

CURRICULUM VITAE
SARA A. SCHMITT

ADDRESS

Human Development and Family Studies
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EDUCATION

Ph.D., Human Development and Family Sciences, Oregon State University, June 2013
M.A., Developmental Psychology, San Diego State University, August 2009
B.A., Psychology, University of Wisconsin-Madison, December 2003

PROFESSIONAL EXPERIENCE

2019-present *Associate Professor*, Human Development and Family Studies, Purdue University
2018-present *Co-Director*, Center for Early Learning, Purdue University
2015-present *Faculty Partner*, Center for Families, Purdue University
2013-present *Faculty Affiliate*, Center for Poverty and Health Inequities, Purdue University
2013-2019 *Assistant Professor*, Human Development and Family Studies, Purdue University

FUNDED GRANTS

Current

Schmitt, S. A., French, D., & Powell, D. (2021-2022). *Development of the Early Learning Matters (ELM) website.* United States Department of Agriculture (\$965, 911).

Description: The primary aim of this project is to develop a user-friendly website to house the ELM curriculum.

Role: Principal Investigator (with equal shared responsibility with Dr. French)

McClelland, M. M., Tominey, S. L., Geldhof, G. J., **Schmitt, S. A.**, Hatfield, B., Li, T., & Mashburn, A. (2021–2026). *Red Light, Purple Light! Evaluating a Self-Regulation Intervention for Children in Early Learning Settings.* U.S. Department of Education, Institute for Education Sciences (\$3,800,000).

Description: The primary aim of this project is to scale and evaluate a self-regulation intervention for improving school readiness in diverse population.

Role: Co-Principal Investigator

Schmitt, S. A., Purpura, D. J., & Duncan, R. (2020-2023). *Examining the Causal Connections and Mechanisms Between Block Play and Mathematics*. National Science Foundation (\$1,347,369).

Description: The primary aims of this project are to 1) investigate the causal associations between different types of block play and mathematics in preschoolers and 2) identify potential mechanisms (e.g., executive function) underlying these associations.

Role: Principal Investigator

Purpura, D. J., **Schmitt, S. A.**, Dobbs-Oates, J., Eason, S., Zippert, E., Ellis, A., O'Rear, C., & Paes, T. (2021-2023). *Promoting Math Language in Dual Language Learners Through Picture Books: Evaluating Technological Supports for Dialogic Reading*. Heising-Simons Foundation. (\$775,809).

Description: The primary aim of this grant is to design, develop, and refine a culturally and linguistically appropriate math language e-book intervention for preschool children who are dual language learners (Spanish/English).

Role: Co-Principal Investigator

Purpura, D. J., **Schmitt, S. A.**, Dobbs-Oates, J., & Logan, J. (2020-2024). *Reading and Playing with Math: Promoting Preschoolers' Math Language through Picture Books and Play Activities*, U.S. Department of Education, Institute for Education Sciences (\$1,399,800).

Description: The primary goal of this study is to develop and evaluate a classroom-based story-book intervention designed to enhance preschoolers' mathematical language and numeracy skills.

Role: Co-Principal Investigator

Purpura, D. J., **Schmitt, S. A.**, Hornburg, C., Powell, S., Salgarino, B., Melzi, G., Duncan, R., & Eason, S. (2020-2023). *My Math Stories: Taking My Place in Our Mathematical World*. NewSchools Venture Fund (\$2,000,000).

Description: The primary goal of this project is to develop a curriculum overlay for 3rd and 4th grade children that is designed to improve mathematics and executive function.

Role: Co-Principal Investigator

French, D. & **Schmitt, S. A.** (2019-2022). *Early Learning Matters*. Department of Defense (\$3,233,102).

Description: The primary purpose of this contract is to provide training and consultation to early childhood educators on the Early Learning Matters curriculum.

Role: Co-Principal Investigator

Kao, S. A., & **Schmitt, S. A.** (2019-2021). *The Acute Effects of Intense Interval and Continuous Moderate Exercise on Executive Function and Declarative Memory in Children*. Clifford B. Kinley Award (\$19,998).

Description: The primary goals of this study are to 1) compare acute effects of high-intensity interval exercise with moderate-intensity continuous exercise on executive function and declarative memory in children, and 2) determine whether exercise differentially affects relational memory and item-based memory in children.

Role: Co-Principal Investigator

Schmitt, S. A., Purpura, D. J., Duncan, R., & Elicker, J. G. (2018-2023). *Evaluation of the On My Way Prekindergarten Expansion*. State of Indiana (\$1,193,243).

Description: The primary aim of this study is to evaluate the expansion of Indiana's prekindergarten program for improving children's school readiness and early academic achievement.

Role: Principal Investigator

Completed

Schmitt, S. A. (2017-2018). *Parent-Child Activities and Self-Regulation Development in Preschool*. Purdue Research Foundation, Purdue University (\$18,000).

Description: The purpose of this research project is to explore the role of parent-child activities in the home for the development of children's self-regulation.

Role: Principal Investigator

Purpura, D. J., Purcell, M., Rispoli, M., **Schmitt, S. A.**, & Elicker, J. (2017-2019). *ISTAR-KR Enhancement Project*. State of Indiana and Early Learning Indiana (\$733,011).

Description: The goal of this project is to refine and develop Indiana's kindergarten readiness assessment.

Role: Co-Investigator

Purpura, D. J., & **Schmitt, S. A.** (2016-2020). *Engaging Children in Math Language at Home: The Development and Evaluation of a Family-Implemented Storybook Intervention*. Heising-Simons Foundation (\$858,000).

Description: The primary goal of this study is to develop and evaluate a parent-led storybook intervention aimed to improve children's mathematical language and school readiness skills.

Role: Co-Principal Investigator

Schmitt, S. A., Snyder, F., & Eicher-Miller, H. (2016-2017). *Developing On-Site Food Gardens at Early Childhood Education Centers*. Agricultural Science and Extension for Economic Development (\$50,000).

Description: This project included the development of gardens and a preschool self-regulation and mindfulness intervention designed to improve executive function and dietary behaviors among young children.

Role: Principal Investigator

McClelland, M. M., Tominey, S. L., **Schmitt, S. A.**, Hatfield, B., & Purpura, D. J. (2015-2019). *Red Light, Purple Light! Developing a Self-Regulation Intervention for Children At-Risk for School Difficulty*. U.S. Department of Education, Institute for Education Sciences (\$1,500,000).

Description: The primary aim of this project is to develop and evaluate the promise of a self-regulation intervention and compare two intervention conditions: one focused on self-regulation and the other on self-regulation with early math and literacy components.

Role: Co-Principal Investigator

Schmitt, S. A., Elicker, J. G., Purpura, D. J., & Ruprecht, K. (2014-2018). *Evaluation of the Indiana Early Learning Pilot Grant Program*. State of Indiana (\$1,400,607).

Description: The primary aim of this study was to evaluate Indiana's prekindergarten program for improving children's school readiness and early academic achievement.

Role: Principal Investigator

McClelland, M. M., Tominey, S. L., & **Schmitt, S. A.** (2017–2018). *Developing an App to Promote Executive Function and Academic Achievement in Young Children*. Bezos Family Foundation. (\$150,000).

Description: The primary aim of this study was to develop and test an App that uses music and movement to engage parents and preschoolers in self-regulation and early academic activities.

Role: Consultant

Benjamin, T., & **Schmitt, S. A.** (2015-2017). *Integrating Farm to School Educational Content into Classrooms* (\$35,752). Indiana State Department of Agriculture.

Description: The primary goal of this project was to evaluate a nutrition education program delivered by classroom teachers for enhancing 2nd grade students' food preferences and choices and nutrition and health knowledge.

Role: Co-Principal Investigator

Schmitt, S. A. (2014-2016). *Exploring the Role of Rurality and Child Care Quality in Young Children's School Readiness and Well-Being*. Food and Agriculture Research Assistantship Program, Purdue University (\$37,000).

Description: The goal of this project was to examine differences in children's school readiness across the urban-rural continuum.

Role: Principal Investigator

McClelland, M. M., & **Schmitt, S. A.** (2015-2016). *Evaluation of a Mind in the Making-based intervention targeting 4-year-old children*. Families and Work Institute/Kellogg Foundation. (\$67,019).

Description: The goal of this study was to evaluate a preschool intervention targeting young children and their parents for improving self-regulation and school readiness.

Role: Co-Investigator

McClelland, M. M., Tominey, S. L., & **Schmitt, S. A.** (2015–2016). *Using technology to promote executive function in young children*. Bezos Family Foundation. (\$100,000).

Description: The primary aim of this study was to develop and test an App that uses music and movement to engage parents and preschoolers in self-regulation activities.

Role: Consultant

Schmitt, S. A., & Lewis, K. (2014-2015). *A randomized trial evaluating the Positive Action prekindergarten program*. Clinical and Translational Sciences Institute (\$9,900).

Description: The primary goal of this study was to evaluate the *Positive Action* Prekindergarten Program, a social-emotional learning and health promotion program, for low-income preschool children.

Role: Principal Investigator**PUBLICATIONS** (^u = undergraduate student, ^g = graduate student, ^p = postdoc)

- Schmitt, S. A.**, Finders,^p J. K., Korucu,^g I., Bryant,^g L. M., Purpura, D. J., & Elicker, J. G. (in press). Examining transactional relations between behavioral self-regulation and social-emotional functioning during the transition to kindergarten. *Developmental Psychology*.
- Schmitt, S. A.**, Geldhof, G. J., Purpura, D. J., Duncan, R., & McClelland, M. M. (in press). Commentary on Ellis et al. (2021). *Journal of Numerical Cognition*.
- ten Braak,^p D., Lenes, R., Purpura, D. J., **Schmitt, S. A.**, Størksen, I. (in press). Why do early mathematics skills predict later mathematics and reading achievement? The role of executive function. *Journal of Experimental Child Psychology*.
- Becker,^u M., Litkowski,^p E., Duncan, R. J., **Schmitt, S. A.**, Elicker, J., & Purpura, D. J. (in press). Math anxiety and mathematical performance of prekindergarten children. *Journal of Experimental Child Psychology*.
- Ireland,^u M., Bryant,^g L. M., Finders,^p J. K., Duncan, R. J., Purpura, D. J., & **Schmitt, S. A.** (in press). Examining associations between food insecurity, inhibitory control, and body mass index in preschoolers. *Journal of Developmental and Behavioral Pediatrics*.
- Finders,^p J. K., Duncan, R. J., Korucu,^g I., Bryant,^g L. B., Purpura, D. J., & **Schmitt, S. A.** (in press). Examining additive and synergistic relations between preschool self-regulation and executive function skills: Predictions to academic outcomes. *Frontiers in Psychology, Developmental Psychology*.
- Finders,^p J., Budrevich,^g A., Duncan, R. J., Purpura, D. J., Elicker, J., & **Schmitt, S. A.** (in press). Alternative conceptualizations of preschool classroom quality and links to school readiness. *AERA Open*.
- Litkowski,^p E., Finders,^p J., Borriello,^p G., Purpura, D. J., **Schmitt, S.A.** (in press). Emerging patterns of heterogeneity within kindergarten children's executive function. *Learning and Individual Differences*.
- Napoli,^g A. R., Korucu,^g I., Lin,^p J., **Schmitt, S. A.**, & Purpura, D. J. (2021). Characteristics related to parent-child literacy and numeracy practices in preschool. *Frontiers in Education*, 22. <https://doi.org/10.3389/feduc.2021.535832>
- Purpura, D. J., **Schmitt, S. A.**, Napoli, A. R., Dobbs-Oates, J., King, Y. A., Hornburg, C. B., Westerberg, L., Borriello, G., Bryant, L., Anaya, L., Kung, M., Litkowski, E., Lin, J., & Rolan, E. (2021). Engaging parents and children in picture books: A family-implemented mathematical language intervention. *Journal of Educational Psychology*. Advance online publication. <https://doi.org/10.1037/edu0000662>

- Westerberg,[§] L., Litkowski,^p E., Finders,^p J. K., Duncan, R. J., **Schmitt, S. A.**, & Purpura, D. J. (2021). Concurrent predictors of preschooler's science performance. *Cognitive Development, 57*, 100981. doi:[10.1016/j.cogdev.2020.100981](https://doi.org/10.1016/j.cogdev.2020.100981)
- Lin,^p J., Napoli, A., **Schmitt, S. A.**, & Purpura, D. J. (2021). The relation between parent ratings and direct assessments of preschoolers' numeracy skills. *Learning and Instruction, 71*, 101375. <https://doi.org/10.1016/j.learninstruc.2020.101375>
- Bryant,[§] L., Duncan, R. J., & **Schmitt, S. A.** (2021). Physical activity, structured sport participation, and executive function in preschoolers. *Early Education and Development, 32*, 729-740. <https://doi.org/10.1080/10409289.2020.1799619>
- Kung, M., Stolz, K., Lin, J., Foster, M. E., **Schmitt, S. A.**, Purpura, D. J. (2021). The home numeracy environment and measurement of numeracy performance in English and Spanish in dual language learners. *Topics in Early Childhood Special Education, 40*, 241-252. <https://doi.org/10.1177/0271121420942588>
- Schmitt, S. A.**, Snyder, F., Korucu,[§] I., Bryant,[§] L. M., & Finders,^p J. K. (2020). A brief, pilot intervention enhances preschoolers' self-regulation and food liking. *Journal of Nutrition Education and Behavior, 52*, 1035-1042. doi: 10.1016/j.jneb.2020.08.008
- Bryant,[§] L., Eicher-Miller, H., Korucu,[§] I., & **Schmitt, S. A.** (2020). Associations between subjective and objective measures of the community food environment and executive function in early childhood. *Nutrients, 12*, 1944. doi:[10.3390/nu12071944](https://doi.org/10.3390/nu12071944)
- Korucu,[§] I., & **Schmitt, S. A.** (2020). Continuity and change in the home environment and associations with school readiness. *Early Childhood Research Quarterly, 53*, 97-107. doi:[10.1016/j.ecresq.2020.03.002](https://doi.org/10.1016/j.ecresq.2020.03.002)
- Schmitt, S. A.**, Duncan, R., Budrevich,[§] A., & Korucu,[§] I. (2020). Behavioral self-regulation moderates the association between preschool classroom quality and mathematical skills. *Early Education and Development, 31*, 323-334. [doi:10.1080/10409289.2019.1660555](https://doi.org/10.1080/10409289.2019.1660555)
- Duncan, R. J., King, Y., Finders, J. K., Elicker, J., **Schmitt, S. A.**, & Purpura, D. J. (2020). Prekindergarten classroom language environments and children's vocabulary skills. *Journal of Experimental Child Psychology*. Advanced online publication. [doi:10.1016/j.jecp.2020.104829](https://doi.org/10.1016/j.jecp.2020.104829)
- Korucu,[§] I., Litkowski,^p E., & **Schmitt, S. A.** (2020). Examining executive function as a mediator between the home literacy environment and academic and social-emotional school readiness. *Early Education and Development, 31*, 455-473. doi:10.1080/10409289.2020.1716287
- Korucu,[§] I., Litkowski,^p E., Purpura, D. J., & **Schmitt, S. A.** (2020). Parental executive function as a predictor of parenting practices and children's executive function. *Infant and Child Development, 29*, e2152. [doi:10.1002/icd.2152](https://doi.org/10.1002/icd.2152)

- Serebrennikov, D., Katare, B., Kirkham, L., & **Schmitt, S. A.** (2020). Effects of classroom intervention on student food choice and plate waste: Evidence from a randomized controlled trial. *PLOS One*, *15*, e0226181. doi:10.1371/journal.pone.0226181
- Purpura, D. J., King, Y., Rolan, E., Hornburg, C. B., **Schmitt, S. A.**, Hart, S. A., & Ganley, C. M. (2020). Examining the factor structure of the home mathematics environment to delineate its role in predicting preschool numeracy, mathematical language, and spatial skills. *Frontiers Psychology*, *6*. <https://doi.org/10.3389/fpsyg.2020.01925>
- McClelland, M. M., Tominey, S. T., **Schmitt, S. A.**, Hatfield, B., Purpura, D. J., Gonzales, C., & Tracy, A. (2019). Red Light, Purple Light! Results of an intervention to promote school readiness for children from low-income backgrounds. *Frontiers Psychology*, *10*. doi:10.3389/fpsyg.2019.02365
- Evich, C. D., Jones, B. L., **Schmitt, S. A.**, & Taylor, Z. E. (2019). Parental restrictive feeding with Latinx adolescents: Examining the role of adolescent effortful control. *Appetite*, *143*. doi:10.1016/j.appet.2019.104406
- Duncan, R., **Schmitt, S. A.**, & Vandell, D. (2019). Stimulating-responsive interactions during the first three years and later vocabulary and mathematics skills. *Developmental Psychology*, *5*, 2522-2533. [doi:10.1037/dev0000824](https://doi.org/10.1037/dev0000824)
- Zhang, C., Bingham, G. E., Xiao, Z., **Schmitt, S. A.**, Purpura, D. J., & Yang, F. (2019). Untangling Chinese preschoolers' early writing development: Associations among early reading, executive functioning, and early writing skills. *Reading and Writing*, *33*, 1263–1294. [doi:10.1007/s11145-019-10006-3](https://doi.org/10.1007/s11145-019-10006-3)
- Lin,^p J., Litkowski,^p E., Schmerold,^p K., Elicker, J., **Schmitt, S. A.**, & Purpura, D. J. (2019). Parent-educator communication linked to more frequent home learning activities for preschoolers. *Child and Youth Care Forum*, *48*, 757–772. doi:10.1007/s10566-019-09505-9
- Kung,^p M., **Schmitt, S. A.**, Zhang, C., Yang, F., Whiteman, S. D., & Purpura, D. J. (2019). The role of mathematical language in mathematics development in China and the US. *International Journal of Education Research*, *95*, 131-142. [doi:10.1016/j.ijer.2019.02.008](https://doi.org/10.1016/j.ijer.2019.02.008)
- Schmitt, S. A.**, Purpura, D. J., & Elicker, J. (2019). Predictive links between vocabulary, mathematical language, and executive functioning in preschoolers. *Journal of Experimental Child Psychology*, *180*, 55-68. [doi:10.1016/j.jecp.2018.12.005](https://doi.org/10.1016/j.jecp.2018.12.005)
- Schmitt, S. A.**, Bryant,^s L., Korucu,^s I., Kirkham, L., Katare, B., & Benjamin, T. (2019). The effects of a nutrition education intervention for improving children's nutrition knowledge and fruit and vegetable preferences. *Public Health Nutrition*, *22*, 28-34. [doi:10.1017/S1368980018002586](https://doi.org/10.1017/S1368980018002586)

- Korucu,[§] I., Rolan,[§] E. P., Napoli,[§] A. R., Purpura, D. J., & **Schmitt, S. A.** (2019). Development of the Home Executive Function Environment (HEFE) scale: Assessing its relation to preschoolers' executive function. *Early Childhood Research Quarterly, 47*, 9-19. doi:10.1016/j.ecresq.2018.09.001
- Schmitt, S. A.**, Mihalec-Adkins,[§] B., Pratt, M., & Lipscomb, S. T. (2018). Teacher-child relationships as a protective factor for at-risk children experiencing residential mobility. *Journal of Applied Developmental Psychology, 58*, 28-37. doi:[10.1016/j.appdev.2018.08.005](https://doi.org/10.1016/j.appdev.2018.08.005)
- Schmitt, S. A.**, Korucu,[§] I., Purpura, D. J., Whiteman, S., Zhang, C., & Yang, F. (2018). Exploring cross-cultural variations in the development of executive function for preschoolers from low and high socioeconomic families. *International Journal of Behavioral Development, 43*, 212-220. doi:10.1177/0165025418785469
- Hornburg,^p C. B., **Schmitt, S. A.**, & Purpura, D. J. (2018). Relations between preschoolers' mathematical language understanding and specific numeracy skills. *Journal of Experimental Child Psychology, 176*, 84-100. doi.org/10.1016/j.jecp.2018.07.005
- Rolan,[§] E. P., **Schmitt, S. A.**, Purpura, D. J., & Nichols, D. (2018). Sibling presence, executive function and the role of parenting. *Infant and Child Development, 27*, e2091. doi.org/10.1002/icd.2091
- Schmitt, S. A.**, Korucu,[§] I., Napoli,[§] A. R., Bryant,[§] L., & Purpura, D. J. (2018). Using block play to enhance preschool children's mathematics and executive function: A randomized controlled trial. *Early Childhood Research Quarterly, 44*, 181-191. doi:10.1016/j.ecresq.2018.04.006
- Schmitt, S. A.**, Pratt, M., Schmerold,^p K., Korucu,[§] I., & Napoli,[§] A. (2018) Preschool classroom quality and social-emotional functioning: Findings across the urban-rural continuum. *Early Childhood Research Quarterly, 43*, 11-22. doi:10.1016/j.ecresq.2017.11.002
- Schmitt, S.A.**, Lewis, K., Duncan, R., Korucu,[§] I., & Napoli,[§] A. (2018). The effects *Positive Action* on preschoolers' social-emotional competence and health behaviors. *Early Childhood Education Journal, 46*, 141-151. doi:10.1007/s10643-017-0851-0
- Duncan, R. J., **Schmitt, S. A.**, Burke, M., & McClelland, M. M. (2018). Combining a kindergarten readiness summer program with a self-regulation intervention improves school readiness. *Early Childhood Research Quarterly, 42*, 291-300. doi:10.1016/j.ecresq.2017.10.012
- Schmitt, S. A.**, Geldhof, G. J., Purpura, D. J., Duncan, R., & McClelland, M. M. (2017). Examining the relations between executive function, math, and literacy during the transition to kindergarten: A multi-analytic approach. *Journal of Educational Psychology, 109*, 1120-1140. doi:[10.1037/edu0000193](https://doi.org/10.1037/edu0000193)

- Schmitt, S. A., Pratt, M. E., & Lipscomb, S. T. (2017).** Residential mobility predicts behavioral problems for children living in non-parental care during the transition to kindergarten. *Children and Youth Services Review, 77*, 101-109. doi:10.1016/j.chilyouth.2017.04.010
- Schmitt, S. A., Korucu,[§] I., Jones, B., Snyder, F., Evich,[§] C., & Purpura, D. J. (2017).** Self-regulation and Body Mass Index in preschoolers. *Early Child Development and Care, 189*, 68-78. doi:10.1080/03004430.2017.1299715
- Purpura, D. J., **Schmitt, S. A., & Ganley, C. M. (2017).** Foundations of mathematics and literacy: The role of executive functioning components. *Journal of Experimental Child Psychology, 153*, 15-34. doi:10.1016/j.jecp.2016.08.010
- McClelland, M. M., Tominey, S., **Schmitt, S. A., & Duncan, R. (2017).** The state of the science on SEL interventions in early childhood/preschool. *The Future of Children, 27*, 33-47.
- Schmitt, S. A., & Lipscomb, S. T. (2016).** Longitudinal associations between residential mobility and early academic skills among low-income children. *Early Childhood Research Quarterly, 36*, 190-200. doi:10.1016/j.ecresq.2016.01.002
- Pratt, M. E., Lipscomb, S. T., & **Schmitt, S. A. (2015).** The effect of Head Start on parenting outcomes for children living in non-parental care. *Journal of Child and Family Studies, 24*, 2944-2956. doi:10.1007/s10826-014-0098-y
- Lipscomb, S. T., **Schmitt, S. A., & Pratt, M. (2015).** Professional development scholarships increase qualifications of diverse providers. *Journal of Early Childhood Teacher Education, 36*, 232-249. doi:10.1080/10901027.2015.1062829
- Schmitt, S. A., Finders, J., & McClelland, M. M. (2015).** Residential mobility, inhibitory control and academic achievement in preschool. *Early Education and Development, 26*, 189-208. doi:10.1080/10409289.2015.975033
- Schmitt, S. A., McClelland, M. M., Tominey, S., & Acock, A. C. (2015).** Strengthening school readiness for Head Start children: An evaluation of a self-regulation intervention. *Early Childhood Research Quarterly, 30*, 20-31. doi:10.1016/j.ecresq.2014.08.001
- Schmitt, S. A., Flay, B. R., & Lewis, K. (2014).** A pilot evaluation of the *Positive Action* prekindergarten lessons. *Early Child Development and Care, 184*, 1978-1991. doi:10.1080/03004430.2014.903942
- Schmitt, S. A., Pratt, M., & McClelland, M. M. (2014).** Examining the validity of behavioral self-regulation tools in predicting preschoolers' academic achievement. *Early Education and Development, 25*, 641-660. doi:10.1080/10409289.2014.850397
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care moderates the effects of prekindergarten experiences on externalizing problems in school. *Children and Youth Services Review*, 40, 41-50.
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Friend, M., **Schmitt, S. A.**, & Simpson, A. M. (2012). Evaluating the predictive validity of the Computerized Comprehension Task: Comprehension predicts production. *Developmental Psychology*, 40, 136-148. doi:10.1037/a0025511

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CHAPTERS AND ENCYCLOPEDIA ENTRIES

Schmitt, S. A., & Mihalec-Adkins,[§] B. (2019). Family residential mobility/relocation. In J. J. Ponzetti (Ed.), *Macmillan Encyclopedia of Intimate and Family Relationships: An Interdisciplinary Approach*. Farmington Hills, MI: Cengage.

Schmitt, S. A., & Korucu,[§] I. (2018). Self-regulation. In E. Braaton (Ed.), *The SAGE Encyclopedia of Intellectual and Developmental Disorders* (pp. 1433-1436). Thousand Oaks, CA: Sage. doi:10.4135/9781483392271.n444

Powell, D. R., & **Schmitt, S. A.** (2016). What teachers need to know: Family-centered practice. In L. J. Couse & S. L. Recchia (Eds.), *Handbook of early childhood teacher education* (pp. 135-147). Routledge: New York, NY.

McClelland M.M., & **Schmitt S. A.** (2010). Social cognition: Comments on Hughes and Lecce. In R. E. Tremblay, R. B. Barr, R. DeV Peters, & M. Boivin (Eds.), *Encyclopedia on Early Childhood Development* [online]. Montreal, Quebec: Centre of Excellence for Early Childhood Development, 1–5. Available at: <http://www.childencyclopedia.com/documents/McClelland-SchmittANGxp.pdf>. Accessed September 20, 2010.

MANUSCRIPTS UNDER REVIEW

Schmitt, S. A., Elicker, J. G., Purpura, D. J., Duncan, R. J., Schmerold,^p K. Budrevich,[§] A., & Bryant,[§] L. M. (in revision). The effects of a high quality state-run preschool program as rated by a Quality Rating and Improvement System on children's school readiness.

Cosso, J., Finders, J., Duncan, R. J., **Schmitt, S. A.**, & Purpura., D. J. (in revision). The Home numeracy environment and children's math skills: The moderating role of parents' math anxiety.

- Duncan, R. J., Korucu, I., & **Schmitt, S. A.** (in revision). Variations in home environment quality in the first five years and children's achievement.
- Purpura, D. J., Hornburg, C. B., Borriello, G., **Schmitt, S. A.**, & Hollich, G. (in revision). Refining the linguistic pathway of numeracy: The importance of quantitative language and code-based literacy skills.
- Purcell, M., & **Schmitt, S. A.** (in revision). Strengthening preservice teacher reflective practice through the use of personnel preparation standards.
- Duncan, R., Anderson, K., Finders, J., Purpura, D. J., & **Schmitt, S. A.** (in revision). Factor structure of school readiness skills: Conceptual versus statistical distinctions.
- Korucu,[§] I., Duncan, R. J., & **Schmitt, S. A.** (in revision). Pathways to early academic success: Exploring the contributions of early contextual factors and school readiness skills.
- Paes,^p T., Duncan, R., Purpura, D. J., & **Schmitt, S. A.** (in revision). The relations between teacher-child relationships in preschool and children's outcomes in kindergarten.
- Schmitt, S. A.**, Mihalec-Adkins,[§] B., Lipscomb, S. T., Pratt, M., & Horvath,[§] G. (in revision). Longitudinal relations among child care stability during the prekindergarten year and behavior problems.
- Korucu,[§] I., Ayturk, E., Finders, J. K., Schnur, G., Bailey, C., Tominey, S. T., & **Schmitt, S. A.** (in revision). Self-regulation in preschool: Examining its factor structure and associations with pre-academic skill and social-emotional competence.
- Lin,^p J., Napoli, A., **Schmitt, S. A.**, & Purpura, D. J. (under review). Links between parent enjoyment of mathematics and reading and preschoolers' home learning environment.
- Litkowski,^p E., Lin,^p J., Korucu,[§] I., **Schmitt, S. A.**, & Purpura, D. J., (under review). Parental endorsement of values regarding agency and self-direction associated with children's executive function.
- Napoli, A. R., Korucu, I., Wulf, T., Purpura, D. J., & **Schmitt, S. A.** (under review). Promoting school readiness with block play.
- Purpura, D. J., O'Rear, C., Ellis, A., Logan, J. A. R., King, Y., Westerberg, L., Cosso, M. J., Zippert, E., Napoli, A. R., Hornburg, C. B., **Schmitt, S. A.**, & Dobbs-Oates, J. (under review). Unique and combined effects of mathematical language and numeracy instruction: A picture book intervention.
- Rolan, E.P., Whiteman, S., **Schmitt, S. A.**, Knopik, V., & Marceau, K. (under review). Transitions from disruptive behavior to substance use and the role of executive function and sibling relationships.

Kao, S., Tsai, Y., Hsieh, S., **Schmitt, S. A.**, Hung, T. (under review). The relationship of physical fitness and motor competence with behavioral and neuroelectric indices of attention in preschool children.

Westerberg, L., Schmitt, S. A., Eason, S. H., & Purpura, D. J. (under review). Home science interactions and their relation to children's science core knowledge in preschool.

PRESENTATIONS

Paes,^p T.M., Duncan, R. J., Purpura, D. J., & **Schmitt, S.A.** (2021, July 26-29). *The association between preschool teacher-child relationship and children's kindergarten outcomes* [Poster session]. CogSci 2021, Virtual Conference.

Schmitt, S. A., Duncan, R., Budrevich,^g A., & Korucu,^g I. (2019, October). Behavioral self-regulation moderates the association between preschool classroom quality and mathematical skills. Paper presented at the Society for the Study of Human Development. Portland, OR.

Finders,^p J., Budrevich,^g A., Duncan, R. J., Purpura, D. J., Elicker, J., & **Schmitt, S. A.** (2019, October). Alternative conceptualizations of preschool classroom quality and links to school readiness. Paper presented at the Society for the Study of Human Development. Portland, OR.

Duncan, R. J., King, Y., Finders, J. K., Elicker, J., **Schmitt, S. A.**, & Purpura, D. J. (2019, October) Prekindergarten classroom language environments and children's vocabulary skills. Paper presented at the Society for the Study of Human Development. Portland, OR.

Purpura, D. J., Borriello, G., & **Schmitt, S. A.** (2019, June). Item-level variability in the assessment of the home numeracy environment: A graded response model analysis. In V. Simms (chair) *A tricky mathematical problem: Developing rigorous and valid measurements of the preschool home numeracy environment*. Symposium conducted at the annual meeting of the Mathematical Learning and Cognition Society. Ottawa, Canada.

Purpura, D. J., Hornburg, C. B., King, Y., Westerberg, L., & **Schmitt, S. A.** (2019, June). Longitudinal prediction of individual early numeracy skills: The relation of mathematical language and early literacy. In V. Simms (chair) *Language: A tool for learning arithmetic*. Symposium conducted at the annual meeting of the Mathematical Learning and Cognition Society. Ottawa, Canada.

Schmitt, S. A., Purpura, D. J., & Elicker, J. (July, 2018). *Bidirectional associations between general language, mathematical language, and executive function in preschoolers*. Poster presented at the International Society for the Study of Behavioral Development, Gold Coast, Queensland, Australia.

- Schmitt, S. A.**, Duncan, R., Purpura, D. J., & Elicker, J. (June, 2018). *A longitudinal evaluation of one state's prekindergarten program*. Poster presented at the annual meeting of the National Research Conference on Early Childhood, Arlington, VA.
- Budrevich,[§] A., Schmerold,^p K., **Schmitt, S. A.**, Purpura, D. J., Bryant,[§] L., & Elicker, J. (June, 2018). *The effects of process quality and QRIS on children's school readiness skills*. Poster presented at the annual meeting of the National Research Conference on Early Childhood, Arlington, Virginia.
- Lin,^p J., Litkowski,^p L., Schmerold,^p K., Elicker, J., **Schmitt, S. A.**, Purpura, & D. J. (June, 2018). *Teacher support in helping parents understand children's development associated with children's home learning environments*. Poster presented at the National Research Conference on Early Childhood, Arlington, VA.
- Litkowski,^p E., Napoli,[§] A., Lin,[§] J., Schmerold,^p K., **Schmitt, S. A.**, Elicker, J., & Purpura, D. J. (June, 2018). *The stability of the home learning environment*. Poster presented at the annual meeting of the National Research Conference on Early Childhood, Arlington, VA.
- Schmerold,^p K. L., Budrevich,[§] A., Litkowski,^p E., Lin,^p J., Bryant,[§] L., Purpura, D. J., **Schmitt, S. A.**, & Elicker, J. (2018, June). *Parent engagement in state-funded pilot pre-kindergarten program*. Poster presented at the annual meeting of the National Research Conference on Early Childhood, Arlington, VA.
- Schmitt, S. A.** (Invited - April, 2018). *Effects of state investments in preschool*. Invited presentation as part of the *Panel Discussion on Interdisciplinary Perspectives on Early Childhood Development*. Purdue University, West Lafayette, IN.
- Korucu,[§] I., Rolan,[§] E., Napoli,[§] A. R., **Schmitt, S. A.**, & Purpura, D. J. (May, 2018). *Home Executive Function Environment and its relation to preschoolers' executive function*. Poster presented at the 30th Annual Convention of Association for Psychological Science, San Francisco, CA.
- Rolan,[§] E. P., **Schmitt, S. A.**, Purpura, D., & Nichols, D. (November, 2017). *More than just a playmate: Siblings and executive function*. Paper presented at the National Council of Family Relation. Minneapolis, MN.
- Snyder, F. J., **Schmitt, S. A.**, Korucu,[§] I., & Bryant,[§] L. (November, 2017). Developing on-site food gardens and a garden-based, self-regulation intervention at rural Head Start centers. American Public Health Association, Atlanta, GA. Poster.
- Duncan, R., **Schmitt, S. A.**, & McClelland, M. M. (April, 2017). *Promoting school readiness by integrating a self-regulation intervention into a school-based summer program*. Paper presented at the biennial meeting for Society for Research in Child Development, Austin, TX.

- Schmitt, S. A.**, Korucu,[§] I., Purpura, D. J., Zhang, C., & Yang, F. (April, 2017). *Exploring cross-cultural variations in the development of executive function for preschoolers from low and high socioeconomic families*. Paper presented at the biennial meeting for Society for Research in Child Development, Austin, TX.
- Schmitt, S. A.**, Pratt, M. E., & Lipscomb, S. T. (April, 2017). *Teacher-child relationships for highly mobile children living in non-parental care*. Paper presented at the biennial meeting for Society for Research in Child Development, Austin, TX.
- Zhang, C., Bingham, G., Yang, F., Purpura, D., & **Schmitt, S.** (July, 2017). *The contribution of executive function to Chinese preschoolers' literacy and writing skills*. Symposium presentation at the annual conference of the Society for the Scientific Study of Reading, Halifax, Canada.
- Korucu,[§] I., **Schmitt, S. A.**, & Snyder, F. (April, 2017). *Mindfulness and circle time activities to improve preschool children's self-regulation and dietary behaviors*. Poster presented at the International Convention for Psychological Sciences, Vienna, Austria.
- Schmitt, S. A.**, Korucu,[§] I., Purpura, D. J., Zhang, C., & Yang, F. (April, 2017). *Exploring cross-cultural differences in executive function for preschoolers*. Poster presented at the International Convention for Psychological Sciences, Vienna, Austria.
- Purpura, D. J., Hollich, G., **Schmitt, S. A.**, & Napoli, A. R. (February, 2017). The relation of vocabulary, grammatical awareness, and mathematical language to early numeracy components. In A. Truckenmiller (Chair), *Arteries of academic achievement: Do certain malleable skills underlie multiple outcomes?* Symposium conducted at the annual Pacific Coast Research Conference, San Diego, CA.
- Elicker, J., Schmerold,^p K., Purpura, D., **Schmitt, S.**, Napoli, A., Budrevich, A., Bryant, L., & McCall, C. (2016, October). *Evaluation of Indiana's pilot public pre-kindergarten program: First year results*. Poster presented at the College of Health and Human Sciences Fall Research Day, West Lafayette, IN
- Elicker, J., Schmerold,^p K., **Schmitt, S.**, Purpura, D. J., Budrevich, A., Bryant, L., McCall, C., Pan, Y. (2016, November). *Purdue University's Evaluation of On My Way Pre-K: Year one results*. Poster presented at the Indiana Early Learning Advisory Committee meeting, Indianapolis, IN
- Schmitt, S. A.** (Invited - August, 2016). *Self-regulation: Foundational skills for success*. Keynote address at the Early Career Conference on Executive Functions and Self-Regulation, Ulm, Germany.
- Finders, J., Miao, A., **Schmitt, S. A.**, Pratt, M. E., & McClelland, M. M. (July, 2016). *It's Not Just Tying Your Shoes: What We Can Learn About Children's Self-Regulation From Teacher Ratings at Preschool Entry*. Poster presented at the National Research Conference on Early Childhood, Washington, D.C.

- Korucu,[§] I., & **Schmitt, S. A.** (May, 2016). *School readiness: The role of home, school, community, and self-regulation*. Poster presented at the annual meeting for the Association for Psychological Sciences, Chicago, IL.
- Schmitt, S. A.**, Duncan, R., & McClelland, M. M. (June, 2016). *Promoting school readiness by integrating a self-regulation intervention into a school-based summer program*. Paper presented at the annual meeting for the Society of Prevention Research, San Francisco, CA.
- Schmitt, S. A.**, Lipscomb, S. T., & Pratt, N. (November, 2015). *The role of housing instability and family services for children living in non-parental care*. Paper presented at the fall research conference for the Association for Public Policy Analysis and Management, Miami, FL.
- Schmitt, S. A.**, Geldhof, G. J., Purpura, D. J., Duncan, R., & McClelland, M. M. (October, 2015). *Examining the relations between executive function, math, and literacy during the transition to kindergarten: A multi-method approach*. Paper presented at the biennial meeting for the Society for the Study of Human Development, Austin, TX.
- Schmitt, S. A.**, Finders, J., & McClelland, M. M. (May, 2015). *Residential mobility, inhibitory control, and academic achievement in preschool*. Paper presented at the annual meeting for the Association for Psychological Sciences, New York, NY.
- Schmitt, S. A.**, & Lipscomb, S. T. (March, 2015). *Longitudinal effects of residential mobility on early academic skills for children living in poverty*. Paper presented at the biennial meeting for Society for Research in Child Development, Philadelphia, PA.
- Schmitt, S. A.** (Invited – 2014, September). *Executive function, academic achievement, and intervention*. Invited presentation at East China Normal University in the School of Preschool and Special Education.
- Schmitt, S. A.** & Lipscomb, S. T. (Invited – 2014, July). *Early Care and Education for Children Living in Non-Parental Care: Outcomes from the Head Start Impact Study*. In Schilder, D. (Chair) *Children Participating in Multiple Systems: Implications for Head Start/Child Care Partnership Research* (Invited Session). Head Start's 12th National Research Conference on Early Childhood, Washington, DC.
- McClelland, M. M., **Schmitt, S. A.**, & Tominey, S. T. (May, 2014). *Improving Self-Regulation in Young Children through Circle Time Games*. Paper presented at the annual Society for Prevention Research Conference, Washington, D.C.
- Schmitt, S. A.**, Finders, J., & McClelland, M. M. (April, 2013). *Exploring the Potential Mechanisms Between Residential Mobility and Academic Achievement*. Paper presented at the biennial meeting for Society for Research in Child Development, Seattle, WA.

McClelland, M. M., & **Schmitt, S. A.** (April, 2013). *Strengthening at-risk children's school readiness: An evaluation of a self-regulation intervention*. Paper presented at the biennial meeting for Society for Research in Child Development, Seattle, WA.

McClelland, M. M., **Schmitt, S. A.**, & Pratt, M. (April, 2013). *Comparing teacher and observer Ratings of Self-regulation for Predicting Achievement*. Paper presented at the biennial meeting for Society for Research in Child Development, Seattle, WA.

Pratt, M., Lipscomb, S. T., & **Schmitt, S. A.** (April, 2013). *The effect of Head Start on family services and parenting outcomes in a non-parental care sample*. Poster presented at biennial meeting for Society for Research in Child Development, Seattle, WA.

McClelland, M. M., **Schmitt, S. A.**, & Tominey, S. (March, 2013). *Red light, purple light: An evaluation of a self-regulation intervention in preschool children*. Paper presented at the Society for Research on Effective Education, Washington, D.C.

Lipscomb, S. T., Pratt, M., **Schmitt, S. A.**, Pears, K., & Kim, H. (June, 2012). *Early care and education (ECE) for children living in non-parental care: Implications for school readiness*. Invited presentation at Head Start's National Research Conference, Washington, D.C.

Schmitt, S. A., Wanless, S. B., Moss, J., Pratt, M., & McClelland, M. M. (2012, June). *Relations between teacher-rated, directly-assessed, and observed self-regulation and academic achievement*. Poster presented at Head Start's National Research Conference, Washington, D.C.

Schmitt, S. A., Simpson, A. M., & Friend, M (2011, April). *A longitudinal assessment of the home literacy environment in early childhood*. Poster presented at the biennial meeting of the Society for Research in Child Development, Montreal, QB.

Schmitt, S. A., & Friend, M. (2009, November). *The home literacy environment as a predictor for toddlers' language development*. Poster presented at the Boston University Conference on Language Development, Boston, MA.

Pace, A., **Schmitt, S. A.**, & Friend, M. (2009, April). *Developing the motivation to read: The effects of peer engagement and written reflection on college students' attitudes toward reading*. Poster presented at the biennial meeting of the Society for Research in Child Development, Denver, CO.

Workshops and Professional Development Trainings

Schmitt, S. A. (October, 2021). *The Guidance Philosophy Reboot*. Professional Development Workshop for Early Childhood and Exceptional Needs Pre-service Teachers, West Lafayette, IN.

Schmitt, S. A. (November, 2020). Classroom Strategies that Promote Self-Regulation.

Professional Development Workshop for the Promoting Positive Outcomes Conference, Virtual.

Schmitt, S. A. (October, 2020). *The Guidance Philosophy Reboot*. Professional Development Workshop for Early Childhood and Exceptional Needs Pre-service Teachers, West Lafayette, IN, Virtual.

Schmitt, S. A. (September, 2020). *The Guidance Philosophy and Social-Emotional Learning*. Professional Development Workshop for the AmeriCorps members in the Learning Early Achieves Potential (LEAP) Initiative, Virtual.

Schmitt, S. A. (October, 2019). *The Guidance Philosophy Reboot*. Professional Development Workshop for Early Childhood and Exceptional Needs Pre-service Teachers, West Lafayette, IN.

Schmitt, S. A. (October, 2018). *The Guidance Philosophy Reboot*. Professional Development Workshop for Early Childhood and Exceptional Needs Pre-service Teachers, West Lafayette, IN.

Korucu, I., Bryant, L., & Schmitt, S. A. (October, 2017). *Integrating Activities that Promote Self-Regulation into Preschool Classrooms*. Workshop presented at the Evansville Area Early Childhood Conference, Evansville, IN.

Schmitt, S. A. (September, 2017). *The Guidance Philosophy Reboot*. Professional Development Workshop for Early Childhood and Exceptional Needs Pre-service Teachers, West Lafayette, IN.

Schmitt, S. A. (August, 2017). *Executive Function Development and Instruction/Intervention*. On My Way Prekindergarten Evaluation Orientation, West Lafayette, IN.

Schmitt, S. A. (November, 2017). *The Guidance Philosophy*. Professional Development Workshop for Miller Child Development Laboratory School, West Lafayette, IN.

Ruprecht, K., & **Schmitt, S. A.** (April, 2015). *Using intentional teaching practices to enhance children's school readiness outcomes*. Workshop Presented at the Indiana Association for the Education of Young Children, Indianapolis, IN.

TECHNICAL REPORTS

Schmitt, S. A., Duncan, R. J., Purpura, D. J., Elicker, J., Paes,^p T., & Bryant,^g L. (2021, June). On My Way Pre-K Expansion Program Evaluation Progress Report. Office of Early Childhood and Out of School Learning.

Schmitt, S. A., Duncan, R. J., Purpura, D. J., Elicker, J., Finders,^p J., & Bryant,^g L. (2020, June). On My Way Pre-K Expansion Program Evaluation Progress Report. Office of Early Childhood and Out of School Learning.

Schmitt, S. A., Litkowski,^p E., Duncan, R. J., Elicker, J., Purcell, M., & Purpura, D. J. (2019). Indiana's Birth to Age Five Mixed Delivery System Needs Assessment. Office of Early Childhood and Out of School Learning.

Schmitt, S. A., Duncan, R. J., Purpura, D. J., Elicker, J., Finders,^p J., Budrevich,^g A., & Bryant,^g L. (2019, June). On My Way Pre-K Expansion Program Evaluation Progress Report. Office of Early Childhood and Out of School Learning.

Schmitt, S. A., Elicker, J., Duncan, R. J., Purpura, D. J., Schmerold,^p K., Budrevich,^g A., & Bryant,^g L. (2018, June). Indiana Early Learning Pilot Program Evaluation On My Way Pre-K Preliminary Progress Report. Office of Early Childhood and Out of School Learning.

Elicker, J., **Schmitt, S. A.,** Purpura, D. J., Schmerold,^p K., Budrevich,^g A., & Bryant,^g L. (2017, June). Indiana Early Learning Pilot Program Evaluation On My Way Pre-K Preliminary Progress Report. Office of Early Childhood and Out of School Learning.

PROFESSIONAL AFFILIATIONS

2010-present	Society for Research in Child Development
2013-present	Society for the Study of Human Development
2013-present	Society for Prevention Research
2015-present	Association for Psychological Sciences
2017-present	International Society for the Study of Behavioral Development

PROFESSIONAL ACTIVITIES

2021	Editorial Board, <i>Early Childhood Research Quarterly</i>
2020	Ad-hoc reviewer for the National Science Foundation, Division of Research on Learning in Formal & Informal Settings, Education and Human Resources Directorate
2018-2019	Guest editor for special issue in <i>Early Childhood Research Quarterly</i>
Present	Ad hoc reviewer for <i>American Educational Research Journal, Appetite, Applied Developmental Science, British Journal of Educational Psychology, Child Development, Children and Youth Services Review, Cognitive Science, Developmental Psychology, Early Childhood Research Quarterly, Early Education and Development, Frontiers in Psychology, Health Education Journal, Infant and Child Development, International Journal of Behavioral Development, Journal of Applied Developmental Psychology, Journal of Children and Poverty, Journal of Experimental Child Psychology, Journal of Experimental Psychology, Learning and Individual Differences, Merrill-Palmer Quarterly, Psychological Science, Research in Human Development</i>
2013- present	National Research Conference on Early Childhood Review Panel
2012-present	Society for Research in Child Development Conference Review Panel

- 2017 Society for Research in Educational Effectiveness Conference Review Panel
- 2016, 2020 Extramural grant reviewer: Nuffield Foundation, Social Sciences and Humanities Research Council of Canada, and The University of Iceland Research Fund, The Education University of Hong Kong
- 2013 Reviewer for Graduate Teaching Assistant Fellowship applications, Oregon State University

TEACHING EXPERIENCE

Purdue University

- Undergraduate: HDFS 341: Working with Parents
HDFS 310: Guidance in Early Childhood

Oregon State University

- Undergraduate: HDFS 360: Critical Thinking in Human Development and Family Sciences
HDFS 311: Infant and Child Development
HDFS 312: Adolescent Development

- Guest Lecture: HDFS 511: Theories of Human Development and Family Sciences
HDFS 516: Advanced Child Development

STUDENT MENTORING

MENTORING OF GRADUATE STUDENTS

Ph.D. Dissertations

- Bryant, L. (in preparation). Chair
Serebrennikov, D. (in preparation). Member
Mihaec-Atkins, B. (in preparation). Member
Anderson, K. (in preparation). Member
Westerberg, L. (in preparation). Member
Rolan, E. (completed). Member
Korucu, I. (completed). Chair
Napoli, A. (completed). Member
Anaya, L. (completed). Member
Gold, Z. (completed). Co-Chair
Han, A. (completed). Member

Masters Theses

- Zehner, T. (in preparation). Chair
Westerberg, L. (completed). Member
Horvath, G. (completed). Member
Budrevich, A. (completed Co-Chair
Rooney, L. (completed). Member
Bryant, L. (completed). Chair

Evich, C. (completed). Member
 King, Y. (completed). Member
 Niu, L. (completed). Member
 Napoli, A. (completed). Member
 Rolan, E. (completed). Member

UNDERGRADUATE MENTORING

Smith, B. (2014-2015, Fall/Spring). Developmental and Family Sciences Capstone Research Project. Department of Human Development and Family Studies, College of Health and Human Sciences, Purdue University.

AWARDS

2021 Society for the Study of Human Development Early Career Award
 2021 Purdue University Trailblazer Outstanding Mid-Career Research Award
 2020 Purdue Research Foundation International Travel award
 2018 Purdue Research Foundation International Travel award
 2017 Purdue Research Foundation International Travel award
 2012-2013 Thayer Raymond Fellowship
 2012 Lead Graduate Teaching Assistant Fellow, Oregon State University
 2011-2012 Hari S. and Renuka R. Sethi Graduate Scholarship
 2011-2012 Hawthorne Fellowship
 2011 Graduate Teaching Assistant Fellow, Oregon State University
 2010-2011 Eleanor Jane Sonin Scholarship
 2003 University of Wisconsin-Madison Deans List Honors

SELECTED MEDIA

November 2020 Study featured in United Press International
[\(https://www.upi.com/Health_News/2020/11/06/Mindfulness-based-program-boosts-preschoolers-interest-in-fruit-veggies/9881604674852/\)](https://www.upi.com/Health_News/2020/11/06/Mindfulness-based-program-boosts-preschoolers-interest-in-fruit-veggies/9881604674852/)

October 2019 Study featured in an article in Scientific American
[\(https://www.scientificamerican.com/article/how-to-prime-preschoolers-for-success/\)](https://www.scientificamerican.com/article/how-to-prime-preschoolers-for-success/)

August 2018 Study was featured in an article Parenting Science:
<https://www.parentingscience.com/toy-blocks.html>

June 2018 Study was featured in an article in Purdue Today
<https://www.purdue.edu/newsroom/releases/2018/Q2/block-play-could-improve-your-childs-math-skills,-executive-functioning.html>) and then subsequently in over 30 additional publications (e.g., ScienceDaily).

May 2018

Interviewed for a story on Indiana's public prekindergarten program in The Hechinger Report:
<https://hechingerreport.org/indianas-free-pre-k-adores-by-parents-beset-with-growing-pains/>

March 2017

Indiana Assets and Opportunity Network interview. Interviewed about the importance of self-regulation for a video that will be disseminated to low-income families