

Priscilla Goble, Ph.D., CCLS

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EDUCATION

PHD, Arizona State University, 2014.

Major: Family and Human Development

MS, Arizona State University, 2010.

Major: Family and Human Development

BS, Purdue University, 2006.

Major: Early Childhood Education and Exceptional Needs

PROFESSIONAL POSITIONS

1. **Associate Professor**, Texas State University. (September 2022 - Present).
2. **Child Life Intern**, University Health Hospital. (August 2024 – May 2025).
3. **Assistant Professor**, Texas State University. (September 2016 – May 2022).
4. **Institute for Education Sciences (IES) Postdoctoral Fellow**, Center for Advanced Study of Teaching and Learning (CASTL), Curry School of Education, University of Virginia. (2014 - 2016).
5. **Graduate Research Assistant**, Arizona State University. (2007 - 2014).
6. **Instructor**, Arizona State University. (2011 - 2013).
7. **Undergraduate Research Assistant**, Purdue University. (2005 - 2006).
8. **Early Education Teacher**, Purdue Child Development Lab, Bright Horizons Family Solutions, and Miller Child Learning Center (2004 - 2006).

FUNDING & AWARDS

A. Funded External Grants and Contracts:

1. **Goble, P.** (PI), Shen, Y. (Co-PI), REU Site: Opportunities for Undergraduate Research in Human Development and Family Sciences (OUR HDFS) Fellowship. Federal. National Science Foundation. Funded for \$439,005 in July 2024.
2. Shen, Yishan (Principal), **Goble, P.** (Principal), Weimer, Amy A. (Co-Principal), Alfaro, Edna C. (Co-Principal), Seo, Eunjin (Co-Principal), Behnke, Andrew (Co-Principal). Opportunities for Undergraduate Research in Developmental Psychology (OUR DP) Fellowship Program, American Psychological Association, American Psychological Association. Funded for \$5,000.00 in January 2024.
3. Cooper, C. E. (PI), **Goble, P.** (Co-I), School attainment among Mayan adolescents in rural Guatemala. Society for Research on Adolescence, Funded for \$7,000 in 2014.

B. Submitted, but not Funded, External Grants and Contracts:

1. **Goble, P.** (PI), Shen, Y. (Co-PI), REU Site: Opportunities for Undergraduate Research in Human Development and Family Sciences (OUR HDFS) Fellowship. Federal. National Science Foundation. Submitted for \$380,249 in September 2022.
2. **Goble, P.** (PI), Shen, Y. (Co-PI), REU Site: Opportunities for Undergraduate Research in Human Development and Family Sciences (OUR HDFS) Fellowship. Federal. National Science Foundation. Submitted for \$369,778 in August 2021.
3. **Goble, P.** (PI), Blalock, S. M. (Co-I), Play Therapy in Preschool: A Virtual Model for Mental Health Services. Caplan Foundation for Early Childhood, Submitted LOI for \$53,875 in December 2020.
4. **Goble, P.** (PI), Blalock, S. M. (Co-I), Play-based Learning Approach for Youngsters (Project PLAY). San Marcos Youth Commission, Submitted for \$5,000 in February 2019.
5. Hooper, S. (PI), **Goble, P.** (Co-I), Increasing the Quality of Teacher-Student Interactions in Central Texas. Community Action, Inc. of Central Texas, Submitted for \$201,717 in January 2019.
6. **Goble, P.** (PI), Heart Rate Variability during Teacher-Child Interactions. Society for Research in Child Development Small Grants Program for Early Career Scholars, Submitted for \$7,465 in March 2018.
7. **Goble, P.** (PI), Blalock, S. M. (Co-I), Play-based Learning Approach for Youngsters (Project PLAY). Caplan Foundation for Early Childhood, Submitted LOI for \$90,250 in September 2017.
8. **Goble, P.** (PI), Early Career Fellowship in Early Childhood Education and Development. AERA-SRCD, Submitted for \$1,000 in March 2017.

C. Funded Internal Grants and Contracts:

1. Dier, Shannon E. (Principal), **Goble, P.** (Co-Principal). Child Life Specialist Relationships and Hospitalized Children's Coping and Behavior, Texas State University, Funded for \$15,976.00 from February 2025 to May 2026.
2. Shen, Yishan (Principal), **Goble, P.** (Co-Principal), Alfaro, Edna C. (Co-Principal), Behnke, Andrew O. (Co-Principal), Dier, Shannon E. (Co-Principal), Seo, Eunjin (Co-Principal), Weimer, Amy A. (Co-Principal). Opportunities for Undergraduate Research in Human Development and Family Sciences (OUR HDFS): A Two-Track Training Program, Texas State University, Funded for \$6,000.00 from September 2024 to May 2025.
3. Alfaro, E. C. (Co-PI), **Goble, P.** (Co-PI), Shen, Y. (Co-PI), Seo, E.. (Co-PI), Weimer, A. A. (Co-PI), and Behnke, A. D. (Co-PI), Opportunities for Undergraduate Research in Human Development and Family Sciences (OUR HDFS) Fellowship. College of Applied Arts Learning Communities Program, Texas State University, Funded for \$5,000 from September 2023 to May 2024.
4. Shen, Y. (Co-PI), **Goble, P.** (Co-PI), Perez-Brena, N. J. (Co-PI), Weimer, A. A. (Co-PI), and Alfaro, E. C. (Co-PI), Opportunities for Undergraduate Research in Human Development and Family Sciences (OUR HDFS) Fellowship. College of Applied Arts Learning Communities Program, Texas State University, Funded for \$5,000 from September 2022 to May 2023.
5. Shen, Y. (Co-PI), **Goble, P.** (Co-PI), Perez-Brena, N. J. (Co-PI), Weimer, A. A. (Co-PI), Alfaro, E. C. (Co-PI), Bishop, N. J. (Co-PI), Opportunities for Undergraduate Research in Human

Development and Family Sciences (OUR HDFS) Fellowship. College of Applied Arts Learning Communities Program, Texas State University, Funded for \$5,000 from September 2021 to May 2022.

6. **Goble, P.** (Co-PI), Perez-Brena, N. J. (Co-PI), Shen, Y. (Co-PI), Weimer, A. A. (Co-PI), Opportunities for Undergraduate Research in Human Development and Family Sciences (OUR HDFS) Fellowship. College of Applied Arts Learning Communities Program, Texas State University, Funded for \$5,000 from September 2020 to May 2021.
7. Perez-Brena, N. J. (Co-PI), **Goble, P.** (Co-PI), Opportunities for Undergraduate Research in Human Development and Family Sciences (OUR HDFS) Fellowship. College of Applied Arts Learning Communities Program, Texas State University, Funded for \$5,000. From August 2019 to May 2020.
8. **Goble, P.** (Co-PI), Perez-Brena, N. J. (Co-PI), Opportunities for Undergraduate Research in Family and Child Development (OUR FCD) Fellowship. College of Applied Arts Learning Communities Program, Texas State University, Funded for \$5,000 from August 2018 to May 2019.
9. **Goble, P.** (PI), Examining the implementation of a play-based intervention for preschool children's learning. Research Enhancement Program, Texas State University, Funded for \$8,000 from January 2017 to June 2018.

D. Submitted, but not Funded, Internal Grants and Contracts:

1. **Goble, P.** (PI), Blalock, S. M. (Co-PI), Child-Teacher Relationship Training: Disseminating and Expanding the Program, Texas State University, \$16,000 in October 2021.
2. **Goble, P.** (PI), Blalock, S. M. (Co-PI), Empowering Teachers to Support Children: A Virtual Model of Professional Development. Multidisciplinary Internal Research Grant Program, Texas State University, Submitted for \$20,295 in January 2021.
3. **Goble, P.** (PI), Blalock, S. M. (Co-PI), Child-Teacher Relationship Training: A Virtual Model of Professional Development. Research Enhancement Program, Texas State University, \$16,000 in October 2020.
4. Blalock, S. M. (PI), **Goble, P.** (Co-PI), Play-based Learning Approach for Youngsters (Project PLAY). Research Enhancement Program, Texas State University, Submitted for \$16,000 in October 2018.

E. Scholarly Fellowships, Awards, Honors:

1. 2023 Presidential Distinction for Excellence in Teaching
2. Office of Equity and Inclusion, Inclusive Excellence Showcase. (2020-2022).
3. Institute for Education Sciences Postdoctoral Fellow, U.S. Department of Education. (2014 - 2016).

PUBLICATIONS (Author h-index = 9; i10-index = 8; citations = 574; [Resources for times cited: google scholar. Retrieved July, 2021]) *Graduate student co-authors, ** Undergraduate student co-authors

A. Books/Book Chapters:

1. **Goble, P., & Pianta, R. C.** (2022). Observation as a lever for teacher improvement. In *Routledge Encyclopedia of Education*. <https://doi.org/10.4324/9781138609877-REE118-1>
2. Bryce, C. I., **Goble, P.**, Swanson, J., Richard, F. A., Laura, H. D., & Carol, M. L. (2019). Kindergarten school engagement: Linking early temperament and academic achievement at the transition to school. In *Moving Forward in the Study of Temperament and Early Education Outcomes: Mediating and Moderating Factors*. (pp. 162-178). New York, NY: Routledge.

Prior to joining Texas State University

3. Pahlke, E., & **Goble, P.** (2015). Gender and education. In J. D. Wright (Ed.), *International Encyclopedia of Social & Behavioral Sciences, 2nd Edition: Vol. 9* (pp. 682–688). [3 citations]

B. Articles:

1. **Goble, P.**, Blalock, S. M., *Nauman, C., *Flynn, T., *Ezra, P., Moreno, S., & Sharber, E. (2025). Play therapy in preschool: Promoting teacher empathy and strengthening child-teacher bonds. *Journal of Applied Developmental Psychology*, 99. <https://doi.org/10.1016/j.appdev.2025.101838> (**Impact Factor: 2.1**).
2. *Ezra, P., **Goble, P.**, Trahan, M. H., & Clegg, J. M. (2025). Moderating effects of religiosity on depression and paternal involvement. *Journal of Child and Family Studies*, 34, 476–489. <https://doi.org/10.1007/s10826-024-02984-y> (**Impact Factor: 1.6**)
3. Blalock, S. M., Goble, P. M., Purswell, K. E., Greene-Rooks, J. H., Glosoff, H. L., Moreno, S., & Flores, L. (2025). Preschool Teacher Perceptions of Child-Teacher Relationship Training. *International Journal of Play Therapy*, 34(1), 14–25. <https://doi.org/10.1037/pla0000229> (**Impact Factor: 0.79**)
4. Blalock, S. M., **Goble, P.**, & Mozier, K. (2024). Teacher professional development training: Utilizing child-centered play therapy skills in the classroom. *International Journal of Play Therapy*, 33(1), 1–11. <https://doi.org/10.1037/pla0000209> (**Impact Factor: 0.79**)
5. Sandilos, L., **Goble, P.**, Ezra, P., & Kane, C., (2024). Head Start classroom demands and resources: Identifying associations with teacher burnout. *Journal of School Psychology*. <https://doi.org/10.1037/spq0000568> (**Impact Factor: 3.8**)
6. *Nauman, C., **Goble, P.**, Alfaro, E. C., & Weimer, A. A. (2023). Adolescent academic success: Teacher-child interactions as a buffer for early childhood relational adversity. *Journal of Child and Family Studies*. <https://doi.org/10.1007/s10826-022-02496-7> (**Impact Factor: 1.31**)
7. Hanish, L. D., Goble, P. M., Xiao, S. X., Martin, C. L., L, M. M., Fabes, R. A., ... Bryce, C. I. (2023). The benefits of buddies: Strategically pairing preschoolers with other-gender classmates promotes positive interactions. *Early Education and Development*. <https://doi.org/10.1080/10409289.2022.2090773> (**Impact Factor: 2.20**)
8. Xiao, S. X., Hanish, L. D., Martin, C., Lecheile, B., **Goble, P.**, Fabes, R. A., DeLay, D., & Bryce, C. (2022). Interactions with Other-Gender Peers Promote Prosocial Behavior and Reduce Aggression Among Preschoolers: An Examination of the Buddy Up Intervention. *Early Childhood Research Quarterly*, 60, 403-413. <https://doi.org/10.1016/j.ecresq.2022.04.004> (**Impact Factor: 3.719**)
9. *Flynn, T. B., **Goble, P.**, Bishop, N. J., & Weimer, A. A. (2022). Early childhood hospitalization and problematic behaviors: A propensity score analysis. *Journal of Child Health Care*. <https://doi.org/10.1177/13674935221102707> (**Impact Factor: 1.979**)

Prior to tenure

10. **Goble, P.**, *Flynn, T., *Nauman, C., *Almendarez, P., & *Linstrom, M. (2021). Intervention implementation of tools of the mind for preschool children's executive functioning. *Frontiers in Developmental Psychology*, 12. <https://doi.org/10.3389/fpsyg.2021.624140> (**Impact Factor: 4.232**) [0 citations]
11. Hanish, L., Martin, C. L., *Cook, R., DeLay, D., Fabes, R. A., Lecheile, B., **Goble, P.**, & Bryce, C. (2021). Building integrated peer relationships in classrooms: The potential of buddies. *Journal of Applied Developmental Psychology*, 73, 101257. <https://doi.org/10.1016/j.appdev.2021.101257> (**Impact Factor: 3.28**) [1 citation]
12. Sandilos, L., **Goble, P.**, & *Schwartz, S. (2020). Burnout and teacher-child interactions: The moderating influence of SEL interventions in head start classrooms. *Early Education and Development*, 31(7). <https://doi.org/10.1080/10409289.2020.1788331> (**Impact Factor: 2.20**) [8 citations]
13. **Goble, P.**, *Nauman, C., *Fife, K., & Blalock, S. M. (2020). Development of executive function skills: Examining the role of teachers and externalizing behavior problems. *Infant and Child Development*, 29(1). <https://doi.org/10.1002/icd.2160> (**Impact Factor: 1.65**) [1 citation]
14. **Goble, P.**, Pianta, R. C., & Sabol, T. J. (2019). Forecasting youth adjustment at age 15 from school readiness profiles at 54 months. *Applied Developmental Science*, 23(4), 353–370. <https://doi.org/10.1080/10888691.2018.1436439> (**Impact Factor: 3.479**) [4 citations]
15. **Goble, P.**, Sandilos, L. E., & Pianta, R. C. (2019). Gains in teacher-child interaction quality and children's school readiness skills: Does it matter where teachers start?. *Journal of School Psychology*, 73, 101–113. <https://doi.org/10.1016/j.jsp.2019.03.006> (**Impact Factor: 6.033**) [12 citations]
16. Bryce, C. I., **Goble, P.**, Swanson, J., Fabes, R. A., Hanish, L. D., & Martin, C. L. (2018). Kindergarten school engagement: Linking early temperament and academic achievement at the transition to school. *Early Education and Development*, 29(5), 780–796. <https://doi.org/10.1080/10409289.2017.1404275> (**Impact Factor: 2.20**) [9 citations]
17. Sandilos, L. E., **Goble, P.**, Rimm-Kaufman, S., & Pianta, R. (2018). Does professional development reduce the influence of teacher stress on teacher-child interactions in pre-kindergarten classrooms?. *Early Childhood Research Quarterly*, 42, 280–290. <https://doi.org/10.1016/j.ecresq.2017.10.009> (**Impact Factor: 3.719**) [76 citations]
18. **Goble, P.**, & Pianta, R. C. (2017). Teacher-child interactions in free choice and teacher-directed settings: Prediction to school readiness. *Early Education and Development*, 28(8), 1035–1051. <https://doi.org/10.1080/10409289.2017.1322449> (**Impact Factor: 2.20**) [52 citations]
19. **Goble, P.**, Eggum-Wilkens, N., Bryce, C., Hanish, L. D., Foster, S., Martin, C., & Fabes, R. (2017). The transition from preschool to first grade: A transactional model of development. *Journal of Applied Developmental Psychology*, 49, 55–67. <https://doi.org/10.1016/j.appdev.2017.01.007> (**Impact Factor: 3.28**) [17 citation]

Prior to joining Texas State University

20. Downer, J. T., **Goble, P.**, Myers, S. S., & Pianta, R. C. (2016). Teacher-child racial/ethnic match within pre-kindergarten classrooms and children's early school adjustment. *Early Childhood*

Research Quarterly. Published. <https://doi.org/10.1016/j.ecresq.2016.02.007> (**Impact Factor: 3.719**) [89 citations]

21. **Goble, P.**, Hanish, L. D., Martin, C., Eggum-Wilkens, N., Foster, S., & Fabes, R. (2016). Preschool contexts and teacher interactions: Relations with school readiness. *Early Education and Development*. Published. <https://doi.org/10.1080/10409289.2016.1111674> (**Impact Factor: 2.09**) [40 citations]
22. Martin, C., Schaefer, D., Kornienko, O., Hanish, L., Fabes, R., & **Goble, P.** (2013). The role of sex of peers and gender-typed activities in young children's peer affiliative networks: A longitudinal analysis of selection and influence. *Child Development*, 84(3), 921–937. <https://doi.org/10.1111/cdev.12032> (**Impact Factor: 5.024**) [176 citations]
23. **Goble, P.**, Martin, C., Hanish, L., & Fabes, R. (2012). Children's gender-typed activity choices across preschool social contexts. *Sex Roles*, 67, 435–451. <https://doi.org/10.1007/s11199-012-0176-9> (**Impact Factor: 4.154**) [77 citations]

C. Works "submitted" or "under review":

1. Goble, P., *McMakin, H., Dier, S., Shen, Y., & Phillips, F. Child life specialist-patient relationships: Exploring the potential for measuring relationship quality. *Journal of Child Life*
2. Goble, P., Blalock, S., *Nauman, C., *Flynn, T., *Ezra, P., Moreno, S., & *Sharber, E., (Submitted / Under Review). Child-centered play therapy skills promote positive outcomes for preschool teachers and children. *Journal of Applied Developmental Psychology*

PRESENTATIONS

A. Refereed Presentations:

1. *Rogalski, J., **Goble, P.**, Hanish, L.D., Martin, C. L., & Fabes, R.A., (March 2023). *Teacher-Directed and Child-Directed Music Activities in Head Start: Predicting Positive Emotion and Executive Function*. Society for Research in Child Development Biennial Meeting, Salt Lake City, Utah, United States.
2. **Revere, A. A., **Goble, P.**, & *Ezra, P., (March 2023). *The Relational Effects of Body Image Discrepancy on Peer Relations and Positive Mother-Child Relationships*. Society for Research in Child Development Biennial Meeting, Salt Lake City, Utah, United States.
3. Goble, P., Sandilos, L., *Kane, C., & *Ezra, P. (June 2022). *Head Start Classroom Demands and Resources: Identifying Associations with Teacher Burnout*. National Research Conference for Early Childhood. Arlington, VA, United States.
4. *Ezra, P., **Goble, P.**, Clegg, J., & Trahan, M., (April 2022). *The Relational Effects of Body Image Discrepancy on Peer Relations and Positive Mother-Child Relationships*. Texas Council on Family Relations, Location TBD, Texas, United States.
5. **Revere, A. A., **Goble, P.**, & *Ezra, P., (April 2022). *The Relational Effects of Body Image Discrepancy on Peer Relations and Positive Mother-Child Relationships*. Texas Council on Family Relations, Location TBD, Texas, United States.

Prior to tenure

6. Blalock, S. M. & **Goble, P.**, (Canceled). *Bringing Play Therapy Services to Local Elementary Schools: A CTRT Research Project*. Association for Play Therapy International Conference, Little Rock, AR, United States.
7. Sandilos, L., **Goble, P.**, & *Schwartz, S., (April 2021). *Examining the Influence of SEL Interventions on the Relation Between Burnout and Teacher-child Interactions*. Society for Research in Child Development, Virtual.
8. **McGirr, K. G. & **Goble, P.**, (January 2021). *Review of Family Therapy Practices for Sexual Minority Youths*. Texas Council on Family Relations Annual Conference, Virtual.
9. Hanish, L. D., DeLay, D., Martin, C. L., Lecheile, B., **Goble, P.**, Bryce, C. I., Fabes, R. A., & *Cook, R., (April 2019). *Building Relationships: Effects of a Simple, Teacher-Directed, Peer-Pairing Intervention on Children's Peer Networks*. Society for Research in Child Development Biennial Meeting, Baltimore, MD, United States.
10. Sandilos, L. E. & **Goble, P.**, (April 2019). *Professional Development as a Buffer in the Relation between Teacher Burnout and Interaction Quality*. Society for Research in Child Development Biennial Meeting, Baltimore, MD, United States.
11. **Goble, P.**, *Nauman, C., *Fife, K., & Blalock, S. M., (April 2019). *Development of Executive Function Skills: Examining the role of Teachers and Externalizing Behavior Problems*. Society for Research in Child Development Biennial Meeting, Baltimore, MD, United States.
12. **Goble, P.**, & *Nauman, C., (June 2018). *Examining the Implementation of Tools of the Mind for Preschool Children's Learning*. National Research Conference on Early Childhood, Administration for Children and Families, Arlington, VA, United States.
13. Sandilos, L. E., **Goble, P.**, Rimm-Kaufman, S. E., & Pianta, R. C., (April 2018). *Does Professional Development Reduce the Influence of Teacher Stress on Teacher-child Interactions in Pre-kindergarten Classrooms?* American Educational Research Association (AERA) Annual Meeting, New York City, NY, United States.
14. Bryce, C. I., **Goble, P.**, Swanson, J., Fabes, R. A., Hanish, L. D., & Martin, C. L., (April 2017). *Associations among Temperament, School Engagement, and Achievement across the School Transition*. Society for Research in Child Development Biennial Meeting, Austin, TX, United States
15. **Goble, P.**, Pianta, R. C., & Sabol, T. J., (April 2017). *Forecasting youth adjustment at age 15 from school readiness profiles at 54 months*. Society for Research in Child Development Biennial Meeting, Austin, TX, United States
16. **Goble, P.**, & Pianta, R. C., (April 2017). *Relations between Teacher-child Interaction Quality and Children's School Readiness Skills: Does it Matter Where They Start?* Society for Research in Child Development Biennial Meeting, Austin, TX, United States.

Prior to joining Texas State University

17. **Goble, P.**, & Pianta, R. C., (July 2016). *Classroom settings and teacher-child interactions in preschool: Prediction to school readiness*. National Research Conference on Early Childhood, Administration for Children and Families, Arlington, VA, United States.
18. Liu, Y., Ahn, G., Cooper, C., Aprile, B., & **Goble, P.**, (April 2016). *School Attainment among Mayan Adolescents in Rural Guatemala*. Society for Research on Adolescence Biennial Meeting, Baltimore, MD, United States, United States

19. **Goble, P.**, Hanish, L., Martin, C.L., Eggum, N.D., & Fabes, R.A., (March 2015). *Preschool contexts and teacher interactions: Relations with school readiness*. Society for Research in Child Development Biennial Meeting, Philadelphia, PA, United States.
20. **Goble, P.**, Martin, C.L., Hanish, L., Foster, S.A., Eggum, N.D., & Fabes, R.A., (March 2015). *Preschoolers' experiences in child- and teacher-managed contexts*. Society for Research in Child Development Biennial Meeting, Philadelphia, PA, United States.
21. Granger, K., Kornienko, O., Hanish, L. D., Martin, C.L., Fabes, R.A., & **Goble, P.**, (April 2013). *Guiding play: preschool teachers' facilitation of gender-typed activities*. Society for Research in Child Development Biennial Meeting, Seattle, WA, United States.
22. **Goble, P.**, Cooper, C.E., & Benner, A.D., (April 2013). *Home-learning activities, maternal education, and children's achievement during the transition to school*. Society for Research in Child Development Biennial Meeting, Seattle, WA, United States.
23. **Goble, P.**, Foster, S.A., Bryce, C.I., Hanish, L. D., Eggum, N., Martin, C.L., & Fabes, R.A., (April 2013). *The transition to school: Children's social interaction skills and academic achievement*. Society for Research in Child Development Biennial Meeting, Seattle, WA, United States.
24. **Goble, P.**, Moreno, C., Cooper, C. E., & Benner, A. D., (May 2012). *Academic risk and resilience in rural Guatemala: Family and individual predictors of school attainment*. Annual Meeting of the Population Association of America, San Francisco, CA, United States.
25. **Goble, P.**, Martin, C.L., Hanish, L.D., & Fabes, R.A., (April 2012). *Defining preschool gender-typed activities*. Fifth Gender Development Research Conference, San Francisco, CA, United States
26. Sallquist, J., Gaertner, B. M., **Goble, P.**, Bryce, C. I., & Manaster, H. L., (April 2012). *Early childhood SHP: The buddy study*. Fifth Gender Development Research Conference, San Francisco, CA, United States
27. **Goble, P.**, Hanish, L.D., & Martin, C.L., (March 2011). *Smart little girls: Predictors of girls' early academic achievement?* Society for Research in Child Development Biennial Meeting, Montreal, Canada.
28. Galligan, K.M., Fabes, R.A., Martin, C.L., Hanish, L.D., & **Goble, P.**, (March 2011). Gender differences in young children's play qualities in gender-segregated and gender-integrated peer interactions," Society for Research in Child Development Biennial Meeting, Montreal, Canada.
29. Galligan, K.M., Fabes, R.A., Martin, C.L., Hanish, L.D., & **Goble, P.**, (April 2010). *Gender-integrated interactions in preschool: Relations to later effortful control*. Fourth Gender Development Research Conference, San Francisco, CA, United States.
30. **Goble, P.**, Martin, C.L., Hanish, L.D., Clary, L.K., DiDonato, M. D., & Fabes, R.A., (April 2009). *Gender normative and non-normative children: Activity choices across social contexts*. Society for Research in Child Development Biennial Meeting, Denver, CO, United States.
31. **Goble, P.**, Hanish, L.D., Fabes, R.A., Martin, C.L., Clary, L.K., & Palermo, F., (April 2008). *Exploring the influence of social context on young children's gender-typed activity choices*. Third Gender Development Research Conference, San Francisco, CA, United States

B. Non-Refereed Presentations:

1. **Callum, A., & **Goble, P.** (2024, April). *The value of support: The impact of social support on child social development in unmarried mother households*. Paper presented at the 18th Annual Undergraduate Research Conference and Thesis Forum at Texas State University, San Marcos, TX.
2. **Cantu, J., Rogalski, J., & Goble, P. (2024, April). *Divorce and adolescent resilience: Understanding relationships between anxiety, depression, coparenting, and stable homes*. Poster presented at the 18th Annual Undergraduate Research Conference and Thesis Forum at Texas State University, San Marcos, TX.
3. **Burke, K., * Rogalski, J., & **Goble, P.** (2024, April). Positive and Negative Family Emotional Expressiveness and Prosocial Behavior with Peers in 5th Grade. Poster presented at the 18th Annual Undergraduate Research Conference and Thesis Forum at Texas State University, San Marcos, TX.
4. *Rogalski, J., **Goble, P.**, Hanish, L.D., Martin, C. L., & Fabes, R.A., (March 2023). *Teacher-Directed and Child-Directed Music Activities in Head Start: Predicting Positive Emotion and Executive Function*. Poster presented at the Graduate Student Research Conference at Texas State University, San Marcos, TX.
5. **Brenner, C., *Rogalski, J., & **Goble, P.** (2023, April). Escape from anxiety: the use of virtual reality in hospital settings. Poster presented at the 17th Annual Undergraduate Research Conference and Thesis Forum at Texas State University, San Marcos, TX.
6. **Burke, K., * Rogalski, J., & **Goble, P.** (2023, April). Social relationships in child life; How parents, siblings, and peers can be used to promote resilience in hospitals. Poster presented at the 17th Annual Undergraduate Research Conference and Thesis Forum at Texas State University, San Marcos, TX.
7. *Thomas, H., **Goble P.**, Phillips F., & Shen Y. (2022, May 7). Child life specialist-patient relationships: Exploring the potential for measuring relationship quality [Poster presentation]. FCS in Bloom, Texas State University.
8. **Alonso, F., *Ezra, P., **Goble, P.**, (2022, April). *The Bidirectional Effects Between Mother-Child Relationship and Academic Achievement*. Poster secession presented at the Undergraduate Research Conference at Texas State University. [Received an Honorable Mention in the 16th Annual URC poster competition.]
9. **Garza, D., *Ezra, P., **Goble, P.**, (2022, April). *The Impact of Maternal Anger and Anxiety on Children's Academic Skills*. Poster secession presented at the Undergraduate Research Conference at Texas State University.
10. **Zamarripa, J., *Ezra, P., **Goble, P.**, (2022, April). *Exercise Anxiety: Overcoming the Fear of Working Out to Use as an Effective Prescription for Anxiety-Related Disorders (ARDs)*. Poster session presented at the Undergraduate Research Conference at Texas State University.
11. **Rogalski, J., Weimer, A. A., & **Goble, P.**, (April 2021). *Emotional portrayal in popular children's movies: coding basic and complex emotion in Aladdin (1992) and Aladdin (2019)*. Undergraduate Research Conference, Texas State University, Virtual. [Awarded 2nd place co-winner in the 15th Annual URC poster competition.]
12. **Cai, X., **Gomez, V., **Revere, A., *Ezra, P. R., & **Goble, P.**, (April 2021). *The effects of social support on the quality of relationships between single mothers and their preschool-aged children*. Undergraduate Research Conference, Texas State University, Virtual.
13. **Mule', T., *Flynn, T., & **Goble, P.**, (April 2020). *Impact of parental marital status and conflict on preschoolers emotional and behavioral engagement*. Undergraduate Research Conference, Texas State University, Virtual.

14. **Nasreddine, S., **Lopez, A., **Garcias, E., *Flynn, T., & **Goble, P.**, (April 2020). *Impacts of repeated poverty status on children's selective attention during early childhood*. Undergraduate Research Conference, Texas State University, Virtual.
15. **Hickman, S., **Rodriguez, M., *Flynn, T., & **Goble, P.**, (April 2020). *Preschool teacher-child interactions and peer play with minority children*. Undergraduate Research Conference, Texas State University, Virtual.
16. **Aguilar, S., *Flynn, T., & **Goble, P.**, (April 2020). *Self-efficacy as a moderator for academic outcomes in low ses adolescents*. Undergraduate Research Conference, Texas State University, Virtual.
17. **Chapa, K., **Baker, B., & **Goble, P.**, (April 2019). *Negative teacher-child interactions with racial minority children*. Texas State University, San Marcos, TX, United States.
18. **Janysek, H., **Wheeler, K. L., & **Goble, P.**, (April 2019). *Relations between social media use and personality types in young adults*. Undergraduate Research Conference, Texas State University, San Marcos, TX, United States.
19. **Adams, K., **Kotsonis, D., & **Goble, P.**, (April 2019). *The effects of bilingual classrooms on bilingual children's literacy and language skills*. Undergraduate Research Conference, Texas State University, San Marcos, TX, United States.
20. **Goble, P.**, *Nauman, C., & **Martinez, A., (February 2018). *Attendance = learning: reducing absenteeism for at-risk preschool children*. Health Scholar Showcase, Texas State University, San Marcos, TX, United States. (February 2018).

C. Invited Talks, Lectures, and Presentations:

1. **Goble, P.**, (November 2017). *Preschool Play and School Readiness: What do we Know?* Caminitos Collaborative, Center for P-16 Initiatives, Texas State University, San Marcos, TX, United States.
2. **Goble, P.**, (November 2016). *Instructional Activity Settings and Teacher-Child Interactions in Preschool: Prediction to School Readiness*. Psychology Department, University of Texas Austin, Hakes Library, Austin, TX, United States.

D. Workshops:

1. **Goble, P.**, (September 2020). *Understanding the Classroom Assessment Scoring System (CLASS)*. Community Action, Inc. of Central Texas, Virtual.

TEACHING EXPERIENCE

A. Courses Taught:

Texas State University:

- HDFS 5348: Pain and Anxiety (graduate; 1 section)
- HDFS 2311: Child Development (undergraduate; 2 sections)
- HDFS 2311: Statistics and Data Analysis for Human Development and Family Sciences (undergraduate; 3 sections)
- HDFS 2353: Principles of Guidance (undergraduate; 12 sections)
- HDFS 4305: Research Issues in Early Childhood (undergraduate; 10 sections)
- HDFS 4391: Independent Study (undergraduate; 2 sections)
- HDFS 5305: Foundations of Play (graduate; 3 sections)

HDFS 5341: Advanced Child Development (graduate; 4 sections)

HDFS 5353: Program Evaluation for Family and Child Studies (graduate; 1 section)

HDFS 5356: Advanced Program Administration (graduate; 1 section)

HDFS 5355: Independent Study (graduate; 4 sections)

HDFS 5399a: Thesis (graduate; 3 sections)

HDFS 5399b: Thesis (graduate; 3 sections)

Arizona State University:

CDE 232: Human Development (undergraduate; 2 sections)

CDE 430: Infant/Toddler Development in the Family (undergraduate; 2 sections)

B. Graduate Theses/Dissertations, Honors Theses, or Exit Committees:

1. Chair, Master's Thesis. (September 2024 – present).
Advised: Malia Benavides
2. Chair, Honor's Thesis. "The impact of ED visits on child flourishing & family resilience: Identifying promotive factors." (September 2024 – May 2025).
Advised: Kylie Burke
3. Chair, Master's Thesis. "Mental Health in Chronically Ill College Students: Pain Interference and Attachment Style." (September 2023 – May 2025).
Advised: Claire Brenner
4. Chair, Honor's Thesis. "The Value Of Support: The Impact of Social Support on Child Social Development in Unmarried Mother Households." (September 2023 – May 2024).
Advised: Alia Callum
5. Chair, Master's Thesis. "Popular Movies and Children's Emotion Understanding: Recognizing Emotion in Live-Action vs. Animated Movie." (September 2022 – May 2024).
Advised: Joshua Rogalski
6. Chair, Master's Thesis. "Child Life Specialist-Patient Relationships: Exploring the Potential for Measuring Relationship Quality." (September 2020 – May 2022).
Advised: Hailey Thomas
7. Chair, Master's Thesis. "Religiosity as a Moderator for the Relations Between Mental Health Risk Factors and Paternal Involvement." (September 2020 – May 2022).
Advised: Pond Ezra (formerly Pond Almendarez)
8. Chair, Master's Thesis, "The Reduction of Preoperative Anxiety: The Effect of Age on the Success of Electronic Distraction Interventions." (January 2020 – July 2021).
Advised: Briahna Havis
9. Member, Honor's Thesis, "Emotional Portrayal in Popular Children's Movies: Coding Basic and Complex Emotion in Aladdin (1992) And Aladdin (2019)." (September 2020 – May 2021).
Advised: Joshua Rogalski
10. Chair, Honor's Thesis, "Impact of Parental Cohabiting Status and Conflict on Preschoolers' Emotional and Behavioral Engagement." (January 2020 - August 2020).
Advised: Taylor Mule'

11. Chair, Master's Thesis, "Early Childhood Hospitalization and Problematic Behaviors: A Propensity Score Analysis." (September 2018 - May 2020).
Advised: Toria Flynn
12. Chair. Master's Thesis, "Adolescent Academic Resilience: Teacher-Child Interactions as a Buffer for Negative Mother-Child Relationships in Early Childhood." (January 2018 - May 2019).
Advised: Cambrian Nauman

C. Courses Prepared and Curriculum Development:

1. Curriculum Development. HDFS 5305 Foundations of Play. (January 2019 - May 2019)
2. Curriculum Development. HDFS 4305 Research Issues in Early Childhood. (August 2018 - December 2018)
3. Curriculum Development. Sanford Harmony Program. (August 2008 – May 2014).

D. Professional Development Activities Attended

1. Workshop, "Grant Proposal Development Series," Texas State University, San Marcos, TX. (January 2020 - May 2020).
2. Workshop, "Program for Excellence in Teaching and Learning," Texas State University. (2016 - 2017).
3. Workshop, "Beginning TRACS for New Faculty Orientation," Texas State University. (2016).
4. Workshop, "Early Childhood Surveys at NCES: The Early Childhood Longitudinal Studies (ECLS) and the National Household Education Surveys Program (NHES) Data Users Workshop," United States Department of Education. (2011).
5. Training, "Teaching Assistant Development Program," Arizona State University. (2007).

SERVICE

A. Institutional

1. University:

Fellow, Caminitos Research Collaborative, Texas State University. (January 2017 - May 2020).

2. Department/School:

Member, Personnel Committee. September 2022 - Present.

Member, Graduate Student Admission Committee. September 2022 – August 2024.

Member, Graduate Council. September 2022 - May 2024.

Graduate Advisor, Graduate Program Co-Coordinator. September 2022 – May 2024.

Chair, HDFS Search Committee (Assistant Professor), Texas State University. (July 2023 – December 2023).

Member, HDFS Search Committee (Assistant Professor), Texas State University. (July 2022 - December 2022).

Member, HDFS Search Committee (Assistant Professor), Texas State University. (July 2022 - December 2022).

Member, Nutrition Search Committee (Assistant Professor), Texas State University. (July 2021 - December 2021).

Member, Child Development Center Advisory Committee, Texas State University. (September 2017 - Present)

Member, Child Development Center Search Committees (20+ professional staff positions), Texas State University. (2018 - present).

Member, HDFS Search Committee (Senior Lecturer), Texas State University. (July 2018 - December 2018).

Member, SFCS Search Committee Member (Director), Texas State University. (February 2018 - December 2018).

Member, HDFS Search Committee (Associate/Full Professor), Texas State University. (July 2017 - March 2018).

Graduate Student Mentor, Arizona State University. (2009 - 2012).

Graduate Committee Student Representative, Arizona State University. (2010 - 2011).

Review Committee, Fourth Annual Undergraduate Professional Development Conference, Arizona State University. (2010).

President, Family and Human Development Graduate Student Association, Arizona State University. (2009 - 2010).

Panel of Graduate Students, Second Annual Undergraduate Professional Development Conference, Arizona State University. (2008 - 2010).

Vice President, Family and Human Development Graduate Student Association, Arizona State University. (2008 - 2009).

Graduate Student Recruitment Chair, Arizona State University. (2007 - 2009).

B. Professional:

Reviewer / Referee, Journal of Educational Psychology. (2015 - Present).

Associate Editor, Journal of Applied Developmental Psychology. (August 2023 - Present).

Reviewer / Referee, Early Education and Development. (2014 - Present).

Editorial Review Board Member, Social and Emotional Development (specialty section of Frontiers in Developmental Psychology). (August 2022 – December 2024).

Reviewer / Referee, Developmental Psychology. (2015; 2023).

Reviewer / Referee, Journal of Applied Developmental Psychology. (2012; 2017; 2023).

Reviewer / Referee, Developmental Science. (2022).

Reviewer / Referee, Early Years: An International Research Journal. (2015; 2022).

Reviewer / Referee, Texas Council on Family Relations Conference. (March 2021).

Reviewer / Referee, Frontiers in Psychology. (2021).

Reviewer / Referee, Journal of Infant and Child Development. (2021).

Reviewer / Referee, Journal of Genetic Psychology. (2021).

Reviewer / Referee, AERA Open. (2020).

Reviewer / Referee, Early Child Development and Care. (2020).

Reviewer / Referee, International Journal of Early Years Education. (2020).

Reviewer / Referee, Early Childhood Research Quarterly. (2014 - 2020).

Reviewer / Referee, Social Development. (2019).

Reviewer / Referee, Infant and Child Development. (2016 - 2019).

Reviewer / Referee, Child Development. (2018).

Reviewer / Referee, Population Research and Policy Review. (2012).

Reviewer / Referee, Journal of School Effectiveness and School Improvement. (2011).

Reviewer / Referee, Arizona State University Current Issues in Education. (2010 - 2011).

C. Community:

Member, Community Action, Inc. of Central Texas, Head Start Education Advisory Committee. (December 2018 - Present).

Member, Early Childhood Coalition of Hays County, San Marcos. (January 2018 - Present).

D. Organization Memberships:

Association for Child Life Professionals (2023 – Present)

Society for Research in Child Development. (2007 - Present).

American Educational Research Association. (2014 - 2018).

Society for Research in Educational Effectiveness. (2014 - 2016).

American Psychological Association. (2007).

National Association for the Education of Young Children. (2005 - 2006).