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[Link](#) to research group website; [Google Scholar](#)

Academic Positions

2022- **Professor of Quantitative Research Methodology**
2015-2022 **Associate Professor of Quantitative Research Methodology**
2008-2015 **Assistant Professor of Quantitative Research Methodology**

Department of Education, Gevirtz Graduate School of Education
University of California, Santa Barbara

2007-2008 **NIMH Postdoctoral Fellow**
Department of Mental Health, Bloomberg School of Public Health,
Johns Hopkins University; Advisor: Dr. Nick Ialongo

Education

2007 **Ph.D., Education, Emphasis in Advanced Quantitative Methods**
University of California, Los Angeles
Advisor: Dr. Bengt Muthén; Committee: Drs. Mike Seltzer, Katherine Masyn, Sandra Graham

2002 **M.S., Survey Research and Methodology, Minor: Statistics**
University of Nebraska, Lincoln
Advisor: Dr. Allan McCutcheon

2000 **B.S., Mathematics, Statistics Concentration**
Sonoma State University
Graduation with Distinction

Honors and Awards

2021 Nominated, Margaret T. Getman Service to Students Award, UCSB
2019 Winner, Outstanding Graduate Mentor Award, UCSB
2019 Outstanding Teaching Award, Nominee, UCSB
2018 Abstract of Distinction, Meeting of the Society of Prevention Research, Washington, DC
2018 Nominated, Graduate Students for the Raymond D. Fowler Mentor Award, APA
2017 Nominated, Margaret T. Getman Service to Students Award, UCSB
2016 Nominated, UCSB Campus-wide Outstanding Teaching Award, UCSB
2014 Nominated, UCSB Campus-wide Outstanding Graduate Mentor Award, UCSB
2012 Best Paper Award, Multivariate Software Award, Western Psychological Association
2012 Regents Junior Faculty Fellowship Award
2008 Diversity Faculty Enrichment Award
2004-2009 Society for Prevention Research Travel Award
2002-2007 Department Fellowship, School of Education, UCLA
2000-2002 Gallup Research Fellow, Gallup Research Center, UNL
2000 Graduation with Distinction, Sonoma State University
1998-1999 Woman Student Leader of the Year, Sonoma State University

RESEARCH

Publications († = graduate student co-author)

Under review

Denson, N., Ing, M., Arch, D., Garber, A., Chan, M., Carter, D., **Nylund-Gibson, K.** (under review). A latent class analysis of students' openness to learning from diverse others. *Journal of Diversity in Hight Education*.

Lawrie, S. I., Carter, D., **Nylund-Gibson, K.**, Kim, H.S. (under review) A tale of two belongings: Social and academic belonging differentially shape academics and psychological outcomes among university students.

Chan[†], M., Sharkey, J. D., **Nylund-Gibson, K.**, Dowdy, E., & Furlong, M. J. (revised and resubmitted). Relations of students' perceived support profiles with academic and psychological functioning among adolescents. *Journal of School Psychology*.

Published

Furlong, M.J., Paz, J.L., Carter, D., Dowdy, E., **Nylund-Gibson, K.** (In press). Extending Validation of a Social Emotional Health Measure For Middle School Age School Students. *Contemporary School Psychology*.

Nylund-Gibson, K., Garber[†], A.C., Carter[†], D., Chan[†], M., Arch[†], D.A.N., Simon[†], O., Whaling[†], K., & Tartt[†], E. & Lawrie[†], S.I. (*in press*). Ten frequently asked questions about latent transition analysis. *Psychological Methods*.

Nylund-Gibson, K., Garber[†], A.C., Singh[†], J., Witkow, M.R., Nishina, A., & Bellmore, A. (*in press*). The utility of latent class analysis to understand heterogeneity in youth's coping strategies: A methodological introduction. *Behavioral Disorders*.

Victorino, C., Denson, N., Ing, M., **Nylund-Gibson, K.** (2022). Comparing STEM majors by examining the relationship between student perceptions of campus climate and classroom engagement. *Journal of Hispanic Higher Education*, 21(1), 33-48. <https://doi.org/10.1177/1538192719896343>

Furlong, M. J., Piqueras Rodríguez, J. A., Chacón-Gutiérrez, L., Dowdy, E., **Nylund-Gibson, K.**, Chan[†], M., Soto-Sanz, C., Marzo, J.C., Rodríguez-Jimenez, T. & Martínez-González, A. E. (2021). Assessing College Students' Social and Emotional Strengths: A Cross-Cultural Comparison from Mexico, United States, and Spain. <https://doi.org/10.12973/ejper.4.2.123>

Chan[†], M., Furlong, M. J., **Nylund-Gibson, K.**, & Dowdy, E. (in press). Heterogeneity Among Moderate Mental Health Students on the Mental Health Continuum-Short Form (MHC-SF). *School Mental Health*.

Whaling[†], K. M., Der Sarkissian[†], A., Larez, N., Sharkey, J. D., Allen[†], M. A., & **Nylund-Gibson, K.** (2021). Child Maltreatment Prevention Service Cases are Significantly Reduced During the COVID-19 Pandemic: A Longitudinal Investigation Into Unintended Consequences of Quarantine. *Child Maltreatment*. <https://doi.org/10.1177/10775595211051318>

Mayworm, A. M., Sharkey, J. D., & **Nylund-Gibson, K.** (2021). An Exploration of the Authoritative School Climate Construct Using Multilevel Latent Class Analysis. *Contemporary School Psychology*, 1-20.

- Wagle, R., Sharkey, J., Dowdy, E., Carter, D., **Nylund-Gibson, K.**, & Furlong, M. (in press). Exploring School Belonging Constellations Within a Primary School Context. *The Educational and Developmental Psychologist*
- Chan[†], M., Sharkey, J. D., Lawrie[†], S., Naji[†], D., & **Nylund-Gibson, K.** (in press). Elementary school teacher well-being and supportive measures amid COVID-19. *School Psychology*.
- Furlong, M. J., Dowdy, E., **Nylund-Gibson, K.**, Wagle[†], R., Carter[†], D., & Hinton[†], T. (2021). Enhancement and standardization of a universal social-emotional health measure for students' psychological strengths. *Journal of Well-Being Assessment*, 1-23. <https://doi.org/10.1007/s41543-020-00032-2>
- Mireles-Rios, R., Simon, O., & Nylund-Gibson, K. (2020). The Critical Role of Teacher Emotional Support for Latinx Students. *Teachers College Record*, 122(12), 1-32. <https://doi.org/10.1177/016146812012201209>
- Wagle[†], R., Dowdy, E., Furlong, M.J., **Nylund-Gibson, K.**, Carter[†], D., Hinton[†], T. (2020). Anonymous versus self-identified formats for school mental health screening. *Assessment for Effective Intervention*. Advanced online publication. <https://doi.org/10.1177/1534508420959439>
- Mendez[†], S.E.A., Mendez-Luck, C.A., **Nylund-Gibson, K.**, Ng, B. (2020). Mental health attribution for Mexican-origin Latinx and non-Latinx older adults: A latent class analysis. *Innovation in Aging*, 4(5), 1-14. <https://doi.org/10.1093/geroni/igaa028>
- Hinton[†], T., Dowdy, E., Furlong, M. J., **Nylund-Gibson, K.**, Carter[†], D., & Wagle[†], R. (2020). Examining the social emotional health survey-secondary for use with Latinx youth. *Journal of Psychoeducational Assessment*, <https://doi.org/10.1177/0734282920953236>.
- Choi[†], A. Y., Israel, T., **Nylund-Gibson, K.** (2020). Syndemic behavioral risk and suicidality among bisexual adolescents: A latent class analysis. *Journal of Consulting and Clinical Psychology*, 88(7), 597-612. <https://doi.org/10.1037/ccp0000500>
- Liu[†], S. R., Kia-Keating, M., **Nylund-Gibson, K.**, Barnett, M. L. (2020). Co-occurring youth profiles of adverse childhood experiences and protective factors: Associations with health, resilience, and racial disparities. *American Journal of Community Psychology*, 65, 173-186. <https://doi.org/10.1002/ajcp.12387>
- Simon[†], O., **Nylund-Gibson, K.**, Gottfried, M., Mireles-Rios, R. (2020). Elementary absenteeism over time: A latent class growth analysis predicting fifth and eighth grade outcomes. *Learning and Individual Differences*, 78, 101822, <https://doi.org/10.1016/j.lindif.2020.101822>
- Fematt[†], V. L., Grimm, R. P., **Nylund-Gibson, K.**, Gerber, M. M., Brenner, M. B., & Solórzano, D. (2021). Identifying transfer student subgroups by academic and social adjustment: A latent class analysis. *Community College Journal of Research and Practice*, 45(3), 167-183. doi.org/10.1080/10668926.2019.1657516
- Lambert, S.F., Tache[†], R. M., Liu[†], S. R., **Nylund-Gibson, K.**, Ialongo, N. S. (2019). Individual differences in patterns of community violence exposure and internalizing and externalizing behaviors. *Journal of Interpersonal Violence*. Advanced online publication. <https://doi.org/10.1177/0886260519867148>
- Nylund-Gibson, K.**, Grimm, R., Masyn, K. (2019). Prediction from latent classes: A demonstration of different approaches to include distal outcomes in mixture models. *Structural Equation Modeling*, 26

(6), 967-985.

- Grimm, R., Solari, E. J., Gerber, M.M., **Nylund-Gibson, K.**, Swanson, H. L. (2019). A cross-linguistic examination of heterogeneous reading profiles of Spanish-speaking bilingual students. *The Elementary School Journal*, 120(1), 109-131. <https://doi.org/10.1086/704514>
- Liu[†], S. R., Kia-Keating, M., **Nylund-Gibson, K.** (2019). Patterns of family, school, and community promotive factors and health disparities among youth: Implications for prevention science. *Prevention Science*, 20(7), 1103-1113.
- Moore[†], S.A., Dowdy, E., **Nylund-Gibson, K.**, Furlong, M. J. (2019). An empirical approach to complete mental health classification in adolescents. *School Mental Health*, 11(3), 438-453.
- Boutin-Martinez, A., Mireles-Rios, R., **Nylund-Gibson, K.**, & Simon[†], O. (2019). Exploring resilience in Latina/o academic outcomes: A latent class approach. *Journal of Education for Students Placed at Risk*, 24(2), 174-191.
- Felix, E., Binmoeller[†], C., **Nylund-Gibson, K.**, Benight, C.C., Benner, A., Terzieva, A. (2019). Addressing disaster exposure measurement issues with latent class analysis. *Journal of Traumatic Stress*, 32(1), 56-66. doi: 10.1002/jts.22368
- Felix, E. D., **Nylund-Gibson, K.**, Kia-Keating, M., Liu, S. R., Binmoeller[†], C., & Terzieva, A. (2020). The influence of flood exposure and subsequent stressors on youth social-emotional health. *The American Journal of Orthopsychiatry*, 90(2), 161-170. <https://doi.org/10.1037/ort0000418>
- Moore, S. A., Dowdy, E., **Nylund-Gibson, K.**, & Furlong, M. J. (2019). A latent transition analysis of the longitudinal stability of dual-factor mental health in adolescence. *Journal of School Psychology*, 73, 56-73.
- Choi[†], A.Y., **Nylund-Gibson, K.**, Israel, T., Mendez, S.E.A. (2019). A latent profile analysis of bisexual identity: Evidence of within-group diversity. *Archives of sexual behavior*, 48(1), 113-130. <https://doi.org/10.1007/s10508-018-1325-1>
- Ghafoori, B., Wolf[†], M. G., **Nylund-Gibson, K.**, & Felix, E. D. (2019). A naturalistic study exploring mental health outcomes following trauma-focused treatment among diverse survivors of crime and violence. *Journal of affective disorders*, 245, 617-625.
- Gordon Wolf, M., **Nylund-Gibson, K.**, Dowdy, E., Furlong, M., (2019) An analytic approach for deciding between 4- and 6-point Likert-type response options (ED591440). Grantee Submission. <https://files.eric.ed.gov/fulltext/ED591440.pdf>
- Nylund-Gibson, K.**, Choi[†], A.Y. (2019). Ten frequently asked question about latent class analysis. *Translational Issues in Psychosocial Science*, 4(4), 440-461. <https://doi.org/10.1080/10705511.2019.1590146>
- Wagle[†], R., Dowdy, E., Yang, C., Palikara, O., Castro, S., **Nylund-Gibson, K.**, Furlong, M.J. (2018). Preliminary investigation of the psychological sense of school membership scale with primary school students in a cross-cultural context. *School Psychology International*, 39(9), 568-586.
- Liu[†], S., Kia-Keating, M., **Nylund-Gibson, K.** (2018). Patterns of adversity and pathways to health among White, Black, and Latinx youth. *Child Abuse & Neglect*, 86, 89-99.

- Dowdy, E. Furlong, M.K., **Nylund-Gibson, K.**, Moore[†], S., Moffa[†], K. (2018). Initial validation of the social emotional distress survey-secondary to support complete mental health screening. *Assessment for Effective Intervention*, 43(3), 241-248.
- Felix, E.D., Holt, M., **Nylund-Gibson, K.**, Grimm, R[†], Espelage, D.L., Greif Green, J. (2019). Associations between childhood victimization and aggression and subsequent victimization and aggression in college. *Psychology of Violence*, 9(4), 451-460. <https://doi.org/10.1037/vio0000193>
- Victorino, C[†], **Nylund-Gibson, K.**, Conoly, S. (2018). Prosocial behavior in the professoriate: A multi-level analysis of pretenured faculty collegiality and job satisfaction. *International Journal of Educational Management*, 32(5), 783-798.
- Nishina, A., Bellmore, A., Witkow, M. R., **Nylund-Gibson, K.**, Graham, S. (2018). Mismatch in self-reported and meta-perceived ethnic identification across the high school years. *Journal of Youth and Adolescence*, 47(1), 51-63. doi: 10.1007/s10964-017-0726-0s
- Furlong, M.J., Dowdy, E., **Nylund-Gibson, K.**, (2018) Social emotional health survey- secondary--2015 Edition. (ED600144). Grantee Submission. <https://files.eric.ed.gov/fulltext/ED600144.pdf>
- Kia-Keating, M., **Nylund-Gibson, K.**, Kia-Keating, B., Schock, C., Grimm, R. P[†]. (2018). Longitudinal patterns of self-regulation among ethnic minority children facing poverty. *Journal of Child and Family Studies*, 27, 398-411. <https://doi.org/10.1177/1538192719896343>
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- Gottfried, A.E., **Nylund-Gibson, K.**, Gottfried, A.W., Morovati, D[†], & Gonzalez, A.M. (2017). Trajectories from academic intrinsic motivation to Need for Cognition and Educational Attainment. *Journal of Educational Research*, 110(6), 642-652.
- Holt, M., Felix, E., Grimm, R., **Nylund-Gibson, K.**, Green, J.G., Poteat, V.P., Zhang, C. (2017). A Latent Class Analysis of Past Victimization Exposures as Predictors of College Mental Health. *Psychology of Violence*, 7(4), 521-532. <http://dx.doi.org/10.1037/vio0000068>
- Ing, M. & **Nylund-Gibson, K.** (2017). The importance of early attitudes towards mathematics and science. *Teachers College Record*, 119(5), 1-32.
- Dang, M.[†], **Nylund-Gibson, K.** (2017). Connecting math attitudes with STEM career attainment: A latent class analysis approach. *Teachers College Record*, 119(6), 1-38.
- Quirk, M., Grimm, R., Furlong, M.J., & **Nylund-Gibson, K.**, Swami, S. (2016). Latino children's school readiness profiles and associations with longitudinal reading achievement trajectories. *Journal of Educational Psychology*, 108(6), 814-829.
- Nylund-Gibson, K.**, Masyn, K.E. (2016). Covariates and mixture modeling: Results of a simulation study exploring the impact of misspecified effects on class enumeration. *Structural Equation Modeling: A Multidisciplinary Journal*, 23(6), 782-797.
- Cosden, M., Larsen, J.L. [†], Donahue, M.T. [†], **Nylund-Gibson, K.** (2015). Trauma symptoms for men and women in substance abuse treatment: A latent transition analysis. *Journal of Substance Abuse Treatment*, 50, 18-25. DOI: 10.1016/j.jsat.2014.09.004

- Lenzi, M., Sharkey, J., Vieno, A., Mayworm, A.†, Dougherty, D., **Nylund-Gibson, K.** (2014). Adolescent gang involvement: The role of individual, family, peer, and school factors in a multilevel perspective. *Aggressive Behavior, 41*(4), 386-397. DOI: 10.1002/ab.21562
- Nylund-Gibson, K.**, Grimm, R.†, Quirk, M., & Furlong, M. (2014). A latent transition mixture modeling using the three-step specification. *Structural Equation Modeling, 21*(3), 439-454.
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- Nylund-Gibson, K.**, & Hart, S.† (2014). Latent class analysis in prevention science. In Z. Sloboda, & H. Petras, (Eds.), *Defining prevention science*, (pp. 493-511). New York: Springer Science & Business Media.
- Nylund-Gibson, K.**, Ing, M., & Park, K.† (2013). A latent class analysis of student science attitudes, perceived teacher support, and STEM career attainment. *The International Journal of Engineering and Science, 2*(12), 65-70.
- Dowdy, E., **Nylund-Gibson, K.**, Felix, E., Morovati, D.†, & Carnazzo, K. (2013). Long term stability of screening for behavioral and emotional risk. *Educational and Psychological Measurement*. doi: 10.1177/0013164413513460
- Ing, M., & **Nylund-Gibson, K.** (2013). Linking early science and mathematics attitudes to long-term science, technology, engineering, and mathematics career attainment: Latent class analysis with proximal and distal outcomes. *Educational Research and Evaluation, 19*(6), 510-524.
- Victorino, C.†, **Nylund-Gibson, K.**, & Conley, S. (2013). Campus racial climate: A litmus test for faculty satisfaction at four-year universities. *The Journal of Higher Education, 84*(6), 769-805. doi: 10.1353/jhe.2013.0037
- Ho, H. Z., **Nylund-Gibson, K.**, Boutin-Martinez, A.†, & Tran, C. N.† (2013). Profiles of academic risk: Diversity among Asian American students. In R. Endo, & X. L. Rong (Eds.), *Educating Asian Americans: Achievement, schooling, and identities* (pp. 49-73). Charlotte, NC: Information Age Publishing.
- Harlow, D., **Nylund-Gibson, K.**, Iveland, A.†, & Taylor, L.† (2013). Secondary students' views about creativity in the work of engineers and artists: A latent class analysis. *Creative Education, 4*(5), 315-321. doi: 10.4236/ce.2013.45047.
- Quirk, M., **Nylund-Gibson, K.**, & Furlong, M. (2013). Exploring patterns of Latino/a children's school readiness at kindergarten entry and their relations with grade 2 achievement. *Early Childhood Research Quarterly, 28*(2), 437-449.
- Kia-Keating, B., Kia-Keating, K., & **Nylund-Gibson, K.** (2013). Father-daughter and father-son relationships: Predicting delinquency and academic outcomes for ethnic minority adolescents. In D. Hiatt-Michael, & H. Z. Ho (Eds.), *Promising practices for fathers' involvement in their children's education* (pp. 163-177). Charlotte, NC: Information Age Publishing.
- Harlow, D. B., Swanson, L. H.†, **Nylund-Gibson, K.**, & Truxler, A.† (2011). Using latent class analysis to analyze children's responses to the question, "What is a day?". *Science Education*. doi: 10.1002/sce.20437

- Nylund-Gibson, K.**, Graham, S., & Juvonen, J. (2010). An application of multilevel LCA to study peer victimization in middle school. *Advances and Applications in Statistical Sciences*, 3(2), 343-363.
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- Lambert, S., **Nylund-Gibson, K.**, Copeland-Linder, N., & Jalongo, N. (2010). Patterns of community violence exposure during adolescence. *American Journal of Community Psychology*, 46(3-4), 289-302. doi: 10.1007/s10464-010-9344-7
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- Nylund, K.L.**, (2007). *Latent transition analysis: Modeling extensions and an application to peer victimization* [Doctoral Dissertation, University of California Los Angeles].
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- Nylund, K.**, Asparouhov, T., & Muthén, B. (2007). Deciding on the number of classes in latent class analysis and growth mixture modeling: A Monte Carlo simulation study. *Structural Equation Modeling: An Interdisciplinary Journal*, 14(4), 535-569.
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GRANTS AND CONTRACTS

Funded Grants

- 2022-2025 **Principle Investigator**, Institute of Education Studies (IES; [R305A160157](#))
 Title: *Applied Mixture Modeling Training Workshops and Resources for Education Researchers*, (\$799,673).
 This 3-year training grant will provide pedagogically rich training opportunities for Educational Researchers to utilize mixture models in their research. The two components to this training grant include a week-long, training workshop for 30 participants each year of the training grant. The second component involves the creation of an extensive set of freely available, online methodological training materials related to the practice of mixture modeling.
- 2022-2025 **Principle Investigator**, National Science Foundation (NSF; [2224786](#))

Title: *BCSER: Institute on Equity-Oriented Mixture Modeling for Discipline-Based Education Researchers* (\$999,345)

This grant proposed the training of discipline-based education researchers (DBERs) in the use of mixture modeling in their research to address pressing issues in STEM education around diversity, equity, and inclusion. We proposed year-long mentoring program that includes methodological training, data science training, and research mentoring to support DBERs to use mixture modeling in their research.

2021- 2023 **Co-Principle Investigator (with PIs: Lisa Lopez and Matt Foster).** Institute of Education Sciences (IES), 8/21 -7/23, [R305A210182](#)

Title: *Exploring Heterogeneity Among the U.S. Latino Dual Language Learner Head Start Population: A Secondary Data Analysis* (\$699,000)

This 2-year grant will use secondary data to identify subgroups of Latino DLLs attending Florida Head Start program based on their levels of cognitive, linguistic, literacy, and math achievement in both English and Spanish; and examine maternal education, language use in the classroom, and classroom quality to explore these profiles. Additionally, we will follow their transition to preschool to Kindergarten using growth mixture models of both their language, literacy and math in English and Spanish, but also their positive play, problem solving and learning approaches.

Funded Grants (Completed)

2017-2021 **Co-Principle Investigator** (with PI: Mike Furlong, Co-PI, Erin Quirk). Institute of Education Sciences (IES); [R305A160157](#); \$1,364,134. July, 2016- June, 2020, extension to July, 2021
Title: *Validation of a Measure to Assess the Social-Emotional Health of Secondary Students*

2016-2021 **Principle Investigator of Subaward** to UCSB, CO-I of grant (PI: Adrienne Nishina) Institute of Education Sciences (IES), July 2016- July 2021; \$1,382,793; [R305A170559](#).
Title: *Daily experiences with diversity: Academic and social adjustment in high school*

2018-2019 **Principle Investigator.** Academic Senate Faculty Research Grant (\$8,500)
Title: *Measuring Social Emotional Health of College Students*
This grant was used to test the statistical structure of the revised version of the SEHS-HE after revisions were made to be more reflective of college student populations.

2018-2019 **Principle Investigator.** Chicano Studies Institute; UCSB (\$2,000)
Title: *Validation of the Social Emotional Health Survey for use with Latina/o College Students.*
This grant was used to fund cognitive interviews with UCSB undergraduate students to explore the wording of the SEHS items to ensure they were relevant to their college student lives. Findings of the study resulted in changes to the SEHS-HE to be more reflective of the diversity in college students.

2016-2018 **Co-Principle Investigator** (with PI: Mike Furlong, Co-PI, Erin Quirk). UC MEXUS; (\$24,600)
Title: *Cross-Validation of the Social Emotional Health Survey-Higher Education for Mexican and United States College Students: A Research Partnership to Foster Student Well-Being*
This grant validated the use of the SEHS-HE in US and Mexican samples. Funds were use to collect data in a cross-cultural collaboration, where data on the Spanish and English version of the SHES-HE were compared and validation methods supported its use in Spanish speaking colleges.

- 2016-2017 **Co- Investigator** (with PI: Russel Rumberger). Funding from Get Focused, Stay Focused. Title: *Get Focused, Stay Focused Evaluation*. (\$100,000). This project collected qualitative and survey data to evaluate the effectiveness of the Get Focused, Stay Focused intervention program.
- 2015-2016 **Co-Investigator** (with PI: Marsha Ing, UC Riverside) National Mathematics and Science Initiative. (\$100,000)
Title: *Teacher Influence on Students' Science Self-Perceptions*.
The purpose of this project was to study teacher influence on students' science self-perceptions. The project gathered teacher and student survey information on teacher practices and students' science self-perceptions.
- 2014-2016 **Principal Investigator**. UCSB Academic Senate Grant. (\$12,500)
Title: *Growth Mixture Modeling: A meta-analysis of the past 15 years*.
The goal of this work was to conduct a meta-analysis of applied GMM papers and provide a summary of their applications
- 2014 -2016 **Co- Investigator** (with PIs: Erika Felix, Co-PI: Afifi, W., Afifi, T., Kia-Keating, M., Reyes, G.,) National Institute of Child Health and Human Development (1R03HD077164-01A1) (\$78,708)
Titled: *Parent-Child Processes Affecting Long Term Post-Disaster Psychosocial Adjustment*
This research examines the interdependence of parent and child psychosocial adjustment over the long-term recovery period after a disaster. Results of this project can help guide supportive services for families post-disaster.
- 2012-2015 **Statistical Consultant** (PI: Elaine Allensworth), IES R305A120706, (\$940,874)
Title: *The Influence of School Leadership on Instruction and Student Learning: A Longitudinal Examination of Leadership in Chicago Public Schools.* School leadership is often conceived of as a key lever for school reform and improving student achievement. However, despite four decades of research, principals have little information to guide them on how best to focus their efforts to maximize their impact on student performance. In this project, researchers propose to analyze a comprehensive set of school district data to understand how school leaders influence teaching and learning. Specifically, researchers will examine the relationships between principal and teacher leadership practices, school processes, classroom instruction, and student outcomes (such as standardized test scores, grades, absenteeism, and graduation).
- 2012 -2013 **Principal Investigator** (with Laura Romo). Chicano Studies Institute Faculty Seed Grant, UCSB; (\$1,500)
Titled: *A Longitudinal Study of Teen Girls' Positive Body Image and Healthy Eating*
The major goal of this study was to identify adolescent girls who develop and maintain positive body image in their transition from middle school to high school to understand factors that contribute to their resilience in the face of sociocultural pressures that lead many to feel negative about their bodies. Latent transition analysis was used to identify profiles of girls whose body image and healthy habits improve, or high levels are maintained, to ascertain characteristics and conditions associated with girls who are following a resilient trajectory.
- 2010 **Principal Investigator**. Academic Senate, UCSB; (\$20,000)
Titled: *Establishing Best Practices for Mixture Models*
The major goal of this work is to conduct simulation studies to study the performance of traditionally used fit indices under different growth mixture modeling settings. Results of the grant help to make recommendations for use in applied modeling contexts.

- 2010 **Principal Investigator.** Hellman Family Foundation, UCSB (\$10,400)
 Title: *Best Practices for the Application of Longitudinal Mixture Model*
 The major goal of this work was to run simulation studies that were aimed to better understand the impact of model specifications on longitudinal mixture models.
- 2008 **Principal Investigator.** UCSB Faculty Enrichment Award (\$25,000).
 The major goal of this grant was to support my ongoing research focused on modeling victimization experiences of middle school children in urban school districts using latent transition analysis and other advanced statistical models.

Presentations († = graduate student co-author)

Invited Professional Courses or Presentations

- Nylund-Gibson, K.** (June, 2019). *Introduction to Latent Class Analysis in Mplus*. Taught a two-day workshop through the Methods U workshop series at University of California, Santa Barbara.
- Nylund-Gibson, K.** (June, 2019). *Introduction to Latent Transition Analysis*. Taught a one-day workshop through the Methods U workshop series at University of California, Santa Barbara.
- Nylund-Gibson, K.** (April, 2019). *Introduction to Latent Transition Analysis*. Half-day pre-conference course at the annual meeting of the American Educational Research Association, Toronto, Canada.
- Nylund-Gibson, K.** (June, 2018). *Introduction to Latent Class Analysis in Mplus*. Taught a two-day workshop through the Methods U workshop series at University of California, Santa Barbara.
- Nylund-Gibson, K.** (June, 2017). *Applied Latent Class Analysis*. Taught a two-day workshop on Latent Class Analysis through the Summer Quantitative Methods Series at Portland State University.
- Nylund-Gibson, K.** (June, 2017). *Longitudinal Latent Class and Latent Transition Models*. Taught two days of a five-day course at Stats Camp.
- Nylund-Gibson, K.** (September, 2016). *Applied Latent Class Analysis*. Taught two days of a four-day course at Stats Camp.
- Nylund-Gibson, K.** (June, 2016). *Longitudinal Latent Class and Latent Transition Models*. Taught two days of a five-day course at Stats Camp.
- Nylund-Gibson, K.** (April, 2012). *Latent Class Analysis*. Two-hour workshop at the annual meeting of the Western Psychological Association meeting. San Francisco, CA.
- Nylund-Gibson, K.**, & Maysn, K. (April, 2012). *Introduction to Latent Class Analysis and Finite Mixture Modeling in Mplus*. Half-day pre-conference course at the annual meeting of the American Educational Research Association, Vancouver, Canada.
- Maysn, K., & **Nylund-Gibson, K.** (April, 2009). *Cross-Sectional and Longitudinal Analyses with Categorical Latent Variables*. One-day pre-conference course taught at the annual meeting of the American Educational Research Association, San Diego, CA.

Peer Reviewed Conference Presentations and Posters

Garber, A., Grimm, R., **Nylund-Gibson, K.** (April 2022). Latent Transition for Intervention Studies. Paper part of an organized symposium at the 2022 AERA Annual Meeting. (San Diego, CA).

Young, H-Y., **Nylund-Gibson, K.**, Salmivalli, C. (April 2022). Mixture Regression Analysis: The Effects of Anti-Bullying interventions on Bullying Behavior. Paper part of an organized symposium at the 2022 AERA Annual Meeting. (San Diego, CA).

Arch, D.N., **Nylund-Gibson, K.** (April, 2022). The Use of Regression Mixture Modeling With a Social Justice Lens. Paper part of an organized symposium at the 2022 AERA Annual Meeting. (San Diego, CA).

Leite, W. L, Shen, Z., **Nylund-Gibson, K.**, Marcoulides, K.M., (April, 2022). Using Ant Colony Optimization Algorithm for Automated Specification of Mixture Models. Paper part of an organized symposium at the 2022 AERA Annual Meeting. (San Diego, CA).

Chan, M., **Nylund-Gibson, K.**, Sharkey, J.D., Dowdy, E. (April, 2022). Holistic Influence of School Ethic and Socioeconomic Diversity on School Experiences Among California Students. Paper presented at 2022 AERA Annual Meeting. (San Diego, CA).

Moore, S.A., Carter, D., Kim, E.K., Furlong, M.J., **Nylund-Gibson, K.**, Dowdy, E. (February 2022). Patterns in Covitality Can Inform Student Wellness Promotion. Poster Presented at National Association for School Psychologists (NASP).

Simon[†], O., Chen[†], M., & **Nylund-Gibson, K.** (April 2021). *Measurement invariance in mixture modeling: Issues and current practices* [Symposium Session]. AERA Annual Meeting, virtual.

Chan[†], M., Sharkey, J., **Nylund-Gibson, K.**, & Dowdy, E. (April 2021). *Association between social support profiles and psychological functioning among early and late adolescents*. AERA Annual Meeting. (Virtual Conference).

Nylund-Gibson, K. (April 2021). Understanding change in latent transition analysis models using auxiliary variables. AERA Annual Meeting. (Virtual Conference).

Arch, D.[†], **Nylund-Gibson, K.** (April 2021). *Moderation with a latent class variable: Specification, visualization, and interpretation*. AERA Annual Meeting. (Virtual Conference).

Grimm, R., **Nylund-Gibson, K.** (April 2021). Examining residual correlations in LTA: A simulation study. AERA Annual Meeting. (Virtual Conference).

Garber, A. & **Nylund-Gibson, K.** (April 2021). Structural Invariance in multigroup latent class analysis: Perceptions of disability status and academic expectation. AERA Annual Meeting. (Virtual Conference).

Nylund-Gibson, K. (April 2021). Measurement invariance in latent transition analysis (LTA). AERA Annual Meeting. (Virtual Conference).

Carter, D. & **Nylund-Gibson, K.** (April 2021). Validation and calibration in mixture modeling: The exploratory/confirmatory analysis of mixture models. AERA Annual Meeting. (Virtual Conference).

Nylund-Gibson, K. (April 2021). The promise of mixture modeling to disability research. AERA Annual Meeting. (Virtual Conference).

Garber, A., **Nylund-Gibson, K.**, & Wang, M. Typologies of Autism: The utility of latent class analysis to understand heterogeneity in social responsiveness. AERA Annual Meeting. (Virtual Conference).

Carter, D. **Nylund-Gibson, K.**, Dowdy, E., Furlong, M.J. (April 2021). Understanding patterns of social-emotional strengths across students with and without disabilities: Different, not worse. AERA Annual Meeting. (Virtual Conference).

Chan[†], M., Sharkey, J. D., **Nylund-Gibson, K.**, Dowdy, E., & Furlong, M. J. (February 2021) *Profile of Perceived Social Support and Impact on Psychological Functioning Across Students in Early and Late Adolescence*. Poster presented at National Association of School Psychologists (NASP) 2021 Convention.

Carter[†], D., Garber[†], A., **Nylund-Gibson, K.**, Dowdy, E. & Furlong, M. J. (April 2021) *Understanding patterns of social-emotional strengths across students with and without disabilities: Different, not worse*. AERA Annual Meeting, San Francisco, CA. (Virtual Conference)

Furlong, M., Dowdy, E., & **Nylund-Gibson, K.** (November 2020). *Universal monitoring of adolescents' flourishing mental wellness*. 6th International Congress of Clinical and Health Psychology in Children and Adolescents. Elche, Spain. (Virtual conference).

Furlong, M., Dowdy, E., **Nylund-Gibson, K.**, Wagle[†], R., Hinton[†], T. & Carter[†], D. (January 2020). *Modification and standardization of the Social Emotional Health Survey - Secondary*. Paper presented at the annual meeting of the Institute of Education Sciences Principal Investigator Meeting, Washington, DC.

Hinton[†], T., Wagle[†], R., Fleury[†], I., Bertone[†], A., Dowdy, E., Furlong, M., **Nylund-Gibson, K.**, & Gordon Wolf[†], M. (February 2020). *Implications of active vs. passive consent in schools*. Paper presented at the annual meeting of the National Association of School Psychologists Annual Convention, Baltimore, MD.

Moore[†], S. A., Dowdy, E., **Nylund-Gibson, K.**, & Furlong, M. J. (May 2019). A latent transition analysis of dual-factor mental health: Longitudinal trends to inform screening. Paper presented at the Society for Prevention Research Annual Meeting, San Francisco, CA.

Tache[†], R., Liu[†], S., Lambert, S., Ialongo, N., & **Nylund-Gibson, K.** (May 2018). Temperament Profiles Predict Community Violence Exposure and Adjustment Problems. Paper presented at the Annual meeting of the Society for Prevention Research, Washington, D.C. *Won Abstract of Distinction Award

Nylund-Gibson, K., Binmoeller[†], C., Nishina, A., Bellmore, A. (April 2018). Modeling heterogeneity in transitions: A confirmatory higher order latent transition analysis. Paper presented at the Annual meeting of the American Education Research Association, New York, New York.

Carter[†], D. **Nylund-Gibson, K.** (April 2018). The effect of item order on participants' response choice. Paper presented at the Annual meeting of the American Education Research Association, New York, New York.

Grimm, R., **Nylund-Gibson, K.**, Masyn, K. (April 2018). Navigating the Ever-Changing Landscape of Distals in Mixture Models: A Road Map of Current Approaches. Paper presented at the Annual meeting of the American Education Research Association, New York, New York.

Moffa[†], K., Moore[†], S., Dowdy, E., Furlong, M.J., & **Nylund-Gibson, K.** (March 2018) *Initial validation of the Social Emotional Distress Survey to support complete mental health screening*. Poster presentation at the National Association of School Psychologists Annual Convention, Chicago, IL.

Moore[†], S., Moffa[†], K., Bertone[†], A., Dowdy, E., Furlong, M. J., & **Nylund-Gibson, K.** (March 2018) *Dual-factor mental health in adolescence: longitudinal trends to inform screening*. National Association of School Psychologists Annual Convention, Chicago, IL.

Liu[†], S.R., Kia-Keating, M., & **Nylund-Gibson, K.** (2018, April). *Protective Factors & Health among Ethnic Minority Youth: A Latent Class Analysis*. Poster presented at ResilienceCon, Nashville, TN.

Mayworm[†], A. M., Sharkey, J. D., & **Nylund-Gibson, K.** (2018, April). *Understanding School Discipline Climate: A Multi-Level Latent Class Analysis*. Poster presentation at the National Association of School Psychologists Annual Convention, Chicago, IL.

Tache, R[†], Liu, S. [†], Lambert, S., Jalongo, N., **Nylund-Gibson, K.**, (2018, May). Temperament Profiles Predict Community Violence Exposure and Adjustment Problems. Paper presented at the Society for Prevention Research, Washington D.C.

Liu, S.R. [†], Kia-Keating, M., & **Nylund-Gibson, K.** (2018, August). *Patterns of Adversity and Pathways to Health Among Ethnic Minority Youth*. Poster to be presented at the American Psychological Foundation Annual Convention, San Francisco, CA.

Choi, A. Y. [†], Mendez, S. E. A. [†], & **Nylund-Gibson, K.** (2017, January). *Diverse expressions of bisexual identity: A latent profile analysis*. Poster presented at the Biennial Meeting of the National Multicultural Conference and Summit (NMCS), Portland, OR.

Morovati[†], D., Grimm, R[†], **Nylund-Gibson, K.** (2016, April). The intersection of sample size, number of indicators, and class enumeration in latent class analysis: A Monte Carlo study. In W. Pan (Chair), *Estimation accuracy and conditions for complex latent variable models*. Paper presented at the annual meeting of the American Educational Research Association, Washington D.C.

Dang, M[†], Brenner, M. E. & **Nylund-Gibson, K.** (2015, April). *Relating English Language Learners' mathematics attitudes to college STEM degree: A latent class analysis approach*. Roundtable discussion presented at the annual meeting of the American Educational Research Association, Chicago, IL.

Dang, M[†], & **Nylund-Gibson, K.** (2014, November). *Connecting math attitudes with STEM career attainment using a three-step latent class analysis approach*. Paper presented at the annual meeting of the Association for the Study of Higher Education, Washington, D.C.

Grimm, R[†], **Nylund-Gibson, K.** (2014). A demonstration of different methods to include distal outcomes in mixture models of classification. A poster presented at the Developmental Methodology Meeting of the Society for Research on Child Development, San Diego, CA.

Grossman, H[†], Brenner, M.E., **Nylund-Gibson, K.** (2014). Using quantitative analysis for theory identification. A paper presented in a roundtable session at the annual meeting of the American Education Research Association, Philadelphia, PA.

Grimm, R[†], **Nylund-Gibson, K.**, Quirk, M., Furlong, M. (2014). Latent Transition Analysis with different measurement models: Linking kindergarten readiness to early reading trajectories. Paper presented at the annual meeting of the annual meeting of the American Education Research Association, Philadelphia, PA.

Grimm, R[†], **Nylund-Gibson, K.L.**, Quirk, M.P., Furlong, M.L. (2013). Linking kindergarten readiness and elementary school academic performance: A latent mixture modeling approach. In A.M. Gonzalez (Chair), *Applications and advancements in latent transition analysis*. Symposium conducted at the meeting of American Psychological Association Annual Conference, Honolulu, HI.

Gonzalez, A. M[†], Hudley, C., & **Nylund-Gibson, K.** (2013). *Aspirations to pursue graduate education for undergraduate Latinas/os*. Paper presented at the annual meeting of the American Education Research Association, San Francisco, CA.

Grimm[†], R., Victorino[†], C., **Nylund-Gibson, K.L.** (2013). Changes in Students' Math Attitudes During Middle School: A Latent Transition Analysis. In K. Nylund-Gibson (Chair), *Latent transition analysis: Recent advances and applications*. Symposium conducted at the meeting of American Educational Research Association, San Francisco.

Gottfried, A. E., **Nylund-Gibson, K.**, Gottfried, A. W., Morovati[†], D., & Gonzalez[†], A. M[†]. (2013). *Modeling transitions from intrinsic motivation to need for cognition and educational attainment: Childhood through adulthood*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

Nylund-Gibson, K.L., Quirk, M.P., Grimm[†], R., Furlong, M.L. (2013, February). *Kindergarten Student Entrance Profile predicts academic achievement through grade 5*. Poster session presented at the meeting of National Association of School Psychologists, Seattle, WA.

Nylund-Gibson, K. (2012). *Latent class analysis in higher education. Symposium organizer and presenter*. A symposium presented at the annual conference of the Association for the Study of Higher Education, Las Vegas, NV.

Nylund-Gibson, K. (2012). *Modeling possibilities with multilevel latent class analysis*. A paper presentation at the American Educational Research Association Annual Meeting. Vancouver, Canada.

Nylund-Gibson, K., Gonzalez, A. M[†], Victorino, C[†], Park, K[†], Kia-Keating, M., Kia-Keating, B., Gottfried, A. E., Gottfried, A., & Guzman-Orth, D. (2012). *Applications of latent transition analysis (LTA) in psychological research*. Symposium presented at the annual meeting of the Western Psychological Association, San Francisco, CA.

Nylund-Gibson, K., Gonzalez, A. M. [†], Gottfried, A., & Gottfried, A. (2012). *Predicting longitudinal outcomes using the latent transition analysis model: Early prediction of degree attainment*. Paper presented at the Society for Research on Child Development: Developmental Methodology, Tampa, FL.

Morovati, D[†], **Nylund-Gibson, K.**, & Maysn, K. (2012). *The consequences of latent classes: Approaches to specifying the effects of latent class membership on distal outcomes*. Paper presented at the Society for Research in Child Development (SRCD) conference, Tampa, FL.

Victorino, C[†], & **Nylund-Gibson, K.** (2012, April). *Multilevel latent class analysis of junior faculty satisfaction*. Paper presented at the annual meeting of the American Educational Research Association, Vancouver, Canada.

Victorino, C., **Nylund-Gibson, K.**, & Lehr, J. (2012) [awarded 2012 Multivariate Software Award] (2012, April). *Faculty collegiality and job satisfaction: A multi-level analysis*. Paper presented at the Western Psychological Association Convention, Burlingame, CA.

Sharkey, J. D., **Nylund-Gibson, K.**, Edwards, J. S[†], Mayworm, A[†], Potter, M., & Rivera, N. (2012). *School system responsibility for adolescent Latino male gang involvement*. Paper presented at the National Association of School Psychologists Annual Convention, Philadelphia, PA.

Nylund-Gibson, K. (2011). *An application of multilevel latent class analysis (mlca): a parametric and nonparametric approach*. Paper presented at the annual meeting of the Modern Modeling Methods conference, Storrs, CT.

Nylund-Gibson, K., & Masyn, K. (2011). *Including auxiliary variables in latent class analysis*. Paper presented at the annual meeting of the Western Psychological Association, Los Angeles, CA.

Morovati, D[†], **Nylund-Gibson, K.**, & Hart, S[†]. (2011). *Comparing latent class models with and without sampling weights using the NCVS-SCS dataset*. Paper presented at the 2011 Western Psychological Association conference, Los Angeles, CA.

Gonzalez, A.M[†], Hudley, C., & **Nylund-Gibson, K.** (2011). *Intent to persist at the UC system: A factor analytic approach*. Poster presented at the annual meeting of the Western Psychological Association, Los Angeles, CA.

Twyford, J. M[†], Dowdy, E. T., Sharkey, J. D., Fox, A., **Nylund-Gibson, K.**, & Furlong, M. (2011,). *Describing youth offenders in terms of hope and grit*. Paper presented at the National Association of School Psychologists Annual Convention, San Francisco, CA.

Nylund-Gibson, K., Bellmore, A., & Nishina, A. (2009). *Multilevel latent transition analysis: Model specification and an example exploring classroom context and student's victimization*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.

Nylund-Gibson, K. (2009). *Covariates and mixture modeling: Results of a simulation studying exploring the impact of misspecified covariate effects*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.

Nylund-Gibson, K. (2008). *Modeling peer victimization in middle school: A latent transition analysis approach*. Invited presentation for the Interdisciplinary Graduate Program in Human Development, University of California, Santa Barbara, CA.

Nylund-Gibson, K. (2008). *Classroom context and students' victimization: An application of multilevel latent transition analysis*. Paper presented at the Annual Meeting of the Society of Prevention Research, San Francisco, CA.

Nylund-Gibson, K., & Masyn, K. (2008). *Covariates and latent class analysis: Results of a simulation study*. Paper presented at the annual meeting of the Society of Prevention Research, San Francisco, CA.

Nylund, K. (2007) *Extensions of LTA with covariates and distal outcomes to study peer victimization*. Invited paper symposia presentation at the annual meeting of the American Psychological Association, San Francisco, CA.

Nylund, K. (2006). *An alternative discrete growth modeling: Extensions of the latent mixed Markov chain model*. Paper presented at the annual meeting of the Society for Prevention Research, San Antonio, TX.

Nylund, K. (2006). *The bootstrap likelihood ratio test: A promising tool for class enumeration in mixture models*. Paper presented at the annual meeting of the Society for Prevention Research, San Antonio, TX.

Yamashiro, K., & **Nylund, K.** (2006). *Examining the indicators and the classifications behind AYP: Using LCA to explore school performance*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

Nishina, A., Bellmore, A., Witkow, M., & **Nylund, K.** (2006). *Who Am I? The development of ethnic identification in a multi-ethnic society*. Poster presented at biannual meeting of the Society for Research on Adolescence, San Francisco, CA.

Nylund, K., Muthén, B., & Asparouhov, T. (2005). *Class enumeration for latent class models: Results of a simulation study considering the Lo-Mendell-Rubin test*. Poster presented at the annual meeting of the Society of Prevention Research, Washington, D.C.

Nylund, K., & Muthén, B. (2005). *Longitudinal mixture modeling: Latent mixed Markov chain modeling change in self-reported victimization in middle school students*. Paper presented at the annual meeting of the Society of Prevention Research, Washington, D.C.

Nylund, K., Bellmore, A., Nishina, A., Graham, S., & Juvonen, J. (2005). *The state of victimization during middle school: A latent transition mixture model approach*. Paper presented at the biannual meeting of the Society for Research in Child Development, Atlanta, GA.

Nylund, K., Bellmore, A., Nishina, A., Graham, S., Juvonen, J., & Muthén, B. (2005). *A new application in longitudinal mixture modeling: Latent transition mixture modeling*. Paper presented at the annual meeting of American Educational Research Association, Montreal, Canada.

Nylund, K., Muthén, B., & Asparouhov, T. (2005). *Class enumeration for latent class models: Results of a simulation study considering the Lo-Mendell-Rubin test*. Paper presented at the annual meeting of the American Educational Research Association, Montreal, Canada.

Nylund, K., (2004). *Approaches for modeling change in nonnormal continuous latent factors with ordered polytomous indicators*. Paper presented at the annual meeting of the Society for Prevention Research, Quebec, Canada.

Buskirk, T., Joseph, J., & **Nylund, K.** (2002). *Surveying teens: Investigating non-response Methodology in substance abuse surveys*. Poster presented at the annual meeting of the American Association of Public Opinion Research. St. Petersburg, FL.

SERVICE AND LEADERSHIP

Professional Memberships

American Educational Research Association (AERA)
Member: Division D, Structural Equation Modeling SIG, Hierarchical Linear Modeling SIG,
Educational Statisticians SIG
Member, Division D Mentoring Committee Member (2016-2019)
Member, Division D Receptions Committee (2018-2021)
American Psychological Association
Division 5 (Evaluation, Measurement, and Statistics)
Prevention Science Methodology Group (PSMG; 2004 - current)
Society for Prevention Research (SPR; 2004- current)

Leadership in National Organizations

2021-2022 Chair of the SEM SIG, AERA
2018-2020 Elected Co-Chair of the SEM SIG, AERA
2018-2021 Elected member to serve on AERA Division D Meeting and Reception Committee
2017-2015 Treasurer, SEM SIG, AERA
2016-2019 Webmaster, Educational Statisticians SIG, AERA
2017-2019 Webmaster for the Structural Equation Modeling SIG, AERA
2014-2015 Member at Large, Educational Statisticians Special Interest Group (SIG), AERA
2008-2009 Committee Member; Mentoring Committee, Division D, AERA
2012- current Volunteer Research Affiliate of Los Angeles Education Research Institute

Reviewing Activity

Editorial Board Membership

Structural Equation Modeling (2018- present)
Educational and Psychological Measurement (2016 - 2019)
Journal of School Violence (2012-2017)

Ad Hoc Reviewer

Addiction (2005)
Addictive Behaviors (2012, 2013)
Child Development (2017, 2021)
Maternal and Child Health Journal (2017)
Developmental Psychology (2005, 2009, 2011, 2012)
Experimental and Clinical Psychopharmacology (2011)
Multivariate Behavioral Research (2007, 2008, 2009, 2014, 2021)
Structural Equation Modeling (2008, 2009, 2011-2018, 2020, 2021)
Technology Innovations in Statistics Education (2008, 2019)
Journal of Research on Adolescence (2009, 2010, 2012, 2013)
The Journal of Early Adolescence (2010, 2011, 2013)
Prevention Science (2018, 2021)
Psychological Assessment (2013, 2016)
Psychological Measurement (2019)
Psychological Methods (2017, 2019)
Journal of Science Education and Technology (2014, 2017)
Journal for School Violence (2010, 2011, 2014)

Conference Proposal Reviewer

American Educational Research Association (2007 - 2009, 2011, 2013, 2015 -
2017, 2019 - 2021)

UCSB Department and Campus Service

Department Service (UCSB)

2019-	Vice Chair, Department of Education
2020-	Admissions Committee, Department of Education
2018-present	Chair of Fellowship Committee, Department of Education
2016-2018	Personnel Review Committee, Department of Education Committee
2015-present	Sunshine Committee, Department of Education Committee
2015-2017	Curriculum Committee, Department of Education Committee
2014-2016	Fellowship Committee, Department of Education Committee
2013-present	Technology Committee member, Department of Education Committee
2013	Chair, Senior Quantitative Methodologist Search Committee
2012-2014	Committee member on UCSB Faculty Legislature committee
2008-2012	Chair, Department of Education, Statistical Course curriculum committee

Campus Service (UCSB)

2021-	Chair, Quantitative Methods in the Social Sciences Interdisciplinary Program
2019-2021	Co-chair, Quantitative Methods in the Social Sciences Interdisciplinary Program
2017-2020	Graduate Council, University Committee, UCSB
2018	Office of Judicial Affairs Sanctioning Task Force
2008- current	Coordinating Committee Member for the Quantitative Methods in the Social Sciences (QMSS)

TEACHING

University of California, Santa Barbara

Linear Statistical Models (ED 214C; Spring 2008, 09, 11, 19, 21)

This course is the third course in our one-year sequence for graduate students, covers regression, multiple regression, moderation, and mediation.

Factor Analysis (ED 216B; Fall 2009, 10; Winter 2012, 13, 17, 18, 19, 20, 22)

This course covers the foundational idea in latent variable modeling, including model fit, specification, covariance structure, and factor analysis.

Structural Equation Modeling (ED 216F; Winter 2009, 11; Spring 2012, 13, 16, 17, 19, 20, 22)

This course is the second course in 216B-F sequence that extends the latent variable modeling framework to include SEM models, growth models, and mixture models

Issues in Research Methodology (every academic quarter since Fall 2010)

This course is research group meeting with graduate students all focused on the application and development of latent variable models in research.

Applied Mixture modeling (ED 251; Fall 2015, Fall 2017, Fall 2019, Winter 2023)

This advanced graduate course presents the foundational concepts of mixture models (latent class, latent profile, LTA, growth mixture modeling), as well as the application and use of these modeling approaches in social science research.

Quantitative Methods in Social Sciences Seminar (Winter, 2017; Fall 17; Winter and Spring 2018, Winter 2019, Winter 2020, Winter 2021, Spring 2022)

This course is an organized speaker series course whereby I recruit speakers to give quantitatively orientated research talks to students in the QMSS program and the UCSB research community.

University of California, Los Angeles (as a graduate student)

Latent Variable Modeling, Statistics Lab Instructor (Spring 2003, 2004)

I served as the Teaching Assistant for Bengt Muthén class, teaching the use and interpretation of models in Mplus to graduate student from departments all over UCLA.

Statistical Modeling for School-Based Intervention Studies, Statistics Lab Instructor (Winter, 2006). As the teaching assistant for this course taught by Bengt Muthén, I supported students learning how to implement the models in Mplus taught in the course.

Graduate Student Mentoring

Graduated Doctoral Advisees (name, my role, current position) that I advised or co-advised

- Dr. Christine Victorino, Co-Advisor, Associate Chancellor, UC Riverside
- Dr. Lessa Beck, Co-advisor, Director of Summer Programs, UCSB
- Dr. Diane Morovati, Advisor, Director of Data Science, Neilsen Media Research
- Dr. Lauren Cortez-Taylor, Co-Advisor, Data Scientist at Chan Zuckerberg Initiative
- Dr. Erika Kato, Advisor, Adjunct Faculty, Cal State Long Beach
- Dr. Ryan Grim, Co-advisor, Senior Researchers, SRI International
- Dr. Ryan Cartnal, Co-advisor, Dean of Institutional Research, Cuesta College
- Dr. Kyusang Park, Advisor, Researcher at University of Southern California
- Dr. Alma Martinez, Advisor, Associate Provost for Teaching, Learning, and Assessment at Fielding Graduate University

MA committee (details not listed)

34 MA committees during time at UCSB, including MEd and MA degrees

Detailed Dissertation Committee Service (Campus wide)

	Student	Year	Role
1	Yee, Dena	2007	Member
2	Bayless, Gregory	2009	Member
3	Blaver, Angela	2009	Member
4	Chen, Wei-Wen	2009	Member
5	Diguilio, Laila	2009	Member
6	Lim, Sun Ah	2010	Member
7	Nguyen, Julie	2010	Member
8	Rotermund, Susan	2010	Member
9	Jaremka, Lisa* (Psychology)	2011	Member
10	Robertson, Tess*(Psychology)	2011	Member
11	Turner, Ben*(Psychology)	2011	Member
12	Victorino, Christine	2012	Chair
13	Eliezer, Dina*(Psychology)	2012	Member
14	Gonzalez, Amber	2012	Member
15	Gutierrez, Anthony	2012	Member
16	Guzman, Danielle	2012	Member

17	Himelfarb, Igor	2012	Member
18	Rebelez, Jennica	2012	Member
19	So, Jiyeon* Communications	2012	Member
20	Twyford, Jennifer	2012	Member
21	Gasiorek, Jessica* (Communications)	2013	Member
22	Lau, Won-Fong	2013	Member
23	Stifel, Skye	2013	Member
24	Taylor, Lauren	2013	Member
25	Lau, Won-Fong	2013	Member
26	Martinez, Alma	2014	Chair
27	Morovati, Diane	2014	Chair
28	Cogger, Alise	2014	Member
29	Llamas, Jasmin	2014	Member
30	Seaman, Christopher*(Communications)	2014	Member
31	Yu, Pui (Alan)	2014	Member
32	Larsen, Jessica	2014	Member
33	Baldwin, Erika	2015	Chair
34	Park, Kyusang	2015	Chair
35	Cartnal, Ryan	2015	Co-chair
36	Conover, Kristin	2015	Member
37	Dang, Myley	2015	Member
38	Cornick, Jessica	2015	Member
39	Grimm, Ryan	2015	Member
40	Rebelez, Jennica	2015	Member
41	Beck, Leesa	2016	Chair
42	Mayworm, Ashley	2016	Member
43	Adams, Stephanie	2016	Member
44	Moffa, Kathryn	2016	Member
45	Morgan, Micaela	2016	Member
46	Carpenter, Stacey	2016	Member
47	Fematt, Veronica	2017	Member
48	Iveland, Ashley	2017	Member
49	Moon, Sungmin	2017	Member
50	Weisman, Hannah	2017	Member
51	Hunger, Jeff *(Psychology)	2017	Member
52	Binmoeller, Cecile	2018	Member
53	Ryan, Will *(Psychology)	2018	Member
54	Moore, Stephanie * (School Psych)	2018	Member
55	Santacrose, Diana* (Clinical Psych)	2018	Member
56	Smith, Ben* (Communications)	2018	Member
57	Bertone, Augstina* (School Psych)	2019	Member
58	Choi, Andy * (Clinical Psych)	2019	Member
59	Mclean, Amanda (Mandy)	2019	Member
60	Schheller, Jenny* (School Psych)	2019	Member
61	Mendez, Stephanie Adams* (School Psych)	2019	Member
62	Whaling, Kelly* (Clinical Psych)	2020	Member
63	Wagle, Rhea* (School Psych)	2020	Member

64	Lawrie, Smaranda * (Psychology)	2021	Member
65	Carter, Delwin	In progress	Chair
66	Arch, Dina Naji	In progress	Chair
67	Garber, Adam	In progress	Chair
68	Tartt, Erika	In progress	Co-chair
69	Simon, Odelia (Lia)	In progress	Co-Chair
70	Katz, Daniel	In progress	Member
71	Liu, Sabrina * (Clinical Psych)	In progress	Member
72	Chan, Meiki Maggie* (School Psychology)	In progress	Member
73	Wu, Vinnie* (Psychology)	In progress	Member
74	Wu, Delancey* (Psychology)	In progress	Member
75	Cornejo, Monica* (Communications)	In progress	Member
76	McBride, Elizabeth* (Anthropology)	In progress	Member

Note. * denotes graduate students outside of Department of Education