

JUAN DEL TORO

Curriculum Vitae

November 2022

jdeltoro@umn.edu | M: +1 (510) 685-7080

EDUCATION

- 2013 – 2019 **Ph.D., Developmental Psychology**
New York University, New York, NY
- 2009 – 2013 **B.A., Honors, Latin American Studies, Psychology (Minor)**
Bowdoin College, Brunswick, ME

ACADEMIC POSITIONS

- 2022 – Present **Assistant Professor**, Department of Psychology
University of Minnesota–Twin Cities, Minneapolis, MN
- 2022 – 2023 **Affiliate Research Associate**, Learning Research & Development Center
University of Pittsburgh, Pittsburgh, PA
- 2021 – 2022 **Research Associate**, Learning Research & Development Center
University of Pittsburgh, Pittsburgh, PA
- 2019 – 2021 **Postdoctoral Scholar**, Learning Research & Development Center
University of Pittsburgh, Pittsburgh, PA
- 2017 – 2019 **Senior Research Scientist**, Center for Policing Equity
John Jay College of Criminal Justice, New York, NY

PROFESSIONAL DEVELOPMENT

- 2022 University of Michigan’s Genomics for Social Scientists-Epigenetics
- 2022 Health Disparities Research Institute Scholar at NIMHD (National Institute of Minority Health and Health Disparities).
- 2022 Nature and Nurture: Twin Research and Human Genetics at the VU Amsterdam Summer School, Amsterdam, NL.
- 2022 International Statistical Genetics Virtual Workshop at the Institute for Behavioral Genetics at the University of Colorado, Boulder. Boulder, CO.
- 2021 Racial Equity and Inclusion Research Scholars Program at NORC at the University of Chicago, Chicago, IL.
- 2021 Human Genetics Scholars Initiative, American Society of Human Genetics
- 2021 Russell Sage Foundation Summer Institute in Social-Science Genomics
- 2020 Genomics for Social Scientists Summer Workshop at the University of Michigan, Ann Arbor, MI.
- 2020 Selected cohort member in New York University’s Arts and Sciences Faculty First Look program, New York, NY.
- 2020 Michigan Integrative Well-Being and Inequality (MIWI) Training Program at the University of Michigan, Ann Arbor, MI.

- 2019 Outstanding Dissertation in Department of Applied Psychology at New York University, New York, NY.
- 2019 Russell Sage Foundation's Summer Institute Scholar on Biological Approaches in the Social Sciences at Northwestern University, Chicago, IL.
- 2018 Fragile Families Summer Data Workshop at Columbia University, New York, NY.
- 2018 New York University's Outstanding Research Contribution Award, New York University, New York, NY.
- 2015 Innovation in Quantitative Methods Award from the Teen Life Online and in Schools Writing Collaborative, University of Michigan, Ann Arbor, MI.
- 2013 The John Harold Turner Prize in Latin American Studies, Bowdoin College, Brunswick, ME.
- 2012 Summer Education Research Program (SREP) at the University of Wisconsin-Madison, Madison, WI.
- 2011 Summer Research Fellowship, Bowdoin College, Brunswick, ME.

GRANTS AND FELLOWSHIPS (*UNDER REVIEW*)

- 2023 – 2027 **Office of Elementary and Secondary Education, Department of Education, Education Innovation and Research Program Early-phase Grants**
Project title: *Promoting STEM Equity and Engagement in Elementary Schools through an Integrated Engineering and Computer Science Curriculum*
Role: Co-Investigator (M.-T. Wang as Principal Investigator)
Total Costs: \$117,360
- 2023 – 2026 **National Institute of Mental Health**
Project title: *Understanding Risks and Resilience to Children's Development Following the COVID-19 Pandemic*
Role: Co-Investigator (M.-T. Wang as Principal Investigator)
Total Costs: \$65,476
- 2023 – 2024 **Russell Sage Foundation Pipeline Grants Competition**
Project title: Leveraging quasi-experimental methods to understand the longitudinal relations between exposure to the criminal justice system and educational outcomes
Role: Principal Investigator
Total Costs: \$30,000

GRANTS AND FELLOWSHIPS (*FUNDED*)

- 2022 – 2023 **Eunice Kennedy Shriver National Institute of Child Health and Human Development (NICHD) Loan Repayment Program (Renewal)**
Project Title: *Policing as a public health issue for Black adolescents: Examining racial socialization as a buffer.*
Role: Principal Investigator
Total Costs: \$22,585
- 2022 – 2024 **Learning Research and Development Center Internal Grant**

Project title: *Testing links between motivation, achievement, and neurobiology.*
Role: Co- Principal Investigator (J. Hanson as Principal Investigator)
Total Costs: \$101,768

2021 – 2023 **Human Genetics Scholars Initiative’s Research Development Funds**
Project Title: *Understanding the consequences of racial discrimination among twin youth of color.*
Role: Principal Investigator
Total Costs: \$2,000

2021 – 2022 **Spencer Racial Equity Special Research Grants**
Project Title: *Police stops and school adjustment: Examining underlying and protective mechanisms among Black adolescents.*
Role: Principal Investigator (M.-T. Wang as Co-I)
Total Costs: \$75,000

2020 – 2022 **National Institute of Minority Health Disparities (NIMHD) Loan Repayment Program**
Project Title: *Policing as a public health issue for Black adolescents: Examining racial socialization as a buffer.*
Role: Principal Investigator
Total Costs: \$45,171

2020 – 2021 **Learning Research and Development Center Internal Grant**
Project title: *Police stops and school adjustment: Examining underlying and protective mechanisms among Black adolescents.*
Role: Principal Investigator (M.-T. Wang as Co-PI)
Total Costs: \$30,000

2019 **New York University Doctoral Research Grant**
Project Title: *Understanding the role of police contact on adolescent development for ethnic-racial minorities.*
Role: Principal Investigator
Total Costs: \$1,400

GRANT PROPOSALS SUBMITTED (NOT FUNDED)

2022 – 2024 **Emerging Poverty Scholars Fellowship at the Institute for Research on Poverty at the University of Madison-Wisconsin**
Project title: *Leveraging behavioral genetic approaches to promote racial and socioeconomic equity in adolescents’ life course trajectories.*
Role: Principal Investigator
Total Costs: \$59,988

2022 – 2024 **NICHD Investigator-Initiated Small Research Grant (R03)**

Project Title: *Longitudinal associations between fathers' incarceration during childhood and cortisol output during adolescence: Is mothers' cultural socialization promotive or protective?*

Role: Principal Investigator (M.-T. Wang & K.H. Zeiders as Co-Is)

Total Costs: \$100,000

2021 – 2023 **Russell Sage Foundation's Presidential Grant**

Project Title: *The intergenerational criminogenic and psychological consequences of incarceration among urban families in the United States.*

Role: Principal Investigator (M.-T. Wang as Co-PI)

Total Costs: \$34,100

2021 – 2022 **SRCD Small Grant Program for Early Career Scholars**

Project Title: *Longitudinal associations between COVID-19 racism and mental health among Asian American adolescents and parents*

Role: Principal Investigator

Total Costs: \$7,040

2021 – 2023 **Spencer Small Research Grant on Education**

Project Title: *Police stops and school adjustment: Examining underlying and protective mechanisms among Black adolescents.*

Role: Principal Investigator (M.-T. Wang as Co-I)

Total Costs: \$50,000

2020 – 2021 **SRCD Small Grant Program for Early Career Scholars**

Project Title: *Examining Longitudinal Associations Between Police Intrusion and Health among Ethnically Diverse Urban Adolescents.*

Role: Principal Investigator

Total Costs: \$7,500

TRAVEL AWARDS AND SCHOLARSHIPS

2022	Scholarship for the 2022 Workshop on Statistical Genetic Methods from the Human Complex Traits (\$250)
2020	Selected for travel stipend to attend Genomics for Social Scientists Workshop (\$1,000 – Cancelled due to COVID-19)
2019	William T. Grant Graduate Scholar. “Conceptualizing and measuring culture, context, race and ethnicity” workshop at Society for Research on Child Development (SRCD) (\$80)
2019	Society for Research on Child Development (SRCD) Graduate Student Travel Award (\$300)
2017	Society for Research on Adolescence (SRA) Emerging Scholar Student Travel Award (\$200)
2016	Society for the Psychological Study of Social Issues (SPSSI) Student Travel Award (\$500)
2015	New York University Doctoral Student Travel Fund Award (\$500)

- 2014 Inter-university Consortium for Political and Social Research (ICPSR)'s Scholarship for Developmental, Child, and Family Psychology (\$2,800)
- 2014 Society for the Psychological Study of Social Issues (SPSSI) Student Travel Award (\$500)
- 2012 National Latina/o Psychological Association (NLPA) Student Travel Scholarship (\$1,000)
- 2012 Roberts Research Fund Grant (\$800)

PEER-REVIEWED PUBLICATIONS

39. Wang, M.-T., **Del Toro, J.**, Scanlon, C., & Schall, J. L. (accepted). Family resilience during COVID-19. A daily-diary inquiry into parental employment status, parent-adolescent relationships, and well-being. *Development and Psychopathology*
38. Wang, M.-T., **Del Toro, J.**, & Henry, D. (accepted). School cultural socialization and youth's school climate perceptions during early adolescence. *American Educational Research Journal*.
37. **Del Toro, J.**, & Wang, M.-T. (2022). Police stops and school engagement: Examining cultural socialization from parents and schools as protective factors among African American adolescents. *American Educational Research Journal*.
<https://doi.org/10.3102/00028312221132533>
36. Wang, M.-T., **Del Toro, J.**, & Scanlon, C. (2022). Who benefits from exclusionary discipline? An exploration of the direct and vicarious links between school suspensions and adolescents' academic achievement. *American Psychologist*.
<https://doi.org/10.1037/amp0001030>
35. **Del Toro, J.**, & Wang, M.-T. (2022). Online racism and mental health among Black American adolescents in 2020. *Journal of the American Academy of Child and Adolescent Psychiatry*. <https://doi.org/10.1016/j.jaac.2022.07.004>
34. Fine, A., **Del Toro, J.**, & Orosco, C. (2022). Consequences of fearing police: Associations with youth's mental health and felt obligation to obey both the law and school rules. *Journal of Criminal Justice*. <https://doi.org/10.1016/j.jcrimjus.2022.101934>
33. Wang, M.-T., **Del Toro, J.**, Scanlon, C., & McKellar, S. (2022). Reducing suspensions for minor infractions and improving school climate perceptions among Black adolescents via cultural socialization: A multi-informant prospective study. *Learning and Instruction*.
<https://doi.org/10.1016/j.learninstruc.2022.101621>
32. Mezuk, B., Kalesnikava, V., Spears, E., Kirk, K., Rafferty, J., & **Del Toro, J.** (2022). Self-regulatory coping behaviors and stress reactivity: Exploring the environmental affordance model of health disparities. *Journal of Aging and Health*.
<https://doi.org/10.1177/08982643221085403>

31. Wang, M.-T., Wu, W., Henry, D., **Del Toro, J.**, & Huguley, J. P. (2022). Racial stereotype endorsement, academic engagement, mindset, and performance among Black and White American adolescents. *Journal of Youth and Adolescence*. <https://doi.org/10.1007/s10964-022-01587-4>
30. **Del Toro, J.**, Jackson, D. B., & Wang, M.-T. (2022). The policing paradox: Police stops predict youth's school disengagement via elevated psychological distress. *Developmental Psychology*. <https://doi.org/10.1037/dev0001361>
29. Volpe, V. V., Smith, N. A., Skinner, O. D., Hope, E. C., Lozada, F. T., & **Del Toro, J.** (2022). Centering the heterogeneity of Black adolescents' experiences: Perspectives and guidance for within-group designs among African diasporic communities. *Journal of Research on Adolescence*. <https://doi.org/10.1111/jora.12742>
28. **Del Toro, J.**, Fine, A., & Wang, M.-T. (2022). The intergenerational effects of paternal incarceration on children's social and psychological well-being from early childhood to adolescence. *Development and Psychopathology*. <https://doi.org/10.1017/S0954579421001693>
27. Fine, A., & **Del Toro, J.** (2022). Adolescents' views of defunding the police, abolishing the police, and "the talk". *Journal of Community Psychology*. <https://doi.org/10.1002/jcop.22810>
26. Wang, M.-T., **Del Toro, J.**, Henry, D., Scanlon C. L., & Voltin, S. (2022). Adolescent psychosocial adjustment during COVID-19: An intensive longitudinal study. *Journal of Clinical Child and Adolescent Psychology*. <https://doi.org/10.1080/15374416.2021.2007487>
25. **Del Toro, J.**, & Wang, M.-T. (2021). The roles of suspensions for minor infractions and school climate in predicting academic performance among adolescents. *American Psychologist*. <https://doi.org/10.1037/amp0000854>
24. **Del Toro, J.**, Wang, M.-T., Thomas, A., Hughes, D. (2021). An intersectional approach to understanding the academic and health effects of policing among urban adolescents. *Journal of Research on Adolescence*. <https://doi.org/10.1111/jora.12685>
23. Wang, M.-T., Scanlon, C. L., Hua, M., Belmont, A. M., Zhang, A. L., & **Del Toro, J.** (2021). Social distancing and adolescent psychological well-being: The role of practical knowledge and exercise. *Academic Pediatrics*. <https://doi.org/10.1016/j.acap.2021.10.008>
22. **Del Toro, J.** (2021). Ethnic-racial disparities in policing and its mental health consequences among adolescents in the United States and the United Kingdom. *American Journal of Public Health*. doi.org/10.2105/AJPH.2021.306487
21. **Del Toro, J.**, Fine, A., Wang, M.-T., Thomas, A., Schneper, L. M., Mitchell, C. Mincy, R., McLanahan, S., & Notterman, D. A. (2021). The longitudinal associations between

- paternal incarceration and family well-being: Implications for ethnic-racial disparities in health. *Journal of the American Academy of Child and Adolescent Psychiatry*. doi: 10.1016/j.jaac.2021.08.005
20. Wang, M.-T., **Del Toro, J.**, Henry, D., Scanlon C. L., & Schall, J. L. (2021). COVID-19 employment status, dyadic family relationships and child psychological well-being. *Journal of Adolescent Health*. <https://doi.org/10.1016/j.jadohealth.2021.07.016>
19. Mezuk, B., **Del Toro, J.**, Zhang, X., Gough Courtney, M., Spears, E. C., Kirk, K. F., Lee, H., Green, T., & Hudson, D. (2021). Theory and empiricism: A comment on “Interrogating the environmental affordances model” by Pamplin and colleagues. *Social Science & Medicine*. <https://doi.org/10.1016/j.socscimed.2021.114281>
18. Wang, M.-T., **Del Toro, J.**, Scanlon, C. L., Schall, J. L., Zhang, A., Voltin, S., Belmont, A., & Plevniak, K. (2021). The roles of stress, coping, and parental support in adolescent psychological well-being in the context of COVID-19: A daily-diary study. *Journal of Affective Disorders*. <https://doi.org/10.1016/j.jad.2021.06.082>
17. Wang, M.-T., Scanlon, C. L., Hua, M., & **Del Toro, J.** (2021). Promoting and sustaining adolescent engagement in social distancing during the COVID-19 pandemic. *Journal of Adolescent Health*. <https://doi.org/10.1016/j.jadohealth.2021.03.014>
16. **Del Toro, J.**, & Wang, M.-T. (2021). Longitudinal inter-relations between school cultural socialization and school engagement: The mediating role of school climate. *Learning and Instruction*. <https://doi.org/10.1016/j.learninstruc.2021.101482>
15. Jackson, D. B., **Del Toro, J.**, Semenza, D. C., Testa, A., & Vaughn, M. (2021). Unpacking racial/ethnic disparities in emotional distress during witness police stops. *Journal of Adolescent Health*. <https://doi.org/10.1016/j.jadohealth.2021.02.021>
14. Wang, M.-T., Zepeda, C., Qin, X., **Del Toro, J.**, & Binning, K. (2021). More than growth mindset: Individual and interactive effects between adolescents’ growth mindsets and metacognitive skill on math engagement. *Child Development*. <https://doi.org/10.1111/cdev.13560>
13. **Del Toro, J.**, & Wang, M.-T. (2021). Longitudinal inter-relations between schools’ cultural socialization and school engagement among urban early adolescents. *Journal of Youth and Adolescence*. doi:10.1007/s10964-020-01377-w
12. Wang, M.-T., Binning, K. R., **Del Toro, J.**, Qin, X., & Zepeda, C. D. (2021). Skill, thrill, and will: The role of metacognition and motivation in predicting student engagement over time. *Child Development*. <https://doi.org/10.1111/cdev.13531>
11. Earp, B. D., Lewis, J., Anomaly, J., Beckett, K., Brassington, I., Buchanan, A., Buchman, D. Z., Campos, I. P., Carpenter, M., Caruso, G. D., Chin, G., Cowen, N., Debena, M.,

- Del Toro, J., . . . Hart, C. L.** (2021). Racial justice requires ending the war on drugs. *The American Journal of Bioethics*. doi:10.1080/15265161.2020.1861364
10. **Del Toro, J., & Wang, M.-T.** (2020). School cultural socialization and academic performance: Examining ethnic-racial identity development as a mediator among African American adolescents. *Child Development*. doi:10.1111/cdev.13467.
 9. Scanlon, C., **Del Toro, J., & Wang, M.-T.** (2020). Socially anxious science achievers. The role of peer social support and social engagement in the relation between adolescents' social anxiety and science achievement. *Journal of Youth and Adolescence*. doi:10.1007/s10964-020-01224-y
 8. **Del Toro, J., Hughes, D., & Way, N.** (2020). Inter-relations between ethnic-racial discrimination and identity among early adolescents. *Child Development*. Advanced online publication. doi: 10.1111/cdev.13
 7. Tynes, B. M., English, D., **Del Toro, J., Smith, N. A., Lozada, F. T., & Williams, D. R.** (2020). Trajectories of online racial discrimination and psychological functioning among African American and Latino adolescents. *Child Development*, Advance online publication. doi:10.1111/cdev.13350
 6. **Del Toro, J., & Hughes, D.** (2019). Trajectories of discrimination across the college years: associations with academic, psychological, and physical adjustment outcomes. *Journal of Youth and Adolescence*, Advance online publication. doi:10.1007/s10964-019-01147-3
 5. **Del Toro, J., Lloyd, T., Buchanan, K. S., Robins, S. J., Bencharit, L. Z., Smiedt, M. G., . . . Goff, P. A.** (2019). The criminogenic and psychological effects of police stops on adolescent Black and Latino boys. *Proceedings of the National Academy of Sciences (PNAS)*, 201808976. doi:10.1073/pnas.1808976116
 4. Hughes, D., **Del Toro, J., & Way, N.** (2017). Interrelations among dimensions of ethnic-racial identity during adolescence. *Developmental Psychology*, 53(11), 2139-2153. doi:10.1037/dev0000401
 3. **Del Toro, J., & Yoshikawa, H.** (2016). Invited reflection: Intersectionality in quantitative and qualitative research. *Psychology of Women Quarterly*, 40(3), 347-350. doi: 10.1177/0361684316655768
 2. Hughes, D., **Del Toro, J., Harding, J. F., Way, N., & Rarick, J.** (2016). Trajectories of discrimination across adolescence: Associations with academic, psychological and behavioral outcomes. *Child Development*, 5(85), 1337-1351. doi:10.1111/cdev.12591/epdf
 1. Tynes, B., **Del Toro, J., & Lozada, F.** (2015). An unwelcomed digital visitor in the classroom: The longitudinal impact of online racial discrimination on school achievement motivation. *School Psychology Review*, 44(4) 407-424. doi: 10.17105/SPR-15-0095.1

BOOK CHAPTERS

Del Toro, J., Barrita, A., Jackson, D. B., Fine, A. (invited). Institutional transference: Expanding a theory to understand adolescents' experiences of ethnic/racial discrimination from law enforcement. In T. Yip (Ed.), *Cambridge handbook of ethnic/racial discrimination and youth development*. Cambridge: Cambridge University Press.

Hughes, D., Harding, J. F., Niwa, E. Y., **Del Toro, J.**, & Way, N. (2017). Racial socialization and racial discrimination as intra- and inter-group processes. In A. Rutland, D. Nesdale, & C. S. Brown (Eds.), *The Wiley-Blackwell handbook of group processes in children adolescents* (pp. 243-268). New York, NY: Wiley.

Hughes, D., Watford, J. A., & **Del Toro, J.** (2016). A transactional/ecological perspective on ethnic-racial identity, socialization, and discrimination. In S. Horn, M. Ruck, & L. Liben (Eds.) *Equity and Justice in Developmental Sciences: Implications for Young People, Families, and Communities* (Vol. 2, pp. 1-42). Amsterdam: Elsevier.

Hughes, D., **Del Toro, J.**, & Rarick, J. (2015). When and how parents teach egalitarian views to their children: Liberty and justice for all. In B. Balter & C. Tamis-LeMonda (Eds.) *Child Psychology: A Handbook of Contemporary Issues* (3rd ed, pp. 401-422). New York, NY: Psychology Press.

EMPIRICAL MANUSCRIPTS UNDER PEER-REVIEW

Del Toro, J., Jackson, D. B., Testa, A., & Wang, M.-T. (revise & resubmit). The spillover effects of classmates' police intrusion on adolescents' defiant behaviors: The mediating role of institutional trust. *American Psychologist*.

Del Toro, J., & Wang, M.-T. (revise & resubmit). Stereotypes in the classroom's air: Classmates' racial stereotype endorsement, classroom engagement, and STEM achievement among Black and White American adolescents. *Developmental Science*.

Del Toro, J., & Wang, M.-T. (revise & resubmit). Vicarious severe school discipline predicts racial disparities among non-disciplined Black and White American adolescents. *Child Development*.

Del Toro, J., Anderson, R. E., Sun, X., & Lee, R. M. (invited; under review). Adolescents' resilience to ethnic/racial discrimination: A within-family design reveals the protective role of parents' ethnic/racial identities. *American Psychologist*.

Del Toro, J., Roettger, M., Jackson, D., Dumornay, N., & Wilson, S. (under review). Familial criminal justice contact predicts premature aging among US children: Using three years of longitudinal data from the Adolescent Brain Cognitive Development Study. *JAMA*.

Del Toro, J., & Wang, M.-T. (under review). The associations between school discipline and telomere length among Black and White children. *Stigma and Health*.

Wang, M.-T., **Del Toro, J.**, & Scanlon, C. (invited; under review). Dismantling faulty premises: Examining the spillover effect of suspensions for minor infractions on adolescents' classroom climate perceptions and academic achievement. *Educational Researcher*.

Wang, M.-T., **Del Toro, J.**, Scanlon, C., & Schall, J. L. (revise & resubmit). Employment status and psychosocial adjustment among adolescents and parents during the COVID-19 pandemic: Multi-informant data from ecological momentary assessments. *Development Psychology*.

EMPIRICAL MANUSCRIPTS IN PREPARATION

Del Toro, J., Scanlon, C., McKellar, S. E., & Wang, M.-T. (in prep). A case for promoting and celebrating racial diversity in the classroom: The longitudinal inter-relations among school cultural pluralism, school climate, and academic engagement.

Del Toro, J., Raffington, L., Aikins, M., Sabhlok, A., Tanksley, P., Tucker-Drob, E., & Harden, K. P. (in prep; preregistration). Associations of neighborhood and school racial contexts with child and adolescent DNA-methylation profiles and their mental health and academic adjustment. doi: 10.17605/OSF.IO/XFR48

Del Toro, J., Wang, M.-T., Zhang, Q., Belmont, A., Plevniak, K., & Zhang, A. (in prep). When parental racial socialization moderates the impact of children's discrimination on children's adjustment: A meta-analysis.

Del Toro, J., Gaydosh, L., Schneper, L., Mitchell, C., McLanahan, S., & Notterman, D. A. (in prep). The physical and psychosocial paradox associated with living in a predominantly White neighborhood for African American male children.

Del Toro, J., Chen, S., Scanlon, C., Benner, A. D., & Wang, M.-T. (in prep). School engagement during the COVID-19 pandemic: The contributing roles of online ethnic-racial discrimination and sleep behaviors among adolescents.

Del Toro, J., Golden, A. R., Atkin, A., Ip, K. I., & Wang, M.-T. (in prep). Using ecological momentary assessments to examine when school cultural socialization protects against the mental health impacts of ethnic-racial discrimination among African American, Asian American, and Latinx adolescents.

Del Toro, J., Legette, K., Christophe, N. K., Pasco, M., & Wang, M.-T. (in prep). When racial discrimination perceptions spill over and predict the school adjustment of non-discriminated adolescents: The mediating role of school climate.

Del Toro, J., & Hughes, D. (in prep). Ethnic-racial discrimination from peers during adolescence: A systematic review and directions for future research.

Wang, M.-T., Wu, W., Henry, D., & **Del Toro, J.** (in prep). Racial stereotype endorsement and African American adolescents' academic achievement: A mediation and moderation analysis.

Wang, M.-T., **Del Toro, J.**, Scanlon, C., & Schall, J. L. (in prep). Employment status and biopsychosocial adjustment among children and parents during the COVID-19 pandemic: Dyadic data from ecological momentary assessments.

INVITED NATIONAL AND INTERNATIONAL TALKS

Del Toro, J. (2022, August). *Leveraging developmental and behavioral genetic approaches to understand ethnic/racial discrimination*. An invited talk given as part of the American Psychological Association's (APA's) 2022 Convention and Science Summit on the "Science of Racism" at Minneapolis, MN.

Del Toro, J. (2022, March). *How discrimination experiences across ethnicity, race, gender, and criminal justice are implicated in youth development*. An invited talk given at the 2022 biennial Society for Research on Adolescence (SRA) at New Orleans, LA.

INVITED CAMPUS TALKS

Del Toro, J. (upcoming, 2022, November). *Litigating policing as trauma and use of force*. Georgetown Law School and Gault Center for Youth. Georgetown University, Washington, DC.

Del Toro, J. (upcoming, 2022, October). *Leveraging developmental and behavioral genetic approaches to understand ethnic/racial discrimination*. An invited talk to be given at the Department of Psychology at the University Rochester and the Mt. Hope Family Center Departmental Psychopathology.

Del Toro, J. (2022, April). *Integrating social and biological approaches to understand the antecedents and consequences of racial discrimination*. An invited talk as part of the Carl A. Grant Scholars Lecture Series at the School of Education and the Wisconsin Center for Education Research at the University of Wisconsin-Madison, Madison, WI.

Del Toro, J. (2021, December). *Integrating social and biological approaches to understand the antecedents and consequences of racial discrimination*. The School of Public Health at the University of California at Berkeley.

Del Toro, J. (2021, November). *Integrating social and biological approaches to understand the antecedents and consequences of racial discrimination*. The Department of Psychology at the University of Minnesota at Twin Cities.

Del Toro, J. (2021, October). *Integrating social and biological approaches to understand the antecedents and consequences of racial discrimination*. The Department of Psychology at the University of California at Riverside.

Del Toro, J. (2021, September). *Integrating social and biological approaches to understand the antecedents and consequences of racial discrimination from childhood to adulthood*. The Merrill Palmer Skillman Institute at Wayne State University.

Del Toro, J. (2021, May). *How does school cultural socialization and stage-environment fit impact adolescents?* The Department of Psychology at Bowdoin College.

Del Toro, J. (2021, April). *Racial discrimination from the criminal justice system among children: Integrating social and biological approaches*. The Learning Research and Development Center at the University of Pittsburgh.

Del Toro, J. (2021, February). *Integrating social and biological approaches to understand the antecedents and consequences of racial discrimination from childhood to adulthood*. The School of Criminology and Criminal Justice at Rutgers University.

Del Toro, J. (2021, February). *Integrating social and biological approaches to understand the antecedents and consequences of racial discrimination from childhood to adulthood*. The School of Criminology and Criminal Justice at Rutgers University.

Del Toro, J. (2021, February). *Integrating social and biological approaches to understand the antecedents and consequences of racial discrimination from childhood to adulthood*. The Department of Psychology and Neuroscience at the University of North Carolina, Chapel Hill.

Del Toro, J. (2021, February). *Integrating social and biological approaches to understand the antecedents and consequences of racial discrimination from childhood to adulthood*. The Department of Psychology at Stanford University.

Del Toro, J. (2021, February). *Integrating social and biological approaches to understand the antecedents and consequences of racial discrimination from childhood to adulthood*. The Department of Applied Psychology at New York University.

Del Toro, J. (2021, January). *Integrating social and biological approaches to understand the antecedents and consequences of racial discrimination from childhood to adulthood*. The Bouvé College of Health Sciences at Northeastern University.

Del Toro, J. (2021, January). *Racial discrimination across the life course: Integrating social and biological approaches*. Johns Hopkins Bloomberg School of Public Health speaker series.

Del Toro, J. (2021, January). *Integrating social and biological approaches to understand the antecedents and consequences of racial discrimination from childhood to adulthood*. Boston University School of Social Work.

Del Toro, J. (2021, January). *Integrating social and biological approaches to understand the antecedents and consequences of racial discrimination from childhood to adulthood*. The Eliot-Pearson Department of Child Study and Human Development at Tufts University.

Del Toro, J. (2020, October). *How knowing the source of the issue can help solve the problem*. The Center for Social Epidemiology and Population at the University of Michigan.

ACADEMIC CONFERENCE TALKS

Del Toro, J., & Wang, M.-T. (2022, March). *Police stops and school engagement: Examining cultural socialization from parents and schools as protective factors among African American*

adolescents. Paper to be presented as part of a symposium at the 2022 biennial Society for Research on Adolescence (SRA) at New Orleans, LA.

Del Toro, J. (2021, April). *The antecedents and consequences of sleep patterns and ethnic-racial discrimination among ethnically-racially diverse youth*. Chair of a virtual symposium at the Society for Research on Child Development (SRCD) Biennial Meeting.

Del Toro, J. & Wang, M.-T. (2021, April). *Police stops and sleep among adolescents: Does ethnic-racial socialization confer protection?* Paper to be presented as part of a virtual symposium at the Society for Research on Child Development (SRCD) Biennial Meeting.

Truong, N., Calzo, J., Cerezo, A., & **Del Toro, J.** (2021, April). *Conducting research on LGBTQ youth of color: Challenges and future directions*. Panelist as part of a virtual panel discussion at the Society for Research on Child Development (SRCD) Biennial Meeting.

Del Toro, J., & Wang, M.-T. (2020, August). *The effects of school discipline on telomere length among Black and White urban children*. Paper presented as an individual talk at the International Society for Psychoneuroendocrinology (ISPNE)'s Virtual Conference.

Del Toro, J. (2020, March). *Consequences and protective factors when ethnic-racial minority youth experience police encounters*. Chair of an accepted symposium at the Society for Research on Adolescence (SRA) Biennial Meeting in San Diego, CA. Cancelled due to COVID-19.

Del Toro, J. & Wang, M.-T. (2020, March). *Identifying developmental factors that moderate the negative associations between policing and adolescents' adjustment in school*. Paper accepted as part of a symposium at the Society for Research on Adolescence (SRA) Biennial Meeting in San Diego, CA. Cancelled due to COVID-19.

Del Toro, J. & Wang, M.-T. (2020, March). *Longitudinal associations between perceived school cultural socialization and academic engagement among Black and White children*. Paper accepted as part of a symposium at the Society for Research on Adolescence (SRA) Biennial Meeting in San Diego, CA. Cancelled due to COVID-19.

Del Toro, J., Hughes, D., & Way, N. (2020, March). *Distinguishing sources of discrimination matters for ethnic-racial identities among early adolescents*. Paper accepted as part of a symposium at the Society for Research on Adolescence (SRA) Biennial Meeting in San Diego, CA. Cancelled due to COVID-19.

Truong, N., Calzo, J., Cerezo, A., & **Del Toro, J.** (2020, March). *Conducting research on LGBTQ youth of color: Challenges and future directions*. Panelist as part of an accepted panel discussion at the Society for Research on Adolescence (SRA) Biennial Meeting in San Diego, CA. Cancelled due to COVID-19.

Del Toro, J. Thomas, A., Wang, M.-T., & Hughes, D. (2019, October). *Policing America's adolescents at what cost? – The academic consequences of police contact among urban*

adolescents. Paper presented as part of a symposium at the Society of Experimental Social Psychology (SESP) in Toronto, ON.

Del Toro, J. (2019, March). *Antecedents and consequences of legal socialization among ethnically-racially diverse adolescents*. Chair of symposium at the Society for Research on Child Development (SRCD) Biennial Meeting in Baltimore, MD.

Del Toro, J., & Hughes, D. (2019, March). *Police-initiated contact and adolescents' well-being: The roles of personal and vicarious experiences with police*. Paper presented as part of a symposium at the Society for Research on Child Development (SRCD) Biennial Meeting in Baltimore, MD.

Del Toro, J., Goff, P. A., & Robins, S. (2018, April). *Developmental antecedents and consequences of stereotype threat from police officers among Black and Latino boys*. Paper presented as part of a symposium at the Society for Research on Adolescence (SRA) in Minneapolis, MN.

Del Toro, J., Johnson-Ahorlu, R. N., Goff, P. A., & Robins, S. (2018, April). *Antecedents and consequences of discrimination events and appraisals among Black and Latino boys*. Paper presented as part of a roundtable at the American Education Research Association (AERA) Annual Meeting in New York, NY.

Del Toro, J., Hughes, D., & Way, N. (2017, April). *Trajectories of racial regard across adolescence: Correlates with ethnic-racial diversity and school climate*. Paper presented as part of a symposium at the Society for Research on Child Development (SRCD) Biennial Meeting in Austin, TX.

Del Toro, J. (2017, April). *Examining the longitudinal antecedents and consequences of ethnic-racial regard from early to late adolescence*. Chair of symposium at the Society for Research on Child Development (SRCD) Biennial Meeting in Austin, TX.

Del Toro, J., Hughes, D., & Way, N. (2017, April). *Trajectories of racial regard across adolescence: Correlates with ethnic-racial diversity and school climate*. Paper presented as part of a symposium at the Society for Research on Child Development (SRCD) Biennial Meeting in Austin, TX.

Del Toro, J. (2016, October). *School-based ethnic-racial discrimination from boyhood to manhood*. Co-chair of symposium at the Society for Research on Child Development (SRCD) Special Topic Meeting, *Babies, Boys, and Men of Color*, in Tampa, FL.

Stewart, A., **Del Toro, J., Hughes, D., & Way, N.** (2016, October). *Examining the prevalence and academic consequences of vicarious ethnic-racial discrimination among boys of color*. Paper presented as part of a symposium at the Society for Research on Child Development (SRCD) Special Topic Meeting, *Babies, Boys, and Men of Color*, in Tampa, FL.

Del Toro, J. & Hughes, D. (2016, October). *Examining the prevalence and academic consequences of ethnic-racial discrimination among men of color in college*. Paper presented as part of a symposium at the Society for Research on Child Development (SRCD) Special Topic Meeting, *Babies, Boys, and Men of Color*, in Tampa, FL.

Del Toro, J., Rios, D., Watford, J. A., & Hughes, D. (2016, June). *Students' experienced 'intersectionality' predicting trajectories of academic performance*. Paper presented as part of a symposium at the Biennial Society for the Psychological Study of Social Issues (SPSSI) Conference in Minneapolis, MN.

Del Toro, J. (2016, June). *Examining antecedents and consequences of adolescents' perceptions of social structures*. Chair of symposium at the Biennial Society for the Psychological Study of Social Issues (SPSSI) Conference in Minneapolis, MN.

Del Toro, J., Hughes, D., & Way, N. (2016, June). *Examining the inter-relations between public regard and exploration across early adolescence*. Paper presented as part of a symposium at the Biennial Society for the Psychological Study of Social Issues (SPSSI) Conference in Minneapolis, MN.

Del Toro, J., Tynes, B., & Lozada, F. (2016, March). *The interrelations between experience of online racial discrimination and ethnic identity exploration among adolescents of color*. Paper presented as part of a symposium at the 2016 Society for Research on Adolescence (SRA) in Baltimore, MD.

Tynes, B., **Del Toro, J.**, & Lozada, F. (2016, March). *The longitudinal impact of online racial discrimination on school achievement motivation*. Paper presented as part of a symposium at the 2016 Society for Research on Adolescence (SRA) in Baltimore, MD.

English, D., Tynes, B., & **Del Toro, J.** (2016, March). *Rising tide of cyberhate: Trajectories of experienced online racial discrimination predict negative psychological outcomes*. Paper presented as part of a symposium at the 2016 Society for Research on Adolescence (SRA) in Baltimore, MD.

Del Toro, J. & Hughes, D. (2016, March). *Profiles of racial socialization moderating the interrelations between youths' academic efficacy and racial prominence*. Paper presented as part of a symposium at the 2016 Society for Research on Adolescence (SRA) in Baltimore, MD.

Del Toro, J., Hughes, D., & Way, N. (2015, June). *Trajectories of ethnic exploration, public regard and private regard across early adolescence: An autoregressive latent trajectory model*. Paper presented as part of a presentation at the 20th Annual National Black Graduate Conference in Psychology (BGCP) in Ann Arbor, MI.

Del Toro, J. & Sirin, S. (2015, March). *Perceived inequality and trajectories of academic engagement among urban adolescents: The moderating role of coping*. Paper presented as part of a symposium at the Society for Research on Child Development (SRCD) in Philadelphia, PA.

Del Toro, J., Granados, G., & Rios, D. (2014, June). *Master narratives as inertia: Sexual minority men's perceived social support*. Paper presented as part of a symposium at the Biennial Society for the Psychological Study of Social Issues (SPSSI) Conference in Portland, OR.

Del Toro, J., Hughes, D., & Way, N. (2014, June). *Perceptions of the "glass ceiling" among adolescents at the intersections of race/ethnicity and gender*. Paper presented as part of a symposium at the Annual Cross-University Collaborative Mentoring Conference (CUCMC) in New York, NY.

Rios, D. & **Del Toro, J.** (2012, October). *The experiences of queer men of color in higher education: Managing multiple identities in college*. Paper presented as part of a symposium at the Biennial National Latina/o Psychological Association Conference in Brunswick, NJ.

Del Toro, J. & Quintana, S. M. (2012, August). *A social justice perspective-taking ability model: A conceptual model and initial scale development*. Paper presented as part of a symposium for the Summer Education Research Program (SERP) in University of Wisconsin-Madison, Madison, WI.

Rios, D. & **Del Toro, J.** (2012, June). *Applying the psychology of invisibility to science and engineering fields*. Paper presented as part of a symposium at the Biennial Society for the Psychological Study of Social Issues (SPSSI) Conference in Charlotte, NC.

Rios, D., **Del Toro, J.**, Miller, R. (2012, June). *Mentoring across difference: Do social identities matter in a mentor/mentee relationship? An interactive discussion workshop* at the Biennial Society for the Psychological Study of Social Issues (SPSSI) Conference in Charlotte, NC.

Cruz, M., **Del Toro, J.**, Montes, M. & Trujillo, L. (2011, March). *Sitting at the table: Latinos and Latinas in higher education and the intersections between invisibility, visibility, and hypervisibility*. A paper presented at a roundtable discussion at the Youth, Identities and Transnational Flows Conference in Cornell University, Ithaca, NY.

TEACHING

2019	Developmental Psychology , Class Assistant & Recitation Leader, NYU Research Methods in Experimental Psychology, Adjunct Lecturer, Brooklyn College
2018	Introduction to Statistics , Teaching Assistant, NYU
2017	Research Methods in Personality Psychology , Teaching Assistant, NYU
2016	Introduction to Statistics , Teaching Assistant, NYU Personality Psychology , Recitation Leader & Grader, NYU
2015	Introduction to Statistics , Teaching Assistant, NYU Research Methods in Social and Personality Psychology , Teaching Assistant, NYU

PHD/DOCTORAL DISSERTATION COMMITTEES

2022 Romulus Castelo. Institute of Child Development. Dissertation title: “Promoting children’s autonomy: A review of autonomy-supportive parenting and children executive function.”
Role: Committee member

MA AND PHD STUDENT SUPERVISION

Stewart, Ashely Currently an Assistant Professor at the Department of Learning Sciences at Georgia State University, Atlanta, GA.

Zhang, Xinwei Currently a PhD student in International and Comparative Education at Lehigh University, Bethlehem, PA.

Liu, Shizhou Currently a PhD student in Human Development & Family Studies at Michigan State University, East Lansing, MI.

Scanlon, Christina Currently a postdoctoral scientist at the Learning Research and Development Center at the University of Pittsburgh, Pittsburgh, PA.

UNDERGRADUATE & GRADUATE STUDENT SUPERVISION

2020 – 2021 Jonathon Wan, Department of Psychology in Education, University of Pittsburgh

2019 – 2020 Hanna Smyles, Department of Psychology in Education, University of Pittsburgh
Myra Chen, Department of Psychology in Education, University of Pittsburgh

2018 – 2019 Trel Francis, Psychology & Social Intervention, New York University

PROFESSIONAL SERVICE

2022 – Present **Principal Reviewer**, *Journal of Educational Psychology*

2021 – Present **Consulting Editor**, *Cultural Diversity and Ethnic Minority Psychology*

2020 – Present **Consulting Editor**, *Journal of Research on Adolescence*

2019 – Present **Ad-hoc Reviewer**, *Child Development, American Psychologist, Social Problems, Developmental Psychology, American Journal of Public Health, Child Development Perspectives, Journal of Clinical Child and Adolescent Psychology, Journal of Child Psychology and Psychiatry, American Journal of Epidemiology, Science Advances*

2022 **Conference Abstract Reviewer**, Society for Research on Child Development

2020 – 2022 **Committee Member**, University of Pittsburgh’s Committee on Diversity, Inclusion, and Equity

2021 **Conference Abstract Reviewer**, Society for Research on Adolescence

2020 **Grant Reviews**, Spencer Foundation, National Science Foundation, and William T. Grant Foundation's Reducing Inequality Research Grants

PROFESSIONAL AFFILIATIONS

2021 – Present	Behavioral Genetics Association
2020 – Present	American Psychosomatic Society
2020 – Present	American Society of Human Genetics (ASHG)
2019 – Present	International Society of Psychoneuroendocrinology (ISPNE)
2013 – Present	Society for Research on Adolescence (SRA)
2013 – Present	Society for Research on Child Development (SRCD)
2012 – Present	APA Division 9: Society for the Psychological Study of Social Issues