

Amanda Grenell

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EDUCATION

2020 **Ph.D.**, Developmental Psychology, University of Minnesota
Advisor: Stephanie M. Carlson, Ph.D.
2012 **B.A.**, Psychology and Spanish, University of Virginia

HONORS AND AWARDS

2020- Present Postdoctoral Fellowship, NICHD Training Program in Integrative
Developmental Processes (T32), Department of Psychological and Brain
Sciences, Indiana University
2019 Society for Research in Child Development Student Travel Award (\$300)
Summer 2018 Council of Graduate Students (COGS) Travel Grant (\$900)
Spring 2018 Institute of Child Development Small Grant (\$1250)
2018-2019 College of Education and Human Development (CEHD) Jean Paulette
Scholarship (\$2200)
Fall 2017 Institute of Child Development Small Grant (\$1000)
2017-2018 CEHD Hauge Scholarship (\$1600)
2017 Society for Research in Child Development Student Travel Award (\$300)
Fall 2016 Institute of Child Development Small Grant (\$1000)
Fall 2016 Graduate and Professional Students in Education and Human
Development (GradSEHD) Research Grant Award (\$250)
Spring 2016 Institute of Child Development Small Grant (\$950)
Spring 2016 GradSEHD Research Grant Award (\$250)
2014-2015 Harris Fellowship from the Institute of Child Development
2012 Graduation with Distinction (> 3.6 GPA at UVa)

RESEARCH EXPERIENCE

2020- Present **Postdoctoral Researcher**
Learning, Education, and Development Lab
Indiana University
PI: Emily Fyfe, Ph.D.

2016-2020 **Graduate Research Assistant and Project Coordinator**
Center for Early Education and Development
University of Minnesota
Supervisor: Amy Susman-Stillman, Ph.D.

- Conducted studies using a randomized wait-list control design to examine the effects of a theatre arts program (Early Bridges) on preschoolers' school readiness skills

- Collected pre- and post-intervention behavioral and observational data from preschoolers in elementary schools
- Coordinated data collection in 7 classrooms in 3 different schools as project manager (2017-2018 school year)
- Trained data collectors to administer standardized language and executive function measures and to use an observational tool to measure preschoolers' theatre arts skills
- Assisted in creating and adapting evaluation tools to measure program fidelity and evaluation outcomes
- Analyzed data for study on program's impact on children's executive function skills
- Consulted with Children's Theatre Company staff about data analyses for their internal evaluation projects
- Wrote evaluation reports and prepared multiple presentations for various stakeholders (e.g., school personnel, theatre staff)

2014-2020

Graduate Research Assistant

Developmental Social Cognitive Neuroscience Lab

University of Minnesota

PI: Stephanie M. Carlson, Ph.D.

- Investigated effects of psychological distancing on young children's emotion regulation
- Studied the effects of character competency and familiarity on the effectiveness of the psychological distancing strategy
- Collaborated with other graduate students to explore the protective nature of self-regulation in young children
- Collected behavioral data from 4 to 6-year-olds to measure executive function, theory of mind, verbal intelligence, non-verbal intelligence, academic achievement, and STEM knowledge in the lab and in childcare centers
- Developed stimuli (videos, images, costumes for pretend play, sinking and floating instructional materials) for 3 studies
- Managed and trained 15+ undergraduate research assistants over 6 years
- Coded children's affective responses during a frustration task, self-regulation, and understanding of STEM concepts
- Cleaned and analyzed data for four different studies

2015-2017

Graduate Research Assistant

Early Language and Experience Lab

University of Minnesota

PI: Melissa Koenig, Ph.D.

- Investigated how 2.5-3.5-year-olds learn novel information (new words) in pretense and non-pretense contexts by collecting behavioral and parent-report data in the lab

- Designed independent study and created the stimuli, scripts, and study protocols
- Trained and supervised 5 undergraduates

2012-2014

Lab Coordinator

Georgetown Early Learning Project

Georgetown University

PI: Rachel Barr, Ph.D.

- Supervised 6-12 undergraduate research assistants per semester
- Recruited participants via multiple community and street fairs in the DC, VA, and MD area
- Collected data from infants and toddlers (6 months-3 years) during home visits for projects examining the effects of bilingualism on infants' memory development and how young children learn from different types of media
- Helped develop a new coding scheme to quantify the imitation and emulation strategies children use to complete a puzzle
- Worked on projects in Excel, Datavyu, the Statistical Package for the Social Sciences (SPSS), FileMaker, and Access

2012

Undergraduate Research Assistant

Cognitive Aging Lab

University of Virginia

PI: Timothy Salthouse, Ph.D.

- Tested adults using various memory and cognitive assessments

2010-2012

Undergraduate Research Assistant

Child Study Center

University of Virginia

PI: Judy DeLoache, Ph.D.

- Learned how to collect data from families with infants and toddlers in the lab
- Recorded infants' looking time behaviors and toddlers' play using coding software, OpenSHAPA (now Datavyu)

PROFESSIONAL ACTIVITIES

2018-2019

Coordinator, *Institute of Child Development Participant Pool (IPP)*,
University of Minnesota, Minneapolis, MN

- Maintained an Access database with over 66,000 families used by Institute of Child Development researchers to recruit study participants

Fall 2018

Grant Reviewer, *Council of Graduate Students (COGS)*, University of
Minnesota, Minneapolis, MN

- Fall 2017 **Grant Reviewer, Council of Graduate Students (COGS),** University of Minnesota, Minneapolis, MN
- 2016-2017 **Assessor, Montessori Partners Serving All Children Consortium,** Twin Cities, MN.
- Conducted executive function and standardized vocabulary assessments with early school-aged children at various Montessori schools in the Twin Cities
- 2014-2018 **Member, Minnesota Children’s Museum Research Advisory Council,** St. Paul, MN
- Advised museum staff on best research practices and ways to integrate current research on child development into their activities
- 2014-2016 **Evaluation Intern, Minnesota Children’s Museum,** St. Paul, MN
- Validated the museum’s framework that included 100 actions that fell under seven essential 21st century skills (critical thinking, creative thinking, control, coordination, confidence, collaboration, communication)
 - Created an observational tool to evaluate if museum exhibits were evoking these 21st century skills in children

UNDERGRADUATE TEACHING EXPERIENCE

Instructor

Summer 2016 **Social and Personality Development online course**
University of Minnesota, Twin Cities

Co-Instructor

Spring 2018 **Introduction to Child Psychology**
University of Minnesota, Twin Cities

Spring 2017 **Introduction to Child Psychology**
University of Minnesota, Twin Cities

Teaching Assistant

Spring 2020 **Introduction to Child Psychology online course**
University of Minnesota, Twin Cities

Fall 2019 **Introduction to Child Psychology online course**
University of Minnesota, Twin Cities

Spring 2017 **Cognitive Development**
University of Minnesota, Twin Cities

Fall 2016 **Cognitive Development**
University of Minnesota, Twin Cities

Fall 2016 **Infant Development**
University of Minnesota, Twin Cities

Fall 2016 **Introduction to Child Psychology**
University of Minnesota, Twin Cities

- Spring 2016 **Cognitive Development**
University of Minnesota, Twin Cities
- Fall 2015 **Senior Project (writing-intensive course)**
University of Minnesota, Twin Cities

OUTREACH ACTIVITIES

- Oct. 2018 **Guest blog writer**, Reflection Sciences, St. Paul, MN
<https://reflectionsociences.com/batman-effect/>
- Sept. 2018 **Presenter**, Presentation for St. Paul Public School teachers and staff participating in a research evaluation study of a preschool theatre arts program, St. Paul, MN
- Dec. 2017 **Guest blog writer**, Reflection Sciences, St. Paul, MN
<https://reflectionsociences.com/literacy-executive-function/>
- May 2017 **Speaker**, Talk entitled, “Play and Executive Function” at the Institute of Child Development’s Community Symposium on the Importance of Play for Learning. Minneapolis, MN.

PUBLICATIONS

Published

- Grenell, A.** & Carlson, S. M. (in press). Individual differences in young children’s executive function and learning: Role of type of knowledge and conflict with prior knowledge. *Journal of Experimental Child Psychology*.
- Grenell, A.**, White, R.E., Prager, E., Schaefer, C., Kross, E., Duckworth, A., & Carlson, S.M. (2019). Experimental paradigm for measuring the effects of self-distancing in young children. *Journal of Visualized Experiments*, 145, e59056.
- Grenell, A.**, Prager, E., Schaefer, C., Kross, E., Duckworth, A., & Carlson, S.M. (2019). Individual differences in the effectiveness of self-distancing for young children’s emotion regulation. *British Journal of Developmental Psychology*, 37(1), 84-100.
- Susman-Stillman, A., Englund, M., Webb, C., & **Grenell, A.** (2018). Reliability and validity of a measure of preschool children's theatre arts skills: The Preschool Theatre Arts Rubric. *Early Childhood Research Quarterly*, 45, 249-262.
- Grenell, A.** & Carlson, S. M. (2016). Pretense. *The SAGE Encyclopedia of Contemporary Early Childhood Education*.
- Zimmermann, L., Gerhardstein, P., Moser, A., **Grenell, A.**, Dickerson, K., Yao, C., & Barr, R. (2015). Do semantic contextual cues facilitate transfer learning from video in toddlers? *Frontiers in Psychology*, 6, 1-12.
- Moser, A., Gerhardstein, P., Zimmermann, L., **Grenell, A.**, & Barr, R. (2015). They can interact but can they learn? Toddlers’ transfer learning from touchscreens and television. *Journal of Experimental Child Psychology*, 137, 137-155.
- Brito N. H., **Grenell, A.**, & Barr, R. (2014). Specificity of the bilingual advantage for memory: Examining cued recall, generalization, and working memory in monolingual, bilingual,

and trilingual infants. *Frontiers in Psychology*, 5,1-12.

Under review

Distefano, R., **Grenell, A.**, Palmer, A., Houlihan, K., Masten, A., & Carlson, S.M (under review). Self-Regulation as promotive for academic achievement in young children across sociodemographic risk contexts.

Ernst, J.R., **Grenell, A.**, & Carlson, S. M. (under review). Associations between executive function and early math and literacy skills in preschool children.

In preparation

Grenell, A. & Susman-Stillman, A. (in prep). Impact of a theatre arts program on preschoolers' executive function and social-emotional skills.

Susman-Stillman, A., Englund, M., & **Grenell, A.** (in prep). Preschool theatre arts intervention improves early childhood development.

CONFERENCE PRESENTATIONS

Grenell, A. (2019, October). Speaker on Researcher Panel at the MasonARC2019: Making Connections for Arts Education Research, Policy, and Practice Conference. Fairfax, VA.

Grenell, A., Susman-Stillman, A., & Englund, M. (2019, October) *Storytelling and storyacting: The impact of a preschool theatre arts program on urban preschoolers' school readiness skills*. Poster presentation at the MasonARC2019: Making Connections for Arts Education Research, Policy, and Practice Conference. Fairfax, VA.

Grenell, A., Englund, M., & Susman-Stillman, A. (2019, October). *Impact of a Theatre Arts Program on Preschoolers' Theatre Arts Skills*. Poster presentation at the MasonARC2019: Making Connections for Arts Education Research, Policy, and Practice Conference. Fairfax, VA.

Grenell, A., Prager, E., Schaefer, C., Kross, E., Duckworth, A.L., & Carlson, S.M. (2019, May). *How language and role-play create psychological distance from the self: Implications for young children's emotion regulation*. Symposium talk at APS Annual Convention, Washington, D.C.

Grenell, A., Englund, M., Webb, C., Pesch, A., & Susman-Stillman, A. (2019, March). *Impact of a Theatre Arts Program on Preschoolers' Theatre Arts Skills*. Poster presented at the Society for Research in Child Development biennial meeting. Baltimore, MD.

Grenell, A., Distefano, R., Palmer, A., & Carlson, S.M. (2019, March). *Importance of Executive Function and Emotion Regulation for Children's School Success: Protective or Promotive Factors?* Poster presented at the Society for Research in Child Development biennial meeting. Baltimore, MD.

Grenell, A., & Koenig, M. (2018, May). *Effectiveness of pretense and non-pretense contexts for young children's learning of novel information*. Paper presentation at the Jean Piaget Society's 2018 annual meeting. Amsterdam, The Netherlands.

Grenell, A., Vaisarova, J & Carlson, S. M. (2017, April). *The Effects of Character Competency on Psychological Distancing in Young Children*. Poster presented at the Society for Research in Child Development biennial meeting. Austin, TX.

Grenell, A., Prager, E., Schaefer, C., Kross, E., Duckworth, A., & Carlson, S.M. (2017, April).

- Individual Differences in Personality, Temperament, and Grit and the Effectiveness of the Psychological Distancing Strategy in Young children.* Poster presented at the Society for Research in Child Development biennial meeting. Austin, TX.
- Meuwissen, A. S., Distefano, R., Faber, J., **Grenell, A.**, Perone, S., Prager, E., Schubert, E. C.; Semenov, A., Vaisarova, J., Zelazo, P.D., & Carlson, S. M. (2017, April). *Psychometrics of the Minnesota Executive Function Scale.* Symposium presentation at the Society for Research in Child Development biennial meeting. Austin, TX.
- Grenell, A.**, Prager, E., Schaefer, C., Kross, E., Duckworth, A., & Carlson, S.M. (2016, June). *Effects of Psychological Distancing on Young Children's Emotion Regulation.* Poster presented at the Jean Piaget Society Conference. Chicago, IL.
- Gerherdstein, P., Moser, A., Lee, H., **Grenell, A.**, Zimmermann, L., & Barr, R. *Reversing the Transfer Deficit Effect: The Role of Ghost v. Social Demonstrator.* (2015, March). Symposium Presentation at the Society for Research in Child Development biennial meeting. Philadelphia, PA.
- Brito, N.H., **Grenell, A.**, Cuppari, R., Nugent, C., & Barr, R. *Specificity in the bilingual advantage for memory during infancy.* (2014, November). Poster presented at the International Society for Developmental Psychobiology Conference. Washington, D.C.
- Moser, A., Xiang, J., Dickerson, J., Zimmermann, L., **Grenell, A.**, Hipp, D., Barr, R., & Gerhardstein, P. *Toddlers' labeling behavior predicts goal imitation success in transfer learning task.* (2014, November) Poster presented at the International Society for Developmental Psychobiology Conference. Washington, D.C.
- Speidel, R., Zimmerman, L., Nugent, C., **Grenell, A.**, & Barr, R. *The impact of delay on visuospatial working memory performance during toddlerhood.* (2014, November). Poster presented at the International Society for Developmental Psychobiology. Washington, D.C.
- Zimmermann, L., Moser, A., Dickerson, K., **Grenell, A.**, Barr, R., & Gehardstein, P. (2014, July). *Using Puzzles to Assess the Effects of Perceptual Cues on Social Learning Strategy in 24-month-olds.* Poster presented at the International Society on Infancy Studies. Berlin, Germany.
- Zimmermann, L., Sharkey, C., Nugent, C., Simmons, S., **Grenell, A.**, Brito, N., Frank, H., & Barr, R. (2014, July). *Age-related changes in Spatial Working Memory during Infancy.* Poster presented at the International Society on Infancy Studies. Berlin, Germany.
- Moser, A., Dickerson, K., **Grenell, A.**, Lee, H., Zimmermann, L., Hipp, D., Barr, R., & Gerhardstein, P. (2013, November). *Transfer Learning Across Social Learning Contexts in 2.5 and 3-Year-Olds.* Poster Presentation at the International Society for Developmental Psychobiology. San Diego, CA.
- Barr, R., Moser, A., **Grenell, A.**, Yao, C., Mendelson, C., Zimmermann, L., Dickerson, K., & Gerhardstein, P. (2013, April). *Examining Transfer of Learning Through Puzzle Play: The Impact of Context and Dimensional Change.* Symposium presentation at the Society for Research in Child Development biennial meeting. Seattle, WA.
- Brito, N., Sebastián-Gallés, N., Kalra, L., **Grenell, A.**, & Barr, R. (2013, April). *Is Language Rhythm Associated with Bilingual Memory Generalization Advantage?* Poster presentation at the Society for Research in Child Development biennial meeting. Seattle, WA.
- Zimmermann, L., Dickerson, K., Moser, A., Gerhardstein, P., Barr, R., **Grenell, A.**, & Yao, Q.

- (2013, April). *Using Puzzles to Assess the Effects of Memory Load on Social Learning Strategy in Preschool Aged Children*. Poster presentation at the Society for Research in Child Development. Seattle, WA.
- Soska, K.C., Lillard, A., Keen, R., **Grenell, A.**, & DeLoache, J. (2011, October). *Paws and Affect: Infants' affective responses to cat biological motion*. Cognitive Developmental Society Conference. Philadelphia, PA.