

CURRICULUM VITAE  
OCTOBER 2018  
**MACIEL M. HERNÁNDEZ**

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Portland State University  
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#### ACADEMIC APPOINTMENTS

2017–present **Assistant Professor**

Department of Psychology, Portland State University  
Faculty affiliate, Department of Chicano/Latino Studies, Portland State University

2014–2017 **Postdoctoral Research Associate**

PEERS Project, Department of Psychology, Arizona State University

#### EDUCATION

**Ph.D., Human Development**, University of California, Davis

**B.A., Psychology with Honors & Spanish**, Claremont McKenna College, *cum laude*

#### RESEARCH INTERESTS

Academic achievement and engagement; cultural values; early childhood education; ethnic identity; family functioning; Latino and immigrant children; development of self-regulation; development of social and emotional competence.

#### PROFESSIONAL AFFILIATIONS

Society for Research in Child Development: Latino Caucus member  
American Educational Research Association: Division C, Learning and Instruction; Hispanic Research Issues SIG; Social and Emotional Learning SIG  
Latina Researchers Network

#### PUBLICATIONS

##### Peer-Reviewed Articles

Johns, S. K., Valiente, C., Eisenberg, N., Spinrad, T. L., **Hernández, M. M.**, Southworth, J., Berger, R. H., Thompson, M. S., Silva, K. M., & Pina, A. A. (in press). Prediction of children's early academic adjustment from their temperament: The moderating role of peer temperament. *Journal of Educational Psychology*.

**Hernández, M. M.**, Eisenberg, N., Valiente, C., Spinrad, T. L., Berger, R. H., Johns, S. K., Silva, K. M., Southworth, J., & Thompson, M. S. Emotions in school and psychological maladjustment from kindergarten to first grade. (2018). *Journal of Experimental Child Psychology*, 176, 101-112. doi: 10.1016/j.jecp.2018.07.010

**Hernández, M. M.**, Eisenberg, N., Valiente, C., Spinrad, T. L., Johns, S. K., Berger, R. H., Silva, K. M., Diaz, A., Gal-Szabo, D. E., Thompson, M. S., & Southworth, J. (2018). Self-regulation and academic achievement across the early elementary school grades: Examining longitudinal and bidirectional associations. *Early Education and Development, Special Issue: Motor and Behavioral Skills in Self-regulation and Schooling Outcomes*, 29, 914-938. doi: 10.1080/10409289.2018.1496722

- Berger, R. H., Diaz, A., Valiente, C., Eisenberg, N., Spinrad, T. L., Thompson, M. S., **Hernández, M. M.**, VanSchyndel, S. K., & Southworth, J. (2018). Sleep duration moderates the association between children's temperament and academic achievement. *Early Education and Development, Special Issue: Moving Forward in the Study of Temperament and Early Education Outcomes: Mediating and Moderating Factors*, 29, 624-640. doi: 10.1080/10409289.2017.1404884
- Hernández, M. M.**, Eisenberg, N., Valiente, C., Thompson, M. S., Spinrad, T. L., Grimm, K. J., VanSchyndel, S. K., Berger, R. H., Silva, K. M., Pina, A. A., Southworth, J., & Gal, D. E. (2018). Trajectories of the expression of negative emotion from kindergarten to first grade: Associations with academic outcomes. *Journal of Educational Psychology*, 110, 324-337. doi: 10.1037/edu0000213
- Hernández, M. M.**, Robins, R. W., Widaman, K. F., & Conger, R. D. (2017). Ethnic pride, self-esteem, and school belonging: A reciprocal analysis over time. *Developmental Psychology*, 53, 2384-2396. doi: 10.1037/dev0000434
- Berger, R. H., Valiente, C., Eisenberg, N., **Hernández, M. M.**, Thompson, M. S., Spinrad, T. L., VanSchyndel, S. K., Silva, K. M., & Southworth, J. (2017). Effortful control and school adjustment: The moderating role of classroom chaos. *Journal of Applied Developmental Psychology*, 53, 108-119. doi: 10.1016/j.appdev.2017.10.001
- Hernández, M. M.**, Eisenberg, N., Valiente, C., Spinrad, T. L., Berger, R. H., VanSchyndel, S. K., Silva, K. M., Diaz, A., Thompson, M. S., Gal, D. E., & Southworth, J. (2017). Bidirectional associations between emotions and school adjustment. *Journal of Personality*. Advance online publication. doi: 10.1111/jopy.12361
- Hernández, M. M.**, Eisenberg, N., Valiente, C., Spinrad, T. L., Berger, R. H., VanSchyndel, S. K., Thompson, M. S., Southworth, J., & Silva, K. M. (2018). Balance in positive emotional expressivity across school contexts relates to kindergarteners' adjustment. *Early Education and Development*, 29, 1-13. doi: 10.1080/10409289.2017.1364946
- Hernández, M. M.**, Valiente, C., Eisenberg, N., Berger, R. H., Spinrad, T. L., VanSchyndel, S. K., Silva, K. M., Southworth, J., & Thompson, M. S. (2017). Elementary students' effortful control and academic achievement: The mediating role of teacher-student relationship quality. *Early Childhood Research Quarterly*, 40, 98-109. doi: 10.1016/j.ecresq.2016.10.004
- Diaz, A., Eisenberg, N., Valiente, C., VanSchyndel, S. K., Spinrad, T. L., Berger, R. H., **Hernández, M. M.**, Silva, K. M., & Southworth, J. (2017). Relations of positive and negative expressivity and effortful control to kindergarteners' student-teacher relationship, academic engagement, and externalizing problems at school. *Journal of Research in Personality*, 67, 3-14. doi: 10.1016/j.jrp.2015.11.002
- Hernández, M. M.**, Eisenberg, N., Valiente, C., Spinrad, T. L., VanSchyndel, S. K., Diaz, A., Silva, K. M., Berger, R. H., & Southworth, J. (2017). Observed emotions as predictors of quality of kindergarteners' social relationships. *Social Development*, 26, 21-39. doi: 10.1111/sode.12179
- Hernández, M. M.**, Eisenberg, N., Valiente, C., Diaz, A., VanSchyndel, S. K., Berger, R. H., Terrell, N., Silva, K. M., Spinrad, T. L., & Southworth, J. (2017). Concurrent and longitudinal associations of peers' acceptance with emotions and effortful control in kindergarten. *International Journal of Behavioral Development, Special Issue: Social in the Emotional and Emotional in the Social Schooling Outcomes*, 41, 30-40. doi: 10.1177/0165025415608519
- Castro-Schilo, L., Ferrer, E., **Hernández, M. M.**, & Conger, R. D. (2016). Developmental outcomes of school attachment among students of Mexican origin. *Journal of Research on Adolescence*, 26, 753-768. doi: 10.1111/jora.12223
- Hernández, M. M.**, & Bámaca-Colbert, M. Y. (2016). A behavioral process model of familism. *Journal of Family Theory and Review*, 8, 463-483. doi: 10.1111/jftr.12166
- Hernández, M. M.**, Eisenberg, N., Valiente, C., VanSchyndel, S. K., Spinrad, T. L., Silva, K. M., Berger, R. H., Diaz, A., Terrell, N., Thompson, M. S., & Southworth, J. (2016). Emotional expression in

school context, social relationships, and academic adjustment in kindergarten. *Emotion*, 16, 553-566. doi: 10.1037/emo0000147

**Hernández, M. M.**, Robins, R. W., Widaman, K. F., & Conger, R. D. (2016). School belonging, generational status, and socioeconomic status effects on Mexican-origin children's later academic competence and expectations. *Journal of Research on Adolescence*, 26, 241–256. doi: 10.1111/jora.12188

**Hernández, M. M.**, Eisenberg, N., Valiente, C., Spinrad, T. L., VanSchyndel, S. K., Diaz, A., Berger, R. H., Silva, K. M., Southworth, J., & Pina, A. A. (2015). Observed emotion frequency versus intensity as predictors of socioemotional maladjustment. *Emotion*, 15, 699–704. doi: 10.1037/emo0000099

**Hernández, M. M.**, Conger, R. D., Robins, R. W., Bacher, K. B., & Widaman, K. F. (2014). Cultural socialization and ethnic pride among Mexican-origin adolescents during the transition to middle school. *Child Development*, 85, 695–708. doi: 10.1111/cdev.12167

#### Book Chapters

Liew, J., Valiente, C., **Hernández, M. M.**, & Abera Abdi, D. (in press). Self-regulation and reactivity, school-based relationships, and school engagement and achievement. In D. Whitebread (Ed.), *SAGE Handbook on Developmental Psychology and Early Childhood Education*. UK: University of Cambridge.

Tackett, J. L., **Hernández, M. M.**, & Eisenberg, N. (in press). Agreeableness. In D. McAdams, R. L. Shiner, & J. L. Tackett (Eds.), *The handbook of personality development*. New York, NY: Guilford.

Eisenberg, N. & **Hernández, M. M.** (in press). Connections between emotions and the social world: Numerous and complex. In R. Davidson, Fox, A., R. Lapate, & A. Shackman (Eds.), *The nature of emotion*. UK: Oxford University Press.

Eisenberg, N., **Hernández, M. M.**, & Spinrad, T. L. (2017). The relation of self-regulation to children's externalizing and internalizing problems. In C. A. Essau, S. S. Leblanc, & T. H. Ollendick (Eds.), *Emotion regulation and psychopathology in children and adolescents* (pp. 18-42). UK: Oxford University Press.

#### QUANTITATIVE TRAINING AND EXPERIENCE

Statistical skills: Multivariate regression analysis, structural equation modeling, longitudinal cross-lag modeling, multivariate latent growth curve modeling, hierarchical linear modeling, latent difference score modeling, measurement invariance, multiple group analysis, mediation, moderation, statistical methods in prevention research.

Statistical software: SPSS, *Mplus*, STATA.

#### LANGUAGES

Fluent in written and spoken Spanish and English.