

Julia L. Mendez, Ph.D.

EDUCATION

- 1999 Ph.D. School-Clinical Psychology, University of Pennsylvania
- 1995 M.S.Ed Psychological Services, University of Pennsylvania
- 1993 B.S., Psychology, Duke University

POST-GRADUATE EMPLOYMENT HISTORY

- 2008- Associate Professor, University of North Carolina at Greensboro, Greensboro, NC
- 2003-2008 Assistant Professor, Temple University, Philadelphia, PA
- 1999-2003 Assistant Professor, University of South Carolina, Columbia, SC
- 1998-1999 Clinical Psychologist, United Cerebral Palsy Association, Philadelphia, PA
- 1997-1998 Psychology Intern, Ewing Township School District
- 1996-1997 Psychology Intern, University of Medicine and Dentistry of New Jersey

HONORS, AWARDS, & PROFESSIONAL ACTIVITIES

- Editorial Board, *National Head Start Dialogue: A Research to Practice Journal*, '11-12
- Editorial Board, *Journal of School Psychology*, 2009-2011
- Reviewer, *Early Education and Development; J of Applied Dev Psych.* '07-Present
- Standing Panel: Early Edu. Policies/Early Intervention, Inst. for Edu. Sciences '07-'09
- Millennium Scholar Senior Mentor, Society for Research in Child Dev. '05 & '09
- Outstanding Mentor Award, National Head Start Bureau '02 & '04
- Advisory Board, FACES 2003 Families and Children Educational Survey '03
- NIH Review Panel for New Minority Investigators '02

SELECTED PUBLICATIONS, PRESENTATIONS, & REPORTS

* publication with a student author

Mendez, J.L., Fantuzzo, J., & Cicchetti, D. (2002). Profiles of social competence among low-income African American preschool children. *Child Development*, 73(4), 1085-1100.

Castro, M., **Mendez, J.L., & Fantuzzo, J.** (2002). A validation study of the Penn Interactive Peer Play Scale with urban Hispanic and African American preschool children. *School Psychology Quarterly*, 17(2), 109-127.

Snell-Johns, J., **Mendez, J.L., & Smith, B.** (2004). Evidence-based solutions: A social ecological view of family therapy and underserved populations. *Journal of Family Psychology*, 18(1), 19-35.

Mendez, J.L., & Lloyd, B.T. (2005). Resilient partners: The development of a university-community collaboration to promote wellness for Head Start children and families. *NHSA Dialog: A Research-to-Practice Journal for the Early Intervention Field*, 8(1), 36-55.

*Downer, J. & **Mendez, J.L.** (2005). African American father involvement and preschool children's school readiness. *Early Education and Development*, 16(3), 317-339.

Mendez, J.L. (2005). Conceptualizing sociocultural factors within clinical and research contexts. *Clinical Psychology: Science and Practice*, 12(4), 1-4.

*Fogle, L. & **Mendez, J.L.** (2006). Assessing the play beliefs of African American mothers with preschool children. *Early Childhood Research Quarterly*, 21, 507-518.

- *Waanders, C., **Mendez, J.L.**, & *Downer, J. (2007). Neighborhood, teacher and parent characteristics as predictors of parent involvement in preschool children's education. *Journal of School Psychology, 45*(6), 619-636.
- Hambrick, J.P., Rodebaugh, T.L., Balsis, S., Woods, C.M., **Mendez, J.L.** & Heimberg, R.G. (2010). Cross-ethnic measurement equivalence of measures of depression, social anxiety and worry. *Assessment, 17*(2), 155-171. doi: 10.1177/1073191109350158
- Mendez, J.L.**, Carpenter*, J, LaForett*, D. & Cohen*, J. (2010). Parental engagement and barriers to participation in a community-based preventive intervention. *American Journal of Community Psychology.*
- Mendez, J.L.** (2010). How can parents get involved in preschool? Barriers and engagement in education by ethnic minority parents of children attending Head Start programs. *Cultural Diversity and Ethnic Minority Psychology.*
- LaForett*, D.L. & **Mendez, J.L.** (2010). Parent involvement, parental depression, and program satisfaction among low-income parents participating in a two-generation early childhood education program. *Early Education and Development, 21*(4), 517-535.
- Bulotsky-Shearer, R. J., Manz, P. H., **Mendez, J. L.**, McWayne, C. M., Sekino, Y. and Fantuzzo, J. W. (2011), Peer play interactions and readiness to learn: A protective influence for African American preschool children from low-income households. *Child Development Perspectives, 6* (3), 225–231.
- *Kaczorowski, J.A., *Williams, A.S., *Smith, T. A., *Fallah, N., **Mendez, J.L.** & Nelson-Gray, R. (2011). Adapting clinical services to accommodate needs of refugee populations. *Professional Psychology: Research and Practice, 42*, 361-367.
- *Sood, E.D., **Mendez, J.L.** & Kendall, P.C. (2012). Ethnicity, acculturation, and religiosity predict mothers' causal beliefs about separation anxiety disorder and preferences for help-seeking. *Journal of Cross Cultural Psychology, 43*(3) 393–409.
- Mendez, J. L.** & *Westerberg, D. (2012). Implementation of a culturally adapted treatment to reduce barriers for Latino parents. *Cultural Diversity and Ethnic Minority Psychology, 18*, 363-372.
- Castro, D., **Mendez, J. L.**, Garcia, S., & Westerberg, D. (2012). Family literacy programs for Latino families in the United States. *Handbook on Family Literacy 2nd Ed.*(Ed. Wasik, B.). New York, NY: Routledge.
- Mendez, J. L.**, *Westerberg, D. & *Thibeault, M.A. (in press). Examining the role of self efficacy and communication as related to dimensions of Latino parent involvement in Head Start. *NHSA Dialog: A Research-To-Practice Journal for the Early Childhood Field, Special Issue Family Engagement.*