

TOMOE KANAYA, PH.D.

PROFESSIONAL CONTACT INFO:

Claremont McKenna College

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EDUCATION

PHD Cornell University (Psychology; Minor in Behavioral Statistics)

MA Cornell University (Psychology)

AB Bryn Mawr College (Psychology & English)

RESEARCH INTERESTS

- Longitudinal methodology and hierarchical, repeated measures design
- AI/ML algorithms to predict human language, memory and cognitive performance
- Human intelligence, artificial general intelligence and the Flynn effect
- GenAI and technology adoption use cases
- Fairness in assessment and policy evaluation

PROFESSIONAL POSITIONS

2011-present Associate Professor of Psychological Science (tenured)
Claremont McKenna College (CMC)

2007-present Graduate Faculty in Psychology
Claremont Graduate University

2005-present Director
Human and Artificial Intelligence Research Laboratory
Child Development and Public Policy Laboratory

2012-2017 Director
Berger Institute for Work, Family and Children at Claremont McKenna College

2007-2011 Assistant Professor of Psychology (tenure-track)
Claremont McKenna College

2005-2007 Assistant Professor of Psychology (tenure-track)
Muhlenberg College

2003-2005 Research Associate
Education Development Center, Inc, Center for Children and Technology

GRANTS AND AWARDS

External Research Grants and Awards:

National Science Foundation: "A study of impacts of a web-based Process Oriented Guided Inquiry Learning Tool on teaching and learning," 2022-2025 (Advisory Board Member: Award # 2142577)

- Conducted AI/ML and behavioral statistics analyses to determine the efficacy of on-line STEM activities and to improve user engagement of newly developed software

Women in Measurement, Inc: Research Fellow, 2021-2022

- Examined the representation of women and minorities on editorial boards of journal for educational measurement

Imagine LA: “A Two-Level Approach to Determine Imagine LA’s Return on Investment,” 2013 (PI)

- Conducted ROI analysis on ImagineLA’s program that helps homeless families achieve self-sufficiency and developed assessments for future progress monitoring

John Randolph Haynes and Dora Haynes Foundation: Faculty Fellowship: “Ten years after Prop 227: An examination of cognitive development in bilingual, Latino children from Los Angeles,” 2010-2011 (PI)

- Analyzed mother-child bilingual and monolingual conversations to predict children’s literacy development, resulting in 20+ peer-reviewed publications/presentations and 4 WPA student research awards

American Education Research Association: Division G Early Career Scholar, 2006-2011

Spencer Foundation: 2-Year Research Grant: “What’s at stake when we use cut-off scores? The Flynn effect in special education policies,” 2007-2008 (PI: Grant number: 2007-00115)

- Analyzed the impact of the Flynn effect on US special education diagnoses across a 40+ year time span, resulting in 10+ peer-reviewed publications/presentations which received international media coverage

American Education Research Association: Institute on Statistical Analyses for Ed Policy Training Award, 2005

Psychological Association: Div. 33 Outstanding Student Research, 2003

Spencer Foundation: The Spencer Foundation Dissertation Fellowship for Research Related to Education, 2003-2004 (Grant number 200400015)

American Psychological Association: APA Student Travel Award, 2003

Internal Research Grants and Awards:

- CMC: Lowe Institute of Political Economy Student-Faculty Research Grant, 2021
- CMC: Research-enhanced Sabbaticals, S2012, F2012, F2016, F2019, S2025
- CMC: Dean of Faculty Fall Semester Research Grant, 2019
- CMC: Berger Institute Summer Research Grant, 2009, 2010, 2011, 2012
- CMC: Summer Research Grant, 2008-09; 2012-19
- Muhlenberg College: Summer Research Grant, 2006
- Cornell University: Esther Stocks Fellowship, 2003-2004 (Declined)
- Cornell University: Martha E. Foulk Fellowship, 2002-2003
- Cornell University: Human Ecology Graduate Student Research Award, 2002
- Cornell University: Human Development Summer Research Fellowship, 2002
- Cornell University: Human Ecology Graduate Student Research Award, 2001
- Bryn Mawr College: Howard H. Hughes Medical Institute Undergraduate Summer Fellowship for Research in the Social and Biological Sciences, 1998, 1997

Internal Teaching Grants and Awards:

- CMC Course Innovation Grant: to promote anti-racist teaching through the President’s Initiative on Anti-Racism and the Black Experience in America, 2021
- Office of the Consortial Academic Collaboration-Data Science Course Innovation Grant: to increase data science literacy across the curriculum in the Claremont Colleges, 2021
- Mellon Foundation Teaching Grant: to create and to implement a new, interdisciplinary, joint-

- taught course, *LatinX Immigrant Youth Experiences*, Claremont McKenna College, 2019
- Gould Center for Humanities and Dean of Faculty Teaching Grant: to create a new, interdisciplinary, joint taught course, *Philosophy for Children with Practicum*, Claremont McKenna College, 2015
- Dean of Faculty's Diversity Course Development Grant: to create a new psychology course covering topics of diversity, *Child Development in Diverse Contexts*, Claremont McKenna College, 2012
- Bridge Builder Award (student nominated, teaching award), Muhlenberg College, 2006
- First Year Seminar Summer Preparation Grant, Muhlenberg College, 2006

PUBLICATIONS

*denotes undergraduate author

- Kanaya, T., & Magine, A. (2024). How can the current state of AI guide future conversations of General Intelligence?. *Journal of Intelligence*, 12(3), 36-44. DOI: <https://doi.org/10.3390/jintelligence12030036>
- Kanaya, T. & *Santiago, M. (2022). Mother-child storytelling patterns among first-generation Latino dyads: Implications for improving home-school engagement in early literacy skills. *Journal of Latinos and Education*, 21, 157-161. DOI: 10.1080/15348431.2019.1634573.
- Kanaya, T., Wai, J., & Worrell, F. C. (2022). The “Flynn Effect” and decision-making in education: Addressing fairness concerns. In J. L. Jonson & K. F. Geisinger (Eds.), *Fairness in educational and psychological testing: Examining theoretical, research, practice, and policy implications of 2014 Standards*. American Educational Research Association. DOI: 10.3102/9780935302967_11.
- Halpern, D.F. & Kanaya, T. (2020). Group difference in intelligence: Complexities and controversies. In R.J. Sternberg (Ed.). *Human Intelligence* (pp. 349-380), Cambridge, UK: Cambridge University Press.
- Kanaya, T. (2019). Intelligence and the Individuals with Disabilities Act. *Journal of Intelligence*, 7, 1-6. DOI: 10.3390/jintelligence7040024
- Kanaya, T., Wai, J., & Miranda, B. (2019). Exploring the links between receiving special education services and adulthood outcomes. *Frontiers in Education*, 4, 1-13. DOI: 10.3389/educ.2019.00056.
- Kanaya, T. (2019). Intelligence in education. *Journal of Intelligence*, 7, 1-3. DOI: 10.3390/jintelligence7010008
- Wai, J. & Kanaya, T. (2019). Wealth generation as a form of expertise: An examination from 2002-2016 of elite education, cognitive ability, and the gender gap among billionaires. *Journal of Expertise*, 2, 245-262.
- Kanaya, T. & Ceci, S.J. (2018). Longitudinal IQ trends in children diagnosed with Emotional Disturbance: An analysis of historical data. *Journal of Intelligence*, 6, 1-8. DOI:10.3390/jintelligence6040045
- *Deer, L.K., *Gohn, K.M., & Kanaya, T. (2018). Anxiety and self-efficacy as sequential predictors of US college students' career preparation. *Education + Training*, 60, 185-197. DOI: 10.1108/ET-07-2017-0096
- Bermudez, C., Kanaya, T., & *Santiago, M. (2017). Improving family-school communication with parents of long term English learners. *Communique: Official newsletter of the National Association of School Psychologists*, 8, 17-18
- Kanaya, T. (2016). Discussing the Flynn Effect: From causes and interpretation to implications. *Measurement: Interdisciplinary Research and Perspectives*, 14, 67-69. DOI:

10.1080/15366367.2016.1171607.

- Marsh, B.U., Kanaya, T. & Pezdek, K. (2015). The language dependent recall effect influences the number of items recalled in autobiographical memory reports. *Journal of Cognitive Psychology*, 27, 829-843.
- Kanaya, T. & Grannis, G. (2014). Young adults and adolescents: Not too early to be worried about work-family balance. *California Psychologist*, 47(3), 12-13.
- Kanaya, T. & Ceci, S.J. (2012). The impact of the Flynn effect on LD diagnoses in special education. *Journal of Learning Disabilities*, 45, 319-326. DOI: 10.1177/0022219410392044
- Kanaya, T. & Ceci, S.J. (2011). The Flynn effect on the WISC subtests in school children tested for special education services. *Journal of Psychoeducational Assessment*, 29, 125-136, DOI: 10.1177/0734282909 370139
- Ceci, S.J. & Kanaya, T. (2010). "Apples and oranges are both round": Furthering the discussion on the Flynn effect. *Journal of Psychoeducational Assessment*, 28, 441-447, DOI:10.1177/0734282910373339
- Kanaya, T., *MacFarlane, J.R. & *Avera, L.M. (2009). What's in a name? The inconsistencies of special education diagnoses and labels. In O. Demir and C. Celik (Eds) *Multimedia in Education and Special Education* (pp. 185-201). NY: Nova Science Publishers, Inc.
- Kanaya, T. & Ceci, S.J. (2009) Misdiagnoses of disabilities. In E. Anderman (Ed.). *Psychology of Classroom Learning: An Encyclopedia*, Detroit: Macmillan Reference.
- Kanaya, T. (2006). Testing school children: What happens when all the children ARE above average? In J.R. Marrow (Ed.), *Focus on Child Psychology Research* (pp. 105-117). NY: Nova Science Publishers, Inc.
- *MacFarlane, J.R. & Kanaya, T. (2009). What does it mean to be Autistic? Inter-state variation in special education criteria for Autism services. *Journal of Child and Family Studies* 18, 662-669.
- Kanaya, T. & Ceci, S.J. (2007). MR diagnosis and the Flynn effect: General intelligence, adaptive behavior, and context. *Child Development Perspectives*, 1, 62-63.
- Kanaya, T. & Ceci, S.J. (2007). Are all IQ scores created equal? The differential costs of IQ cut-off scores for at-risk children. *Child Development Perspectives*, 1, 52-56.
- Principe, G.F., Kanaya, T., Ceci, S.J., & *Singh, M. (2006). Believing is seeing: How rumors can engender false memories in preschoolers. *Psychological Science*, 17, 243-248.
- Kanaya, T., Ceci, S.J., & Scullin, M.H. (2005). Age differences in secular IQ trends: An individual growth modeling approach. *Intelligence*, 33, 613-621.
- Kanaya, T., Light, D., Culp, K.M. (2005) Factors influencing outcomes from a technology-focused professional development program. *Journal of Research on Technology in Education*, 37, 313-329.
- Kanaya, T. & Ceci, S.J. (2004). Motivated forgetting. In W.E. Craighead and C.B. Nemeroff (Eds.) *The concise corsini encyclopedia of psychology and behavioral science, Third Edition*. New York: John Wiley & Sons
- Ceci, S.J., Barnett, S.M., & Kanaya, T. (2003). Developing childhood proclivities into adult competencies: The overlooked multiplier effect. In R.J. Sternberg and E. Grigorenko (Eds.), *Abilities, competencies, and expertise* (pp. 70-92). MA: Cambridge University Press
- Ceci, S.J., Scullin, M.H., & Kanaya, T. (2003). The difficulty of basing death penalty eligibility on IQ cut-off

scores for Mental Retardation, *Ethics and Behavior*, 13, 11-17.

Kanaya, T., Ceci, S.J. & Scullin, M.H. (2003). The rise and fall of IQ in special ed: Historical trends and their implications. *Journal of School Psychology*, 41, 453-465.

Kanaya, T., Scullin, M.H. & Ceci, S.J. (2003). The Flynn effect and U.S. policies: The impact of rising IQ scores on American society via Mental Retardation diagnoses. *American Psychologist*, 58, 1-13.

Silk, J.S., Morris, A.S., Kanaya, T. & Steinberg, L.D. (2003). Psychological control and autonomy granting: Opposite ends of a continuum or distinct constructs? *Journal of Research on Adolescence*, 13, 113-128.

Scullin, M.H., Kanaya, T. & Ceci, S.J. (2002). Measurement of individual differences in children's suggestibility across situations. *Journal of Experimental Psychology: Applied*, 8, 233-246.

Ceci, S.J., Scullin, M.H. & Kanaya, T. (2000). LD or not LD? The role of changing IQ test norms in educational placement decisions. *Communique: Official newsletter of the National Association of School Psychologists*, 29, 14.

Ceci, S.J. & Kanaya, T. (2000). Motivated forgetting, In W.E. Craighead and C.B. Nemeroff (Eds.) *The Corsini encyclopedia of psychology and behavioral science, Third Edition*, 979-980. New York: John Wiley & Sons.

RESEARCH AND EVALUATION REPORTS

**denotes undergraduate author*

Kanaya, T. & *Osthoff-Magalhaes, I. (2013) A two-level approach to determine Imagine LA's return on investment: Final Report. Berger Institute for Work, Family and Children

Hupert, N., Martin, W., Heinze, J., Kanaya, T., & Perez, H. (2005). New Mexico Reading First evaluation: Year 2 summary of findings. Education Development Center, Inc.

Martin, W., Light, D., Kanaya, T., Dial, C., & Culp, K.M. (2005). Intel Teach to the Future[®] International Evaluation: 2004 Year End Report.

Hupert, N., Martin, W., Heinze, J., Kanaya, T., & Perez, H. (2004). New Mexico Reading First evaluation: Year 1 summary of findings. Education Development Center, Inc.

Hupert, N., Martin, W., & Kanaya, T. (2004). Intel Teach to the Future[®] U.S. classic program and U.S. expansion program master teacher end of training survey. Education Development Center, Inc

Hupert, N., Martin, W., & Kanaya, T. (2004). Intel Teach to the Future[®] U.S. classic program and U.S. expansion program participant teacher end of training survey data. EDC, Inc

Hupert, N., Martin, W., & Kanaya, T. (2004). Intel Teach to the Future[®] U.S. classic program cumulative participant teacher end-of-training survey data through Q4-2003. EDC, Inc

Martin, W., Hupert, N. & Kanaya, T. (2004) Intel Teach to the Future[®] U.S. implementation, classic and expansion teachers 2004 end of school year summary survey. Education Development Center, Inc

Martin, W., Hupert, N., Culp, K.M., Kanaya, T. & Light, D. (2004). Intel Teach to the Future[®] Summary of Evaluation Findings, 2000-2003 U.S. Classic Program Implementation.

Martin, W., Kanaya, T., & Crichton, J. (2004). Findings from the 2003 end of school year survey: Intel Teach to the Future[®] U.S. classic implementation. Education Development Center, Inc

Martin, W., Kanaya, T. & Crichton, J. (2004). What factors influence teachers' level of follow up on their training? Further findings from the 2003 end of school year survey - Intel Teach to the Future® U.S. classic implementation. Education Development Center, Inc.

Martin, W., Mandinach, E., Kanaya, T. & Culp, K. (2004). Intel international interim report. EDC, Inc

CONFERENCE PRESENTATIONS

**denotes undergraduate author*

*Carter, J., *McCue, M.F., & Kanaya, T. (2022). Parental involvement as a predictor of college attendance among youth using the NLSY-CYA. Poster proposal submitted to the annual meeting of the Western Psychological Association, Portland, OR.

Kanaya, T. (2022). The representation of women and people of color in editorial boards of journal for educational measurement. In S.Lyons (Chair), Amplifying the voices of women of color in educational measurement. Symposium paper presented at the annual meeting of National Council on Measurement in Education, San Diego, CA.

Kanaya, T. *Carter, J., & McCue, M.F. (2022) Comparing adulthood outcomes on special education students using propensity scores. Poster proposal submitted to the annual meeting of the Western Psychological Association, Portland, OR.

Marsh, B.U. & Kanaya, T. (2021). Rethinking other-race face memory: Cultural variations in the cross-race effect. Paper presented at the annual meeting of the Society for Applied Research on Memory and Cognition, virtual

*Arora, S.,*Santiago, M, & Kanaya, T. (2019). Different but not worse: Impact of mother's treatment on mother child dyad narrative co-construction in girls versus boys. Poster presented at the annual meeting of the Western Psychological Association, Pasadena, CA.

*Santiago, M. & Kanaya, T. (2019). The connections between child contributions and dyadic narrative quality in mother-child Latino dyads. Poster presented at the annual meeting of the Western Psychological Association, Pasadena, CA.

*Santiago, M, *Romo, V., & Kanaya, T. (2018) Latino mother-child discourse patterns in a storytelling task. Poster presented at the annual meeting of the Western Psychological Association, Portland, OR.

*Santiago, M, *Romo, V., & Kanaya, T. (2018) The impact of maternal narrative additions on dyadic narrative quality. Poster presented at the annual meeting of the Western Psychological Association, Portland, OR.

Bermudez, C., *Santiago, M., *Aviles, E.A., & Kanaya, T. (2017). Excellence for some: How long-term English learners perceive their language classification & instruction. Roundtable presentation for the annual meeting of the American Education Research Association, San Antonio, TX.

*Deer, L., *Gohn, K. & Kanaya, T. (2017). The relationship between loan debt and institution type on college students' career preparation behaviors. Poster presented at the annual meeting of the Western Psychological Association, Sacramento, CA.

*Gohn,K., *Deer, L., Somlo, D. & Kanaya, T. (2017). Anxiety and Self-Efficacy as a sequential mediational process in college students' career preparation. Poster presented at the annual meeting of the Western Psychological Association, Sacramento, CA.

Miranda, B. & Kanaya, T. (2017). The impact of receiving special education services on post-secondary

- outcomes using propensity score analysis. Poster presented at the biennial meeting of the Society for Research on Child Development, Austin, TX.
- Wai, J., Kanaya, T. & Worrell, F. (2017). An historical test score trend may be reversing which could negatively impact already underrepresented gifted kids. Roundtable presentation for the annual meeting of the National Association of Gifted Children, Charlotte, NC.
- *Hernandez, S., *Zuniga, A., *Valdez, T., & Kanaya, T. (2016). (Bilingual) language patterns among first generation Latino mother-child narratives. Symposium paper presented at the annual meeting of the Western Psychological Association, Long Beach, CA.
- Kanaya, T. & Miranda, B. (2016). Beyond the schooling years: The impact of special education on post-secondary outcomes. Symposium paper presented at the annual meeting of the American Education Research Association. Washington, D.C.
- Kanaya, T., Marsh, B.U., *Zuniga, A., *Valdez, T., & Hernandez, S. (2016). Elaborative style and narrative quality among mother-child dyads. Symposium paper presented at the annual meeting of the Western Psychological Association, Long Beach, CA.
- Kanaya, T., Marsh, B.U., & *Alderete, H. (2015). Mother-child discourse patterns among Latino-American families: Task matters! Poster presented at the annual meeting of the Western Psychological Association, Las Vegas, NV.
- *Lopez, V., *Frausto, A. & Kanaya, T. (2015) Acculturation: Analyzing Latino families' assimilation through their children's names. Poster presented at the annual meeting of the Western Psychological Association, Las Vegas, NV. (Recipient of the 2015 WPA Best Student Poster award for Global Psychology Division)
- *Javorka, M., *Yoshida, E., *Osthoff-Magalhaes, I. & Kanaya, T. (2014). Effects of elaborative style in bilingual and monolingual mother-child dyads. Poster presented at the annual meeting of the Western Psychological Association, Portland, OR. (Recipient of the 2014 WPA Outstanding Student Research Award and Best Student Poster award for Global Psychology Division)
- *Javorka, M., *Yoshida, E., *Osthoff-Magalhaes, I. & Kanaya, T. (2014). Comparisons in storytelling among monolingual and bilingual mother-child dyads. Poster presented at the annual meeting of the Western Psychological Association, Portland, OR.
- *Yoshida, E., *Jokela, S., *De la Rosa, A, Marsh, B.U, & Kanaya, T. (2013) The relationship between household density and children's language development. Poster presented at the annual meeting of the Western Psychological Association, Reno, NV.
- Battin, D., Marsh, B.U., *Kim, S., *Wang, C., & Kanaya, T. (2012). Children satisfying Grice's maxim of quantity in a forensic interview. Poster presented at the annual meeting of the Western Psychological Association, San Francisco, CA.
- *Wang, C., Marsh, B.U., & Kanaya, T. (2012) Examining complements and false belief in bilingual and monolingual children. Poster presented at the annual meeting of the Western Psychological Association, San Francisco, CA.
- *Alvarez, C., Marsh, B., Alejandro, A., *Morales, I., & Kanaya, T. (2011). Bilingual children's working memory at home: Maternal and income variables. Poster presented at the annual meeting of the Western Psychological Association, Los Angeles, CA.
- Battin, D.B. & Kanaya, T. (2011) Who did it? A developmental examination of children's linguistic references in a forensic context. Poster presented at the biennial meeting of the Society for Research on Child Development, Montreal, Canada.

- Marsh, B.U., *Zaldana, C., *Soto, C., *Alvarez, C. & Kanaya, T. (2011). Language dependent recall for autobiographical memory details in Spanish-English bilinguals. Poster presented at the annual meeting of the Western Psychological Association, Los Angeles, CA.
- Kanaya, T, Marsh, B., *Soto, C., *Zaldana, C. & *Cathcart, J. (2010). A cross-linguistic examination of working memory development in bilingual children. Poster presented at the annual meeting of the American Psychological Association, San Diego, CA
- *Alvarez, C., Kanaya, T., *Alejandro, A., *Morales, I. & Marsh, B. (2010). Effects of home language environment on bilingual children's working memory development. Poster to be presented at the annual meeting of the Western Psychological Association, Cancun, Mexico. (Recipient of the 2010 WPA Robert L. Solso Award for Outstanding Student Research)
- *Soto, C.A., Coyazo, C., *Zaldana, C., *Bao, S., & Kanaya, T. (2010). Latina mothers' ethnic identity and values regarding bilingual language acquisition. Paper to be presented at the annual meeting of the Western Psychological Association, Cancun, Mexico.
- Kanaya, T., *Alejandro, A., *Boyles, L., Coyazo, C. & *Alvarez, C. (2009). Yo recuerdo nothing: The role of vocabulary on memory retrieval in bilingual and monolingual children. Poster presented at the biennial meeting of the Society for Research on Child Development, Denver, CO.
- *MacFarlane, J.R. & Kanaya, T. (2009) Interstate variability in special education diagnostics policies for autism. Paper presented at the annual meeting of the American Education Research Association, San Diego, CA.
- Kanaya, T., *Cohen, E.J., *Landi, S. *MacFarlane, J.R., & *Stein, L. (2008). Changes in the WISC norms over time: Implications for children with disabilities. Paper to be presented at the annual meeting of the American Education Research Association, NY, NY.
- Kanaya, T. (2007). The causal effects of sports participation on academic achievement: From observation to randomization. Paper presented at the annual meeting of the American Education Research Association, Chicago, IL.
- Kanaya, T. (2005). Duration and relevance of a professional development program: Using Intel Teach to the Future to illuminate successful programmatic features. Paper presented at the annual meeting of the Society for Informational Technology and Teacher Education, Phoenix, AZ.
- Martin, W., Heinze, C., Kanaya, T., Perez, H. & Hupert, N. (2005). Trends in use of handheld technology to support student reading assessment. Paper presented at the annual meeting of the Society for Informational Technology and Teacher Education, Phoenix, AZ.
- Principe, G. F., Kanaya, T., Ceci, S. J. & *Singh, M. (2005). Rumormongering and Remembering: How beliefs engendered by rumors can affect preschoolers' event memory. In G. Principe (Chair), Believing is seeing: How knowledge, beliefs, and expectations can influence children's memory for their experiences. Symposium paper presented at the biennial meeting of the Society for Research on Child Development, Atlanta, GA.
- Kanaya, T. (2003). The impact of longitudinal IQ trends on American students. Poster presented at the annual meeting of the American Educational Research Association, San Diego, CA.
- Kanaya, T. & Scullin, M.H. (2003). The impact of changing IQ norms on Mental Retardation. Individual paper presented at the annual meeting of the American Psychological Association, Toronto, Ontario.
- Principe, G. F., Kanaya, T., & Ceci, S. J. (2003). Making memories: How peer conversations can lead to false reports. In L. Shapiro (Chair), The role of social and emotional factors on children's eyewitness testimony. Symposium paper presented at the meetings of the Society for Applied Research on

Memory and Cognition, Aberdeen, Scotland.

Kanaya, T. & Scullin, M.H. (2003). Rising IQ scores and the U.S. death penalty eligibility: Implications of the Flynn Effect following *Atkins vs. Virginia*. Poster presented at the international meeting of the American Psychology and Law Society, Edinburgh, Scotland.

Kanaya, T. (2003). What a difference a year makes: The Flynn Effect in Mental Retardation diagnoses. Poster presented at the biennial meeting of the Society for Research on Child Development, Tampa, FL

Principe, G. F. & Kanaya, T. (2003). Did you hear what I heard? How rumors can elicit false reports in preschoolers. In L. Melnyk (Chair), *New developments in children's memory and suggestibility*. Symposium paper presented at the biennial meeting of the Society for Research on Child Development, Tampa, FL

Kanaya, T. (2002). The role of social competence in preschoolers' suggestibility. Poster presented at the annual meeting of the American Psychological Association, Chicago, IL.

Kanaya, T., Scullin, M.H., & Ceci, S.J. (2002). The role of the Flynn Effect in special education placement decisions: Results from a nation-wide study. Poster presented at the biennial meeting of the Society for Research on Adolescence, New Orleans, LA.

Kanaya, T., Ceci, S.J., & Scullin, M.H. (2002). The Flynn Effect in special education: From theory to empirical evidence. In S. D. Truscott (Chair), *The Flynn Effect changes IQ and influences special education classification: Current research from two university teams*. Symposium paper presented at the annual meeting of the National Association of School Psychologists, Chicago, IL.

Scullin, M.H. & Kanaya, T. (2001). Children's responsiveness to leading interviews: The role of individual differences in suggestibility. In G. F. Principe (Chair), *Individual differences in memory and suggestibility: Factors influencing the accuracy of remembering*. Symposium paper presented at the annual meeting of the American Psychological Society, Toronto, ON.

Scullin, M.H., Ceci, S.J., & Kanaya, T. (2001). What school psychologists should know about changing IQ norms: The Flynn Effect in special education. Poster presented at the annual meeting of the National Association of School Psychologists, Washington, D.C.

Kanaya, T. (2001). Gender differences in adolescent academic achievement: The role of specific parenting behaviors. Poster presented at the biennial meeting of the Society for Research on Child Development, Minneapolis, MN.

Morris, A.S., Kanaya, T. & Silk, J.S. (2000). The role of psychological control and autonomy granting in adolescents' GPA. Poster presented at the biennial meeting of the Society for Research on Adolescence, Chicago, IL.

Invited Conference Presentations:

Riewe, G., Walczuk, P., & Kanaya, T. (2023). Connecting people in crisis to life-saving services driven by data and insights—A multi-state and venter perspective. In M. Adams (moderator) invited panel discussion at the annual meeting of the National Association of County and City Health Officials, Denver, CO.

Kanaya, T. (2022) The representation of women and people of color in the editorial boards of peer-reviewed journals for educational measurement. In S. Lyons (Organizer) *Amplifying the Voices of Women of Color in Educational Measurement*. Invited paper session presented at the annual meeting of the National Council on Measurement in Education, San Diego, CA.

Cohen, J., Compton-Lilly, C.F., Dorner, L.M., Harris, D.M., Horsford, S., Jackson, T.O., Jewett, S.J., Kanaya, T., Loder-Jackson, T.L., Lee, J., McBrien, L., Vaught, S.E., & Wright, B.L. (2008). In V.L. Gadsden & J.E. Davis (Chairs) *Division G: Studying Social Context within the Academy and AERA*. Invited session presented at the annual meeting of the American Education Research Association, NY, NY. (authorship is equal and in alphabetical order)

Student-authored conference presentations developed under my supervision:

- *Deer, L., *Johnson, A., *West, T., & *Livingston, L. (2016). College students' anxiety regarding work-life balance. Poster presented at the annual meeting of the Western Psychological Association, Long Beach, CA.
- *Gohn, K. (2016). If I think I can: Do short-term career search self-efficacy interventions work? Poster presented at the annual meeting of the Western Psychological Association, Long Beach, CA.
- *Gohn, K., & *Livingston, L. (2016). College students' plans for the future: Men and women's priorities. Poster presented at the annual meeting of the Western Psychological Association, Long Beach, CA.
- *West, T., *Johnson, A., & Deer, L. (2016). Work-Life priorities of college students within specific fields of study. Poster presented at the annual meeting of the Western Psychological Association, Long Beach, CA.

Selected research media coverage (in alphabetical order):

ABC News in Science
The APA gradPSYCH
The APA Monitor
The Chronicle of Higher Education
Inland Empire Magazine
The New Yorker Magazine (article written by Malcolm Gladwell)
Science News

TEACHING EXPERIENCE

Undergraduate student awards under my mentorship

- Victor Lopez, 2015 WPA Best Student Poster award for Global Psychology Division
- MacKenzie Javorka, 2014 WPA Outstanding Student Research award
- MacKenzie Javorka, 2014 WPA Best Student Poster award for Global Psychology Division
- Christian Alvarez, 2010 WPA Robert L. Solso Award for Outstanding Student Research

Courses taught:

Undergraduate Courses

- Child/Developmental Psychology
- Introduction to Psychology
- Children and Educational Policy (includes data science project)
- Child Development in Diverse Contexts
- Philosophy for Children with Practicum (team-taught with philosophy, literature and education)
- LatinX Immigrant Youth Experiences (co-taught with history)
- Research Methods with Practicum (includes statistics project)
- First Year Writing Seminar: Portraits of Adolescence

Graduate Courses

- Longitudinal Methods (advanced statistics course)
- Biometrics 602 Lab (recitation lab for biometry course)

Graduate student supervision

- Benjamin U. Marsh (Claremont Graduate University, Ph.D 2013), committee member
- Lillian Ku Chang (Claremont Graduate University, Ph.D 2011), committee member
- Benjamin U. Marsh (Claremont Graduate University, M.A. 2010), committee chair

PROFESSIONAL AND SERVICE ACTIVITIES

Service through Leadership Roles

Review Board Member for *Journal of Intelligence*, 2023-present

- Provide timely peer-reviews to articles submitted to journal, advise leadership on new initiatives including special issues and guest editors

ResearchHERS Fellowship Program Co-Coordinator, Women in Measurement, Inc., 2022-present

- Created and facilitated yearly program activities for annual ResearchHERS Fellows program, dedicated to supporting and disseminating scholarship that advances “gender and ethnic equality within educational measurement leadership”

Vice Chair, Girls on the Run Orange County Board of Directors, 2019-2021

- Created summer internship program to provide CMC student with opportunity to gain research experience in positive youth development and non-profit management

Guest Editor for special issue of *Journal of Intelligence*, “Intelligence in Education,” 2018-2019

- Solicited articles and managed the peer-review process for special issue

Director, Berger Institute for Work, Family and Children, 2012-2017

- Enhanced external visibility by creating and maintaining external website highlighting research and curricular accomplishments of the institute, 2012-2017
 - Supervised 3-5 students to write weekly blog posts and maintain social media visibility
 - Supported and edited 4 videos for “It’s Possible” video series that featured students promoting multi-faceted perspectives of work-life balance at CMC
- Created “Work-Life” research project based on Board and student interest, 2014-2017
 - Supervised 5-10 students each year to collect survey data on mTurk regarding work-life balance issues across the lifespan
 - Resulted in over 10 presentations and publications with undergraduate co-authors
- Created “Latino/Latinx Children’s Literacy Development” research project in order to provide research and work opportunities for first generation, Latinx students, 2015-2017
 - Supervised 1 Research Associate and 4-8 students each year to examine the impact of ELL/ESL policies on Latino/Latinx family-school engagement
 - Resulted in 2 publications and presentations with student co-authors
 - Resulted in weekly mentorship experiences for first-generation, minority students
- Created and obtained internal funding for “Homeless Family Thriftstore” project, 2016-2017
 - Developed civic engagement opportunities for students to work with Foothill Family Homeless Shelter Thrift Store
- Created and obtained external funding for “ImagineLA’s ROI” project, 2013
 - See External Research Grants and Awards
- Administered financial support to 3-6 faculty to hire students to work on research related to work, family and children each year
- Administered financial support to 3-10 students to pursue self-initiated research topics on issues related to work, family and children each year
- Recruited and maintained research relationships with 2-5 external faculty affiliates who provided summer internships and research experiences for students each year
- Provided support for yearly Women in Leadership conference each year
- Recruited and maintained board members through multiple engagement activities each year

Service to the Profession:

- Ad hoc journal reviewer for *American Psychologist*, *Child Development*, *Educational Sciences*, *Intellectual and Developmental Disabilities*, *Journal of Early Adolescence*, *Journal of Applied School Psychology*, *Journal of Intelligence*, *PlosOne*, *Psychonomic Bulletin and Review*

- Ad hoc grant reviewer for Israel Science Foundation
- Ad hoc proposal reviewer for American Education Research Association

Institutional Service:

Claremont McKenna College

- Quantitative Resource Center: 2024
- Writing Committee, 2018-2020, 2021
- Associated Students of CMC (student/faculty committee), 2021
- Environmental Concerns Committee, 2017-2018
- Faculty Affiliate, Berger Institute for Work, Family and Children, 2008-2012
- Field Investigation Subcommittee for Tenure/Promotion Cases, 2012, 2016
- Psychology Learning Outcomes Assessment Coordinator (for WASC accreditation), 2011-2016
- Curriculum Committee, Fall 2013
- Board of Trustees Buildings and Grounds Committee, 2010-2011
- Administrative Committee, 2009-2011
- Diversity Committee, 2008-2011
- Psi Chi Faculty Advisor, 2008-2009; 2010-2011
- Recruitment Committee, 2008-2009
- Athenaeum Committee, 2008-2009

Muhlenberg College

- Program coordinator for the annual meeting of Lehigh Valley Association of Independent Colleges (undergraduate psychology conference), Spring 2007
- “Diversity Across the Curriculum” Learning Community (funded by Mellon Foundation), 2007
- Psychology Day Keynote Speaker, Fall 2005
- Ad hoc committee member for creating Muhlenberg College Diversity Statement, 2005-2006

EDC Diversity Committee, Center for Children and Technology

- Job Description Committee, 2004-2005

Cornell University

- Departmental Brown Bag Committee, 2001-2002
- Graduate Student Mentor, 2000-2002

Invited Talks:

- “The stories we tell: Conducting research on mother-child conversations”
California State University Long Beach, Department of Human Development, 2019
- “The consequences of the Flynn effect in educational decision-making”
University of California, Irvine, Department of Education, 2017
- “IQ and public policy: A matter of life or death”
Georgetown University, Psychology Department, 2014
- “The uses and abuses of IQ in education”
University of California, Riverside, Developmental Colloquia Series, 2012
- “The (mis)use of IQ in school children’s special education diagnoses”
Technical Education Research Center (TERC) Lecture Series, 2010
- “The Rise and Fall of IQ: Implications for School Children”
Claremont Graduate University, Dept. of Applied Developmental Psychology, 2007
- “IQ and the Death Penalty: Atkins v. the Flynn effect”
Union College, Psychology Department Colloquia, 2006
- “The Flynn effect in American Education”
Duke University, Psychology Department, 2005
- “False Memories and Rising IQs”
Rutgers University, Psychology Department, 2005
- “The Rise and Fall of IQ: Implications for School Children”
Ursinus College, Psychology Department Speaker Series, 2005

- “The Many Definitions of Intelligence”
Hobart & William Smith Colleges, Psychology Department, 2001