

CURRICULUM VITA

Frances Carol Alexander Campbell

May 30, 2016

Identifying Data

Social Security No.: XXX-XX-XXXX

Birth Date: February 3, 1933

Married: B. J. Campbell

Address: Frank Porter Graham Child Development Institute
University of North Carolina at Chapel Hill
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Educational History

B.A. 1955, University of North Carolina at Greensboro, *Magna cum laude*

M.A. 1958, University of North Carolina at Chapel Hill

Ph.D. 1963, University of North Carolina at Chapel Hill

Dissertation: "A Comparison of Methods of Studying Identification in Young Girls", E. E. Baughman and Ralph Dunlap, Advisors.

Honors

Phi Beta Kappa

Psi Chi

Sigma Xi

University Scholar

US Public Health Fellowship, 1956-57

Who's Who in American Women

Who's Who in America

Who's Who in the World

Invited Participant, White House Conference on Early Literacy, July, 2001

Invited keynote address at the Third International Spearman Seminar, Extending Intelligence:

Enhancement and New Constructs. Sydney, Australia, November, 2001.

Alumni Distinguished Service Award from the University of North Carolina at Greensboro, April, 2007

Invited Distinguished Speaker, Academic Distinction Fund, Baton Rouge, LA, May, 2012

Invited Presenter at Closing the Gaps in Health Outcomes: Alternate Paths Forward, a Forum at the American Enterprise Institute, Washington, DC, July 21, 2014

Professional Memberships

American Psychological Association

Society for Research in Child Development

American Orthopsychiatric Association

Society for Research on Adolescence
Society for Research on Adult Development
Licensed Health Services Provider Psychologist, State of North Carolina

Professional History

2000 - present - Senior Scientist, Frank Porter Graham Child Development Institute of the University of North Carolina at Chapel Hill

1994 – 2000 - Fellow, Frank Porter Graham Child Development Institute of the University of North Carolina at Chapel Hill

1993 - 1997 - Chair, Academic Affairs Institutional Review Board for Research Involving Human Subjects at the University of North Carolina at Chapel Hill

1991 - 2000 - Senior Investigator, Frank Porter Graham Child Development Center, Chapel Hill, NC

1980 - 1993 - Coordinator of Psychoeducational Assessment, Frank Porter Graham Child Development Center, Chapel Hill, NC

1978 - 1980 - Investigator, Frank Porter Graham Child Development Center, Chapel Hill, NC

1972 - 1978 - Research Associate (part-time), Frank Porter Graham Child Development Center, Chapel Hill, NC

1970 - Consultant (part-time), Randolph County Schools, Asheboro, NC

1969 - Consultant (part-time), Person County Schools, Roxboro, NC

1969 - 1971 - Research Associate (part-time), Frank Porter Graham Child Development Center, Chapel Hill, NC

1968 - 1971 - Assistant Professor and Research Associate (part-time), Division for Disorders in Development and Learning, Child Development Institute, N. C.. Memorial Hospital, Chapel Hill, NC

1966 - 1969 - Instructor (part-time), Watts Hospital School of Nursing, Durham, NC

1965 - 1966 - Instructor (part-time), Rosary Hill College, Buffalo, NY

1964 - 1965 - Assistant Professor and Chairman of Concentration in Psychology, Rosary Hill College, Buffalo, NY

1959 - 1960 - Instructor (part-time), Department of Psychiatry, N. C. Memorial Hospital, Chapel Hill, NC

1958 - 1959 - U.S.P.H. Fellow in Clinical Psychology, Department of Psychology, University of North Carolina at Chapel Hill

1957 - 1958 - Intern in Clinical Psychology, N. C.. Memorial Hospital, Department of Psychiatry

1957 - Summer research assistant at Institute of Government, Chapel Hill, NC

1956 - 1957 - Research Assistant, Department of Psychology, University of North Carolina at Chapel Hill

1956 - Summer trainee in Clinical Psychology at V. A. Hospital, Salem, Virginia

Grants Awarded.

Pritzker Family Foundation FP045213 a Sub Award from Prime Award No. 6-35747, Pritzker Consortium on Early Childhood Development to the University of Chicago (J. Heckman, Principal Investigator), Principal Investigator on the Sub Award. Effective date 6/01/2014 08/31/2014, Total direct costs: \$33,124.

NIH 1 R01 HD065072 and NBER Integrated Lifecycle Approach to the Development of Health and Other Capabilities. Subcontract with the National Bureau of Economic Research, No. 40-4131. Effective date 02/01/2011. Co-Principal Investigator on the Subcontract. Total direct costs: \$64,943.

Buffet Early Childhood Fund – 44783 Analyzing the Abecedarian Study Through Age 30. (Subcontract with the University of Chicago, J. Heckman, Principal Investigator). Co-Principal Investigator on Subcontract. Project Period: 1/1/2010 – 6/30/2011. Total direct costs: \$339,914.

NIH 1RC1MD004344-01 Does Enhanced School Readiness Affect Adult Health of African Americans? Lead Principal Investigator. Project Period: 9/20/2009-6/30/2011. Total Direct costs: \$435,783.

A000116001 Regents of the University of Minnesota. Expanding the Study of Long-Term Outcomes from Early Childhood Programs. PI on Subaward on Prime Contract 08-255 from the McKnight Foundation, Arthur Reynolds, PI. 11/01/2008-9/10/2009. Total direct costs: \$95,800.

NIH 40-4113/UNC Synthesizing and Interpreting the Evidence on Early Interventions, J. Heckman, Principal Investigator. Co-Principal Investigator on a UNC Subcontract with the National Bureau of Economic Research, University of Chicago. Dates for Year 1, 8/21/2007- 7/31/2009. Direct costs for Year 1, \$34,398 plus indirect of \$14,471.

MCH R40 MC 002-05-00 Intergenerational Pathways to Competence in Minority Families-II. Principal Investigator January 1, 2006-December 31, 2009, total direct costs: \$636,748

NIH R01 HD-40817 Early Childhood Education: Effects on Adult Adaptation. Principal Investigator, April 1, 2003 – March 31, 2008, total direct costs: \$1,000,000

MCH R40 MC 00245 Intergenerational Pathways to Competence in Minority Families. Principal Investigator. September 1, 2001 – August 31, 2005, total direct costs: \$1,075,725

NICHD: R01 HS/MH36187 Improving the Consent Process for Low-Literacy Parents - Principal Investigator. September 26, 1997 - August 31, 2000

OERI: R306F60201 Long-Term Benefits of Intensive Early Education for Impoverished Children - Principal Investigator. September 1, 1996-August 31, 1999.

MCH: MCJ-370632 The Role of Early Family Supports in Adult Self-Sufficiency - Principal Investigator. June, 1996-May, 2000.

Packard Foundation: Grants No. 95-1796, 97-5994, and 99-8670 The Role of Early Childhood Educational Intervention in Adult Self-Sufficiency. Principal Investigator. December 1995-January, 2001

ACYF - Evaluation for Head Start Transition Demonstration Program, Chapel Hill-Carrboro Schools. Co-Principal Investigator.

NICHD RO1 HD24114 Preventive Interventions: Processes and Adolescent Outcomes. Co-Principal Investigator, March, 1989 to November, 1990; Principal Investigator, November 1990 to February, 1994.

NICHD RO1 HD21782 Early Adolescent Follow-up for High-Risk Infants. Co-Principal Investigator, April, 1986 to March, 1990

Manuscripts in preparation

Draft chapters for possible book on the Abecedarian study, Brookes Publications

Manuscripts submitted/in press/on web

Campbell, F. A. (2016). Lifespan Research Projects. Entry accepted for *The Sage Encyclopedia of Lifespan Human Development*. To be published in early 2017. I

Campbell, F. A., Burchinal, M. R. & Yi, Pan (2015). Sustaining Gains from Early Childhood Intervention: The Abecedarian Program. Chapter based a presentation at the Human Capital Research Collaborative National Invitational Conference, Sustaining Early Childhood Gains: Minneapolis, MN. October 8-9, 2015.

Publications

McMillian, M., Carr, M., Hodnett, G. & Campbell, F. (2015). A longitudinal study of academic identification among African American males and females. *The Journal of Black Psychology*. Vol. No., 1-22. DOI:10.1177/0095798415603845

Campbell, F.A. & Goldman, B. D. (2014). Why or why not? A qualitative study of low-income parents' reasons for accepting or rejecting simulated research enrollment for their children. *Social Work in Public Health, 29(7)*, 686-700. DOI: 10.1080/19381918.2014.938387

Englund, M., White, B., Reynolds, A. J., Schweinhart, L., & Campbell, F. A. (2014). Health outcomes of the Abecedarian, Child-Parent Center and High-Scope Perry Preschool Programs. In A. J., Reynolds, A. J. Rolnick, & J. A. Temple (Eds.). *Health and education in early childhood: Predictors, interventions and policies*. (pp.257-285), New York: Cambridge University Press.

Campbell F., Conti, G., Heckman, J.J., Moon, S.H., Pinto, R., Pungello, E., Pan, Y. (2014, Mar 28) Early childhood investments substantially boost adult health. *Science, 343(6178)*:1478-85. DOI: 10.1126/1248429. PMID: 24675955.

- Campbell, F.A., Pungello, E. P., Burchinal, M., Kainz, K., Yi Pan, Wasik, B. H., Barbarin, O., Sparling, J. J., Ramey, C. T. (2012) Adult outcomes as a function of early childhood educational intervention: An Abecedarian Project follow-up. *Developmental Psychology*, 48(4), 1033-1043. DOI: 10.1037/a0026644
- Muennig, P., Robertson, D., Johnson, G., Campbell, F., Pungello, E., & Neidell, M. (2011) The effect of an early education program on adult health: The Carolina Abecedarian Project randomized controlled trial. *American Journal of Public Health*. 101(3), 512-516.
- McMillian-Robinson, M. M., Frierson, H. T. & Campbell, F. A. (2011). Do gender differences exist in the academic identification in African American elementary school-age children? *Journal of Black Psychology*,37(1), 78-98.
- Campbell, F. A., & Ramey, C. T. (2010). The Abecedarian Project. In A. J. Reynolds, A. Rolnick, M. M. Englund & J. Temple (Eds.). *Cost effective programs in children's first decade: A human capital integration*. (pp. 76-95), New York: Cambridge University Press.
- Reynolds, A. J., Englund, M. M., Ou, S-R, Schweinhart, L.J., & Campbell, F. A. (2010). Paths of effects of preschool participation to educational attainment at age 21: A study of the Child-Parent Centers, High/Scope Perry Preschool, and the Abecedarian Project. In A. J. Reynolds, A. Rolnick, M. M. Englund & J. Temple (Eds.). *Cost effective programs in children's first decade: A human capital integration*. (pp. 415-452), New York: Cambridge University Press.
- Pungello, E. P., Kainz, K., Burchinal, M. Wasik, B. H., Sparling, J. J., Ramey, C. T., & Campbell, F. A. (2010). Early educational intervention, early cumulative risk, and the early home environment as predictors of young adult outcomes within a high-risk sample. *Child Development*, 81(1), 410-426.
- Campbell, F. A., & Taylor, K. (2009). Early Childhood Programs That Work for Economically Disadvantaged Children in E. Essa & M. M. Burnham (Eds.) *Informing Our Practice: Useful Research on Young Children's Development* (pp. 203-215). Washington, DC: National Association for the Education of Young Children.
- Boccia, M. L., Campbell, F. A., Goldman, B. D., & Skinner, M. (2009). Differential recall of consent information and parental decisions about enrolling children in research. *Journal of General Psychology*, 136(1), 91-108.
- Campbell, F. A., Wasik, B. H., Pungello, E. P., Burchinal, M. R., Kainz, K., Barbarin, O., Sparling, J. J., & Ramey, C. T. (2008). Young Adult Outcomes from the Abecedarian and CARE Early Childhood Educational Interventions. *Early Childhood Research Quarterly*, 23, 452-466.
- Steen, R. G., & Campbell, F. A. (2008). The cognitive impact of systemic illness in childhood and adolescence. Invited chapter in *WISC-IV, Clinical Use and Interpretation* (pp. 365-407). Burlington, MA: Elsevier Academic Press.
- Campbell, F. A. & Burchinal, M. (2008). Early childhood interventions: The Abecedarian Project. In P. C. Kyllonen, R. D. Roberts, & L. Stankov (Eds.). *Extending intelligence: Enhancement and new constructs* (pp. 61-84). New York: Lawrence Erlbaum Associates/Taylor & Francis Group.
- Campbell, F. A., & Ramey, C. T. (2007). Carolina Abecedarian Project. National Invitational Conference of the Early Childhood Research Collaborative. www.earlychildhoorc.org

- McLaughlin, A. E., Campbell, F. C., Pungello, E. P., & Skinner, M. (2007) Depressive symptoms in young adults: The influences of the early home environment and early educational childcare. *Child Development*, 78, 746-756.
- Pungello, E.P, Campbell, F.A., & Barnett, S. W. (2006). Poverty and Early Childhood Education. /Center for Poverty, Work and Opportunity: Policy Brief Series/.
www.law.unc.edu/povertycenter <<http://www.law.unc.edu/povertycenter>>
- Campbell, F. A. & Pungello, E. P. (2006). The Abecedarian Project. In C. R. Reynolds and E. Fletcher-Jantzen (Eds). *Encyclopedia of Special Education* (3rd.ed., Vol. 1, pp-8-15). Hoboken, NJ: Wiley
- Peart, N. A., Pungello, E. P., Campbell, F. A., & Richey, T. G. (2006). Faces of fatherhood: African American young adults view the parental role. *Families in Society*, 87(1), 71-83.
- Campbell, F. A., Goldman, B. D., Boccia, M. L., & Skinner, M. (2004). The effect of format modifications and reading comprehension on recall of informed consent information by low-income parents: A comparison of print, video, and computer-based presentations. *Patient Education and Counseling*, 53, 205-216.
- Campbell, Frances. [2004; Invited] “Commentary on the Relationship Between Preschool Programs and School Completion” (Invited). In Encyclopaedia on Early Childhood Development. *Centre of Excellence for Early Childhood Development Website*,
http://www.excellenceearlychildhood.ca/liste_theme.asp?lang=EN&act=32
- Agre, P., Boccia, M., Campbell, F., Goldman, B., Kass, N., McCullough, L., Merz, J., Miller, S., Mintz, J., Sugarman, J., Sorenson, J., Wirshing, D. (2003). Improving informed consent: The medium is not the message. In *Toward Improving the Informed Consent Process in Research with Humans: Supplement to IRB Ethics and Human Research*, Laura Siminoff, Issue Editor, 25(5), 11-19.
- Campbell, F. A. (2002). High quality childcare and school readiness. In *A Generational Journey: Women Carrying on the Vision, Common Issues, United Voices. Conference Proceedings of the Third National Conference on Women, Special Preview Edition* (pp.46-48). Rockville, MD: U. S. Department of Health and Human Services, Substance Abuse and Mental Health Services Administration.
- Campbell, F. A., Pungello, E. P., & Miller-Johnson, S. (2002). The development of perceived scholastic competence and global self-worth in African American adolescents from low-income families: The roles of family factors, early educational intervention, and academic experience. *Journal of Adolescent Research*, 17, 277-302.
- Campbell, F. A., Ramey, C. T., Pungello, E. P., Sparling, J.J, & Miller-Johnson, S. (2002). Early childhood education: Young adult outcomes from the Abecedarian Project. *Applied Developmental Science*, 6, 42-57.
- Campbell, F. A., Pungello, E. P; Miller-Johnson, S., Burchinal, M., & Ramey, C. T. (2001). The development of cognitive and academic abilities: growth curves from an early childhood educational experiment. *Developmental Psychology*, 37, 231-242.
- Ramey, C. T., Campbell, F. A., Sparling, J. J., & Ramey, S. L. (2000). Effects of intensive early intervention on high-risk children: Results of the Abecedarian Project from infancy through 21 years of age. *Journal of Intellectual Disabilities. New Millennium Research to Practice:*

Conference Abstracts: 11th World Congress of the International Association for the Scientific Study of Intellectual Disabilities, 44, 435 (no. 951).

- Ramey, C. T., Campbell, F. A., Burchinal, M., Skinner, M. L., Gardner, D. M. & Ramey, S. L. (2000). Persistent effects of early intervention on high-risk children and their mothers. *Applied Developmental Science, 4* (1), 2-14..
- Ramey, C. T., Campbell, F. A., & Ramey, S. L. (1999). Early intervention: Successful pathways to improving intellectual development. *Developmental Neuropsychology, 16*, 385-392.
- Peart, N., & Campbell, F. A. (1999). At-risk student's perceptions of teacher effectiveness. *Journal for a Just and Caring Education, 5*, 269-284.
- Bryant, D. M., Campbell, F. A., Taylor, K. B., & Burchinal, M. (1999). North Carolina's Head Start Transition Demonstration Evaluation Final Report. Chapel Hill, NC: Frank Porter Graham Child Development Center, University of North Carolina at Chapel Hill.
- Clarke, S. & Campbell, F. A. (1998) Can intervention early prevent crime later? The Abecedarian Project compared with other programs. *Early Childhood Research Quarterly, 13*, 319-343..
- Ramey, C. T., Campbell, F. A., & Blair, C. (1998). Enhancing the life course for high-risk children: Results from the Abecedarian Project. In J. Crane (Ed.). *Social Programs That Work (pp.163-183)*. New York: Russell Sage Foundation.
- Skinner, D., Bryant, D., Coffman, J., & Campbell, F. (1998). Creating risk and promise: children's and teachers' discourse and practice in the cultural world of kindergarten. *Elementary School Journal, 98*, 297-310.
- Campbell, F. A. & Nabors, L. (1998). A longitudinal study of factors associated with Wechsler Verbal and Performance IQ scores in students from low-income African American families. In J. S. Carlson (Series Ed.) & J. Kingma & W. Tomic (Vol. Eds.). *Advances in cognition and educational practice, Volume 5. Conceptual issues in research on intelligence* (pp. 77-112). Stamford, CT: JAI Press.
- Campbell, F. A., Helms, R. Sparling, J. J., & Ramey, C. T. (1998). Early-childhood programs and success in school: The Abecedarian Study. In W. S. Barnette & S. S. Boocock (Eds.). *Early Care and Education for Children in Poverty: Promises, Programs, and Long Term Effects*. (pp. 145-166). Albany, NY: State University of New York Press.
- Burchinal, M. R., Campbell, F. A., Bryant, D. M., Wasik, B. H., & Ramey, C. T. (1997). Early intervention and mediating processes in cognitive performance of children of low-income African American families. *Child Development, 68*, 935-954.
- Campbell, F. A. (1997). Family factors associated with high and low reading and mathematics scores in children from low-income families. In *Making a Difference for Children and Families: Partnerships among researchers, Practitioners and Policymakers* (p. 591). *Conference Proceedings, Head Start's Third National Research Conference, June 20-23, 1996*.
- Campbell, F. A. (1997) Academic Benefits of Preschool Education for Children Reared In Poverty. *Instructional Leader, X*(1), 7-11. Austin, TX: Texas Elementary School Principals and Supervisors Association.

- Campbell, F. A., & Taylor, K. B. (1996). Early childhood programs that work for children from economically disadvantaged families. *Young Children, 51*(4), 74-80.
- Burchinal, M., Campbell, F., & Bryant, D. (1995). Early child care and public school aggressiveness: An attempted replication study. Unpublished manuscript.
- Campbell, F. A., & Ramey, C. T. (1995). Cognitive and school outcomes for high risk African American students at middle adolescence: Positive effects of early intervention. *American Educational Research Journal, 32* (4), 743-772.
- Campbell, F. A., & Bryant, D. M. (1994). Do Head Start experience and transition support or influence rates of parent/school interaction during kindergarten? *Conference Proceedings: Translating research into practice: Implications for serving families with young children*. Washington, DC: Administration for Children and Families, U. S. Department of Health and Human Services.
- Roberts, J. E., Burchinal, M. R., & Campbell, F. A. (1994). Otitis media in early childhood and patterns of intellectual development and later academic performance. *Journal of Pediatric Psychology, 19*(3), 347-366.
- Campbell, F. A. & Ramey, C. T. (1994). Effects of early intervention on intellectual and academic achievement: A follow-up study of children from low-income families. *Child Development, 65*, 684-698.
- Ramey, C. T., Campbell, F. A., Bryant, D. M. Burchinal, M., Sparling, J. J., & Wasik, B. H. (1992). Early intervention and long-term predictors of school status. In *New directions in child and family research: Shaping Head Start in the 90s* (pp. 170-174). Washington, DC: Administration for Children and Families, U. S. Department of Health and Human Services.
- Goldstein, S., Campbell, F. A., & Bynum, C. D. (1992) High-risk parents versus the schools: An unnecessary war. ERIC Document # PS024564.
- Burchinal, M., Campbell, F. A., Wasik, B. H. & Ramey, C. T. (1992). Differential effects of poverty on intellectual development: A developmental cluster analysis. In *New directions in child and family research: Shaping Head Start in the 90s* (pp. 161-164). Washington, DC: Prepared for the Administration for Children and Families, U. S. Department of Health and Human Services.
- Ramey, C. T., & Campbell, F. A. (1991). Poverty, early childhood education and academic competence: The Abecedarian experiment. In A. Houston (Ed.), *Children in poverty: Child development and public policy* (pp. 190-221). New York: Cambridge University Press.
- Goldstein, S. & Campbell, F. A. (1991) Parents: A ready resource. *Arithmetic Teacher, 38* (6), 24-27 .
- Campbell, F. A., Goldstein, S., Schaefer, E. S., & Ramey, C. T. (1991) Parental beliefs and values related to family risk indicators, educational intervention, and child academic competence. *Early Childhood Research Quarterly, 6*. 167-182.
- Campbell, F. A., & Ramey, C. T. (1990). The relationship between Piagetian cognitive development, mental test performance, and academic achievement in high-risk students with and without early educational experience. *Intelligence, 14*, 293-308.
- Ramey, C. T., Bryant, D. M., Campbell, F. A., Sparling, J. J., & Wasik, B. H. (1989). Early intervention for high-risk children: The Carolina early intervention program. *Journal of Prevention and Human Services, 7*, 33-57.

- Campbell, B. J., & Campbell, F. A. (1988) Casualty reduction and belt use associated with occupant restraint laws. In John D. Graham (Ed.), *Preventing Automobile Injury: New Findings from Evaluation Research*. (pp. 24-50). Dover, MA: Auburn House.
- Campbell, B. J., Stewart, J. R., & Campbell, F. A. (1988). *Changes in death and injury associated with safety belt laws, 1985-1987. HSRC -A138*. Chapel Hill, NC: The University of North Carolina Highway Safety Research Center.
- Ramey, C. T., Bryant, D. M., Campbell, F. A., Sparling, J. J., & Wasik, B. H.. (1988) Early intervention for high-risk children: The Carolina Early Intervention Program. In R. H. Price, E. L. Cowen, R. P. Lorion, & J. Ramon-McCay (Eds.). *Fourteen ounces of prevention: A casebook for practitioners*. (pp.32-43). Washington, DC: The American Psychological Association.
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- Ramey, C. T., & Campbell, F. A. (1987). The Carolina Abecedarian Project: An educational experiment concerning human malleability. In J. J. Gallagher and C. T. Ramey (Eds.) *The Malleability of Children*. Paul H. Brookes Publishing Co.
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- Horacek, H. J., Ramey, C. T., Campbell, F. A., Hoffman, K. P., & Fletcher, R. H. (1987). Predicting school failure and assessing early interventions with high –risk children. *Journal of the American Academy of Child Psychiatry*, 26, 758-763.
- Campbell, B. J., & Campbell, F. A. (1986). *Seat Belt Law Experience in Four Foreign Countries Compared to the United States*. Falls Church, VA: Triple A Foundation for Highway Safety.
- Boat, B., Campbell, F. A., & Ramey, C. T. (1986) Preventive education and birth order as co-determinants of IQ in disadvantaged five-year olds. *Child Health Care and Development*, 12, 25-36.
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- Campbell, F. A., & Ramey, C. T. (1986). High-risk infants: Environmental risk factors. In J. M. Berg, (Ed.) *Science and Service in Mental Retardation*. London: Methuen.
- Campbell, F. A., & Campbell, B. J. (1985). *Child restraint in daycare transportation*. Highway Safety Research Center, UNC.
- Ramey, C. T., Campbell, F. A., & Finkelstein, N. W. (1984). Course and structure of intellectual development in children at high-risk of developmental retardation. In P. H. Brooks, C. A.

- McCauley, & R. Sperber (Eds.), *Learning and cognition in the mentally retarded*, (pp. 419-432). Hillsdale, NJ: Erlbaum Associates.
- Ramey, C. T., & Campbell, F. A. (1984). Preventive education for high-risk children: Cognitive consequences of the Carolina Abecedarian Project. *American Journal of Mental Deficiency*, 88(5), 515-523.
- Adams, J., Campbell, F. A., & Ramey, C. T. (1984). Infant's home environments: A study of screening efficiency. *American Journal of Mental Deficiency*, 89(2), 133-139.
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- Ramey, C. T., & Campbell, F. A. (1979). Early childhood education for disadvantaged children: The effects on psychological processes. *American Journal of Mental Deficiency*, 83(6), 645-648.
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- Ramey, C. T., & Campbell, F. A. (1977). Prevention of developmental retardation in high-risk children. In P. Mittler (Ed.), *Research to Practice in Mental Retardation, Vol. 1 Care and Intervention*, (pp. 157-164). By IASSMD.
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- Ramey, C. T., Stein, J., & Campbell, F. A. (1976). Data systems to support identification and intervention programs for high-risk infants. In H. J. Prehm & S. J. Dietz (Eds.), *Early intervention for severely handicapped infants: Programming and accountability*. Eugene, Oregon: University of Oregon Special Education Monographs, University of Oregon.

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- Ramey, C. T., Mills, P., Campbell, F. A., & O'Brien, C. (1975). Infant's home environments: A comparison of high-risk families and families from the general population. *American Journal of Mental Deficiency*, 80, 40-42.
- Ramey, C. T., Campbell, F. A., & Nicholson, J. E. (1973). The predictive power of the Bayley Scales of Infant Development and the Stanford-Binet Intelligence Test in a relatively constant environment. *Child Development*, 44, 790-795.
- Erickson, M. T., Johnson, N. M., & Campbell, F. A. (1970). Relationship among scores on infant tests for children with developmental problems. *American Journal of Mental Deficiency*, 102-104.
- Campbell, F. A., & Fiddleman, P. B. (1959). The effects of examiner status upon Rorschach performance. *Journal of Projective Techniques*, 303-306.

Papers/Posters/Symposia Presented

- Ramey, C. T., Ramey, S. L., Sparling, J. J., Campbell, F. A., & Collier, A. M. (1916, May 24). Increased Learning Opportunities and Enhanced Human Development: Exploring the Limits. Presentation at the Frank Porter Graham Child Development Institute 50th Anniversary Symposium, Advancing Knowledge, Enhancing Lives: A Vision for Children and Families. William and Ida Friday Center for Continuing Education, University of North Carolina at Chapel Hill, Chapel Hill, NC.
- Campbell, F. A., (2015, October 27, 2015). The Abecedarian Study. Presentation to a delegation from Singapore's National Institute of Education, Frank Porter Graham Child Development Institute, Chapel Hill, NC
- Campbell, F. A., Burchinal, M., & Pan, Yi. (2015, October 9), Sustaining Early Gains from Life-Course Longitudinal Studies: The Abecedarian Study, Paper presented at the Human Capital Research Collaborative National Invitational Conference on Sustaining Early Childhood Gains, Minneapolis, MN.
- Campbell, F. A., Pungello, E. P., Pan, Y. (2015, March 20). Adult Health and Education as Functions of the Abecedarian Early Childhood Program. In A. J. Reynolds, Chair, Early Intervention and Adult Health: Main Effects and Mechanisms in Three Longitudinal Studies. Paper Symposium presented at the Biennial Meeting of the Society for Research in Child Development, Philadelphia, PA.
- Campbell, F. A. The Abecedarian Project: In T. Miller, Chair, Closing the Gaps in Health Outcomes: Alternate Paths Forward. A Forum of the American Enterprise Institute, Washington, DC, July 21, 2014. Invited presentation.

- Campbell, F. A., Pungello, E. P., Keyserling, T., & Steen, R. G. (2012, December 17). Does Enhancement of Academic Skills in Childhood Also Enhance Adult Health Status? Presentation on a panel entitled Social, Biological and Environmental Disparities in Childhood Developmental Health Outcomes, Robert Zarr, Moderator. 2012 Summit on the Science of Eliminating Health Disparities. National Harbor, MD
- Burfeind, C., Campbell, F., & Pungello, E. The Effects of Early Childhood Intervention on Maternal Education; Implications for Teenage Mothers. (2012, October 18) Presentation at the SRCD Themed Meeting: Transitions from Adolescence to Adulthood. Tampa, FL
- Campbell, F. A. (2012, May 9). Early Childhood Education Yields High Returns: A 30-Year Study. Invited presentation at the Academic Distinction Fund's Distinguished Speaker Series, Baton Rouge, LA
- Campbell, F. A. (2012, February 10). Benefits of Early Childhood Education; Thirty Years Later. Invited Presentation to the Annual Meeting of the North Carolina Child Care Coalition. Durham, North Carolina.
- Campbell, F. A., & Pungello, E. P. (2011, April 1). The Duration of Benefits from Early Childhood Educational Intervention: Adult Outcomes from the Abecedarian and CARE Studies. In Samuel L. Odom, Chair. Views by Two. Invited presentation at the Biennial Meeting of the Society for Research in Child Development, Montreal, Canada
- Campbell, F. A. (2010, September 29) The Carolina Abecedarian Project: Invited presentation to the School Readiness Conference, Improving Low-Income children's School Readiness: New Perspectives on an Enduring Challenge. New York, NY.
- Campbell, F. A. (2009, December 2) The Abecedarian Study: Long-term outcomes of early childhood educational intervention. Presentation to Chinese Delegation (Shanghai) visitors to Frank Porter Graham Child Development Institute.
- Campbell, F. A., Pungello, E. P., Kainz, K., & Ramey, C. T. (2009, April 2). Economic indicators for Abecedarian study participants at age thirty. In E. P. Pungello, Chair, Breaking the Poverty Cycle: Economic Indicators for Adults Who Participated in Three Early Childhood Intervention Programs. Paper Symposium presented at the Biennial Meeting of the Society for Research in Child Development, Denver, CO.
- Campbell, F. A., Kainz, K., Pungello, E., & Sparling, J. (2008, June 24). Early cognitive skills as mediators of long-term benefits of early childhood educational intervention. Poster presented at Head Start's Ninth National Research Conference: Creating Connections: Linking Policy, Practice and Research across Early Childhood Development, Care and Education. Washington, DC:
- Sparling, J. J., Campbell, F. A., & Capizzano, J. (2008, June 23). Comparing program implementation and fidelity of an adult-child interaction curriculum resource across a variety of service modalities. Poster presented at Head Start's Ninth National Research Conference: Creating

Connections: Linking Policy, Practice and Research across Early Childhood Development, Care and Education. Washington, DC:

- Campbell, F. A. (2008, June 12). The Carolina Abecedarian Project. Invited testimony at the Robert Wood Johnson Commission to Build a Healthier America Field Hearing, Raleigh, NC.
- Sparling, J. J., & Campbell, F. A. (2008, June 8). How to Use the Abecedarian Longitudinal Research Results as a Tool for Advocating for Early Childhood Programs. Training Institute for the National Association for the Education of Young Children. New Orleans, LA.
- Briggs, H. & Campbell, F. A. (2008, March 22). A longitudinal examination of involvement in crime. Poster presented at the Society for Research in Adult Development Conference. New York, NY.
- Reynolds, A., Englund, M., Ou, S-R., Schweinhart, L., & Campbell, F. (2007, December 8). Mechanisms of influence from preschool to educational attainment: A three-study analysis. Presentation at the National Invitational Conference of the Early Childhood Research Collaborative. Minneapolis, MN.
- Campbell, F. A., & Ramey, C. T. (2007, December 7). Carolina Abecedarian Project. Invited presentation at the National Invitational Conference of the Early Childhood Research Collaborative. Minneapolis, MN.
- Pungello, E. P., & Campbell, F. A. (2007, March 31) Does gender moderate the long-term effects of early childhood educational intervention? Poster presented at the Biennial Meeting of the Society for Research in Child Development. Boston, MA.
- Campbell, F. A., & Pungello, E. P. (2006, August 24). A brief introduction to the Abecedarian and CARE studies. Presentation at the Meeting of the Pritzker Consortium on Early Childhood Development meeting with members of the Atlantic Philanthropies Disadvantaged Children and Youth Programme, University College of Dublin, Dublin, Ireland.
- Campbell, F. A., Wasik, B. H., & Pungello, E. P. (2006, June 27). Long-term outcomes from two models of early childhood education. Poster presented at Head Start's Eighth National Research Conference. Washington, DC.
- Campbell, F. A. (2006, April 29). Early childhood education matters: The Abecedarian and CARE studies. Invited presentation to the Fourth Annual District of Columbia Universal School Readiness Conference, Early Childhood Leadership Institute. Washington, DC.
- Campbell, F. A. (2005, April 30). Abecedarian Project: Linking early learning to school success. Invited presentation to the Third Annual District of Columbia Universal School Readiness Conference, Early Childhood Leadership Institute. Washington, DC.
- Pungello, E., Campbell, F. A., Wasik, B. H., Burchinal, M. Cai, L. Nelson, L., and Ramey, C. T. (2005, April 10). Early risk and educational intervention predicting to young adult outcomes within a high-risk population. In F. A. Campbell, Chair, *Becoming Competent: Longitudinal Studies of Risk and Protective Factors that Impact the Development of Adolescents and Adults*. Paper Symposium presented at the Biennial Meeting of the Society for Research in Child Development, Atlanta, Georgia

- McLaughlin, A., Campbell, F., Skinner, M., Pungello, E. (2005, April 9). Does early childhood treatment affect young adult depression? Poster presented at the Biennial Meeting of the Society for Research in Child Development, Atlanta, Georgia,
- Campbell, F. A., & Pungello, Elizabeth P. (2004, June 29). The effects of early childhood education on special education assignments in public school: The Abecedarian study. Poster presented at Head Start's Seventh National Research Conference: Promoting Positive Development in Young Children. Washington, DC.
- Campbell, F. A. (2004, May 1). Linking early learning to school success. Invited presentation to the Second Annual District of Columbia Universal School Readiness Conference, Early Childhood Leadership Institute. Washington, DC.
- Campbell, F. A. (2003, October 20). Early childhood educational intervention. Invited presentation to the Maternal and Child Health Federal/State Partnership Meeting: Building Bridges, Research to Practice. Alexandria, VA.
- Campbell, F. A. (2003, May 3). Does a good early childhood program make a difference? Invited presentation to the First Universal School Readiness Conference, Early Childhood Leadership Institute. Washington, DC.
- Campbell, F. A. (2003, April 26). Introduction: What's a good early childhood education worth and why? Presentation in F. A. Campbell, Chair, What's a good early childhood education worth and why? Symposium presented at the Biennial Meeting of the Society for Research in Child Development, Tampa, FL.
- Pungello, E. P. & Campbell, F. A. (2002, September 20) The Abecedarian Project. Invited presentation at the Virginia Family Literacy Institute, Roanoke VA
- Campbell, F. A., & Pungello, E. P. (2002, June 27) Differential effects of early risk and early intervention on reading and math achievement. Poster presented at Head Start's Sixth National Research Conference: Pathways to the Future: The First 8 Years. Implications for Research, Policy, and Practice. Washington, DC.
- Campbell, F. A. (2002, April 14). No systematic negative effects of intensive early child care found on the socioemotional adjustment of adolescents. Poster presented at the Ninth Biennial Meeting of the Society for Research on Adolescence. New Orleans, LA.
- Campbell, F. A. (2001, November 28). The malleability of cognitive development of children of low-income African American families: Intellectual test performance over twenty-one years. Invited keynote address at the Third International Spearman Seminar, Extending Intelligence: Enhancement and New Constructs. Sydney, Australia.
- Campbell, F. A. (2001, June 21). High quality child care and school readiness: What does research tell us? In Mini-Plenary Session entitled High quality child care and school readiness, Margaret Miller, Moderator. Invited presentation to the Third National Conference on Women. Orlando, FL.

- Campbell, F. A., Pungello, E. P., & Miller-Johnson, S. (2001, April 21). Effects of early environmental risk within a high-risk sample: The Abecedarian study. Paper presented in G. Lamberty, Chair, Context in longitudinal studies of competence among African American children. Symposium presented at the Biennial Meeting of the Society for Research in Child Development, Minneapolis, MN.
- Campbell, F. A., Goldman, B. D., & Boccia, M. B. (2001, April 19). The need to know: Improving the informed consent process for parents. Poster presented at the Biennial Meeting of the Society for Research in Child Development, Minneapolis, MN.
- Pungello, E. P., & Campbell, F. A. (2000, September, 28). The Abecedarian Study. Invited presentation to the general session of the Region III Child Care Meeting, Philadelphia, PA
- Pungello, E. P., & Campbell, F. A. (2000, September). Early learning, later success: The Abecedarian Study. Invited presentation to the Smart Start Evaluation Conference, Chapel Hill, NC
- Pungello, E., Campbell, F., & Miller-Johnson, S. (2000, June 30). Benefits of high quality childcare for low-income mothers: The Abecedarian study. Poster presented at Head Start's Fifth National Research Conference. Washington, DC.
- Campbell, F. A., & Pungello, E. P. (2000, June 29). High-quality child care has long-term educational benefits for poor children. In G. Lamberty, Chair, Contextual effects and developmental competencies in African-American child and young adults. Symposium presented at Head Start's Fifth Annual Research Conference, Developmental and Contextual Transitions of children and Families. Washington, DC.
- Peart, N., Pungello, E., Campbell, F., & Richey, T. (2000, June 29). A father of their own. The value of presence. Poster presented at the Head Start's Fifth National Research Conference. Washington, DC.
- Campbell, F. A. (May 9, 2000) What Can We Do to Improve the Lives of Poor Children? Young Adult Findings from the Abecedarian Study. Invited Address to Prevent Child Abuse Virginia. Richmond, VA.
- Pungello, E., Moore, J., & Campbell, F. (2000, March 31). Psychometric properties of Harter's Self-Perception Profiles. Poster presented at the Biennial Meeting for the Society for Research on Adolescence. Chicago, IL.
- Campbell, F. A. (2000, February 25). The Abecedarian Project: How Can It Inform Public Policy? Invited presentation at a Conference sponsored by the National Associates of Child Advocates, Atlanta, GA.
- Campbell, F. A. (2000, January 25). Significant Benefits of Early Childhood Education. Invited address to the American Public Services Association Meeting. Washington, DC.
- Goldman, B. D., Muira, R. H., Campbell, F. A., Boccia, M. L., & Phillipson, S. (1999, October 31) A comprehensive assessment of the readability of parental consent forms requesting the participation of infants and children in behavioral and biomedical research. In L. Siminoff,

- Chair. Panel entitled Results from the NIH Informed Consent Initiative presented at the Second Annual Meeting of the American Society for Bioethics and Humanities. Philadelphia, PA
- Campbell, F. A., & Pungello, E. (1999, August 20). Long-Term Benefits of Early Education in a Child Care Setting: Poster presented at the 107th Annual Meeting of the American Psychological Association. Boston, Massachusetts
- Campbell, F. A. (1999, August 24). Longitudinal Cognitive Development in a High Risk African American Sample. Poster presented at the 107th Annual Meeting of the American Psychological Association. Boston, Massachusetts.
- Campbell, F. A. (1999, May 27). The Abecedarian Study: Benefits of Early Childhood Education. Paper presented to the faculty of Shaanxi Provincial Normal University, Xi'an, China as part of a People to People Ambassador Program Seminar.
- Burchinal, M., Caskie, G., Campbell, F., & Bryant, D., (1999, April 20). AFDC use over time in relation to child care, family, characteristics, and child outcomes. In R. M. Clifford, Chair. Perspectives on Quality in Early Childhood Settings: Findings from the National Center for Early Development and Learning. Symposium presented at the Annual Meeting of the American Educational Research Association. Montreal, Canada.
- Skinner, M. L., Clarke, S., & Campbell, F. A. (1999, April 17). Predicting adult criminal records: Revisiting the Abecedarian Project. Poster presented at the Biennial Meeting of the Society for Research in Child Development. Albuquerque, NM
- Campbell, F. A. (1999, April 16) Long-term outcomes from the Abecedarian study. In F. A. Campbell, Chair. How High-Quality Early Childhood Programs Enhance Long-Term Development: A Comparison of Findings and Models. Symposium presented at the Biennial Meeting of the Society for Research in Child Development. Albuquerque, NM
- Campbell, F. A. (1999, April 15) Family and school factors related to academic and social skills in children from low-income families. In C. Esposito, Chair. Family-School Transactions in the Transition from Head Start to Elementary School: Factors Related to Family Involvement and Child Outcomes. Symposium presented at the Biennial Meeting of the Society for Research in Child Development. Albuquerque, NM
- Campbell, F. A. (1998, August 17). Preventing delinquency: Lessons from a cognitively-oriented early childhood intervention program. In E. Dossett, Chair. Optimizing Adolescent and Adult Development. Symposium presented at the Annual Meeting of the American Psychological Association. San Francisco, CA.
- Campbell, F. A. (1998, August 18). Long-term benefits of intensive early education for impoverished children. In J. Baker, Chair. School-Based-School-Linked Early Intervention for Children at Risk. Symposium presented at the Annual Meeting of the American Psychological Association. San Francisco, CA
- Bryant, D. M., Campbell, F. A., Taylor, K. B., Burchinal, M. (1998, July 11) What is "participation" in NC's Head Start Transition Demonstration? Poster presented at the Fourth Head Start Research Conference: A Research Agenda on Children and Families in an Era of Rapid Change. Washington, DC.
- Taylor, K. B., & Campbell, F. A. (1998, July 11) The antecedents and consequences of grade retention among children in a Head Start Transition Demonstration Program. Poster presented at the Fourth Head Start Research Conference: A Research Agenda on Children and Families in an Era of Rapid Change. Washington, DC.

- Campbell, F. A. (1998, July 9). The Role of Early Family Supports in Adult Self-Sufficiency. Paper presented in Gontram Lamberty (Chair), Health, Normative Development and Contextual Transitions in Minority Children. Symposium presented at the Fourth Head Start Research Conference: A Research Agenda on Children and Families in an Era of Rapid Change. Washington, DC.
- Campbell, F. A. (1998, July 10). A Qualitative Description of African American Parents' Socialization Practices Related to Ethnic Identity. In Evelyn Luckey (Chair), African American Families: Values, Beliefs, Parent-Child Communication. Symposium Presented at the Fourth Head Start Research Conference: A Research Agenda on Children and Families in an Era of Rapid Change. Washington, DC.
- Ramey, C. T., Campbell, F. A. & Ramey, S. L. (1998, May 1). Early intervention: Successful pathways to improving intellectual development. Paper presented at the Conference on Dendritic Mechanisms in Mental Retardation and Developmental Disabilities. National Institute for Child Health and Human Development, Bethesda, MD.
- Campbell, F. A. (1998, February 28) Family environments in early and middle adolescence: A longitudinal analysis of low-income African American families. Poster presented at the biennial meeting of the Society for Research on Adolescence, San Diego, CA.
- Campbell, F. A. (1997, September 25). Administrative challenges in complying with Federal regulations for protection of human subjects. Presentation at Contemporary Issues in Human Subjects Research, National Education Workshop on the Projection of Human Subjects in Research. Charlotte, NC.
- Campbell, F. A. (1997, April 6) Introduction in F. A. Campbell (Chair). The effects of early intervention on aggression, delinquency and crime. Symposium presented at the biennial meeting of the Society for Research in Child Development, Washington, DC.
- Campbell, F. A. (1997, April 4). Parents Expectations for Children's Achievements: Adolescent's School Achievement and Academic Self-Concept. Poster presented at the biennial meeting of the Society for Research in Child Development. Washington, DC
- Campbell, F. A. (1997, March 17). The Carolina Abecedarian Study: Long-Term Benefits and Further Follow-Up. Panel presented at the Young Adult Institute Fourth Annual Conference on Social Work and Disabilities. New York City.
- Campbell, F. A. (1997, March 14). Effects of Early Childhood Educational Intervention on the Psychosocial Maturity of Adolescents at Risk of Academic Failure. Paper presented at the Meeting of the American Orthopsychiatric Association. Toronto.
- Campbell, F. A., & Sparling, J. J. (1997, March 3) "Integrating New Knowledge on Brain Development Into Our Work With Families" Invited workshop presented at the Healthy Families America Conference sponsored by the National Committee to Prevent Child Abuse. Chicago, IL.
- Campbell, F. A. (1996, June 21) Family Factors Associated With High and Low Reading and Mathematics Scores in Children From Low-Income Families. Poster presented at Head Start's Third National Research Conference. Making a Difference for Children, Families, and Communities: Partnerships among Researchers, Practitioners and Policymakers. Washington, DC.
- Campbell, F. A. (1996, June 18) Dimensions of the Local Evaluation for the North Carolina Head Start Transition Demonstration Project. Poster presented at the Research Consortium Meeting of the National Transition Demonstration Study. Washington, DC

- Campbell, F. A. (1996, March 10) The effects of maternal and paternal relationships on adolescent academic and behavioral outcomes. Poster presented at the Society for Research on Adolescence, Boston, MA
- Campbell, F. A. (1996, March 7) The effects of intensive early childhood educational intervention on assignments to special education in school: The Abecedarian study. Poster presented at the Society for Research on Adolescence, Boston, MA.
- Campbell, F. A. (1995, September 28) The Abecedarian Project. In Anita Payne, Chair, Frank Porter Graham Child Development Center Pre-Conference Seminar. Seminar presented at the Annual Study Conference of the North Carolina Association for the Education of Young Children. Greensboro, NC.
- Taylor, K., & Campbell, F. A. (1995, April). Teacher perceptions of children from low-income families as reflected in surveys and rating scales. In D. Bryant (Chair), The early school experiences of minority children from low-income families. Symposium presented at the biennial meeting of the Society for Research in Child Development, Indianapolis, IN.
- Campbell, F. (1995, March). The development of academic self-concept and its relationship to academic performance and self-esteem: A longitudinal study of African American students. Poster presented at the biennial meeting of the Society for Research in Child Development, Indianapolis, IN.
- Campbell, F. A., Helms, R., Ramey, C. T., & Sparling, J. J. (1994, October). Early childhood programs and success in school: The Abecedarian Study. Invited presentation to the Eighth Rutgers Invitational Symposium on Education: New Directions for Policy and Research in Early Childhood Care and Education. Princeton, NJ
- Taylor, K., Skinner, D., Campbell, F. A., & Bryant, D. (1994, June). Kindergarten teacher's expectations and perceptions of children from low-income families. Poster presented at the Annual Meeting of the Consortium for the Head Start Transition Demonstration Programs: Alexandria, VA
- Zeskind, P. S., Campbell, F. A., & Ramey, C. T. (1994, June). Prenatal malnutrition in apparently healthy infants: Persistent effects on IQ and attention at 12 years of age. Paper presented at the International Conference on Infant Studies, Paris, France.
- Zeskind, P. S., Campbell, F. A., & Ramey, C. T. (1994, March). Persistence of effects of prenatal malnutrition on IQ at 12 years of age. Paper presented at the Conference on Human Development, Pittsburgh, PA.
- Campbell, F. A. (1994, February). Longitudinal research on the effects of early intervention for children in poverty. In Garland Hershey (Chair). Healthy people: University partnerships with North Carolinians. Bicentennial symposium presented at the University of North Carolina at Chapel Hill.
- Campbell, F. A., & Bryant, D. M. (1993, November) Do Head Start experience and transition support influence rates of parent/school interaction during kindergarten? Poster presented at Translating Research into Practice: Implications for Serving Families with Young Children: Second National Head Start Research Conference, Washington, DC.
- Campbell, F. A. (1993, April). Update on the Abecedarian study. In F. Campbell, (Chair). Longitudinal research with at-risk children. Symposium presented at the Twenty-fifth Anniversary Celebration of the Frank Porter Graham Child Development Center, Chapel Hill, NC.

- Campbell, F. A. (1993, March) Growing into a wider world: Transition from Head Start to kindergarten in Chapel Hill-Carrboro. In Pamela Davis, (Chair). Results from the first testing period of the Head Start Transition Project (The transition process). Poster symposium presented at the biennial meeting of the Society for Research in Child Development, New Orleans, LA.
- Campbell, F. A. & Ramey, C. T. (1993, March) Mid-adolescent outcomes for high risk students: An examination of the continuing effects of early intervention. In Craig T. Ramey (Chair), Efficacy of early intervention for poverty children: Results of three longitudinal studies. Symposium presented at the biennial meeting of the Society for Research in Child Development, New Orleans, LA.
- Burchinal, M., Bryant, D., & Campbell, F. (1992, May). Infant and center daycare and teacher ratings of behavior at 8-9 years. Poster presented at the 8th International Conference on Infant Studies, Miami Beach, FL.
- Ramey, C. T., Campbell, F.A., Burchinal, M., & Sparling, J. (1991, June). Early intervention and long-term predictors of school success. Paper presented at a Working Conference on New Directions in Child and Family Research: Shaping Head Start in the Nineties, Arlington, VA.
- Burchinal, M. R., Campbell, F. A., Wasik, B. H., & Ramey, C. T. (1991, June). Differential effects of poverty on intellectual development: A developmental cluster analysis. Paper presented at a Working Conference on New Directions in Child and Family Research: Shaping Head Start in the Nineties, Arlington, VA.
- Campbell, F. (1991, April). The Carolina Abecedarian Project. In M. Burchinal (Chair). Early experience and children's competencies: New findings from four longitudinal studies. Symposium presented at the biennial meeting of the Society for Research in Child Development, Seattle, WA.
- Roberts, J., Campbell, F., & Footo, M. (1991, April). Otitis media from birth to five and later intellectual and academic performance. Poster presented at the biennial meeting of the Society for Research in Child Development, Seattle, WA.
- Goldstein, S. G., Campbell, F. A., & Bynum, C. D. (1990, April). High-risk parents versus the schools: An unnecessary war. In G. Reynolds (Moderator). School-based youth service program: A collaborative response to adolescent needs in an urban community. Panel presented at the annual meeting of the American Orthopsychiatric Association, Miami, FL.
- Campbell, F. A., Fendt, K. & Feagans, L. (1989, April) Methods for maintaining long-term contact with longitudinal subjects and ways to assure the utility of data across time. Presentation at a Conversation Hour at the biennial meeting of the Society for Research in Child Development, Kansas City, MO.
- Campbell, F. A. (1989, April). Preschool versus school-age intervention for disadvantaged children: Where should we put our efforts? Paper presented at the biennial meeting of the Society for Research in Child Development, Kansas City, MO.
- Campbell, F. A. & Breeze, L. (1989, March) Perceptions of family environments in high- and low-risk early adolescents and their parents and the relationship of these perceptions to academic outcomes. Poster presented at the annual meeting of the Society for Research in Adolescence, Tucson, AZ.
- Campbell, F. A. (1988, March). The relationship between Piagetian cognitive development, mental test performance, and academic achievement in high risk students with and without early educational

- experience. Poster session at the Gatlinburg Conference on Research and Theory in Mental Retardation and Developmental Disabilities. Gatlinburg, TN.
- Campbell, F. A. (1986, May). Prognosis of children at high risk for mental handicaps. Paper presented at the Developmental Disabilities conference: A rational approach to the diagnosis and management of children with mental handicaps. The Hurley Medical Center, Dearborn, MI.
- Campbell, F. A. (1986, May). The importance of soft signs. Workshop presented at the Developmental Disabilities Conference: A rational approach to the diagnosis and management of children with mental handicaps. The Hurley Medical Center, Dearborn, MI.
- Campbell, F. A. (1986, May). Do Black families prepare children for school differently than White families? In C. Utley (Chair). Parent support services for culturally diverse families having children who are developmentally delayed: Planning, implementing, and evaluating training programs. Symposium conducted at the meeting of the American Association on Mental Deficiency, Denver, CO.
- Campbell, F. A. & Ramey, C. T. (1985, May). A systems model for early intervention: Comparative results from two experimental programs with black families. Paper presented at a Symposium on The Relative Effectiveness of Parent Training Programs designed to meet the cultural and linguistic needs of families having members with developmental disabilities. Annual meeting of the American Association for Mental Deficiency, Philadelphia, PA.
- Campbell, F. A., & Ramey, C. T. (1985, April). Intervention for children at risk for mild retardation: School-age results from the Carolina Abecedarian Project. Paper presented at Society for Research and Child Development, Toronto, Canada.
- Ramey, C. T., & Campbell, F. A. (1985, March). Educational intervention for children at risk for mild retardation: School-age results from the Carolina Abecedarian Project. Paper presented at the Gatlinburg Conference on Research and Theory in Mental Retardation and Developmental Disabilities, Gatlinburg, TN.
- Campbell, F. A. (1985, March). Primary prevention of mild retardation: When should we intervene? Paper presented at the International Association for the Scientific Study of Mental Deficiency, New Delhi, India.
- Campbell, F. A. & Ramey, C. T. (1985, March). High risk infants: Environmental risk factors. Symposium paper presented at the International Association for the Scientific Study of Mental Deficiency, New Delhi, India.
- Goldstein, S., & Campbell, F. A. (1984, April). Bridging a gap: Coordinating school and home activities for educationally at-risk children. Paper presented at the Council for Exceptional Children Conference in Washington, DC.
- Campbell, F. A., & Adams, J. L. (1983, September). The effects of early intervention on the predictive efficiency of The Home Observation for Measurement of The Environment. Paper presented at the first annual Conference of the North Carolina Association for Infants and Families, Raleigh, NC.
- Campbell, F. A., Breitmayer, B., & Ramey, C. T. (1983, May). Disadvantaged teenage mothers and their children: Consequences of educational daycare. Paper presented at the Second International Conference On the "At-Risk" Infant, Jerusalem, Israel.

Campbell, F. A., & Ramey, C. T. (1983, April). Who won't make it? Improving prediction of mild retardation in disadvantaged children at risk. Paper presented at the 60th Annual meeting of the American Orthopsychiatric Association, Boston, MA.

Adams, J. L., Campbell, F. A., & Ramey, C. T. (1981, March). Early infant home environments: A validation of screening efficiency. Paper presented at the Annual Meeting of the American Public Health Association, Los Angeles, CA.

Campbell, F. A. How may we best estimate/predict a child's IQ? (1979, March). Paper presented at the biennial meeting of the Society for Research in Child Development, San Francisco, CA.

Campbell, F. A., & Ramey, C. T. (1977, March). The effects of early intervention on intellectual development. Paper presented at the biennial meeting of the Society for Research in Child Development, New Orleans, LA.

Campbell, F. A. (1977, January). Issues in the social development of high risk infants. Paper presented at the TADS Second Conference on Infant Education, Lakeland, FL.

Campbell, F. A., & Ramey, C. T. (1976, June). Intellectual development in high-risk children. Paper presented at the annual meeting of the American Association of Mental Deficiency, Chicago, IL.

Electronic Citations

Campbell, F. A. (2004). Commentary on the relationship between preschool programs and school completion. [On line] Available: www.excellence-earlychildhood.ca

Campbell, F. A., & Pungello, E. P. (1999). Early learning, later success: The Abecedarian study. [On line] Available: www.fpg.unc.edu/~abc

Commentaries

Campbell, F. A. (2014). Comments on "Labor market returns to an early childhood stimulation intervention in Jamaica. The Journal of Pediatrics: Current Best Evidence, June, 2014.

Miscellaneous Consultations and Outreach:

Grant Reviews:

Member Study Section, NIH ZRG1 RPHB-S (03) M "Member conflict: Interventions for Health Over the Life Course," February 25, 2015

Member Study Section, NIH ZRG1 RPHB-S (03) M "Member conflict: Interventions for Health Over the Life Course," July 9, 2014

Level I Reviewer, NIH Challenge Grants, 2009

Chair, Review Panel, Head Start Higher Education Partnership Grants, Administration for Children and Families, August, 2003

Member, Study Section, Administration for Children and Families, University-Head Start Partnerships, June, 2002

Member, Study Section, Head Start Graduate Student Research Grants, ACYF, March, 2001

Member, Study Section, Head Start Partnerships, ACYF, June, 2000

Member, Study Section on Bioethics, National Institutes of Health, March, 2000

Member, Study Section, Administration for Children, Youth, and Families, June, 1998

Member, Study Section, NIMH, November, 1999

Conference Reviews:

Reviewer: Society for Research in Child Development Biennial Meeting, 2011.

Reviewer, Head Start's Tenth National Research Conference, Research on Young Children and Families: Launching the Next Decade for Policy and Practice, August, 2009

Reviewer, of research grant, Health Research Board, Dublin Ireland, 2007

Member, Study Section, US Department of Education, Evaluations of Education Innovations Grants, February, 2005

Reviewer, Head Start's Seventh National Research Conference, Promoting Positive Development in Young Children: Designing Strategies that Work, September, 2003

Reviewer, Head Start's Sixth National Research Conference, Pathways to the Future: The First 8 Years. Implications for Research, Policy, and Practice. September, 2001

Consultant to Drug Abuse Screening Project, UNC School of Social Work, 2000-2002

Member, Research Advisory Panel, National Association of Child Advocates, 2001-2002.

Reviewer, Head Start's Fifth National Research Conference, Symposium presented at Head Start's Fifth National Research Conference, Developmental and Contextual Transitions of children and Families, September, 2000

Peer Reviews for Publications:

Member of Editorial Board, Journal of Child Psychology and Psychiatry

Ad Hoc Reviewer

American Journal on Mental Retardation

Child Development

Developmental Psychology

Early Childhood Research Quarterly

Educational Evaluation and Policy Analysis

Journal of Adolescence

Journal of the American Medical Association

Journal of Black Psychology

Journal of Developmental Disabilities
Journal of Early Intervention
Merrill-Palmer Quarterly
Patient Education and Counseling
Social Development

Miscellaneous Reviews or Consultations:

Member of Local Review Committee for the International Verapamil SR/Trandolapril Study (INVEST), University of Florida Health Science Center, Gainesville, FL (1997-2003)

Sister Jerome Cochran, Mill Creek Children's Center, Youngstown, Ohio 6/94, 12/94, 3/95; 4/2005

Ms. Cynthia Bailey, Siegel Children's Center, Charlotte, NC March 16, 1995

Mr. Hugh Morton Mr. Charles Kurault, Dept of Human Resources Filmmakers, March, 1995

Member, Pritzker Consortium on Early Childhood Development

Inaugural Symposium: Economics of Childhood: When to Invest? Chicago, IL: May 15, 2006

Member, Pritzker Consortium on Early Childhood Development, consultants to Atlantic Philanthropies Disadvantaged Children and Youth Programme, Dublin, Ireland. August 23-25, 2006

Member, Board of Directors, Brady Educational Foundation, Chapel Hill, NC 2009 to present.

Other Media:

The State of Things, Interview by Frank Stasio on WUNC Radio, May 11, 2015.

North Carolina Voices, WUNC Radio, April 3, 2006

Alaska Public Radio, Interview and call-in program, April 18, 2006