

# Erin Ruth Baker, Ph.D.

## Associate Professor

Educational and Counseling Psychology  
Division of Educational Psychology and Methodology  
1400 Washington Avenue, CK 255  
University at Albany, State University of New York  
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*September 2023*

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### EDUCATION

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- 2016**      **Ph.D.** (psychology), Bowling Green State University, Bowling Green, OH.  
Dissertation: Theory of Mind development and moral judgment as differential predictors of aggressive and prosocial behaviors in a normative preschool sample.  
Dissertation Mentor: Marie S. Tisak, Ph.D.
- 2011**      **M.S.** (experimental psychology), Morehead State University, Morehead, KY.  
Thesis: Social information processing and emotion regulation: Mediating relations on attachment and emotional competence in at-risk preschoolers.  
Thesis Mentor: Shari L. Kidwell, Ph.D.
- 2009**      **B.S.** (psychology), Southern Illinois University Edwardsville, Edwardsville, IL.

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### EMPLOYMENT

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- 2023 – present**      Associate Professor  
Division of Educational Psychology and Methodology  
Department of Educational and Counseling Psychology  
University at Albany, State University of New York  
Albany, NY
- 2016 – 2023**      Assistant Professor  
Division of Educational Psychology and Methodology  
Department of Educational and Counseling Psychology  
University at Albany, State University of New York  
Albany, NY

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### HONORS & AWARDS

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- 2024      Carl von Ossietzky Guest Lectureship  
Department of Special Needs Education and Rehabilitation  
The University of Oldenburg

2019 Minority Research Fellowship  
American Psychological Association.

## PUBLICATIONS

\* denotes current or former student collaborator

*Note.* Five-year impact factors are in parenthesis, when available, current at the time of publication.

### Peer Reviewed Articles (*N* = 20)

- Baker, E. R.,** \*Gahtan, J., \*Salim, S., & \*Huang, R. (accepted) Multidimensional profiles of Head Start children's social behaviors predict their interpretations of physical aggression. *Aggressive Behavior*. <https://pubmed.ncbi.nlm.nih.gov/37400972/> (IF = 3.05)
- \*Huang, R., **Baker, E. R.,** & Schneider, J. M. (2023) Executive function accounts for bilingual advantage in word learning among low-income preschoolers. *Journal of Experimental Child Psychology*. <https://pubmed.ncbi.nlm.nih.gov/37307648/> (IF = 2.55)
- Baker, E. R.,** & Woodward, A. M. (2023). The preschooler's moral self and executive functions: An experimental approach with exclusion. *Cognitive Development*. <https://doi.org/10.1016/j.cogdev.2023.101310> (IF = 2.70)
- Baker, E. R.,** & Jensen, C. J. (2023). Linking teacher- versus child self-report discrepancies in aggression to demographic and cognitive profiles. *Early Childhood Education Journal*. <https://doi.org/10.1007/s10643-023-01446-2> (IF = 2.12)
- Baker, E. R.,** \*Huang, R., \*Battista, C., & \*Liu, Q. (2023). Head Start children's moral reasoning predicts aggressive forms and functions. *Early Childhood Education Journal*, 51, 443-455. <https://doi.org/10.1007/s10643-022-01313-6> (IF = 2.12)
- Baker, E. R.,** \*Huang, R., \*Liu, Q., \*Battista, C., & \*Gahtan, J. (2022). Preschool children's evaluations of prototypic and accidental moral transgressions differ by economic strata. *Early Education and Development*. <https://www.tandfonline.com/doi/full/10.1080/10409289.2022.2133851> (IF = 3.03)
- \*Huang, R., **Baker, E. R.,** \*Battista, C., & \*Liu, Q. (2022). Executive function and theory of mind in children living in poverty: A short-term longitudinal study. *Journal of Cognition and Development*, 23, 751-775. <https://doi.org/10.1080/15248372.2022.2110873> (IF = 3.19)
- Baker, E. R.** (2022). Head Start parents' vocational preparedness indirectly predicts preschoolers' physical and relational aggression. *Aggressive Behavior*, 48(4), 418-430. <https://doi.org/10.1002/ab.22025> (IF = 3.80).
- Deni, J., Power, E., Sams, A., Black, H., & **Baker, E. R.** (2021). An exploratory study of shortages in the field of school psychology. *School Psychology Training and Pedagogy*, 38(4), 67 – 84.
- Baker, E. R.,** \*Huang, R., \*Battista, C., & \*Liu, Q. (2021). Theory of mind development in impoverished U.S. children and six cross-cultural comparisons. *Journal of Applied Developmental Psychology*, 76(July). <https://doi.org/10.1016/j.appdev.2021.101314> (IF = 3.67)

- Baker, E. R., & \*Liu, Q.** (2021). Moral reasoning and moral behavior: Intersections of reasoning with aggressive forms and functions in early childhood. *Early Education and Development*, 32(4), 534-552. <https://doi.org/10.1080/10409289.2020.1780561> (IF = 3.03)
- Baker, E. R., D'Esterre, A., & \*Weaver, J.** (2021). Executive function and theory of mind as explaining young children's moral reasoning: A test of the hierarchical competing systems model. *Cognitive Development*, 58(April). <https://doi.org/10.1016/j.cogdev.2021.101035> (IF = 2.63)
- Tisak, J., Tisak, M. S., **Baker, E. R.**, Amrhein, K. E., & Jensen, C. J. (2021). The association among parental bonding, depression, social aggression, and criminal assault: Are there gender differences between male and female youth offenders? *Journal of Interpersonal Violence*, 36(3-4), 1883-1908. <https://doi.org/10.1177/0886260517744192> (IF = 5.38)
- Baker, E. R., \*Huang, R., \*Liu, Q., & \*Battista, C.** (2021). Children's poverty exposure and hot and cold executive functions: Moderation and mediation by parental financial strain. *Journal of Cognition and Development*, 22(1), 1-21. <https://doi.org/10.1080/15248372.2020.1853125> (IF = 3.19)
- Baker, E. R., Jensen, C. J., Moeyaert, M., & \*Bordoff, S.** (2020). Socioeconomic status and early childhood aggression: Moderation by theory of mind for relational, but not physical, aggression. *Early Child Development and Care*, 190(8), 1187-1201. <https://doi.org/10.1080/03004430.2018.1524379> (IF = 1.56)
- Puccioni, J., **Baker, E. R.**, & Froiland, J. (2019). Academic socialization and the transition to kindergarten: Parental beliefs about school readiness and practices. *Infant and Child Development*, 28(November/December). <https://doi.org/10.1002/icd.2154> (IF = 1.66)
- Baker, E. R., Jensen, C. J., & Tisak, M. S.** (2019). A closer examination of aggressive subtypes in early childhood: Contributions of executive function and single-parent status. *Early Child Development and Care*, 189(5), 733-746. <http://doi.org/10.1080/03004430.2017.1342079> (IF = 1.30)
- Tisak, M. S., Tisak, J., **Baker, E. R.**, & Graupensperger, S. (2019). Relations among victimization, witnessing, and perpetration of aggression: Impact of gender among youth offenders. *Journal of Interpersonal Violence*, 34(10), 2158-2180. <https://doi.org/10.1177/0886260516659658> (IF = 3.11)
- Tisak, M. S., Tisak, J., Chen, Y., Fang, Q., & **Baker, E. R.** (2017). Adolescent misconduct behaviors: A cross-cultural perspective of adolescents and their parents. *Journal of Cross-Cultural Psychology*, 48(2), 155-167. <https://doi.org/10.1177/0022022116681844> (IF = 2.32)
- Baker, E. R., Tisak, M. S., & Tisak, J.** (2016). What can boys and girls do? Preschoolers' perspectives regarding gender roles across domains of behavior. *Social Psychology of Education*, 19(March), 23-39. <https://doi.org/10.1007/s11218-015-9320-z> (IF = 1.61)

**Manuscripts under Review (N = 4)**

Ellis-Robinson, T., Wilcox, K., **Baker, E. R.**, & Dozier, C. (resubmitted). Beyond nods to DEI in post-secondary education: A case of collective effort. *Journal of Cases in Educational Leadership*.

\*Gahtan, J., **Baker, E. R.**, \*Huang, R., \*Salim, S., & \*Park, S. (resubmitted). Multidimensional profiles of Head Start preschoolers' moral self-concept predicts subsequent, but not concurrent, aggression. *Development and Psychopathology*. (IF = 5.32)

\*Huang, R., **Baker, E. R.**, & Wang, T. (resubmitted). Early bilingualism enhances low-income children's theory of mind via executive function skills. *Cognitive Development*. (IF = 2.70)

\*Battista, C., \*Liu, Q., \*Huang, R., \*Rosca, O., & **Baker, E. R.** Beyond poverty: Parental incarceration and preschool children's academic and social skills. *Journal of Child and Family Studies*. (IF = 2.78)

### Manuscripts in Preparation (N = 6)

\*Gahtan, J., \*Park, S., \*Salim, S., \*LaVigne, M., & **Baker, E. R.** A narrative review of children's Theory of Mind development and contemporary media exposure.

\*Salim, S., \*LaVigne, M., \*Gahtan, J., \*Park, S., & **Baker, E. R.** How adversity shapes "good" parenting: A systematic review on the effects of poverty, war, and economic deprivation.

**Baker, E. R.** A systematic review of children's Theory of Mind development across cultures.

\*Weaver, J., \*Gahtan, J., \*Huang, R., & **Baker, E. R.** When teacher does not intervene: Perceived authority inaction affects young children's socio-moral decision-making towards out-group members.

**Baker, E. R.**, Jambon, M., & \*Gahtan, J. Cognitive explanations of the development of the moral self in preschool.

Woodward, A. M., & **Baker, E. R.** Impacts of exclusion on children's sociomoral reasoning: An experiment on the post-ostracism prosociality bias.

### Book Chapters (N = 1)

**Baker, E. R.**, \*Liu, Q., & \*Huang, R. (2019). A view from the start: A review of Inhibitory Control Training in early childhood. In S. Palermo & M. Bartoli (Eds.), *Inhibitory Control Training - A Multidisciplinary Approach*. IntechOpen. 1-14.

## GRANTSMANSHIP

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### University at Albany

2017 Role: Principal Investigator  
 Project: Social exclusion and social responses: Social decision-making in early childhood.  
 Source: Faculty Research Award Program (FRAP B)  
 Time Period: 05/01/17 – 04/30/19

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Total Funding: \$3,998.00

### Foundations

2010 Role: Co-Principal Investigator (PI: Shari Kidwell)  
 Project: Attachment and family functioning as predictors of social, emotional, and academic adjustment among Eastern Kentucky children.  
 Source: Committee for Research and Creative Productions, Morehead State University  
 Time Period: 10/01/10 – 10/01/11  
 Total Funding: \$5,000.00

### Proposals Not Funded

2021 Role: Co-Principal Investigator (PI: Tianlin Wang)  
 Project: Language input impacts Theory of Mind development across the socioeconomic spectrum.  
 Source: National Institutes of Health (NIH)  
 Time Period: 07/01/2022-06/30/2024  
 Total Funding: \$156,250.00

2020 Role: Co-Principal Investigator (PI: Tianlin Wang)  
 Project: The effects of COVID-19 on Children's Language Development across SES Groups.  
 Source: Spencer Foundation  
 Time Period: 08/01/2020-07/31/2022  
 Total Funding: \$49,992.00

2019 Role: Principal Investigator  
 Project: Understanding aggression in low-income African American children: Cognition, Physiology, and Culture.  
 Source: H. F. Guggenheim Foundation  
 Time Period: 01/20/2020-01/20/2021  
 Total Funding: \$39,975.00

Role: Principal Investigator  
 Project: Adaptive socioemotional and cognitive strengths of children from low-income families.  
 Source: Caplan Foundation  
 Total Funding: \$40,000.00

Role: Co-Investigator (PI: Naresh Iyer)  
 Project: Intrinsically Motivated Agents with Commonsense (IMAC)  
 Source: Defense Advanced Research Projects Agency (DARPA)  
 Time Period: 06/01/2019-05/31/2023  
 Total Funding: \$9,454,375.00

2018 Role: Co-Principal Investigator (PI: Joanna Weaver)  
 Project: Development of socio-moral decision-making in young children.  
 Source: American Educational Research Association, Division E  
 Time Period: 03/01/18 – 04/30/19

Total Funding: \$2,500.00

Role: Principal Investigator

Project: Thoughts and Feelings in Early Childhood.

Source: Robert Wood Johnson Foundation

Time Period: 12/15/18 – 12/15/22

Total Funding: \$325,530.00

## PRESENTATIONS

\* denotes student collaborator

### Peer-Refereed International, National, and Regional Papers and Presentations (N = 46)

**Baker, E. R., & Dahl, A.** (Chairs) (2023, March). *The development of moral understanding and aggression: Two sides of the same coin*. Symposium to be given at the biennial meeting of the Society for Research on Child Development; Salt Lake City, UT.

**Baker, E. R., \*Gahtan, J., \*Liu, Q., \*Huang, R., & \*Salim, S.** (2023, March). *Multidimensional profiles of Head Start children's aggression predict their explanations of physical aggression*. In E. Baker and A. Dahl (Chairs), *The development of moral understanding and aggression: Two sides of the same coin*. Paper presented at the biennial meeting of the Society for Research on Child Development; Salt Lake City, UT.

**Baker, E. R., \*Gahtan, J., & \*Salim, S.** (2023, February). *Latent classes of Head Start children's aggression corresponds with their moral understanding*. Poster presented at the Justice and Morality Pre-Conference of the annual convention of the Society for Personality and Social Psychology; Atlanta, GA.

\*Huang, R., & **Baker, E. R.** (2022, April). *Early bilingualism protects children from poverty: Enhanced Theory of Mind*. Poster presented at the Cognitive Development Society Biennial Conference, Madison, WI.

\*Huang, R., **Baker, E. R., \*Battista, C., & \*Liu, Q.** (2022, January). *Children's emotional theory of mind predicts inhibitory control for children in poverty*. Poster accepted at the Budapest CEU Conference on Cognitive Development. (Poster not presented due to change in conference modality due to COVID-19)

**Baker, E.R., \*Huang, R., & \*Battista, C.** (2022, January). *Preschool children's evaluations of prototypic and multifaceted moral transgressions differ by poverty severity*. Poster accepted at the Budapest CEU Conference on Cognitive Development. (Poster not presented due to change in conference modality due to COVID-19)

**Baker, E. R.** (2022, January). *Children's inhibitory control fully mediates relational aggression for children in poverty*. Poster accepted at the Budapest CEU Conference on Cognitive Development. (Poster not presented due to change in conference modality due to COVID-19)

- \*Huang, R., **Baker, E. R.**, \*Battista, C., & \*Liu, Q. (2021, August). *Longitudinal relationship between executive function and theory of mind in Head Start children*. Poster presented at the American Psychological Association; virtual.
- Rote, W., Main, A., & **Baker, E. R.** (2021, April). *Moral development and culture*. Pre-conference workshop given at the biennial conference for the Society for Research on Child Development; virtual.
- Baker, E.R.**, \*Huang, R., \*Battista, C., & \*Liu, Q. (2020, August). *Different developmental progression of theory of mind in economically at-risk children*. Poster presented at the American Psychological Association; virtual.
- Baker, E.R.**, \*Huang, R., \*Liu, Q., & \*Battista, C (2020, August). *Children's poverty exposure and hot and cool executive functions: Differential impacts of parental subjective financial strain*. Poster presented at the American Psychological Association; virtual.
- Rote, W., Main, A., & **Baker, E. R.** (2020, March). *Moral development and culture*. Pre-conference workshop accepted at the biennial conference for the Society for Research on Adolescence; conference canceled due to COVID-19.
- Baker, E.R.**, & \*Huang, R. (2019, October). *Relations between executive function and theory of mind: Taking a deeper look at low-income, at-risk preschoolers' cognition*. Paper presented at the biennial meeting of the Cognitive Development Society; Louisville, KY.
- Baker, E. R.**, \*Liu, Q., & \*Huang, R. (2019, October). *Moral reasoning and moral behavior: Intersections of reasoning with aggressive forms and functions in early childhood*. Paper presented at the biennial meeting of the Cognitive Development Society; Louisville, KY.
- Siddiqui, S., **Baker, E. R.**, Penley, G., Freerksen, H., & Veits, H. (2019, October). *Assessing the quality and conformity of Mental Status Exam descriptors*. Paper presented at the Psych Congress of Psychiatry; San Diego, CA.
- \*Weaver, J., & **Baker, E. R.** (2019, March). *Authority inaction effects young children's relational aggression toward immigrant peers: An experimental study of socio-moral decision-making*. Poster presented at the biennial meeting of the Society for Research on Child Development; Baltimore, MD.
- Baker, E. R.**, & Woodward, A. M. (2018, November). *Effects of ostracism on young children's social and moral reasoning capacities*. Poster presented at the 39<sup>th</sup> annual conference for the Society for Judgment and Decision Making. New Orleans, LA.
- Baker, E. R.**, & Woodward, A. M. (2018, July). *Children's reaction to social exclusion: An experimental study of aggression and moral reasoning*. Paper presented at the biennial meeting of the International Society for Research on Aggression; Paris.
- Baker, E. R.**, \*Bordoff, S., & \*Murray, J. L. (2017, October). *What was he thinking?!: Examining group differences in Theory of Mind and socio-moral reasoning between aggressive, prosocial, non-social, and prosocial-aggressive children*. Paper presented at the biennial meeting of the Cognitive Development Society; Portland, OR.

- \*Bordoff, S., \*Murray, J. L., & **Baker, E. R.** (2017, October). *Cognitive and behavioral characteristics of preschool children based on Theory of Mind and morally-relevant Theory of Mind performance*. Poster presented at the biennial meeting of the Cognitive Development Society; Portland, OR.
- \*Murray, J. L., **Baker, E. R.**, & \*Bordoff, S. (2017, October). *The relation between single-parent status, subjective socioeconomic status, and children's executive function and theory of mind: Possible advantage to disadvantage?* Paper presented at the biennial meeting of the Cognitive Development Society; Portland, OR.
- Tisak, M. S., Tisak, J., Chen, Y., Fang, Q., & **Baker, E. R.** (2017, July). *Adolescent misconduct behaviors: A cross-cultural perspective of adolescents and their parents*. Paper presented given at the 15<sup>th</sup> European Congress of Psychology; Amsterdam, Netherlands.
- Baker, E. R.**, Tisak, M. S., & Jensen, C. J. (2017, April). *The role of moral perspective-taking on social behaviors in early childhood: More mean, less nice, but it depends on who you ask*. In E. Baker (Chair), *Moral thinking and (im)moral behavior: How does children's thinking about morality influence their interpersonal interactions?* Paper given at the biennial meeting of the Society for Research on Child Development; Austin, TX.
- Baker, E. R.** (Chair) (2017, April). *Moral thinking and (im)moral behavior: How does children's thinking about morality influence their interpersonal interactions?* Symposium presented at the biennial meeting of the Society for Research on Child Development; Austin, TX.
- Baker, E. R.**, \*Bordoff, S., \*Wang, W., & Tisak, M. (2016, November). *Social behavior selection as influenced by moral judgment and social cognition: Evidence from early childhood*. Poster presented at the 37<sup>th</sup> annual conference for the Society for Judgment and Decision Making. Boston, MA.
- Graupensperger, S., Tisak, M., Tisak, J., & **Baker, E. R.** (2016, April). *Psychosocial development in the locker room: Predicting perceptions of prosocial and antisocial behavior in youth hockey players*. Poster presented at the 23<sup>rd</sup> Annual Symposium on Research in Psychiatry, Psychology, and Behavioral Sciences. University of Michigan. Ann Arbor, MI. [This poster was awarded the Outstanding Graduate Student Symposium Presentation.]
- Baker, E. R.**, Tisak, M., & Tisak, J. (2016, April). *Impacts of witnessing versus victimization: Predicting perpetration in an adjudicated youth sample*. Poster presented at the biennial conference of the Society for Research on Adolescence; Philadelphia, PA.
- Baker, E. R.**, Tisak, M., Tisak, J. (2016, April). *Childhood experiences with the court systems: Relations with frequency and severity of adolescent criminal behavior*. Poster presented at biennial meeting of the Society for Research on Adolescence; Philadelphia, PA.
- Baker, E. R.**, & Veits, G. (2016, April). *Violence exposure and psychological outcomes among adolescents: The unique contribution of race riots*. Poster presented at the biennial conference for the Society for Research on Adolescence; Philadelphia, PA.



- Graupensperger, S., Tisak, M.S., Tisak, J., & **Baker, E. R.** (2016, April). *What happens in the locker room: A study of prosocial and aggressive behaviors in youth hockey players*. Poster presented at the biennial conference for the Society for Research on Adolescence; Philadelphia, PA.
- Jensen, C. J, Hymes, R., Loeb, R., **Baker, E.**, & Tisak, M. (2016, April). *Reactions to religious threat: Support for treating religious identity as a part of social identity in older adolescents*. Poster presented at the biennial conference for the Society for Research on Adolescence. Philadelphia, PA. [This poster was awarded the Emerging Scholar Poster Award.]
- Baker, E. R.**, Tisak, M. S., & Flannery, K. (2015, October). *Theory of Mind development and concurrent aggressive expression in the preschool years*. Poster presented at the biennial meeting of the Cognitive Development Society; Columbus, OH.
- Baker, E. R.**, Tisak, M. S., Graupensperger, S., & Jensen, C. (2015, March). *An examination of aggressive expression and inhibitory control skills in a normative preschool sample*. Poster presented at the biennial meeting of the Society for Research on Child Development; Philadelphia, PA.
- Flaim, M. E., Sipila, S., & **Baker, E. R.** (2014, May). *Stigmatized groups and perceptions of qualifications in résumé evaluation*. Poster presented at the annual meeting of the Midwestern Psychological Association; Chicago.
- Baker, E. R.**, Tisak, M. S., Tisak, J., Sipila, S., & Flaim, M. E. (2014, March). *Parental care and parental control: Relations with moderate and severe physical aggression in adolescent offenders*. Poster presented at the biennial conference for the Society for Research on Adolescence; Austin, TX.
- Lauritsen, K., Rodriguez, T., **Baker, E. R.**, & Borushok, J. (2013, Nashville). *A meta-analytic review of acceptance and commitment therapy in the treatment of anxiety*. Poster presented at the Association for the Behavioral and Cognitive Therapies; Nashville, TN.
- Baker, E. R.**, Kiefner-Burmeister, A., Tisak, M. S., & Tisak, J. (2013, April). *What can boys and girls do? Preschoolers' perspectives regarding gender roles across domains of behavior* Poster presented at the biennial meeting of the Society for Research on Child Development; Seattle, WA.
- Baker, E.R.**, Kidwell, S. L., Barnett, D., & Turner, D. (2011, April). *Self-Regulation issues as predicted by emotional competence in African American children*. Poster presented at the biennial meeting of the Society for Research on Child Development; Montréal.
- Kidwell, S. L. & **Baker, E. R.** (2011, April). *Attachment, symptoms, and social behavior among disadvantaged, African American children: Findings for competing theory and coding systems*. Paper presented at the biennial meeting of the Society for Research on Child Development; Montréal.
- Baker, E. R.**, Kidwell, S. L., Doan, A., & Schoo, K. (2011, March). *He did it on purpose! Hostile attribution bias at age 4 predicts children's socioemotional functioning two years later*. Poster presented at the annual meeting of the Southeast Psychological Association, Jacksonville, FL.

**Baker, E. R.**, Sizemore, K., Kidwell, S., & Barnett, D. (2010, November). *Emotion regulation and socioemotional functioning among African American children*. Poster presented at the Kentucky Academy of Science, Bowling Green, KY.

Simmons, J., Ward, T., **Baker, E. R.**, & Kidwell, S. L. (2010, November). *Parental influences on children's understanding of their emotions*. Poster presented at the Kentucky Academy of Science, Bowling Green, KY.

**Baker, E. R.**, & Kidwell, S. L. (2010, November). *Hostile attribution bias and children's social and behavioral functioning in school*. Paper presented at Kentucky Academy of Science; Bowling Green, KY, USA.

**Baker, E. R.**, Turner, D., Kidwell, S., & Barnett, D. (2010, November). *Attachment styles and their relation to emotional competence*. Poster presented at Kentucky Psychological Association, Louisville, KY.

**Baker, E. R.**, Stewart, J., Wilson, A., & Zia, H. (2009, April). *The effect of victim impact panels on attitudes of drinking and driving*. Poster presented at the Senior Project Showcase, Southern Illinois University Edwardsville; Edwardsville, IL. [This poster was awarded the Outstanding Senior Project Award.]

**Baker, E. R.**, Garner, B. & Lindell, R. (2007). *Do they see what we see? College students' impressions of lunar phases*. Poster presented at the Astronomical Society of the Pacific, Chicago.

#### **Invited International and National Presentations (N = 5)**

**Baker, E. R.** (2023, March). *Methodological and statistical advancements for research in social domain theory*. Group facilitation given at the Social Domain Theory International Consortium pre-conference for the Society for Research in Child Development; Salt Lake City, UT.

**Baker, E. R.** (2022, July). *Methodological considerations for research in historically-disinvested communities*. Panel presentation given at 8<sup>th</sup> Annual Research Conference on Relational Aggression; Rochester Institute of Technology, Rochester, NY (remote).

**Baker, E. R.** (2019, July). *Executive function and perspective taking strengths among low-income African American preschoolers: Impacts of temperament, physiological stress response, and parental racial identity salience*. Poster presented at the American Psychological Association's Minority Fellowship Program research colloquium; Washington, DC.

**Baker, E. R.** (2018, July). *"Why would you do that?!": Examining young children's socio-moral reasoning and aggressive tendencies*. Colloquium given to the Department of Psychology; Pontifical University de Chile; Santiago, Chile.

Tisak, M. S., Tisak, J., **Baker, E. R.**, & Kiefner-Burmeister, A. (2015). *Predictors of moderate and severe aggression among adolescent offenders: The influence of prior exposure, prior behavior, and parental factors*. Oral presentation given at the 14<sup>th</sup> European Congress of Psychology; Milan, Italy.

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**Invited State and Local Presentations (N = 3)**

- Baker, E. R.** (2021, February). *Parents' job zone predicts preschool children's physical and relational aggression: Conceptualizing "Job Zone"*. Colloquium presented to the Division of Industrial/Organizational Psychology, Department of Psychology, University at Albany, SUNY; Albany, NY, USA.
- Baker, E. R.** (2017, November). *Young children's socio-moral cognitions and behaviors: The good, the bad, and the ugly*. Colloquium presented to the Department of Psychology, Hofstra University; Hempstead, NY, USA.
- Baker, E. R.** (2017, April). *Can aggression be adaptive? Social cognition & social behaviors in early childhood*. Colloquium presented to the Division of Social Psychology, Department of Psychology, University at Albany, SUNY; Albany, NY, USA.

**Other Presentations (N = 11)**

- Baker, E. R.** (2019, November). *Poverty Exposure and Cognitive Development*. Brown Bag presentation given to the Educational Psychology and Methodology RGSO, University at Albany, SUNY; Albany, NY, USA.
- Baker, E. R.** (2019, February). *Understanding young children's faulty reasoning strategies*. Brown Bag presentation given to the Educational Psychology and Methodology RGSO, University at Albany, SUNY; Albany, NY, USA.
- \*Caemmerer, T., & **Baker, E. R.** (2018). *Affiliatory peer behaviors & children's social cognition*. Annual University at Albany Undergraduate Conference. University at Albany, Albany, NY.
- Baker, E. R.**, \*Bordoff, S., & \*Murray, J. L. (2017, August). *The role of moral perspective-taking on im(moral) behaviors in early childhood: More mean, or less nice? It depends on who you ask*. School of Education Day. University at Albany, Albany, NY.
- Baker, E. R.**, \*Bordoff, S., \*Murray, J. L., \*Shudt, E., \*Swartz, R., \*Caemmerer, T., & \*Yousaf, A. (2017, August). *Diary of a "nice" kid: Examining group differences in Theory of Mind and socio-moral reasoning between aggressive, prosocial, non-social, and prosocial-aggressive children*. School of Education Day. University at Albany, Albany, NY.
- Baker, E. R.** (2017, July). *Developmental psychology: What do we know about young children's thinking?* Invited lecture, undergraduate course on Introduction to Psychology. Rensselaer Polytechnic Institute; Troy, NY, USA.
- Baker, E. R.** (2016, November). *Behavioral decision-making in early childhood: Effects of cognitive growth and parenting*. Brown Bag presentation given to the Educational Psychology and Methodology RGSO, University at Albany, SUNY; Albany, NY, USA.
- Baker, E. R.** (2016, November). *Research considerations for vulnerable populations and developmental research*. Invited lecture, graduate course on Research Methods in Educational and Counseling Psychology. University at Albany, SUNY; Albany, NY, USA.

**Baker, E. R.** (2012, 2013) *Graduate School: Motivations, Preparations, and Applications*. Invited talk, Undergraduate Psychology Association and Psi Chi, Bowling Green State University; Bowling Green, OH, USA.

**Baker, E. R.** (2011). *Parenting styles and the developing child*. Invited lecture, undergraduate course on Child Development, Morehead State University; Morehead, KY, USA.

**Baker, E. R.** (2010). *The neurological development of motivation*. Invited lecture, undergraduate course on Neuropsychology, Morehead State University; Morehead, KY, USA.

## TEACHING

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### Graduate Courses Taught, University at Albany ( $N = 2$ )

EPSY 524: Lifespan Human Development (Developed Course) (F17)

EPSY 614: Children's Learning & Cognitive Development (Developed Course) (S17, S18, F19, F20, F21, F22, F23)  
online, in person, and hybrid

### Undergraduate Courses Taught, University at Albany ( $N = 1$ )

EPSY 224: Lifespan Development (Developed Course) (F16, S17, F17, S18, F18, S19 [2 sections], F19, S20 [2 sections], F20, F21, S22 [2 sections], F22, S23 [2 sections], F23)  
online, in person and hybrid

### Research and Field Experience Supervised, University at Albany ( $N = 6$ )

EPSY 480: Educational Psychology Independent Study (S17, 5 students; F17, 5 students; S18, 7 students; F18, 6 students; S19, 6 students; F19, 8 students; S20, 8 students; S21, 1 student; F21, 1 student; S22, 1 student)

EPSY 481: Educational Psychology Undergraduate Thesis (S18, 1 student)

EPSY 606: Educational Psychology Field Experience (F18, F19, F21, S22)

EPSY 697: Independent Study in Educational Psychology (S19, F19, S20, F20, S21)

EPSY 797: Educational Psychology Research Apprenticeship (F16, S17, F17, S18, S19, F19, S20, F20, S23)

EPSY 899: Doctoral Dissertation (F21, S22)

### Undergraduate Service Courses Taught, University at Albany ( $N = 2$ )

UFSP 100: How to "Do College": College and Professional Skills (F21, F22)

UFSP 102: World of Human Development and Education Living-Learning Community (F19)

### Undergraduate Courses Taught, Bowling Green State University ( $N = 5$ )

PSYC 2700: Quantitative Methods, with Lab (S13, SU15)

PSYC 3030: Psychology of Child Development (F14)

PSYC 3040: Psychology of Adolescent Development (F13, S16)

PSYC 3100: Lifespan Development (S15, F15)

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PSYC 4060: Developmental Psychopathology (S14)

**Doctoral Dissertation Committees (Chair = 1; Member = 3)**

Rong Huang (2022). *Effects of Early Bilingualism on Theory of Mind Development among Children in Economic Adversity*. Educational Psychology & Methodology. **Chair.**

David Bogin (proposal defense anticipated October 2022). *When the elephant in the (class)room invites a circus: Procedural stereotype rebound on teacher perception*. Educational Psychology & Methodology. **Member.**

Samantha Bordoff (proposal defended March 2018). *Comparing the Effectiveness of Two Formats of Social Stories to Improve the Classroom Behavior of Children with Autism Spectrum Disorders (ASD)*. Educational Psychology & Methodology. **Member.**

Hyun-Jin Cho (2020). *The Hypothesized Path Model between Parent Factors and Personal Factors on Condom Use under the Genetic Influence of 5-HTTLPR among Adolescents*. Educational Psychology & Methodology. **Member.**

**Undergraduate Students Mentored**

**University at Albany**

Kristen Lansing (2019-2020).  
Ashley DeRosa (2019-2020).  
Aylanis Rosario (2019-2020).  
Alicia Fraser (2019-2020).  
Emily Haugh (2019-2020).  
Viana Alves (2019-2020).  
Julia Whalen (2019-2020).  
Jessica Phillips (2019-2020).  
Lauren Tepfer (2017-2020).  
Kiana Roundtree (2019).  
Aaron Striano (2019).

Stephanie Silva (2017-2019).  
Brandy Severino (2017-2019).  
Rose Alicea Oliveras (2017-2019).  
Matilda Armstrong (2018).  
Kristen Cocca (2018).  
Tara Caemmerer (2016-2018).  
Erica Shudt (2016-2018).  
Rebecca Swartz (2017-2018).  
Arooba Yousaf (2017).  
Elizabeth Parlow (2016-2017).

**Bowling Green State University**

Elliot Greive (2016).  
Michael Hostetter (2016).  
Joshua Tripoly (2016).  
Rena O’Nady (2016).  
Samantha Awada (2016).

Olivia Wright (2015).  
Emma Sipila (2016).  
Kaylyn Messenger (2016).  
Mary Flaim (2015).

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**SERVICE**

**University at Albany**

**Member**, UAlbany and SUNY-Poly Reunification  
Academic Affairs Workgroup  
**Member**, Undergraduate Academic Council

**January 2023 – Present**

**September 2021 – Present**

<b>Member</b> , Subcommittee on Combined Programs	<b>January 2022 – Present</b>
<b>Member</b> , Subcommittee on Curriculum and Honors	<b>January 2022 – Present</b>
<b>Member</b> , University Showcase Planning Committee	<b>2019 – Present</b>
<b>Member</b> , Subcommittee on Logistics	<b>January 2022 – Present</b>
<b>Faculty Instructor</b> , First Year Experience	<b>2019 – 2022</b>
<b>Member</b> , Honors College Governing Board	<b>January 2017 – May 2018</b>
<b>Consultant</b> , Albany Promise Initiative	<b>August – December 2019</b>

### School of Education

<b>Member</b> , Diversity Task Force	<b>2019 – Present</b>
<b>Member</b> , Faculty Council	<b>August – December 2022</b>

### Department of Educational and Counseling Psychology

<b>Member</b> , Special Education Asst. Prof. Hiring Committee	<b>2022 – 2023</b>
<b>Department Representative</b> , UUP	<b>2019 – Present</b>
<b>Chair</b> , Undergraduate (Human Development) Committee	<b>2016 – Present</b>
<b>Member</b> , Teaching Observation Ad-Hoc Committee	<b>November – December 2016</b>
<b>Member</b> , Undergraduate Director Search Committee	<b>August 2016</b>

### Division of Educational Psychology and Methodology

<b>Member</b> , Masters Committee	<b>2022 – Present</b>
<b>Member</b> , Doctoral Committee	<b>2022 – Present</b>
<b>Member</b> , Comprehensive Exam Committee	<b>2017 – Present</b>

### Professional Service

#### Editorial Boards

<i>Cognitive Development</i>	<b>2022 - present</b>
<i>Frontiers in Psychology</i> , Cognitive Development Section	<b>2022 - present</b>
<i>Journal of Genetic Psychology</i>	<b>2022 - present</b>

### Ad Hoc Reviews

Developmental Journals: *Early Education and Development*; *Developmental Psychology*; *Journal of Applied Developmental Psychology*; *Child Development*; *Early Child Care and Development*; *Social Development*

Cognition Journals: *Journal of Cognition and Development*; *Cognitive Development*; *Journal of Learning and Instruction*; *Cognitive Science*

Social/Aggression Journals: *Aggressive Behavior*; *Journal of Research in Personality*; *Social Development*; *Journal of Interpersonal Violence*; *Personality and Social Psychology Bulletin*

Student co-Reviewers: Rong Huang, Michelle Meyer, Qingyang Liu, Carmela Battista, Jessica Murray

## Conference Abstract Reviews

Annual Conference for Society for Judgment and Decision Making; Biennial Conference for Society for Research on Adolescence; Biennial Conference for Society for Research on Child Development

## PROFESSIONAL AFFILIATIONS

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**Fellow**, International Society for Research on Aggression  
**Member**, American Educational Research Association, Division E  
**Member**, Society for Judgment and Decision Making  
**Member**, Association for Psychological Science  
**Member**, Cognitive Development Society  
**Member**, Society for Research on Adolescence  
**Member**, Society for Research on Child Development

## PROFESSIONAL DEVELOPMENT

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University at Albany, State University of New York

<i>Grant Proposal Writing Seminar</i>	<b>August 2019 – May 2020</b>
<i>International Education &amp; Global Strategy, Fulbright Fellowship Workshop</i>	<b>February 2018</b>
<i>Early Career Faculty Forum</i>	<b>September 2016</b>
<i>Institute for Teaching, Learning, and Academic Leadership, Early Career Academy</i>	<b>August 2016</b>

Statistical Horizons

<i>Longitudinal Data Analysis using Stata</i>	<b>July 2019</b>
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Cognitive Development Society

<i>Promoting Diversity Workshop</i>	<b>October 2017</b>
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Grant Training Center

<i>NIH Grant Writing Workshop</i>	<b>October 2016</b>
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National Center for Academic Transformation

<i>Student-Centered Learning Pedagogy</i>	<b>December 2014</b>
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Statistics Solutions

<i>Qualitative Analysis</i>	<b>July 2014</b>
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Center for Faculty Excellence

<i>Enhancing Student Engagement in Large Lectures</i> <i>Increase Student Engagement using the Inverted Classroom</i>	<b>January 2014</b>
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