advisee's Projects

- *Mapping the community impact of access to a public library, and difference by community racial demographics*
Co-PIs: Orman, M.* & **Wanless, S.B.**
(2021), \$8,500, Education Research & Evaluation Scholar grant, PA Department of Education
- *Igniting Racial Equity in Allegheny County's Out-of-School Literacy Ecosystem*
PI: Orman, M*, Team Member: **Wanless, S.B.**
(2020-2021), \$5,000, Remake Learning grant
- Faculty-Student Research Awards from the School of Education, University of Pittsburgh
(2021), \$3,000, Co-PIs: Orman, M* & **Wanless, S.B.** *Social network mapping of community literacy organizations*
(2018), \$3,000, Co-PIs: Shafer, A.* & **Wanless, S.B.**, *Developing an observational measure of engagement in early childhood classrooms*
(2016), \$3,000, Co-PIs: Kirk-Johnson, A.* & **Wanless, S.B.**, *Priority-Setting in Early Care and Education Contexts*
(2015), \$3,000, Co-PIs: Kutzner Briggs, J.* & **Wanless, S.B.**, *Teacher's perceptions of child behavior and relationships with students exposed to trauma*
(2012), \$3,000, Co-PIs: Pieri, J.* & **Wanless, S.B.**, *Leveraging Coach Expertise to Determine a School's Readiness to Implement a Social- Emotional Intervention*

Travel & Dissertation-Related Funding

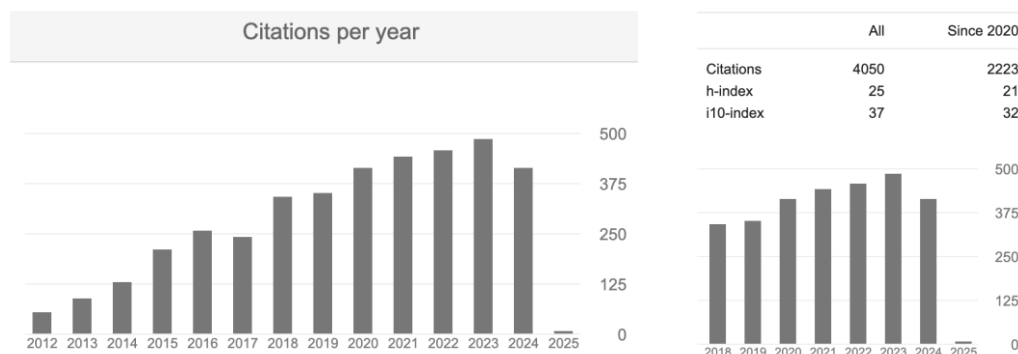
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| • National Institute of Child Health & Human Development (NICHD) Award to Attend "Executive Function in Preschool Children: Current Knowledge and Research Opportunities" NICHD Conference, Bethesda Maryland | 2010 |
| • Fellows Mobility Program, Ryoichi Sasakawa Young Leaders Fellowship Fund (\$9,000; SYLFF), Oregon University System; Human Development & Family Sciences, Oregon State University; SYLFF, University of Helsinki (\$4,186) | 2008 |
| • Betty E. Hawthorne Fellowship, and Oregon Sports Lottery Scholarship, Oregon State University | 2007 – 2008 |

- Fulbright-Taiwan Predoctoral Research Scholar (\$17,000), U.S. Department of State 2006 – 2007
- Human Development & Family Sciences Dissertation Award, External Fellowship Tuition Relief Scholarship, and Thayer Raymond Fellowship, Oregon State University
- Trusty Fellowship, Home Economics Graduate Fellowship, and Koski Travel Award, Oregon State University 2005 – 2006
- Early Childhood Longitudinal Study – Birth Cohort Analysis Workshop Travel Award 2005
- Travel and Living Expenses from the National Center for Education Statistics Woods/Foster Fellowship, the DuBois Fellowship, and the Center for Family Policy Travel Award, Oregon State University 2004 – 2005
- International Consortium for Political and Social Research Travel Award, University of Michigan 2004
- Professional Development Institute Travel Award, National Association for the Education of Young Children 2004
- Conference Registration Award, Michigan Association for the Education of Young Children 2004

Publications

26 peer-reviewed publications and 26 chapters & other publications on community-engaged prevention science, measurement, social emotional learning & equity.

Impact Overview (as of 1.3.25)



Peer-Reviewed Publications (*student)

Wanless, S.B., Moye, S., Orman, M.C., Cross, A., & White, A. (2025). Bringing an equity lens to a university center's early childhood research and practice: A case study of organizational change. *In preparation.*

Wanless, S.B., Orman, M.C.*, Moye, S.M., Spear, C.S. (2025). A community-partnered process for construct and measure development: The 3Rs - Reading, Racial Equity, &

- Relationships. *Under advanced review*.
- Owen, R., Srinivasan, M. & **Wanless, S.B.** (2025). Evolving transformative social emotional learning with an ecological perspective. *Under advanced review*.
- Orman, M.C.*, **Wanless, S.B.**, Norðdahl, K., & Birgisdóttir, F. (2025). Early childhood as a sensitive period for connecting children to nature: A mixed-methods study with an Icelandic sample. *Under advanced review*.
- Orman, M.C.*, **Wanless, S.B.**, Birgisdóttir, F., & Norðdahl, K. (2025). Enjoyment, empathy, and environmental behavior: A study of young children's nature connection in Iceland. *Journal of Cognition and Development*. *In press*.
- Orman, M.C.* & **Wanless, S.B.** (2024). [Edging toward democracy: The roles of informal learning organizations in a literacy ecosystem](#). *Afterschool Matters*, 38, 8-18.
- Shafer, A.E.* & **Wanless, S.B.** (2022). [Engagement in early childhood: Considering conceptual clutter and existing measures](#). *Early Childhood Education Journal*, 1-14.
- Shafer, A.E.*, **Wanless, S.B.**, & Briggs, J.O. (2022). [Toddler teachers' responses to emotional and cognitive tantrums and relations to successful resolution](#). *Infant and Child Development*, 1-18.
- White, A. & **Wanless, S.B.** (2019). P.R.I.D.E.: [Positive Racial Identity Development in Early Education](#). *Journal of Curriculum, Teaching, Learning and Leadership in Education*, 4(2), 73-84.
- Puranik, C., Boss, E.*, & **Wanless, S.B.** (2019). [Relations between self-regulation and early writing: Domain specific or task dependent?](#) *Early Childhood Research Quarterly*, 46, 228-239.
- Miller, J., **Wanless, S.B.**, & Weissberg, R. (2018). [Parenting for competence and parenting with competence: Essential connections between parenting and social and emotional learning](#). *The School-Community Journal*, 28(2), 9-28.
- Chernego, D. I., McCall, R. B., **Wanless, S. B.**, Groark, C. J., Vasilyeva, M. J., Palmov, O. I., ... & Muhamedrahimov, R. J. (2018). [The effect of a social-emotional intervention on the development of preterm infants in institutions](#). *Infants & Young Children*, 31(1), 37-52.
- Bliss, C.M.* & **Wanless, S.B.** (2018). [Development and initial investigation of a self-report measure of teachers' readiness to implement](#). *Journal of Educational Change*, 19(2), 269-291.
- Briggs, J.O.*, Russell, J., & **Wanless, S.B.** (2018). [Kindergarten teacher buy-in for standards-based reforms: A dynamic interplay between professional identity and perceptions of control](#). *Early Education & Development*, 29(1), 125-142.
- Wanless, S.B.** & Crawford, P. (2016). [Reading your way to a culturally responsive classroom](#). *Young Children*, 71(2), 8-15.
- Wanless, S.B.**, Kim, K., Zhang, C.*, Degol, J.*, Chen, J.L., & Chen, F.M. (2016). [Trajectories of behavioral regulation for Taiwanese children from 3.5 to 6 years and relations to math and vocabulary outcomes](#). *Early Childhood Research Quarterly*, 34(1), 104-114.
- Thrane, S.E.*, **Wanless, S.B.**, Cohen, S.M., & Danford, C.A. (2016). [The assessment and non-pharmacologic treatment of procedural pain from infancy to school age through a developmental lens: A synthesis of evidence with recommendations](#). *Journal of Pediatric Nursing*, 31(1), e23-e32.
- Wanless, S.B.**, Scharphorn, L.*, Chiu, Y.J.I., Chen, F.M., & Chen, J.L. (2015). Taiwanese preschool and elementary teacher's beliefs about discipline, students, and teaching practices. *International Journal of School and Cognitive Psychology*, 2(3), 1-12.
- Wanless, S. B.**, Rimm-Kaufman, S. E., Abry, T., Larsen, R. A., & Patton, C. (2015). [Engagement in training as a mechanism to understanding fidelity of implementation of](#)

- the Responsive Classroom approach. *Prevention Science*, 16(8), 1107-1116.
- Størksen, I., Ellingsen, I.T., **Wanless, S.B.**, & McClelland, M.M. (2015). The influence of parental socioeconomic background and gender on self-regulation among 5-year-old children in Norway. *Early Education and Development*, 26(5-6), 663-684.
- Gestsdóttir, S., Von Suchodoletz, A., **Wanless, S.B.**, Hubert, B., Guimard, P., Birgisdóttir, F., Gunzenhauser, C., McClelland, M. (2014). Early behavioral self-regulation, academic achievement, and gender: Longitudinal findings from France, Germany, and Iceland. *Applied Developmental Science*, 18(2), 90-102.
- Von Suchodoletz, A., Gawrilow, C., Gunzenhauser, G., Merkt, J., Hasselhorn, M., **Wanless, S.B.**, & McClelland, M. M. (2014). Handlungskontrolle bei Vor- und Grundschulkindern: Der Head-Toes-Knees-Shoulders Test zur Erfassung der behavioralen Integration exekutiver Funktionen [Behavior control in preschool and elementary school children: The Head-Toes-Knees-Shoulders task as an assessment of the behavioral integration of executive functions]. *Psychologie in Erziehung und Unterricht*, 61, 165-174.
- Brock, L.L., Rimm-Kaufman, S.E., & **Wanless, S.B.** (2014). Delay of gratification in first grade: The role of instructional context. *Learning and Individual Differences*, 29, 81-88.
- Wanless, S.B.**, McClelland, M.M., Lan, X., Son, S-H., Cameron, C.E., Morrison, F.J., Chen, F-M., Chen, J-L., Li, S., Lee, K., Sung, M. (2013). Gender differences in behavioral regulation in four societies: The U.S., Taiwan, South Korea, and China. *Early Childhood Research Quarterly*, 28, 621-633.
- Wanless, S.B.**, Patton, C.*, Rimm-Kaufman, S.E., Deutsch, N.L. (2013). Setting-level influences on implementation of the *Responsive Classroom* approach. *Prevention Science*, 14, 40-51.
- Von Suchodoletz, A., Gestsdóttir, S., **Wanless, S.B.**, McClelland, M.M., Birgisdóttir, F., Gunzenhauser, C., Ragnarsdóttir, H. (2013). Behavioral self-regulation and relations to emergent academic skills among children in Germany and Iceland. *Early Childhood Research Quarterly*, 28(1), 62-73.
- McClelland, M.M. and **Wanless, S.B.** (2012). Growing up with assets and risks: The importance of self-regulation for academic achievement. *Research in Human Development*, 9(4), 1-20.
- Merritt, E. G.*, **Wanless, S. B.**, Cameron, C., & Rimm-Kaufman, S. E. (2012). The contribution of emotional support to children's social behaviors and self-regulatory skills in first grade. *School Psychology Review*, 41(2), 141-159.
- Wanless, S.B.**, McClelland, M.M., Acock, A.C., Ponitz, C.C., Son, S-H., Lan, X., Morrison, F.J., Chen, J-L., Chen, F-M, Lee, K, Sung, M., Su, L. (2011). Measuring behavioral regulation in four societies. *Psychological Assessment*, 23(2), 364-378.
- Wanless, S. B.**, McClelland, M. M., & Tominey, S.L., Acock, A.C. (2011). The influence of demographic risk factors on children's behavioral regulation in prekindergarten and kindergarten. *Early Education and Development*, 22(3), 461-488.
- Wanless, S. B.**, McClelland, M. M., Acock, A. C., Chen, F-M., Chen, J-L. (2011). Behavioral regulation and early academic achievement in Taiwanese preschoolers. *Early Education and Development*, 22(1), 1-28.

Books, Chapters, and Other Publications (*student)

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- Wanless, S.B.** & Simmons, A. (2025). *Future-Building with SEL*. New York, NY: Guilford.
Book in preparation. [200 pages]

- White, A. & **Wanless, S.B.** (2025). Engaging anti-racism with children's literature. *Chapter in press*. In P. Crawford & K. Bartow-Jacobs (Eds.), *Handbook of Children's and Young Adult Literature in Education*. Bloomsbury.
- Bergin, C., Cipriano, C., **Wanless, S.B.**, & Barnes, T.N. (2023). [Five key questions educators ask about SEL](#). *Phi Delta Kappan*, 104(7), 47-53.
- Wanless, S.B.**, Spear, C.F., Artinger, J.V., Briggs, J.O. (2023). [Creating spaces for adult learning and professional development: Social-emotional skills for facilitating racial equity discussions](#). In S.E. Rimm-Kaufman, M.J. Strambler, K. Schonert-Reichl (Eds.), *Social and Emotional Learning in Action: Creating Systemic Change in Schools*. (pp.138-158). Guilford Publications.
- Orman, M.C.* & **Wanless, S.B.** (2022, June). [Investigating the relationship between public libraries and community indicators in Pennsylvania](#). Pennsylvania Department of Education, Harrisburg, PA.
- McClelland, M.M., Ahmad Ahmadi, **Wanless, S.B.** (2022). Self-regulation. In Friedman, H. (Ed). *Encyclopedia of Mental Health*. (3rd ed.), San Diego, CA: Elsevier. (update of 2016)
- Wanless, S.B.**, Shafer, A.E.* & Grant-Presser, A.S.* (2022, July/August). [Social justice learning for early childhood educators](#). *Exchange Magazine*, (266), 24-29.
- Orman, M.C.*, Geibel, S., **Wanless, S.B.**, Moye, S. (2021, August). [Mapping the organizations in Allegheny County's literacy ecosystem](#) [Research report]. University of Pittsburgh's Office of Child Development, Pittsburgh, PA.
- Wanless, S.B.**, (2022, April). [Making the world more just and equitable right at home](#). Invited Blog Post for Confident Parents Confident Kids.
- Wanless, S.B.** & Larson, T.L. (2022, March). *SEL Day: How we use love to create a more just & equitable world*. Blog posted online in honor of SEL Day 2022. <https://www.oed.pitt.edu/news/sel-day-how-we-use-love-create-more-just-equitable-world>
- Iruka, I.U. with Broughton, A., Gonzalez, M., Herink, J., Hicks, S., Johnson, T., Neitzel, J., Nemeth, K., Russell, N., & **Wanless, S.B.** (2021). *Looking inward: Reflections from early education professionals on their journey to reduce bias and racism. Chapter 1, (Section 1: Reflections on Ourselves)*, In *Advancing Equity and Embracing Diversity in Early Childhood Education: Elevating Voices and Actions*, Washington, D.C.: NAEYC.
- Wanless, S.B.** (2021, March). *Reimagining SEL for social justice*. Blog posted online in honor of SEL Day 2021. <https://www.oed.pitt.edu/news/reimagining-sel-social-justice>
- Wanless, S.B.**, Crawford, P.A. with Friedman, S. (2020). Books that support diversity, conversations, and play. In S. Friedman & A. Mwenelupembe (Eds.), *Each and every child: Teaching preschool with an equity lens*. Washington, D.C.: NAEYC.
- Wanless, S.B.** & Barnes, T.N. (2020, March). *The missing link in social emotional learning*. Blog posted online in honor of SELday 2020. <https://www.oed.pitt.edu/social-emotional-learning>
- Zinsser, K.M. & **Wanless, S.B.** (2020). [Racial disproportionality in the school-to-prison pipeline](#). In M.C. Stevenson, B.L. Bottoms, & K.C. Burke (Eds.), *The legacy of racism for children: Psychology, law, and public policy* (pp. 129-150). New York, NY: Oxford.
- Wanless, S.B.**, Cornell, D., Davis, D. (2019). Emotional and physical safety. In D. Osher, M. Mayer, T. Osher, R. Jagers, & K. Kendziora (Eds.), *Keeping students safe and helping them thrive: A collaborative handbook for education, mental health, child welfare, safety, and justice professionals, families, and communities: Vol. 1.* (Chapter 8). Santa Barbara, CA: Praeger.

- Miller, J., **Wanless, S.B.**, & Weissberg, R. (2018, December 10) *How to make your hopes a reality*. NBC's Parenting Toolkit. https://www.parenttoolkit.com/social-and-emotional-development/news/how-to-make-your-hopes-a-reality?fbclid=IwAR3lrcx3zfVOssheLsGpxoabesqFdM7GehdyrIQb_CqrGZ5VA9cFym9QqDE
- Miller, J., **Wanless, S.B.**, & Weissberg, R. (2018, October 3) *Stronger teacher-parent relationships lead to better social and emotional assessments and learning*. Measuring SEL: Using data to inspire. CASEL Blog. <http://measuringsel.casel.org/can-assessments-connect-parents-childrens-social-emotional-learning-home-school/>
- Wanless, S.B.**, & Winters, D. (2018). A welcome space for taking risks. *The Learning Professional*, 39(4), 41-44. <https://learningforward.org/wp-content/uploads/2018/08/a-welcome-space-for-taking-risks.pdf>
- Briggs, J.O.*, **Wanless, S.B.**, Shafer, A.E.* (2016). Childcare learning. In Peppler, K. (Ed.), *The SAGE Encyclopedia of Out-of-School Learning*. (Vol. 2, pp. 81-82). Thousand Oaks, CA: SAGE Publications Ltd. doi: 10.4135/9781483385198.n38.
- Wanless, S.B.** (2016). Bringing psychological safety to the field of human development: An introduction. *Research in Human Development*, 13(1), 1-5.
- University of Pittsburgh School of Education Race and Early Childhood Collaborative. (2016). *Positive Racial Identity Development in Early Education: Understanding PRIDE in Pittsburgh*. University of Pittsburgh: Pittsburgh, PA. <https://www.ocd.pitt.edu/Understanding-PRIDE-in-Pittsburgh/592/Default.aspx>
- Wanless, S.B.** & Domitrovich, C.E. (2015). Introduction to the special issue: Readiness to implement school-based social-emotional learning interventions: Using research on factors related to implementation to maximize quality. *Prevention Science*, 16(8), 1037-1043.
- McClelland, M.M., **Wanless, S.B.**, Lewis, K. (2015). Self-regulation. In Friedman, H. (Ed). *Encyclopedia of Mental Health*. (2nd ed.), San Diego, CA: Elsevier.
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- McClelland, M. M., Cameron, C. E., **Wanless, S. B.**, & Murray, A. (2007). Executive function, self-regulation, and social-emotional competence: Links to school readiness. In O. N. Saracho & B. Spodek (Eds.), *Contemporary perspectives on research in social learning in early childhood education* (pp. 83-108). Charlotte, NC: Information Age Publishing.
- Rosenkoetter, S. E., & **Wanless, S. B.** (2006). Relationships: At the heart of early language and literacy. In S. E. Rosenkoetter & J. Knapp-Philo (Eds.), *Learning to read the world*. Washington, D.C.: Zero to Three Press.

Service

National & International

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- Fulbright U.S. Student Program National Screening Committee for 2025-2026 Applicants, New York, NY. 2024-2025
 - Member *Alumni Steering Committee*, [Transformative Educational Leadership](#), Oakland, CA. 2022 - present

- Executive Committee Member for Social Emotional Learning Special Interest Group, American Education Research Association 2013 - present
 - Elected Chair (2020-2023)
 - Program Chair (twice), Membership Chair, Communications Chair
 - Ongoing Reviewer for Conference Submissions
 - Regular Roundtable Chair at Annual Conferences
- Invited Participant, *Yale Science Summit*, The Education Collaboratory, Yale University. 2025
- Invited Advisory Board Member, *Measuring Prosocial Behavior in Schools through a Virtual Reality Game: vSchool*, PI: Christi Bergin, University of Missouri, Funded by the Institute of Educational Sciences, CFDA #84.305A 2021 - 2024
- Invited Advisory Group Member, *Office of Head Start's National Center on Parent, Family, and Community Engagement*, housed at Early Start, Chicago, IL. 2021 - 2022
- Invited Advisor for the Collaborative for Academic, Social, and Emotional Learning, (CASEL), Chicago, IL.
 - Parent Engagement Advisory Group (2020-2021)
 - Social Emotional Learning Journal Task Force (2020)
 - Social Emotional Learning Research Network (2015-2018)
- Invited Advisor for Strategic Planning Process, *Ounce of Prevention Fund*, Chicago, IL. 2020
- Invited Script Reviewer for Daniel Tiger's Neighborhood, *Fred Rogers Productions*, Pittsburgh, PA. 2019
- Invited Workgroup Member, "Using Measures to Bridge the Research & Practice Divide in Education" *University of Virginia & the Society for Research on Child Development*. June 2013
- Invited Member of the Emerging Scholars Society, *Society for the Study of Human Development*. 2012-2017
- Invited Workgroup Member, "Implementation in Early Childhood Research" *Office of Planning, Research and Evaluation & Child Trends*. 2010-2014

Editorial Board Member

Early Childhood Education	2016 – 2020
School Psychology Review	2015 – present
Early Education and Development	2010 – present

Reviewer

- Dissertation Reviewer 2023, 2024
- External Reviewer for Promotion & Tenure 2020
2024 (2)
- Grant Reviewer, Invited Grant Reviewer, *The Icelandic Centre for Research –RANNÍS*, Reykjavík, Iceland 2020
- Manuscript Reviewer (Selected Journals) 2008 - present
 - *Child Development*, *Developmental Psychology*, *Early Childhood Research Quarterly*, *Journal of Applied Development Psychology*

- *Prevention Science*
- *Reading Research Quarterly*
- Conference Reviewer 2010 – present
 - *SEL Exchange, Society for Research in Child Development, National Research Conference on Early Childhood Education, Society for Research in Educational Effectiveness, American Education Research Association*
- Evaluation Reviewer, *What Works Clearinghouse* 2010

Local

- Invited Advisory Board Member, Early Education and Child Development (ECD)/Education (EDU) programs Community College of Allegheny County (CCAC) 2025 – present
- PA Collaborative for Social Emotional and Mental Wellness (SEMW), Housed at CPSEL, Harrisburg, PA.
 - Invited Executive Committee, Advisory Board Member 2024 – present
 - Lead Researcher in Statewide Scan for PK-12 SEMW 2024 – present
 - Equity and Justice Committee Member 2020-2021
- Subcommittee Co-lead, *Mental Health Policy Roundtable*, Allies for Children, Pittsburgh, PA. 2025
2018 – present
- Founder and Facilitator of Annual “*Books for Change*” Book Drive at the Office of Child Development, in partnership with City of Asylum bookstore. We have solicited donations of over 5,500 books and donated them to educators, families, and community members in Allegheny County.
- Invited Member, *Children’s Cabinet*, Department of Human Services, Allegheny County, PA. 2022 - present
- Invited Member, *Pittsburgh Public Schools Trauma and Mental Health Strategic Planning Task Force*. Pittsburgh, PA. Spring 2020
- Invited Member, *Child Care Lounge Advisory Board*, childcarelounge.com/. Pittsburgh, PA. 2020 - 2023
- Invited *United for Children Strategic Allocation Committee Member*, United Way, Pittsburgh PA. 2019 – 2021
- Invited Advisory Board Member, *Traveling Exhibit Installation: Emotions at play with Pixar’s Inside Out*. Children’s Museum, Pittsburgh, PA. Fall 2019
- Invited Member, *State-wide Research Committee*, Office of Child Development and Early Learning. Harrisburg, PA. 2016
- Invited Member, *Mayor Peduto’s Pittsburgh Early Childhood Education Consortium*. Pittsburgh, PA. Summer 2014
- PQAS Certified to provide professional development in PA. 2014 –present
- In collaboration with the *Center for Urban Education*, organized a book drive for the Early Learning Hub (over 500 books and games donated), Homewood, PA. Spring 2014

- Advisory Board Member, *Pennsylvania Pre-K/Head Start Supplemental Committee*, The Pennsylvania Departments of Education and Public Welfare and Office of Child Development and Early Learning (OCDEL) 2013 – 2016

University

University

- Invited Member of the *Year of Discourse and Dialogue* University Research & Evaluation Committee 2024-2025
- Invited External Reviewer for Faculty Promotion in the School of Social Work Fall 2024
- Member of the Internal Advisory Board, Community Engagement Centers 2017 – present
- Invited Member, External Advisory Board, *Center for Parents and Children*, Department of Psychology 2017 – 2018
- Invited Member, *Nationality Room Summer Study Abroad Scholarship Review Panel* 2015 – 2019
- Elected School of *Education Representative to the Provost's Area Planning and Budget Committee* 2015 – 2017
- Founding Member, *Center for Mindfulness* 2014 - 2017
- Affiliated Faculty, *Gender, Sexuality, and Women's Studies Program* 2013 – 2024

School of Education Committees, Searches, Task Forces

- Working Group Member on *Global Education* 2021 – present
- Elected Department Representative to the *Planning and Budget Committee* 2023 – 2026
- Co-Lead (with Dr. Sirry Alang) of *Department Chair Search Committee* 2023 – 2024
- Search Committee Member, *Black Communities and Social Determinants of Health & Well-Being Faculty* 2021 – 2022
- *Healthy Lifestyle Institute* Reorganization Task Force Member 2021 – 2022
- Facilitator of *White Co-Conspirator Group*, PittEd Justice Collective 2020 – 2022
 - Early Childhood Focus (4 sessions)
 - Community & University Cohort Model (8 sessions)
- *Promotion and Tenure Committee* Member 2020 – 2022
- Departmental *Social Justice & Equity Committee* Co-Lead 2020 – 2022
- Search Committee Member, *Research Practice Partnerships Faculty* 2019 – 2020
- Dean Appointed Member of *Strategic Planning Committee Research-to-Practice Partnerships* 2018 – 2019
- Invited Member, *Schoolwide Doctoral Committee* 2016 – 2018
- Founder, *University of Pittsburgh's Early Childhood Collaborative (UPECC)* 2016 – 2018
- Doctoral Coordinator, Applied Developmental Psychology 2016 – 2018

Interim (Spring 2014)

- Dean Appointed Member, *Public Relations Task Force, School of Education* 2016 – 2017
- Elected Member, *School Council*, (Co-Chair in 2017) 2015 – 2017
- Search Committee Member, *Motivation* 2015 – 2016
- Founding Member, *Motivation Center* 2014 – 2017
- Member & Faculty Fellow, *Center of Urban Education Advisory Board* 2013 – 2016
- Elected Member, Faculty Student Research Committee (Chair, 2013-15) 2012 – 2017
- Senior Research Fellow, *Institute for International Studies in Education* 2011 – 2015

University Student Groups

- Advisor, *Pitt Movement Exchange*, Student Organization to Promote Dance and Service with Youth, University of Pittsburgh. 2022 – 2024
- Advisor, Student United Way 2018 – 2024
- Advisor, *Dynamic Support Association for Chinese Students* 2016 – 2020
- Advisor, *Taiwanese Scholar Society* 2012 – 2019

Presentations

89 peer-reviewed presentations and 84 invited presentations on community-engaged prevention science, measurement, social emotional learning & equity.

Peer-Reviewed Presentations (*student)

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- Wanless, S.B.** (2025, May). *Future-building with social emotional learning*. Presentation accepted at the Well-being in Action: Summit for Educators on SEL & Mental Health, King of Prussia, PA. [Conference cancelled, and presentation turned into webinar by conference convenors.]
- Wanless, S.B.** (2025, Mar), *Future-building with social emotional learning*. Poster at the Human Flourishing Conference, School of Social Work, University of Pittsburgh, Pittsburgh, PA.
- Wanless, S.B.**, Moye, S., Cross, A., & White, A. (2024, June). [*Bringing an equity lens to a university center's early childhood research and practice: A case study of organizational change*](#). Poster at the National Research Conference on Early Childhood, Arlington, VA.
- Wanless, S.B.** (2024, May). [*Creating a university-community prevention pipeline*](#). Chair of Organizational Team Symposium of three papers presented at the Society for Prevention Research, Washington, D.C.
- Kardambikis, P., Tepe, J., Arlotta-Guerrero, A., **Wanless, S.B.**, & Parker, S. (2024, May). *From acorn to oak: Growing SEL in your backyard*. Presentation for the National SEL Conference, CPSEL, King of Prussia, PA.

- Wanless, S.B.** (2024, April). [*Multiple perspectives on building a countywide ecosystem of social and emotional learning and racial equity*](#). Symposium of five papers for the Annual Meeting of the American Education Research Association, Philadelphia, PA.
- Martinez, L., Miller, J., **Wanless, S.B.**, Hall, R. (2023, November). *Leaders as learners: Building the village our children need*. Presentation for the CASEL SEL Exchange, Atlanta, GA.
- Wanless, S.B.**, Spear, C.F., Artinger, J., Briggs, J.O. (2023, April). [*Social-emotional skills for facilitating racial equity discussions*](#). In Rimm-Kaufman, S.E., Schonert-Reichl, & Strambler, M. (Chairs), Five Perspectives on Leveraging Systemic Social Emotional Learning to Create Equity in Schools. Presentation for the Annual Meeting of the American Education Research Association, Chicago, IL.
- Orman, M.* & **Wanless, S.B.** (2023, February). *Nature connectedness in young children: Converging quantitative and qualitative measures*. Virtual Poster presented at the Association for Environmental Studies and Sciences Student Research Symposium.
- King, M., **Wanless, S.B.** & Raspanti, T. (2022, May). [*Bringing educational leaders together to practice mindfulness, justice, & social emotional learning*](#). Virtual Presentation for the Center for the Promotion of Social & Emotional Learning's National SEL Conference.
- Wanless, S.B.** & Miller, J. (2022, May). [*Creating family routines that practice the values we want to see in the world*](#). Virtual Presentation for the Center for the Promotion of Social & Emotional Learning's National SEL Conference.
- Wanless, S.B.**, Moye, S., Geibel, S. & the 3Rs Team. (2022, March). [*Building coalitions the 3Rs way: Centering reading, racial equity, & relationships*](#). Presentation for the Community Engagement Scholarship Forum, University of Pittsburgh.
- Wanless, S.B.** & Miller, J. (2021, May). [*Using a new framework for bringing together social and emotional learning and parenting*](#). Virtual Presentation for the Center for the Promotion of Social & Emotional Learning's National SEL Conference.
- Wanless, S.B.**, White, A., Spear, C.F., Cross, A. & Jackson, M. (2021, May). [*Identifying your own racial literacy strengths and opportunities to grow*](#). Virtual Presentation for the Center for the Promotion of Social & Emotional Learning's National SEL Conference.
- Wanless, S.B.**, Moye, S., Geibel, S. & the 3Rs Team. (2021, March). [*The 3Rs: Reading, Racial Equity, and Relationships*](#). Poster for the Community Engagement Scholarship Forum, University of Pittsburgh.
- Shafer, A.E.*, **Wanless, S.B.**, Davis, C.D., Winters, D., & Swartz, M. (2020, June). *The role of a community of practice in increasing teachers' well-being and capacity to implement*. Poster for the National Research Conference on Early Childhood, Washington, DC.
- Shafer, A.E.*, **Wanless, S.B.**, Winters, D., Swartz, M., & Davis, C.D. (2020, May). [*Increasing teachers' well-being and capacity to implement through a community of practice*](#). Poster for the Society for Prevention Research Annual Meeting, Washington, DC.
- Miller, J. & **Wanless, S.B.** (2019, October). Building parent-educator partnerships for social and emotional development: Leading with heart and cultural humility. Pre-conference workshop at the SEL Exchange, Chicago, IL.

- Wanless, S.B.,** Miller, J., & Weissberg, R. (2019, May). *Parenting with and for social emotional learning*. Presentation presented at the Center for the Promotion of Social & Emotional Learning SEL Conference, Baltimore, MD.
- Cross, A.B., White, A., Jackson, M., **Wanless, S.B.,** (2019, April). [*A community approach to supporting positive early racial identity*](#). Paper presented at the annual meeting of the American Education Research Association, Toronto, CA.
- Wanless, S.B.,** Shafer, A.E.*, Davis, C.D., Swartz, M.I., Winters, D.M., Li, J., Strasbaugh, P. (2019, March). *Children aren't the only ones getting ready for school!: Understanding teacher readiness for implementation*. In Cameron, C. & McClelland, M. (Chairs), *Beyond the Child: Measurement Approaches to School Readiness that are Relevant for Early Childhood Professionals*, Paper presented at the biennial meeting of the Society for Research in Child Development, Baltimore, MD.
- Shafer, A.E.*, **Wanless, S.B.,** Davis, C.D., Swartz, M.I., Strasbaugh, P. (2019, March). *Teacher beliefs and attitudes about social-emotional learning and mathematics engagement*. In Swartz, M.I. (Chair), *Social-emotional learning in the context of mathematical engagement in preschool classrooms*, Paper presented at the biennial meeting of the Society for Research in Child Development, Baltimore, MD.
- Shafer, A.E.*, **Wanless, S.B.,** Davis, C.D., Swartz, M., Winters, D., Li, J., Strasbaugh, P., Sapotichne, J., Zimmerman, P., Gullone, K. (2018, June). *Developing an observational measure of engagement*. Poster presented at the National Research on Early Childhood Education Conference, Washington, D.C.
- Wanless, S.B.,** Shafer, A.E.*, Davis, C.D., Swartz, M., Winters, D., Li, J., Strasbaugh, P., Sapotichne, J., Zimmerman, P., Gullone, K. (2018, June). *Psychological safety as a support for depression*. In A. Bustamante (Chair), *Teacher Stress and Mental Health*. Symposium presented at the National Research on Early Childhood Education Conference, Washington, D.C.
- Wanless, S.B.,** Shafer, A.E.*, Davis, C.D., Swartz, M., Winters, D., Li, J., Strasbaugh, P., Sapotichne, J., Zimmerman, P., Gullone, K. (2018, May). *Building a culture for change*. Poster presented at the Children's Interagency Conference, State College, PA.
- Shafer, A.E.*, **Wanless, S.B.,** Swartz, M.I., Winters, D.M., Strasbaugh, P., & Li, J. (2018, April). *The role of teacher psychological safety in engagement and implementation of a SEL intervention*. Roundtable paper accepted for presentation at the annual meeting of the American Educational Research Association, New York, NY.
- Briggs, J.O.* & **Wanless, S.B.** (2018, April). *Racial consciousness in early childhood preservice teacher training*. In Roundtable: *Developing Understandings of Diversity amongst Early Childhood Preservice Teachers*. Paper presented at the annual meeting of the American Education Research Association, New York, NY.
- Wanless, S.B.** (2018, February). *Preschool Readiness to Implement Change*. In Halle, T. (Chair), *Readiness for change within quality improvement initiatives*. Paper presented at the Annual Meeting of the Child Care and Early Education Policy Research Consortium. Washington, D.C.

- Wanless, S.B.** (2017, April). *Examining the role of SEL in young children's racial development*. Symposium presented at the annual meeting of the American Education Research Association, San Antonio, TX.
- Briggs, J.O.* & **Wanless, S.B.** (2017, April). *Teacher and parent beliefs about addressing race in preschool*. In **Wanless, S.B.** (Chair), Examining the role of SEL in young children's racial development. Paper presented at the annual meeting of the American Education Research Association, San Antonio, TX.
- Shafer, A.E.*, **Wanless, S.B.**, Briggs, J.O. (2017, April). *Toddler teachers' responses to emotional and cognitive tantrums and relations with successful resolution*. In Norman, N. (Chair), Fresh insights in social and emotional learning: Qualitative investigations of toddlers, teachers, and travel. Paper presented at the annual meeting of the American Education Research Association, San Antonio, TX.
- Kirk, A.R.*, **Wanless, S.B.**, Briggs, J.O.* (2017, April). *Initial evidence for the utility of a multilevel assessment of a preschool's readiness for change*. In Malone, J. (Chair), Considering models for Educational Change. Paper presented at the annual meeting of the American Education Research Association, San Antonio, TX.
- Wanless, S.B.** & Briggs, J.O.* (2017, April). *Identifying racially responsive teaching practices in early childhood education*. In Zinsser, K. (Chair), Disparities start young: Explorations of the role of race in early learning success and inequity. Paper presented at the biennial meeting of the Society for Research in Child Development, Austin, TX.
- McClelland, M.M. & **Wanless, S.B.** (2017, April). *Self-regulation across different cultural contexts*. Symposium presented at the biennial meeting of the Society for Research in Child Development, Austin, TX.
- Bliss, C.M.*, Larson, T.K., Bagnato, S.J., & **Wanless, S.B.** (2017, February). *Consultation to support inclusion: How much is enough?* Paper session presented at the National Association of School Psychologists Annual Convention, San Antonio TX.
- Bliss, C.M.*, **Wanless, S.B.** (2016, April). *A cross-cultural examination of readiness to implement*. Paper presentation at the annual meeting of the American Educational Research Association, Washington, DC.
- Crawford, P.A., Arlotta-Guerrero, A., **Wanless, S.B.** (2015, November). *Preparing early childhood educators to lead through study abroad*. Presentation at the National Association of Early Childhood Teacher Educators conference, Orlando, Florida.
- Bliss, C.M.*, **Wanless, S.B.** (2015, April). *The importance of social support for teachers implementing evidence-based programs*. Roundtable presentation at the annual meeting of the American Educational Research Association, Chicago, IL.
- Briggs, J.O.*, Pieri, J.W.*, **Wanless, S.B.**, & Correnti, R.J. (2015, April). *Targeting teacher-student relationships to support preschool social competence: What really matters in the classroom?* Roundtable presentation at the annual meeting of the American Educational Research Association, Chicago, IL.
- Wanless, S.B.**, Kim, K., Zhang, C.*, Degol, J., Chen, J-L., & Chen, F-M. (2015, March). *Distinct pathways of behavioral regulation development in Taiwan: A person centered*

- approach*. Poster presented at the biennial meeting of the Society for Research in Child Development, Philadelphia, PA.
- Wanless, S.B.**, Briggs, J.O.*, Pieri, J.W.* (2015, March). *Assessing a Preschool's Readiness to Implement Using Multiple Raters and Multiple Levels*. In Connors, M. (Chair), Opportunities for Change: Maximizing the Impact of Quality Improvement Efforts in Early Care and Education Programs. Paper presented at the biennial meeting of the Society for Research in Child Development, Philadelphia, PA.
- Briggs, J.O.*, Russell, J.L., **Wanless, S.B.** (2015, March). *Teachers' emotions in educational change: The case of kindergarten*. Poster presented at the biennial meeting of the Society for Research in Child Development, Philadelphia, PA.
- Shafer, A.E.*, **Wanless, S.B.**, Kutzner, J.O.* (2015, March). *Teacher responses to toddler tantrums and relations to successful resolution*. Poster presented at the biennial meeting of the Society for Research in Child Development, Philadelphia, PA.
- Wanless, S.B.** (2014, July). Variations in coaching/mentoring effectiveness across domains and settings. Symposium presented at the Head Start National Research Conference, Washington, D.C.
- Kutzner, J.*, **Wanless, S.B.**, Pieri, J.W.* (2014, July). "We're Kind of Excluded Here:" *Evaluating the Utility of a Virtual Coach as a Professional Development Resource for Home and Center Based Child Care Providers*. In **Wanless, S.B.** (Chair), Variation in coaching/mentoring effectiveness across domains and settings. Poster presented at the Head Start National Research Conference, Washington, D.C.
- Paxton, C.L.*, **Wanless, S.B.**, Rimm-Kaufman, S.E. (2014, May). *Implementing the Responsive Classroom Approach: Patterns in coaching, context, and teacher capacity*. In Comprehensive Prevention in Schools: Coaching as a Means for Improving Implementation Quality and Outcomes. Paper presented at the annual meeting of the Society for Prevention Research, Washington, D.C.
- Pieri, J.W.*, **Wanless, S.B.**, Rimm-Kaufman, S.E. (2014, May). *Attuning intervention coaching to social networks among teachers*. Poster presented at the annual meeting of the Society for Prevention Research, Washington, D.C.
- Thrane, S.*, **Wanless, S.B.**, Cohen, S. M., & Danford, C. (2014, May). *Developmental considerations for young children in nursing assessment and non-pharmacologic management of pain during cancer treatment: A narrative review*. Poster Presentation at the Oncology Nursing Society 39th Annual Congress, Anaheim, CA.
- Thrane, S.*, **Wanless, S.B.**, & Danford, C. (2014, April). Podium Presentation: *Developmental considerations in assessment and non-pharmacologic management of procedural pain from infancy to school age: A narrative review*. Eastern Nursing Research Society 26th Annual Scientific Conference, Philadelphia, PA.
- Wanless, S.B.**, Wallace, T., Cartier, J., Akiva, T., Ferrara, A.*, Johnson, C. (2014, March). *Helping preservice teachers feel ready to teach: Mindfulness and self-regulation*. In K. Schonert-Reichel (Chair), Social and Emotional Learning in Teacher Preparation: Emerging Policy, Research, and Programs. Paper presented at the annual meeting of the American Educational Research Association, Philadelphia, PA.

- Bliss, C.*, Kutzner, J.*, & **Wanless, S.B.** (2014, March). *Investigating a Five-Factor Definition of Readiness to Implement in K-12 Teachers*. Paper presented at the American Educational Research Association Conference, Philadelphia, PA.
- Bliss, C.*, **Wanless, S.B.** (2014, February). *Measuring Teachers' Readiness to Implement Evidence-based Programs*. Paper presented at the National Association for School Psychologists, Washington, D.C.
- Wanless, S.B.**, Pieri, J.W.*, Boyd, T.* (2013, May). *Conceptualizing Preschools' Readiness to Implement Interventions*. Poster presented at the Society for Prevention Research, San Francisco, CA.
- Pieri, J.W.*, **Wanless, S.B.**, Marks, D.*, & Rimm-Kaufman, S. E. (2013, May). *Individualizing intervention coaching to increase fidelity of implementation*. Paper presented at the Society for Prevention Research, San Francisco, CA.
- Wanless, S.B.**, Rimm-Kaufman, S. E., Abry, T., Larsen, R. A., & Patton, C. L. (2013, May). *Predictors of engagement in training as a pathway to understanding implementation of the Responsive Classroom approach*. Paper presented at the Society for Prevention Research, San Francisco, CA.
- Wanless, S.B.**, Paxton, C.*, Patton, C., Rimm-Kaufman, S.E., Scharphorn, L.* (2013, April). *Charting the pathways of high and low implementers of the Responsive Classroom Approach*. Paper presented at the American Educational Research Association, San Francisco, CA.
- Paxton, C.* **Wanless, S.B.**, Rimm-Kaufman, S.E. (2013, April). *Coaches' use of relational and strategic support for teachers implementing the Responsive Classroom® Approach*. Paper presented at the American Educational Research Association, San Francisco, CA.
- Wanless, S.B.**, Susman-Stillman, A., Weiland, C. (2013, April). *Frameworks of fidelity of implementation in early childhood education*. In T. Halle (Chair), Definitions, frameworks and methods for assessing "Effective Implementation" of early childhood programs and systems. Paper presented at the biennial meeting of the Society for Research in Child Development, Montreal, Canada.
- Scharphorn, L.*, **Wanless, S.B.**, Chiu, Y-J I. (2013, April). *Beliefs about discipline, teaching practices, and students among teachers and administrators in Taiwan*. Poster presented at the Society for Research in Child Development, Seattle, WA.
- Paxton, C.*, **Wanless, S.B.**, Rimm-Kaufman, S.E. (2013, March). *Context, perspective, and fidelity of implementation: What does coaching support look like for teaching implementing the Responsive Classroom approach?* Poster presented at the Society for Research on Educational Effectiveness Conference, Washington, D.C.
- Wanless, S.B.**, McClelland, M.M. (2012, June). *The influences of being from a low-income family, being an ELL, and self-regulation on academic skills during the transition to formal school*. Poster presented at the Head Start National Research Conference, Washington, D.C.
- Schmitt, S., **Wanless, S.B.**, Moss, J., Pratt, M., McClelland, M.M. (2012, June). *Relations between teacher-rated, directly-assessed, and observed self-regulation, and academic*

- achievement*. Poster presented at the Head Start National Research Conference, Washington, D.C.
- Wanless, S.B.**, Larsen, R.A., Son, S-H. (2011, October). *Multi-group analyses in cross-cultural research: Remaining open to cultural differences in the age of globalization*. In Post, D. (Chair), *Transformative Learning and Teaching: Innovative Practices*. Paper presented at the Comparative and International Education Society's (CIES) Eastern Regional Conference, Pittsburgh, PA.
- Wanless, S.B.**, McClelland, M.M, Chen, F-M., Chen, J-L. (2011, August). *Early behavioral regulation predicts math and vocabulary over one year later*. In P. Guimard (Chair), *Relations between Behavioral Self-Regulation and Academic Achievement in Europe and Asia*. Paper presented at the biennial meeting of the European Conference on Developmental Psychology, Bergen, Norway.
- Wanless, S.B.** (2011, March). *Supporting fidelity of implementation in social emotional learning interventions*. Symposium presented at the biennial meeting of the Society for Research in Child Development, Montreal, Canada.
- Wanless, S.B.**, McClelland, M.M, Chen, F-M., Chen, J-L. (2011, March). *Making sense of multiple sources of measurement of self-regulation in Taiwanese prekindergarteners*. In M.M. McClelland (Chair), *Relations between emotional and behavioral self-regulation and academic achievement in Europe and Asia*. Paper presented at the biennial meeting of the Society for Research in Child Development, Montreal, Canada.
- McClelland, M.M., **Wanless, S.B.**, Sektnan, M.A. (2011, March). *Demographic risk and children's self-regulation in early childhood*. In S.L. Worzalla (Chair). *Exploring home and school variables that shape self-regulation development in early childhood*. Paper presented at the biennial meeting of the Society for Research in Child Development, Montreal, Canada.
- Rimm-Kaufman, S.E., **Wanless, S.B.**, Patton, C.S., Deutsch, N.L. (2011, March). *Teachers' accounts of the process of teacher change: Examining fidelity of implementation*. In **S.B. Wanless** (Chair). *Supporting fidelity of implementation in social emotional learning interventions*. Symposium presented at the biennial meeting of the Society for Research in Child Development, Montreal, Canada.
- Brock, L.L., Rimm-Kaufman, S.E., **Wanless, S.B.** (2011, March). *Delay inhibition, working memory, and instructional context: Relations to achievement, behavior, and engagement in first grade*. Poster presented at the biennial meeting of the Society for Research in Child Development, Montreal, Canada.
- Merritt, E.G.*, Rimm-Kaufman, S.E., **Wanless, S.B.**, Berry, R.Q., Ottmar, E.R., Walkowiak, T., Fan, X. (2011, March). *Mathematical discourse community in third grade mathematics classrooms as a predictor of achievement*. Poster presented at the biennial meeting of the Society for Research in Child Development, Montreal, Canada.
- Wanless, S.B.**, McClelland, M.M., Tominey, S.L., Acock, A.C. (2010, June). *Examining differences in the development of behavioral regulation based on family income and primary language*. Poster presented at the Head Start National Research Conference, Washington, D.C.

- Wanless, S.B.** & Ponitz, C.C. (2010, June). *Teachers speak: The feasibility of implementing self-regulation activities in Head Start*. Poster presented at the Head Start National Research Conference, Washington, D.C.
- Wanless, S. B.** & McClelland, M. M. (2009, April). *Children's self-regulation and links to early achievement in the U.S. and Taiwan*. In A. von Suchodoletz & A. Vazsonyi (Co-chairs), Developmental Precursors of School Success in American, Chinese, and German Children and Adolescents. Paper presented at the biennial meeting of the Society for Research in Child Development, Denver, CO.
- Tominey, S. L., McClelland, M. M., & **Wanless, S. B.** (2009, April). *Red light, purple light: Initial findings from an intervention to improve self-regulation over the pre-kindergarten year*. In B. Wilson (Chair), Self-Regulation in At-Risk Preschool Children: Resiliency and Vulnerability. Paper presented at the biennial meeting of the Society for Research in Child Development, Denver, CO.
- Tominey, S.L., **Wanless, S. B.**, & McClelland, M. M. (2009, March). *From Head to Toes: Preliminary findings from a pilot self-regulation intervention over the pre-kindergarten year*. Paper presented at the Society for Research in Educational Effectiveness Annual Conference, Washington, D.C.
- Wanless, S. B.**, & McClelland, M. M. (2008, July). *The reliability and validity of a measure of parenting beliefs in Taiwan*. In C. S. Huntsinger & M. McClelland (Co-chairs), Parents' achievement-related beliefs, goals, and practices and implications for children's outcomes in the PRC, Hong Kong, Taiwan, and the US. Paper presented at the biennial meeting of the International Society for the Study of Behavioral Development, Wurzburg, Germany.
- McClelland, M. M., & **Wanless, S. B.** (2008, July). *Touching your toes in four cultures: Developing a new measure of behavioral regulation for young children*. Symposium presented at the biennial meeting of the International Society for the Study of Behavioral Development, Wurzburg, Germany.
- Wanless, S. B.**, McClelland, M.M., Chen, J-L., & Chen, F-M. (2008, April). *The influence of child factors on behavioral regulation in Taiwan*. In M. McClelland and S. Wanless (Co-conveners), Predictors of behavioral regulation in four cultures. Paper presented at the biennial Conference on Human Development, Indianapolis, IN.
- Wanless, S.B.** & McClelland, M.M. (2008, January). *Behavioral regulation and early academic achievement in Taiwan*. Human Development & Family Sciences, Oregon State University.
- Wanless, S.B.**, Sektnan, M., & McClelland, M. M. (2007, April). *Growth in behavioral self-regulation during the transition to kindergarten for English and Spanish-speaking children*. Poster presented at the biennial meeting of the Society for Research in Child Development, Boston, MA.
- McClelland, M. M., & **Wanless, S. B.** (2006, July). *Child and parenting influences on early reading and mathematics skills*. In C. Huntsinger (Convener), Parental Contributions to Young Children's Language, Reading, and Mathematics Development. Paper presented at the 19th Biennial Meeting of the International Society for the Study of Behavioral Development, Melbourne, Australia.

- Wanless, S. B.,** Sektnan, M., & McClelland, M. M. (2006, July). *The influences of teacher control and warmth on children's early vocabulary and math skills*. Poster presented at the 19th Biennial Meeting of the International Society for the Study of Behavioral Development, Melbourne, Australia.
- Wanless, S.B.,** Rosenkoetter, S.E., Knapp-Philo, J., & Murray, A. (2006, June). *Enhancing physical environments to support language and literacy in Early Head Start classrooms*. Poster presented at the Head Start National Research Conference, Washington, D.C.
- Cancel-Tirado, D.I., **Wanless, S.B.,** Gray, L.A., & Pratt, C.C. (2006, April). *An innovative study abroad teaching model in resource-strapped times*. Poster presented at the Western Psychological Association Annual Convention, Palm Springs, CA.
- Wanless, S. B.,** & McClelland, M. M. (2006, April). *The influence of teacher control on children's early vocabulary, reading, and self-regulation skills*. Paper presented at the Biennial Conference on Human Development, Louisville, KY.
- Wanless, S.B.,** Murray, A., & Rosenkoetter, S.E. (2005, October). *Early Head Start environments: Promoting language and literacy skills*. Poster presented at the International Conference on Young Children with Special Needs and their Families, Portland, OR.
- Knapp-Philo, J., Rosenkoetter, S.E., Zukoski, A.P., Notari-Syverson, A.R., Cole, K.N., Lim, Y.S., & **Wanless, S.B.** (2004, December). *Designing research to assess an ecological model of promoting language and literacy in Early Head Start*. Poster presented at the International Conference on Young Children with Special Needs and their Families, Chicago, IL.
- Rosenkoetter, S.E., Turner, D., You, H.K., & **Wanless, S.B.** (2004, December). *Early childhood leadership directions: Pathways to excellence*. Pre-conference Workshop presented at the International Conference on Young Children with Special Needs and their Families, Chicago, IL.
- Zukoski, A.P., Rosenkoetter, S.E., Knapp-Philo, J., **Wanless, S.B.** (2004, November). *Using community mobilization strategies to support early childhood development in Early Head Start: Case study findings from 6 sites*. American Public Health Association, Washington, D.C.
- Wanless, S.B.** (2004, June). *Measuring change in staff practices for early language and literacy*. In S.E. Rosenkoetter (Chair), *Infant/Toddler Language and Literacy: Innovations in Assessment*. Paper presented at Head Start National Research Conference, Washington, D.C.
- Zukoski, A.P., Rosenkoetter, S.E., Knapp-Philo, J., Notari-Syverson, A.R., Lim, Y.S., Cole, K.N., & **Wanless, S.B.** (2004, June). *Designing research to assess an ecological model of promoting language and literacy in Early Head Start*. Poster presented at Head Start National Research Conference, Washington, D.C.

Invited Presentations (*student)

- Wanless, S.B.**, (2025, Mar). *Future-building with higher education.*, Guest Lecture in School of Nursing 2014 “Public Health & Flourishing”, University of Pittsburgh, Pittsburgh, PA.
- Wanless, S.B.** (2025, Feb). [*ECE 101: Understanding your impact from outside the classroom*](#) Catherine Hershey Schools Early Learning Summit, Hershey, PA.
- Wanless, S.B.** (2025, Jan). *Developing adult social emotional skills to enhance classroom climate.* Two-day training at the Allegheny Intermediate Unit, Pittsburgh, PA.
- Wanless, S.B.**, (2024, June). *Social emotional learning for community engagement.* Training for the University of Pittsburgh’s Engagement and Community Affairs Office.
- Wanless, S.B.** (2024, May). [*Making your school district more relational, inclusive, and connected*](#) Western PA Superintendents Forum, Bedford Springs, PA.
- Wanless, S.B.** (2024, April). *University and community partnerships for innovation in your early childhood program.* Poster presented at Catherine Hershey School’s Early Childhood Education Leaders Summit, Hershey, PA.
- Moye, S., **Wanless, S.B.** (2024, April). *My Racial Journey – Reimagined.* University of Pittsburgh’s Discourse and Dialogue Symposium, Pittsburgh, PA.
- Wanless, S.B. (2024, April). *How to use SEL to build the school you dream of.* Network of Religious School Counselors, Allegheny Intermediate Unit, Pittsburgh, PA.
- Wanless, S.B.**, Moye, S.M., Hall, R. (2023, August). *Imagining the beloved community through storytime.* Virtual facilitated professional learning session for the Transformative Educational Leadership (TEL) Alumni Community.
- Wanless, S.B.**, Lightsey, P. (2023, July). *Reflecting on the beloved community: Glimpses, Co-creation, Reflection.* Facilitated professional learning session for the Transformative Educational Leadership (TEL) Alumni Community during the Mindfulness in Education Conference at the Omega Institute, Rhinebeck, NY.
- Wanless, S.B.** (2023, Jun). [*Envisioning a thriving social emotional learning ecosystem in Allegheny County*](#). Invited Keynote for the Project SEEKS Countywide Superintendents Meeting, Allegheny County Health Department and Allegheny County Intermediate Unit, Pittsburgh, PA.
- Wanless, S.B.** (2023, Feb). [*Communities of practice as places to cultivate equity and justice.*](#) Invited Presentation for the Prevention Research Center, Pennsylvania State University, State College, PA.
- Wanless, S.B.** (2022, Nov). *Applied Early Childhood Research and Engagement.* Invited Presentation for the Child Development Association Student Organization Meeting, University of Pittsburgh, Pittsburgh, PA.
- Wanless, S.B.** (2022, Nov). [*Developing the 3Rs: Community Engaged Research & Measurement Development.*](#) Developmental Psychology Brownbag, University of Pittsburgh, Pittsburgh, PA.
- Wanless, S.B.** (2022, Oct). [*Developing communities of practice in early childhood to promote justice & equity*](#) Campbell Lecture Series, Halle Ford Center, Oregon State University, Corvallis, OR.
- Wanless, S.B.** (2022, Sept). [*Envisioning collective action for racial justice in PA*](#), Invited Session for the PA-AIMH 12th Annual Infant Mental Health Conference. Poconos, PA.

- Friedman, F.S. & **Wanless, S.B.** (2022, Sept). [*Connection of race, ethnicity and culture and implications of child development*](#). Session for the PA-AIMH 12th Annual Infant Mental Health Conference.
- Wanless, S.B.** & Friedman, F.S. (2022, May). [*Practicing justice as an early childhood professional*](#). Invited Virtual Keynote for the MI-Alliance for Infant Mental Health Conference.
- Wanless, S.B.** & Miller, L. (2022, April). *Collaboration for child and family thriving*. Invited presentation at the Symposium on Child Well-Being and the Urgent Need for Father Involvement, Allegheny Intermediate Unit, Pittsburgh, PA.
- Wanless, S.B.** (2022, Feb). [*Working with children in Allegheny County*](#). Invited presentation for the Strong Women Strong Girls Multi-University Student Orientation Session, Pittsburgh, PA.
- Wanless, S.B.** (2022, Feb). [*Creating a classroom community that honors the humanity of all our students and families*](#). Invited presentation at the Shadyside Academy Junior School's Day of Teacher Learning, Pittsburgh, PA.
- Wanless, S.B.** (2022, Feb). [*Bringing a racial justice approach to Pediatrics*](#). Invited presentation at the UPMC Hospital Pediatric Grand Rounds, Pittsburgh, PA.
- Wanless, S.B.**, Brazier, J., Flango, A., & White, A. (2021, July). [*My Racial Journey: Lessons from a Year of Promoting Racial Literacy*](#). Presentation at the Pitt Diversity Forum, University of Pittsburgh, PA.
- Wanless, S.B.** (2021, May, June, July). [*Racial equity in early intervention services*](#). Greene County Human Services Program, Waynesburg, PA.
- Raspanti, T., King, M., & **Wanless, S.B.** (2020, October). [*Mental health awareness month for educators: Pittsburgh Educational Leaders Academy*](#). Remake Learning, Pittsburgh, PA.
- Wanless, S.B.** (2020, September). *Race in Schools*. Invited professional development presentation for the Steel Valley School District. Pittsburgh, PA.
- Wanless, S.B.**, Shafer, A.E., Grant-Presser, A. (2020, August). [*Helping children develop social justice skills in early childhood*](#). Presentation at the Caring for Children – Caring for Ourselves Virtual Conference, Hosted by Child Care Lounge, Pittsburgh, PA.
- Wanless, S.B.** & Savage Friedman, F. (2020, August). *Race and infant mental health*. Invited Professional Development Speaker for Matilda H. Theiss Child Development Center, UPMC Western Psychiatric Hospital, Pittsburgh, PA.
- Wanless, S.B.**, Flango, A., White, A., & Jackson, M. (2020, July). [*My Racial Journey: A guide to developing racial literacy*](#). Presentation at the Pitt Diversity Forum, University of Pittsburgh, PA.
- Wanless, S.B.** (2020, April). Bridging social justice and infant mental health. Invited professional development presentation for the PA Alliance for Infant Mental Health, Pittsburgh, PA.
- Wanless, S.B.** (2019, November). *Building authentic relationships with parents and families*. Invited talk at Remake Learning SEL Convening, Pittsburgh, PA.

- Wanless, S.B.** (2019, November). *Developing racial literacy*. Guest Lecture for Michelle Figlar's Early Childhood Education undergraduate course. Duquesne University, Pittsburgh, PA.
- Wanless, S.B.** (2019, October). *Respect and relationship building in the workplace*. Invited professional development day presentation for Early Head Start and Head Start staff in Pittsburgh, PA.
- Wanless, S.B. & Friedman, F.S.** (2019, June). *Taking a journey through self-awareness: Race, diversity, and intersectionality*. Invited Keynote Speaker at the 4th Annual Reflective Supervision/ Consultation Symposium, Pittsburgh, PA.
- Wanless, S.B.** (2019, June). *Leveraging your strengths and facing your challenges to family engagement*. Invited Keynote Speaker for the Wisconsin Department of Public Instruction, Social Emotional Learning Symposium, Mosinee, WI.
- Wanless, S.B.** (2019, June). *Centering humility & heart in family engagement*. Wisconsin Department of Public Instruction, Social Emotional Learning Symposium, Mosinee, WI.
- Wanless, S.B.** (2019, March). *Using picture books to start conversation about difficult topics*. Invited professional development day presentation for Norwin School District, PA.
- Wanless, S.B.** (2019, March). *The importance of SEL for creating a climate for learning*. Invited professional development day presentation for Freeport School District, PA.
- Salazar, J., **Wanless, S.B.**, & Young, C. (2019, March). *Schoolwide SEL and Family Partnerships*. Invited presentation to Minneapolis School District.
- McClelland, M.M. & **Wanless, S.B.** (2019, February). *The importance of SEL for learning success*. Invited 2-day presentation to Colegio San Carlos, Bogotá, Colombia. Followed-up with continued consultation over the upcoming year.
- Miller, J. & **Wanless, S.B.** (2019, January). [*Mindfulness in early childhood*](#). Preschool Mindfulness Summit.
- Wanless, S.B.** (2018, November). *The importance of early childhood in long-term school success*. The Forum for Western Pennsylvania School Superintendents - The Fall Leadership Program, Nemacolin, PA.
- Wanless, S.B. & Strasbaugh, P.** (2018, September). *Peg + Cat: Learning about SEL and math in university-community partnership*. Pennsylvania State University, State College, PA.
- Wanless, S.B.** (2018, June). *Psychological safety as an element of readiness to implement*. In K. Maxwell (Chair), Readiness for change in early learning: What is it? How do we measure it? And what are we learning. Invited presentation at the National Research Conference on Early Childhood. Washington, D.C.
- Wanless, S.B.**, Shafer, A.E. *, Davis, C. (2018, March). *Increasing staff psychological safety for effective professional development*. PA Interagency Conference, State College, PA.
- Shafer, A.E. *, **Wanless, S.B.**, Davis, C. (2018, March). *Recognizing early engagement in learning and strategies for continuous improvement*. PA Interagency Conference, State College, PA.
- Wanless, S.B.** (2018, January). *Race-related teaching skills in early childhood classrooms*. Pittsburgh Public Schools Professional Development Day, Brashear High School, Pittsburgh, PA.

- Wanless, S.B.** (2017, September) *The role of psychological safety in readiness for change*. In K. Tout, T. Halle, and K. Maxwell (Chairs), Strategies to Measure Readiness for ECE Quality Improvement. Invited webinar presentation for the INQUIRE and Implementation Working Group.
- Wanless, S.B., & Crawford, P.** (2017, March). *At the heart of the matter: Reading, relationships & race*. Delaware Valley Association for the Education of Young Children Annual Conference, Philadelphia, PA.
- Wanless, S.B.** (2017, January). *Noticing the role race plays in the early childhood classroom*. Pittsburgh Public Schools Professional Development Day, Brashear High School, Pittsburgh, PA.
- Wanless, S.B.** (2016, November). *Bringing psychological safety to developmental science*. Developmental Psychology Program, Carnegie Mellon University, Pittsburgh, PA.
- Wanless S.B. & Akiva, T.** (2016, September). *Social-emotional learning in out of school time*. APOST Conference, Pittsburgh, PA.
- Wanless, S.B. & Popovich, C.J.** (2016, June). *Designing your way to a culturally responsive learning environment*. P-3 PA Governor's Institute, Poconos, PA.
- Wanless, S.B. & Scholl, L.** (2016, June). *Building university-community partnerships*. Pennsylvania State University, State College, PA.
- Wanless, S.B. & Briggs, J.O.*** (2016, April). *Building relationships so you can study building relationships*. Speaker series sponsored by an IES Training Interdisciplinary Educational Scientists (TIES) Predoctoral Fellowship Program at Pennsylvania State University, State College, PA.
- Galla, B., Northrup, L., & **Wanless, S.B.** (2016, March). *Mindfulness panel for School of Education Doctoral Students*. The University of Pittsburgh, Pittsburgh, PA. (all equally contributing panel members, listed alphabetically)
- Wanless, S.B.** (2016, February). *Prioritizing trust*. Teacher professional development presentation, Shadyside Academy Lower School, Pittsburgh, PA.
- Wanless, S.B., Munter, C., Garcia, G., Murray, I.** (2015, October). *Race & equity panel for School of Education Doctoral Students*. The University of Pittsburgh, Pittsburgh, PA.
- Wanless, S.B., Briggs, J.O.*** (2015, October). *When children first recognize race*. Brown bag presentation for the Center for Urban Education, University of Pittsburgh, Pittsburgh, PA.
- Wanless, S.B.** (2015, October). *Teaching self-regulation*. Parent panel, Carnegie Mellon's Cyert Center Preschool, Pittsburgh, PA.
- Wanless, S.B.** (2015-2016). *Thinking about race in early childhood education*. Ongoing monthly professional development for Head Start teachers, Allegheny Intermediate Unit, Pittsburgh, PA.
- Wanless, S.B.** (2015, August). *Building psychologically safe spaces for learning in Head Start*. Professional Development training for Head Start teachers, Allegheny Intermediate Unit, Pittsburgh, PA.

- Wanless, S.B.** (2015, August). *Building psychologically safe spaces for learning for PreK Counts*. Professional Development training for Pre-K Counts teachers, Allegheny Intermediate Unit, Pittsburgh, PA.
- Herzog, A. & **Wanless, S.B.** (2014, October). *Creative Movement: Move it or Lose it!*. Presentation presented at the Conference of the Pittsburgh Association for the Education of Young Children, Pittsburgh, PA.
- Wanless, S.B.**, Sobolak, M., Crawford, P.A., & Arlotta-Guerrero, A., (2014, October). *Creating Nurturing Spaces Where ALL Kids Thrive*. Presentation presented at the Conference of the Pittsburgh Association for the Education of Young Children, Pittsburgh, PA.
- Swartz, M.I., Li, J., **Wanless, S.B.** (2014, October). *Engaging, connecting, and belonging: Cultivating social-emotional skills for greater learning*. The Ellis School, Pittsburgh, PA.
- Wanless, S.B.** (2014, October). *Creating psychologically safe spaces for learning*. The Child Welfare Institute, Dalian, China.
- Wanless, S.B.** (2014, May). *A multilevel approach to examining creating psychologically safe spaces*. The University of Florence, Department of Psychology, Florence, Italy.
- Wanless, S.B.** (2014, January & February). *Developing self-regulation teaching practices*. Early Learning Hub Cohort professional development training, Homewood, PA.
- Wanless, S.B.** (2014, January). *Developing emotional support to improve your health, happiness, and teaching*. The Art Institute of Pittsburgh, Pittsburgh, PA.
- Wanless, S.B.** (2013, September & October). *Developing self-regulation teaching practices*. Early Learning Hub Cohort professional development training, Homewood, PA.
- Wanless, S.B.** (2013, October). *Using a continuous improvement process to improve teaching*. The Friedberg-Siegel Early Literacy Conference by the Pittsburgh Association for the Education of Young Children, St. Vincent's College, Latrobe, PA.
- Wanless, S.B.** (2013, August). *Supporting self-regulation development for girls and boys*. The University Child Development Center, Pittsburgh, PA.
- Wanless, S.B.** (2013, May). *Using a continuous improvement approach to developing children's self-regulation*. The Children's School at Carnegie Mellon, Pittsburgh, PA.
- Wanless, S.B.** (2013, March). *Continuous quality improvement and professional development*. 2nd Annual Professional Development Instructor Day: Connect, Communicate, and Celebrate! Pennsylvania Early Learning Keys to Quality, Pittsburgh, PA.
- Wanless, S.B.**, Popovich, C., Arlotta-Guerrero, A., Bachman, H., Crawford, P.A. (2012, September). *How and Why to PLAY, PLAY, PLAY!* Presentation at the Conference of the Pittsburgh Association for the Education of Young Children, Pittsburgh, PA.
- Wanless, S.B.** (2012, January). *Assessing readiness to implement social-emotional learning interventions*. Prevention Research Center (Director: Dr. Mark Greenberg), Pennsylvania State University, State College, PA.
- Wanless, S.B.** (2012, January). *The role of cumulative socio-demographic risk in the development of self-regulation*. Department of Developmental Psychology, University of Pittsburgh.

- Wanless, S.B.** (2011, September). *Comparing methods of assessment of early self-regulation in Asia, Europe, and the U.S.* Institute for International Studies in Education Symposium Series. University of Pittsburgh, Pittsburgh, PA.
- Wanless, S.B.** (2011, July). *Multilevel modeling using MPlus.* Summer Institute on Research Methodology. Oregon State University, Corvallis, OR.
- Wanless, S.B.** and Merritt, E. G.* (2010, July). *Early self-regulatory development in classroom settings.* Paper presented at the conference on learning-related skill formation in childhood and adolescence: Behavioral and economic perspectives. University of Freiburg, Germany.
- Wanless, S.B.** (2008, September). *Cross-cultural comparisons: Preschool in the United States, Finland, and Taiwan.* Professional Development Lecture for teachers, administrators, and director at Fu Jen Catholic University Child Development Center, Taipei County, Taiwan.
- Wanless, S.B.** (2008, May). *Learning about children and families from an international perspective.* Keynote speaker for Kappa Omicron Nu Honor Society meeting, Corvallis, OR.
- Wanless, S.B.** (2007, September). *Preschool in the United States: Current issues and trends.* Professional Development Lecture for teachers, administrators, and director at Fu Jen Catholic University Child Development Center, Taipei County, Taiwan.
- Wanless, S.B.** (2007, July). *Preschool in the United States: Helping children succeed.* Professional Development Lecture for 75 Public and Private Preschool Teachers and Directors, Banciao, Taipei County, Taiwan.
- Wanless, S.B.** (2007, April). *American childhood: The importance of social development.* American Studies Department, National Central Taiwan University, Taiwan.
- Wanless, S.B.** (2007, April). *Parenting and learning-related skills in Taiwan.* Child and Family Studies Department, Fu Jen Catholic University, Taiwan.
- Wanless, S.B.** (2001). *Building confidence and a sense of community in your classroom.* Presentation at the 4C's Professional Development Conference, Grand Rapids, Michigan.

Teaching & Mentoring

- 10 Doctoral Advisees, who have won \$30,000+ in Research Grants
- Mentored 2 Students to Earn Fulbright Awards & 1 Fulbright Scholar in U.S.
- Trained in Pitt's 10-session Racial Equity Consciousness Institute (2022) and developed My Racial Journey (mrj.pitt.edu) to bring more focus to racial equity in my teaching & mentoring.

Fulbright Mentor

2025

Fulbright SEL Scholar from Ukraine: Nataliia Klymyshyn, 8 months at Pitt

The Office of Child Development Student Fellows Program

2019 – 2022

Created fellows cohort model and initiated the inaugural cohort. Recruited, convened, and managed the office's student fellows program for undergraduate, masters, and

doctoral students at Pitt. This includes group meetings, opportunities to network with leaders in the field, and visibility for student work. (20 students).	
Research Lab Director, The SEED Lab Directed regular lab meetings for the SEED Lab (Supporting Early Education & Development), developed collaborations among lab members, and built the lab's professional identity and engagement.	2011 – 2019
University Undergraduate Research Program Mentor, University of Pittsburgh • Honor's College Student Research Mentor • THINK Fellowship Mentor • First Experiences with Research Mentor (6 students)	2017 – 2019
Study Abroad Co-Founder and Graduate Director of <i>Early Childhood Education in Florence, Italy</i> , University of Pittsburgh	2013 – 2015
Teaching Professional Development Program Mentee, Society for Research and Child Development Mentor: Dr. Bruce Henderson, Western Carolina University	2012 – 2013
External Mentoring • Doctoral Committee, Jonna Leinonen, University of Helsinki (2015) • Mentor for Ellis High School Senior Intern, Supervised Research Project (2013-2014)	
Co-Taught Multilevel Modeling with Stata Summer Workshop, Oregon State University with Dr. Alan Acock.	2010

Advising & Mentoring

University of Pittsburgh (Applied Developmental Psychology; ADP)

Doctoral Advisor/Co-Chair

• Maggie Miller, PhD, ADP	2022 – present
• Shana Devlieger, PhD, ADP	2021 – 2022
• Meghan Orman, PhD, ADP	2019 – 2024
• Bianca West, PhD, ADP	2017 – 2018
• Ashley Shafer , PhD, ADP	2016 – 2023
• Becky Stephan , EdD, Administrative and Policy Studies	2014 – 2017
• Afton Kirk Johnson , PhD, ADP	2013 – 2021
• Jennifer Kutzner Briggs , PhD, ADP	2013 – 2019
• Cara Bliss , PhD, PhD, ADP	2013 – 2017
• Joe Pieri, PhD, ADP	2011 – 2018

Doctoral Committee Member

• Daniesha Hunter-Rue, PhD, Developmental Psychology	2024 – present
• Rebecca McGregor, PhD, Developmental Psychology	2023 – present
• Sirocus Barnes, EdD, Out of School Time	2022 – 2024
• Yue Gao, PhD, Teaching, Leading, & Learning	2020 – present
• Emma Abruzzo, PhD, Social & Comparative Analysis	2020 – present
• Emily Braham , PhD, Psychology	2018 – 2020

• Annie McNamara , PhD, ADP	2016 – 2018
• Christine Herring , EdD, Instruction & Learning	2016 – 2017
• Chad Dorn , PhD, Social & Comparative Analysis	2015 – 2018
• Jasmine Williams , ADP	2014 – 2018
• Leigh Miller , PhD, Instruction and Learning	2012 – 2013
• Christy Horner , PhD, ADP	2011 – 2017
• Hilary Warner , PhD, ADP	2011 – 2017
• Wen-Chi (Annie) Wang , PhD, ADP	2011 – 2016
• Jessica Degol , PhD, ADP	2011 – 2013
• Laura Scharphorn PhD, ADP	2011 – 2012

Master's Advisor/Mentor

• Allison Curtis, MS, ADP	2023 – 2024
• Ruchira Ragavan, MS, ADP	2018 – 2019
• Courtney Grondziowski, MS, ADP	2017 – 2019
• Rachel Lepage, MS, ADP	2017 – 2019
• Rysa Gagliano, MS, ADP	2016 – 2018
• Erica Wen Liu, MS, ADP	2016 – 2018
• Qin Jiang, MS, ADP	2015 – 2017
• Alexandria Grant, MS, ADP	2015 – 2016
• Katie Osborne-Rozgonyi, MS, ADP	2015 – 2016
• Teresa Pizzella, MS, ADP	2015 – 2016
• Brooke Pinney, MS, ADP	2014 – 2016
• Ashley Shafer, MS, ADP	2015 – 2016

Master's Committee Member

• Cristina Codario, MS, Public Health	2018 - 2019
• Laura Betancur, MS, Psychology	2015 – 2016
• Elizabeth Ludwig, MS, Social & Comparative Analysis	2014 – 2015
• Maria Mahoney, MS, Social & Comparative Analysis	2014 – 2015
• Emily Boss, MS, Speech Language Pathology	2013 – 2014

Courses Taught

University of Pittsburgh

Undergraduate

• Attentional Teaching Practices – Early Childhood Preservice Teachers (HHD 1004)	2017 – 2024
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Graduate

• Attentional Teaching Practices – Middle/High School Preservice Teachers (HHD 2266; formerly PSYED 2151 & 2154)	2013 – 2017, 2022
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• Psychologically Safe Spaces for Learning (PSYED 3589)	2015
• Cross-Cultural Psychology (PSYED 2588)	2014 – 2016
• Implementation Science (PSYED 2543)	2014 – 2018
• Child Development (PSYED 2503)	2011 – 2017

***Oregon State University* 2005 - 2009**

Undergraduate

- Fostering Learning in Early Childhood Development Child Abuse & Neglect
- Infant & Child Development
- Research Methods
- Guest Lectures including Attachment, Physical Development, Partnerships in Human Services, Rewards & Punishments in Early Childhood

Graduate

- Research Methods (Teaching Assistant)

***Fu Jen Catholic University* 2007 - 2008**

Undergraduate

- Social Development & Assessment
- Cognitive Development & Assessment
- Guest Lectures including US Culture & Child Development, Parent-child relationships

Early Childhood Practitioner Experience

• Preschool Teacher, Head Start of Lane County, Creswell, OR	2002 – 2003
• Community Action Agency Head Start Preschool Teacher, Jackson, MI	2001 – 2002
• Creative Play School Preschool Teacher, Alexandria, VA	1999 – 2000
• YMCA Summer Camp Director, Arlington, VA	1999 – 1999
• National Committee to Prevent Child Abuse Intern, Chicago, IL	1998
• Browne Academy Summer Camp Counselor, Alexandria, VA	1992-1997