Adrienne D. Woods, Ph.D.

Postdoctoral Scholar

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Educational Policy Studies
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My work primarily examines who receives U.S. special education services and how service receipt affects achievement and school behavior. I also research how educators and parents collaborate within the special education system, the disproportionate representation of at-risk students in special education, and how biology interacts with education and home environments to influence student outcomes.

EDUCATION

University of Michigan (Ann Arbor)
Combined Program in Education and Psychology

Doctorate of Philosophy
August 2018

Dissertation Title: Who is placed in special education? Assessing the longitudinal profiles, academic achievement, and behavioral adjustment of students at-risk for special education identification. (Defended: 4/25/2018; passed with no revisions)

Committee Members: Drs. Frederick J. Morrison (chair), Pamela Davis-Kean, Christina Weiland, Kai Cortina

University of Michigan (Ann Arbor)
Psychology

Masters of Science
December 2013

University of Texas (Austin)
Psychology (Minor: Spanish)
Magna cum Laude

Bachelor of Arts
May 2011

ResearchGate Twitter LinkedIn

MANUSCRIPTS

Woods, A. D., Morrison, F. J., & Palincsar, A. S. (2017). Perceptions of communication practices among stakeholders in special education. *The Journal of Emotional and Behavioral Disorders.* DOI: 10.1177/1063426617733716

Morrison, F. J., Connor, C. M., **Woods, A. D.,** & Marks, R. (in press). Early learning, language, and literacy. Invited chapter in *SAGE Handbook on Developmental Psychology and Early Childhood Education* (Whitebread, D., & McClelland, M., Eds.).

Woods, A. D. (under review). Longitudinal patterns of K-8 special education service receipt. *American Educational Research Journal.*

Woods, A. D., Ahmed, S. F., Katz, B., & Morrison, F. J. (under review). Using nonparametric cluster analysis to classify academic and cognitive skills across early development. *American Journal of Education.*

Woods, A. D., Farkas, G., & Morgan, P. L. (in preparation). Is the timing or length of special education service receipt a risk factor for poorer social-emotional adjustment? *Educational Researcher.*

Woods, A. D. (in preparation). Contextualizing patterns of special education placement and service receipt. *Educational Researcher.*

Woods, A. D. (in preparation). What happens to students in special education? Academic achievement and behavioral adjustment following identification. *AERA Open.*

AWARDS RECEIVED

- AERA Dissertation Grant (Institute of Education Sciences, 2017-2018, $20,000)
- Outstanding Graduate Student Instructor Award (University of Michigan, 2017, $1,000)
- Rackham Predoctoral Fellowship (University of Michigan, 2016-2017, $32,640)
- Rackham Travel Grant (University of Michigan, 2014, 2015, 2016, $700-$1200)
- Rackham Research Grant (University of Michigan, 2013, $775)
- Prentice L. Gautt Post-Graduate Scholarship Award (University of Texas, 2011, $8,000)
- Lorene L. Rogers Scholar-Athlete Award (University of Texas, 2011)
- Dr. Gerald Lage Academic Achievement Award (University of Texas, 2011)
- CSCAA Scholar All American (University of Texas, 2011)
- 1A FAR Academic Excellence Award (University of Texas, 2011)
- Swimming & Diving Academic MVP (University of Texas, 2009-2011)

PRESENTATIONS

Woods, A. D. (2018). Who is placed in special education? Assessing the longitudinal profiles of students at-risk for identification and consequences of placement. Poster presented at the American Educational Research Association annual meeting, New York City, NY.

Woods, A. D., Morgan, P. L., & Farkas, G. (2018). Is the timing or length of special education service receipt a risk factor for poorer social-emotional adjustment? Roundtable presentation at the American Educational Research Association annual meeting, New York City, NY.

Angoff, H. D., **Woods, A. D.,** Monk, C., Hyde, L. W., & Mitchell, C. (2018). Assessing the impact of traumatic experiences on academic achievement and behavioral misconduct in school. Paper presented at the American Educational Research Association annual meeting, New York City, NY.

Woods, A. D., Morgan, P., L., & Farkas, G. (2017). Do special education services positively or negatively impact students' social-emotional wellbeing? Paper presented at the Improving Population Health annual meeting, Austin, TX.

Woods, A. D., Ahmed, S. F., Katz, B., Waters, N. E, Salander, Z. M., Grammer, J., Gehring, W., & Morrison, F. J. (2017). Utilizing ERP and behavioral data to identify persistent low academic performance across the K-1 transition. Paper presented at the American Educational Research Association annual meeting, San Antonio, TX.

Woods, A. D. (2017). Who is placed in special education? Longitudinal patterns of K-8 special education service receipt. Poster presented at the Society for Research on Child Development biennial meeting, Austin, TX.

Woods, A. D., Katz, B., & Morrison, F. J. (2016). Persistent low performance is hard to explain: Examining academic change across the K-1 transition. Poster presented at the International Mind, Brain, and Education Society biennial meeting, Toronto, Ontario, CAN.

Johnson, M. E., **Woods, A. D.,** & Morrison, F. J. (2016). Parental satisfaction with special education and school communication practices. Poster presented at the Association for Psychological Science Annual Meeting, Chicago, IL.

Woods, A. D. (2015). The impact of chronic poverty and minority status on special education placement in the United States. Paper presented at the Society for Longitudinal and Lifecourse Studies Annual Meeting, Dublin, Ireland, UK.

Woods, A. D., Mann, F. D., Ahmed, S. F., & Cooc, N. (2015). Longitudinal interactions between psychopathological precursors and contextual factors on educational outcomes for at-risk children. Symposium presentation at the Society for the Study of Human Development Biennial Meeting, Austin, TX (chair: **Woods, A. D.**).

Woods, A. D. (2015). Who is in special education? The longitudinal impact of socioeconomic status, race/ethnicity, and gender on special education placement. Paper presented at the Society for the Study of Human Development Biennial Meeting, Austin, TX. Also presented at the Combined Program in Education & Psychology Fall Colloquium series, Ann Arbor, MI.

Woods, A. D., & Ahmed, S. F. (2015). Risk factors for special education placement among fragile families. Poster presented at the Society for Research on Child Development Biennial Meeting, Philadelphia, PA.

Neidlinger, N., Bell, L. H., **Woods, A. D.** (2014). Don't get distracted! Examining the effect of disruptions on kindergarteners' math task performance. Paper session at the American Education Research Association Annual Meeting, Philadelphia, PA.

Woods, A. D., & Morrison, F. J. (2014). Perceptions of inclusion: Relationships between stakeholders in special education. Roundtable session at the American Education Research Association Annual Meeting, Philadelphia, PA.

Woods, A. D., Harden, K. P., Kretsch, N., Briley, D. A., & Tucker-Drob, E. (2012). Parental educational expectations and academic efficacy in adolescent twins. Poster presented at the Society for Research on Adolescence Biennial Meeting, Vancouver, BC.

TEACHING EXPERIENCE

Instructor of Record, EDUC 606: *Developmental and Psychological Perspectives in Education* (upper level course; University of Michigan, Winter 2016). Taught 9 master's and doctoral students in a weekly 3-hour class; responsibilities included independently developing a syllabus, selecting readings and assignments, lecturing and leading discussion, and grading coursework.

Instructor of Record, EDUC 391: *Educational Psychology & Human Development* (for preservice teachers; University of Michigan; Fall 2015). Taught 17 undergraduates training to be teachers in the elementary education program; responsibilities included co-developing a syllabus with another graduate student, selecting assignments, lecturing and leading discussion, and grading coursework.

Graduate Student Instructor, PSYCH 112: *Intro to Psychology as a Natural Science* (University of Michigan; Winter 2015). Taught 75 undergraduate students in 3 weekly one-hour discussion sections following a lecture seminar; responsibilities included co-developing syllabi with other GSI's, lecturing and leading discussion sections, and grading coursework.

Guest Lecturer, PSYCH 356, Topic: *Special Education* (University of Michigan; Fall 2014). Guest lectured 300 students on the history, policy, consequences, and modern-day iterations of special education.

Graduate Student Instructor, PSYCH 356: *Educational Psychology* (University of Michigan; Fall 2014). Taught 75 undergraduate students in 3 weekly one-hour discussion sections following a lecture seminar; responsibilities included co-developing syllabi with other GSI's, lecturing and leading discussion sections, and grading coursework.

Graduate Student Instructor, PSYCH 250: *Intro to Developmental Psychology* (University of Michigan; Fall 2013). Taught 75 undergraduate students in 3 weekly one-hour discussion sections following a lecture seminar; responsibilities included co-developing syllabi with other GSI's, lecturing and leading discussion sections, and grading coursework.

Tutor, PSY 301: *Introduction to Psychology* (University of Texas; 2010-2011). Tutored fellow student athletes at the Pride Academic Center for their introduction to psychology course in a one-on-one or small group setting.

RESEARCH EXPERIENCE

***Graduate Research Assistant,* M!ND Lab, University of Michigan**

- Department of Psychology, May 2014 – May 2018
- Study of Adolescent Neural Development / Adolescent Health and Wellbeing Study (obtained neuroimaging, clinical, biological, survey, and direct assessment data for a subset of families participating in the Fragile Families and Child Wellbeing Study. Led a team of research assistants in obtaining comprehensive school records for participants.)
- Supervisors: Drs. Colter Mitchell, Christopher Monk, Luke Hyde, and Nestor Lopez-Duran

***Graduate Research Assistant,* Pathways to Literacy Lab, University of Michigan**

- Department of Psychology, August 2012 – May 2018
- Exploring the Effects of Schooling on Changes in Behavioral and Neurological Indices of Children's Executive Functioning (NSF-funded longitudinal study on the development of executive function skills from kindergarten through second grade, measured using lab-based, computer-based, and classroom-based assessments, as well as ERP neuroimaging)
- School Communication Practices (investigated relationships between stakeholders within special education across K-12 using qualitative interviews and surveys through Amazon MTurk)
- Supervisors: Drs. Frederick J. Morrison, Pamela Davis-Kean

***Graduate Student Research Assistant,* joint collaboration between Einstein College of Medicine and New York Presbyterian Hospital's Center for Autism and the Developing Brain, New York City**

- Department of Pediatrics (Einstein), May 2013 – August 2013
- Pilot study investigating school readiness and executive function skills using ERP in 4-6 year old children with Autism Spectrum Disorder
- Supervisors: Drs. Jennie K. Grammer, Rebecca Jones, Frederick J. Morrison, Catherine Lord

***Research Assistant,* Developmental Behavior Genetics Lab, the University of Texas**

- Department of Psychology, May 2010 – August 2011
- The Twin Project (on-going behavioral genetics study of child and teenage twins in central Texas)
- The Friendship Project (a study about risk taking behavior among adolescent friends)
- Supervisors: Drs. Kathryn Paige Harden, Elliot Tucker-Drob

SPECIALIZED TRAINING

- Graduate Student Teacher Certification (Center for Learning and Teaching, 2016)
- Structural Equation Modeling (University of Michigan: M. Diemer, 2017)
- Hierarchical Linear Modeling (University of Michigan: R. Croninger & R. Henson, 2015)
- Statistical Analysis with R (Center for Statistical Consultation & Research: C. Andrews, 2015; Department of Psychology: J. Wondra, 2016)
- Fragile Families Summer Data Workshop (Columbia Population Research Center: 2014)
- Survey Methods (University of Michigan/University of Maryland: J. Lepkowski, 2014)
- Issues in Disability Studies (University of Michigan: C. Grawi, 2014)
- Responsible Conduct of Research (University of Michigan: P. Shah, 2013)

- Advanced Statistics for Psychology (University of Michigan: J. Rabinowitz, 2012-2013)

MENTORSHIP EXPERIENCE

Honors Thesis Mentor

- Morgan Johnson (2016-2017): Thesis title: Teachers' impact on the wellbeing and achievement of students with special needs in the general education setting. Published in the *Yale Review of Undergraduate Research in Psychology,* http://campuspress.yale.edu/yrurp/teachers-impact-on-the-well-being-and-achievement-of-students-with-special-needs-2mszg0f/
- Aneesha Arora (2015-2016). Thesis title: The effects of maternal depression on perceptions of parenting and child academic outcomes.

Undergraduate Research Opportunity Program (UROP)

- Briahna Thomas (2015-2016 School Records Project). Poster Title: Understanding educational outcomes for at-risk youth.
- Breanna Varner (2015-2016 School Records Project). Poster Title: Exploring the gender achievement gap among at-risk youth.

Undergraduate Research Assistants

- Perceptions of Inclusive Schools Study (Spring 2013-Spring 2016): Oversaw 8 undergraduate research assistants, whose duties included transcribing interviews, coding for reliability, assisting in the selection of survey measures, creating and distributing online surveys through Qualtrics and Amazon MTurk, and managing data collection.
- School Records Project (Spring 2015-Spring 2018): Oversaw 15 undergraduate research assistants within the Adolescent Wellbeing and Brain Development project. Duties include contacting high schools to obtain school records, managing data collection and data organization, re-coding and analyzing school data, and uploading data to clinical databases (such as REDCap).

COMMUNITY & DEPARTMENT SERVICE

- Combined Program in Education & Psychology (CPEP) Colloquium Committee (2016-2018) – organized and invited speakers to weekly departmental brown bag presentations
- CPEP Recruitment Committee (2012-2013, Co-Chair 2013-2014, Chair 2014-2015) –organized weekend activities and hosted potential doctoral students
- CPEP Admissions Committee (2015-2016) – rated admissions packets from interested students, attended meetings to assist faculty in selecting candidates for doctoral study
- CPEP Executive Committee (2014, 2016-2017) – attended meetings with faculty and staff to make program policy and curriculum decisions
- Assistant coach for Dexter High School Women's Varsity Swimming and Diving team (Division II State Championships Place: 2013, seventh; 2014, fourth; 2015, first; 2016, second; 2017, second)

PROFESSIONAL ASSOCIATIONS

- American Education Research Association (AERA)
- Society for Research on Child Development (SRCD)