

John Mark Froiland, PhD

Current Position:

Clinical Assistant Professor, Educational Psychology (2017-present)
Department of Educational Studies, College of Education
Purdue University

Teaches Learning and Motivation, as well as Creating and Managing Learning Environments.

Conducts research on high quality parent involvement, parental autonomy support, teacher autonomy support, intrinsic motivation to learn, academic engagement, happiness, and enhanced learning.

Serves on the editorial board of four Psychology journals.

Positive Education and Organizational Consultant (2010-present)

Consults with various companies and school districts. Provides professional development to promote intrinsic motivation to learn, academic engagement, gratitude, happiness, mindfulness, attendance, rigorous problem-solving, science-based parent involvement and achievement. Approximately \$80,000 in contracts generated in the last three years.

Education:

Ph.D. (2004)

Michigan State University, East Lansing, MI

School Psychology, APA and NASP Accredited Program

Department of Counseling, Educational Psychology and Special Education

Research specialization in Parenting Interventions, Children's Intrinsic Motivation and Positive Emotional Development. Mentored by University Distinguished Professor and APA/AERA Fellow Jere Brophy in Supporting Motivation to Learn.

Previous Professional/Academic:

Research Director, the Wechsler Scales (2015-2017)
Pearson (PsychCorp)

Clinical Assessment, San Antonio, TX

Systematic development and refinement of top selling psychological tests with a team of experts and assistants in editing, digital assessment, user experience, computer engineering, field research, training, marketing, and psychometrics.

Effectively consulted with world renowned professors in cognitive development, working memory, and clinical psychology.

Energetically led high quality mixed methods research involving psychologists, children, adolescents, and adults of all ages, ethnicities, educational levels, and geographical regions in the

U.S. Research included rigorous clinical samples (e.g., Autism Spectrum Disorder, ADHD, Intellectual Disabilities, Giftedness, Depression, SLD, Mild Cognitive Impairment, and Anxiety Disorders).

Assistant Professor, Tenure Track (2010 to 2015)
UNC Sponsored Research Fellow (one of 10 inaugural fellows)
Department of School Psychology, APA Accredited Program
University of Northern Colorado, Greeley, CO
Published 14 journal articles and book chapters with students as co-authors.
Taught a wide variety of PhD and EdS level Applied Psychology courses.
Created and taught UNC's first Positive Psychology course for undergraduate students.

Purdue University, West Lafayette, IN (2008-2010)
U.S. Institute of Education Sciences Postdoctoral Fellow
Department of Human Development and Family Studies
Lead author/researcher on multiple child and family development studies. Mentored by Distinguished Professor Douglas Powell and Professor Karen Diamond in conducting early childhood intervention research. Received and applied training from David Kenny (UConn) in Structural Equation Modeling.

Michigan State University, East Lansing, MI (1999-2003)
Graduate Teaching Assistant
Taught one or two lab sections of Diverse Learners in Multicultural Perspectives for 8 semesters. Taught the entire course for two summers.

**Selected Work
Experience:**

SmartNow Wellness, San Francisco (2010-2012)
Advisor
Collaborated with the CEO, CTO, communications experts, prominent physicians, and leading fitness experts in the development of innovative evidence-based corporate wellness products.

Winnebago County Special Education Cooperative, Rockton, IL
School Psychologist (2005-2008)
Provided counseling, problem-solving, local CBM norming, psychological consultation, psychological assessment, promoted positive systems change, and provided professional development training for administrators and pre-K through 12th grade staff for implementing RTI and research-based interventions, which promoted academic skills and mental health.

Keystone Area Education Agency, Decorah, IA (2003-2005)
School Psychologist (2000 hour doctoral internship first year)
Provided extensive school psychological services for children, parents, teachers, specialists, and administrators in nine school buildings. Specialized in preventive-problem-solving and developing cutting edge RTI practices. Helped children from preschool to high school thrive.

Editorial Boards:

Associate Editor for *School Psychology International* (London: Sage)

Member of the Editorial Board for *Educational Psychology* (London: Taylor and Francis Group)

Member of the Editorial Advisory Board for *School Psychology Forum* (Washington, DC: NASP)

Member of the Editorial Board for the *Journal of Attention Disorders* (London: Sage)

Publications:

Peer Reviewed Journal Articles

* = graduate student as co-author

Froiland, J. M., & Davison, M. L. (2016). The longitudinal influences of peers, parents, motivation, and mathematics course-taking on high school math achievement. *Learning and Individual Differences, 50*, 252-259.

<http://www.sciencedirect.com/science/article/pii/S1041608016301352>

Froiland, J. M. & Worrell, F. C. (2017). Parental autonomy support, community feeling, and student expectations as contributors to later achievement among adolescents. *Educational Psychology, 37*, 261-271.

<http://www.tandfonline.com/doi/full/10.1080/01443410.2016.1214687>

Froiland, J. M., Davison, M. L., Worrell, F. C. (2016). Aloha teachers: Teacher autonomy support promotes Native Hawaiian and Pacific Islander students' motivation, school belonging, course-taking and math achievement. *Social Psychology of Education, 19*, 879-894.

<http://link.springer.com/article/10.1007/s11218-016-9355-9>

Froiland, J. M. & Worrell, F. C. (2016). Intrinsic motivation, learning goals, engagement, and achievement in a diverse high school. *Psychology in the Schools*, 53, 321-336.
<http://onlinelibrary.wiley.com/doi/10.1002/pits.21901/abstract>

Froiland, J. M. (2015). Parents' weekly descriptions of autonomy supportive communication: Promoting children's motivation to learn and positive emotions. *Journal of Child and Family Studies*, 24, 117-126. <http://link.springer.com/article/10.1007/s10826-013-9819-x>

Froiland, J. M., Mayor, P., & Herlevi*, M. (2015). Motives emanating from personality associated with achievement in a Finnish senior high school: Physical activity, curiosity, and family motives. *School Psychology International*, 36, 207-221.
doi:10.1177/0143034315573818
<http://spi.sagepub.com/content/36/2/207>

Froiland, J. M. & Davison, M. L. (2016). Home literacy, television viewing, fidgeting and ADHD in young children. *Educational Psychology*, 36, 1337-1353.
<http://www.tandfonline.com/doi/full/10.1080/01443410.2014.963031>

Whitney*, N. & Froiland, J. M. (2015). Parenting style, gender, beer drinking, and drinking problems of college students. *International Journal of Psychology: A Biopsychosocial Approach*, 16, 93-109. <http://dx.doi.org/10.7220/2345-024X.16.5>

Froiland, J. M. & Davison, M. L. (2014). Parental expectations and school relationships as contributors to adolescents' positive outcomes. *Social Psychology of Education*, 17, 1-17.
doi:10.1007/s11218-013-9237-3
<http://link.springer.com/article/10.1007%2Fs11218-013-9237-3>

Froiland, J. M., Powell, D. R., Diamond, K. E., & Son, S.-H. (2013). Neighborhood socioeconomic well-being, home literacy, and early literacy skills of at-risk preschoolers. *Psychology in the Schools*, 50, 755-769. doi:10.1002/pits.21711
<http://onlinelibrary.wiley.com/doi/10.1002/pits.21711/abstract>

Froiland, J. M. & Oros*, E. (2014). Intrinsic motivation, perceived competence and classroom engagement as longitudinal predictors of adolescent reading achievement. *Educational Psychology*, 34, 119-132.
<http://www.tandfonline.com/doi/full/10.1080/01443410.2013.822964>

Froiland, J. M., Powell, D. R., & Diamond, K. E. (2014). Relations among neighborhood social networks, home literacy environments, and children's expressive vocabulary in suburban at-risk families. *School Psychology International*, 35, 429-444. doi:10.1177/0143034313500415
<http://spi.sagepub.com/content/35/4/429>

Froiland, J. M., Peterson*, A., & Davison, M. L. (2013). The long-term effects of early parent involvement and parent expectation in the USA. *School Psychology International*, 34, 33-50.
<http://spi.sagepub.com/content/34/1/33>

Powell, D. R., Son, S-H., File, N. & Froiland, J. M. (2012). Changes in parent involvement across the transition from public school prekindergarten to first grade and children's academic outcomes. *The Elementary School Journal*, 113 (2), 276-300.
<http://www.jstor.org/stable/10.1086/667726>

Froiland, J. M., Oros*, E., Smith*, L. & Hirchert*, T. (2012). Intrinsic motivation to learn: The nexus between psychological health and academic success. *Contemporary School Psychology*, 16, 91-101. <http://link.springer.com/article/10.1007/BF03340978>

Froiland, J. M. & Smith*, L. (2014). Advancing the discussion about systematic classroom behavioral observation, a product review of eCOVE Observation Software. Pacific City, OR: eCOVE Software, LLC. *Journal of Attention Disorders*, 18(4), 385-391. doi: 10.1177/1087054712436585
<http://jad.sagepub.com/content/18/4/385.full.pdf+html>

Froiland, J. M. (2011). Parental autonomy support and student learning goals: A preliminary examination of an intrinsic motivation intervention. *Child and Youth Care Forum*, 40(2), 135-149. <http://www.springerlink.com/content/c801555417m37777/>

Froiland, J. M. (2011). Response to Intervention as a vehicle for powerful mental health interventions in the schools. *Contemporary School Psychology*, 15, 35-42.
<http://link.springer.com/article/10.1007/BF03340961>

Froiland, J. M. (2011). Examining the effects of location, neighborhood social organization, and home literacy on early cognitive skills in the United States. *International Journal of Psychology: A biopsychosocial approach*, 9, 29-42.

Froiland, J. M. (2010). A developmental, educational, and school psychologist: How the late Jere Brophy's integrative approach to children's motivation to learn can inform school-based practice. *The School Psychologist*, 64 (3), 22-26.
<http://apadivision16.org/wp-content/uploads/2015/12/TSP-Vol.-64-No.-3-August-2010.pdf>

Books, Commissioned Book Chapters, and Encyclopedia Articles:

Froiland, J. M. (in press). Motivation. In B. Frey (Ed.), *The Sage Encyclopedia of Educational Research, Measurement, and Evaluation*. Thousand Oaks, CA: Sage.

Froiland, J. M. (in press). Intelligence Quotient (IQ). In B. Frey (Ed.), *The Sage Encyclopedia of Educational Research, Measurement, and Evaluation*. Thousand Oaks, CA: Sage.

Froiland, J. M. (in press). Motherhood. In J. Kunz (Ed.), *Family & Parent Leadership: A Reference Guide*. Santa Barbara, CA: Mission Bell Media.

Froiland, J. M. (in press). Poor Families. In J. Kunz (Ed.), *Family & Parent Leadership: A Reference Guide*. Santa Barbara, CA: Mission Bell Media.

Froiland, J. M. (in press). Upper Middle Class Families. In J. Kunz (Ed.), *Family & Parent Leadership: A Reference Guide*. Santa Barbara, CA: Mission Bell Media.

Froiland, J. M. (in press). Child Rearing Experts. In J. Kunz (Ed.), *Family & Parent Leadership: A Reference Guide*. Santa Barbara, CA: Mission Bell Media.

Froiland, J. M. (2015). Incentives for students. In F. F. Wherry & G. J. Golson (Eds.), *Sage Encyclopedia of Economics and Society* (pp. 920-922). Thousand Oaks, CA: Sage Publications.

Froiland, J. M. (2015). Peer effects. In F. F. Wherry & G. J. Golson (Eds.), *Sage Encyclopedia of Economics and Society* (pp.1256-1257). Thousand Oaks, CA: Sage Publications.

Froiland, J. M., Smith*, L., & Peterson*, A. (2015). How children can be happier and more intrinsically motivated while receiving their compulsory education. In N. E. Wodarth & A. P. Ferguson (Eds.), *Psychology Research Summaries: Vol. 2* (Ch. 16). Hauppauge, NY: Nova Science.

Froiland, J. M. (2014). *Inspired Childhood: Parents Raising Motivated, Happy, and Successful Students from Preschool to College*. Seattle, Washington: Amazon.
<http://www.amazon.com/dp/B00LT4OX5O>

Froiland, J. M. (2014). Motivational Interviewing. *EBSCO Research Starters: Salem Press Encyclopedia*. Ipswich, MA: EBSCO.

Froiland, J. M. (2014). Social Psychology. *EBSCO Research Starters: Salem Press Encyclopedia*. Ipswich, MA: EBSCO.

Froiland, J. M. (2014). Depression in Childhood and Adolescence. *EBSCO Research Starters: Salem Press Encyclopedia*. Ipswich, MA: EBSCO.

Froiland, J. M. (2014). Structural Equation Modeling. *EBSCO Research Starters: Salem Press Encyclopedia*. Ipswich, MA: EBSCO.

Froiland, J. M. (2014). Goal Setting. *EBSCO Research Starters: Salem Press Encyclopedia*. Ipswich, MA: EBSCO.

Froiland, J. M., Smith*, L., & Peterson*, A. (2012). How children can be happier and more intrinsically motivated while receiving their compulsory education. In A. Columbus (Ed.), *Advances in Psychology Research: Vol. 87* (pp. 85-112). Hauppauge, NY: Nova Science.
https://www.novapublishers.com/catalog/product_info.php?products_id=26373

Froiland, J. M. (2013). Parent educational expectations. In J. Ainsworth (Ed.), *Sociology of Education: An A-to-Z Guide* (pp. 569-570). Thousand Oaks, CA: Sage Publications.
<http://knowledge.sagepub.com/view/sociology-of-education/n305.xml>

Froiland, J. M. (2013). Neighborhood effects. In J. Ainsworth (Ed.), *Sociology of Education: An A-to-Z Guide* (pp. 507-509). Thousand Oaks, CA: Sage Publications.
<http://knowledge.sagepub.com/view/sociology-of-education/n273.xml>

Froiland, J. M. (2013). Urban schooling. In J. Ainsworth (Ed.), *Sociology of Education: An A-to-Z Guide* (pp. 823-825). Thousand Oaks, CA: Sage Publications.
<http://knowledge.sagepub.com/view/sociology-of-education/n434.xml>

Froiland, J. M. (2013). Homework. In J. Ainsworth (Ed.), *Sociology of Education: An A-to-Z Guide* (pp. 362-363). Thousand Oaks, CA: Sage Publications.
<http://knowledge.sagepub.com/view/sociology-of-education/n190.xml>

Froiland, J. M. & Benyamin*, N. (2013). Iowa. In J. Ainsworth (Ed.), *Sociology of Education: An A-to-Z Guide* (pp. 394-395). Thousand Oaks, CA: Sage Publications.
<http://knowledge.sagepub.com/view/sociology-of-education/n210.xml>

Froiland, J. M. & Leavitt*, R. (2013). Racial inequality: High school dropout rates. In J. Ainsworth (Ed.), *Sociology of Education: An A-to-Z Guide* (pp. 636-637). Thousand Oaks, CA: Sage Publications. <http://knowledge.sagepub.com/view/sociology-of-education/n334.xml>

Oros*, E. & Froiland, J. M. (2013). Illinois. In J. Ainsworth (Ed.), *Sociology of Education: An A-to-Z Guide* (pp. 372-374). Thousand Oaks, CA: Sage Publications. <http://knowledge.sagepub.com/view/sociology-of-education/n197.xml>

Oros*, E. & Froiland, J. M. (2013). Romania. In J. Ainsworth (Ed.), *Sociology of Education: An A-to-Z Guide* (pp. 659-660). Thousand Oaks, CA: Sage Publications. <http://knowledge.sagepub.com/view/sociology-of-education/n346.xml>

Froiland, J. M. (2015). Political Apathy and Youth. *EBSCO Research Starters: Salem Press Encyclopedia*. Ipswich, MA: EBSCO.

Froiland, J. M. (2015). Neuromarketing. *EBSCO Research Starters: Salem Press Encyclopedia*. Ipswich, MA: EBSCO.

Froiland, J. M. (2015). Early Intervention Programs. *EBSCO Research Starters: Salem Press Encyclopedia*. Ipswich, MA: EBSCO.

Froiland, J. M. (2015). Employee Engagement. *EBSCO Research Starters: Salem Press Encyclopedia*. Ipswich, MA: EBSCO.

Froiland, J. M. (2015). Employee Retention. *EBSCO Research Starters: Salem Press Encyclopedia*. Ipswich, MA: EBSCO.

Froiland, J. M. (2015). Physical Education for Lifelong Fitness. *EBSCO Research Starters: Salem Press Encyclopedia*. Ipswich, MA: EBSCO.

Froiland, J. M. (2015). Positive Regard and Caregiving. *EBSCO Research Starters: Salem Press Encyclopedia*. Ipswich, MA: EBSCO.

Book Reviews

Froiland, J. M. (2009). Parent collaboration [Review of the book *Collaborating with Parents for Early School Success: The Achieving-Behaving-Caring Program*]. *National Association of School Psychologists Communiqué*, 37(8), 34.

Froiland, J. M., Davison, M. L., & Davison, L. J. (2010, June). [Review of the book *The Role of Research in Educational Improvement*]. *Education Review*.

Froiland, J. M. & Smith*, L. (2011). Parent collaboration for intervention [Review of the book Collaborative Home/School Interventions: Evidence-based solutions for emotional, behavioral, and academic problems]. *National Association of School Psychologists Communiqué*, 39(8), 45.

Manuscripts in progress:

Langer, E. J., Phillips, D., & Froiland, J. M. (2017). A mindfulness intervention study for people with learning disabilities. Study in development.

Froiland, J. M. & Davison, M. L. (2017). Social perception among adults: Relationships with intelligence, listening comprehension, and reading comprehension. Manuscript in preparation.

Powell, D. R., Diamond, K. E. & Froiland, J. M. (2017). Home/school connection activities: Patterns of participation in a Head Start program. Manuscript in preparation.

Froiland, J. M. (2017). Optimal parent involvement in education: promoting achievement, intrinsic motivation and happiness from ages 3 to 18. Manuscript in preparation.

Froiland, J. M. (2017). The intrinsic learning goals of elementary school students: Children's descriptions of their purposes for doing homework. Manuscript submitted.

Froiland, J. M. (2017). Teaching happiness, gratitude, and positive feelings about learning among young adults: A 12-week intervention study. Manuscript submitted.

Froiland, J. M. (2017). The development of gratitude and autonomy supportive self-talk. Manuscript in progress.

Inventory Developed

Froiland, J. M. (2011). Inventory of Homework Feelings [Database record]. Retrieved from PsycTESTS. doi:10.1037/t34773-000

Grants:

Awarded \$15,050 UNC Sponsored Research Fellowship (2014-2015) including a Fall 2014 Course Release (\$7,800) for Working with OSP Mentors on a Grant Proposal, a \$2,000 Research Award, a \$250 stipend for a collaborative expert, and a \$5,000 Summer Stipend in the Summer of 2014 for Grantsmanship activities. University of Northern Colorado.

Finalist (one of 10 principal investigators selected for a full proposal out of over one hundred applicants) for a \$153,000 grant to support an RCT study. *The Love for Learning Project: Parental Autonomy Support and Intrinsic Life Goals Intervention to Promote Grit, Positive Emotions, and Helping Others*. Character Lab, 2014.

Awarded, \$179,178. Clemens, E. (PI), Rue, L., Rizzolo, S., Hess, R. S., & Froiland, J. M. (2011). *Dropout Prevention Program Evaluation*. Colorado Department of Education.

Awarded \$14,000 Fall and Spring Course Releases in 2010-2011 as part of recruitment, University of Northern Colorado.

Awarded \$27,657 in Travel Awards. \$12,000 of this included highly competitive Provost Travel Awards to Florence, Italy (2011), Washington, DC (2012), Honolulu, HI (2013), and Philadelphia (2014). Other awards for travel included San Francisco, Northwestern University, Orlando, Philadelphia (2nd visit), Washington, DC (2nd visit), Denver (NSF grants conference), Seattle, and Copenhagen, Denmark. University of Northern Colorado.

Awarded \$250 registration waiver for being the keynote speaker in Copenhagen, Denmark. RMP Nordic.

Awarded \$1,250 in travel and registration waiver for being the keynote speaker in Portland, ME. Collaborative for Perpetual Innovation.

Awarded \$400 for supplemental travel support to Honolulu, HI, Society for the Study of School Psychology, 2013

Awarded \$7,500. Faculty Reassignment Award for Research, Scholarship and Creative Works. Froiland, J. M. (2012-2013). *Parents' Descriptions of Autonomy Supportive Communication with Their Children*. University of Northern Colorado.

Awarded \$2,298 (2010) from the Graham Fund to advance research on community supports for parent involvement and child development.

Awarded \$8,994 for Summer Support Initiative stipends for Research in the Summers of 2011, 2012, and 2013. University of Northern Colorado.

Professional Presentations:

Keynote Addresses

Froiland, J. M. (2012, October). *How to Promote Academic Success and Well Being with Motivation Psychology*. Opening Keynote Address presented at the annual conference of the World Society of Motivation Scientists and Professionals, Washington, DC.

Froiland, J. M. (2014, December). *Inspired Childhood: Motivated high school students in the U.S., Scandinavia, and across the globe*. Opening Keynote Address at RMP Nordic's International Conference on Motivation and Healthy Workplaces, Copenhagen, Denmark.

Froiland, J. M. (2015, July). *Optimal Parent Involvement and Helping Parents Inspire Students: Promoting Children's Motivation to Learn, Happiness, and Achievement*. Invited keynote address at the Maine Event: National Conference on Positive School Climate and Culture. Portland, ME.

Invited Presentations and Professional Development Workshops:

Froiland, J. M. (2017, March). Positive Parent Involvement: Enhancing Students' Motivation, Positive Emotions, and Achievement. Invited presentation to professors and graduate students in the Department of Educational Studies. Purdue University, West Lafayette, IN.

Froiland, J. M. (2017, March). Neighborhoods and Locale as an Important Part of the Ecological System of Learning. Invited presentation to 75 undergraduate students in the College of Education. Purdue University, West Lafayette, IN.

Froiland, J. M. (2016, June). Promoting Attendance Solutions, Rich Engagement, and Happiness (That of Adults and Youth): a three-day professional development workshop for school mental health professionals, the attendance team, educators, and administrators. St. Vrain Valley School District, Longmont, CO.

Froiland, J. M. (2015, May). Promoting Students' Motivation to Learn, Positive Emotions, and Achievement. Invited presentation to psychologists, researchers, managers, and vice presidents at Pearson Assessments. San Antonio, TX.

Froiland, J. M. (2015, June). Positive Parent Involvement and Parent-Child Communication: Enhancing Students' Motivation, Positive Emotions, and Achievement. Invited presentation to professors and graduate students in the Werklund School of Education. University of Calgary, Calgary, Canada.

Froiland, J. M. (2015, June). Engaging Parents, Motivating At-Risk Youth, and Strategies to Increase Attendance: a three-day professional development workshop for school mental health professionals, educators, and administrators. St. Vrain Valley School District, Longmont, CO.

Froiland, J. M. (2015, July). The Autonomy Supportive Motivational Style for Teachers, Administrators, and Mental Health Professionals. Invited workshop at the National Conference on Positive School Climate and Culture. Portland, ME.

Froiland, J. M. (2015, January). Strategic Parent Involvement, Expectations, and Autonomy Supportive Communication: Promoting Children's Motivation to Learn, Positive Emotions, and Achievement. Invited presentation to professors and graduate students in the department of Educational Psychology, Faculty of Education. University of Alberta, Edmonton, Canada.

Froiland, J. M. (2014, November). *The Wonderful World of School Psychology: Helping Students Thrive*. Invited student recruitment presentation to undergraduate students and professors in Psychology, Psi Chi, and Child Development. Adams State University, Alamosa, CO.

Froiland, J. M. (2014, June). *Improving Behavior, Learning, Attention, and Emotional Wellbeing*: a four-day professional development workshop for school mental health professionals and educators. St. Vrain Valley School District, Longmont, CO.

Froiland, J. M. (2013, November). *Three Keys to Developing Your Research Agenda*. Invited presentation for new faculty on behalf of the Office of Sponsored Programs, Provost, and AAVP for Research, University of Northern Colorado, Greeley, CO.

Froiland, J. M. (2013, October). *The Emotional, Motivational and Educational Benefits of Autonomy Supportive Parental Involvement*. Invited presentation for faculty, graduate, and undergraduate students at Colorado State University, Department of Psychology, Fort Collins, CO.

Froiland, J. M. (2011, January). *Elevating Intrinsic Motivation and Positive Emotions*. Presented to the School Psychology Student Organization at the University of Northern Colorado, College of Education and Behavioral Sciences, Greeley, CO.

Froiland, J. M. (2010, February). *Neighborhoods and Their Relations to Early Literacy: The effects of parent involvement in context*. Presented to faculty and graduate students at Eastern Illinois University, Department of Psychology, Charleston, IL.

Froiland, J. M. (2008, May). *Ameliorating intrinsic motivation to learn in students*. Presentation to faculty and graduate students at West Texas A & M Department of Psychology, Sociology, and Social Work, Canyon, TX.

Froiland, J. M. (2008, May). *Problem-Solving and Involving Parents in Response to Intervention*. Presentation to faculty and graduate students at Purdue University, Department of Human Development and Family Studies, West Lafayette, IN.

Froiland, J. M. (2007, February). *How to help children love learning*. Presentation for parents at the Hallstrom Home School Workshops, Rockford, IL.

Froiland, J. M. (2006, June). *Problem-Solving for Success: The latest applications in learning, attention, and behavior disorders*. Seminar for mental health professionals sponsored by Cross Country Education, and held in Kansas City, MO.

Froiland, J. M. (2006, June). *Problem-Solving for Success: The latest applications in learning, attention, and behavior disorders*. Seminar for mental health professionals sponsored by Cross Country Education, and held in Columbia, MO.

Froiland, J. M. (2006, June). *Problem-Solving for Success: The latest applications in learning, attention, and behavior disorders*. Seminar for mental health professionals sponsored by Cross Country Education, and held in St. Louis, MO.

Froiland, J. M. (2006, July). *Problem-Solving for Success: The latest applications in learning, attention, and behavior disorders*. Seminar for mental health professionals sponsored by Cross Country Education, and held in Sioux Falls, SD.

Froiland, J. M. (2006, June). *Problem-Solving for Success: The latest applications in learning, attention, and behavior disorders*. Seminar for mental health professionals sponsored by Cross Country Education, and held in Omaha, NE.

Froiland, J. M. (2006, June). *Problem-Solving for Success: The latest applications in learning, attention, and behavior disorders*. Seminar for mental health professionals sponsored by Cross Country Education, and held in Des Moines, IA.

Froiland, J. M. (2006, August). *How to support students' love for learning*. Presentation made to teachers at Mt. Zion Christian School, Lake Geneva, WI

Froiland, J. M. (2005, March). *How parental autonomy support enhances children's intrinsic motivation*. Presented to faculty and students at Luther College Psychology Department, Decorah, IA.

Froiland, J. M. (2003, January). *How teachers can foster intrinsic motivation to learn in elementary school*. Presentation to administrators and teachers at St. Mary Elementary School, Williamston, MI.

Pernell, E. & Froiland, J. M. (2003, March). *Understanding diversity and intercultural interactions*. Presentation to students at Potterville High School, Potterville, MI.

Froiland, J. M. (2003, September). *How parental autonomy support enhances children's intrinsic motivation*. Presentation to administrators, psychologists, social workers, speech pathologists, and other support professionals at Keystone Area Education Agency, Decorah, IA.

Juried:

Froiland, J. M. (2016, February). *Setting intrinsic learning goals: A positive psychology technique for youth*. Paper presented at the annual convention of the National Association of School Psychologists, San Antonio, TX.

Froiland, J. M. (2016, February). *Autonomy supportive teaching supports Hawaiian student math engagement and achievement*. Paper presented at the annual convention of the National Association of School Psychologists, San Antonio, TX.

Whitney*, N. & Froiland, J. M. (2015, February). *Parenting styles and alcohol use among college students*. Poster presented at the annual convention of the National Association of School Psychologists, Orlando, FL.

Froiland, J. M. (2014, April). *What children's immediate reactions to parental autonomy support say*. Invited paper presented in the symposium: Parental Support of Engagement and Achievement: Mediating, Interactive, & Longitudinal Associations at the annual conference of the American Educational Research Association, Philadelphia.

Froiland, J. M. (2014, February). *Positive parent involvement in middle and high school*. Paper presented at the annual convention of the National Association of School Psychologists, Washington, DC.

Little*, L., Monk*, M., Johnson*, K., & Froiland, J. M. (2014, February). *The effects of television on parent perceptions of school readiness*. Poster presented at the annual convention of the National Association of School Psychologists, Washington, DC.

Froiland, J. M. & Oros*, E. (2013, August). *Parent's descriptions of their budding autonomy supportive style of communication*. Poster presented at the American Psychological Association's Annual Convention, Honolulu, Hawaii.

Froiland, J. M. & Oros*, E. (2013, August). *Positive neighborhood social networks, home literacy support and preschooler's vocabulary*. Poster presented at the American Psychological Association's Annual Convention, Honolulu, Hawaii.

Froiland, J. M., Oros*, E., Parker*, A. (2013, February). *Neighborhoods that support parents and their children*. Paper presented at the annual convention of the National Association of School Psychologists, Seattle.

Froiland, J. M. & Oros*, E. (2012, August). *Intrinsic Motivation Predicts Academic Achievement for Adolescents*. Poster presented at the American Psychological Association's Annual Convention, Orlando.

Froiland, J. M. & Oros*, E. (2012, February). *Why school psychologists should be prepared to promote intrinsic motivation to learn*. Poster presented at the annual conference of the Trainers of School Psychology, Philadelphia.

Froiland, J. M. & Peterson*, A. (2012, February). *The long-term effects of early parent involvement in the U.S.* Poster presented at the annual convention of the National Association of School Psychologists, Philadelphia.

Froiland, J. M. (2011, November). *Location and neighbourhood social organization in the United States: How locale is related to home literacy and parental happiness via social organization*. Paper presented at Spaces and Flows: An International Conference on Urban and Extraurban Studies, Prato/Florence, Tuscany, Italy.

Froiland, J. M. (2011, February). *Community locale, social organization, literacy resources and early cognitive outcomes*. Paper presented at the annual convention of the National Association of School Psychologists, San Francisco.

Froiland, J. M. (2010, March). *Neighborhood characteristics relevant to the early literacy skills of preschoolers*. Poster session presented at the annual convention of the National Association of School Psychologists, Chicago.

Froiland, J. M. (2009, April). *Neighborhood and family predictors of early literacy among at-risk preschool students*. Invited poster presented at the Emerging Scholars and Scholarship in Education Research session of the annual conference of the American Educational Research Association, San Diego.

Froiland, J. M. (2009, June). *Neighborhood predictors of early literacy among at-risk preschool students*. Poster session presented at the fourth annual Institute of Education Sciences Research Conference, Washington, DC.

Froiland, J. M. (2003, April). *The role of parents in nurturing children's motivation to learn*. Poster session presented at the annual convention of the National Association of School Psychologists, Toronto.

Additional Publications and Press:

Invited Articles, Press, Workbooks, and Radio/Blog Interviews:

Wildman, J. & Rosenthal, J. (Interview). Helping children see the deeper purpose in learning. LearnEd: News about Learning. London, UK: Pearson.

<http://www.pearsonlearningnews.com/helping-children-see-the-deeper-purpose-in-learning/>

Froiland, J. M. (2015). Mindful Communication: Talk that Promotes Your Happiness and that of Others. Guest blog on the Social Being 721: <http://thesocialbeing721.com/tag/dr-john-mark-froiland/>

Haynes, S. & Froiland, J. M. (2015). On air radio interview (re-aired twice) about Literacy tips for families with counseling psychologist and host Dr. Stacy Haynes on New Jersey's WIAMradio.com. Parenting Tips 2 Go.

Haynes, S. & Froiland, J. M. (2014). On air radio interview (re-aired three times) about Homework Tips with counseling psychologist and host Dr. Stacy Haynes on Philadelphia's Renaissance Radio station (WNJC 1360 AM). Parenting Tips 2 Go.

Senman, S. (2014, September). Education for the world we want. Huffington Post: http://www.huffingtonpost.com/suna-senman/education-for-the-world-w_1_b_5776250.html

Froiland, J. M. (2014). Parental expectations, strong hope, and successful children. LinkedIn Today.

<http://www.linkedin.com/today/post/article/20140421202806-75181114-parental-expectations-strong-hope-and-successful-children>

Froiland, J. M. (2013). Positive parenting and parent involvement: Keys to healthy child development. *Colorado Society of School Psychologists Newsletter*, 27(1), 4-5.

Cornelius, B. (2012, Producer). Dr. John Mark Froiland, University of N. Colorado- Parental Expectations and Academic Success. Academic Minute. Albany, NY: WAMC Northeast Public Radio. Retrieved 11-30-12 from: <http://www.wamc.org/post/dr-john-mark-froiland-university-n-colorado-parental-expectations-and-academic-success>

Quoted extensively in Poppen, J. (2012). Parent blog: Stop nagging kids about homework. Ed News Colorado: Parent. Retrieved on 9-14-12 from: <http://www.ednewscolorado.org/2012/09/13/47066-parent-blog-stop-nagging-kids-about-homework>

Quoted extensively in Reiss, S. (2011). From D's to the honor roll without focusing on grades: Educators need to pay more attention to motivation. *Psychology Today*. Retrieved on 11-30-2011 from: <http://www.psychologytoday.com/blog/who-we-are/201111/ds-the-honor-roll-without-focusing-grades>

Froiland, J. M. & Oros*, E. (2012). The importance of cultivating intrinsic motivation to learn in students. *Colorado Society of School Psychologists Newsletter*, 26(1), 12-14.

Froiland, J. M. (2011). How to keep your New Year's Resolutions. *Health and Wellness Topics: Happiness*. Anthem (Blue Cross) Insurance Companies, Inc.

In the Spotlight: Featured story, "Making New Year's Resolutions Last". University of Northern Colorado Media. Retrieved on 6-24-11 from: <http://www.unco.edu/news/releases.aspx?id=1235> and on You Tube: <http://www.youtube.com/watch?v=bkNrqp3hH70>
This story was featured on UNC's homepage in both 2011 and 2013 near New Year's.

Froiland, J. M. (2010). Smart ways to cultivate happiness. *Health and Wellness Topics: Happiness*. Anthem Insurance Companies, Inc.

Froiland, J. M., Powell, D., & Diamond, K. E. (2011, January). Home/School Connection Activities: Patterns of Participation in a Head Start Program [Executive summary provided to Head Start administrators]. Purdue University, West Lafayette, IN.

Froiland, J. M. (2006). *Problem-Solving for Success: The latest applications in learning, attention, and behavior disorders* [Course Workbook]. Cross Country Education, Nashville, TN.

**Professional
Associations:**

American Psychological Association (APA), Elected Member,
2009- current

Developmental Psychology, Division 7 of the APA, 2009- current

School Psychology, Division 16 of the APA, 2009- current

**Courses
Taught:**

Evaluation of Psychological Services (Program Evaluation), Applied
Psychology and Counselor Education (APCE) 781

Legal and Professional Foundations of School Psychology, APCE
763

Practicum in Evidence-Based Interventions, APCE 738

Practicum in School Psychology, APCE 779

Psychological Consultation: Theory and Practice, APCE 660

Social and Behavioral Assessment in the Schools, APCE 675

Practicum in Systems Consultation, APCE 681

Crisis Intervention in the Schools, APCE 667

Social and Community Psychology, APCE 655

Internship in School Psychology, APCE 789

Appraisal and Assessment in Counseling, APCE 673

Research Apprenticeship, APCE 663

Positive Psychology: the Science of Developing Happiness, PSY 495
(undergraduate course I developed). This course led to students
gaining an average of 1 standard deviation in gratitude and positive
emotions towards learning based on an IRB approved study.

**Service at the
National and
International
Level:**

See list of Editorial Board memberships above.

Ad hoc Reviewer for the *Journal of Happiness Studies*
(Heidelberg, Germany: Springer)

Ad hoc Reviewer for *Learning and Individual Differences*
(Amsterdam: Elsevier)

Ad hoc Reviewer for *Learning and Instruction* (Amsterdam:
Elsevier).

Reviewer for *Hacking Happiness* by John C. Havens, New York:
Penguin Publishers.

Ad hoc Reviewer for *Motivation and Emotion* (Heidelberg,
Germany: Springer)

Ad hoc Reviewer for *Journal of School Psychology* (Amsterdam:
Elsevier)

Ad hoc Reviewer for *Child and Youth Care Forum* (Heidelberg,
Germany: Springer)

Ad hoc Reviewer for *Developmental Psychology* (Washington,
DC: American Psychological Association).

Ad hoc Reviewer for *Journal of Child and Family Studies*
(Heidelberg, Germany: Springer).

Ad hoc Reviewer for *Journal of Educational Psychology*
(Washington, DC: American Psychological Association).

Ad hoc Reviewer for *Infant and Child Development* (Hoboken, NJ:
Wiley).

Ad hoc Reviewer for *Journal of Family Studies* (London, UK:
Routledge).

Ad hoc Reviewer for *Africa Education Review* (London, UK: Taylor
& Francis).

Ad hoc Reviewer for *School Psychology Review* (Washington,
DC: NASP).

Ad hoc Reviewer for *Parenting: Science and Practice* (London,
UK: Taylor & Francis).

Ad hoc Reviewer for *Theory & Psychology* (London, UK: Sage).

Ad hoc Reviewer for *Early Child Development and Care* (London, UK: Taylor & Francis).

Ad hoc Reviewer for *Reading and Writing* (Heidelberg, Germany: Springer).

Ad hoc Reviewer for *International Journal of Speech-Language Pathology* (Australia; Informa Healthcare).

Ad hoc Reviewer for *Psychology Health and Medicine* (London, UK: Taylor & Francis).

**Service at the
State/Local
Level:**

Founding Vice President and Board Member (2013-2017) Executive Board for the non-profit organization, Converge Day Treatment Center, Fort Morgan, CO. Helped form the organization, which regularly serves 10-15 students and their parents. Services provided include Colorado Department of Education approved instruction, family therapy, consultation with schools, speech-language therapy, positive behavioral support, positive psychological interventions, group therapy, and individual counseling. The founder of this organization is a graduate of the University of Northern Colorado School Psychology doctoral program. Converge has created paid internship/licensed supervision opportunities for UNC doctoral students. Converge is now part of the Association of Psychology Postdoctoral and Internship Centers (APPIC) match and the High Plains Psychology Internship Consortium, which addresses the shortage of psychologists in rural Nebraska and Colorado.

Board member for the Colorado Society of School Psychologists (CSSP), 2011-2013.

Contributed to board meetings in Vail, CO. Made recommendations to the board concerning training to be provided at the annual CSSP conference in Vail. Developed two invited articles for the CSSP newsletter, both focused on enhancing school psychologists' practice. Made research-based recommendations to the board regarding stances on statewide policies affecting youth, parents, schools, and school psychologists throughout the state of Colorado.

**University
Service:**

Parking Advisory Committee, University of Northern Colorado (2012 to 2014). Made recommendations to promote behavioral adherence to parking regulations and campus safety.

Chaired or Co-chaired five doctoral dissertation committees. Member of nine other doctoral dissertation committees. Dissertations included a Dialectical Behavior Therapy intervention study, an exercise intervention study, evaluation of intelligence and pre-morbid functioning among students with Traumatic Brain Injury, professional

development training for teachers in mathematics instruction, and a study examining teacher writing instruction practices and beliefs.

Graham Fund Committee Member, Applied Psychology and Counselor Education, College of Education and Behavioral Sciences, University of Northern Colorado

Review and Retention Committee Member, Counseling Psychology, Counselor Education and School Psychology. Contributed to investigations. Helped develop remediation programs for graduate students who were struggling with ethical or professional issues.

Contributed to Ph.D. and Ed.S. School Psychology program planning, Department of School Psychology, including helping with the successful APA re-accreditation process.

Certifications:

2007-current Nationally Certified School Psychologist (NCSP), National Association of School Psychologists, Washington, DC

2008-current Listed as Reiss Profile Master due to successfully completing Reiss Motivation Profile Certification training and providing continuing education to other Reiss Profile Masters in the U.S., Asia, and Europe:

<http://www.idspublishing.com/coaches/>

Honors and Awards:

1992, Humanitarian Service Medal, U.S. Army

1991, National Defense Service Medal, U.S. Army

1993, Army Service Ribbon, U.S. Army

1993, Army Community Service Certificate for volunteering at a camp for children with developmental and physical disabilities.

1997, Magna Cum Laude, Northern Illinois University, B.S. Psychology, minor Philosophy

1999-2000, Graduate Recruiting Fellowship, Michigan State University

2003-2004, Selected for fully compensated doctoral internship, specializing in preventive-problem solving, Keystone Area Education Agency

Additional Honors and Awards

2008-2010, Selected for fully compensated (\$51,500 per year) Institute of Education Sciences Postdoctoral Fellowship, Purdue University

2009 Selected and sponsored participant of the ECLS-K database training in Washington, DC, National Center for Education Statistics

2009 Selected and sponsored participant of the ECLS-B database training in Washington, DC, National Center for Education Statistics

2010 Top Five Reviews: Published in 2010. 5th most downloaded book review for reviews published in 2010 in Education Review with the National Education Policy Center. List of top 5 retrieved 12-30-10 from: <http://nepc.colorado.edu/education-review>.

2012 Selected and sponsored for What Works Clearinghouse (provided by Mathematica Policy Research, Inc. and the Institute of Education Sciences) reviewer training at Northwestern University.

2012 Awarded the first place medal for the Basketball Health Challenge at the American Psychological Association Convention in Orlando

2012-2017 Doctoral Research Endorsement, Graduate School and International Admissions, University of Northern Colorado

2012 4th most read article on Sage's *School Psychology International* website for the month of September, and 7th most read in August. <http://spi.sagepub.com/reports/most-read>

2012 25th most read article on Sage's *Journal of Attention Disorders* website. <http://jad.sagepub.com/reports/most-read>

2012 5th most downloaded article on Springer's *Child and Youth Care Forum* website over a 90 day period.

2012 Most active story on WAMC Northeast Public Radio's website for two weeks.

2012 Selected and sponsored by the Society for the Study of School Psychology to participate in the sixth biennial School Psychology Research Collaboration Conference. Honolulu, HI.

2013 9th most read article in February on Sage's *School Psychology International* website, 14th most read in March, 12th most read in April, 9th most read in May, 4th most read in June, and 6th most read in July.

2013-current Affiliate of the Society for the Study of School Psychology.

2014 8th most read in May and 5th most read in June on Sage's *School Psychology International* website. 7th most read in July. 9th most read in August; 5th most read in September; 12th most read in October; 4th most read in November; 5th most read in December.

2014 #1 most read article in mid-March on Springer's *Social Psychology of Education* website. Second most read article for a 30-day period (early March to early April). 4th most downloaded article for a 90-day period (early February to early May). 2nd most downloaded article for a 90-day period from March to June. #1 most downloaded article for a 90-day period from mid-April to mid-July. #1 most downloaded from May to August. 3rd most read (June to September).

2014 Selected and sponsored by the Office of Sponsored Programs at the University of Northern Colorado to attend the two-day National Science Foundation (NSF) Grants Conference

2012-2013 Nominated for College Scholar of the Year, College of Education and Behavioral Sciences, University of Northern Colorado

2013-2015 University Sponsored Research Fellow

2014 Listed as the 52nd most followed Psychologist or Neuroscientist in the world by the British Psychological Society's Research Digest: <http://digest.bps.org.uk/2014/11/the-100-most-followed-psychologists-and.html>

2015 Listed as the 42nd most followed Psychologist or Neuroscientist in the world by the British Psychological Society's Research Digest: <http://digest.bps.org.uk/2015/11/the-100-most-followed-psychologists-and.html>