

Personal Statement

Steve's primary interests relate to applying multilevel, pattern-centered person-in-context models of lifespan development to quality improvement systems (QIS) in the education and human services fields. This work focuses on integrating variable- and pattern-centered theoretical, measurement, and statistical models for (a) combining multivariate information about personal and contextual risks and opportunities; (b) identifying homogenous subgroups of people in contexts (i.e., lifespace configurations); (c) linking lifespace configurations across time and to additional indicators of lifespan development (e.g., youth skill growth); (d) examining the reliability and validity of QIS measures; and (e) evaluating quality-outcomes relations (e.g., quality of staff instructional practices -> youth skill growth).

Education / Professional Positions

1. California State University, Long Beach (B.A., Psychology-Research, 1985)
2. University of Montana, Missoula (M.A., Experimental Social Psychology, 1990)
3. University of Michigan (UM), Ann Arbor (Ph.D., Personality Psychology, 1995)
4. Soc. Science Research Associate II, UM, Inst. for Social Research (ISR), Ann Arbor, MI (1995-2001)
5. Sr. Research Associate, Soc. Science, UM, Inst. for Res. on Women and Gender, Ann Arbor, MI (2001-2007)
6. Research Investigator, UM, ISR, Research Center for Group Dynamics, Ann Arbor, MI (2007-2013)
7. Asst. Research Scientist, UM, ISR, Research Center for Group Dynamics, Ann Arbor, MI (2013-2016)
8. *Sr. Research Fellow*, David P. Weikart Center for Youth Program Quality, Ypsilanti, MI (2016-2018)
9. Consultant (2019-)

(selected) Professional Development Activities

(a) Instructor for "Pattern-Centered Methods" seminars provided for students and staff at the University of California, Irvine, School of Education (2016-2107); (b) Consultant to the Weikart Center for Youth Program Quality, assisting with measurement and analysis issues associated with developing and evaluating quality improvement systems; "Applying Person-Centered Approaches to Emerging Adult Research: An Introduction to LCA and LTA Models" Pre-conference workshop sponsored by the Society for the Study of Emerging Adulthood, Miami, FL (Cleveland, 2015); (c) "Baysian Methods for Prevention and Intervention Science" Workshop sponsored by the University of Michigan, Inter-University Consortium for Political and Social Research Summer Program in Quantitative Methods of Social Research (Kaplan, 2014); (d) "Growth Models with Time-Invariant and Time-Varying Covariates" (Curran, 2006); (f) "Analyzing Developmental Trajectories" (Nagin, 2006); (g) "Advanced Training in Developmental Research" (Gonzalez et al., 2005); (h) "Advanced Training on Structural Equation Modeling in Longitudinal Research" (McArdle, Nesselroade, Hedeker, Browne, Boker, 2004); (h) "APA Advanced Training Institute: Longitudinal Methods, Modeling, & Measurement" (McArdle, Nesselroade, Schmidt, Boker, Ghisletta, 2003)

(selected) Publications

- Peck, S. C., Roy, L., Macleod, C., & Smith, C. (2019). *Social and Emotional Learning Program Quality Assessment (Version 4.5) – Phase I Validation Study Report*. Ypsilanti, MI: The David P. Weikart Center for Youth Program Quality - A Division of the Forum for Youth Investment.
- Peck, S. C., Smith, C., Hillaker, B., Macleod, C., Roy, L., Helegda, K., & Smith, L. (2018). *Measurement manual for the Staff Rating of Youth Behavior - Short Form*. Ypsilanti, MI: The David P. Weikart Center for Youth Program Quality - A Division of the Forum for Youth Investment.
- Smith, C., McGovern, G., Peck, S. C., Larson, R. W., Hillaker, B., & Roy, L. (2016). *Preparing youth to thrive: Methodology and findings from the social and emotional learning challenge*. Washington, DC: FYI.
- Peck, S. C., Brodish, A. B., Malanchuk, O., Banerjee, M., & Eccles, J. S. (2014). Racial/ethnic socialization and identity development in Black families: The role of parent and youth reports. *Developmental Psychology*, *50*, 1897-1909.
- Smith, C., Akiva, T., McGovern, G., & Peck, S. C. (2014). Afterschool Quality. *New Directions for Youth Development*, *144*, 31-41.
- Peck, S. C. (2009). Using multilevel systems theory to integrate dynamic person-in-context systems. *Journal of Research in Personality*, *43*, 262-263
- Peck, S. C., Roeser, R. W., Zarrett, N., & Eccles, J. S. (2008). Exploring the roles of extracurricular activity quantity and quality in the educational resilience of vulnerable adolescents: Variable- and pattern-centered approaches. In S. C. Peck & L. Feinstein (Eds.), *Unexpected educational pathways*. *Journal of Social Issues*, *64*, 135-155.
- Peck, S. C. (2007). TEMPEST in a gallimaufry: Applying multilevel systems theory to person-in-context research. *Journal of Personality*, *75*, 1127-1156.