

July 20, 2022

**Michelle Miller**  
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#### RESEARCH INTERESTS

More broadly I am interested in examining socio-cultural factors that influence the development of immigrant children and their families in addition to culturally responsive intervention and evaluation research within school, community, and family contexts.

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#### EDUCATION

**Ph.D., Human Development and Family Sciences**, Expected May 2024

University of Connecticut Storrs, CT

- Graduate Certificate in College Instruction
- Graduate Certificate in Quantitative Research

**M.A., Human Development and Family Sciences**, May 2021

University of Connecticut Storrs, CT

Thesis: "*Investigating Responses to Hypothetical Vignettes and Actual Responses to Bullying by Gender among Immigrant and Non-Immigrant Middle School Youth*"

**B.A., Psychology**, May 2019

Fairfield University, Fairfield, CT

*Magna cum laude*

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#### AWARDS AND SCHOLARSHIPS

*University of Connecticut*

Summer 2022: CLAS Predoctoral Summer Fellowship

Spring 2022, 2023: NSF and SRC D Mentee-Mentor Scholarship

Summer 2021: Summer Fellowship for Advanced Graduate Students

Spring 2021: Family Sciences Graduate Professional Development Award

Fall 2020: Mattoon-Kline Endowed Scholarship Fund

Summer 2020: Human Development and Family Sciences Fellowship

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#### PEER-REVIEWED JOURNAL ARTICLES

1. **Miller, M.**, Halgunseth, L.C., Csizmadia, A., & Brenick, A. (2022). The role of participant immigrant background and gender in middle school youths' responses to actual and hypothetical experiences of bias-based bullying. *Journal of Genetic Psychology*. Advance online publication. <https://doi.org/10.1080/00221325.2022.2095250>
2. **Miller, M.**, & Csizmadia, A. (2022). Applying the family stress model to parental acculturative stress and Latinx youth adjustment: A review of the literature. *Journal of Family Theory & Review*, 14(2), 275-293. <https://doi.org/10.1111/jftr.12448>
3. Shah, S., Choi, M., **Miller, M.**, Halgunseth, L. C., Saskia D. M. van Schaik. S.D., & Brenick, A. (2021). Family and school belongingness: Protective factors for immigrant youth against bias-based bullying. *New Directions for Child and Adolescent Development*, 177, 199-217. <https://doi.org/10.1002/cad.20410>

4. Martinez, A., Villegas, L., Hassoun Ayoub, L., Jensen, E., & **Miller, M.** (2022). Restorative justice and school-wide transformation: Identifying drivers of implementation and system change. *Journal of School Violence*, 21(2), 190-205.  
<https://doi.org/10.1080/15388220.2022.2039682>

### TEXTBOOK CHAPTERS

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1. Zhang, Y., **Miller, M.**, & Halgunseth, L. C. (2022). Parenting styles and children's development: A review of the literature, reference module in Biomedical Sciences. In Halpern-Felsher, B. (Ed.), *Encyclopedia of Child and Adolescent Health*. 1- 11. Elsevier Inc.

### MANUSCRIPTS IN PROGRESS

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1. Martinez, A., **Miller, M.**, Villegas, L., Hassoun Ayoub, L., & Jensen, E. (in preparation). School-based restorative justice practices: Perceptions of students and school staff.
2. Halgunseth, L.C. & Milan, S., & **Miller, M.** (in preparation). Ethnic identity in mothers and daughters: Implications for adolescent psychological adjustment.

### CONFERENCE PRESENTATIONS

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1. **Miller, M.**, Ayoub, L.H., Martinez, A., & Villegas, L. (2022, May 2-5). *Examining students' perspectives on the impacts of restorative circles in high suspending schools* [Poster presentation]. Special Topics Meeting Construction of the 'Other': Development, Consequences, and Applied Implications of Prejudice and Discrimination. Rio Grande, Puerto Rico.
2. Sullivan, A., Mendoza E., Halgunseth, L. C., **Miller, M.**, Brenick, A., Donohue, E., & Zhang, Y. (2022, May 2-5). *Bullying experiences of children of immigrants* [Poster presentation]. Special Topics Meeting Construction of the 'Other': Development, Consequences, and applied Implications of Prejudice and Discrimination, Rio Grande, Puerto Rico.
3. Benito-Gomez, M., Halgunseth, L. C., & **Miller, M.** (2022, May 2-5). *Mexican immigrant mothers' childrearing beliefs and socialization strategies* [Poster presentation]. Special Topics Meeting Construction of the 'Other': Development, Consequences, and applied Implications of Prejudice and Discrimination, Rio Grande, Puerto Rico.
4. **Miller, M.**, & Cszimadia, A. (2021, November 2-5). *Applying the Family stress model to parental acculturative stress and Latinx youth adjustment: A Review of the Literature* [Virtual Interactive Poster]. NCFR Annual Conference.
5. **Miller, M.**, Milan, S., Halgunseth, L. C., & Esquivel, V. (2021, April 7-9). *Examining ethnic identity commitment in Latina mother-daughter dyads and its relation to daughters' depressive symptoms* [Virtual Poster]. Biennial Meeting of the Society for Research in Child Development.
6. Choi, M., Shah, S. , **Miller, M.**, Esquivel, V., Halgunseth, L. C., & Brenick, A. (2021, April 7-9). *Family and school belongingness: Protective factors for immigrant youth against bias-based bullying in the U.S.* [Virtual Poster]. Biennial Meeting of the Society for Research in Child Development.
7. Villegas, L., & **Miller M.** (October 26-31, 2020). *A randomized controlled trial of participatory peace circles: Impact evaluation.* [Flash Talk]. Annual Meeting of the American Evaluation Association: How Will You Shine Your Light? Evaluation Conference.

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8. **Miller, M.** (2018, July). *An analysis of mock training sessions as a predictor of motion artifacts in fMRI scans of young children.* [PowerPoint presentation]. Leadership Alliance National Symposium in Hartford, CT.

## RESEARCH EXPERIENCE

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Fall 2021 – Summer 2022 **Intern** – *Ford Foundation, New York, NY*

American Evaluation Association Graduate Education Diversity Internship Program (GEDI)

- Participated in Ford's Strategy and Learning team meetings across multiple national and international projects
- Created thematic analyses of requests for proposals submitted to the Ford team
- Attended training sessions and conferences related to culturally responsive evaluation and created a capstone project to be presented

Spring 2019 – Fall 2021 **Research Assistant**- *Center for Court Innovation, New York, NY*

Randomized Control Trial of Participatory Peace Circles in NYC Schools

- Created code books of observational data collected during school visits to produced a comprehensive dataset
- Analyzed quantitative and qualitative data and prepare summaries and presentations

Fall 2018

**Research Assistant**- *Fairfield University Psychology Department Fairfield, CT*

- Examined the relationship between social cognition and intimate partner violence in college dating
- Ran studies with participants 10 hours per week by administering the four sections of assessment
- Performed personal research and write paper based on relationship of personality to intimate partner violence

Summer 2018

**Research Assistant**- *University of Virginia Charlottesville, VA*

- Recruited and scheduled participants using online participant pool
- Prepared children for MRI scan through the use of a mock MRI training session
- Administered Test of Emotion Comprehension (TEC) and cognitive tasks using eye-tracking goggles

## TEACHING EXPERIENCE AND ASSISTANTSHIPS

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Fall 2021

**Academic Advisor** – *University of Connecticut Storrs, CT*  
*Academic Advising Center HDFS*

- Advised undergraduate students with course scheduling and requirements for graduation.
- Communicated about career opportunities in HDFS.
- Provided a safe space for students having issues academically and ensure they are supported.

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- Spring 2021 **Teaching Assistant** – *University of Connecticut Storrs, CT*  
**HDFS 2001: Diversity Issues in Human Development and Family Sciences**
- Managed two discussion sections of the course online
  - Graded student work and maintain gradebook
  - Held virtual office hours for students and maintain communication through email and the discussion site.
- Fall 2020 **Teaching Assistant** – *University of Connecticut Storrs, CT*  
**HDFS 2001: Diversity Issues in Human Development and Family Sciences**
- Managed two discussion sections of the course online
  - Graded student work and maintain gradebook
  - Held virtual office hours for students and maintain communication through email and the discussion site.
- Fall 2020 **Teaching Assistant** – *University of Connecticut Storrs, CT*  
**HDFS 1070: Individual and Family Development**
- Managed the course gradebook
  - Graded student work, input test accommodations
  - Held online office hours for students
- Spring 2020 **Teaching Assistant-** *University of Connecticut Storrs, CT*  
**HDFS 1070: Individual and Family Development**
- Graded Student work and maintaining gradebook
  - Held office hours for students
  - Managed honors students: facilitate online discussion boards and constructed final paper assignment
- Spring 2020 **Graduate Assistant-** *University of Connecticut Storrs, CT*  
**HDFS Early College Experience**
- Worked to promote the Early College Experience through the creation of a webpage and relevant online material
  - Organized and find resources and materials for teachers who teach HDFS 1070 in high schools across Connecticut.
- Fall 2019 **Teaching Assistant-** *University of Connecticut Storrs, CT*  
**HDFS 1070: Individual and Family Development**
- Graded student written and online work, input test accommodations
  - Met with students
  - Compiled student data to create tables and charts used for lectures.
- Fall 2017 **Teaching Assistant-** *Fairfield University Fairfield, CT*  
**Developmental Psychology**
- Assessed written assignments and worked with individual students to clarify required elements
  - Oversaw students during lab component of course in Head Start classrooms
  - Collaborated with two Teaching Interns to identify appropriate research for use in class or assignments

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Fall 2016 – 2019 **Teacher Assistant-** *Fairfield University Bridgeport, CT*

**Adrienne Kirby Family Literacy Project**

- Tutored and bond with low-income Head Start preschool-age children to create trusting relationship
- Increased school readiness by strengthening children’s language skills via read-aloud and writing practice

**SERVICE**

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Leadership Positions

2021- Present **Secretary** - *University of Connecticut, CT*

Graduate Organization of Latinx Students (GOLS)

Journal Reviewer

*Journal of Family Theory and Review*

*Journal of Genetic Psychology*

*Journal of School Violence*

Panel Reviewer

*SRCD Biennial Meeting 2020*

Panel 17: Race, Ethnicity, Culture, Context

**PROFESSIONAL MEMBERSHIP**

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**Fall 2020- Present** Society for Research in Child Development

**Fall 2020- Present** SRCD Latinx Caucus

**Spring 2019-Present** Sigma Xi: The Scientific Research Honor Society