

# Shayl F. Griffith, PhD.

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## EDUCATION AND TRAINING

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- Ph.D. (Clinical Psychology) – University of Massachusetts Amherst, Amherst, MA** 2018  
*Dissertation: “Home Learning in the New Mobile Age: Parent-Child Interactions around Mobile Devices and their Relation to Early Academic Development”*  
Advisor: David H. Arnold
- Doctoral Internship (Child/Adolescent/Pediatric Track) - Rush University Medical Center, Chicago, IL** 2017-2018
- M.S. (Clinical Psychology) – University of Massachusetts Amherst, Amherst, MA** 2014
- B.A. (Psychology), *Highest Honors* – Clark University, Worcester, MA** 2012

## POSITIONS HELD

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- Assistant Professor** 2020-present  
Department of Counseling, Recreation, and School Psychology  
Florida International University, Miami, FL.
- Postdoctoral Associate** 2018-2020  
Department of Psychology  
Florida International University, Miami, FL

## INTERESTS AND SPECIALTY AREAS

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School readiness, child and family screen media use, parent-child interaction, prevention and intervention research, behavioral parent intervention, early childhood, neurodevelopmental and psychoeducational assessment

## LICENSURE/CERTIFICATION

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Licensed Psychologist, Florida (License # 10795)

## HONORS AND AWARDS

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- FIU Top Scholar Award (Junior Faculty with Significant Grants, Humanities) 2023  
Lee Gurel/John E. Bell Endowed Student/Faculty Achievement Award: Clark University 2012  
Simon and Eve Colin Undergraduate Creativity Award for Research in Psychology: Clark University 2011

## FUNDED GRANTS AND FELLOWSHIPS

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- Promoting Child Language Acquisition through a Preventive Parenting Intervention** 2023-2024  
(3R01HD102201-04S1)  
Source: National Institute of Child Health and Human Development (NICHD)  
Role: Co-Investigator (PI: Daniel Bagner, PhD)  
Total funding: \$454, 441

<b>Project CRYSTAL (Culturally Responsive Youth Services in Teaching, Adaptation and Language)</b> (H325K220028) Source: U.S. Department of Education Role: Co-Principal Investigator, with Andy Pham, PhD (PI and Project Director); Phillip Lazarus, PhD (Co-PI); Martha Pelaez, PhD (Co-PI) Total funding: \$1,000,000	2022-2027
<b>Adapting a Parenting Intervention to Promote Healthy Screen Time Habits in Young Children with Behavior Problems</b> (1R21HD104367-01A1) Source: National Institute of Child Health and Human Development (NICHD) Role: Principal Investigator, with Daniel Bagner, PhD (MPI) Total funding: \$405,625	2022-2024
<b>More than a Babysitter? Examining Perceptions and Practices around Educational Digital Media Use in High-Risk Families.</b> Source: National Academy of Education/Spencer Foundation Postdoctoral Fellowship Role: Principal Investigator Total funding: \$70,000	2020-2022
<b>Thrive by 5: Read to Learn Book Club Implementation</b> Source: The Children's Trust Role: Co-Investigator (PI: Miami-Dade Family Learning Partnership, Inc.) FIU subcontract amount: \$18,426	2019-2020
<b>Home Learning in the New Mobile Age: Parent-Child Interactions and Early Academic Development across Multiple Home Learning Contexts</b> Source: National Academy of Education/Spencer Foundation Dissertation Fellowship Role: Principal Investigator Total funding: \$27,500	2016-2017
<b>Center for Research on Families Graduate Research Fellowship</b> Source: University of Massachusetts Amherst Role: Principal Investigator Total funding: \$10,000	2015-2016
<b>Graduate School Dissertation Research Grant</b> Source: University of Massachusetts Amherst Role: Principal Investigator Total funding: \$1,000	2015

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#### GRANTS AND FELLOWSHIPS SUBMITTED/UNDER REVIEW

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<b>Examining Complex Transactional Associations Among Family Media Use, Caregiver-Child Interactions, and Child Behavior</b> Source: National Institute of Child Health and Human Development (NICHD) Role: Principal Investigator, with Daniel Bagner, PhD (MPI) \$3,629,469	2024-2029
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#### PEER REVIEWED PUBLICATIONS

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(Note: \* indicates the author was a graduate student under my supervision)

1. **Griffith, S.F.**, Delisle, J.H.,\* & Casanova, S.M.\* (2023) Parent perceptions of technology-facilitated learning for young children: Associations with parent and child characteristics. *Journal of Research on Technology in Education*. Advance online publication. <https://doi.org/10.1080/15391523.2023.2224594>

2. **Griffith, S.F.**, Martinez- Pedraza, F., Magariño, L.S., Frazier, S.L., Berkovitz, M.D., & Bagner, D.M. (2023) Surveying early intervention providers to identify opportunities for workforce support to strengthen family-centered care. *Infants and Young Children*, 36(4), 314-332. <https://doi.org/10.1097/ICY.0000000000000247>
3. **Griffith, S.F.** (2023) Parent beliefs and child media use: Stress and digital skills as moderators. *Journal of Applied Developmental Psychology*, 86, 101535. <https://doi.org/10.1016/j.appdev.2023.101535>
4. **Griffith, S.F.**, Casanova, S.M.\*, & Delisle, J.H.\* (2023) Back-and-forth conversation during parent-child co-use of an educational app game. *Early Child Development and Care*, 193(8), 1007-1021. <https://doi.org/10.1080/03004430.2023.2199173>
5. **Griffith, S.F.**, Casanova, S.M.\*, Delisle, J.H.\*, & Mavrakis, A.A.\* (2023) Remote schooling and screentime during COVID-19: Exploring the experiences of low-income families with young children. *Journal of Early Childhood Research*. Advance online publication. <https://doi.org/10.1177/1476718X2311754>
6. **Griffith, S.F.** & Qiu, Y. (2022). A population-based study of associations among child screen media use, social-contextual factors, and school readiness. *Journal of Developmental and Behavioral Pediatrics*, 43(9). <https://doi.org/10.1097/DBP.0000000000001115>
7. Baralt, M, **Griffith, S.F.**, Hanson, L.K., Andre, N., Blair, L., Bagner, D.M. (2022). How family needs informed an early literacy family reading program in multilingual and multicultural Miami-Dade County. *Journal of Early Childhood Literacy*. Advance online publication. <https://doi.org/10.1177/14687984221093242>
8. **Griffith, S.F.**, Hart, K.C., Mavrakis, A.A.\*, Bagner, D.M. (2022). Making the best of app use: The impact of parent-child co-use of interactive media on children's learning in the US. *Journal of Children and Media*, 16(2). <https://doi.org/10.1080/17482798.2021.1970599>
9. **Griffith, S.F.**, Maynard, D.M., & Bagner, D.M. (2021). Barbadian teachers' identification of social-emotional, behavioral, and learning challenges in young children. *International Journal of School and Educational Psychology*, 10(1) <https://doi.org/10.1080/21683603.2020.1802377>
10. **Griffith, S. F.**, Hagan, M. B. \*, Heymann, P. \*, Heflin, B. H. \*, Bagner, D.M. (2020). Apps as learning tools? A systematic review. *Pediatrics*, 145 (1). <https://doi.org/doi:10.1542/peds.2019-1579>
11. **Griffith, S. F.**, Hanson, K. G., Rolon-Arroyo, B., Arnold, D. H. (2019). Promoting achievement in low-SES preschoolers with educational apps. *Journal of Children and Media*, 13 (3), 328-344. <https://doi.org/10.1080/17482798.2019.1613246>
12. **Griffith, S.F.**, & Arnold, D.H. (2019). Home learning in the new mobile age: Parent-child interactions around mobile devices and their relation to early academic development. *Journal of Children and Media*, 13(1), 1-19. <https://doi.org/10.1080/17482798.2018.1489866>
13. **Griffith, S. F.**, Harvey, E. A., Rolon-Arroyo, B., & Arnold, D. H. (2019). Neuropsychological predictors of ODD symptom dimensions in young children. *Journal of Clinical Child and Adolescent Psychology*, 48(1), 80-92. <https://doi.org/10.1080/15374416.2016.1266643>
14. Brown, H. R., Harvey, E. A., **Griffith, S. F.**, Arnold, D. H., & Halgin, R. P. (2017). Assent and dissent: ethical considerations in psychological research with toddlers. *Ethics and Behavior*, 27(8), 651-664. <https://doi.org/10.1080/10508422.2016.1277356>.

15. Breaux, R. P., **Griffith, S. F.**, & Harvey, E. A. (2016). Preschool neuropsychological measures as predictors of later attention deficit hyperactivity disorder. *Journal of Abnormal Child Psychology*, 44(8), 1455-1471. <https://doi.org/10.1007/s10802-016-0140-1>
16. Tichovolsky, M. H., **Griffith, S. F.**, Rolon-Arroyo, B. Arnold, D. H., Harvey, E. A. (2016). A longitudinal study of fathers' and young children's depressive symptoms: Three growth-modeling approaches. *Journal of Clinical Child and Adolescent Psychology*, Advance online publication. <https://doi.org/10.1080/15374416.2016.1212357>.
17. **Griffith, S. F.**, Arnold, D. H., Voegler-Lee, M. E., & Kupersmidt, J. B. (2016) Individual characteristics, family factors, and classroom experiences as predictors of low-income kindergarteners' social skills. *Journal of Educational and Developmental Psychology*, 6 (1), 59-76. <https://doi.org/10.5539/jedp.v6n1p59>.
18. Marshall, N. A., Arnold, D. H., Rolon-Arroyo, B., **Griffith, S. F.** (2015). The association between relational aggression and internalizing symptoms: A review and meta-analysis. *Journal of Social and Clinical Psychology*, 34 (2), 135-160. <https://doi.org/10.1521/jscp.2015.34.2.135>.
19. **Griffith, S. F.**, & Grolnick, W. S. (2014). Parenting in Caribbean families: A look at parental control, structure and autonomy support. *Journal of Black Psychology*, 40 (2), 160-190. doi: <https://doi.org/10.1177/0095798412475085>.

#### **MANUSCRIPTS UNDER REVIEW**

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(Note: \* indicates the author was a graduate student under my supervision)

1. **Griffith, S.F.**, Bagner, D.M., Hart, K.H. Leveraging parenting interventions to promote healthy screen media use in young children with externalizing behavior problems. Manuscript submitted for publication.

#### **PROFESSIONAL PRESENTATIONS**

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1. Casanova, S.M.\*, Delisle, J.H.\*, **Griffith, S.F.** (2023) Caregivers perspectives on remote schooling: What relates to positive experiences. NASP Annual Convention, Denver, CO.
2. Casanova, S.M.\*, Delisle, J.H.\*, **Griffith, S.F.** (2022) The experiences of low-income families with young children with COVID-19 remote schooling. FASP Annual Conference, Daytona Beach, FL.
3. **Griffith, S.F.**, Hart, K.H., McCalla, K., Sanchez, D., Tassy-Lewis, S. (2022, July 28). *Technology use with infants and toddlers*. Invited panel presentation for the Florida Early Head Start Infant and Toddler Conference, Miami, FL.
4. **Griffith, S.F.**, Casanova, S.M.\*, Delisle, J.H\*. (2022) Back-and-forth conversation and reciprocity during parent-child co-use of an educational app. The American Psychological Association Annual Convention.
5. **Griffith, S.F.** (2022) Disentangling complex relationships between screen media use and school readiness. The National Association of School Psychologists Annual Convention, Boston, MA.
6. **Griffith, S.F.** (2021). More than a babysitter? Examining perceptions and practices around screen media use in low-income families. The National Academy of Education Annual Meeting.

7. **Griffith, S.F.**, Hagan, M., Hart., K.C., Bagner, D.M. (2021). Managing screen time for children with externalizing behavior: Low-income parents' experiences in a pilot intervention. The Biennial Meeting of the Society for Research on Child Development.
8. Maynard, D.M., & **Griffith, S.F.** (2019). Early-childhood teachers' screening and referral practices for emotional-behavioural and learning challenges in Barbados. Fourteenth Annual Caribbean Child Research Conference (CRC), Bridgetown, Barbados.
9. **Griffith, S. F.**, & Arnold, D. H. (2017). Parent-child interactions during joint use of educational apps. The Biennial Meeting of the Society for Research on Child Development, Austin, TX.
10. **Griffith, S. F.**, Hanson, K. G., Rolon-Arroyo, B., Arnold, D. H (2017). Educational apps improve preliteracy and emergent math skills in low-income preschoolers. The Biennial Meeting of the Society for Research on Child Development, Austin, TX.
11. Davis, A.E., **Griffith, S.F.**, & Arnold, D.H. (2016). The relationship between parent psychopathology and behaviors on a joint math task. Annual Meeting of the Eastern Psychological Association, Boston, MA.
12. **Griffith, S. F.**, Harvey, E. A., Rolon-Arroyo, B., & Arnold, D. H. (2016). Neuropsychological functions as predictors of angry/irritable and argumentative/defiant Symptoms of ODD in young children. The Association of Behavioral and Cognitive Therapies Annual Convention, New York, NY.
13. **Griffith, S. F.**, Arnold, D. H., Voegler-Lee, M. E., & Kupersmidt, J. B. (2015). Preschool Classroom-, Family-, and Child-Level Predictors of Low-SES Kindergarteners' Social Skills. The Association for Psychological Science Annual Convention, New York, NY.
14. Flamm, E. S., Grolnick W. S., & **Griffith, S. F.** (2012). Adolescent adjustment in the context of life change: The supportive role of parental structure provision. The Biennial Meeting of the Society for Research on Adolescents, Vancouver, BC.
15. **Griffith, S. F.**, Grolnick W. S, Raftery, J. N, & Flamm, E. S. (2011). The role of parental involvement, structure, and autonomy support in the lives of children-at-risk. Annual Meeting of the New England Psychological Association, Fairfield, CT.

## **CLINICAL TRAINING**

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### **Center for Children and Families, Florida International University, Miami, FL**

2018-2020

#### *Postdoctoral Associate*

Early Childhood Neurodevelopmental Clinic; FIU Summer Academy

Coordinated clinic services and provided supervision to doctoral students conducting neurodevelopmental assessments for children under age 5; Conducted intake assessments to determine eligibility for a therapeutic summer camp

### **Queen Elizabeth Hospital, Bridgetown, Barbados**

Summer 2018

#### *Clinician*

Pediatric Psychology Clinic

Conducted psychoeducational and developmental assessments for children referred to the Pediatric Outpatient Department for cognitive, social, or behavioral concerns.

**Rush University Medical Center, Chicago, IL***Psychology Doctoral Intern, Child/Adolescent/Pediatric Track*

Pediatric Neurodevelopmental Evaluation Service; Neonatal Intensive Care Unit and High-Risk Infant Follow Up Clinic; Rush Therapeutic Day School; Pediatric Inpatient Consultation/Liaison and Psychosocial Oncology Service; Outpatient Clinics

2017-2018

Provided assessment, psychotherapy, and consultation/liaison services in inpatient and outpatient hospital settings for children and families.

**Baystate Children's Hospital, Springfield, MA** *Psychology Extern*

2015-2016

Developmental and Behavioral Pediatrics Clinic

Provided neurodevelopmental evaluations and parent consultation for developmental delays and disabilities, behavior disorders, and learning disorders in children primarily under age 8.

**Psychological Services Center, University of Massachusetts Amherst, Amherst, MA**

2014-2017

*Clinician; Student Supervisor*

ADHD Assessment Clinic; Neuropsychological Assessment Clinic; Child Therapy Team

**TEACHING EXPERIENCE**

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**Department of Counseling, Recreation, and School Psychology, Florida International University, Miami, FL**

2020-present

*Course Instructor:*

SPS 6191 Psychoeducational Assessment I: Intellectual

SPS 6192 Psychoeducational Assessment II: Process

**Department of Continuing and Professional Education, University of Massachusetts Amherst, MA**

2014-2017

*Course Instructor:*

PSYC 100 Introductory Psychology

**Department of Psychological and Brain Sciences, University of Massachusetts Amherst, MA**

2012-2017

*Graduate Teaching Assistant:*

Graduate Inferential Statistics I and II

Abnormal Psychology

Methods of Inquiry in Psychology

Introductory Psychology

**SERVICE, PROFESSIONAL ACTIVITIES, AND AFFILIATIONS**

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**Dissertation Committee Member, Florida International University, 2021-present**

Gabrielle Freitag (Psychology)

Anastassia Cafatti (Psychology)

Jenny Guo (Psychology)

Aniva Lumpkins (Special Education)

Michaela Sisitsky (Psychology)

Geraldine Cadet (Psychology)

**Faculty Advisor, EdS School Psychology Program, 2020 - present**

### **Grant Reviewer**

Early Career Reviewer, National Institutes of Health, Psychosocial Development, Risk, and Prevention (PDRP) Study Section, June 2022

### **Ad Hoc Journal Reviewer**

*Pediatrics; Journal of Clinical Child and Adolescent Psychology; Journal of Black Psychology; Education and Treatment of Children; Computers and Education; Infant Behavior and Development; AERA Open; Behavior Therapy; Journal of Child and Family Studies; Caribbean Journal of Psychology; Journal of Children and Media; Developmental Psychology; Research on Child and Adolescent Psychopathology; Journal of Research on Technology in Education*

### **Other Service**

Faculty Advisor, FIU School Psychology Student Association (SPSA), 2022-present  
Advisory Committee Member, The Children's Trust Book Club, 2019- present  
Evaluation Sub-Committee Member, The Children's Trust Book Club, 2020-present  
Research Committee Member, Florida Association of School Psychologists, 2021- present  
Expert Advisory Board Member, *Community-Engaged Research for the Creation of Bilingual Literacy Supports for Haitian Parents and Infants Using a Book and Video in Pediatric Visits* (FIU ORED Research Seed Grant), 2022- present

### **Professional Affiliations**

American Psychological Association  
Society for Research in Child Development  
National Association of School Psychologists  
Florida Association of School Psychologists

### **MEDIA COVERAGE**

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- Education Week: "Digital Math Games and Apps: What Works and What Doesn't?", December 2<sup>nd</sup>, 2020
- US News and World Report, WebMD: "Can apps make your kids smarter?", December 23, 2019
- Reuters Health, Yahoo News: "Apps may help kids learn ABCs and 123s", December 23, 2019
- Infectious Diseases in Children (Healio.com): "Apps show teaching potential for math, early academic skills", December 23, 2019