

# CURRICULUM VITA

**Paul A. Chase, Ph.D.**

**Research Assistant Professor, Eliot-Pearson Department of Child Study and Human Development at Tufts University in Medford, MA,  
Project Director of the Measures and Methods across the Developmental Continuum Project at the Institute for Applied Research in Youth Development**

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**Personal Data:** Location: Andover, MA, USA  
Preferred Pronouns: He/Him/His

## **Education:**

**September, 2010 – May, 2015**      **Tufts University – Medford, MA**  
Ph.D. – Child Study and Human Development

**June, 2006 – August, 2007**      **Tufts University – Medford, MA**  
Master of Arts in Teaching (M.A.T.)  
Grade 8-12 Social Studies

**September, 2002 – May, 2006**      **Tufts University – Medford, MA**  
Bachelor of Arts – Psychology

## **Research and Professional Experience:**

**June, 2018 – Present**      **Tufts University, Medford, MA**  
Research Assistant Professor

- Directs a team of 6 Tufts University researchers and 12 researchers from the American Institutes for Research, Oregon State University, and Turnaround For Children in the Measures and Methods across the Developmental Continuum (MMDC) Project
- Directs and consults for the Tufts University collaboration with the Turnaround for Children program
- Develops quantitative and qualitative measures and protocols for studying youth development
- Contributes to grant proposal writing and project development for multiple studies (e.g., the Science of Learning and Development [SoLD] MMDC Project)
- Manages and analyzes person-specific longitudinal data

- Manages and analyzes large-sample multi-method data, including longitudinal data
- Designs and Conducts semi-structured interviews and focus groups, then analyzes and reports qualitative findings from interviews of educators and students
- Presents research findings at national and international meetings
- Mentors and supervises graduate students and research staff
- Publishes research findings in peer-reviewed journals and special interest publications
- Consulted for the Tufts University collaboration with the LEAP Innovations program

**June, 2017 – June, 2018**

**Tufts University, Medford, MA**

Postdoctoral Scholar

- Directed the Tufts University Study of the Comer Education Campus
- Led grant proposals and project development for post-secondary education research
- Developed idiographic, variable-centered, and qualitative measures and protocols for PYD and education research
- Managed and analyzed large sample multi-method data, including longitudinal data
- Contributed to general project oversight and management
- Presented research findings at national and international meetings
- Mentored and supervised graduate students and research staff

**August, 2016 – June, 2017**

**Boy Scouts of America, Milton, MA**

Research & Evaluation Consultant

- Interpreted and consolidated academic literature relevant to BSA character development programming for BSA national headquarters
- Developed internally and externally facing reports of BSA 3<sup>rd</sup> party research findings
- Conducted and reported on analyses relevant to internal evaluation research questions
- Produced literature reviews of BSA impact for grant applications

**July, 2015 – July, 2016**

**City Year, Inc. – Boston, MA**

Director of Program Evaluation

- Led program evaluation team
- Coordinated with 3<sup>rd</sup> party research teams to design and carry out external evaluations
- Led research of student and AmeriCorps Member outcomes to improve City Year programming
- Shared research findings with City Year senior leadership
- Built City Year's portfolio of evidence by coordinating internal data analysis

**September, 2010 – June, 2015**

**Tufts University – Medford, MA**

Doctoral Research Assistant

Institute for Applied Research in Youth Development

- Submitted grants, acted as study coordinator to the Institutional Review Board

- Carried out interviews, created and administered surveys, cleaned and managed data
- Conducted quantitative and qualitative analyses for studies related to positive youth development, character development, and mentoring programs
- Disseminated research findings through presentations, lectures, and reports

**November, 2014 – July, 2015**                      **Learning for Life – Irving, Texas**  
**Exploring Leadership Certificate Committee**

- Developed a leadership certificate training program for Learning for Life
- Provided consultation based on developmental science and experience with youth programs

**June, 2013 – May, 2014**                      **Youth Service America – Washington, D.C.**  
**Doctoral Internship**

- Provided consultation regarding research methodology, psychometrics, and data collection
- Conducted data analysis, presentations, and reports

**January, 2005 – May, 2005**                      **Tufts University – Medford, MA**  
**Undergraduate Research Assistant**  
**Institute for Applied Research in Youth Development**

- Carried out qualitative and quantitative data coding and analysis

### **Teaching Experience:**

**September, 2009 – June, 2010**                      **Boys & Girls Club of Collier County - Naples, FL**  
**Computer-Based Learning Instructor**

- Used computer-based learning software to teach mathematics and language arts to elementary and middle school students (e.g., Compass Learning Program)
- Taught safe computer use to elementary school students

**July, 2007 – July, 2008**                      **Yabu-shi Middle School – Yabu City, Japan**  
**Middle School Co-teacher of English**

- Co-taught Middle School English classes
- Led Middle School English conversation and debate classes
- Led English conversation classes for adults

**September, 2006 - May, 2007**                      **Burlington High School - Burlington, MA**  
**Student Teacher**

- Taught Honors level World History (Grade 11)
- Taught Standard level Psychology I (Grade 12)

**Publications: [Citations: 866, H-index: 13, i10-index: 15]**

**Chase, P. A.,** Boyd-Brown, M., Lerner, R. M. (2021). *A Qualitative Inquiry about Personalized (Student-Specific) Learning: For Now, Next, or Never* [Unpublished manuscript]. Eliot-Pearson Department of Child Study and Human Development, Tufts University.

**Chase, P. A.,** Yu, D. Geldhof, G. J., Boyd-Brown, M., Gansert, P., Goncalves, C., Tirrell, J. M., Birudavol, J., Osher, D., Berg, J., Cade, W., Michaelson, L., Cantor, P., Theokas, C., & Lerner, R. M. (under review). Lessons learned about person-specific, intensive longitudinal studies of learning and thriving among elementary-, middle-, and high-school youth: A methodological note.

**Chase, P. A.,** Yu, D., Tirrell, J. M., Buckingham, M. H., Gansert, P., Park, Y., Goncalves, C., & Lerner, R. M. (in press). Conceptualizing and measuring character virtues and related attributes through use of the Bornstein Specificity Principle: A relational developmental systems-based perspective. In S. M. Jones, N.K. Lesaux, & S.P. Barnes (Eds.), *Measuring and Assessing Non-Cognitive Skills to Improve Teaching and Learning*. New York: Guilford Press.

Michaelson, L. E., Berg, J., Boyd-Brown, M. J., Cade, W., Yu, D., Geldhof, G. J., Yang, P-J., **Chase, P. A.,** Osher, D., & Lerner, R. M. (In Press). Intraindividual fluctuations in sleep predict subsequent goal setting in adolescents. *Journal for Person-Oriented Research*.

Wang, J., **Chase, P. A.,** & Burkhard, B. M. (2021). Promoting positive youth development through Scouting. In R. Dimitrova & N. Wiium (Ed.), *Handbook of positive youth development*. New York, NY: Springer. [https://doi.org/10.1007/978-3-030-70262-5\\_33](https://doi.org/10.1007/978-3-030-70262-5_33)

Yu, D., Yang, P-J., Michaelson, L., Geldhof, G. J., **Chase, P. A.,** Gansert, P. K., Osher, D., Berg, J., Tyler, C. P., Goncalves, C., Park, Y., Boyd-Brown, M. J., Cade, W., Theokas, C., Cantor, P., & Lerner, R. M. (2021). Understanding child executive functioning through use of the Bornstein Specificity Principle. *Journal of Applied Developmental Science*. <https://doi.org/10.1016/j.appdev.2021.101240>

Yu, D., Yang, P-J., Geldhof, G. J., Tyler, C., Gansert, P., **Chase, P. A.,** & Lerner, R. M. (2020). Exploring idiographic approaches to children's executive function performance: An intensive longitudinal study. *Journal for Person-Oriented Research*, 6(2), 73-87.

Lerner, R. M., **Chase, P. A.,** Dowling, E. M., Tirrell, J. M., Buckingham, M. H., Yu, D., Park, Y., Goncalves, C., & Gansert, P. (in press). Resilience and positive youth development: A dynamic, relational developmental systems-based perspective. In S. Goldstein and R. Brooks (Eds.), *Handbook of Resilience in Children* (3<sup>rd</sup> ed.). New York: Springer Publications.

- Cantor, P., Lerner, R. M., Pittman, K., **Chase, P. A.**, & Gomperts, N. (2021). *Whole-Child Development, Learning, and Thriving: A dynamic systems approach*. New York: Cambridge University Press.
- Lerner, R. M., & **Chase, P. A.** (2019). Towards theoretical and methodological innovations in the evidence base for family policy: A commentary. *Journal of Family Theory and Review*, *11*, 39-46.
- Lerner, R. M., & **Chase, P. A.** (2019). Enhancing theory and methodology in the international study of Positive Youth Development: A commentary. *Child & Youth Care Forum*, *48*, 269-277.
- Lerner, R. M., Lerner, J. V., & **Chase, P. A.** (2019). Towards enhancing the role of idiographic-based analyses in describing, explaining, and optimizing the study of human development: The sample case of adolescent ↔ family relationships. *Journal of Family Theory & Review*, *11*(4), 495-509.
- Lerner, R. M., & **Chase, P. A.** (2020). Hate in Contemporary America: Pathology or Opportunism? In Sternberg, R. J. (Ed.) *Perspectives on Hate: How it originates, develops, manifests, and spreads*. (pp. 137-160). Washington, D.C.: American Psychological Association.
- Bowers, E. P., Geldhof, G. J., **Chase, P. A.**, Lerner, R. M., Gestsdottir, S., & Urban, J. B. (2015). Self-regulation during adolescence and cultural variations. In J. Wright (Ed.), *International Encyclopedia of Social and Behavioral Sciences* (2nd ed.). (pp. 547-552). Oxford, UK: Elsevier.
- Chase, P. A.** (2015). *Intentional Self-Regulation and Self-Perceived Academic Success in Elementary School-Age Youth: A Relational Developmental Systems Approach* (Doctoral dissertation). Tufts University, Medford, MA.
- Chase, P. A.**, Warren, D. J. A., & Lerner, R. M. (2015). School engagement, academic achievement, and positive youth development. In E. P. Bowers, G. J., Geldhof, S. K. Johnson, L. J. Hilliard, R. M. Hershberg, J. V. Lerner, & R. M. Lerner, *Promoting Positive Youth Development: Lessons Learned from the 4-H Study*. (pp. 57-70). New York, NY: Springer.
- Hershberg, R. M., **Chase, P. A.**, Champine, R. B., Hilliard, L. J., Wang, J., & Lerner, R. M. (2015). You Can Quit Me But I'm Not Going to Quit You:" A Focus Group Study of Leaders' Perceptions of Their Positive Influences on Youth in Boy Scouts of America. *Journal of Youth Development*, *10*(2), 5-30.
- Chase, P. A.**, Hilliard, L. J., Geldhof, G. J., Warren, D. J., & Lerner, R. M. (2014). Academic Achievement in the High School Years: The Changing Role of School Engagement. *Journal of Youth and Adolescence*, *43*(6), 884-896.

- Hilliard, L. J., Hershberg, R. M., Wang, J., Bowers, E. P., **Chase, P. A.**, Champine, R. B., Buckingham, M. H., Warren, D. P. A., Ferris, K. A., & Lerner R. M. (2014). Program innovations and character in cub scouts: Findings from year 1 of a mixed-methods, longitudinal study. *Journal of Youth Development, 9*(4), 4-30.
- Wang, J., Hilliard, L. J., Hershberg, R. M., Bowers, E. P., **Chase, P. A.**, Champine, R. B., Buckingham, M. H., Braun, D. A., Gelgoot, E. R., & Lerner, R. M. (2015). Character in childhood and early adolescence: Models and measurement. *Journal of Moral Education, 44*(2), 165-197.
- Lerner, R. M., Wang, J., **Chase, P. A.**, Gutierrez, A. S., Harris, E. M., Rubin, R. O., & Yalin., C. (2014). Using relational developmental systems theory to link program goals, activities, and outcomes: The sample case of the 4-H Study of Positive Youth Development, *New Directions in Youth Development, 144*, 17-28. DOI: 10.1002/yd.20110.
- Napolitano, C., Bowers, E. P., Arbeit, M. R., **Chase, P. A.**, Geldhof, J. G., Lerner, J. V., & Lerner, R. M., (2014). The GPS to Success Growth Grids: Measurement Properties of a Tool to Promote Intentional Self-Regulation in Mentoring Programs. *Applied Developmental Science, 18*(1), 46-58.
- Li, Y., Agans, J., **Chase, P. A.**, Arbeit, M. R., Weiner, M. B., & Lerner, R. M. (2014). School engagement and positive youth development: A relational developmental systems perspective. In D. J. Shernoff & J. Bempechat (Eds.). *NSSE Yearbook: Engaging Youth in Schools: Evidence-Based Models to Guide Future Innovations, Volume 113, Issue 1*. (pp. 37-57). New York, NY: Columbia University Press.
- Bowers, E. P., Napolitano, C. M., Arbeit, M. R., **Chase, P.**, Glickman, S. A., Lerner, R. M., & Lerner, J. V. (2013). On a pathway towards thriving: Evaluating the effectiveness of tools to promote positive development and intentional self regulation in youth. *Journal of Youth Development, 8*(3), 4-31.
- Lerner, R. M., Agans, J. P., Arbeit, M. R., **Chase, P. A.**, Weiner, M. B., Schmid, K. L., & Warren, A. E. A. (2012). Resilience and positive youth development: A relational developmental systems model. In S. Goldstein and R. Brooks (Eds.), *Handbook of Resilience in Children* (2nd Ed.). (pp. 293-308). New York: Springer Publications.
- Lerner, R. M., Schmid, K. L., Weiner, M. B., Arbeit, M. R., **Chase, P. A.**, Agans, J. P., & Warren, A. E. A. (2012). Resilience across the life span. In B. Hayslip Jr. & G. C. Smith (Eds.). *Emerging Perspectives on Resilience in Adulthood and Later Life*. (pp. 275-299). New York, NY: Springer Publications.
- Bowers, E. P., von Eye, A., Lerner, J. V., Arbeit, M. R., Weiner, M. B., **Chase, P.**, & Agans, J. P. (2011). The role of ecological assets in positive and problematic developmental trajectories. *Journal of Adolescence, 34*(6), 1151-1165.
- Napolitano, C. M., Bowers, E. P., Gestsdóttir, S., & **Chase, P. A.** (2011). The development of

intentional self-regulation in adolescence: Describing, explaining, and optimizing its link to positive youth development. In R. M. Lerner, J. V. Lerner, & J. B. Benson (Eds.), *Advances in Child Behavior and Development: Positive Youth Development: Research and Applications for Promoting Thriving in Adolescence* (pp. 17-36). Elsevier.

Napolitano, C. M., Bowers, E. P., Gestsdottir, S., Depping M., von Eye, A., **Chase, P.**, Lerner, J. V. (2011). The role of parenting and goal selection in positive youth development: A person-centered approach. *Journal of Adolescence*, 34(6), 1137–1149.

Alberts, A. E., Christiansen, E. D., **Chase, P.**, Naudeau, S., Phelps, E., & Lerner, R. M. (2006). Qualitative and quantitative assessments of thriving and contribution in early adolescence: Findings from the 4-H study of positive youth development. *Journal of Youth Development: Bridging Research and Practice*, 1(2)  
<http://www.nae4ha.org/directory/jyd/index.html>.

### **Presentations:**

Birudavol, J., **Chase, P. A.**, Lerner, R. M. (2020, March 18–21). *Measure Development and Person-Specific Analyses of the Developmental Continuum* [Poster presentation]. SRA Conference, San Diego, CA. (Conference canceled due to COVID-19 pandemic).

**Chase, P. A.**, Yu, D., Goncalves, C., Lerner, R. M. (2020, March 18–21). *Measures and Methods Across the Developmental Continuum (MMDC): Developing an Idiographic Measure of Working Memory for Adolescents* [Poster presentation]. SRA Conference, San Diego, CA. (Conference canceled due to COVID-19 pandemic).

Yu, D., **Chase, P. A.**, Park, Y., & Lerner, R. M. (2020, March 18–21). *Developing a Measure of Cognitive Flexibility for Idiographic Analyses of Youth Development* [Poster presentation]. SRA Conference, San Diego, CA. (Conference canceled due to COVID-19 pandemic).

**Chase, P. A.** (2018). *Identifying Patterns and Predictors of College Success for Minority College Students from the South Side of Chicago*. Poster presentation at the Special Topic Meeting of the Society for Research on Child Development.

Ettekal, A. V., Benavides, C., **Chase, P. A.**, & Lerner, R. M. (2018). *Examining an Intervention to Promote Intellectual Humility with Middle School Students*. Symposium presentation at the Special Topic Meeting of the Society for Research on Child Development.

**Chase, P.** & Lerner, R. (2015). Positive Youth Development in Organized After-school Programs. Symposium presentation at the Biennial conference of the *Society for Research in Child Development*, Spring, 2015.

**Chase, P.**, Hilliard, Warren, Geldhof, & Lerner, (2014). *The changing role of school engagement in high school academic achievement: Longitudinal analyses*. (Poster Presentation) Society for Research in Adolescence, Spring, 2014.

Hilliard, L. J., Hershberg, R. M., **Chase, P. A.**, Bowers, E., & Lerner, R. M. (2014). *Linking character and academic competence in Boy Scouts: Findings from Year 1 of a longitudinal mixed method study*. Paper presented at the Society for Research in Adolescence Conference, Austin, TX, March, 2014.

**Chase, P.** (2013). *The impact of ADHD on academic achievement & academic intentional self-regulation among college freshmen*. Poster Presentation for the Society for the Study of Human Development. November, 2013.

**Chase, P.** & Lerner, R. M., (2013). *Academic Competence in the High School Years: The Changing Role of School Engagement*. Poster Presentation for the Society for Research in Child Development. March, 2013.

**Chase, P.** & Lerner, R. M., (2011). *Academic Competence in Adolescence: The Role of School Engagement*. Poster Presentation for the Society for the Study of Human Development.

Zimmerman, S. M., Jeličić, H., Bobek, D., Alberts, A., Anderson, P., Gestsdottir, S., Li, Y., Ma, L., Miller, D., Naudeau, S., Theokas, C. L., Phelps, E., Lerner, R. M., Christiansen, E. D., Lerner, J. V., **Chase, P.**, Peltz, J., & Fay, K. (2006, March). Changes in positive youth development (PYD) across early adolescence: Initial findings of the first three waves of the 4-H Study of PYD. Poster presentation at the Biennial Conference of *Society for Research on Adolescence (SRA)*, San Francisco, CA.

Alberts, A. E., Christiansen, E. D., **Chase, P.**, Naudeau, S., & Phelps, E. (2005, October). The nature of thriving and contribution in adolescence: Insights from qualitative data. Poster presentation at the Fourth Biennial Meeting of the *Society for the Study of Human Development (SSHD)*, Pacific Grove, CA.

### Guest lectures:

**Chase, P.**, & Burkhard, B. (2017). *Positive Youth Development: How Do We Promote PYD and Contribution with BSA and related programming?* Guest lecture in Professor Jacqueline Lerner's Positive Youth Development course at the Lynch School of Education, Boston College, October 17<sup>th</sup>, 2017.

**Chase, P.** (2015). *The Selection, Optimization and Compensation Model of ISR & Academic Success*. Guest lecture in Professor Steven Cohen's Master of Arts in Teaching course, Department of Education, April 9<sup>th</sup>, 2015.

**Chase, P.** (2013). *Intentional Self-Regulation: The Selection, Optimization and Compensation Model & GPS Project* (Guest lecture in Jacqueline Lerner's undergraduate Positive Youth Development course, Boston College, Department of Developmental Psychology). February 20<sup>th</sup>, 2013.



**Awards:**

[The Journal of Youth and Adolescence Emerging Scholar Best Article Award, 2015](https://link.springer.com/article/10.1007/s10964-015-0369-y)  
<https://link.springer.com/article/10.1007/s10964-015-0369-y>

**Journal Reviews:**

Served as peer reviewer for the following Journals:

- Child Development
- Journal of Applied Developmental Psychology
- Applied Developmental Science
- Journal of Moral Education

**Current Research Support:**

**Chan Zuckerberg Initiative**

**February, 2019 – Present**

*Science of Learning and Development (SoLD) Measures and Methods Across the Development Continuum:* The goal of the project is to transform classroom practice across the nation to include the identification of developmental patterns of trajectories across the Building Blocks for Learning constructs and thereby to enhance personalized pathways to holistic life successes among diverse youth, and especially among young people whose lives have included adversity, trauma, and/or other significant impediments to healthy development.

Funding Amount: \$2.9M

Role: Project Director, 100% effort calendar year

**Dissertation Committees:**

Served on the dissertation committee of Shaobing Su, PhD

**Computer Skills and Proficiencies:**

SPSS, MPlus, ATLAS.ti, Tableau, Qualtrics, SurveyGizmo, Gorilla Experiment Builder, Microsoft Word, Excel, PowerPoint

**Languages:**

Proficient in written and spoken Spanish, and basic spoken Japanese