

**TOMOE KANAYA, PHD**  
**Abbreviated CV**

**EDUCATION**

Ph.D. Developmental Psychology, Cornell University  
A.B. English and Psychology, Bryn Mawr College

**SELECT PROFESSIONAL AFFILIATIONS**

2011-present Associate Professor of Psychological Science (tenured)  
Claremont McKenna College  
2012-2017 Director, Berger Institute for Work, Family and Children at Claremont McKenna College  
2007-2011 Assistant Professor (tenure-track)  
Claremont McKenna College  
2005-2007 Assistant Professor (tenure-track)  
Muhlenberg College

**RESEARCH INTERESTS**

- Cognitive development
- Longitudinal and quantitative methodology
- Education and special education policies
- Psychoeducational assessments

**SELECT EXTERNAL GRANTS AND AWARDS**

- Imagine LA: "A Two-Level Approach to Determine Imagine LA's Return on Investment," 2013
- John Randolph Haynes and Dora Haynes Foundation: Faculty Fellowship: "Ten years after Prop 227: An examination of cognitive development in bilingual, Latino children from Los Angeles," 2010-2011
- American Education Research Association (AERA): Division G Research Group on the Social Context of Education: Early Career Scholar, 2006-2011
- Spencer Foundation: 2-Year Research Grant: "What's at stake when we use cut-off scores? The Flynn effect in special education policies," 2007-2008 (PI: Grant number: 2007-00115)
- American Psychological Association: Div. 33 Outstanding Student Research, 2003
- Spencer Foundation: The Spencer Foundation Dissertation Fellowship for Research Related to Education, 2003-2004 (Grant number 200400015)

**SELECT PUBLICATIONS**

*\*denotes undergraduate/CMC author*

- Kanaya, T. & \*Santiago, M. (in press). Mother-child storytelling patterns among first-generation Latino dyads: Implications for improving home-school engagement in early literacy skills. *Journal of Latinos and Education*
- Kanaya, T. (2019) Intelligence and the Individuals with Disabilities Act. *Journal of Intelligence*, 7, 1-6. doi: <https://doi.org/10.3390/jintelligence7040024>.
- Kanaya, T., Wai, J., & Miranda, B. (2019). Exploring the links between receiving special education services and adulthood outcomes. *Frontiers in Education*, 4, 1-13. DOI: 10.3389/educ.2019.00056.

- Kanaya, T. & Ceci, S.J. (2018). Longitudinal IQ trends in children diagnosed with Emotional Disturbance: An analysis of historical data. *Journal of Intelligence*, 6, 1-8. DOI:10.3390/jintelligence6040045
- \*Deer, L.K., \*Gohn, K.M., & Kanaya, T. (2018). Anxiety and self-efficacy as sequential predictors of US college students' career preparation. *Education + Training*, 60, 185-197. DOI: 10.1108/ET-07-2017-0096
- Bermudez, C., Kanaya, T., & \*Santiago, M. (2017). Improving family-school communication with parents of long term English learners. *Communique: Official newsletter of the National Association of School Psychologists*, 8, 17-18.
- Marsh, B.U., Kanaya, T. & Pezdek, K. (2015). The language dependent recall effect influences the number of items recalled in autobiographical memory reports. *Journal of Cognitive Psychology*, 27, 829-843.
- Kanaya, T. & \*Osthoff-Magalhaes, I. (2013) A two-level approach to determine Imagine LA's return on investment: Final Report. Berger Institute for Work, Family and Children
- Kanaya, T. & Ceci, S.J. (2012). The impact of the Flynn effect on LD diagnoses in special education. *Journal of Learning Disabilities*, 45, 319-326. DOI: 10.1177/0022219410392044
- Kanaya, T. & Ceci, S.J. (2011). The Flynn effect on the WISC subtests in school children tested for special education services. *Journal of Psychoeducational Assessment*, 29, 125-136, DOI: 10.1177/0734282909370139
- Kanaya, T. & Ceci, S.J. (2007). Are all IQ scores created equal? The differential costs of IQ cut-off scores for at-risk children. *Child Development Perspectives*, 1, 52-56.
- Principe, G.F., Kanaya, T., Ceci, S.J., & \*Singh, M. (2006). Believing is seeing: How rumors can engender false memories in preschoolers. *Psychological Science*, 17, 243-248.
- Kanaya, T., Ceci, S.J., & Scullin, M.H. (2005). Age differences in secular IQ trends: An individual growth modeling approach. *Intelligence*, 33, 613-621.
- Kanaya, T., Light, D., Culp, K.M. (2005) Factors influencing outcomes from a technology-focused professional development program. *Journal of Research on Technology in Education*, 37, 313-329.
- Kanaya, T., Ceci, S.J. & Scullin, M.H. (2003). The rise and fall of IQ in special ed: Historical trends and their implications. *Journal of School Psychology*, 41, 453-465.
- Kanaya, T., Scullin, M.H. & Ceci, S.J. (2003). The Flynn effect and U.S. policies: The impact of rising IQ scores on American society via Mental Retardation diagnoses. *American Psychologist*, 58, 1-13.
- Silk, J.S., Morris, A.S., Kanaya, T. & Steinberg, L.D. (2003). Psychological control and autonomy granting: Opposite ends of a continuum or distinct constructs? *Journal of Research on Adolescence*, 13, 113-128.
- Scullin, M.H., Kanaya, T. & Ceci, S.J. (2002). Measurement of individual differences in children's suggestibility across situations. *Journal of Experimental Psychology: Applied*, 8, 233-246.

**SELECT MEDIA COVERAGE:**

<https://www.newyorker.com/magazine/2007/12/17/none-of-the-above>

<https://www.abc.net.au/science/news/stories/s970647.htm>

<https://chalkbeat.org/posts/us/2019/11/05/texas-special-education-cap-research/>