**Dan Carvalheiro**

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**Education**

**Doctor of Philosophy**: Human Development & Family Studies In Progress

Chair: Sara Harkness, Ph.D., M.P.H.

Associate Advisors: Charles M. Super, Ph.D., & Alaina Brenick, Ph.D.

University of Connecticut, Storrs, CT

**Master of Arts**: Human Development & Family Studies Anticipated May 2019

Advisors: Sara Harkness, Ph.D., M.P.H., Charles M. Super, Ph.D., & Alaina Brenick Ph.D.

University of Connecticut, Storrs, CT

**Bachelor of Arts**: Human Development & Family Studies December 2015

University of Connecticut, Storrs, CT

Honors: *Magna Cum Laude, 2015 New England Scholar*

**Associate in Science**: General Studies May 2013

Housatonic Community College, Bridgeport, CT

**Certifications**

**CITI – Collaborative Institutional Training Initiative**

* Human Subjects Research Course & Social and Behavioral Responsible Conduct of Research

**Awards**

**Doctoral Fellowship** Summer 2018

University of Connecticut’s Human Development and Family Studies Department

$1,000 Stipend

**Summer Undergraduate Research Fund** June 2015

University of Connecticut’s Office of Undergraduate Research

$3,500 student stipend | $500 research material stipend

* This grant was awarded for a study to identify parent and teacher ideas on parent-school involvement and children’s education among several cultural groups in CT.

**Research Interests**

My research interests focus on children’s peer relations, temperament, parent-child relationships, and cultural variations in these components of development.

* **Peer relations and interactions:** I would like to study the development of children’s general and cross-ethnic friendships, peer victimization, social likability, and social self-efficacy.
* **Temperament:** I wish to investigate the associations of temperament and children’s peer interactions through the factors of positive mood/surgency, negative mood/affect, reactivity/intensity, self-regulation, and behavioral inhibition/shyness/approach vs avoidance.
* **Parent-child relationships**: I would like to better understand parents’ ideas about their children’s peer interactions and how they impact them. More specifically, what are the social goals that parents have for their children, and what practices do they use to facilitate and influence social development.
* **Ethnicity, culture, and diversity:** Across societies, countries, groups, and families, unique developmental trends in peer relationships and social outcomes emerge. I would like to learn more about how peer interactions, the influences of temperament and parenting on social relationships, and culturally shaped environments (particularly in the U.S.) are associated with peer outcomes (e.g. friendships, victimization). Lastly, I wish to promote the development of marginalized and minority groups in the United States via the avenues of peer interactions and parent-child relationships.

**Research Positions**

**Center for the Study of Culture, Health and Human Development (CHHD)**

Supervisors: Charles Super, Sara Harkness, & Caroline Mavridis, University of Connecticut, Storrs, CT

*Graduate Research Assistant*, June 2014 – Present

**Developmental Approaches to Identities, Inequalities, and Intergroup Relations Lab**

Supervisor: Alaina Brenick, University of Connecticut, Storrs, CT

*Graduate Research Assistant*, May 2017 – Present

**HDFS Department Graduate Research Assistant (20 hour/week)**

Supervisor: Eva Lefkowitz, University of Connecticut, Storrs, CT

August 2016 – August 2017

**Publications**

Brenick, A., Schachner, M. K., **Carvalheiro, D.**, & Karr, E. (in press). (No) space for prejudice! Varied forms of negative outgroup attitudes and ethnic discrimination and how they develop or can be prevented in the classroom. In H. E. Fitzgerald, D. J. Johnson, D. B. Qin, F. A. Villareaul, & J. Norder (Eds.) *Children and Prejudice*. New York, NY: Springer Publishing.

**Submitted Manuscripts**

**Carvalheiro, D.,** Harkness, S., & Super, C. M. (n.d.). Cultural models of parent-school involvement: A study of African-American, Caribbean, and Hispanic parents and teachers in an urban U.S. school district. *Manuscript submitted.*

Brenick, A., Lawrence, S. E., **Carvalheiro, D.,** & Berger, R. (conditionally accepted). Teaching tolerance or acting tolerant? Evaluating the effectiveness of skills- and contact-based prejudice reduction interventions among Israeli-Palestinian and Israeli-Jewish youth. *Manuscript conditionally accepted for publication.*

**Manuscripts in Preparation**

**Carvalheiro, D.**, Harkness, S., Super, C. M., Bermudez, M. R., Bonichini, S., & Welles, B. (n.d.). Person x environment interactions among children’s temperament, difficulty, and daily activities in five countries: A multilevel analysis of daily diaries and latent profile analysis of temperament. *Manuscript in preparation*.

Super, C. M., **Carvalheiro, D.**, Herrera, G. M., Mora, J. O., & Sellers, S. G. (n.d.). The effect of early and late nutritional supplementation on the physical growth of Colombian infants at risk of malnutrition. *Manuscript in preparation*.

Brenick, A., & **Carvalheiro, D.** (n.d.). Who should I listen to? Developmental trends in how group norms relate to adolescents’ intergroup relations and prejudiced attitudes. *Manuscript in preparation*.

Simpson, E., & **Carvalheiro, D.** (n.d.). Longitudinal analysis of the interactive effects of peer, parent, and teacher support on adolescents’ externalizing and internalizing problems. *Manuscript in preparation*.

Brenick, A., Flannery, K. M., Karr, E., & **Carvalheiro, D.** (n.d.). Victimization or entertainment? How attachment and rejection sensitivity relate to sexting experiences, evaluations, and victimization. In M.F. Wright (Ed.) *Identity, Sexuality, and Relationships among Emerging Adults in the Digital Age*. Hershey, PA: IGI Global. *Manuscript in preparation*.

**Presentations**

**Carvalheiro, D.**, Harkness, S., Super, C. M., Bermudez, M. R., Bonichini, S., & Welles, B. (2019, March). *Children’s Temperamental Activity Level and Their Daily Activities, in Five Cultures.* Poster presented at the 2019 Biennial Meeting of the Society of Research in Child Development. Baltimore, MD.

**Carvalheiro, D.**, Lawrence, S., Karr, E., & Brenick, A. (2019, March). *Gender, age, and group norms: How do they relate to adolescents' evaluations of intergroup exclusion?* Poster presented at the 2019 Biennial Meeting of the Society of Research in Child Development. Baltimore, MD.

Liu, J. L., Zhang, Y., **Carvalheiro, D.**, Harkness, S., Ng, F. F., Super, C., & Halgunseth, L. (2019, March). *Chinese immigrant and local Hong Kong Mothers' conceptualizations of three types of shyness.* Poster presented at the 2019 Biennial Meeting of the Society of Research in Child Development. Baltimore, MD.

Brenick, A., **Carvalheiro, D.**, Lawrence, S., & Berger, R. (2019, March). *The effectiveness of two intervention programs for promoting youth intergroup prosociality in the Middle-East*. Paper presented at the 2019 Biennial Meeting of the Society of Research in Child Development. Baltimore, MD.

Brenick, A., Lawrence, S., **Carvalheiro, D.,** & Berger, R. (2019, March). *Stand by or stand up? Interventions to promote prosocial intergroup bystander behavior among youth in the Middle-East*. Paper presented at the 2019 Biennial Meeting of the Society of Research in Child Development. Baltimore, MD.

**Carvalheiro, D.**, & Brenick, A. (2018, July). *Do age and gender moderate the influence of parent and peer outgroup norms on adolescents’ societal reasoning about intergroup exclusion?* Poster presented at the 25th Biennial Meeting of the International Society for the Study of Behavioral Development. Queensland, Australia.

**Carvalheiro, D.**, Harkness, S., Super, C. M., Rios Bermudez, M., Bonichini, S., & Welles, B. (2018, May). *Children's temperament and daily activities in five cultural groups*. Poster presented at the 22nd Occasional Temperament Conference, Murcia, Spain.

Brenick, A., **Carvalheiro, D.**, & Small, K. K. (2018). *Comparing the relation of peer and parent outgroup norms and prosocial reasoning about intergroup exclusion by age and gender*. Paper presented at the Society for Research on Adolescents. Minneapolis, MN.

Lefkowitz, E. S., Wesche, R., **Carvalheiro, D.**, Lawrence, S., & Wink, M. (2018, April). *Daily predictors of contraception and condom use*. Poster presented at the Society for Research on Adolescence, Minneapolis, MN.

**Carvalheiro, D.,** &Lefkowitz, E. S. (2017). *Does Moving Off-campus Relate to College Students’ Adjustment?* Poster presented at the Society for the Study of Emerging Adulthood. Washington, D.C. November.

Lefkowitz, E. S., Waterman, E., Leavitt, C. E., & **Carvalheiro, D.** (2017). Changes in college students’ sexual behaviors and motivations based on transitioning off campus. In B. W. Scroggs (Chair), *A contextual view of sexuality, health, and well-being in emerging adulthood*. Paper presented at the Society for the Study of Emerging Adulthood. Washington, D.C. November.

**Carvalheiro, D.**, Harkness, S., & Super, C. M. (2017). *Parents' and Teachers' Ideas About Involvement*. Poster presented at the Society for Psychological Anthropology 2017 Biennial Meeting. New Orleans, LA. March.

**Carvalheiro, D.**, Harkness, S., & Super, C. M. (2016). *Teacher Ideas About Parent-Involvement and Children’s Education*. Poster presented at the New England Psychological Association Annual Meeting. Worchester, MA. October.

Liu, J. L., Super, C. M., Blom, M. J. M., Huitrón, B., Jain, A., Szarka, A., **Carvalheiro, D.**, Mavridis, C. J., & Harkness, S. (2016). *The Baby’s Bath as a Cultural Event: A Comparative Study in the Netherlands, Spain, and the U.S.* Poster presented at the Biennial Meetings of the International Society for the Study of Behavioral Development. Vilnius, Lithuania. July.

**Carvalheiro, D.** (2015). *Parents’ Ideas about School Involvement in Three Cultural Groups*. Poster presented at the University of Connecticut 3rd Annual Fall Frontiers in Undergraduate Research Poster Exhibition. Poster. Storrs, CT. October.

**Teaching**

**Practicum in College Instruction Fall 2018**

University of Connecticut HDFS 2100: *Infancy through Adolescence*

Instructor: Alaina Brenick

**Service**

**Mentorship**

I am dedicated to the mentorship of undergraduate and graduate students in the social sciences. In addition to my work in advising undergraduate students in the UConn HDFS Student Services Center, I have worked with both undergraduate and graduate students in developing their research goals, skills, and experience. Particularly, I have mentored students in the processes of developing Qualtrics surveys, administering surveys for data collection, carrying out literature searches, quantitative and qualitative research methodology, and academic conference presentations.

**Other Relevant Work Experience**

**University of Connecticut, Human Development and Family Studies, Student Services Center,** Storrs, CT

*Academic Advisor*, August 2017 – Present

**Housatonic Community College Academic Support Center**, Bridgeport, CT

*Writing Tutor,* September 2012 – May 2013