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**Associate Professor**  
**Development and Learning Sciences**  
**Department of Educational Psychology**  
**University of Nebraska, Lincoln**

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**Education**

**Ph. D.** Educational Psychology  
**2002** Department of Educational Psychology  
University of Illinois, Urbana-Champaign

**M. Ed.** Elementary Education (K-8 certification)  
**1988** Department of Curriculum and Instruction  
University of Illinois, Urbana-Champaign

**B. A.** English  
**1985** Department of English  
Southern Illinois University, Carbondale

**Publications**

*Peer Reviewed Journal Articles*

Ding, L. & Buhs, E.S. (in press). The Effects of Environment on Depressive Symptoms among Chinese Left-Behind Children. *The Nebraska Educator*.

Ding, L., Newman, I., Buhs, E.S., & Shell, D.F. (in press). The Influence of peer pressure and self-efficacy for alcohol self-regulation on Chinese university physical education students' drinking behavior. *Advances in Physical Education*.

Buhs, E. S., Koziol, N. K., Rudasill, K. M., & Crockett, L. (2017). Early temperament and middle school engagement: School social relationships as mediating processes. *Journal of Educational Psychology, On-line First*, doi: 10.1037/edu0000224.

- Rudasill, K., Hawley, L., LoCasale-Crouch, J., Buhs, E. S. (2017). Child temperamental regulation and classroom quality in Head Start: Considering cumulative economic risk. *Journal of Educational Psychology, 109*, 118-130. doi: 10.1037/edu0000123
- Griese, E. R., Buhs, E., Lester, H. (2016). Peer victimization and prosocial behavior trajectories: Exploring a potential source of resilience for victims. *Journal of Applied Developmental Psychology, 44*, 1-11. doi: 10.1016/j.appdev.2016.01.009
- Buhs, E. S., Rudasill, K. M., Kalutskaya, I. N., & Griese, E. R. (2015). Shyness and engagement: Contributions of peer rejection and teacher sensitivity. *Early Childhood Research Quarterly, 30*, 12-19. doi: 10.1016/j.ecresq.2014.07.010.
- Griese, E.R. & Buhs, E.S. (2014). Prosociality as a protective factor for children's peer victimization. *Journal of Youth and Adolescence, 43*, 1052-1065  
doi:10.1007/s10964-013-0046-y.
- Zumbrunn, S., McKim, C., Buhs, E., & Hawley, L. (2014). Support, belonging, motivation, and engagement in the college classroom: A mixed method study. *Instructional Science, 42*, 661-684. doi: 10.1007/s11251-014-9310-0.
- Rudasill, K. M., Niehaus, K., Buhs, E. S., & White, J. M. (2013). Difficult temperament in early childhood and peer interactions in third grade: The role of teacher-child relationships in early elementary grades. *Journal of School Psychology, 51*, 701-706. doi: 10.1016/j.jsp.2013.08.002.
- Kalutskaya, I. & Buhs, E. S. (2013). Socio-emotional characteristics and school adjustment of socially withdrawn early adolescents in Russia. *International Journal of Adolescence and Youth*. doi:10.1080/02673843.2013.806270.
- Buhs, E. S., Welch, G. W., Burt, J. & Knoche, L. (2011). Family engagement in literacy activities: Revised factors for The Familia – an instrument examining family support for early literacy development. *Early Child Development and Care, 181*, 989-1006. doi: 10.1080/03004430.2011.564758
- Buhs, E. S., McGinley, M. & Toland, M. D. (2010). Overt and relational victimization in Latinos and European-Americans: Measurement equivalence across ethnicity, gender and grade-level in early adolescent groups. *The Journal of Early Adolescence, 30*, 171-197. doi: 10.1177/0272431609350923
- Buhs, E. S., Ladd, G.W., & Herald, S. (2006). Peer exclusion and victimization: processes that mediate the relation between peer group rejection and children's classroom engagement and achievement? *Journal of Educational Psychology, 98*, 1-13. doi: 10.1037/0022-0663.98.1.1
- Buhs, E. S. (2005). Peer rejection, negative peer treatment, and school adjustment: Self-concept and classroom engagement as mediating processes. *Journal of School Psychology, 43*, 407-424. doi: 10.1016/j.jsp.2005.09.001

Sheridan, S. M., Buhs, E. S. & Warnes, E. D. (2003). Childhood peer relationships in context. *Journal of School Psychology, 41*, 285-292. doi:10.1016/S0022-4405(03)00049-9

Buhs, E. S., & Ladd, G. W. (2001). Peer rejection as an antecedent of young children's school adjustment: An examination of mediating processes. *Developmental Psychology, 37*, 550-560. doi: 10.1037/0012-1649.37.4.550

Ladd, G. W., Buhs, E. S., & Seid, M. (2000). Children's initial sentiments about kindergarten: Is school liking an antecedent of early classroom participation and achievement? *Merrill-Palmer Quarterly, 46*, 255-279. Stable URL: <http://www.jstor.org/stable/23093716>

Ladd, G. W., Birch, S. H., & Buhs, E. S. (1999). Children's social and scholastic lives in kindergarten: Related spheres of influence? *Child Development, 70*, 1373-1400. doi: 10.1111/1467-8624.00101

*Other research and research-related publications (includes peer-reviewed, non-empirical articles)*

Buhs, E. S. (2017). Review of Test for Reception of Grammar (version 2). In J. F. Carlson, K. F. Geisinger & J. L. Johnson (Eds.), *The Twentieth Mental Measurements Yearbook*. Lincoln, NE: Buros Institute of Mental Measurements.

Buhs, E. S. & Rudasill, K. M. (2016). Resilience in close-up: Review of *Ordinary magic: Resilience in development* by Ann S. Masten. *Journal of Applied Developmental Psychology, 46*, 84-85.

Buhs, E. S. (2014). Review of the Reynolds Childhood Depression Scale-2. In J. F. Carlson, K. F. Geisinger & J. L. Johnson (Eds.), *The Nineteenth Mental Measurements Yearbook* (pp. 602-604). Lincoln, NE: Buros Institute of Mental Measurements.

Buhs, E. S. (2013). Reciprocated humanity: Review of *Friendships in Childhood and Adolescence*. *Journal of Applied Developmental Psychology, 34*, 119-121.

Buhs, E. S. (2011). Guiding lights and coming attractions: Review of *The Handbook of Peer Interactions, Relationships, and Groups*. *Journal of Applied Developmental Psychology, 32*, 309-311.

Buhs, E. S., Ladd, G.W., & Herald, S. (2010). Victimization and exclusion: Links to peer rejection, classroom engagement and achievement. In S. R. Jimerson, S. M. Swearer, & D. L. Espelage (Eds.), *Handbook of Bullying in Schools: An International Perspective* (pp. 163-172). Mahwah, New Jersey: Erlbaum.

Buhs, E. S. (2009). Review of the Self-perceptions of Adolescents scales. In K. F. Geisinger, R. A. Spies and J. F. Carlson (Eds.), *The Eighteenth Mental Measurements Yearbook*. Lincoln, NE: Buros Institute of Mental Measurements.

- Buhs, E. & de Guzman, M. R. T. (2008). *Bullying: What adults can do to help. Community Programs*. University of Nebraska Extension. Lincoln, NE.
- Buhs, E. S. & Rudy, M. S. (2006). Peers and friends. In R. New & M. Cochran (Eds.), *Early Childhood Education* (pp. 224-228). Westport, CT: Greenwood.
- Swearer, S. M., Buhs, E., Siebecker, A. B., Love, K. B., & Miller, C. K., (2008). Bullying and peer victimization. In H. L. K. Coleman & C. Yeh (Eds.), *Handbook of School Counseling*. (pp. 673-692). New York: Taylor & Francis Group.
- Buhs, E. S. (2005). Peer relations research for a new era: The legacy of John Coie. [review of the book *Children's peer relations: From development to intervention*] *Journal of Applied Developmental Psychology*, 26, 469-474.
- Buhs, E. S. (2003). Review of the Devereux Early Childhood Assessment. In B. S. Plake, J. C. Impara, R. A. Spies (Eds.), *The Fifteenth Mental Measurements Yearbook* (pp. 312-314). Lincoln, NE: Buros Institute of Mental Measurements.
- Ladd, G. W., Buhs, E. S., & Troop, W. (2002). Children's interpersonal skills and relationships in school settings: Adaptive significance and implications for school-based prevention and intervention programs. In C. Hart & P. K. Smith (Eds.), *Blackwell Handbook of Childhood Social Development* (pp. 394-416). Malden, MA: Blackwell.

## Research Grant Activity

- 2017-18**      *Exploring Trajectories of Social-Emotional Development in Rural and American Indian Youth*  
 Granting agency: NIH  
 Status: Funded  
 Award amount: \$11.3 million (the COBRE grant referenced here is a portion of this larger award total granted to Sanford Health Center for Health Outcomes and Population Research, Sioux Falls, SD)  
 Role: Senior mentor
- 2016-17**      *Everyone Has a Story: Digital Storytelling and Identity Development with Underserved Minority Youth*  
 Granting Agencies: College of Education and Human Sciences and eXtension Innovation, Inc. (two separate submissions)  
 Status: not funded  
 Requested award amount: \$9,450  
 Role: Principal Investigator (co-PI on eXtension Innovation submission)
- 2015-16**      *Temperament and Adolescent Adjustment*  
 Granting agency: National Institute of Health  
 Award Amount: \$73, 612  
 Status: Funded  
 Role: co-principal investigator

- 2015-16** *Economic and Psychological Resilience Following the Great Recession*  
Granting agency: National Science Foundation  
Requested award amount: \$325,404  
Status: unfunded  
Role: co-principal investigator
- 2010-15** *Latino Youth Care Project.*  
Granting agency: National Science Foundation  
Award Amount: \$340,000  
Status: Funded  
Role: co-principal investigator
- 2009** *Examining Student Belongingness, Engagement and Academic Success in the University Setting*  
Granting Agency: UNL/Layman Award  
Requested award amount: \$9,798  
Status: not funded  
Role: Principal Investigator
- A Longitudinal Study of Stress, Coping and Adjustment in Rural Latino Youth*  
Granting Agency: National Institute of Health  
Requested Award Amount: \$3,208,166  
Status: Not funded (2008 revised application)  
Role: Co-investigator/site manager
- What are We Doing Here? Youth Podcasting*  
Granting Agency: Woods Charitable Foundation  
Requested Award Amount: \$48,024  
Status: Not funded  
Role: Principal investigator
- What are We Doing Here? Youth Podcasting*  
Granting Agency: Woods Charitable Foundation  
Requested Award Amount: \$11,674  
Status: Not funded  
Role: Principal investigator
- 2003-08** *Parent Engagement and Child Learning Birth to Five*  
Granting Agency: National Institute of Health (NICHD)  
Requested Award Amount: \$5,104,090  
Status: Funded/ongoing (2003-2008)  
Role: Key personnel
- 2003-05** *Modeling Effects of Children's Social Relationships on School Adjustment*  
Granting Agency: University of Nebraska – Lincoln, Layman Award  
Requested Award Amount: \$9,976  
Status: Funded/completed (2003-2005)  
Role: Principal Investigator

## Research Experience

**2002-present** Assistant/Associate Professor, Department of Educational Psychology  
University of Nebraska - Lincoln

*Carrying out research program examining children's social relationships and effects on school adjustment in upper elementary and middle school grades. Administered internal award (Layman) and conducted short term longitudinal study in 26 public school classrooms. Principal-investigator and co-investigator on NIH, NSF and internal/UNL longitudinal grants. Promoted and tenured, 2009. Cognition, Learning and Development program director 2013-16.*

**2006-2008** Fellow, Latino Research Initiative, University of Nebraska – Lincoln

*Developing grant applications, authoring research publications/presentations focusing on Latinos in Nebraska communities.*

**2001-2002** Visiting Assistant Professor, Department of Educational Psychology  
Acting Principal Investigator, Pathways Project  
University of Illinois, Urbana–Champaign

*Supervised operations for the Pathways Project (see description immediately below) after Principal Investigator accepted position out of state.*

**1994–2000** Research Assistant, Department of Educational Psychology  
University of Illinois, Urbana–Champaign

*Managed The Pathways Project, a large scale (n=ca. 450) NIH funded longitudinal research project. Project manager in principal investigator's sabbatical absence. Supervised/assisted w/data collection, analyses, instrument development, and publication/ presentation of research on children's social and psychological adjustment. Dr. G. W. Ladd, principal investigator.*

**1989–1992** Post-Graduate Researcher II  
University of California, Berkeley

*Developed and implemented student and staff materials/training and for multiple site, classroom–based research project. Installed and supported multiple-site computer networks. Taught science and math classes in Oakland, CA public elementary school classrooms (2 yrs.). Drs. Ann Brown and Joseph Campione, principal investigators.*

**1987–1989** Research Specialist  
Center for the Study of Reading, University of Illinois, Urbana–Champaign

*Wrote, produced, and implemented computer-based science curriculum for 90-subject elementary school curriculum and instruction project. Designed and installed computer networks at multiple sites.*

## **Teaching Experience**

**2002-present** Assistant/Associate Professor, Department of Educational Psychology  
University of Nebraska Lincoln

*Teaching Professional Practicum in Secondary Education (EDPS 297), Adolescent Development (EDPS 251), Adolescent Psychology (EDPS 451/851), Child Psychology (EDPS 450/850), Social and Personality Development (EDPS 962), Children's Peer Relationships (EDPS 987p). Instructed/advised CEHS 100 Advantage Course (undergrad. residential scholars community). Promoted/tenured, 2009.*

**2001-2002** Visiting Assistant Instructor/Professor, Department of Educational Psychology  
University of Illinois, Urbana–Champaign

*Taught Child Development for Elementary Teachers (Ed Psy 236) and Early Adolescent Development (Ed Psy 320). Designed course content, lectured, supervised teaching assistants for 70-100 student lecture courses.*

**1996-2001** Teaching Assistant, Department of Educational Psychology  
University of Illinois, Urbana–Champaign

Ed Psy 199, Ed Psy 249, Psych 290: Independent Studies and Supervised Research Experiences, Pathways Project (G. Ladd, P. I.)  
Ed Psy 236: Child Development for Elementary Teachers (Spring, 1999)  
- Dr. G. W. Ladd, instructor  
Ed Psy 320: Early Adolescent Development (Spring, 2001)  
- Dr. Allison Ryan, instructor

*Prepared and conducted discussion sections, study materials, presented lectures, and developed/administered exams. Supervised undergraduate data collection training and fieldwork.*

**1990–1993** Classroom Teacher; Language Arts, Computer Information Systems  
Windrush School, El Cerrito, CA

*Taught 1st - 8th grade computer resources and middle school language arts classes (full time from 1991-93). Designed, installed and supported school-wide computer networks. Trained administration and staff in network use and communications applications.*

**1985–1988** Teacher's Aide, High School Swimming Coach  
Urbana Public Schools, Urbana, Illinois

*Assisted elementary school teachers in mainstream and learning and special education/behavioral disorder classrooms (Thomas Paine Elementary School). Coached boys and girls high school swimming teams (Urbana Senior High School, three seasons), included mentoring high school All-American recipients.*

## **Presentations**

- Buhs, E. S., Koziol, N. K., Rudasill, K. M., & Crockett, L. (2017, April). *Children's temperament and later school engagement: Peer and teacher relationships in elementary school as mediating processes*. Poster presented at the Annual meeting for the American Education Research Association, San Antonio, Texas.
- Crockett, L., Koziol, N. K., Rudasill, K. M., & Buhs, E. S. (2017, April). *Child temperament predicts adolescent externalizing behavior through mother-child and teacher-child relationship quality*. Poster presented at the Biennial meeting for the Society for Research in Child Development, Austin, Texas.
- Frohn, S., Acar, I., Rudasill, K. M., Buhs, E. S., & Perez-Gonzalez, S. (August, 2016). *Temperament and teacher sensitivity predict social adjustment in first grade*. Poster presented at the Annual Meeting of the American Psychological Association. Denver, CO.
- Buhs, E. S. & Temmen, C. D. (March, 2016). *Peer victimization and family stress: Social support mediates the development of internalizing/externalizing behaviors*. Poster presented at the Biennial meeting for the Society for Research on Adolescence. Baltimore, MD.
- Hope, M. O. & Buhs, E. S. (March, 2016). *Who's there?: Effects of negative and positive relationships and school attachment on adolescent externalizing problem behaviors*. Poster presented at the Biennial meeting for the Society for Research on Adolescence. Baltimore, MD.
- Crockett, L., Koziol, N. & Buhs, E. S. (March, 2016). *Mother-child conflict partially mediates the associations between early temperament traits and adolescents' externalizing behavior*. Poster presented at the Biennial meeting for the Society for Research on Adolescence. Baltimore, MD.
- Rudasill, K., Hawley, L., LoCasale-Crouch, J., Buhs, E., (March, 2015). *Child temperamental regulation and classroom quality in Head Start: Considering cumulative economic risk*. Poster presented at the Biennial meeting for the Society for Research in Child Development, Philadelphia, PA.
- Buhs, E., Temmen, C. D., Frohn, S. R. (March, 2015). *Latino youth, family and community: Potential moderation of peer victimization and links to internalizing/externalizing symptoms*. Poster presented at the Biennial meeting for the Society for Research in Child Development, Philadelphia, PA.



- Frohn, S. R., Buhs, E. (March, 2015). *Modeling links between victimization, organized activity participation, and internalizing symptoms in adolescents by gender*. Poster presented at the Biennial meeting for the Society for Research in Child Development, Philadelphia, PA.
- Hope, M. O., Buhs, E., (March, 2015). *The impact of school attachment and religious engagement on victimized adolescents' adjustment*. Poster presented at the Biennial meeting for the Society for Research in Child Development, Philadelphia, PA.
- Hope, M.O., & Buhs, E. (October, 2014). *Peer victimization, school attachment, & religious engagement and adolescent adjustment outcomes: Mediation and moderation*. Poster presented at the Midwestern Social Development Consortium, Lawrence, Kansas.
- Frohn, S., Buhs, E., & Zweifel, M. (October, 2014). *Organized out-of-school activity participation and gender as moderators of the link between victimization and internalizing symptoms*. Poster presented at the Midwestern Social Development Consortium, Lawrence, KS.
- Hope, M. O. & Buhs, E. S. (March, 2104). *Peer support, religious engagement, and victimization on adolescent internalizing outcomes: Mediation and moderation*. Poster presented at the Society for Research on Adolescence Annual Meeting, Austin, Texas.
- Kalutskaya, I. & Buhs, E. S. (March, 2104). *Anxious solitary behavior, parent involvement at school, and social withdrawal in early adolescence*. Poster presented at the Society for Research on Adolescence Annual Meeting, Austin, Texas.
- Griese, E.R., Buhs, E.S., & Lester, H. (March, 2014). *Peer victimization and prosocial behavior trajectories: A person-centered approach examining a resilience-based model for victims*. Poster presented at the Society for Research on Adolescence Annual Meeting, Austin, Texas.
- Griese, E.R., Buhs, E.S., & McGinely, M. (April, 2013). *Exploring a longitudinal protective profile for temperamentally shy children*. Poster presented at the Biennial meeting for the Society for Research in Child Development, Seattle, Washington.
- Buhs, E.S., Griese, E.R., Hope, M., & Kalutskya, I. (April, 2013). *Positive peer interactions as potential protective Factors for victimization effects: Predicting school adjustment trajectories at the transition to middle school*. Poster presented at the Biennial meeting for the Society for Research in Child Development, Seattle, Washington.
- Buhs, E.S., Griese, E.R., Rudasill, K.M., Kalutskya, I. & Hope, M. (April, 2013). *Victimization risk and protection in multiple relational contexts: School*

- adjustment trajectories and the middle school transition*. Paper presented at the Biennial meeting for the Society for Research in Child Development, Seattle, Washington.
- Buhs, E. S., Rodrgiuez, S. & Fluke, S. (2012, May). *An ERP study of neurological responses to victimization*. Poster presented at the annual meeting of the Midwestern Social Development Consortium, Omaha, NE.
- Griese, E. R. & Buhs, E. S. (2012, May). *Prosociality as a protective factor for peer victimization*. Poster presented at Association for Psychological Sciences Annual Convention, Chicago, IL.
- Griese, E. R. & Buhs, E. S. (2012, May). *Potential protective factors for peer victimization: The role of prosociality*. Poster presented at the annual meeting of the Midwestern Social Development Consortium, Omaha, NE.
- Kalutskaya, I. & Buhs, E. S. (2012, May). *Socioemotional characteristics and school adjustment of shy/socially withdrawn children in Russia*. Poster presented at the annual meeting of the Midwestern Social Development Consortium, Omaha, NE.
- Buhs, E. S., McGinley, M. A. & Griese, E. R. (2011, April). *Examining growth in victimization types and internalizing problems in early adolescence: Potential gender and ethnic differences*. Paper presented at Biennial Meeting of the Society for Research in Child Development, Montreal, Quebec, Spring 2011.
- Buhs, E. S., Griese, E. R. & McGinley, M. A. (2011, April). *Prosocial processes as a response to peer victimization: Gender, ethnicity and prosociality as predictors of depressive symptoms*. Paper presented at Biennial Meeting of the Society for Research in Child Development, Montreal, Quebec, Spring 2011.
- Griese, E. R., Sandman, D. M., Carlo, G., Knight, G. P. & Buhs, E. S., (2011, April). *Associations between parental disciplinary practices, familism, and prosocial behavior in European- and Mexican-American children*. Poster presented at Biennial Meeting of the Society for Research in Child Development, Montreal, Quebec, Spring 2011.
- Buhs, E. S. (2010, October). *Peer relationships in your music classroom, choir or band: Status, aggression, victimization, and cooperation*. Paper presented at Nebraska Music Educators Annual Conference, Fall 2010, Lincoln, NE.
- Buhs, E.S. (2010, May). *Peer relational victimization as predictors of internalizing problems: The Role of Rurality, Ethnicity and Culture in Early Adolescence*. Poster presented at the meeting of the Midwestern Social Development Consortium, Columbia, MO.
- Buhs, E. S., Swearer, S. & Lieske, J. (2009, April). *Early adolescent victimization and links to internalizing problems: The role of gender, ethnicity and victims' causal attributions*. Poster presented at the Biennial Meeting of the Society for Research in Child Development, Denver, CO, Spring, 2009.

- Buhs, E. S., Troop-Gordon, W., Wang, C., & Swearer, S. (2009, April). *Peer aggression and victimization as predictors of internalizing problems: The role of ethnicity and gender in early adolescence*. Poster presented at the Biennial Meeting of the Society for Research in Child Development, Denver, CO, Spring, 2009.
- Zumbrunn, S. K., Shaw, L., Haines, C., Klentz, C., & Buhs, E. S. (2009, April). *Explaining students' belonging perceptions in the college classroom as related to academic motivation: A mixed-methods study*. Poster presented at the Biennial Meeting of the Society for Research in Child Development, Denver, CO, Spring, 2009.
- Buhs, E. S., Gaskill, T., Martinez, P. & McGinley, M. (2008, July). *Peer relationship factors predicting school adjustment in Latino and European-American early adolescents: Developing a culturally sensitive model*. Paper presented at the 20<sup>th</sup> Biennial Meeting of the International Society for the Study of Behavioural Development. Wurzburg, Germany.
- Lieske, J., Buhs, E. S., & Swearer, S. M. (2008, August). Peer relational victimization and internalizing outcomes. In D.L. Espelage (chair), *Putting "Peer" Back Into School-Based Bullying and Victimization Prevention Efforts*. Symposium presented at the annual meeting of the American Psychological Association, Boston, MA.
- Buhs, E. S. (2007, February). *Victimized students in middle schools*. Presentation to Research in Secondary Education Issues group, Doane College, Crete, NE.
- Swearer, S. M., Bovaird, J. A., Buhs, E. S., & Givens, J.E. (2007, August). *Peer aggression and victimization: Patterns of change across middle school*. Poster presented at the Annual Meeting of the American Psychological Association, San Francisco, CA, Summer, 2007.
- Babl, J. B., Wang, C., Swearer, S. M., Turner, R. K., & Buhs, E. (2007, August). *Theory of mind and bullying: Examining gender and social relationships*. Poster presented at the American Psychological Association annual meeting. San Francisco, CA.
- Givens, J. E., Siebecker, A., Swearer, S. M., & Buhs, E. (2007, August). *Predicting internalizing symptoms among relationally victimized adolescents*. Poster presented at the American Psychological Association annual meeting. San Francisco, CA.
- Wang, C., Bovaird, J. A., Swearer, S. M., & Buhs, E. (2007, August). *Bullying among males: A longitudinal investigation of externalizing and internalizing problems*. Poster presented at the Annual Meeting of the American Psychological Association, San Francisco, CA, Summer, 2007.
- Turner, R., Swearer, S. M., & Buhs, E. S. (2007, August). *The Moral disengagement scale: Associations with aggressive behavior*. Poster presented at the Annual

- Meeting of the American Psychological Association, San Francisco, CA, Summer, 2007.
- Buhs, E. S. & McGinley, M. (2007, March). *Peer victimization in latino and caucasian adolescents: Forms and factor structure across groups*. Poster presented at the Biennial Meeting of the Society for Research in Child Development, Boston, MA, Spring, 2007.
- Buhs, E. S. (2007, April). *Victimization effects on children's classroom behavior and school adjustment in Latino and Caucasian contexts*. Paper presented at Annual Meeting for Nebraska Extension Educators and Specialists, UNL Extension, Lincoln, NE, Spring 2007.
- Buhs, E. S. (2007, February). *Victimized students as at-risk*. Presentation to At-risk Study Group, Doane College, regular meeting, Lincoln, NE.
- Buhs, Eric S. (2006, August). *Victimized students as at-risk*. Presentation to At-risk Study Group, Doane College, regular meeting, Lincoln, NE.
- Buhs, E.S. & Lieske, J. (2006, January). *Peer relationships, bullying and victimization*. Presentation at Beatrice Middle School staff development workshop, Beatrice, NE.
- Buhs, E.S. & Lieske, J. (2006, February). *Peer relationships, bullying and victimization*. Presentation at Lincoln Elementary School staff development workshop, Beatrice, NE, winter, 2006.
- Buhs, E.S. & Lieske, J. (2006, May). *Peer relationships, bullying and victimization*. Presentation at Lexington Middle School staff development workshop, Lexington, NE.
- Buhs, E. S. (2005). *Peer and teacher effects on children's classroom behavior and school adjustment in Latino and Caucasian contexts*. Paper presented at Midwestern Social Development Consortium, Annual Meeting, Lawrence, KS, Summer, 2005.
- Buhs, E. S., & Lieske, J. (2005). *Peer and teacher relationship effects on children's classroom behavior and school adjustment in Latino and Caucasian contexts*. Poster presented at Society for Research in Child Development, Biennial Meeting, Atlanta, GA, Spring, 2005.
- Buhs, E. S., Swearer, S. M., Siebecker, A. (2005). *Comorbidity and longitudinal associations among anxiety, depression and aggression in adolescence: Anxiety as a mediating process*. Poster presented at Society for Research in Child Development, Biennial Meeting, Atlanta, GA, Spring, 2005.
- Buhs, E. S. & Swearer, S. M. (2005). *Peer relationship effects on classroom behavior and adjustment: Modeling peer treatment effects and comorbid risk patterns in Latino and Caucasian contexts*. Paper presented at American Educational Research Association Annual Meeting, Montreal, Canada, Spring, 2005.

- Buhs, E. S. (2005). *Peer relationship effects on classroom behavior and adjustment: Modeling peer treatment effects and comorbid risk patterns in Latino and Caucasian contexts*. Invited paper presented at University of Kansas, Psychology Department Developmental Psychology Pro-seminar series, Lawrence, KS, April, 2005.
- Buhs, E. (2003, October). *Peer rejection and peer group processes: Victimization, social exclusion and school adjustment*. Invited talk presented at the University of Nebraska – Omaha Developmental Psychology Colloquium Series. Omaha, NE.
- Buhs, E. (2003, July). *Peer relationships: Exclusion, victimization, aggression and children's school adjustment*. Talk presented at the meeting of the Midwestern Social Development Consortium, Lawrence, KS.
- Buhs, E. (2003, April). *Exclusion by peers and school adjustment: Self-competency beliefs and classroom participation as a mediating process*. Poster presented at the biennial Meeting of Society for Research in Child Development, Tampa, FL.
- Buhs, E. & Ladd, G. W. (2001, April). *Children's classroom relationships and school adjustment: Modeling the linkages of multiple participation behaviors and school adjustment*. Poster symposium (E. Buhs and A. Ryan, chairs) presented at the biennial Meeting of the Society for Research in Child Development, Minneapolis, MN.
- Buhs, E. (2001, April). *Classrooms social relationships in middle childhood: Effects on participatory behaviors and school adjustment*. Poster presented at the biennial Meeting of the Society for Research in Child Development, Minneapolis, MN.
- Buhs, E. & Ladd, G. W. (1999, April). Probing the processes through which peer acceptance/rejection affects children's academic and emotional adjustment. In S. Gest (Chair), *Patterns of Association and Influence between Academic Skills and Social Adaptation in the Early School Years*. Poster symposium conducted at the biennial Meeting of the Society for Research in Child Development, Albuquerque, NM.
- Buhs, E. (1999, April). *Possible mediating processes of peer acceptance/rejection: Effects on emotional and academic school adjustment*. Poster session presented at the biennial Meeting of the Society for Research in Child Development, Albuquerque, NM.
- Buhs, E. (1997, April). *The kindergarten classroom peer environment: Relations to participation and achievement*. Poster session presented at the biennial Meeting of the Society for Research in Child Development, Washington D.C.
- Buhs, E., & Seid, M. (1997, April). *Children who like and dislike school at kindergarten entry: Relations to participation and achievement*. Poster session presented at the biennial Meeting of the Society for Research in Child Development, Washington D.C.

Buhs, E., Ladd, G. W., & Seid, M. (1996, April). Children's early school attitudes: Relation to school engagement and achievement during kindergarten. In C. Erdley (Chair), *Entering Grade School: Child Family and Peer Correlates of Early School Adjustment*. (other presenters: G. Ladd, B. Kochenderfer, S. Proffitt). American Educational Research Association, New York, New York.

## **Service**

Associate Editor, *Journal of School Psychology*, 2017-present

American Educational Research Association Division E national program chair (developmental section), 2014-2017.

College of Education and Human Sciences: Instructor and mentor for CEHS Learning Communities, CEHS 100 Advantage Class/cohort, 2006 – present.

Editorial Board member, *Journal of School Psychology*, 2006 – 2008, 2011-present, *Journal of Educational Psychology*, 2010-present), *Journal of Applied Behavioral Development* (2016-present).

Steering committee member, Midwestern Social Development Consortium, 2002 – 2015

Director, annual meeting of Midwestern Social Development Consortium, 2004, 2009, 2013

Faculty advisor, Student for Educational Reform (UNL RSO). 2012-2016.

College of Education and Human Sciences: Professional Education Council, 2011 – present.

Afterschool Podcasting Initiative. Developed and implemented after-school program podcasting workshops (Oct. – Dec.). Developed with support from UNL Latino Research Initiative and UNL UCARE.

College of Education and Human Sciences: Undergraduate Curriculum Committee, 2003 – present.

College of Education and Human Sciences: Technology Committee, 2006 – 2009.

University of Nebraska – Lincoln: Latino Research Initiative, At-large board member, 2003 – present.

Educational Psychology Executive Advisory Committee, graduate student representative, 2000-2001, UIUC.

Graduate Student Recruitment and Website Development work group, Dept. of Educational Psychology, graduate student representative, 2000 - 2001, UIUC.

Developmental and Socialization Processes Faculty Search Committee, graduate student member, 1997-1998, UIUC.

### **Honors and Awards**

Distinguished Teaching Award, College of Education and Human Sciences, UNL, 2010

Latino Research Initiative Research Fellow, University of Nebraska Lincoln, 2006-2007.

UIUC Recognition of Teaching Excellence as posted on the "List of Teachers Rated as Excellent by Their Students," Spring 1999, Spring 2001.

Society for Research in Child Development Graduate Student Conference Travel Awards, 1999, 2001.

Ray Simpson Fellowship, UIUC College of Education, Spring 2000.

Graduate Conference Travel Award, 1996, 1997, 1999, Educational Psychology, UIUC.

Thelma Louise Kellog Fellowship, 1984, Southern Illinois University, Carbondale.

### **Professional Memberships**

American Psychological Association

Society for Research in Child Development

Midwestern Social Development Consortium (steering committee)