

NICHOLAS E. WATERS

Michigan State University
Department of Human Development and Family Studies
552 West Circle Drive, East Lansing, MI 48824
E-mail: watersn3@msu.edu

PROFESSIONAL POSITIONS

- 2021–Present Research Associate, Department of Human Development and Family Studies, Michigan State University
- 2014–2016 Project Manager, Pathways to Literacy Lab, University of Michigan (P.I. Frederick Morrison, Ph.D.)
- 2012–2014 Research Assistant, Family, Culture and Development Lab, University of Michigan (P.I. Pamela Davis-Kean, Ph.D.)

EDUCATION

- 2022 Ph.D. in Developmental Psychology, University of Michigan
- 2019 M.S. in Psychology, University of Michigan
- 2014 B.A. in Psychology (with Honors), University of Michigan

ACADEMIC & PROFESSIONAL HONORS

- 2023 Research Travel Award (Department of Human Development and Family Studies, Michigan State University)
- 2020 Student Research Honorable Mention (Association for Psychological Science)
- 2020 Jay and Kay Peters Graduate Psychology Student Award (Department of Psychology, University of Michigan)
- 2018–2020 Predoctoral Training Fellowship in Developmental Science (Eunice Kennedy Shriver, NICHD)
- 2018 Michael J. Vizas Award (Department of Psychology, University of Michigan)
- 2018 Nan Donald Fellowship (Departments of Psychology & Sociology, University of Michigan)
- 2018 Rackham Graduate Student Research Grant (University of Michigan)
- 2016–2018 Rackham Graduate Student Travel Award (University of Michigan)
- 2013–2014 Dean's List Academic Honors (University of Michigan)
- 2010–2014 Michigan Competitive Scholarship (University of Michigan)
- 2012 M-Pact Scholarship (University of Michigan)

PUBLICATIONS

- Ahmed, S. F., Kelly, D., Waters, N. E., & Chaku, N. (2023). Adolescent executive function development. In E. Neblett (Ed.), *Encyclopedia of adolescence* (Vol. 2, pp. 1–13). Amsterdam, Netherlands: Elsevier. <https://doi.org/10.1016/B978-0-323-96023-6.00057-9>
- Ahmed, S. F., Chaku, N., Waters, N. E., Ellis, A., & Davis-Kean, P. E. (2023). Developmental cascades and academic achievement. *Advances in Child Development and Behavior*, 64, 289–326. <https://doi.org/10.1016/bs.acdb.2022.10.006>

- Davis-Kean, P. E., Ryan, R., Singh, L., & Waters, N. (2021, August). *Groundhog day: Homeschooling in the time of COVID-19* [Data brief]. Washington, DC: Measuring Online Social Attitudes and Information Collaborative.
- Davis-Kean, P. E., Tighe, L. A., & Waters, N. E. (2021). The role of parent educational attainment in parenting and children's development. *Current Directions in Psychological Science*, *30*, 186–192. <https://doi.org/10.1177/0963721421993116>
- Waters, N. E., Ahmed, S. F., Tang, S., Morrison, F. J., & Davis-Kean, P. E. (2021). Pathways from socioeconomic status to early academic achievement: The role of specific executive functions. *Early Childhood Research Quarterly*, *54*, 321–331. <https://doi.org/10.1016/j.ecresq.2020.09.008>
- Ahmed, S. F., Tang, S., Waters, N. E., & Davis-Kean, P. (2019). Executive function and academic achievement: Longitudinal relations from early childhood to adolescence. *Journal of Educational Psychology*, *111*, 446–458. <https://doi.org/10.1037/edu0000296>
- Davis-Kean, P. E., Tang, S., & Waters, N. E. (2019). Parent education attainment and parenting. In M. H. Bornstein (Ed.), *Handbook of parenting: Biology and ecology of parenting* (3rd ed., Vol. 2, pp. 400–420). New York, NY: Routledge. <https://doi.org/10.4324/9780429401459-12>
- Waters, N. E., Domoff, S. E., Tang, S. (2016). Media and the family: The socialization process and its impact on children. In P. Davis-Kean, & S. Tang (Eds.), *A day in the life of a family: Parents socializing their children through language*. (pp. 111–145). Amsterdam, Netherlands: Elsevier. <https://doi.org/10.1016/B978-0-12-803624-2.00005-9>

MANUSCRIPTS IN PREPARATION

- Chaku, N., Waters, N. E., & Ahmed, S. F. (*under review*). Links between socioeconomic status, executive function, and self-regulation: The role of pubertal development.
- Skibbe, L., Waters, N. E., & Bowles, R. (*under review*). Measurement invariance of the home literacy environment for children with speech and/or language impairment.
- Ahmed, S. F., Skibbe, L., & Waters, N. E. (*in preparation*). The impact of teacher professional development on children's executive function skills during preschool: A randomized controlled trial.
- Ahmed, S. F., Waters, N. E., Chaku, N., Ellis, A. G., & Davis-Kean, P. E. (*in preparation*). Socioeconomic status and working memory development from early childhood to adolescence.
- Waters, N. E., Ahmed, S. F., Tang, S., & Davis-Kean, P. E. (*in preparation*). Building links between socioeconomic status and academic achievement: Cascading paths through parenting and children's executive functions.
- Waters, N. E., Skibbe, L., & Bowles, R. (*in preparation*). Examining associations between caregivers' educational expectations, the home literacy and numeracy environments, and preschoolers' achievement.

INVITED TALKS

- Spring 2018 “The Impact of Schooling: Evidence from Brain & Behavior”
 Guest Lecture: Developmental Neuroscience, University of Michigan
 Teaching Supervisor: Ioulia Kovelman, Ph.D.

Winter 2018 “Socioeconomic Differences in Kindergartners’ Performance Monitoring: An ERP Investigation”
Developmental Psychology Area Brown Bag, University of Michigan

CONFERENCE PRESENTATIONS

- Skibbe, L., Waters, N., Bowles, R. (2023; November). *Factorial invariance of the home literacy environment for children with speech and/or language impairment*. Poster presented at the annual American Speech-Language-Hear Association (ASHA) Convention, Boston, MA.
- Waters, N. E., Skibbe, L., & Bowles, R. (2023; March). *Examining associations between caregivers’ educational expectations, the home literacy and numeracy environments, and preschoolers’ achievement*. Paper presented at the biennial meeting of the Society for Research in Child Development (SRCD), Salt Lake City, UT.
- Skibbe, L., Waters, N., Bowles, R., & Searle, E. (2022; March). *The role of the home learning environment for children with speech and/or language impairment*. Paper presented at the annual Badar-Kauffman Conference, Kent, OH.
- Davis-Kean, P. E., Ryan, R. M., Singh, L. O., Waters, N. E., & Steimle, S. (2021; April). *The kids are not all right: Educational inequalities in the time of COVID-19*. Paper presented at the biennial meeting of the Society for Research in Child Development (SRCD).
- Ryan, R. M., Davis-Kean, P. E., Singh, L. O., Steimle, S., & Waters, N. E. (2021; April). *“Sharenting” on social media: Praise versus criticism of mothers and fathers online*. Paper presented at the biennial meeting of the Society for Research in Child Development (SRCD).
- Waters, N. E., Kelly, D. P., & Davis-Kean, P. E. (2020; June). *Are preschool children’s executive function skills causally related to math achievement? Revisiting Willoughby, Kupersmidt, and Voegler-Lee (2012)*. Poster accepted to the Annual Convention of the Mathematical Cognition and Learning Society (MCLS), Dublin, Ireland.
- Waters, N. E., Ahmed, S. F., Tang, S., Morrison, F. J., & Davis-Kean, P. E. (2020; May). *Pathways from socioeconomic status to early academic achievement: The role of preschool executive functions*. Poster presented at the Annual Convention of the Association for Psychological Science (APS), Chicago, IL.
- Ahmed, S. F., Tang, S., Waters, N. E., Davis-Kean, P. E. (2018; October). *Executive function and academic achievement: Longitudinal relations from early childhood to adolescence*. Paper presented at the biennial meeting of the Conference on the Use of Secondary and Open Source Data in Developmental Science (DEVSEC), Phoenix, AZ.
- Waters, N. E., Ahmed, S. F., Davis-Kean, P. E., & Morrison, F. J. (2018; September). *Socioeconomic differences in children’s performance monitoring: An ERP investigation*. Poster presented at the biennial meeting of the International Mind, Brain and Education Society (IMBES), Los Angeles, CA.
- Ahmed, S. F., Ellis, A. G., Waters, N. E., Wang, Y., & Morrison, F. J. (2017, October). *Understanding the structure of executive function in young children using lab and classroom-based assessments*. Poster presented at the biennial meeting of the Cognitive Development (CDS), Portland, OR.
- Goldberg, J. B, Waters, N. E., Ahmed, S. F., & Morrison, F. J. (2017, October). *Do teachers’ ratings of self-regulation predict children’s executive function and academic achievement?* Poster presented at the biennial meeting of the Cognitive Development (CDS), Portland, OR.

- Woods, A. D., Ahmed, S. F., Katz, B., Waters, N. E., Salander, Z. M., Grammer, J., Gehring, W., & Morrison, F. J. (2017, April). *Utilizing ERP and behavioral data to identify persistent low academic performance across the K-1 transition*. Paper presented at the annual meeting of the American Educational Research Association (AERA), San Antonio, TX.
- Ahmed, S. F., Salander, Z., Waters, N. E., Grammer, J. K., Gehring, W., & Morrison, F. J. (2017, April). *Self-regulation during the early school transition: An ERP exploration*. Poster will be presented at the biennial meeting of the Society for Research in Child Development (SRCD), Austin, TX.
- Waters, N. E., Ahmed, S. F., & Davis-Kean, P. (2016, May). *Early parental dialogue predicts children's self-regulation: Evidence from digital audio recordings*. Poster presented at the Annual Convention of the Association for Psychological Science (APS), Chicago, IL.
- Domoff, S. E., Waters, N. E., & Tang, S. (2016, May). *Media and the family: How mothers socialize preschoolers around electronic media*. Symposium presented at the Annual Convention of the Association for Psychological Science (APS), Chicago, IL.
- Ahmed, S. F., Waters, N. E., Stilwell, S. M., Salander, Z., Katz, B., Grammer, J. K., & Morrison, F. J. (2015, November). *The relation between lab-based and classroom-based measures of executive function in kindergarten students*. Poster presented at the biennial meeting of the Cognitive Development (CDS), Columbus, OH.
- Ahmed, S. F., Katz, B., Ahmed, S. F., Waters, N. E., Stilwell, S. M., Grammer, J. K., & Morrison, F. J. (2015, November). *Classroom-based measures of executive function predict academic achievement in young children*. Poster presented at the biennial meeting of the Cognitive Development (CDS), Columbus, OH.
- Ahmed, S. F., Waters, N. E., Mitchell, C. (2015, May). *The interactive effect of dopaminergic polymorphisms and home environment in predicting attention regulation*. Poster presented at the Annual Convention of the Association for Psychological Science (APS), New York, NY.

METHODOLOGICAL TRAINING

2020	Multilevel Modeling
2019	Structural Equation Modeling
2018	Introduction to the Analysis of Human Electrophysiology
2017	Psychometric Theory
2017	Quantitative Methods for Program Evaluation
2016–2017	Advanced Graduate Statistics
2015	BrainVision Workshop
2014	Introduction to Event-Related Potentials (Summer Workshop; Steven J. Luck)

SOFTWARE

BioSemi (EEG), BrainVision Analyzer, MATLAB, MPlus, SPSS, Stata, Qualtrics

TEACHING POSITIONS

Fall 2023	Instructor of Record: Research Design and Measurement (HDFS 880) Department of Human Development and Family Studies, Michigan State University
Fall 2017	Graduate Student Instructor: Intro to Developmental Psychology (Psych 250)

University of Michigan - Teaching Supervisor: Ioulia Kovelman, Ph.D.
Winter 2017 Graduate Student Instructor: Intro to Developmental Psychology (Psych 250)
University of Michigan - Teaching Supervisor: L. Monique Ward, Ph.D.

MENTORING EXPERIENCE

2021–2022 Early Language and Literacy Investigations (ELLI) Lab – Department of Human Development & Family Studies, Michigan State University
Dania Alawamleh & Mufida Awamleh—Assessing relations between the home self-regulation environment and children’s self-regulation skills
Emily Cartier & Esin Ural—Do parents’ educational expectations for their children predict their home literacy and numeracy practices?

2019–2021 Graduate Student Advisor – Department of Psychology, University of Michigan
2017–2020 Pathways to Literacy Lab – Department of Psychology, University of Michigan
Hassan Bazzi—The behavioral and neurological measures of childhood executive functioning
Jared Goldberg– Do teachers' ratings of self-regulation predict children's executive function and academic achievement?
Stuart Hannah—Small-group composition effects on executive function in early elementary school
Megan Higgins—Unpacking the achievement gap in early education
Amanda Peters—Associations between socioeconomic status and children’s cognitive control: An ERP investigation
Silisha Sooknanan—Understanding the SES-achievement gap: The role of the home literacy environment
Emily Yerington – Which aspects of socioeconomic status predict kindergarten children's academic achievement?

2017–2019 Graduate Mentor & Steering Committee Member, Michigan Association for Psychological Scholars (MAPS), University of Michigan

ACADEMIC & PROFESSIONAL SERVICE

To the Field

2019–Present Ad-Hoc Reviewer
Child Development
Infant and Child Development
The Journal of Early Adolescence
Society for Research on Adolescence

To the University

2022–Present Diversity, Equity, and Inclusion Committee Founding Member & Faculty Advisor, Department of Human Development & Family Studies, Michigan State University
2020–2021 Departmental Associate, Department of Psychology, University of Michigan
2018–2021 Curriculum Committee Member, Department of Psychology, University of Michigan
2017–2018 Newsletter Committee Member, Department of Psychology, University of Michigan

- 2017 Diversity Weekend Recruitment Representative, Department of Psychology,
University of Michigan
- 2016–2017 Recruitment Committee Member, Department of Psychology, University of
Michigan
- 2014–2015 Volunteer, Peace Neighborhood Center, Ann Arbor, MI

PROFESSIONAL MEMBERSHIP

Association for Psychological Science
Cognitive Development Society
International Mind, Brain and Education Society
Math Cognition and Learning Society
Society for Research in Child Development

REFERENCES

- Pamela Davis-Kean, Ph.D., Professor, Department of Psychology; Research Professor, Institute for Social Research; University of Michigan, 530 Church St., 2241 East Hall, Ann Arbor, MI 48109 (email: pdakean@umich.edu)
- Frederick Morrison, Ph.D., Professor Emeritus, Department of Psychology and Combined Program in Psychology and Education; University of Michigan, 530 Church St., 2030 East Hall, Ann Arbor, MI 48109 (email: fjmorris@umich.edu)
- Lori Skibbe, Ph.D., Professor, Department of Human Development and Family Studies; Michigan State University, 552 West Circle Drive, Suite 2, East Lansing, MI 48824 (email: skibbelo@hdfs.msu.edu)