

## EDUCATION

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- Warner School of Education and Human Development, University of Rochester** Rochester, NY  
PhD Candidate in Education. Specialization in Teaching, Curriculum, and Change. May 2023 (Expected)  
William F. and Margaret W. Scandling Scholar.  
Dissertation (in progress): *Emotional functioning and emotional intelligence in typically developing siblings within families of individuals with intellectual disabilities across middle childhood: A mixed methods study* (<http://www.siblingemotionsproject.com>)
- College of Public and International Affairs, University of Bridgeport** Bridgeport, CT  
Master of Arts, Global Development and Peace. Cumulative GPA: 4.0/4.0. May 2013  
Thesis: *Achieving the second millennium development goal: Expanding primary school for children with developmental and physical disabilities through different components of policy*
- University of Connecticut** Storrs, CT  
Bachelor of Arts, History. Minor in Human Rights. GPA: 3.82/4.0. Major GPA: 4.0/4.0. December 2010  
Phi Beta Kappa and *magna cum laude* honors. 2009 and 2010 New England Scholar. Dean's List Student.

## GLOBAL COMMUNICATIONS AND DEVELOPMENT EXPERIENCE

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- Yale Child Study Center** New Haven, CT  
*Research Communications Associate for the Early Childhood Peace Consortium (ECPC)* September 2020 – Present
- Co-developing a new governance and finance plan to expand internal funding as well as membership and partnerships of the ECPC across the international community.
  - Assist the Global Director of Communications in preparing and delivering verbal communications, including interviews, phone calls, and face-to-face meetings, and written communications, such as press releases, reports, and social media updates regarding the day-to-day functioning of the ECPC to a wide range of international stakeholders in the field of early childhood development.

## RESEARCH EXPERIENCE

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- Center on Disability and Education, University of Rochester** Rochester, NY  
*Research Assistant for Dr. Martha Mock, Director and Associate Dean* August 2016 – Present
- Leading the development and implementation of a scoping review, in collaboration with a senior research associate from Think College, that examines how various stakeholders define, perceive, and understand inclusive higher education for students with intellectual disabilities.
  - Conducted research on school-based transitional services that help students with intellectual disabilities prepare for postsecondary education and/or employment.
  - Collected, organized, and analyzed data regarding teacher certification in special education and graduation rates for students with disabilities across the state of New York.
  - Assisted with the development of a grant that funds teacher training programs for students with disabilities.
- Yale Center for Emotional Intelligence, Yale Child Study Center** New Haven, CT  
*Consultant for Dr. Christina Cipriano, Director of Research and Principal Investigator* October 2019 – June 2020
- Co-evaluated the RULER Approach for Social and Emotional Learning (SEL) under the Universal Design for Learning (UDL) lens to promote access and benefits for students with learning differences, funded by the Oak Foundation.
  - Conducted field visits to a single school district in Massachusetts to explore how teachers and administrators implemented the RULER Approach for students with and without learning differences.
  - Co-facilitated a systematic review that investigates whether or not intersectionality impacts student access, engagement, and interaction with SEL programming at the elementary school level and whether and how the field of SEL considers the impact that intersectional student identities have on SEL programming outcomes.
- Motivation, Emotion, Disability, and Inclusion Lab (MEDIL), University of Rochester** Rochester, NY  
*Research Assistant for Dr. Samantha Daley, Principal Investigator* August 2016 – April 2019
- Conducted a systematic review that examines whether and how students with disabilities are considered in studies of universal SEL interventions in middle and high schools.
  - Investigated the role of motivational beliefs in predicting and supporting participation of students with learning disabilities in science courses and careers, funded by the National Science Foundation (NSF).

**Warner School of Education, University of Rochester**

Rochester, NY

*Research Assistant for Dr. Kevin Meuwissen, Principal Investigator*

January 2018 – April 2019

- Co-developed elicitation tasks (e.g., think-aloud tasks) for individual and small groups of students in grades 11-12 related to public policy problems in order to investigate how adolescents develop their political thought process, engage in political discourse, and negotiate political meaning, funded by the Spencer Foundation.
- Collaborated with teachers to design and enact a unit of study around open-mindedness in political discourse.
- Collected field notes and conducted individual interviews with high school students regarding their political thinking.

**Department of Education, Lasell College**

Newton, MA

*Research Assistant for Dr. Elizabeth Hartmann, Principal Investigator*

May 2017 – September 2017

- Developed a research database that catalogued and organized interviews, transcript artifacts, and other education-related data for a study that examined how Universal Design for Learning (UDL) was implemented by an interdisciplinary leadership team at an urban public school.
- Assisted in the development of interview protocols as well as cleaned and transcribed interview transcripts.

**Yale Child Study Center**

New Haven, CT

*Research Associate for Dr. Pia Britto, Principal Investigator*

December 2011 – December 2013

- Researched Early Childhood Development (ECD) in Uganda and Peru, specifically, the efficacy of education, health, and protection systems and the institutional mechanisms (governance, finance) that support these services through interviews and focus group discussions at the national, municipal, and community levels, funded by the Bernard van Leer Foundation.
- Conducted a systematic review that analyzed non-formal literacy interventions in low- and middle-income countries, funded by USAID.
- Formulated search-string strategies for a systematic review and meta-analysis that determined which characteristics of early childhood parenting programs are associated with peace building and non-violence.
- Participated in the development of search string strategies for a systematic review pertaining to peacebuilding.

**United Nations Children’s Fund (UNICEF)**

Amman, Jordan

*Early Childhood Protection Intern for Maha Homsy, Chief of Child Protection*

June 2012 – August 2012

- Developed a report that provided a framework, using a rights-based approach, for a proposed childhood law in Jordan.
- Created a report that outlined a monitoring body system to prevent abuse in Jordan’s childcare and disability institutions.
- Designed a report for policy makers to identify the strengths and weaknesses of early childhood development in Jordan.

**TEACHING EXPERIENCE – HIGHER EDUCATION****Department of Counseling & Human Development, University of Rochester***Thesis Committee Member for Master Students*

March 2022 – May 2022

- Mentored a graduate student in human development on the preparation of his thesis entitled, “‘Nothing about us without us’: Creating a platform for autistic self-advocacy and education.”

**Warner Graduate School of Education, University of Rochester**

Rochester, NY

*Guest Lecturer*

August 2021

- Presented a lecture across two course sections of *EDU442 Race, Class, Gender, and Disability in American Education* that focused on critiquing social and emotional learning (SEL) tools through the lens of Universal Design for Learning to reflect the needs of students with disabilities.

**Warner Graduate School of Education, University of Rochester**

Rochester, NY

*Adjunct Instructor*

January 2021 – May 2021

- Teaching an online master’s level graduate course in research methods and research design in education, which emphasizes qualitative, quantitative, and mixed methods research design and analytic thinking. The course prepares students to be literate consumers of education and counseling research using multiple methodologies.

**College of Public and International Affairs, University of Bridgeport**

Bridgeport, CT

*Teaching Assistant in Political Science*

September 2012 – May 2013

- Assisted the professor in providing feedback to written assignments and exams to help undergraduate students acquire the knowledge of basic scientific methods in political science research.
- Lectured to an undergraduate class on the development of South Sudan and human right violations in Darfur, Sudan.

## TEACHING EXPERIENCE - CHILDREN

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### Wakeman Boys and Girls Club

Teaching and Learning Specialist

Bridgeport, CT

Summer 2016, 2017

- Independently designed and implemented a six-week summer camp curriculum for third, fourth and fifth grade students on art history, U.S. and world history, science, creative writing, and ancient cultures and languages.
- Developed and facilitated small group and individual hands-on activities utilizing flexible learning materials that were adaptable to a wide range of learning abilities, including students with language barriers and learning disabilities.

### Wakeman Boys and Girls Club

Learning Center Staff Member

Bridgeport, CT

November 2011 – May 2012

- Monitored academic progress of economically disadvantaged students, third to eighth grade, as well as helped them attain a better understanding of subjects that needed improvement by enhancing their academic capabilities.

## OTHER EXPERIENCE

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### Emery Celli Brinckerhoff & Abady LLP

Senior Paralegal

New York, NY

May 2013 – May 2016

- Conducted legal research and document analysis for various civil rights cases, including those which address the higher education system, disability rights, fair housing, prison reform, compensation for victims of 9/11, and wrongful convictions.
- Participated in day-to-day management of individual projects including meeting with clients, providing direction to other project team members, monitoring project progress, and reporting to attorneys.
- Managed and uploaded content on the firm's website.

## AWARDS

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AERA - Special Interest Group Social and Emotional Learning Conference Sponsorship

April 2021

University of Rochester - William F. and Margaret W. Scandling Scholarship Recipient

August 2016 – August 2020

- Full tuition and stipend guaranteed for doctoral studies in education

University of Bridgeport - Global Development and Peace Academic Achievement Award

May 2013

- Awarded to the student with the highest GPA in his/her graduating class

University of Bridgeport - Global Development and Peace Merit Scholarship Recipient

August 2011 – May 2012

## PUBLICATIONS

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Cipriano, C., Naples, L. H., Eveleigh, A., Cook, A., Funaro, M., Cassidy, C., **McCarthy, M. F.**, & Rappolt-Schlichtmann, G. (2022).

A systematic review of student disability and race representation in universal school-based social and emotional learning interventions for elementary school students. *Review of Educational Research*. <https://doi.org/10.3102/00346543221094079>

Leckman, J. F., Ponguta, L. A., Pavarini, G., Hein, S. D., **McCarthy, M. F.**, Staiti, H., Hanöz-Penne, S., Rubinstein, J., Pruett, K.D., Yazgan, Y. M., Fallon, N. S., Hartl, F. J., Ziv, M., Salah, R., Britto, P. R., Fitzpatrick, S., & Panter-Brick, C. (2021). Love and peace across generations: Biobehavioral systems and global partnerships. *Comprehensive Psychoneuroendocrinology*, 8, <https://doi.org/10.1016/j.cpnec.2021.100092>

Daley, S. G. & **McCarthy, M. F.** (2020/2021). Students with disabilities in social and emotional learning interventions: A systematic review. *Remedial & Special Education*, 42(6), 384-397. <https://doi.org/10.1177%2F0741932520964917>

Spier, E., Britto, P., Pigott, T., Roehlkepartain, E., **McCarthy, M.**, Kidron, Y., Glover, J., Wagner, D., Lane, J., & Song, M. (2016). Parental, familial, and community support interventions to improve children's literacy in developing countries: a systematic review. *Campbell Collaboration Library of Systematic Reviews*, 12(4), 3-98. Retrieved from <https://www.campbellcollaboration.org/library/parental-community-family-support-literacy.html>

Britto, P. R., Ulkuer, N., Hodges, W. P., & **McCarthy, M. F.** (2013). Global policy landscape and early childhood development. In P. Britto, P. Engle, & C. Super (Eds.), *Handbook of early childhood development research and its impact on global policy* (pp. 65-81). Oxford: Oxford University Press.

**McCarthy, M. F.** (2013). South Sudan and the East African Community: Creating the foundation for political and economic integration through agriculture and women. *Journal of Global Development and Peace*, 5, 33-50. Retrieved from <http://www.bridgeport.edu/docs/Research/Journal-of-Global-Development-and-Peace/Journal-for-GLDP-2013.pdf>

## CONFERENCE PAPERS AND PRESENTATIONS

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**McCarthy, M.,** Judge-Diebert, M., Mock, M., & Papay, C. (2022, April). *Involvement of students with intellectual disabilities in inclusive higher education settings: A scoping review*. Symposium session (*Reimagining our limits: Addressing barriers to college access for students with intellectual disability*) to be presented at the annual meeting of the American Educational Research Association, San Diego, CA.

Mock, M., **McCarthy, M.,** & Judge-Diebert, M. (2021, December). *Involvement of students on college campuses: A scoping review*. Breakout session to be presented at the annual TASH Conference, New Orleans, LA (Virtual).

Mock, M., Papay, C., **McCarthy, M.,** & Judge-Diebert, M. (2021, November). *Involvement of students on college campuses: A scoping review*. Breakout session presented at the annual State of the Art Conference, Syracuse, NY (Virtual).

**McCarthy, M. F.** (2019, October). *How do ninth graders receiving special education services develop their STEM identities: A quantitative analysis*. Poster presented at the annual conference of the New York State Council for Exceptional Children, Tarrytown, NY.

Daley, S., & **McCarthy, M.F.** (2019, April). *Students with disabilities in studies of social and emotional learning interventions: A systematic review*. Round table discussion at the annual meeting of the American Educational Research Association, Toronto, CA.

Daley, S., & **McCarthy, M. F.** (2018, October). *Students with learning disabilities in social-emotional learning interventions: A systematic review*. Poster presented at the annual meeting at the International Conference on Learning Disabilities, Portland, OR.

**McCarthy, M. F.** (2013, May). *South Sudan and the East African Community: Creating the foundation for political and economic integration through agriculture and women*. Paper presented at the annual meeting of the New England Political Science Association, Portland, ME.

Hodges, W.P., & **McCarthy, M. F.** (2013, April). *Early childhood development in international conventions and declarations*. Poster presented at the biennial meeting of the Society for Research in Childhood Development, Seattle, WA.

## PUBLIC PRESENTATIONS

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University of Bridgeport, Career Preparation Forum, <i>Speaker</i>	November 2013, 2014, 2019
University of Rochester, Warner School of Education Lunch Talk, <i>Presenter</i>	April 2019
University of Bridgeport, Master's Thesis and Internship Preparation, <i>Presenter</i>	March 2015

## PROFESSIONAL CERTIFICATIONS

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- Certified Sibshop Facilitator - Sibling Support Project (for siblings of children with disabilities)
- Social-Behavioral-Educational (SBE) Human Subjects Research – CITI Program

## PROFESSIONAL MEMBERSHIPS

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- American Association on Intellectual and Developmental Disabilities (AAIDD)
- American Educational Research Association (AERA)
  - AERA Special Interest Group – Social and Emotional Learning
- Early Childhood Peace Consortium – Governance and Finance Task Force
- TASH

## COURSE CERTIFICATES

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**United States Institute of Peace**  
Negotiation and Conflict Management; Conflict Analysis; Interfaith Conflict Resolution.

Washington, D.C.  
October 2011

## **ACADEMIC LEADERSHIP AND VOLUNTEER SERVICE**

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Yale Center for Emotional Intelligence, <i>Volunteer Research Assistant</i>	May 2021 – Present
Council for Learning Disabilities, <i>Conference Reviewer</i>	April 2021
New York University, INSIGHTS Project, <i>Volunteer</i>	June 2018
University of Bridgeport, <i>Journal of Global Development and Peace, Article Reviewer</i>	January 2016 – September 2016
University of Bridgeport, College of Public and International Affairs, <i>Advisory Board Member</i>	May 2014 – May 2016
LitWorld, 2015 Spring Fundraiser, <i>Volunteer</i>	May 2015
Committee on Teaching About the United Nations (CTAUN), <i>Volunteer</i>	January 2014
University of Bridgeport Global Affairs Society, <i>President and Co-founder</i>	November 2012 - May 2013
Junior Achievement, <i>Volunteer Teacher</i>	March 2012

## **SOFTWARE AND SKILLS**

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Quantitative Analysis Software: IBM SPSS (Proficient), IBM SPSS AMOS (Intermediate), R / R Studio (Beginner)

Qualitative Analysis Software: Dedoose, NVivo, ATLAS.ti, SWIVL (video observations and interviews)

Systematic / Scoping Reviews Software: Covidence

Survey Design Software: Qualtrics

Online Data Management Systems and Software Programs: Trello, Basecamp, Endnote, Mendeley, Zotero, Microsoft Teams