

## CURRICULUM VITAE

Philip David Zelazo

### A. *Biographical Information*

1. Date of Birth: 21 October, 1966
2. University Address: Institute of Child Development  
University of Minnesota  
51 East River Road  
Minneapolis, MN 55455-0345 USA  
zelazo@umn.edu  
612-625-5957 (tel)  
612-624-6373 (fax)
3. Education: McGill University, Honours BA, 1988  
Yale University, PhD (with Distinction), 1993
4. Dissertation Title: Age-related changes in the execution of explicit rules:  
The roles of logical complexity and executive functioning  
(Supervisor: J. Steven Reznick)
5. Professional Appointments (current):  

<i>2007-present</i>	Nancy M. and John E. Lindahl Professor for Excellence in Teaching and Learning, Institute of Child Development, University of Minnesota
<i>2007-present</i>	Professor of Child Psychology, Institute of Child Development, University of Minnesota
<i>2021-present</i>	<i>Co-Founder, Director, &amp; Advisor, Research &amp; Development.</i> Reflective Performance, Inc.
<i>2014-present</i> Inc.	<i>Co-Founder &amp; Advisor, Research and Development.</i> Reflection Sciences, Inc.
<i>2009-present</i>	<i>Affiliated Faculty,</i> The Center for Cognitive Sciences, University of Minnesota
<i>2009-present</i>	<i>Faculty,</i> Center for Neurobehavioral Development (CNBD), University of Minnesota
6. Professional Appointments (past):

Primary:

- 2004-2007 Professor (tenure), Dept. of Psychology, University of Toronto
- 1998-2004 Associate Professor (tenure), Dept. of Psychology, University of Toronto
- 1993-1998 Assistant Professor, Dept. of Psychology, University of Toronto
- 1992-1993 Lecturer, Dept. of Psychology, University of Toronto

Additional:

- 2004-2012 Co-Director (and Co-Founder), Sino-Canadian Centre for Research in Child Development, Southwest University, Chongqing, China
- 2001-2007 Canada Research Chair (CRC) in Developmental Neuroscience
- 2000-2007 Associate Professor (status), Dept. of Psychiatry, Child & Adolescent Psychiatry Program, University of Toronto
- 2001-2007 Associate Professor (status), Dept. of Human Development and Applied Psychology, OISE/UT
- 2000-2007 Associate, Child Psychiatry Program, Centre for Addiction and Mental Health-Clarke Site
- 2002-2007 Member, Program in Neuroscience, University of Toronto
- 1995-2016 Member, Graduate Faculty, University of Toronto
- 1994-2007 Continuing Member, University College, University of Toronto
- 2002-2004 Program Director, Cognitive Science Program, University of Toronto
- 2001-2002 Program Director (acting), Cognitive Science Program, University of Toronto
- 1998-1999 Visiting Professor, Dept. of Human Development & Centre for Applied Cognitive Science, OISE/UT
- 1993-1995 Associate Member, Graduate Faculty, University of Toronto

7. Awards and Honors:

Award for Distinguished Contributions to Developmental Psychology, *American Psychological Association*, Division 7, 2025

Fellow, *American Association for the Advancement of Science (AAAS)*, 2024-

Early Childhood Advisory Group, *Common Sense Media* (commonsensemedia.org), 2020-

Senior Science Advisor, Science of Learning and Development (SoLD) Design Principles Project, 2019-

Scientific Advisor, *Vroom* (Bezos Family Foundation), 2013-

Expert/Advisor, *Understood.org* (Poses Family Foundation), 2016-

Guest Professor, Zhejiang Normal University, Hangzhou, China, 2013-2016.

Senior Fellow, Mind and Life Institute, 2010-

Advisory Board, The Baumann Institute, 2010-2012

Fellow, *Association for Psychological Science (APS)*, 2008-

Fellow, *Canadian Institute for Advanced Research*, Experience-based Brain & Biological Development Program, 2007

Canada's Top 40 under 40 Award (<http://www.top40award-canada.org/>), 2006

Fellow, *American Psychological Association*, Division 7, 2002-

Canada Research Chair in Developmental Neuroscience, 2001-2006, 2006-2007 (resigned)

Premier's Research Excellence Award (Government of Ontario, Canada), 1999

Boyd McCandless Young Scientist Award, American Psychological Association (Div. 7), 1997

Dean's Excellence Award (Faculty of Arts and Science, University of Toronto), 1997, 1998, 1999, 2000, 2003, 2005, 2006

Social Sciences and Humanities Research Council of Canada Postdoctoral Fellowship, 1992 (declined)

Sterling Prize Fellowship, Yale University, 1988-1989

First Class Honors, McGill University, 1988

University Scholar, McGill University, 1988

## 8. Professional Activities/Consulting:

### ***Current Memberships in Professional Societies:***

2019-present Fellow, *American Association for the Advancement of Science (AAAS)*  
2002-present Fellow, *American Psychological Association (APA), Division 7*  
1990-present Fellow, *Association for Psychological Science (APS)*  
1991-present Associate, *Behavioral and Brain Sciences*  
1989 present Member, *Society for Research in Child Development*  
1996-present Member, *Jean Piaget Society*

### ***Professional Activities (Selected)*** (‘\*’ indicates most important):

2025-2026 Lead Organizer, 2026 Meeting of the Jean Piaget Society, *Using Civic Science to Understand and Promote Healthy Human Development* (Portland, ME) with John P. Spencer & Ellen Galinsky

2024- Researcher, Executive Function Cohort, AASA (The School Superintendents Association) [Executive Function Cohort | AASA](#)

2024- Member, Reference Group for the evaluation of UNICEF work in early childhood development (ECD) and early childhood education (ECE)

2020- Member, Common Sense Media, Early Childhood Advisory Group

2019- Senior Science Advisor, Science of Learning and Development (SoLD) Design Principles Project (a core initiative of the SoLD Alliance)

\*2019- Lead Scientist (Executive Function and Cognition Domain), NIH Infant and Toddler Toolbox (“Baby Toolbox”)

\*2019-2021 Co-Lead, UNICEF’s Global formative evaluation of early childhood development and early stimulation and care (2014-2021)

2019-2020 Member, Program Planning Committee, Mind and Life Summer Research Institute 2020

2018 Member, Subcommittee, Neurosciences and Mental Health Board (NMHB) Scientific Quinquennial Review of the Medical Research Council (MRC) Cognition and Brain Sciences Unit (CBSU), London, UK

\*2016-2017 Lead author of Report for IES: Executive Function: Implications for Education. Zelazo, Blair, & Willoughby (2017). Paper prepared for the National Center for Education Research, Institute of Education Sciences under Contract ED-IES-12-D-0015. Meredith Larson, Project Officer.

- 2015-2016 Member, Measurement Development Initiative, Advisory Committee, *Mind and Life Institute*
- 2013 Member, Subcommittee, Neurosciences and Mental Health Board (NMHB) Scientific Quinquennial Review of the MRC Cognition and Brain Sciences Unit (CBSU), Cambridge, UK
- 2012 Co-Organizer (with Rob Roeser, Carl Johnson, and Stephanie Carlson), JPS Preconference on *Developmental Contemplative Science*.
- 2012 Co-Organizer (with Stephanie Carlson), 2012 Meeting of the Jean Piaget Society, *Rethinking Cognitive Development* (Toronto)
- \*2012-2014 President, *Jean Piaget Society*
- 2010-2014 Core Member, *Mind and Life Development Science Research Network*  
The Ethics and Education for Students and Teachers (EEST), Creation of *A Call to Care* and Caregiver Development Program. This involves creating, delivering, and evaluating a PreK-12, care-based contemplative practice program that assimilates best practices from existing social emotional learning (SEL), mindfulness meditation (MM), and contemplative training (CT) programs. The Caregiver Development Program is a year-long professional development course that currently focuses on teacher enrichment, but will expand to include parents and administrators. The program and its effectiveness will be assessed during the next 5 years through a program of research that includes both national and international sites.
- \*2013-2015 Member, Scientific and Coordinating Committee for Health Measurement (SCCHM), *National Children's Study* (Cognitive Health Domain). This panel, chaired by Capt. Stephen Hirschfeld, MD, PhD, was comprised of the Lead Scientists who are responsible for different domains of investigation within the National Children's Study.
- \*2013-2015 Lead Scientist, Cognitive Health Domain, *National Children's Study*. The Lead Scientist supervises a team of scientists charged with selecting which cognitive constructs should be measured using which measures, from birth to age 21 years. Includes measurement creation and validation.
- 2011-2017 Scientific Advisory Board, C8 Sciences
- 2011 Co-Organizer (with Maria Sera), The 37th Minnesota Symposium on Child Psychology, *Developing Cognitive Control Processes: Mechanisms, Implications, Interventions* (Minneapolis)
- 2010 Selection Committee for the Gerhard Herzberg Canada Gold Medal for Science &

Engineering, the Brockhouse Canada Prize, & the John C. Polanyi Award (NSERC)

- 2010 Program Committee, *Mind and Life Summer Research Institute*
- 2010-2016 President-Elect, President, Past-President, *Jean Piaget Society*
- 2008-2011 Member, Advisory Board, Center for Developmental Science, UNC-Chapel Hill
- 2008-2009 Chair, Fellows Committee, *APA Division 7*
- 2007-2010 Board of Directors, *Jean Piaget Society*
- 2005-2007 Lead Organizer, 2007 Meeting of the Jean Piaget Society, *Developmental Social Cognitive Neuroscience* (Amsterdam)
- \*2005 Review Panel, NIH (NICHD), June 15, 2005
- \*2005 Co-Organizer, International Workshop, *Developmental Chronopsychology* (Toronto, ON, 26-28 May, 2005)
- 2003-2006 Board of Directors, *Jean Piaget Society*
- 2002 Co-Organizer, International Conference, *Development of orbitofrontal function: Behavioral and neuroscientific considerations, and implications for psychopathology* (Toronto, ON, 21-23 March, 2002)
- \*2002-2005 Member, *NSERC Grant Selection Committee* (GSC 12: Psychology: Brain, Behaviour, and Cognitive Science)
- 1999-2005 Board of Directors, *Cognitive Development Society* (and Chair, Minority Outreach Committee)
- 1997 Primary Organizer, University College Cognitive Science Conference, *Developing Intentions in a Social World* (Toronto, ON, 10-13 April, 1997)

#### 9. Current Editorial Appointments:

- 2021-present Associate Editor, *American Psychologist*
- 2022-present Editorial Board, *Developmental Review*
- 2010-present Editorial Board, *Development and Psychopathology*
- 2010-present Editorial Board, *Human Development*
- 2008-present Review Editor, *Frontiers in Human Neuroscience*

## 10. Past Editorial Appointments (Selected):

2009-2022	Editorial Board (Advisory Editor), <i>Developmental Cognitive Neuroscience</i>
2013-2014	Guest Co-Editor, Special Issue, <i>Frontiers in Psychology</i> (Development of Executive Function), 2013-2014
2012-2015	Senior Editor, <i>Oxford Research Reviews (ORR) Psychology</i> .
2007-2015	Editorial Board, <i>Cognitive Development</i>
2010-2015	Editorial Board, <i>Oxford Library of Psychology</i>
2007-2014	Consulting Editor, <i>Child Development</i>
2009-2012	Associate Editor, <i>Child Development Perspectives</i>
2007-2014	Editorial Consultant, <i>Monographs of the SRCD</i>
2007-2010	Consulting Editor, <i>Emotion</i>
2011-2012	Guest Editor (with Stuart Marcovitch), <i>Cognitive Development (Special Issue: Computational Approaches to Cognitive Development)</i>
2009-2010	Guest Editor (with Tomas Paus), <i>Social Neuroscience (Special Issue: Developmental Social Neuroscience)</i>
2005-2010	Consulting Editor, <i>Journal of Cognition and Development</i> (Official Journal of the Cognitive Development Society)
1999-2007	Series Editor, <i>The Developing Mind Series</i> , Lawrence Erlbaum Associates
2000-2004	Founding Editor, <i>Journal of Cognition and Development</i> (Official Journal of the Cognitive Development Society)
1998-1999	Editor-elect, <i>Journal of Cognition and Development</i>
1997-2005	Associate Editor, <i>Queen Street Quarterly</i> (Contemporary Canadian Art)
1995-1999	Associate Editor, <i>Cognitive Development</i>
1997-1998	Editorial Board, <i>Journal of Experimental Child Psychology</i>

## 11. Funding:

### **ACTIVE:**

CIHR Cannabis Research in Longitudinal Studies Competition 07/01/22-06/30/26  
(Co-PIs: Castellanos-Ryan & Chadi)

Title: Longitudinal associations between cannabis and polysubstance use and neurocognition across youth (13-27 years): Evidence from two prospective birth cohorts

Castellanos-Ryan, N., Chadi, N. (co-PIs), Leyton, M., Lippé, S., Parent, S., Pocuca, N., Séguin, J.R., Zelazo, P.D.

\$399,100

The Shared Presence Foundation (PI: Zelazo) 11/30/21-10/31/24

Title: Civic Science Center for Practical Innovation in Human Development. The goal of this project is to design and establish an intellectual hub of innovation that coordinates research, policy, and practice for supporting the development of children's executive function and the environments that support them.

\$300,000

SBIR Phase 1: 1 R43 HD097822-01A1 (Anderson) NIMH/NICHD 04/01/20-03/31/21  
SBIR Phase 2: 1 R43 HD097822-01A1 (Anderson) NIMH/NICHD 04/01/22-03/31/24

Title: Home-based parent-child intervention to enhance executive function. The goal of this project is to develop an in-home cognitive training system that provides parents with short, daily updated collaborative cognitive training activities they will engage in with their child. An engaging parent-facing mobile application will deliver personalized daily training activities consisting of both traditional hands-on activities as well as collaborative video games.

Phase 1: \$210,238

Phase 2 (Sub): \$186,000

Role: University Partner

75N94019D00005 (PI: Gershon) 09/27/19-09/26/24

National Institute of Child Health and Human Development/NIH

Title: NIH Infant and Toddler Toolbox.

We will develop, validate and norm the NIH Infant and Toddler Toolbox (aka the “NIH Baby Toolbox”) for tablet administration as an efficient, comprehensive neurodevelopmental battery of measures. It will be specific for use by researchers and clinicians in the neuropsychological, cognitive and social assessment of infants and toddlers ages 1-42 months.

\$2,000,000

Task Order 1 (\$194,214 to UMN); Task Order 2 (\$101,712 to UMN); Task Order 3(\$53,898 to UMN); Task Order 4

Role: UMN Site PI; Co-investigator (Lead Scientist, Executive function and cognition domain): 10%

U24 OD023319-01 (PIs: Gershon and Cella) 09/01/16-08/31/23

RFA OD-22-020

New Budget Period: 09/01/23-08/31/30

National Cancer Institute/ NIH

Title: ECHO PRO research resource: A developmentally-based measurement science framework for assessing environmental exposure and child health. (Renewal title: ECHO PRO Measurement Core). Negative environmental exposures can have a profoundly adverse effect upon the health of children. The overall objective of the ECHO consortium is to capture this adverse impact of early environmental exposures on children’s health by bringing together several existing studies of the influence of the environment on prenatal, postnatal and early childhood health.

\$18,337,688

Role: Consultant (7%)

## **COMPLETED:**

Bourse de maitrise, Fonds pour la formation de l'aide a la recherche (Fonds FCAR), 1988-1990

University Fellowship, Yale University, 1988-1993

National Science Foundation Graduate Research Fellowship, 1989-1992



Department of Psychology and Faculty of Arts and Science, University of Toronto, 1992, \$20,000.

Connaught Phase 1 New Staff Grant, 'Age-related changes in the execution of explicit plans,' 1993-1994, \$13,000. (\$3,000. overhead)

Humanities and Social Sciences Committee Operating Grant, University of Toronto, 'Creation of database of parents' names,' 1993-1994, \$3,500.

Natural Sciences and Engineering Research Council of Canada, Individual Research Grant, 'Age-related changes in the execution of explicit plans,' 1993-1997 (4 years), \$100,000. (No overhead).

Natural Sciences and Engineering Research Council of Canada Equipment Grant, 'Computerized Video Coding System and Computerized Executive Function Battery for Preschoolers,' 1994-1995, \$11,438.

Connaught New Staff Matching Grant, 'Reasoning in the social domain,' 1994-1995, \$15,000.

Connaught International Symposium Award, 'Developing intentions in a social world,' 1996, \$10,000.

Natural Sciences and Engineering Research Council of Canada, Individual Research Grant, 'The development of executive function in children,' 1997-2001 (4 years), \$116,100. (Includes 10% increase; June, 1998). (No overhead).

Fonds de la Recherche en Sante du Quebec (FRSQ), 'Validation d'outils de mesure de l'autoregulation pour l'Etude longitudinale des enfants du Quebec (ELDEQ) de Sante-Quebec,' 1998-1999, \$35,000. (R. Tremblay, J. R. Seguin, & P. D. Zelazo).

Canadian Foundation for Innovation, 'Laboratoire pour l'etude du traitement de l'information dans les troubles envahissants du developpement,' 1999, \$315,000. (Co-investigators: L. Mottron, P. D. Zelazo, S. Belleville, J. Burack, J. T. Enns, R. Godbout, I. Peretz, & G. A. Rouleau).

Premier's Research Excellence Award (Government of Ontario, Canada), 1999-2004, \$150,000.

National Film Board, Canada, Filmmaker Assistance Program, 'lovingwithoutbeingvulnrbl: A film about bill bissett: poet, painter, and performance artist,' 1999-2000, \$5,000. (P. Zelazo & B. Mainguy).

Social Sciences and Humanities Research Council (SSHRC) of Canada, Proposal for the creation of an Institute of Child Development and Health (ICDH), within the Canadian Institutes of Health, 2000, \$40,000. (Tremblay, R.E., Willms, J.D. and 43 other researchers).

Health Canada, 'Centre for Excellence on Early Child Development (CEECD),' 2000-2005,

\$3,300,000. (Tremblay, R.E., et al.; 31 individuals and 27 organizations).

Canadian Institutes for Health Research/Instituts de Recherche en Santé du Canada, 'Executive function in early physical aggression and hyperactivity.' 2001-2003, \$213,998. (Séguin, J.R., Zelazo, P.D., & Boulerice, B.)

Natural Sciences and Engineering Research Council of Canada Equipment Grant, 'Event-related potential (ERP) and electrodermal activity (EDA) systems for studying the development of executive function.' 2001, \$7,886. (Zelazo, P. D., & Lewis, M.)

Connaught International Symposium Award, 'Development of ventromedial prefrontal function,' 2001, \$5,000. (Zelazo, P. D.)

Canadian Foundation for Innovation (Canada Research Chairs), 'Integrated System for the Measurement of Human Cognitive, Executive, and Behavioral Function at Multiple Levels of Analysis,' 2001, \$530,648. (Zelazo, P. D.)

Canadian Institutes for Health Research/Instituts de Recherche en Santé du Canada (Workshop grant), 'Development of orbitofrontal function: Behavioral and neuroscientific analyses, and implications for psychopathology.' 2002, \$5,000. (Zelazo, P.D., & Happaney, K.)

Connaught International Symposium Award, 'International Conference on Developmental Chronopsychology,' 2004, \$5,000. (Zelazo, P. D.)

Canadian Institutes for Health Research/Instituts de Recherche en Santé du Canada (Workshop grant), 'Workshop on Developmental Chronopsychology.' 2005, \$1,500. (Zelazo, P.D., & Ralph, M.)

Canadian Institutes for Health Research/Instituts de Recherche en Santé du Canada, 'Successful Interventions with Antisocial Youth: Cognitive-affective and Neural Mechanisms.' March 2003-February 2006, \$63,113./year direct costs. (Granic, I., Lewis, M. D., & Zelazo, P. D.)

Canadian Institutes for Health Research/Instituts de Recherche en Santé du Canada, 'Executive function in early physical aggression and hyperactivity: Early school years.' March 2003-February 2008, \$130,543./year direct costs. (Séguin, J.R., & Zelazo, P.D.)

Natural Sciences and Engineering Research Council of Canada, Individual Research Grant, 'Development of executive function.' April 2001-March 2006, \$35,000./year direct costs. (Zelazo, P. D.)

Natural Sciences and Engineering Research Council of Canada, Individual Research Grant, 'Development of executive function.' April 2006-March 2008, \$40,430./year direct costs. (Zelazo, P. D.)

Canada Research Chairs Program, Canada Research Chair in Developmental Neuroscience.

November 2001-October 2006, November, 2006 – August, 2007, \$100,000./year. (Zelazo, P. D.)

Canadian Institutes for Health Research/Instituts de Recherche en Santé du Canada, ‘Successful intervention with anti-social youth: Cognitive-affective and neural mechanisms.’ (158483) 2006-2009, Awarded, \$158,637./year direct costs (Granic, I., Lewis, M. D., & Zelazo. P.D.)

Start-up funds, University of Minnesota, 2007-2012. \$600,000.

NIH Toolbox for Assessment of Neurological and Behavioral Function (NIH)

HHS-N-260-2006-00007-C Gershon (PI), 09/2006-present

Contract with Evanston Northwestern Healthcare Research Institute/ Center on Outcomes, Research and Education (CORE), Evanston, IL

*Role:* Minnesota site coordinator; lead developer of executive function measures

National Institute on Disability and Rehabilitation Research (NIDRR) Small Business and Innovation Research (SBIR) Phase I award, partnership with Koronis Biomedical Technologies Corp. Neurocognitive Training to Improve Executive Function, Riehle (PI), 07/01/11-06/30/12

*Role:* University Partner (Co-PI)

NIDDK 1699-662-6312 McGovern (PI), 10/01/07-09/30/12

*National Children’s Study: Ramsey Location, NIDDK/NICHD (Formative Research) with*

*Masten, Carlson, and others: Assessment of Executive Function for the National Children’s Study*

*Role:* Co-I for formative research project (10%)

The Baumann Foundation, 1/1/11-12/31/11

*Research on Self-reflection, Unrestricted gift, \$70,000 direct.*

*Role:* PI

R305A110528 (PI: Masten)

07/01/11–06/30/14

IES

Title: Promoting Executive Function & Competence in Homeless/Highly Mobile Children. This project involves an intervention study designed to promote the development of executive function in homeless/highly mobile children.

*Role:* Co-PI and Co-Director

National Children’s Study/NICHD

01/01/14-12/31/15

Title: Fast-Track Project: Creation of Developmental Cognitive Profiling Paradigm (DCPP) for the National Children’s Study. The goal of this project is to develop and evaluate a brief, iPad-based assessment of cognitive function in infants and toddlers (8 and 16 months).

*Role:* PI

National Children’s Study/NICHD

03/01/13-02/28/16

Title: Formative Project: Assessment of Executive Function for the National Children’s Study.

The goal of this project is to develop and evaluate an iPad-based downward extension of the NIH Toolbox measures of EF (for use with children as young as 2 years).

Role: Co-PI

P20MH085987 (PI: August)

08/24/10-06/30/15

NIH

Title: DCISR for Adaptive Intervention Models. The goal of this project is the creation of a center for personalized prevention research.

Role: Consultant

Frontiers of Innovation

01/01/15-9/30/15

Title: Ready for Routines: Strengthening Family Routines to Improve Children's Executive Function. The goal of this project is the creation, implementation, and evaluation of a home and center-based intervention to promote the development of EF skills in children from low-income families.

\$8,750.

Role: PI

The Character Lab

03/01/13-03/01/16

Title: *The effects of mindfulness training on self-regulation*. The goal of this project is the creation, implementation, and evaluation of a school-based intervention to promote the development of EF skills.

Role: PI

(PI: Kollmann)

07/01/14-06/30/16

NSF SBIR 1448964

Title: Innovative Wearable Technology to Facilitate Cognitive Learning Transference  
The goal of this project is to examine the feasibility and efficacy of wearable EEG neurofeedback devices for promoting executive function and learning.

Role: University Partner

1R41TR000367-01A1 (PI: Riehle)

08/01/12-07/31/16

NIH-SIBR/STTR

Title: Neurocognitive Training to Improve Executive Function. The goal of this project is to develop a standardized neurofeedback training regimen to promote the healthy development of executive function.

Role: University Partner

Frontiers of Innovation (Bezos Family Foundation)

01/01/15-08/31/16

Title: Strengthening family routines to improve children's executive function. The goal of this project is the creation, implementation, and evaluation of a home and center-based intervention to promote the development of EF skills in children from low-income families.

\$222,509

Role: PI

Bezos Family Foundation

02/01/15-01/31/17

Title: The role of executive function in learning in early childhood. The goal of this project is to

examine the role of reflection and EF skills in learning, using online technology.  
\$100,000.  
Role: PI

Kellogg Family Foundation (via Families and Work Institute) 03/01/15-03/31/17  
Title: Outcome evaluation of Mind in the Making based intervention targeting EF. The goal of this project is to evaluate the efficacy of a Mind in the Making based intervention targeting EF in Title 1 preschools.  
\$74,290.  
Role: PI

201963 (PI: Seguin) 04/01/09-03/31/17  
Canadian Institutes for Health Research (CIHR)  
Title: Maturation and psychosocial factors' relation to substance use in adolescence for children with early physical aggression and hyperactivity. This project uses a longitudinal approach to examine influences on outcomes in children with early physical aggression and hyperactivity.  
\$222,509 CDN / year  
Role: Co-Investigator

(PI: Riehle) 07/01/14-06/30/16  
NIH-SIBR/STTR 1R43MH106472-01  
Title: Cognitive Training for ADHD Treatment using a Gaming Model. The goal of this project is to examine the use of gaming platforms on the effective treatment of ADHD.  
Role: University Partner

The Wellcome Trust, 104908/Z/14/Z 01/01/15-12/31/17  
STRATEGIC AWARD, 'Promoting mental health and building resilience in adolescence: Investigating mindfulness and attentional control.' This project addresses whether mindfulness training (MT) in adolescence has the potential to shift the secondary school-age population away from psychopathology and toward improved mental health by addressing key processes of (hot) executive function that operate across the spectrum of risk/resilience. The project is led by Mark Williams and Willem Kuyken at the University of Oxford, in collaboration with Sarah-Jayne Blakemore at University College London and Tim Dalgleish at the Medical Research Council Cognition and Brain Science Unit in Cambridge. It involves a close partnership with the Mindfulness in Schools Project, as well as co-investigators at Kings College London (Sarah Byford), the University of Exeter (Tamsin Ford, Obi Ukoumunne), Penn State (Mark Greenberg) and University of Minnesota (Phil Zelazo).  
£1,903,293 for 36 months.  
Role: Co-applicant

(PI: Zelazo) 03/01/19-08/31/19  
Families and Work Institute  
Design and prepare Breakthrough Years Study of EF-based Life Skills in Youth ( $N = 200$ ).  
Supervise and coordinate ICF's data collection, complete data analysis and interpretation.

3% for 6 months

(PI: Zelazo)

09/01/17–06/30/19

Bezos Family Foundation

Title: Ready4Routines: A Two-generation Approach to Promoting the Development of Reflection

This project is to conduct a large-scale evaluation of an intervention, **Ready4Routines**, that targets low income parents and young children (2-5 years) and engages them in a collaborative effort to establish and reflect on family routines (e.g., around bedtime) in order to promote executive function (EF) skills and create intentional, reflective parent-child interactions that are conducive to learning and the development of agency.

\$150,000

Role: PI

(PI: Zelazo)

Frontiers of Innovation (The Hermera Foundation)

09/01/17-06/30/19

Title: Matching supplement to the BFF-funded project on strengthening family routines to improve children's executive function. The goal of this project is the evaluation of Ready4Routines.

\$50,000

Role: PI

Fast Track 1 R44 HD088304-01 (PI: Anderson) NIMH/NICHD

Fast-track Award (Phases I and II Awarded)

04/01/16-03/31/20

Extended due to COVID-19

Title: A low-cost automated and noninvasive tool for the assessment of cognition in infants and toddlers.

The goal of this project is to develop a portable, tablet-based behavioral assessment of neurocognitive skills in infancy.

\$1,800,000

Role: University Partner

*Note.* This research was delayed by COVID and is ongoing. Infant data for validation and preliminary norming study are being collected by Schlesinger Group.

## ***B. Scholarly and Professional Work***

Names of trainees appear in italics. Publication numbers reflect order of appearance separately for refereed and non-refereed publications. ‘\*\*’ indicates one of the most important)

***h-index = 98***

***i10-index = 194***

**Total citations = 48,237**

**(Source: Google Scholar, 21 August, 2024)**

**Ranked #1 (Lifetime) for the topic of Executive Functions by ScholarGPS:**  
[Philip David Zelazo](#) | [Scholar Profiles and Rankings](#) | [ScholarGPS](#)

### Research.com ranking of top Psychology scientists

World ranking: 730

National (USA) ranking: 475

[research.com/scientists-rankings/psychology](https://research.com/scientists-rankings/psychology)

Top 2% of cited researchers (Stanford University/Elsevier): Ioannidis, John P.A. (2022), "September 2022 data-update for "Updated science-wide author databases of standardized citation indicators,"" Mendeley Data, V5, doi: 10.17632/btchxktzyw.5

### Summary

Holder of **1** patent

Co-author of **2** *SRCD Monographs*

Editor or co-Editor of **8** books (inclusive of 2 *SRCD Monographs*)

Author or co-author of **159** peer-reviewed publications

Author or co-author of **77** book chapters in edited volumes or other articles

**Total publications (monographs, articles, chapters): 244**

Delivered **187** invited presentations

### 1. Patent

(1) Carlson, S. M., & **Zelazo, P. D.** (2018). *Minnesota Executive Function Scale: Display screen or portion thereof with graphical user interface*. USPTO grant #USD822036S1.

### 2. Books and Monographs

(9) **Zelazo, P. D.** (in prep.). *Reflection, Executive Function, and the Developing Brain*. City: Publisher.

(8) Budwig, N., Turiel, E., & **Zelazo, P. D.** (Eds.) (2017). *New perspectives on human development*. With S. M. Carlson (cognitive development), C. Wainryb & N. S. Nasir (social development), & K. Nelson (language and communicative development). New York: Cambridge University Press.

(7) **Zelazo, P. D.**, & Sera, M. (Eds.). (2013). *Developing cognitive control processes: Mechanisms, implications, interventions*. New York: Wiley.

(6) **Zelazo, P. D.** (Ed.). (2013). *The Oxford handbook of developmental psychology (Volume 1: Body and mind)*. New York: Oxford University Press.

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### 3. Peer-Reviewed Publications

#### Submitted/Under Revision/In Press

(159) Kalstabakken, A. W., Palmer, A. R., Distefano, R., Hillyer, C. K., Seiwert, M. J., **Zelazo, P. D.**, Carlson, S. M., & Masten, A. S. (Submitted). Executive function assessment in early childhood screening: Predictive value for third grade math and reading achievement. *American Educational Research Journal*.

(158) *Morris, I. F.*, Mansolf, M., Sherlock, P. R., Calub, C., Camargo, Jr., C. A., Kellye, R. S., Lyall, K., McEvoy, C. T., Northrup, J., Talge, N. M., Wilkening, G., Wright, R. J., & **Zelazo, P. D.** (on behalf of program collaborators for Environmental influences on Child Health Outcomes). (in press). Family familiarity with autism and developmental outcomes. *Neurodiversity*.

(157) **Zelazo, P. D.**, *Calma-Birling, D.*, & Galinsky, E. (2024). Fostering executive function skills and promoting far transfer to real-world outcomes: The importance of life skills and civic science. *Current Directions in Psychological Science*, 33, 121-127. <https://doi.org/10.1177/09637214241229664>

(156) Cumming, M. M., Oblath, R., Qiu, Y., Frazier, S. L., **Zelazo, P. D.**, Flores, H., & Park, J. (2023). Executive function, perceived stress, and academic performance among middle schoolers with and without behavior problems. *Remedial and Special Education*, 45(2), 85-100. <https://doi.org/10.1177/07419325231176762>

(155) Dumont, É., Parent, S., Castellanos-Ryan, N., Jacques, S., Freeston, M. H., **Zelazo, P. D.**, Séguin, J. R. (2024). The role of executive function at 6 years in the association between



behavioral inhibition at 5 years and anxiety at 7 years. *Research in Child and Adolescent Psychopathology*. doi: 10.1007/s10802-024-01175-z

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## 5. Invited Lectures and Outreach:

(186) 26 September, 2024, Conference of Brain Sciences and Early Education, UNESCO Headquarters (Babilou Family Foundation and UNESCO), Paris, France.

(186) 14 June, 2024, Invited Keynote, Executive Function Conference, IRCCS Stella Maris in Pisa, Italy.

(185) 18 November, 2023, Invited Keynote #7 (“Are executive function skills trainable, and how?”), 2023柯華葳教授紀念會暨國際學術研討會 / Executive Functions and Reading Development, International Symposium Commemorating Professor Hwawei Ko Taiwan, National Tsing Hua University, Hsinchu City, Taiwan

(184) 17 November, 2023, Invited Keynote #4 (“Development of executive function”), 2023柯華葳教授紀念會暨國際學術研討會 / Executive Functions and Reading Development, International Symposium Commemorating Professor Hwawei Ko Taiwan, National Tsing Hua University, Hsinchu City, Taiwan

(183) 12 September, 2023, Outreach, Franklin Center (“Civic science: Understanding and promoting the healthy development of executive function skills”), Golden Valley, MN.

(182) 24 July, 2023, *Science of Performance Series* (“How to build cognitive flexibility (and why)”), Kirkland & Ellis, LLP (online).

(181) 18 July, 2023, Invited Keynote, *Science of Teaching and School Leadership Academy* (“Reflection, executive function, and the developing brain”). <https://www.thecttl.org/2023-academy/> St. Andrew’s Episcopal School, Potomac, MD, and The Breck School, Golden Valley, MN.

(180) 24 April, 2023, Invited Harley Hotchkiss Memorial Lecture, Department of Neuroscience, University of Lethbridge, Canada.

(179) 19 February, 2023, Invited Keynote Address II: Learning and the Brain 2023 (“Reflection, Executive Function, and Learning”), San Francisco, CA. [with S. M. Carlson]

(178) 26-29 October, 2022, Invited Keynote Address, XI Congreso Nacional de Neuro-

Psicología (“Intervención Neuropsicológica y uso de nuevas tecnologías”), U. Anahuac Mayab, Mérida, Yucatán, México

(177) 23 Mar 22, Invited plenary lecture (virtual). Instituto de Neurociencias, Guadalajara, Mexico.

(176) 14 Feb 20, Invited Outreach Presentation, Saint Paul Academy, St. Paul, MN.

(175) 14 Nov 19, Invited Outreach Presentation, The Breck School, Golden Valley, MN

(174) 10-12 July 19, Invited Keynote Address, The 89th Meeting of the International Neuropsychological Society (INS), Rio de Janeiro, Brazil

(173) 26-27 Apr 19, Invited Opening Keynote Address, 3rd International Seminar on Neuroscience and Education, Girona, Spain

(172) 10 Jan 19, Invited Opening Address, Global Good Quarterly Meeting, Executive Function. Bill and Melinda Gates Foundation, Seattle, WA

(171) 27-29 Aug 18, Invited Keynote Address, Geneva Aging Series: Lifespan Perspectives (7<sup>th</sup> ed.)

(170) 18 Jul 18, Invited Keynote Address, Mindfulness in Education Summer Institute, Center for Spirituality and Healing, University of Minnesota. *Mindfulness and Reflection Training in Young Children: Foundations for Learning and Adaptation*. Minneapolis, MN

(169) 17-18 Dec, Invited Participation/Outreach, CZI Comprehensive Student Development Network Gathering, Menlo Park, CA

(168) 21 April 18, Invited Keynote (with Stephanie Carlson), Taking Care of Business: Purdue University Northwest

(167) 15 April 18, Invited Plenary Lecture, Association Montessori Internationale (AMI), Amsterdam, NL.

(166) 24-26 Jan 18, Invited Outreach, Frontiers of Innovation Transition to Scalability, Harvard Graduate School of Education, Cambridge, MA.

(165) 3 Jan 18, Interview/Podcast, *Know Thyself*, Episode of *Full PreFrontal: Exposing the Mysteries of Executive Function with Sucheta Kamath* (Duration: 43:47)

(164) 26 Dec 17, Interview/Podcast, *The Power to Resist*, Episode of *Full PreFrontal: Exposing the Mysteries of Executive Function with Sucheta Kamath* (Duration: 40:50)

(163) 5-6 Dec 17, Invited Presentation/Outreach, *Panel on Adolescent Brain Development*, Science of Learning and Development (SoLD) Convening, Chan Zuckerberg Initiative, Redwood



City, CA.

(162) 9 Nov 17, Invited Keynote Lecture, *Developing Young Minds for Lifelong Success*, Inter-American Development Bank, Washington, DC

(161) 3 Oct 17, Invited Outreach, Frontiers of Innovation Transition to Scalability, Harvard Graduate School of Education, Cambridge, MA.

(160) 26-27 September 17, Invited Plenary Lecture, *EF, STEM, and LD*, NSF Research Conference: STEM Education, Learning Disabilities, and the Science of Dyslexia, Alexandria, VA.

(159) 28 June 17, Invited Keynote Address, Mindfulness in Education Summer Institute, Center for Spirituality and Healing, University of Minnesota. *Mindfulness and Reflection Training in Young Children: Foundations for Learning and Adaptation*. Minneapolis, MN

(158) 13-14 June 17, Invited Outreach, Campaign for Grade-Level Reading, Funder Huddle, Denver, CO.

(157) 7-8 June 17, Invited Outreach, Science of Learning and Development (SoLD) Convening, Chan Zuckerberg Initiative, Washington, DC.

(156) 29 April 17, Invited Lecture, *Promoting Executive Function Skills*, The Graduate Center, CUNY and the Games for Learning Center at NYU.

Lecture, Not Invited: 5-8 April 17, SRCD, Austin, TX

Lecture, Not Invited 23-25 March 17, International Convention of Psych Science, Vienna

(155) 17 Feb 17, Invited Keynote Lecture, 54th Learning Disabilities Association of America Annual Conference, *Executive Function: A Foundation for Learning and Adaptation*. Baltimore, MD

(154) 12 Jan 17, Invited Plenary Presentation, *The Science of EF*, Amazon Early Childhood Off the Grid Event, Seattle, WA.

(153) 9 Jan 17, Invited Presentation/ Outreach, Office of Planning, Research, and Evaluation (OPRE), Administration for Children and Families, *Goal-Directed Behaviors, Self-Regulation, and Personal Success Skills in Employment Programs*, Washington, DC.

(152) 3 Nov 16, Outreach, NAEYC Annual Conference. *What research really says about the hot topics in early childhood education: Play, learning that sticks, and much more*. Los Angeles, CA

(151) 20 Sept 16, Invited Lecture, Pennsylvania Departments of Human Services and Education, *Executive Function Skills: Foundation for Learning and Adaptation*, Philadelphia, PA.

- (150) 10 Jul 16, Invited Opening Plenary, International Society for the Study of Behavioural Development (ISSBD), *Reflection Training: Executive Function and the Developing Brain*, Vilnius, Lithuania.
- (149) 10-11 May 16, Invited Plenary Lecture, Göteborg AMBLE International Symposium on Reading, Mathematics and the Developing Brain, *Executive Function: Foundation for Learning*. Göteborg, Sweden.
- (148) 6 April 16, Invited Public Panel Discussion. Executive Function Understood: Science, Skill Building, Success. Currey Ingram Academy, Nashville, TN (Livestreamed, available at: <https://www.understood.org/en/community-events/experts-live-chats-webinars/2016/april/06/executive-function-understood-science-skillbuilding-success>)
- (147) 7 Dec 15, Invited Public Lecture. Sponsored by the University of Washington Center for Child & Family Well-Being, University of Washington, Seattle, WA
- (146) 3-4 Dec 15, Executive Function: Development and Interventions. Evening Lecture and Workshop (“The Importance of Executive Functioning: The Neuroscience, Its Variability in Development and Evidence-Based Interventions to Improve It”) at St. David’s Center for Child & Family Development. Minnetonka, MN
- (145) 17 Nov 15, Lecture. Character Lab Research Symposium. University of Pennsylvania, Philadelphia, MN
- (144) 7 Oct 15, Lecture and Workshop on Executive Function and the Achievement Gap: Effective Interventions. McKnight Minnesota Initiative Foundation’s Early Childhood Initiative. Minneapolis, MN.
- (143) 11-12 June 15, Lecture and Workshop on Executive Function. CEED, St. John’s, MN
- (142) 21-28 May 15, Invited lecture, Development of Iterative Reprocessing. Zhejiang University, Hangzhou, China.
- (141) 20 May, 2015, Invited lecture, What is Executive Function? (Part of a Symposium: Fostering Cognitive Development Through Civic Agency), Augsburg College, Minneapolis, MN
- (140) 13 Mar 15, Invited lecture, Development of Executive Function: Basic and Applied, International Conference on Psychological Science, Integrated Science Symposium, Lifespan development of executive control. Amsterdam, NL.
- (139) 13 Mar 15, Invited workshop at International Conference on Psychological Science (ICPS), “Measures of Executive Functioning” Amsterdam, NL.
- (138) 5 Feb 15, Lecture in ICD Community Symposium on Executive Function and the Achievement Gap. (“Executive function: What is it, and why is everybody talking about it?”). Minneapolis, MN.

- (137) 31 October 14, Master Lecture, “Mindfulness training in childhood,” International Symposium on Contemplative Studies, Boston.
- (136) 14 October 14, Invited keynote address, “Development of Executive Function...” First International Congress on Executive Function, Stuttgart, Germany.
- (135) 29 September 14, Invited address, Mindfulness and Learning Research Symposium, Baltimore.
- (134) 26 June 14, Invited address, “Development of Executive Function: The Fundamental Role of Reflection,” Jean Piaget Archives, Geneva, Switzerland.
- (133) 13 June 14, Invited Talk, ‘Mindfulness training in childhood,’ The Character Lab, New York, NY.
- (132) 10 June 14, Invited talk (Ellen Galinsky, Chair), “EF and School Success”, The National Association for the Education of Young Children (NAEYC) Annual Meeting, Minneapolis, MN.
- (131) 8 May 14, Invited keynote address. “Development of Reflection and EF: Implications for Empathy,” 3<sup>rd</sup> Annual Roots of Empathy Research Symposium, Toronto, ON.
- (130) 1 May 14, Invited keynote address, Executive function. Children’s Services Council of Palm Beach County, Boynton Beach, FL.
- (129) 14 March 14, Invited address, “Development of Reflection and EF in Childhood,” 29<sup>th</sup> Annual Learning Differences Conference, Cambridge, MA.
- (128) 25 January 14, “Development of Reflection.” Invited address, Dept of Psychology, University of Heidelberg, Germany.
- (127) 16 Dec 13, Invited webinar, “Mindfulness training: Moving from research into practice to promote child and adult well-being,” Frontiers of Innovation (Susan Levene, Chair).
- (126) 20 December 13, Invited talk, “Assessment of cognition,” Bill and Melinda Gates Foundation, Seattle, WA
- (125) 28-30 November 13, Keynote address, Norwegian Neuropsychological Society, Oslo, Norway
- (124) 20 November, 2013, Keynote address, Connecting Brain Science to Practice, Goodwill/Easter Seals Minnesota, Ramsey County Workforce Solutions, and the Minnesota Department of Human Services, Saint Paul, MN
- (123) 13 November, 2013, Keynote address, Association of Metropolitan School Districts Annual Conference (Getting Early Learning Right), Saint Paul, MN

PLUS two webinars for FOI.

(122) 14-15 October, 2013, Invited address, Contemplative Practices to Promote Child and Family Well-Being First Annual Conference, Jointly sponsored by the School of Human Ecology's Center for Excellence in Family Studies (CEFS) and the Center for Investigating Healthy Minds (CIHM), Madison, WI

(121) 26-30 Sept 13, Invited address, Rules 2013 Conference, Jagellonian University, Krakow, Poland

(120) 24 July 13, Invited address, Get Ready Iowa/Delta Center Summer Research Workshop, Iowa City, IA

(119) 11-13 July 13, Invited talk/class, Mayo School of Continuous Professional Development (MSCPD), Complementary and Integrative Medicine: Where the Rubber Meets the Road WI Dells, WI

(118) 18-21 June 13, Invited address, International Society for the Study of Behavioral Development (ISSBD), Regional Workshop, "Executive Functioning and Meta-Cognition" Moscow, Russia.

(117) 1 June 13, Invited address, First International Symposium on Early Childhood Education and Developmental Neuroscience, Hangzhou, China.

(116) 29 May 13, Invited talk, Department of Psychology, Liaoning Normal University, Dalian, China

(115) 3 May 13, Invited address, Learning and the Brain Conference, "Executive skills for school success: Enhancing self-regulation, reasoning, and working memory," Arlington, VA.

(114) 17-20 Apr 13, Invited symposium (Chair), Executive Function: Basic Science to Intervention, Society for Research in Child Development (SRCD), Seattle, WA.

(113) 16 Apr 13, Invited keynote, Executive Function: From Brain to Education, Knowledge Universe Annual District Managers meeting, Phoenix, AZ.

(112) 23 Jan 13, Invited webinar, Early development of executive function, The Annie E. Casey Foundation (Gail Hayes, Chair)

(111) 17 Dec 12, Invited speaker, Washington State Department of Early Learning, Frontiers of Innovation Meeting, Seattle, WA.

(110) 8 June, 2012, Invited address, Symposium on Research in Child Language Disorders, Madison, WI.

(109) 10 Jan 12, Invited address, The 1<sup>st</sup> Annual Michael Chandler Lecture, University of British Columbia, BC.

(108) 2-3 Dec 11, Invited speaker, National Conference of State Legislatures (NCSL), Early Learning Fellows Meeting, Tampa, Florida.

(107) 16 Nov 11, Invited speaker, Washington State-Frontiers of Innovation Working Meeting, Seattle, WA.

(106) 10-11 Nov 11, Invited speaker, Society for Neuroscience Satellite Workshop, "Social Neuroscience of Human-Animal Interaction," Washington, DC.

(105) 27-28 Oct 11, Invited speaker, Inter-American Development Bank (IDB), Workshop on youth development, Washington, DC.

(104) 21-22 Oct 11, Invited speaker (and co-organizer), What is Cognitive Control? 37<sup>th</sup> Minnesota Symposium on Child Psychology, Developing Cognitive Control Processes: Mechanisms, Implications, Interventions. Minneapolis, MN.

(103) 22-23 Sept 11, Invited speaker, 3rd Biennial Urie Bronfenbrenner Conference: The Neuroscience of Risky Decision-making, Cornell University, Ithaca, NY.

(102) 19 Aug 11, Invited speaker, University of Florida, Gainesville.

(101) 18-21 May 11, Invited speaker, 22<sup>nd</sup> Annual International Trauma Conference: Psychological Trauma: Neuroscience, Attachment, and Therapeutic Interventions, Boston.

(100) 6-8 April 11, Invited speaker, Adolescence: Exploration and Self-Regulation of the Unknown (Jacobs Foundation Workshop), Marburg Castle, Lake Constance, Germany.

(99) 2 Dec 10, Guest presenter, Joint meeting of the National Scientific Council on the Developing Child and the National Forum on Early Childhood Policy and Programs, Chicago, IL

(98) 15 Nov 10, Invited Talk, Annual Boyd McCandless Memorial Lecture, Emory University, GA

(97) 11-14 August 10, Plenary Address, 32<sup>nd</sup> Annual Meeting of the Cognitive Science Society, Portland, OR ("A computational model of early executive function").

(96) 14-20 June 10, Instructor, Mind and Life Summer Research Institute, Garrison Institute, Garrison, NY

(95) 27-30 May 10, Invited Address, Association for Psychological Science (APS) 22<sup>nd</sup> Annual Convention, Boston, MA

(94) 3-4 May 10, Invited Participant, Neuroscience Center, NIH/NIDA, Bethesda MD,

“Cognitive Control Training Interventions: What are the Neurobiological Mechanisms Underlying the Beneficial Effects?”

(93) 29 April 10 to 1 May 10, Invited Talk, Midwest Psychological Association (MPA), Chicago, IL

(92) 6-7 Nov 09, Invited Talk, BMSI Singapore Institute for Clinical Sciences, Conference on Neurocognitive Development in Children: Science and Applications, Singapore.

(91) 7-13 June 09, Instructor, Mind and Life Summer Research Institute, Garrison Institute, Garrison, NY

(90) 6 May 09, Grand Rounds, Department of Psychiatry, University of Minnesota.

(89) 16 April 09, Invited Address, Meeting of the American Educational Research Association (AERA), San Diego, CA

(88) 2-4 April 09, Invited Address, Society for Research in Child Development (SRCD), Denver, CO

(87) 20 Mar 09, Invited talk, Symposium: Development of Executive Function: Cross-cultural Perspective, Psychology Department, Nanyang Technological University, Singapore

(86) 16 Mar 09, Invited talk, Psychology Department, Southwest University, Chongqing, China.

(85) 11 Mar 09, Invited talk, Neuroscience Research Seminars, University of Hawaii, Honolulu

(84) 11 Feb 09, Invited talk, Department of Psychology, Lehman College, CUNY, Bronx, NY

(83) 29 Jan 09, Invited talk, Osher Lifelong Learning Institute, Forum on Consciousness, University of Minnesota.

(82) 2 Oct 08, Colloquium, Waisman Center, University of Wisconsin-Madison

(81) 14-17 September 08, Invited talk, Banbury Center Meeting on “How can we improve our brains?” Banbury Center, Cold Spring Harbor Laboratory, Cold Spring Harbor, NY

(80) 12-13 July 08, Discussant, ISSBD pre-conference workshop on developmental social cognitive neuroscience, Würzburg, Germany.

(79) 30 June -2 July 08, Presentation, Mind and Life Meeting: The Plasticity of the Self, Yale University, New Haven, CT

(78) 6-12 June 08, Instructor, Mind and Life Summer Research Institute, Garrison Institute, Garrison, NY

- (77) 30 May 08, Invited Keynote Address, 1st Hellenic Conference on Developmental Psychology, Athens, Greece, May 29-June 1, 2008.
- (76) 2 May 08, Colloquium, Cognitive Science Program, University of Minnesota
- (75) 12 Apr 08, Invited Plenary Talk, Toward a Science of Consciousness 2008, Tucson, AZ.
- (74) 29 Mar 08, Invited Talk, 1<sup>st</sup> DGPA Spring School on Biopsychology of Emotions, 27-30 March, Kloster Seeon, Germany.
- (73) 13 Mar 08, Colloquium, Department of Psychology, Vanderbilt University.
- (72) 27 Feb 08, Colloquium, Department of Psychology, University of Notre Dame.
- (71) 2 Nov 07, Colloquium, UCSF Memory and Aging Center, San Francisco, CA
- (70) 26 Sept 07, Invited Talk, Dept of Psychology, University of Torun, Poland, Conference on Self, Intersubjectivity, and Social Neuroscience: From Mind and Action to Society, September 24-26, 2007, Torun, Poland
- (69) 24 Apr 07, Colloquium, Center for Neurobehavioral Development, University of Minnesota.
- (68) 17 Apr 07, Colloquium, Center for Human Growth and Development, University of Michigan.
- (67) 9-13 Apr 07, Invited speaker, Presidential Session, Meeting of the American Educational Research Association (AERA), Chicago, IL.
- (66) 17 Jan 07, Colloquium, Centre for Addiction and Mental Health, University of Toronto.
- (65) 12 Jan 07, Hebb Colloquium, Department of Psychology, McGill University.
- (64) 10 Jan 07, Departmental Colloquium, Department of Psychology, University of Toronto.
- (63) 19-21 Oct 06, Invited speaker: Theory of mind, metacognition and self-control: How neuroscience research can help to overcome a major barrier to school-related learning, University of Munich, Germany.
- (62) 7-11 Aug 06, Invited speaker/Instructor: Summer school in executive control, Bernried, Germany.
- (61) 28-30 Jun 06, Invited speaker, Experience-based Brain and Biological Development meeting of the Canadian Institutes of Advanced Research, Vancouver, British Columbia.
- (60) 4 Jun 06, Invited lecture, Department of Psychology, University of Amsterdam, The Netherlands.

- (59) 30 May 06, Invited lecture, Department of Psychology, Leiden University, The Netherlands.
- (58) 29 Mar 06, Invited speaker, Social and cognitive development: Research frontiers for intervention and assessment (Jacobs Foundation Workshop), Marburg Castle, Lake Constance, Germany.
- (57) 24 Mar 06, Developmental Psychology Colloquium, Queen's University, Kingston, ON.
- (56) 26 Jan 06, Invited speaker, Emotion Preconference, Society for Personality and Social Psychology (SPSP), Palm Springs, CA.
- (55) 17 Jan 06, Invited speaker, Psychology Department, Southwest University, Chongqing, China.
- (54) 14-15 Jan 06, Invited speaker, Inhibitory Processes in the Mind, Psychology Union, Kyoto University, Kyoto, Japan.
- (53) 2 Dec 05, Departmental Colloquium (Psychology), University of Western Ontario, London, ON.
- (52) 3 Nov 05, Developmental Psychology Colloquium, University of California, Davis.
- (51) 10 Oct 05, Colloquium, Center for Developmental Science, University of North Carolina, Chapel Hill, NC.
- (50) 1 Sep 05, Keynote address (the Distinguished NVP Lecture), European Society for Cognitive Psychology, Amsterdam, NL
- (49) 16 Jun 05, National Institutes of Health, Child Psychiatry Branch, Washington, DC,
- (48) 26-30 Apr 05, Keynote speaker, University of Amsterdam, Advances in Developmental Cognitive Neuroscience, Amsterdam, NL
- (47) 21 Apr 05, General Colloquium, Northwestern University
- (46) 14 Jan 05, York University, Treating Aggressive Youths: A Scientist-Practitioner Dialogue on Brain and Behavioural Changes ('Treating Aggressive Youths: Future Directions')
- (45) 19 Nov 04, University of Rochester ('Development of hot and cool executive function')
- (44) 22-23 September, 2004, Invited keynote address at the Royal Swedish Academy of Sciences ('The emergence of consciousness')
- (43) 14 May 04, University of Oregon ('Development of hot and cool executive function')



- (42) 1-2 March 04, Penn State University ('Assessment of executive function: hot and cool aspects')
- (41) 30-31 January 04, University College, University of Toronto ('The ascent of consciousness')
- (40) 29 Nov–1 Dec 02, Invited address, the Max-Planck Institute of Cognitive Neuroscience, Leipzig, Germany ('Executive function: A developmental approach')
- (39) 14-16 November, 2002, Sao Paulo, Brazil. ('Sleep, circadian rhythms, and the development of executive function')
- (38) 21-29 Oct 02, Invited series of lectures (4 lectures), The ontogeny of executive function: A Levels of consciousness approach, South West Normal University, Chongqing, China (PRC).
- (37) 6-8 Jun 02, Invited symposium on the development of consciousness, 32nd Annual Meeting of The Jean Piaget Society, Philadelphia, PA
- (36) 31 May -3 Jun 02, Invited keynote address, Association for the Scientific Study of Consciousness (6<sup>th</sup> Annual Meeting), Barcelona, Spain.
- (35) 22-24 May 02, Invited presentation, International Workshop on Young Children's Cognitive Development: Interrelationships among Executive Functioning, Working Memory, Verbal Ability, and Theory of Mind, Castle Hirschberg, Germany (Bavaria).
- (34) 25-27 April 02, Invited presentation, Conference on Why Language Matters for Theory of Mind, Institute of Child Study, University of Toronto, Toronto, ON. ('Why does Language Matter for Theory of Mind? Because it Facilitates Self-Reflection and Cognitive Control')
- (33) 19-21 April 02, Invited symposium on the development of consciousness, International Conference on Infant Studies, Toronto, ON
- (32) 23 Mar 02, International conference on the development of orbitofrontal function, University College, University of Toronto (K. Happaney, P. D. Zelazo, & D. Stuss, Co-organizers). ('Development of hot executive function: Implications for orbitofrontal function').
- (31) 8 Mar 02, Dept. of Psychology (McMaster Cognitive Seminars), McMaster University, Hamilton, ON ('Development of executive function in childhood')
- (30) 1 Mar 02, Dept. of Psychology, University of Waterloo, Waterloo, ON ('Development of executive function in childhood')
- (29) 27 Oct 01, Cognitive Development Society, Virginia Beach, VA ('Invited Symposium on Intentionality')
- (28) 24 Oct 01, Dept. of Psychology, New York University ('Language, levels of consciousness,

and the flexible item selection task (FIST)')

(27) 25 Jan 01, Dept. of Psychology, Queen's University, Kingston, ON ('A cognitive complexity and control framework for the study of executive function: Implications for typical and atypical development')

(26) 11 Dec 00, Institute of Child Study, University of Toronto ('A cognitive complexity and control framework for the study of executive function: Implications for typical and atypical development')

(25) 19 Oct 00, Invited presentation, National Institute on Alcoholism and Alcohol Abuse (NIAAA) workshop: Cognitive Rehabilitation of Chronic Alcoholics and Children at Risk. NIAAA, Washington, DC ('The early development of executive function: Implications for cognitive rehabilitation')

(24) 28 July 00, Invited presentation in invited symposium organized by Graeme Halford (Human capacity limits). International Congress of Psychology, Stockholm, Sweden ('Consciousness, complexity, and executive function')

(23) 9 June 00, Ontario Institute for Studies in Education/University of Toronto: Minds in the making: A conference uniting psychology and education (J. Astington, Organizer) ('Minds in the (re-) making: Imitation and the dialectic of representation')

(22) 6 May 00, Sugarloaf Conference Center, Dept. of Psychology, Temple University: The relations of prefrontal cortex development to children's cognitive and social behavior (N. Newcombe, M. Farah, & N. Fox, Organizers) ('Executive function and theory of mind: Implications for prefrontal cortical function')

(21) 5 Nov 99, Dept. of Psychology, Dalhousie University, Halifax, Nova Scotia ('Self-reflection and executive function: A levels of consciousness approach')

(20) 9 Oct 99, Invited paper in invited symposium organized by Josef Perner. Inaugural Meeting of the Cognitive Development Society, University of North Carolina, Chapel Hill ('Self-reflection and the executive functions of language')

(19) 5 Feb 99, Dept. of Psychology, The Pennsylvania State University, University Park, PA. ('Executive function and the construct of inhibition.')

(18) 10 July 98, Dept. of Philosophy, University of Warwick, Coventry, UK. ('Self-reflection and the development of consciously controlled processing.')

(17) 12 June 98, Dept. of Psychology, Hospital for Sick Children, Toronto. ('The development of self-reflection in childhood: Implications for executive function.')

(16) 16 Feb 98, Max Planck Institute for Psychological Research, Munich, Germany ('The role of reflection in intentional action: A levels of consciousness approach')

- (15) 19 Nov 97, Cognitive Science and Artificial Intelligence Students' Association, University College, University of Toronto ('Levels of consciousness')
- (14) 18 Aug 97, 105th Annual Convention of the American Psychological Association, Chicago, IL (Boyd McCandless Young Scientist Award Address: 'Children's rule use: Cognitive complexity and the control of thought and action')
- (13) 6 May 97, XIX<sup>e</sup> Symposium International, Centre de Recherche en sciences neurologique, Universite de Montreal, Quebec, Consciousness: At the Frontiers of Neuroscience ('The emergence of consciousness.')
- (12) 17 Mar 97, Human Development & Applied Psychology, OISE/UT ('Controlled processing across the life span')
- (11) 20 Nov 96, Dept. of Psychology, University of Toronto (Ebbinghaus Empire) ('Rule use and the development of moral reasoning')
- (10) 17 Apr 96, 10th International Conference on Infant Studies (ICIS), Providence, RI 'Intentionality: An interdisciplinary approach' (Invited symposium).
- (9) 19 Feb 96, Rotman Research Institute, Baycrest Hospital, North York, ON ('The early development of executive function')
- (8) 01 Jun 95, Autism Society of Ontario (Niagara), St. Catharines, ON
- (7) 26 Apr 95, Dept. of Psychology, University of Toronto (Ebbinghaus Empire)
- (6) 17 Mar 95, Dept. of Psychology, McMaster University, Hamilton, ON
- (5) 07 Feb 95, Dept. of Psychology, York University, North York, ON
- (4) 20 Apr 94, Institute of Child Study, Faculty of Education, University of Toronto
- (3) 13 Apr 94, Dept. of Psychology, University of Toronto (Ebbinghaus Empire)
- (2) 07 Dec 92, Centre for Applied Cognitive Sciences, OISE, Toronto
- (1) 02 Dec 92, Dept. of Psychology, University of Toronto (Ebbinghaus Empire)

## **6. Consulting Activities (Selected):**

Consultant, Longitudinal Study of Executive Function and Emotion Regulation, Penn State University (Prof. Pamela Cole, Director), 04 Feb 99

Consultant, Longitudinal Study of Temperamental Reactivity, Executive Function, and Emotion Regulation and School Readiness, Penn State University (Prof. Mark Greenberg, Director), 11 Jan 00

Consultant, National Institute on Alcoholism and Alcohol Abuse (NIAAA) workshop: Cognitive Rehabilitation of Chronic Alcoholics and Children at Risk. NIAAA, Washington, DC, 19 Oct 00

Consultant, National Institutes of Health, Child Psychiatry Branch, Washington, DC, 16 June 05

Consultant, Hughes Amys LLP (head injury and executive function), Apr 06

Consultant, Longitudinal Study of Homeless and Highly Mobile Children, National Science Foundation (Prof. Ann Masten, PI).

Consultant, Evanston Northwestern Healthcare Research Institute, National Institutes of Health Toolbox (Dr. Richard Gershon, PI), 2006-2012.

Consultant, Joel Kramer, UCSF Memory and Aging Center, National Institutes of Health (NINDS) Examiner Project (Prof. Joel Kramer, PI), 2008-2010.

Consultant, Linda Chang, Neuroscience and MR Research Program, Longitudinal Study of Prenatal Methamphetamine Exposure, National Institutes of Mental Health (Prof. Linda Chang, PI), 2008-2010.

Consultant, EF training and assessment, Yale University (Prof. Bruce Wexler), 2014-2017.

Consultant, Alberto Sorongon, Early Childhood Longitudinal Study: Kindergarten class of 2010-11 (ECLS-K:2011) (Dr. Alberto Sorongon, PI), ongoing.

Consultant, Parenting and Executive Function, National Institutes of Health (Prof. Keith Happaney, PI), ongoing

Consultant, EF interventions, University of Florida (Prof. Stephen Smith), ongoing

### ***C. List of Courses***

#### ***1. Undergraduate Courses Taught:***

##### ***1992-1993***

PSY 270Y (L0101) Intro. to Cognitive Psychol. (2nd semester), Enrolment = 160.

PSY 270Y (L5101) Intro. to Cognitive Psychol. (2nd semester), Enrolment = 120.

PSY 400Y (L0101) Thesis, Enrolment = 1.

Guest lecture: PSY 100Y

##### ***1993-1994***

PSY 312F (L0101) Cognitive Development, Enrolment = 25.  
PSY 271S (L0101) Higher Cognitive Processes, Enrolment = 160.  
PSY 271S (L5101) Higher Cognitive Processes, Enrolment = 60.  
PSY 400Y (L0101) Thesis, Enrolment = 2.  
UNI 495A Independent Study ('Critical and historical examination of recent psychological theories of the mind and consciousness'), Enrolment = 1.

### **1994-1995**

PSY 312F (L0101) Cognitive Development, Enrolment = 25.  
SCI 199Y (L0362) Varieties of Psychological Enquiry (2nd semester), Enrolment = 16.  
SCI 199Y (L0361) Varieties of Psychological Enquiry (2nd semester), Enrolment = 19.  
SCI 199Y (L5361) The Individual and Society (2nd semester), Enrolment = 18.  
PSY 303/4Y Independent Study ('Research on problem solving').  
PSY 400Y (L0101) Thesis, Enrolment = 3.

### **1995-1996**

PSY 312F (L0101) Cognitive Development, Enrolment = 33.  
SCI 199Y (L5361) The Individual and Society (1st semester), Enrolment = 21.  
PSY 271S (L0101) Higher Cognitive Processes, Enrolment = 102.  
PSY 299Y (L0101) Research Opportunity Program, Enrolment = 2.  
PSY 303/4Y Independent Study ('Reasoning in social and non-social contexts'),  
Enrolment = 1.  
PSY 303/4Y Independent Study ('Error detection in preschoolers'), Enrolment = 1.  
PSY 400Y (L0101) Thesis, Enrolment = 3.

### **1996-1997**

PSY 312F (L0101) Cognitive Development, Enrolment = 40.  
SCI 199Y (L5361) The Individual and Society (1st semester), Enrolment = 20.  
PSY 299Y (L0101) Research Opportunity Program, Enrolment = 1.  
PSY 303/4Y Independent Study ('The effect of verbalization on explicit rule representations'), Enrolment = 1.  
PSY 400Y (L0101) Thesis, Enrolment = 1.  
PSY 410S (L0101) Seminar on Research in Developmental Psychology, Enrolment = 6.

### **1997-1998**

PSY 312F (L0101) Cognitive Development, Enrolment = 40.  
SCI 199Y (L5361) The Individual and Society (1st semester), Enrolment = 20.  
PSY 400Y (L0101) Thesis, Enrolment = 1.  
PSY 410S (L0101) Seminar on Research in Developmental Psychology, Enrolment = 9.  
Guest lecture: PSY 100Y

### **1998-1999**

PSY 299Y (L0101) Research Opportunity Program, Enrolment = 1.  
PSY 400Y (L0101) Thesis, Enrolment = 2.  
PSY 303/4Y Independent Study, Enrolment = 1.

**1999-2000**

PSY 299Y (L0101) Research Opportunity Program, Enrolment = 1.

PSY 312S (L0101) Cognitive Development, Enrolment = 40.

PSY 400Y (L0101) Thesis, Enrolment = 2.

PSY 303/4Y Independent Study, Enrolment = 1.

Guest lecture: PSY 100Y, 30 Nov. 99; 1 Dec. 99

**2000-2001**

SCI 199Y (L5361) The Individual and Society (2nd semester), Enrolment = 20.

PSY 312F (L0101) Cognitive Development, Enrolment = 47.

PSY 309Y (L0101) Research Specialization: Practicum, Enrolment = 2.

PSY 409H (L0101) Research Specialization: Theoretical Foundations, Enrolment = 14.

PSY 400Y (L0101) Research Specialization: Thesis, Enrolment = 2.

PSY 304Y (L0101) Independent Study, Enrolment = 2.

**2001-2002**

PSY 299Y (L0101) Research Opportunity Program, Enrolment = 3.

PSY 312F (L0101) Cognitive Development, Enrolment = 50.

PSY 309Y (L0101) Research Specialization: Practicum, Enrolment = 2.

PSY 409H (L0101) Research Specialization: Theoretical Foundations, Enrolment = 17.

PSY 400Y (L0101) Research Specialization: Thesis, Enrolment = 2.

PSY 304Y (L0101) Independent Study, Enrolment = 2.

**2002-2003**

PSY 299Y (L0101) Research Opportunity Program, Enrolment = 3.

PSY 409H (L0101) Research Specialization: Theoretical Foundations, Enrolment = 14.

PSY 400Y (L0101) Research Specialization: Thesis, Enrolment = 2.

PSY 304Y (L0101) Independent Study, Enrolment = 2.

**2003-2004**

PSY 299Y (L0101) Research Opportunity Program, Enrolment = 2.

PSY 312F (L0101) Cognitive Development, Enrolment = 50.

PSY 409H (L0101) Research Specialization: Theoretical Foundations, Enrolment = 12.

PSY 400Y (L0101) Research Specialization: Thesis, Enrolment = 1.

PSY 304Y (L0101) Independent Study, Enrolment = 3.

**2004-2005**

PSY 299Y (L0101) Research Opportunity Program, Enrolment = 2.

PSY 312F (L0101) Cognitive Development, Enrolment = 50.

PSY 409H (L0101) Research Specialization: Theoretical Foundations, Enrolment = 15.

PSY 309Y (L0101) Research Specialization: Minithesis, Enrolment = 4.

PSY 304Y (L0101) Independent Study, Enrolment = 4.

NRS 400Y (L0101) Thesis Course, Enrolment = 4.

**2005-2006**

PSY 299Y (L0101) Research Opportunity Program, Enrolment = 2.

PSY 312F (L0101) Cognitive Development, Enrolment = 55.  
PSY 409H (L0101) Research Specialization: Theoretical Foundations, Enrolment = 15.  
PSY 309Y (L0101) Research Specialization: Minithesis, Enrolment = 1.  
PSY 304Y (L0101) Independent Study, Enrolment = 3.  
PSY 400Y (L0101) Research Specialization: Thesis, Enrolment = 3.

**2006-2007**

PSY 299Y (L0101) Research Opportunity Program, Enrolment = 3.  
PSY 312S (L0101) Cognitive Development, Enrolment = 55.  
PSY 409H (L0101) Research Specialization: Theoretical Foundations, Enrolment = 15.  
PSY 309Y (L0101) Research Specialization: Minithesis, Enrolment = 1.  
PSY 304Y (L0101) Independent Study, Enrolment = 2.  
PSY 400Y (L0101) Research Specialization: Thesis, Enrolment = 3.

**2009-2010**

CPSY 4347W Senior Project, Enrolment = 3 (one by correspondence).

**2011**

CPSY 4343 Cognitive Development, Enrolment = 110.

**2012**

CPSY 4343 Cognitive Development, Enrolment = 93.

**2013**

CPSY 4343 Cognitive Development, Enrolment = 105.

**2014**

CPSY 3360 Child Psychology Honors Seminar, Enrolment = 10.

**2015**

Spring: CPSY 4343 Cognitive Development, Enrolment = 80.  
CPSY 4994, Enrolment = 1

Fall: CPSY 3360 Honors Seminar, Enrolment = 6  
CPSY 4994, Enrolment = 2

**2016**

Spring: CPSY 4347 Senior Project, Enrolment = 55  
CPSY 4994, Enrolment = 6  
CPSY 8994, Enrolment = 2

Summer: CPSY 4994, Enrolment = 7

Fall: CPSY 3360 Honors Seminary, Enrollment = 7  
CPSY 4347 Senior Project, Enrolment = 29  
CPSY 4994, Enrollment = 8

CPSY 8994, Enrolment = 2

**2017**

Spring: CPSY 4994, Enrolment = 6  
CPSY 8307, Enrolment = 8  
CPSY 8994, Enrolment = 2

Fall: CPSY 3360 Honors Seminar, Enrollment = 6  
CPSY 4994, Enrollment = 5  
CPSY 8994, Enrolment = 2

Created new course proposal, CPSY 4310, *Special Topics: Mindfulness and Child Development*

**2018**

Spring: CPSY 4343 Cognitive Development, Enrolment = 68  
CPSY 4994, Enrolment = 4 (Ryan Anderson, Abigail Guetter, Nicole Jessel, Maggie Schreiner)  
CPSY 8994, Enrolment = 1 (Andrei Semenov)

Fall: CPSY 3360 Honors Seminar, Enrollment = 6  
CPSY 4310 Special Topics: Mindfulness and Child Development = 12  
CPSY 4994, Enrollment = 3  
CPSY 4994V, Enrollment = 1  
CPSY 8994, Enrolment = 2

**2019**

Spring: CPSY 4343 Cognitive Development, Enrolment = 77  
CPSY 4994, Enrolment = 7  
CPSY 4994V, Enrollment = 1  
CPSY 8994, Enrolment = 2

Summer:  
CPSY 4994, Enrolment = 1

Fall: CPSY 3360, Honors Seminar, Enrolment = 7  
CPSY 4994, Enrolment = 7  
CPSY 8994, Enrolment = 1

**2020**

Spring: CPSY 4343 Cognitive Development, Enrolment = 95



CPSY 4994, Enrolment = 1  
CPSY 8994, Enrolment = 1  
CPSY 8307, Prelim Seminar, Enrolment = 8

Summer: CPSY 8994, Enrolment = 1

Fall: CPSY 3360, Honors Seminar, Enrolment = 8  
CPSY 8994, Enrolment = 1

## **2021**

Spring: CPSY 4343 Cognitive Development, Enrolment = 55  
CPSY 4994, Enrolment = 2  
CPSY 8994, Enrolment = 1  
CPSY 8307, Prelim Seminar, Enrolment = 7

## **2022**

Spring: CPSY 4343 Cognitive Development, Enrolment = 80  
CPSY 4994, Enrolment = 2  
CPSY 4994H Enrolment = 1  
CPSY 8994, Enrolment = 1  
CPSY 3360, Honors Seminar, Enrolment = 8

Fall: CPSY 4994, Enrolment = 2 (Summer Abouhasira, Michaela Haig)  
CPSY 8994, Enrolment = 2  
CPSY 3360, Honors Seminar, Enrolment = 6

## **2023**

Spring: CPSY 4343 Cognitive Development, Enrolment = 73  
CPSY 4994, Directed Research Enrolment = 7  
CPSY 8994, Res Problems in Child Psychol, Enrolment = 3  
[Also: CPSY 8307, Prelim Seminar, Enrolment = 14]

Fall: CPSY 4343 Cognitive Development, Enrolment = 29  
CPSY 4994, Directed Research, Enrolment = 9  
CPSY 8888, Thesis Credit, Enrolment = 1  
CPSY 8994, Res Problems in Child Psychol, Enrolment = 3

## **2. Graduate Courses Taught:**

### **1992-1993**

PSY 2030Y Research Seminar in Cognition (Co-ordinator, Pt. 3 of 3).

**1993-1994**

PSY 2051Y Res. Seminar in Applied Developmental Psychology (Cognitive Development Section).

PSY 1000H Directed Studies.

**1994-1995**

PSY 2030Y Res. Seminar in Cognition (Cognitive Development; Representation).

PSY 1000H Directed Studies.

**1995-1996**

PSY 2051F Res. Seminar in Developmental Psychology 1 (Co-coordinator).

PSY 2051S Res. Seminar in Developmental Psychology 2 (Co-coordinator).

PSY 1000H Directed Studies.

**1996-1997**

PSY 2030Y Res. Seminar in Cognition (2 weeks: Deliberate reasoning; Problem solving).

PSY 2502S Cognitive Development (cross-listed as PSY410S).

**1997-1998**

PSY 2050F Res. Seminar in Developmental Psychology I (Co-coordinator).

PSY 2052S Res. Seminar in Developmental Psychology II (Co-coordinator).

PSY 2502S Cognitive Development (cross-listed as PSY410S).

**1999-2000**

PSY 2502S Cognitive Development.

PSY 1000H Directed Studies.

**2000-2001**

PSY 3000H Research Project in Psychology (Colin DeYoung).

PSY 1000H Directed Studies (Secondary supervisor, Maja Djikic).

**2001-2002**

PSY 3000H Research Project in Psychology (Angela Prencipe).

**2004-2005**

PSY 5111H Advanced Topics in Behavioral Neuroscience II: Human Frontal Lobes (1 week: Developmental of Frontal Lobes), B. Levine, Coordinator.

JDS 3000H Developmental Science (1 week: Developmental Cognitive Neuroscience), J. Grusec, Coordinator.

**2006-2007**

PSY 5303S Cognitive Development: Developmental Cognitive Neuroscience.

**2007-2008**

CPSY 8360 (Spring) Seminar: Developmental Psychology: Theoretical Foundations of Contemporary Psychology.

**2008-2009**

CPSY 8301 (Fall) Seminar: Developmental Psychology: Cognitive Processes (Co-Instructor: S. Carlson).

**2008-2009**

CPSY 8360 (Spring) Seminar: Developmental Psychology: Theoretical Foundations of Contemporary Psychology.

**2009-2010**

CPSY 8301 (Fall) Seminar: Developmental Psychology: Cognitive Processes (Co-Instructor: K. Thomas).

CPSY 4347 (Spring) Senior Project

**2010-2011**

CPSY 8311 (Fall) Seminar: Landmark Issues and Great Controversies in Child Development (Co-Instructor: A. Collins).

**2011-2012**

CPSY 8311 (Fall) Seminar: Landmark Issues and Great Controversies in Child Development (Co-Instructor: A. Collins).

**2012**

CPSY 8311 (Fall) Seminar: Landmark Issues and Great Controversies in Child Development.

**2014**

CPSY 8311 (Fall) Seminar: Landmark Issues and Great Controversies in Child Development.

**2015**

Spring: CPSY 8994: Enrollment = 2

Fall: CPSY 8311: Seminar: Landmark Issues, Enrollment = 11

CPSY 8994: Enrollment = 1

**2016**

Spring: CPSY 8994: Enrollment = 2

Fall: CPSY 8994: Enrollment = 2

**2017**

Spring: CPSY 8994: Enrollment = 2

CPSY 8307, Prelims, Enrollment = 8

Fall: CPSY 8994: Enrollment = 2

## **2018**

Spring: CPSY 8994: Enrollment = 2

Fall: CPSY 8994: Enrollment = 2

## **2019**

Spring: CPSY 8994: Enrollment = 2

Fall: CPSY 8994: Enrollment = 2

## **2020**

Spring: CPSY 8307, Prelims, Enrolment = 8

Spring: CPSY 8994: Enrollment = 1

Fall: CPSY 8994: Enrollment = 1

## **2021**

Spring: CPSY 8307, Prelims, Enrolment = 7

Spring: CPSY 8994: Enrollment = 1

## **2022**

Spring: Guest lecture and seminar, NSC

## **2023**

Spring: CPSY 8301, Guest lecture

CPSY 8307, Prelim Seminar, Enrolment = 14

### 3. Supervision:

#### **Summary**

Currently supervising **4** PhD students (Destany Calma-Birling, Isabelle Morris, Colin Drexler, Timothy Martin). Primary supervisor of **12** completed PhD theses, and numerous Masters theses and undergraduate Honors theses. Primary Supervisor of **8** completed Post-doctoral Fellows.

#### A. PhD Theses:

Timothy Martin, **PhD**, in progress (U of M), Mindfulness and executive function skills in childhood and adolescence.

Colin Drexler, **PhD**, in progress (U of M), The development of metacognition: Reflection and executive function.

Isabelle Morris, **PhD**, in progress (U of M), Reflection, executive function, and theory of mind in individuals with autism.

Destany Calma-Birling, **PhD**, in progress (U of M), Cultivating mindfulness in adolescence and emerging adulthood, in progress.

Andrei Semenov, **PhD** 2021 (U of M), Promoting reflection in childhood. Currently Clinical Study Manager, EarliTec Diagnostics.

Brandon Almy, **PhD** 2021 (U of M), Development of decision-making in adolescence. Currently postdoctoral fellow, University of Michigan, Ann Arbor

Sabine Doebel, 2014, **PhD** (U of M), Development of executive function and conceptual change. (Co-supervisor, with Melissa Koenig) [Currently, Assistant Professor, Department of Psychology, George Mason University]

Angela Precipe, **PhD** on hold indefinitely (U of T). Development of perspective taking and its consequences for self control, Employed by Statistics Canada, Ottawa, ON (Co-supervisor, with Charles Helwig)

Stacey Espinet, **PhD** 2013 (U of T). Training of executive function: Neural correlates. [Currently, Postdoctoral Fellow, CERI and Department of Psychiatry, Schulich School of Medicine & Dentistry, Western University (University of Western Ontario)]

Jason Cowell, **PhD**, 2012 (U of M), Development of moral reasoning and moral action: The role of executive function. [Currently: Assistant Professor, University of Wisconsin, Green Bay]

Donaya Hongwanishkul, **PhD**, 2011 (U of M), An fMRI study of the development of executive function [Currently: Clinical Psychologist, Toronto].

Amanda Kesek, **PhD**, 2010 (U of M), Development of evaluative processing. [Currently: Academic Advisor, Commerce Program, Queen's University]

Ayelet Lahat, **PhD**, 2010 (U of T), The neurophysiological correlates of children's and adults' judgments of moral and social conventional violations (Co-supervisor, with Charles Helwig) [Currently: Re-specializing as a clinical psychologist]

Li Qu, **PhD**, 2007. Development of "hot" executive function in children [Currently: Associate Professor (tenure track), Nanyang Technological Univ, Singapore]

Catherine Ortner, **PhD**, 2005. Effects of mindfulness meditation on brain function and attentional control. [Currently: Associate Professor, Thompson Rivers University, British Columbia].

Stuart Marcovitch, Search in infants: The non-monotonic influence of the number of A trials on the A-not-B error, November 2001, **PhD**. [Currently: Professor of Psychology and Chair of Department, University of North Carolina, Greensboro].

Sophie Jacques, The roles of labelling and abstraction in the development of cognitive flexibility, November 2001, **PhD**. [Currently: Associate Professor (tenured), Dalhousie University].

B. MA Theses:

Katherine I. Murray, An electrophysiological study of the cognitive processes underlying flexible rule use in 3- to 4-year-old children, June, 2003, **MA**. [Currently: Research Associate, Rotman Research Institute, Baycrest Centre for Geriatric Care].

Aurora Kerr, Development of ventromedial prefrontal function, June 2001, **MA**.

Tracy Solomon, Preschoolers' understanding of scale models: The role of imaginal transformation, June 1997, **MA**. [Currently: Scientist, Hospital for Sick Children, Toronto].

C. Post-doctoral Fellows

Dean Sharpe (PhD, McGill University), Language and logic in conceptual development, September, 1997 to December, 2001. [Ethics Review Officer & Monitor, Social Sciences and Humanities, University of Toronto].

Ulrich Mueller (PhD, Temple University), Cognitive development, January, 2000 to September, 2001. [Currently: Professor and Chair, Dept. of Psychology, University of Victoria, British Columbia].

Keith Happaney (PhD, University of California, Santa Barbara), Development of Ventromedial Prefrontal Function, February, 2001 to September, 2003. [Currently: Associate Professor (tenured), Dept. of Psychology, Lehman College, City University of New York].

Helena Hong Gao (PhD, Linguistics, Lund University, Sweden). Language and Cognitive Development. January, 2003-September, 2006 [Currently: Assistant Professor (tenure track), Nanyang Technological Univ, Singapore]

Jennifer Richler (PhD, Psychology, University of Michigan, Ann Arbor), Development of executive function. September, 2007-September, 2009 [Currently, Science Journalist]

John Hoch (PhD, Educational Psychology, University of Minnesota), Typical and atypical development of executive function. September, 2008-September, 2009 [Currently: Research Director, Research Associate at Behavioral Dimensions, University of Minnesota]

Kristen Lyons (PhD, Psychology, University of California, Davis), Neurocognitive mechanisms associated with the development of self reflection. September, 2009-July, 2012 [Currently: Assistant Professor (tenure track), Metro State University, Denver]

Sammy Perone (PhD, Psychology, University of Iowa), The role of executive function in learning. 2014-2016 NIMH (T32) Fellowship. [Currently: Assistant Professor (tenure track), Washington State University]

D. Undergraduate Theses (Primary or Co-Supervisor):

Barbara Schuster, The nature of children's perseverative errors on a color-shape deductive card sorting task, April, 1993, B.Sc.

Anna Lau, Moral reasoning and theory of mind: Age-related changes in coordination of intention, action and outcome, April, 1994, B.Sc. (Co-supervisor: C. Helwig). [Currently: Professor, Dept. of Psychology, UCLA].

William Woolrich, The effect of environmental support on performance on theory-of-mind tasks, April, 1994, B.Sc.

Tanja Rapus, The dissociation between knowledge and action in the development of rule use: The role of cognitive complexity, April 1995, B.Sc.

Georgia Argitis, Three-year-olds' perseveration on the deductive card sort: Task complexity or working memory limitation?, April 1995, B.Sc.

J.J. Fueser, Modality specificity of 3- and 5-year-olds' knowledge of a sequential rule, April 1995, B.Sc. (Co-supervisor: R. S. Lockhart).

Laura Booth, Automatic and controlled processes in children and the elderly, April 1996, B.Sc. (Co-supervisor: F.I.M. Craik).

Tanya Pahuta (now Semcesen), Estimating conscious and unconscious memory processes in children: A preliminary study, April 1996, B.Sc.

Janet Boseovski, Effect of video support cues on 3-year-olds' performance in a representational change task, April 1996, B.Sc. [Currently: Associate Professor (tenured) of Psychology, University of North Carolina, Greensboro].

Jessica Sommerville, Delayed self-recognition in preschool children, April 1997, B.Sc. [Currently: Professor, Dept. of Psychology, University of Washington].

Shana Nichols, Preschool children's use of conflicting representations to guide search for a hidden object, April 1998, B.Sc. [Currently: Director, ASPIRE Center for Learning and Development, Long Island, NY].

Deborah MacKenzie, Acquiring principles of identity and a temporally extended sense of self, April 1999, B.Sc.

Emily-Ana Veres, Children's rule use in the interpretation of ambiguous adjectives, April 1999, B.Sc.

Tobi Wilson, Age-related changes in generalization of excitatory and inhibitory learning in children, 2000, B.Sc. (Now: Clinical Psychologist, Oak Brook, IL).

Stella Felix-Lourenco, Acquiring a dual representation of pictures: Content vs. form, 2000, B.Sc. [Currently: Professor of Psychology, Emory University].

Jackie Chiang, Understanding the Dimensional Change Card Sort, 2001, Research Specialist, 3<sup>rd</sup>-year thesis.

Donaya Hongwanishkul, Understanding the Dimensional Change Card Sort, 2001, Research Specialist, 3<sup>rd</sup>-year thesis. [Currently: Clinical Psychologist, Toronto].

Azad Mashari, The use of frequency information and category-based induction, 2001, B.Sc. (Now: Lecturer, Dept of Anesthesiology, University of Toronto).

Sarah Imrisek, Training reflection and executive function in preschool-age children, 2001, B.Sc. [Currently: Working for Microsoft]

Jackie Chiang, Executive function development in preschool children, 2002, Research Specialist, B.Sc.

Donaya Hongwanishkul, The development of "hot" and "cool" executive function in the preschool years, 2002, Research Specialist, B.Sc. [Currently: Clinical Psychologist, Toronto].

Patricia Wall, Executive function development in preschool children, 2002, Research Specialist, 3<sup>rd</sup>-year thesis. [Currently: Ph.D. student, Dept. of Psychology, University of Western Ontario].

Wendy Lee, Development of "hot" and "cool" executive function, 2002, Research Specialist, 3<sup>rd</sup>-year thesis. [Currently: Postdoctoral Fellow, University of Ottawa].

Patricia Wall, Executive function development in preschool children, 2003, Research Specialist, 4<sup>th</sup>-year thesis. [Currently: Ph.D. student, Dept. of Psychology, University of Western Ontario].

Wendy Lee, Training delay of gratification, 2003, Research Specialist, 4<sup>th</sup>-year thesis. (Co-supervisor: J. Peterson). [Currently: Postdoctoral Fellow, University of Ottawa].

Andreea Bostan, Memory and executive function, 2003, Research Specialist, 3<sup>rd</sup>-year thesis. (Now: Postdoc, University of Pittsburgh, Systems Neuroscience Institute)

Sophia Ho, Cross-cultural approaches to executive function, 2003, Research Specialist, 3<sup>rd</sup>-year thesis.



Karming Lee, Language and executive function, 2003, Research Specialist, 4<sup>th</sup>-year thesis.

Andreea Bostan, Memory and executive function, 2004, Neuroscience 4<sup>th</sup>-year thesis, Program in Neuroscience. (Now: Postdoc, University of Pittsburgh, Systems Neuroscience Institute)

Gabriel Rauterberg, Processing ambivalent information, 2005, Research Specialist, 3<sup>rd</sup>-year thesis. (Co-supervisor: W. Cunningham).

Angela Lee, 2005, Development of selective attention in preschoolers, Research Specialist, 3<sup>rd</sup>-year thesis.

Joyce Yam, 2005, Development of perspective taking and its consequences for self control, Research Specialist, 3<sup>rd</sup>-year thesis.

Shawn Friele, 2005, Lifespan development of executive function, Research Specialist, 3<sup>rd</sup>-year thesis.

Angela Lee, 2006, Development of ID/ED shifting, Research Specialist, 4<sup>th</sup>-year thesis.

Emma McIveen-Brown, 2006, Development of EEG, Research Specialist, 4<sup>th</sup>-year thesis.

Joyce Yam, 2006, Development of perspective taking and its consequences for self-control, Research Specialist, 4<sup>th</sup>-year thesis.

Yuanyuan Jiang, 2006, Cross-cultural study of executive function, Research Specialist, 3<sup>rd</sup>-year thesis.

Karen Lau, 2007, Cross-cultural study of neural correlates of executive function, Research Specialist, 4<sup>th</sup>-year thesis.

Yuanyuan Jiang, 2006, Cross-cultural study of executive function, Research Specialist, 4<sup>th</sup>-year thesis.

Caitlin Mahy, 2007, Cross-cultural study of theory of mind, Research Specialist, 4<sup>th</sup>-year thesis. (Now: Assistant Professor of Psychology, Brock University, Ontario)

Angela Merritt, 2010, Uncertainty monitoring in children: Behavior and ERP, Honors Thesis, U of Minn

Michael McGarragh, 2012, The development of emotion regulation & children's age-related performance on the Emotional Interference Task, Honors Thesis, U of Minn (Now: PhD applicant, ICD)

John Schweiger, 2013, Neurofeedback to promote the healthy development of executive function, Honors Thesis, U of Minn

INCOMPLETE

E. NSERC Undergraduate Student Research Awards

Stella Lourenco, 2000, Language and representational flexibility. (Now: Professor of Psychology, Emory University)

Patricia Wall, 2002, Executive function in children: ID/ED shifting (Now: PhD Student, U of Western Ontario)

Wendy Lee, 2002, Rule use in children. (Now: Postdoctoral Fellow, University of Ottawa)

Lesley Cresswell, 2003, Executive function in children

Wendy Lee, 2003, Training delay of gratification. (Now: Postdoctoral Fellow, University of Ottawa)

Peggy St. Jacques, 2003, Emotion and executive function in children. (Now: Lecturer, Psychology, University of Sussex, UK)

Sophia Ho, 2003, Mood induction and cognitive flexibility.

Peggy St. Jacques, 2004, Emotion and executive function in children. (Now: Lecturer, Psychology, University of Sussex, UK)

Andreea Bostan, 2004, EEG and executive function. (Now: Postdoc, University of Pittsburgh, Systems Neuroscience Institute)

Angela Lee, 2005, Flexibility and learning in children.

ADD U of M Honors Theses:

Angela Merritt (2010)

Michael McGarrah (2012)

Maggie Schreiner (2019)

Jordin Klar (2021)

F. Research Technicians

Jim Stieben (PhD, York University). [Currently: Senior Research Scientist & Director,

Clinical & Cognitive Neuroscience, Harris Research Initiative, York University], 2003-2005.

Jake Anderson (MSc, New Mexico State), 2009-2012

F. PhD Committee Member for:

Sheila Kerr (Supervisor = F. Craik), 1993-???.  
Danilo Chiappe (Supervisor = A. Kukla), 1993-1997.  
Mary Desrochers (Supervisor = M. L. Smith), 1993-1994.  
Philip Groff (Supervisor = J. Saint-Cyr), 1993-2001.  
Deepthi Kamawar (OISE/UT, Supervisor = D. Olson), 1997-2000.  
Bruce Morton (Supervisor = Sandra Trehub), 1996-2001.  
Kin Tong (Thomas) Chan (OISE/UT, Supervisor = J. Astington), 2000-2005  
Matt Shane (Supervisor = Jordan Peterson), 2002-2004  
Colin DeYoung (Supervisor = Jordan Peterson), 2002-2005  
Maja Djikic (Supervisor = Jordan Peterson), 2003-2005  
Nathan Spreng (Supervisor = Brian Levine), 2005-2007  
Jay van Bevel (Supervisor = Wil Cunningham), 2005-present  
Rebecca Todd (Supervisor = Marc Lewis), 2005-present  
Ljiljana Vuletic (Supervisor = Michel Ferrari), 2004-present  
Andrea Gonzales (Supervisor = Alison Fleming), 2006-2008  
Elizabeth Olson (Supervisor = Monica Luciana), 2007-

\*\*Incomplete: Need to list U of M students\*\*

Jasmine Ernst

Etc.

G. PhD Examiner ('\*' = and Internal Appraiser) for:

Chang Hong Liu\* (Supervisor = J. Kennedy), 1994.  
Ann Butler\* (OISE/UT, Supervisor = D. Olson), 1996.  
Niko Scharer (Philosophy, Supervisor = I. Hacking), 1996.  
Glen Sunohara (OISE/UT, Supervisor = J. Rovet), 1997.  
Danilo Chiappe\* (Supervisor = J. Kennedy), 1997  
Diana Smidts (University of Melbourne, Supervisor = V. Anderson), 2003  
Diane Santesso (Brock University, Supervisor = S. Segalowitz), 2002 (M.A. Examiner)  
Julie Scott (University of Waterloo, Supervisor = D. O'Neill), 2005

H. MA Committee Member for:

Ann Hunt (OISE/UT, Supervisor = D. Olson), 1993-1994.  
Sandra Cole (Supervisor = J. Rovet), 1995-1996.  
Shauna Kingsnorth (Supervisor = M. Schmuckler), 1996-1997.  
Derryn Jewell (Supervisor = M. Schmuckler), 1997-1998.  
Gary Turner (Supervisor = Brian Levine), 1999-2000.  
Angela Prencipe (Supervisor = Charles Helwig), 1999-2000.

Colin DeYoung (Supervisor = Jordan Peterson), 1999-2000.  
Maja Djikic (Supervisor = Jordan Peterson), 1999-2000.  
Rebecca Todd (Supervisor = Marc Lewis), 2004-2005.  
Ayelet Lahat (Supervisor = Charles Helwig), 2005-2006.  
Jacob Hirsch (Supervisor = Jordan Peterson), 2005-2006.  
Elizabeth Olson (Supervisor = Monica Luciana), 2007-2009  
Julia Cohen (Supervisor = Kathleen Thomas), 2007-2011  
Rachel White (Supervisor = Stephanie Carlson), 2007-2012

**\*\*Incomplete: Need to list U of M students\*\***

2018-2019 Advisory Committee: Astrid Schmied, Educational Psychology

2018-2019 Internal PhD Committee Member and Reader: Jenny Yun-Chen Chan, ICD

4638374 08 MAST-F Almy

4638374 08 PhD-P Almy

5071309 08 MAST-F Schmied (Educ Psychology MA)

5071309 08 PhD-P Schmied (Educ Psychology PhD)

5140879 08 PHD-P Semenov

I. Outside Project Supervisor for:

Nicholas Smith (Supervisor = M. Schmuckler), 1997-1999.

Colin DeYoung (Supervisor = J. Peterson), 2000-2003.

Angela Prencipe (Supervisor = Charles Helwig), 2001-2002.

Katherine Krpan (Supervisor = Don Stuss), 2004-2006.

Ayelet Lahat (Supervisor = Charles Helwig), 2006-2007.

**\*\*Incomplete\*\***

J. Mentor for:

Stephen Juvet, Mentorship Program, 1993-1994.

K. PSY 299Y Supervisor for:

Maja Djikic (1995-1996)

Alessandra DiBartolomeo (1995-1996)

Angela DiSerio (1996-1997)

W. Brett Hendrie (1998-1999)

Janet MacNeil (1999-2000)

Sophie Kohn (2001-2002)

Lucia Capano (2001-2002)

Elisa Agnoletto (2001-2002)

Caitlin Mahy (2004-2005)  
Eri Yamamoto (2004-2005)  
Shintula Wijeya (2005-2006)  
Xiaowen Xu (2005-2006)

4. Teaching Development:

U of T Teaching Day (March, 1993).  
Teaching Initiative: Teaching in a large classroom (April, 1993).  
U of T Teaching Day (March, 1994).  
Teaching Initiative: Use of the Internet in teaching (April, 1994).  
U of T Teaching Day (March, 1995).

**D. *Administrative Duties:***

Chair's representative to an Arts and Science meeting on undergraduate teaching with Dr. L. McDermott (2 December, 1993).

PSY 100Y Textbook Selection Committee (1993).

PSY 100Y Tutor Hiring Committee (1993).

Developmental area coordinator for graduate applications (1993).

Drafting committee for the Departmental Plan (1994).

Faculty Representative, Science Options open house (17 March, 1994).

Committee (with J. Grusec) to consider the developmental program (1994-1996).

PSY 100Y Textbook Selection Committee (1995).

Ad hoc evaluator of graduate applications (1995).

Activities Committee, University College (April, 1995).

PSY 100Y Instructor Search Committee (Fall, 1995).

Undergraduate Committee (1995-1996).

Graduate Committee (1995-1996).

Social Psychology Search Committee (1995-1996).

Senior Common Room Revival Committee, University College (1996-1997).

Developmental area coordinator for graduate applications (1996).

Primary organizer, University College Cognitive Science Conference: 'Developing Intentions in a Social World' (conference held April, 1997).

Undergraduate Committee (1996-1997).

User (Space) Committee (1996-1998).

Undergraduate Committee (1997-1998).

Cognitive or Perceptual Development Search Committee, Erindale College (1997-1998).

PSY 100Y Textbook Selection Committee (1998).

Undergraduate Committee (1999).

Departmental coordinator of library-related matters with respect to acquisitions of books and journals at the U of T library (1999-present).

Search Committee, developmental faculty position at Dept. of Human Development and Applied Psychology, OISE/UT (2000).

Connaught Committee, Life Sciences Review Panel, Epidemiology & Health Outcomes Panel (2001)

Search Committee, developmental faculty position at Dept. of Human Development and Applied Psychology, OISE/UT (2001).

Search Committee, position of Chair, Dept. of Psychology (2001).

CFI Application Planning Committee, Dept. of Psychology (2001).

Co-organizer (with Keith Happaney and Don Stuss), University College Cognitive Science Conference: 'Development of Orbitofrontal Function in Childhood' (conference held March 21-23, 2002).

Undergraduate Committee, Dept. of Psychology (2001-2003).

Program Committee, University College, University of Toronto (2001-2003).

Graduate Coordinator, Developmental Area Group (2001-2007).

Search Committee, cognitive position at Dept. of Human Development and Applied Psychology, OISE/UT (2001-2002).

Search Committee, Canada Research Chair in ERP position, Dept. of Psychology (2001-2002).

Search Committee, 3-position search in cognition, perception, and neuroscience, Dept. of Psychology (2001-2002).

Connaught Committee, Life Sciences Review Panel, Epidemiology & Health Outcomes Panel (2002-4).

Colloquium Committee, Dept. of Psychology (2002).

CFI Application Planning Committee, Dept. of Psychology (2002-2004), Site manager U of T Human Studies

Tenure Review Committee (Miyake), Dept. of Psychology (2003)

Search Committee, Chair's representative, position in cognition, Dept. of Psychology UTM (2003-2004).

Executive Committee, Dept. of Psychology (2003-2004), Preparation of advancement material

Search Committee, Canada Research Chair, Personality, Abnormal, or Developmental, Dept. of Psychology (2004-2005).

Search Committee, Director, Center for Biological Timing and Cognition, Dept. of Psychology (2004-2005).

Tenure (Teaching) Review Committee (Chasteen), Dept. of Psychology (2005)

Promotion Review Committee (Pratt), Dept. of Psychology (2005)

CBTC Planning Committee, Dept. of Psychology (2004-2006)

Co-Organizer, CBTC Workshop, *Developmental Chronopsychology* (Toronto, ON, 26-28 May, 2005)

Search Committee, Canada Research Chair, Personality or Abnormal, and Developmental, Dept. of Psychology (2005-2006).

University of Toronto Social Sciences and Humanities Research Ethics Board (2006-2007).

University of Toronto Department of Psychology Research Ethics Board (2006-2007).

Search Committee, 2 Positions in Cognitive Development, Institute of Child Development, University of Minnesota (2006-2007).

Honors and Awards Group, College of Education + Human Development, University of

Minnesota (2007-2008).

Research Work Group, College of Education + Human Development, University of Minnesota (2007-2009).

Undergraduate Committee, Institute of Child Development, University of Minnesota (2007-2009).

Chair, Honors and Awards Group, College of Education + Human Development, University of Minnesota (2008-2010).

Research Work Group, College of Education + Human Development, University of Minnesota (2008-2009).

Graduate Admissions Committee (Developmental), Institute of Child Development, University of Minnesota (2008-2009).

Teaching/Workload Policy Committee, Institute of Child Development, University of Minnesota (2010).

Research and Technology Committee, Institute of Child Development, University of Minnesota (2009-2010).

Cognitive Science T32 Trainee Selection Committee, Cognitive Science Program, University of Minnesota (2009-2011).

Promotion and Tenure Committee, College of Education + Human Development, University of Minnesota (2008-2011).

Graduate Admissions (2011-present), Chair General Track Admission (2012-2013)

Small Grants Committee, Institute of Child Development, University of Minnesota (2010-2012).

Undergraduate Instruction and Honors Committee, Institute of Child Development, University of Minnesota (2008-present).

Prelims Committee (2014-2017, Chair in 2017)

ICD Executive Committee (2013-2014)

**2014-2015 Committees:**

Community Symposium 2015 Committee

Curriculum and Instruction (Child Psychology Instruction Undergraduate)

Prelim Committee

Senate Research Committee

Undergraduate Honors Representative



**2015-2016 Committees:**

Awards  
Grievance (Chair)  
Curriculum and Instruction (Child Psychology Instruction Undergraduate)  
Prelim Committee  
Senate Research Committee  
Undergraduate Honors Representative

**2016-2017 Committees:**

Awards (Chair)  
Prelim Committee (Chair)  
Senate Research Committee  
Undergraduate Honors Representative

**2017-2018 Committees:**

Awards (Chair)  
Prelim Committee (Chair)  
Senate Research Committee (U of M)  
Promotion and Tenure Committee (CEHD)  
Admissions Committee (Chair)  
Undergraduate Honors Representative

**2018-2019 Committees:**

Senate Research Committee (U of M) (Chair)  
Faculty Consultative Committee (U of M) (Member)  
Awards (Member)  
Developmental Psychology Curriculum & Instruction PhD/MA (Member)  
Undergraduate Honors Representative

**2019-2020 Committees:**

Senate Research Committee (U of M) (Member)  
Research Committee (Chair)  
PhD Admissions (Member)  
Developmental Psychology Curriculum & Instruction UG (Member)  
Undergraduate Honors Representative

**2020-2021 Committees:**

PhD Admissions (Co-Chair)  
Developmental Psychology Curriculum & Instruction UG (Member)  
Undergraduate Honors Representative  
Faculty Affairs (Faculty Affairs Rep)

**2022-2023 Committees:**

DEIA Committee (Chair and Tri-Psych Representative)  
CEHD Promotion and Tenure Committee (Member)

Awards (Member)  
Undergraduate Honors Representative

**2023-2024 Committees:**

CEHD Promotion and Tenure Committee (Member)  
Developmental Psychology Curriculum & Instruction UG (Member)  
Undergraduate Honors Representative

**E. Other Relevant Information:**

1. Media Coverage/Contact:

Yale Scientific (Spring 1991). Research on rule use.  
Multi-media exhibit (re: The Child Study Centre), *Toronto Parents' Show* (Nov, 1993).  
Parents' Magazine (April, 1993). Research on rule use.  
Science News (17 July, 1993). Research on rule use and theory of mind.  
Multi-media exhibit (re: The Child Study Centre), *Toronto Parents' Show* (11 NOV 94-14 NOV 94).  
Scientific American Frontiers. PBS. (29 March, 1995). "It's a kid's world": Segment on research on rule use.  
The Standard (St. Catharines, ON). (May, 1995). Research on rule use in people with autism.  
Multi-media exhibit (re: The Child Study Centre), *Toronto Parents' Show* (10 NOV 95-12 NOV 95).  
The University of Toronto Bulletin (11 March, 1996). Dissociations between children's knowledge and their ability to use that knowledge to guide action.  
Healthwatch Magazine (Winter Issue, 1996). Dissociations between children's knowledge and their ability to use that knowledge to guide action.  
Psychology Today (December, 1996). Dissociations between children's knowledge and their ability to use that knowledge to guide action.  
Parents' Magazine (October, 1997). Rule use in preschoolers.  
Sesame St. Parents Magazine (November, 1997). Rule use in preschoolers: Advice to Parents ("Do... vs. Don't...").  
The Hamilton Spectator (Hamilton, ON; 15 & 29 December, 1997). Development of self awareness in preschoolers; moral reasoning.  
Canadian Living Magazine (October, 1999). Self-directed speech.  
Today's Parent Inhibitory control in childhood.  
Canadian Family (Summer, 2005). Play attention! Babies learn by having fun. Here's how parents can help them—effortlessly. By Gary Butler.  
de Psychonom: Nieuwsblad van de Nederlandse Vereniging voor Psychonomie (August, 2005). Interview.  
Presentation in the Saturday Scholars (Alumni Outreach) Program ("Self control and the developing brain"), College of Education and Human Development, University of Minnesota, 10 Nov 07  
American Buddhist Net (December, 2007). Mindfulness meditation lowers impact of negative emotions.

University of Minnesota Moment (December, 2007). Shedding stress and anxiety through meditation.

Wildmind Buddhist Meditation (December, 2007). Meditation lowers impact of unpleasant feelings.

Minnesota Public Radio (December, 2007). Mindfulness meditation... to alleviate holiday stress.

Sun Journal (Maine) (20 July, 2008). Self-control? It's child's play: Some classic games help limit anti-social behavior.

The Star Tribune (Twin Cities) (21 September, 2008). U study teaches kids to retrain thoughts.

Parents Magazine, November, 2009 (pp. 176-179). Mission: Control (As they grow: 4-5 years)... Got a preschooler who is prone to sudden outbursts? Try these expert-tested strategies and build the patience and respect he'll need to keep the peace.

The Business Times (Singapore), January 9-10, 2010. Why they do what they do: The answer lies in preschoolers' ability to control thought, action and emotion (by Audrey Ho).

Connect (University of Minnesota's College of Education and Human Development Alumni Magazine), Summer 2010 (pp. 12-16). Ready, set, learn. (by Suzy Frisch).

Pearson Education Video Interview, 29 May, 2010

APS Observer, July/August 2010 (Vol. 23, No. 6, p. 33). Sticking to the rules: Executive function and the developing brain. (by Brian Winters).

Presentation in the Saturday Scholars (Alumni Outreach) Program ("Self control and the developing brain"), College of Education + Human Development, University of Minnesota, 6 Nov 10.

Photoshoot and online interview for University of Minnesota Foundation 2010 Report on Giving to the University of Minnesota

Interview, Mind in the Making video (2<sup>nd</sup> ed.)

Connect (University of Minnesota's College of Education and Human Development Alumni Magazine), Summer 2015

*APS Observer*, Article by Amy Drew on executive function research, "Under new management." Vol.28, No.9 November, 2015

*Huffington Post* Blog, The Science of a Strong Start, by Zelazo, Carlson, and McClelland, [http://www.huffingtonpost.com/ellen-galinsky/the-science-of-a-strong-start\\_b\\_8099452.html](http://www.huffingtonpost.com/ellen-galinsky/the-science-of-a-strong-start_b_8099452.html), September 7, 2015.

Interview, *Minnesota Health Care News*, January, 2016

*Connect (CE+HD)*, Measuring what matters, April, 2016

Driven2Discover media, September, 2016

Blog. Zelazo, P. D. (2016, Oct 5). Executive Functions: They Can Be Hot or Cool

Expert Corner blog post. <https://www.understood.org/en/community-events/blogs/expert-corner/2016/10/05/executive-functions-they-can-be-hot-or-cool>

Interview, 2 podcasts, Full PreFrontal

CZI Comprehensive Child Development Convening

Mount Sinai

*SFGate*, 19 Sept, 2019, "Conscious Discipline and Reflection Sciences Partner to Assess and Improve Executive Function in Children" (Reach 23 million)

Discovery Showcase, 22 Oct, 2019

*Minneapolis Star Tribune*, 14 Nov, 2019: "Minneapolis schools to focus on grades K-2

students to close later gaps” By Faiza Mahamud (Reach 4 million)

*The Greater Good*, 27 Nov, 2019: “How to Help Your Kids Be a Little More Patient Why is waiting so hard for kids?” By Steve Calechman (Reach 36,000)

[https://greatergood.berkeley.edu/article/item/how\\_to\\_help\\_your\\_kids\\_be\\_a\\_little\\_more\\_patient](https://greatergood.berkeley.edu/article/item/how_to_help_your_kids_be_a_little_more_patient)

*UMN Medical Bulletin*, 12 May, 2020: “Starting Strong: U’s new Masonic Institute for the Developing Brain aims to put kids on course for life” <https://med.umn.edu/news-events/medical-bulletin/starting-strong> By Nicole Endres

*Fatherly*, 15 May, 2020: “How to Shush a Kid So They Stay Shushed” <https://www.fatherly.com/parenting/discipline-and-behavior/shushing-your-kid-doesnt-work-how-to-get-child-be-quiet/> By Steve Calechman (Reach: 153,481)

*Raising Good Humans*, Jan 8, 2021, Ep 76: Executive Function Skills Are The Air Traffic Control System of The Brain, with Professor Phil Zelazo (46 min) <https://podcasts.apple.com/us/podcast/raising-good-humans/id1473072044>

*Medium*, 25 August, 2021, How Too Much Routine Suffocates Your Brain. <https://elemental.medium.com/how-too-much-routine-suffocates-your-brain-fcee3cd8444> by Markham Heid.

*National Geographic*, 27 December 27, 2021, Helping kids stick to their New Year’s resolutions. <https://www.nationalgeographic.com/family/article/helping-kids-stick-to-their-new-years-resolutions> by Sadie Dingfelder.

*The Boston Globe*, 5 November, 2023, For struggling families, classes in resilience can be a lifeline. [https://www.bostonglobe.com/2023/11/05/opinion/maggie-jackson-uncertain-ready4routines/?s\\_campaign=8315](https://www.bostonglobe.com/2023/11/05/opinion/maggie-jackson-uncertain-ready4routines/?s_campaign=8315) by Maggie Jackson.

*Under the Cortex* (APS Podcast), 27 June, 2024, Interview with Özge G. Fischer Baum, Association for Psychological Science. Available at: [Tools to Bolster Executive Function Skills in Kids – Association for Psychological Science – APS](#)

## 2. Primary Research Assistants:

Margo Scharer, M.A., 1992-1994. [Whereabouts unknown].

Katerina Velanova, August-December, 1994. [Currently: Post-doctoral Fellow, Washington University].

Anita Winters, 1995. [Whereabouts unknown].

Janet Boseovski, 1996-1997. [Currently: Visiting Assistant Professor, Wake Forest University].

David Collister, 1997-1998. [Currently: Ph.D. student, Dept. of Psychology, Stanford University].

Marissa Greif, 1998-1999. [Currently: PDF, Dept. of Psychology, Duke University].

Virginia Boquiren, 1999-2001. [Currently: Ph.D. student, Finch University of Health Sciences, The Chicago Medical School].

Dana Liebermann, 2001-2003. [Currently: Ph.D. student, University of Victoria, BC].

Helena Hong Gao, PhD, 2003-2006 (Research Director/Coordinator) [Currently: Associate Professor, Nanyang Technological University, Singapore]

Jasmine Cady, 2006-2007 [Currently: Ph.D. student, University of British Columbia].

Yuanyuan Jiang, 2007-2008. [Currently: Ph.D. student, University of British Columbia].

Leif Stennes, PhD, 2008-2009

Nhi Thai, 2009-2013

Nicole Stucke, 2016-2017  
Sophie Grieger, 2017-2018  
Jeeva Palanisamy, 2018-2020  
Carolyn Hansen, 2020-2022  
Louise Zhuang, 2022-

3. Research Interests:

Executive function  
Affective decision-making  
EEG/ERP  
Development of prefrontal cortical function  
Dorsolateral prefrontal and orbitofrontal contributions to executive function  
Executive function in special populations (externalizing disorders, autism)  
Computational models of cognitive processes  
Self-reflection and social understanding  
Consciousness  
Developmental chronopsychology (circadian rhythms, sleep, and psychological function)  
Language and other cultural influences on cognitive development

4. Training

Functional MRI Visiting Fellowship: A 5-Day Intensive Introduction (1-5 Oct 07)

References available upon request.