

VITA

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EDUCATION

- 1982 Ph.D. University of California, Los Angeles - Education
- 1970 M.A. Columbia University - History
- 1969 B.A. Barnard College - History - cum laude with Honors in History

PROFESSIONAL EXPERIENCE

1970-1973 Teacher, Newton Public Schools, Newton, Massachusetts

ACADEMIC APPOINTMENTS

- 1982-1988 Assistant Professor, Graduate School of Education, UCLA
- 1988-1992 Associate Professor, Graduate School of Education, UCLA
- 1992- Professor, Department of Education, UCLA
- 1994-1996 Chair, Interdepartmental Master's Program in African American Studies, Center for African American Studies, UCLA
- 2004-2008 Chair, Department of Education, UCLA

HONORS AND DISTINCTIONS

- 2014 – E. L. Thorndike Career Award for contributions to Educational Psychology, Division 15, American Psychological Association
- 2011 – SRCD Distinguished Scientific Contributions to Child Development Award
- 2010- UC Presidential Chair in Education and Diversity

2009- Distinguished Teaching Award, Department of Education, UCLA

2009 – Elected Fellow Status, Society for Experimental Social Psychology

2009 – Certificate of Recognition, Los Angeles Board of Education

2008 – Inaugural Fellow, American Educational Research Association

2007 – Elected Fellow Status, Association for Psychological Science

2005 – Roberta R. Simmons Memorial Lecture, Society for Research on Adolescence

2003 - Listed in Web of Science as Highly Cited Researcher

1997 - Core Group Member, MacArthur Foundation Research Network on Adolescent Development and the Juvenile Justice System

1996 - Elected to Fellow Status, American Psychological Association

1996-2001 NIMH Research Scientist Award

1990-1991 Ford Foundation Postdoctoral Minority Fellow

1990-1991 Fellow, Center for Advanced Study in the Behavioral Sciences, Stanford University

1986-1988 Spencer Foundation Fellow

1986 Early Contribution Award, Division 15, (Educational Psychology), American Psychological Association

TEACHING INTERESTS

achievement motivation, attribution theory, motivation in minority groups, social development, adolescent development, risk and resiliency

RESEARCH INTERESTS

cognitive approaches to motivation, motivation in African Americans, peer-directed aggression and victimization, racial stereotypes in the juvenile justice system, psychosocial benefits of racial/ethnic diversity in urban schools

CURRENT GRANT SUPPORT

-National Science Foundation, “Psychosocial Benefits of Ethnic Diversity in Urban Middle Schools” (2009-2013)

- National Institute of Child Health and Human Development, , “Psychosocial Benefits of Ethnic Diversity in Urban Middle Schools: A multi-site study” (2010-2015)
- National Institute of Child Health and Human Development, , “Successful Pathways to High School Completion in a Multi-ethnic Sample: Opportunities and Risks” (2014-2019)

PROFESSIONAL ASSOCIATIONS

American Psychological Association, Divisions 7, 8, 15, 45
 American Psychological Society
 American Educational Research Association
 Society for Research in Child Development
 Society for Research on Adolescence
 Society of Experimental Social Psychology
 Society for the Study of Motivation

EDITORIAL Work

Member of Editorial Boards: *Psychological Bulletin*, *Developmental Psychology*, *Aggressive Behavior*, *Current Directions in Ethnic Minority Psychology*, *Journal of General Psychology*
 Associate Editor, *American Psychologist* (20013-2016)
 Associate Editor, *Journal of Research on Adolescence* (2010-2015)

PUBLICATIONS

Edited Books

- Graham, S., & Folkes, V. S. (Eds.). (1990). *Attribution theory: Applications to achievement, mental health, and interpersonal conflict*. Hillsdale, NJ: Lawrence Erlbaum.
- Juvonen, J., & Graham, S. (Eds.). (2001). *Peer harassment in school*. New York: Guilford Press.

Books from National Research Council Committees

- Juvenile Crime, Juvenile Justice* (2001). National Research Council of the National Academies, Committee on Juvenile Crime: Prevention, Treatment, and Control. (as a committee member, participated in writing parts of the report)
- Reforming Juvenile Justice: A Developmental Approach*. (2013). National Research Council of the National Academies, Committee on Assessing Juvenile Justice Reform (as a committee member, participated in writing parts of the report)

Articles and Book Chapters (in chronological order)

1982-1983

Weiner, B., Graham, S., & Chandler, C. (1982). Pity, anger, and guilt: An attributional analysis. *Personality and Social Psychology Bulletin*, 8, 226-232.

Weiner, B., Graham, S., Stern, P., & Lawson, M. (1982). Using affective cues to infer causal thoughts. *Developmental Psychology*, 18, 278-286.

Weiner, B., Graham, S., Taylor, S., & Meyer, W. (1983), Social cognition in the classroom. *Educational Psychologist*, 18, 109-124.

1984-1985

Graham, S. (1984). Communicating sympathy and anger to black and white children: The cognitive (attributional) antecedents of affective cues. *Journal of Personality and Social Psychology*, 47, 40-54.

Graham, S. (1984). Teacher feelings and student thoughts: An attributional approach to affect in the classroom. *Elementary School Journal*, 85, 91-105.

Graham, S., Doubleday, C., & Guarino, P. (1984). The development of relations between perceived controllability and the emotions of pity, anger, and guilt. *Child Development*, 55, 561-565.

Weiner, B., & Graham, S. (1984). An attributional approach to emotional development. In C. Izard, J. Kagan, & R. Zajonc (Eds.), *Emotions, cognition, and behavior* (pp. 167-191). New York: Cambridge University Press.

Graham, S. (1985). [Review of children's emotions and moods: Developmental theory and measurement]. *Child Development Abstracts and Bibliography*, 59, 113-114.

1986-1987

Graham, S. (1986). An attributional perspective on achievement motivation and black children. In R. Feldman (Ed.), *Social psychology of education* (pp. 39-65). New York: Cambridge University Press.

Graham, S., & Long, A. (1986). Race, class, and the attributional process. *Journal of Educational Psychology*, 78, 4-13.

Graham, S., & Weiner, B. (1986). From an attributional theory of emotion to developmental psychology: A round-trip ticket? *Social Cognition*, 4, 152-179.

Barker, G., & Graham, S. (1987). A developmental study of praise and blame as attributional cues. *Journal of Educational Psychology*, 79, 62-66.

Graham, S. (1987). School is hell. [Review of *The devil in the classroom: Hostility in American Education* by J. Marshall]. *Contemporary Psychology*, 32, 471-472.

Graham, S., & Weiner, B. (1987). Some educational implications of sympathy and anger from an attributional perspective. In R. Snow & M. Farr (Eds.), *Aptitude, learning, and instruction Vol.3* (pp. 199-222). Hillsdale, NJ: Lawrence Erlbaum.

1988-1989

Graham, S. (1988). Can attribution theory tell us something about motivation in blacks? *Educational Psychologist*, 23, 3-21.

Graham, S. (1988). Children's developing understanding of the motivational role of affect: An attributional analysis. *Cognitive Development*, 3, 71-88.

Graham, S. (1988). Indicators of motivation in college students. In C. Adelman (Ed.), *Performance and judgment: Essays on principles and practice in the assessment of college student learning* (pp. 163-186). Washington, D.C.: Government Printing Office.

Graham, S., & Brown, J. (1988). Attributional mediators of expectancy, evaluation, and affect: A response time analysis. *Journal of Personality and Social Psychology*, 55, 873-881.

Graham, S. (1989). Motivation in Afro-Americans. In G. Berry & J. Asamen (Eds.), *Black students: Psychological issues and academic achievement* (pp. 26-49). Newbury Park, Ca.: Sage Publications.

Weiner, B., & Graham, S. (1989). Understanding the motivational role of affect: Lifespan research from an attributional perspective. *Cognition and Emotion*, 3, 401-419.

1990-1991

Graham, S. (1990). On communicating low ability in the classroom. In S. Graham & V. Folkes (Eds.), *Attribution theory: Applications to achievement, mental health, and interpersonal conflict* (pp. 17-36). Hillsdale, NJ: Lawrence Erlbaum.

Graham, S., & Barker, G. (1990). The downside of help: An attributional-developmental analysis of help-giving as a low ability cue. *Journal of Educational Psychology*, 82, 7-14.

Graham, S. (1991). A review of attribution theory in achievement contexts. *Educational Psychology Review*, 3, 5-39.

Graham, S., & Golan, S. (1991). Motivational influences on cognition: Task involvement, ego involvement, and depth of information processing. *Journal of Educational Psychology*, 83, 5-15.

Graham, S., & Weiner, B. (1991). An attributional approach to the development of emotional understanding across the lifespan. *Social Cognition*, *9*, 221-243.

Himelstein, S., Graham, S., & Weiner, B. (1991). An attributional analysis of maternal beliefs about the importance of child rearing practices. *Child Development*, *62*, 301-310.

Weiner, B., Graham, S., Peter, O., & Zmuidinas. (1991). Public confession and forgiveness. *Journal of Personality*, *59*, 281-312.

1992-1993

Graham, S. (1992). Most of the subjects were white and middle class: Trends in reported research on African-Americans in selected APA journals, 1970-1989. *American Psychologist*, *47*, 629-639.

[Reprinted in A. Lesko (Ed.), *Readings in Social Psychology: General, Classic, and Contemporary Selections*, 3rd Edition, Allyn & Bacon, 1996]

[Reprinted in A. Peplau & S. Taylor (Eds.), *Sociocultural Perspectives in Social Psychology*, Prentice-Hall, 1997]

[Reprinted in *Social Psychology of Gender, Race, and Ethnicity: Readings and Projects*. New York: McGraw-Hill College Publishers, 1999]

Graham, S., & Hudley, C. (1992). An attributional approach to aggression in African-American children. In D. Schunk & J. Meece (Eds.), *Student perceptions in the classroom: Causes and consequences* (pp. 75-94). Hillsdale, N.J.: Erlbaum..

Graham, S., Hudley, C., & Williams, E. (1992). Attributional and emotional determinants of aggression among African-American and Latino early adolescents. *Developmental Psychology*, *28*, 731-740.

[Reprinted in R. Lerner (Ed.), *Adolescence: development, diversity, and context*. Hamden, CT: Garland Publishing Co., 1999]

Graham, S., & Weiner, B. (1993). Attributional applications in the classroom. In T. Tomlinson (Ed.), *Motivating students to learn* (pp. 179-195). Berkeley, Ca.: McCutchan Press.

Graham, S., Weiner, B., Guiliano, T., & Williams, E. (1993). An attributional analysis of reactions to Magic Johnson. *Journal of Applied Social Psychology*, *23*, 996-1010.

Hudley, C., & Graham, S. (1993). An attributional intervention with African American boys labeled as aggressive. *Child Development*, *64*, 124-138.

1994 -1995

Graham, S. (1994). Motivation in African Americans. *Review of Educational Research*, *64*, 55-117.

- Graham, S., & Hudley, C. (1994). Attributions of aggressive and nonaggressive African-American early adolescent boys: A study of construct accessibility. *Developmental Psychology*, *30*, 365-373.
- Graham, S. (1994). Classroom motivation from an attributional perspective. In H. O'Neil & M. Drillings (Eds.), *Motivation: Theory and research* (pp. 31-48). Hillsdale, N.J.: Erlbaum.
- Graham, S., & Henley, N. (1994). Introduction to the psychology curriculum. In L. Fiol-Matta, M. Chamberlain, & B. Guy-Sheftall (Eds.), *Women of color in the curriculum* (pp. 75-85). New York: Feminist Press.
- Graham, S. (1995). How causal beliefs influence the academic and social motivation of African American children. In G. Brannigan (Ed.), *The enlightened educator* (111-126). New York: McGraw-Hill.
- Graham, S. (1995). Implicit theories as conceptualized by an attribution researcher. *Psychological Inquiry*, *6*, 294-296..
- Graham, S., & Hoehn, S. (1995). Children's understanding of aggression and shyness/withdrawal as social stigmas: An attributional analysis. *Child Development*, *66*, 1143-1162.
- Graham, S., Weiner, B., & Benesh-Weiner, M. (1995). An attributional analysis of the development of excuse giving in aggressive and nonaggressive African-American boys. *Developmental Psychology*, *31*, 274-284..
- Hudley, C., & Graham, S. (1995). Interventions for aggressive African-American boys. *Applied and Preventive Psychology*, *4*, 185-195..
- Amirkhan, J., Betancourt, H., Graham, S., Lopez, S., & Weiner, B. (1995). Reflections on affirmative action in psychology admissions. *Psychological Science*, *6*, 140-148.
- Graham, S. (1995). Narrative versus meta-analytic reviews of race differences in motivation: A comment on Cooper and Dorr. *Review of Educational Research*, *65*, 509-514.

1996-1997

- Graham, S., & Weiner, B. (1996). Principles and theories of motivation. In D. Berliner & R. Calfee (Eds.), *Handbook of educational psychology* (pp. 63-84). New York: MacMillan Publishing.
- Graham, S. (1996). What's "emotional" about social motivation?" In J. Juvonen & K. Wentzel (Eds.), *Social motivation and academic achievement* (pp. 346-359). New York: Cambridge University Press.
- Graham, S. (1997). Using attribution theory to understand social and academic motivation in African American youth. *Educational Psychologist*, *31*, 167-180.

Graham, S., Weiner, B., & Zucker, G. (1997). An attributional analysis of punishment goals and public reactions to O. J. Simpson. *Personality and Social Psychology Bulletin*, 23, 331-346.

Weiner, B., Graham, S., & Reyna, T. (1997). An attributional analysis of retributive versus utilitarian philosophies of punishment. *Social Justice Research*, 10, 431-452..

1998-1999

Graham, S., & Juvonen, J. (1998). A social cognitive perspective on peer aggression and victimization. *Annals of Child Development*, 13, 23-70.

Graham, S., & Juvonen, J. (1998). Self-blame and peer victimization in middle school: An attributional analysis. *Developmental Psychology*, 34, 587-599.

Graham, S. (1998). Social motivation and perceived responsibility in others: Attributions and behavior of African American boys labeled as aggressive. In C. Dweck & J. Heckhausen (Eds.), *Motivation and self-regulation across the lifespan* (pp. 137-158). New York: Cambridge University Press.

Graham, S., Taylor, A., & Hudley, C. (1998). Exploring achievement values among ethnic minority early adolescents. *Journal of Educational Psychology*, 91, 606-620.

Weiner, B., & Graham, S. (1999). Attribution in personality psychology. In L. Pervin & O. John (Eds.), *Handbook of personality* (pp. 605-628). New York: Guilford Press.

2000-2001

Juvonen, J., Nishina, A., & Graham, S. (2000). Peer harassment, psychological adjustment, and school functioning in early adolescence. *Journal of Educational Psychology*, 92, 349-359.

Graham, S., & Halliday, C. (2000). A social cognitive (attributional) perspective on culpability in adolescent offenders. In T. Grisso & R. Schwartz (Ed.), *Youth on trial: A developmental perspective on juvenile justice* (pp. 345-369). Chicago: University of Chicago Press.

Halliday, C., & Graham, S. (2000). "If I get locked up, I get locked up": Secondary control and adjustment among ethnic minority adolescent offenders. *Personality and Social Psychology Bulletin*, 26, 548-559.

Graham, S., & Juvonen, J. (2001). An attributional approach to peer harassment. In J. Juvonen & S. Graham (Eds.), *Peer harassment in school: The plight of the vulnerable and victimized* (pp. 49-72). New York: Guilford Press.

- Graham, S., Weiner, B., Cobb, M., & Henderson, T. (2001). An attributional analysis of child abuse. *Journal of Social and Clinical Psychology, 20*, 437-450.
- Graham, S. (2001). Inferences about responsibility and values: Implications for academic motivation. In F. Sa.lili, C. Chiu, & Y. Hong (Eds.), *Student motivation: The culture and context of learning*. New York: Plenum Press.
- Graham, S. (2001). Peer victimization. In R. Lerner & M. Lerner (Eds.), *Today's teenagers: Adolescence from A to Z* (pp. 499-505). Santa Barbara, Ca.: ABC-Clio.
- Juvonen, J., Nishina, A., & Graham, S. (2001). Self views versus peer perceptions of victims status among early adolescents. In J. Juvonen & S. Graham (Eds.), *Peer harassment in school: The plight of the vulnerable and victimized* (pp. 105-124). New York: Guilford Press.
- Halliday, C., & Graham, S. (2001). At both ends of the gun: Testing the relationship between community violence exposure and youth violent behavior. *Journal of Abnormal Child Psychology, 29*, 383-402.
- Hudley, C., & Graham, S. (2001). Stereotypes of achievement strivings among early adolescents. *Social Psychology of Education, 5*, 201-224.

2002-2003

- Graham, S., & Taylor, A. (2002). Ethnicity, gender, and the development of achievement values. In A. Wigfireld & J. Eccles (Eds.), *Development of achievement motivation* (pp. 121-146). San Diego, Ca.: Academic Press.
- Graham, S., & Juvonen, J. (2002). Ethnicity, peer harassment and adjustment in middle school: An exploratory study. *Journal of Early Adolescence, 22*, 173-199.
- Graham, S. (2003). Theories and principles of motivation iin achievement contexts. In J. Guthrie (Ed.), *Encyclopedia of education* (2nd edition). New York: Macmillan Press.
- Graham, S., Taylor, A., & Dolland, C. (2003). A motivation intervention for at-risk youth. In F. Salili & R. Hoosain (Eds.), *Teaching, learning, and motivation in a multicultural context* (pp. 91-115). Greenwich, CT.: Information Age Publishing.
- Grisso, T., Steinberg, L., Woolard, J. Cauffman, E., Scott, E., Graham, S., Lexcen, F., Reppucci, N., & Schwartz, R. (2003). Juveniles' competence to stand trial: A comparison of adolescents' and adults' capacities as trial defendants. *Law and Human Behavior, 27*, 333-363.
- Steinberg, L., Grisso, T., Woolard, J., Cauffman, E., Scott, E., Graham, S., Lexern, F., Reppucci, N., & Schwartz, R. (2003). Juveniles' competence to stand trial as adults. *SRCD Policy Report, 17* (4).

Graham, S., Bellmore, A., & Juvonen, J. (2003). Peer harassment in middle school: When self-views and peer views diverge. *Journal of Applied School Psychology*, *19*, 117-137. Reprinted in M. Elias & J. Zins (Eds.), *Bullying, peer harassment, and victimization in schools: The next generation of prevention* (pp. 117-138). Binghamton, NY: The Haworth Press.

Juvonen, J., Graham, S., & Schuster, M. (2003). Bullying among young adolescents: The strong, the weak, and the troubled. *Pediatrics*, *112*, 1231-1237.

2004-2005

Graham, S. (2004). "I can, but do I want to?: Achievement values in ethnic minority children and adolescents. In G. Philogene (Ed.), *Racial identity in context: The legacy of Kenneth B. Clark* (pp. 125-148). Washington, D.C.: American Psychological Association.

Graham, S. (2004). The role of perceived responsibility in nurturing morality. In T. Thorkildsen & H. Walberg (Eds.), *Nurturing morality* (pp. 11-36). New York: Kluwer/Plenum Publishers.

Graham, S. (2004). Ethnicity and peer harassment: Exploring the psychological benefits of diversity. In F. Parajes & T. Urdan (Eds.), *Educating adolescents: Challenges and strategies* (pp. 85-108). New York: Information Age Publishing.

Juvonen, J., & Graham, S. (2004). Research based interventions on bullying. In C. Sanders & G. Phye (Eds.), *Bullying: Implications for the classroom* (pp. 229-255). San Diego, Ca.: Elsevier Academic Press.

Graham, S., & Lowery, B. (2004). Priming unconscious racial stereotypes about adolescent offenders. *Law and Human Behavior*, *28*, 483-504.

Bellmore, A., Witkow, M., Graham, S., & Juvonen, J. (2004). Beyond the individual: The impact of ethnic diversity and behavioral norms on victims' adjustment. *Developmental Psychology*, *40*, 1159-1172

Graham, S., & Hudley, C. (2005). Race and ethnicity in the study of motivation and competence. In C. Dweck & A. Elliot (Eds.), *Handbook of motivation and competence* (pp. 392-413). New York: Guilford Press.

Graham, S. (2005). Attributions and peer harassment. *Interaction Studies*, *6*, 119-130.

Melby, L., & Graham, S. (2005). Attribution theory. In N. Salkind (Ed.), *Encyclopedia of human development*.

Nadem, E., & Graham, S. (2005). Early puberty, peer victimization, and internalizing symptoms in ethnic minority adolescents, *Journal of Early Adolescence*, *25*, 197-222.

Witkow, M., Bellmore, A., Nishina, A., Juvonen, J., & Graham, S. (2005). Mutual antipathies during adolescence: More than just rejection. *International Journal of Behavioral Development, 29*, 209-218.

Bellmore, A., Witkow, M., Graham, S., & Juvonen, J. (2005). From beliefs to behavior: The mediating role of hostile response selection in predicting aggression. *Aggressive Behavior, 31*, 453-472.

2006-2007

Graham, S. (2006). Preface. In D. Slaughter, A. Garrett, & A. Harrison-Hall (Ed.). Our children too: A history of the Black caucus of SRCDC, 1973-1997. *Monographs of the Society for Research in Child Development* (Guest editor: Sandra Graham).

Graham, S. (2006). Peer victimization in school: Exploring the ethnic context. *Current Directions in Psychological Science, 15*, 317-320.
[Reprinted in L. Liben (Ed.), 2009, *Current Directions in Developmental Psychology* (pp. 190-197). Boston: Pearson].

Graham, S., & Bellmore, A., & Mize, J. (2006). Aggression, victimization, and their co-occurrence in middle school. *Journal of Abnormal Child Psychology, 34*, 363-378.

Juvonen, J., Nishina, A., & Graham, S. (2006). Ethnic diversity and perceptions of safety in urban middle schools. *Psychological Science, 17*, 393-400.

Nishina, S., Bellmore, A., Ammon, N., & Graham, S. (2006). Body dissatisfaction and physical development among ethnic minority adolescents. *Journal of Youth and Adolescence, 35*, 179-191.

Bellmore, A., Nishina, S., Witkow, M., Graham, S., & Juvonen, J. (2007). The influence of classroom ethnic composition on same- and other-ethnicity peer nominations in middle school. *Social Development, 16*, 720-740.

Benner, A., & Graham, S. (2007). Navigating the transition to multi-ethnic urban high schools: Changing racial/ethnic congruence and adolescents' school-related affect. *Journal of Research on Adolescence, 17*, 207-220.

Nylund, K., Nishina, A., Bellmore, A., & Graham, S. (2007). Subtypes, severity, and structural stability of peer victimization: What does latent class analysis say? *Child Development, 78*, 1706-1722.

Taylor, A.Z., & Graham, S. (2007). The development of relations between achievement values and perceptions of barriers in African American and Latino youth. *Journal of Educational Psychology, 99*, 52-64.

Hudley, C., Graham, S., & Taylor, A.Z. (2007) Reducing aggressive behavior and increasing motivation in school: The evolution of an intervention to strengthen school adjustment. *Educational Psychologist*, 47, 251-260.

Graham, S., & Bellmore, A. (2007). Peer victimization and adolescents' mental health. *Theory into Practice*, 46, 138-146.

2008-2009

American Psychological Association Zero Tolerance Task Force. (2008). Are zero tolerance policies effective in the schools? Evidentiary review and recommendations. *American Psychologist*, 63, 852-862.

Graham, S. (2008, November 10). Myths and facts about bullies and victims. In S. Hymel, S. Swearer, & P. Gillette (Eds.), *Bullying at school and on-line*, a special invited issue of education.com. Retrieved from www.education.com

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Giang, M., & Graham, S. (2008). Using latent class analysis to identify aggressors and victims of peer harassment. *Aggressive Behavior*, 34, 203-213.

Benner, A., Graham, S., & Mistry, R. (2008). Discerning direct and mediated effects of ecological structures and processes on adolescents' educational outcomes. *Developmental Psychology*, 44, 840-854.

Woolard, J. Harvell, S., & Graham, S. (2008). Anticipatory injustice among adolescents: Age and racial/ethnic differences in perceived unfairness of the justice system. *Behavioral Sciences and the Law*, 26, 207-226.

Steinberg, L., Albert, D., Cauffman, E., Banich, M., Graham, S., & Woolard, J. (2008). Age differences in sensation-seeking and impulsivity as indexed by behavior and self-report: Evidence for a dual systems model. *Developmental Psychology*, 44, 1764-1778.

Graham, S. (2009). Giftedness in adolescence: African American gifted youth and their challenges from a motivational perspective. In F. Horowitz, R. Subotnik, & D. Matthews (Eds.), *Development of giftedness and talent across the lifespan* (pp. 109-129). Washington, D.C.: APA Press.

Graham, S., Taylor, A.Z., & Ho, A. (2009). Race and ethnicity in peer relations research. In K. Rubin, W. Bukowski, & B. Laursen, (Eds.), *Handbook of peer interaction, relationships, and groups* (pp. 394-413). New York: Guilford Press.

Steinberg, L., Graham, S., O'Brien, L., Woolard, J., Cauffman, E., & Banich, M. (2009). Age differences in future orientation and delay discounting. *Child Development*, 80, 28-44.

- Graham, S., Bellmore, A., Nishina, A., & Juvonen, J. (2009). "It must be *me*": Ethnic diversity and attributions for victimization in middle school. *Journal of Youth and Adolescence*, *38*, 487-499.
- Benner, A., & Graham, S. (2009). The transition to high school as a developmental process among multi-ethnic youth. *Child Development*, *80*, 356-376.
- Graham, S., & Williams, C. (2009). An attributional approach to motivation in school. In C. Wentzel & A. Wigfield (Eds.), *Handbook of motivation at school* (pp. 11-33). Hillsdale, N.J.: Lawrence Erlbaum.
- Bellmore, A., & Graham, S. (2009). Disseminating scholarship to diverse audiences. In Dinella, L. (Ed.). *Conducting science-based psychology research in schools* (pp. 199-214). Washington, D.C.: APA Books.
- Steinberg, L., Cauffman, E., Woolard, J., Graham, S., & Banich, M. (2009). Are adolescents less mature than adults? Minors' access to abortion, the juvenile death penalty, and the alleged APA flip-flop. *American Psychologist*, *64*, 583-594.
- Steinberg, L., Cauffman, E., Woolard, J., Graham, S., & Banich, M. (2009). Reconciling the complexity of human development with the reality of legal policy: Response to Fischer et al. *American Psychologist*, *54*, 601-604.

2010-2011

- Cauffman, E., Shulman, E., Steinberg, L., Claus, E., Banich, M., Graham, S., & Woolard, J. (2010). Age differences in affective decision making as indexed by performance on the Iowa gambling task. *Developmental Psychology*, *46*, 193-207.
- Graham, S. (2010). Common myths about bullying behavior: What teachers need to know. *Phi Delta Kappan*, *92*, 66-69.
Reprinted in *Educational Horizons* (2011), 89,12-15.
- Graham, S. (2010). School racial/ethnic diversity and disparities in mental health and academic outcomes. *Nebraska Symposium on Motivation*, *57*, 73-96.
- Graham, S., & Bryant, E. (2010). Achievement motivation in ethnic minority youth. In E. Baker, P. Peterson, & B. McGaw (Eds.), *International encyclopedia of education*, 3rd edition. New York: Elsevier Press.
- Wood, D., & Graham, S. (2010). Why race matters: Achievement motivation in African American youth. In T. Urda & S. Karabenick (Eds.), *Advances in motivation and achievement*, Vol. 16B (pp. 175-209). United Kingdom: Emerald Group Publishing.

- Nylund, K., Graham, S., & Juvonen, J. (2010). An application of multilevel LCA to study peer victimization in middle school. *Advances and Applications in Statistical Sciences*.
- Bellmore, A., Nishina, A., & Graham, S. (2011). Peer popularity in the context of ethnicity. In A. Cillessen, D. Schwartz, & L. Mayeux (Eds.), *Popularity in the peer system* (pp. 193-215). New York: Guilford Press.
- Guerra, N., Tolan, P., & Graham, S. (2011). Raising healthy children: Translating child development research into practice. *Child Development, 82*, 7-16.
- Benner, A., & Graham, S. (2011). Latino adolescents' experiences of discrimination across the first two years of high school: Correlates and Influences on Educational Outcomes. *Child Development, 82*, 508-519.
- Graham, S., & Weiner, B. (2011). Motivation: Past, present, future. In K. Harris, S. Graham, & T. Urdan (Eds), *APA Educational Psychology Handbook* (Volume 1, pp. 367-397). Washington, D.C.: American Psychological Association.

2012-2013

- Knifsend, C., & Graham, S. (2012). Too much of a good thing? How breadth of extracurricular participation relates to school-related affect and academic outcomes during adolescence. *Journal of Youth & Adolescence, 41*, 379-389.
- Knifsend, C., & Graham, S. (2012). Unique challenges facing female athletes in urban high schools. *Sex Roles: A Journal of Research, 67*, 236-246.
- Chen, C., & Graham, S. (2012). Close Relationships and Attributions for Peer Victimization among Late Adolescents. *Journal of Adolescence., 35*, 1547-1556.
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