

**Amanda Grenell, Ph.D.**  
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Indiana University  
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## **EDUCATION**

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2020           **Ph.D.**, Developmental Psychology, University of Minnesota  
*Dissertation: Individual differences in executive function and learning:  
Role of type of knowledge and instructional approaches*  
*Advisor: Stephanie M. Carlson, Ph.D.*

2012           **B.A.**, Psychology and Spanish, University of Virginia

## **RESEARCH POSITIONS**

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2021-Present   Postdoctoral Fellow, Department of Psychological and Brain Sciences, Indiana University

2016-2020      Graduate Research Assistant and Project Coordinator, Center for Early Education and Development, University of Minnesota

2014-2020      Graduate Research Assistant, Institute of Child Development, University of Minnesota

2012-2014      Lab Coordinator, Department of Psychology, Georgetown University

2010-2012      Undergraduate Research Assistant, Department of Psychology, University of Virginia

## **SCHOLARSHIPS AND FELLOWSHIPS**

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2021- Present      Postdoctoral Fellowship, NICHD Training Program in Integrative Developmental Processes (T32), Department of Psychological and Brain Sciences, Indiana University

2018-2019      College of Education and Human Development (CEHD) Jean Paulette Scholarship (\$2200)

2017-2018      CEHD Hauge Scholarship (\$1600)

2014-2015      Harris Fellowship from the Institute of Child Development

## **HONORS AND AWARDS**

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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)

Fall 2017        Institute of Child Development Small Grant (\$1000)

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)  
2012 Graduation with Distinction (> 3.6 GPA at UVa)

## TEACHING EXPERIENCE

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### Instruction

#### *Indiana University*

Fall 2022 Instructor—Developmental Psychology

#### *University of Minnesota*

Spring 2018 Co-Instructor—Introduction to Child Psychology

Spring 2017 Co-Instructor—Introduction to Child Psychology

Summer 2016 Instructor – Social and Personality Development (online)

### Visiting Lectures

#### *University of Minnesota*

Spring 2016 Play and Pretense—Cognitive Development

Spring 2016 Executive Function Theory—Cognitive Development

### Teaching Assistant

#### *University of Minnesota*

Spring 2020 Introduction to Child Psychology (online)

Fall 2019 Introduction to Child Psychology (online)

Spring 2017 Cognitive Development

Fall 2016 Cognitive Development

Fall 2016 Infant Development

Fall 2016 Introduction to Child Psychology

Spring 2016 Cognitive Development

Fall 2015 Senior Project (writing-intensive course)

## PEER-REVIEWED PUBLICATIONS

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Borriello, G.A., Grenell, A., Vest, N.A., Moore, K., & Fyfe, E.R. (2022). Links between repeating and growing pattern knowledge and math outcomes in children and adults. *Child Development*, Epub ahead of print. doi: 10.1111/cdev.13882.

Ernst, J.R., Grenell, A., & Carlson, S. M. (2022). Associations between executive function and early math and literacy skills in preschool children. *International Journal of Educational Research Open*, 3, 100201. <https://doi.org/10.1016/j.ijedro.2022.100201>

- Grenell, A.,** Gardner, B., Nelson, L.J., & Fyfe, E.R. (2022). Children's confidence using incorrect strategies on mathematical equivalence problems. *Cognitive Development, 62*, 101167. <https://doi.org/10.1016/j.cogdev.2022.101167>
- Distefano, R., **Grenell, A.,** Palmer, A.R., Houlihan, K., Masten, A.S., & Carlson, S.M. (2021). Self-regulation as promotive for academic achievement in young children across risk contexts. *Cognitive Development, 58*, 101050. <https://doi.org/10.1016/j.cogdev.2021.101050>
- Grenell, A. & Carlson, S. M.** (2021). Individual differences in executive function and learning: The role of knowledge type and conflict with prior knowledge. *Journal of Experimental Child Psychology, 206*, 105079. <https://doi.org/10.1016/j.jecp.2020.105079>
- Grenell, A.,** White, R.E., Prager, E.O., Schaefer, C., Kross, E., Duckworth, A.L., & Carlson, S.M. (2019). Experimental paradigm for measuring the effects of self-distancing in young children. *Journal of Visualized Experiments, 145*, e59056. <https://doi.org/10.3791/59056>
- 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. <https://doi.org/10.1111/bjdp.12259>
- 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. <https://doi.org/10.1016/j.ecresq.2017.12.001>
- Zimmermann, L., Moser, A., **Grenell, A.,** Dickerson, K., Yao, Q., Gerhardstein, P., & Barr, R. (2015). Do semantic contextual cues facilitate transfer learning from video in toddlers? *Frontiers in Psychology, 6*, 561. <https://doi.org/10.3389/fpsyg.2015.00561>
- Moser, A., Zimmermann, L., Dickerson, K., **Grenell, A.,** Barr, R., & Gerhardstein, P. (2015). They can interact, but can they learn? Toddlers' transfer learning from touchscreens and television. *Journal of Experimental Child Psychology, 137*, 137-155. <https://doi.org/10.1016/j.jecp.2015.04.002>
- 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*, 1369. <https://doi.org/10.3389/fpsyg.2014.01369>

## BOOK CHAPTERS

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**Grenell, A., & Carlson, S.M.** (2016). Pretense. In D. Couchenour, & J. Chrisman (Eds.), *The sage encyclopedia of contemporary early childhood education* (pp. 1075-1077). SAGE Publications, Inc., <https://www.doi.org/10.4135/9781483340333.n319>

## MANUSCRIPTS IN PROGRESS

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**Grenell, A., Hine, E., & Fyfe, E.R.** (under review). Repeating and growing patterns in early mathematics textbooks.

**Grenell, A., Ernst, J.R., & Carlson, S.M.** (under review). Preschool children's science learning: Instructional approaches and individual differences

## OTHER PUBLICATIONS

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### Guest Blog Posts

#### *Reflection Sciences*

Does the Batman Effect help some children more than others?

<https://reflectionsociences.com/batman-effect/>

Literacy: What does Executive Function have to do with it?

<https://reflectionsociences.com/blog-literacy-executive-function/>

## CONFERENCE PRESENTATIONS

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**Grenell, A., Emerson, J., Empson, K., Harris, A., Hine, E., Kolawole, S., & Bates, J.** (2023, March). *Pretend Play in Toddlerhood: Associations with Self-Regulation and Language*. Poster accepted for the Society for Research in Child Development biennial meeting.

**Grenell, A. & Fyfe, E.R.** (2022, April). *Children's Overconfidence in the Effectiveness of Incorrect Strategies for Mathematical Equivalence Problems*. Paper virtually presented at AERA Annual Conference.

**Borriello, G.A., Grenell, A., & Fyfe, E.R.** (2022, April). *Investigating Links between Repeating and Growing Pattern Knowledge and Mathematics Achievement in Children and Adults*. Paper virtually presented at AERA Annual Conference.

**Grenell, A., Ernst, J.R., & Carlson, S.M.** (2021, April). *Role of Executive Function in the Effectiveness of Different Instructional Approaches for Preschoolers' Science Learning*. Poster presented at the Society for Research in Child Development biennial virtual meeting.

- 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.

## CONSULTING

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September-December 2022    Pearson  
*Research Consultant*  
Translated research findings into best educational practices

August-December 2022    Noggin  
*Research Consultant*  
Lead researcher of an evaluation study of social-emotional content for preschoolers

## PROFESSIONAL DEVELOPMENT

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### Research

June 2021                    Multilevel Modeling  
One-week intensive Stats Camp course  
Instructor: Alexander M. Schoemann, Ph.D

June 2021                    Multivariate Statistical Modeling using R  
One-week intensive Stats Camp course  
Instructor: Alexander M. Schoemann, Ph.D

### *University of Minnesota*

August 2019                Introduction to Reproducible Data Science with R  
Two-day short course  
Instructor: Institute for Research in Statistics and its Applications (IRSA) instructors

August 2015            Data Management Short Course  
One-week intensive course  
Instructor: Amy Riegelman, Ph.D.

### **Teaching**

Spring 2022            Center for the Integration of Research, Teaching, and Learning (CIRTL)  
Advancing Learning through Evidence-based STEM teaching  
8-week online Massive Open Online Course (MOOC)  
Instructor: CIRTL course instructors

## **ACADEMIC AND PROFESSIONAL ACTIVITIES**

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### **Departmental Committees**

*University of Minnesota*

2018-2019            Graduate Small Grants Committee  
2017-2018            Colloquium & Visiting Scholars Committee  
2016-2017            Research Committee  
2015-2016            Prospective Students Weekend Committee  
2014-2015            Research Committee

### **Grant Review**

*University of Minnesota*

Fall 2017            Council of Graduate Students Small Grant reviewer  
Fall 2018            Council of Graduate Students Small Grant reviewer

### **Ad-hoc reviewer for the following journals:**

*Cognitive Development*  
*Developmental Science*  
*Journal of Research on Educational Effectiveness*

### **Other Service**

Oct. 2021& 2022    *Editor*, Application Statement Feedback Program

- Provided feedback on psychology graduate school application materials for students from underrepresented backgrounds

## **PUBLIC SERVICE**

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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

Feb. 2018            Understood For All Inc.



Video demonstration of emotion regulation and psychological distancing tasks

<https://www.understood.org/en/articles/the-batman-effect-what-my-research-shows-about-pretend-play-and-executive-functioning>

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

2014-2018

**Member**, Minnesota Children’s Museum Research Advisory Council, St. Paul, MN

### **PROFESSIONAL MEMBERSHIPS**

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American Educational Research Association

Jean Piaget Society

Society for Research in Child Development