

PUBLICATIONS:

Cooper, D., & Snell, J. L. (2003). Bullying - not just a kid thing. Educational Leadership, 60, 22-25.

Frey, K. S., Hirschstein, M. K., Snell, J. L., Edstrom, L. V., MacKenzie, E. P., & Bruschi, C. J. (2005). Reducing playground bullying and the beliefs that support it: An experimental trial of the *Steps to Respect* program. Developmental Psychology, 41, 479-491.

Greenberg, M. T., & Snell, J. L. (1997). Brain development and emotional development: The role of teaching in organizing the frontal lobe. In P. Salovey, & D. Sluyter (Eds.), Emotional Development and Emotional Intelligence. Basic Books.

Hirschstein, M.K., VanSchoiack-Edstrom, L., Frey, K.S., Snell, J.L., & MacKenzie, E.P. (2007). Walking the talk in bullying prevention: Teacher implementation variables related to outcomes of the *Steps to Respect* program. School Psychology Review, 36, 3-21.

McClellan, J., McCurry, C., Snell, J., & Dubose, A. (1999). Early-onset psychotic disorders: Course and outcome over a 2-year period. Journal of the American Academy of Child and Adolescent Psychiatry, 38, 1380-1388.

Snell, J. L. (1998). Performance on neuropsychological measures of executive function and behavioral adjustment in second-graders. *Unpublished doctoral dissertation*.

Snell, J. L., & Hirschstein, M. K. Bullying and Victimization (in press). In S. W. Lee (Ed.). Encyclopedia of School Psychology. Sage Publication, NY.

Snell, J. L., MacKenzie, E., & Frey, K. (2002). Bullying prevention in elementary schools: The Importance of Adult Leadership, Peer Group Support, and Student Social-Emotional Skills. In H. Walker & M. Shinn (Eds.), Interventions for Academic and Behavior Problems II: Preventive and Remedial Approaches. National Association of School Psychologists.

CONFERENCE POSTERS AND PRESENTATIONS:

Dilworth, J., & Snell, J. L. (2003). Longitudinal prediction of social-emotional and academic outcome from early microsystem risk factors and executive function skills. *Poster presented at the Society for Prevention Research, Washington DC.*

Duncan, S. W., & Snell, J. L. (1991). When the toy you liked wasn't the one you got: How children regulate their expression of emotion. *Paper presented at the biennial meeting of the Society for Research in Child Development, Seattle, Washington.*

Duncan, S. W., Snell, J. L., & Mason, C. A. (1992). Parental and marital influences on children's emotional development. In S. W. Duncan (Chair), Families and emotion: What parents teach, what children learn. *Paper presented at the 72nd annual convention of the Western Psychological Association.*

Frey, K., & Snell, J. L. (2001). Building adult-child partnerships to counter bullying. *Presentation at "Understanding and Preventing Bullying: International Perspectives," Kingston, Ontario.*

Snell, J. L., Frey, K., & MacKenzie, E. (2001). The use of hand-held computers for coding playground behavior. *Technology demonstration presented at the Society for Prevention Research, Washington DC.*

Snell, J. L., Wehby, J. H., Greenberg, M. T., & CPPRG (1994). The relationship between emotion regulation, aggression and social competence: Evidence from children's relationships with teachers and peers. *Poster presented at the meeting of the Society for Research in Child and Adolescent Psychopathology, London, England.*

Wehby, J. H., Snell, J. L., & Valente, E. (1993). School behavior of first grade students at risk for developing conduct problems. *Poster presented at the 60th annual meeting of the Society for Research in Child Development, New Orleans, LA.*