

Curriculum Vitae
Connie Barroso Garcia, Ph.D.

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Professional Appointments

September 2022 – Present Assistant Professor
Developmental Sciences
Department of Educational Psychology
College of Education & Human Development
Texas A&M University

August 2020 – September 2022 ACES Assistant Professor and Fellow
Accountability, Climate, Equity, and Scholarship (ACES)
Texas A&M ADVANCE Scholar, 2021-2022
Department of Educational Psychology
College of Education & Human Development
Texas A&M University

Education

- Ph.D. Developmental Psychology, Florida State University **2016-2020**
Advisor: Dr. Colleen Ganley
Dissertation Title: *Growth, Fixed, and Maybe More? Investigating the Conceptualization of Intelligence Mindsets in Math* (*funded by 2019-2020 AERA Minority Dissertation Fellowship)
- M.S. Learning and Cognition, Florida State University **2013-2016**
Advisor: Dr. Jeannine Turner
Thesis Title: *Intelligence Mindset Across a Semester: Examining Engineering Students' Implicit Theories of Intelligence as Related Across Time and as a Function of Exam Grades*
- B.S. Psychology, Florida State University **2008-2013**
Family and Child Sciences, Biology, and Communications Minors

Research Grants/Contracts

Active and Awarded

Catapult 2025 Seed Grant, College of Education & Human Development (CEHD), Texas A&M University
Project Title: Investigating Adolescents' Beliefs About the Causes of Change of Intelligence
PI: Connie Barroso, Ph.D.
Proposed Award Period: 06-01-2025 through 07-31-2026
Proposed Amount: \$30,000

Pediatric Research Loan Repayment Program, National Institute of Health (NIH)
Project Title: *Towards a Better Understanding of the Cognitive Mechanisms of Math Anxiety*
Awarded to Connie Barroso, Ph.D., Mentored by Steven Woltering, Ph.D.

- **2023-2025 Award Period:** 09-01-2023 through 07-31-2025
- **2025-2027 Award Period:** 09-01-2025 through 07-31-2027

Not Awarded

Research on Innovative Technologies for Enhanced Learning Grant, NSF
EDU CORE Research Grant, NSF

Submitted October 2024
Submitted October 2023, 2024

Publications**Manuscripts Under Review**

graduate students: ⁺shared first author

5. Sangwan, R.⁺, Chaudhary, A.⁺, & **Barroso, C.** (*under review, April 2025*). Children's negative interpretation bias and anxiety in a mathematics context: Investigating associations and the content-specific hypothesis.
4. Wang, Z., Li, T., Lyons, I., Spangler, D., **Barroso, C.**, Brockmole, J., Quintero, M., Wang, M., Chaudhary, A., Mazzocco, M., & Hart, S. (*under review, April 2025*). Emotion regulation and motivation modulate the associations between math anxiety, attention, and math performance.
3. Conlon, R., Geer, E.A., Burrell, N., **Barroso, C.**, & Ganley, C. (*under review, June 2025*). A meta-analysis of the relation between math interest and math achievement.
2. Poisall, M., Cook, O., Hart, S. A., Conlon, R. A., **Barroso, C.**, Geer, E., & Ganley, C. M. (*under review, July 2025*). Relations between parents' math anxiety and children's math learning: The role of homework help. osf.io/preprints/psyarxiv/7q4vr
1. **Barroso, C.**, Yi, X., & Wang, Z. (*under review, August 2025*). Putting negative interpretations to rest: Testing an interpretation bias intervention to reduce mathematics anxiety in undergraduate students.

Peer-Reviewed Publications

9. **Barroso, C.**, Ganley, C.M. & Casanova, A. (*in press*). Investigating the Link Between Negative Interpretation Bias and Anxiety in a Mathematics Context. *Sage Open*.
8. Geer, E. A., **Barroso, C.**, Conlon, R. A., Dasher, J. M., & Ganley, C. M. (2024). A meta-analytic review of the relation between spatial anxiety and spatial skills. *Psychological Bulletin*.
7. Chan, E.S.M., **Barroso, C.**, Groves, N.B., Marsh, C.L., Black, K., Jaisle, E. & Kofler, M.J. (2023). A Preliminary 'Shortlist' of Individual, Family, and Social-Community Assets to Promote Resilience in Pediatric ADHD. *Research in Developmental Disabilities*.
6. ***Barroso, C.**, Ganley, C.M., Schoen, R., & Schatschneider, C. (2023). Investigating the Conceptualization of Children's Intelligence Mindset: A Closer Look in the Domain of Mathematics. *Contemporary Educational Psychology*.
5. Conlon, R., **Barroso, C.**, & Ganley, C.M. (2023). Young Children's Career Aspirations: Gender Differences, STEM Ambitions, and Expected Skill Use. *The Career Development Quarterly*.
4. **Barroso, C.**, Ganley, C. M., McGraw, A. L., Geer, E. A., Hart, S. A., & Daucourt, M. C. (2021). A meta-analysis of the relation between math anxiety and math achievement. *Psychological Bulletin*, 147(2), 134.
3. Ganley, C. M., Conlon, R., McGraw, A., **Barroso, C.**, & Geer, E. (2021). The effectiveness of brief anxiety interventions on math test performance. *Journal of Numerical Cognition*, 7(1), 4-19.
2. Conlon, R., Hicks, A., **Barroso, C.**, & Ganley, C. M. (2021). The effect of the timing of math anxiety measurement on math outcomes. *Learning and Individual Differences*, 86.
1. **Barroso, C.**, Ganley, C. M., Hart, S., Rogers, N., & Clendinning, J. P. (2019). The relative importance of math- and music-related cognitive and affective factors in predicting undergraduate music majors' music theory achievement. *Applied Cognitive Psychology*, 33, 771-783.

Book Chapters

2. **Barroso, C.**, Maghami Sharif, & Ganley, C. (*forthcoming*). The Affective Domain and Mathematics Learning. In J. Bahnmueller, K. Cipora, C. Gilmore, K. Morsanyi, F. Sella, I. Xenidou-Dervou (Eds.). *Handbook of Mathematical Cognition*. Routledge.
1. Little, C.W., **Barroso, C.**, & Hart, S.A. (2017). The Precision Education Initiative: The Possibility of Personalized Education. In S. Bouregy, E. Grigorenko, S. Latham & M. Tan (Eds.). *Current Perspectives in Psychology: Education, Ethics, and Genetics*. Cambridge. UK: Cambridge University Press.

Conference Presentations

Regional, National, and International Conference Presentations (Peer-Reviewed)

graduate students

2025

29. Schemidt, I. (*Advisors on project: Barroso, C. & Rambo-Hernandez, K.*) (2025, November). Exploring Gender Gaps in Gifted Students' Mathematics Identity, Attitudes, and Achievement. Submitted for poster presentation at the 2025 National Association for Gifted Children Research and Evaluation Network Graduate Student Research Gala, Pittsburgh, PA.
28. Yi, X., & **Barroso, C.** (2025, June). Investigating the link between Chinese students' ratio processing system, symbolic fraction comparison, and math anxiety. Presented in online format at the poster session for the 2025 MCLS Meeting.
27. Yi, X. (*Advisor on project: Barroso, C.*) (2025, February). Investigating the link Between math anxiety, nonsymbolic fraction comparisons, and symbolic fraction comparisons in college students. Presented in paper symposium at the 2025 Southeast Educational Regional Association (SERA) Meeting, San Antonio, TX.
26. Schemidt, I. (*Advisor on project: Barroso, C.*) (2025, February). Using social media engagement to understand high schoolers' novel gendered socialization practices and their relationship with mathematics achievement and affect. Presented in paper symposium at the 2025 SERA Meeting, San Antonio, TX.

2024

25. Yi, X., **Barroso, C.**, & Matthews, P. (2024, June). Investigating the link between Chinese students' ratio processing system and symbolic fraction comparison. Presented in poster presentation at the 2024 MCLS Meeting, Washington, D.C.
24. **Barroso, C.**, Sangwan, R., & Chaudhary, A. (2024, June). Investigating the unique relation between children's math interpretation biases and math anxiety. Presented in symposium presentation at the 2024 MCLS Meeting, Washington, D.C.
23. Wang, Z., Chaudhary, A., Wang, M., & **Barroso, C.** (2024, June). Failure attributions and the development of math anxiety. Presented in symposium presentation at the 2024 MCLS Meeting, Washington, D.C.
22. **Barroso, C.** (2024, April). Investigating the effectiveness of a math interpretation bias intervention to reduce math anxiety. Presented in symposium presentation at the 2024 AERA Meeting, Philadelphia, PA.

2023

21. Ganley, C., Sharif, Z.M., Burrell, N., Conlon, R., Geer, E., & **Barroso, C.** (2023, June). Measuring and Correlating Math Anxiety, Interest, and Confidence in Primary School Children. Presented in symposium presentation at the 2023 MCLS Meeting, Loughborough, UK.
20. Hart, S., Ganley, C., **Barroso, C.**, Conlon, R., & Burrell, N. (2023, May). Identifying, understanding, and addressing elementary students' negative STEM emotions and beliefs. Presented in symposium presentation at the 2023 AERA Virtual Meeting.

2022

19. **Barroso, C.**, Conlon, R., & Ganley, C.M. (2022, April). Using quantile regression to examine the relation between math achievement and math self-concept in childhood. Presented in symposium at the 2022 AERA Meeting, San Diego, CA.

2021

18. **Barroso, C.** & Schoen, R., Schatschneider, C., & Ganley, C.M. (2021, April). Investigating a novel conceptualization of intelligence mindset in math. Presented in symposium presentation at the 2021 AERA Virtual Meeting. (Project funded by AERA Minority Dissertation Fellowship)
17. Geer, E. A., **Barroso, C.**, Conlon, R., Dasher, J., & Ganley, C.M. (2021, April). A meta-analysis of the relation between spatial anxiety and spatial skills. Presented in virtual poster presentation at the 2021 Society for Research in Child Development (SRCD) Virtual Meeting.

2020

16. **Barroso, C.** & Ganley, C. M. (2020, June). Investigating the development of math interest during middle childhood. Accepted for poster session at the 2020 Math Cognition and Learning Society (MCLS) Conference, Dublin, Ireland. [*cancelled due to COVID-19 pandemic*].
15. **Barroso, C.** (2020, April). Growth, fixed, and maybe more? Investigating the conceptualization of intelligence mindsets in math. Invited to present at poster session at the 2020 AERA Meeting, San Francisco, CA. [*cancelled due to COVID-19 pandemic*]. (Project funded by AERA Minority Dissertation Fellowship)
14. Ganley, C. M., **Barroso, C.**, Geer, E. A., Conlon, R. A., Schoen, R., & Schatschneider, C. (2020, April). Teacher math knowledge, anxiety, and mindsets as predictors of instructional practices and student math learning. Accepted for presentation in symposium session at the 2020 AERA Meeting, San Francisco, CA. [*cancelled due to COVID-19 pandemic*].
13. Conlon, R.A., **Barroso, C.** & Ganley, C. M. (2020, April). Exploring gender differences in early elementary school children's STEM and non-STEM career aspirations. Accepted for presentation in poster session at the 2020 AERA Meeting, San Francisco, CA. [*cancelled due to COVID-19 pandemic*].

2019

12. **Barroso, C.**, Ganley, C. M., McGraw, A.L., Geer, E.A., Hart, S.A., & Daucourt, M. (2019, March). A meta-analysis investigating the relation between math anxiety and math achievement. Presented in poster session at the 2019 SRCD Conference, Baltimore, MD.
11. Ganley, C. M., **Barroso, C.**, Geer, E. A., Conlon, R., McGraw, A. L., Schoen, R., & Schatschneider, C. (2019, March). Mathematics anxiety in kindergarten students concurrent and longitudinal relations with mathematics performance. Presented in symposium at the 2019 SRCD Conference, Baltimore, MD.
10. Geer, E. A., Ganley, C. M., **Barroso, C.**, Schoen, R., & Schatschneider, C. (2019, March). The relation between mathematics and spatial reasoning: examining anxiety and performance in young children. Presented in poster session at the 2019 SRCD Conference, Baltimore, MD.

2018

9. **Barroso, C.**, Ganley, C. M., & Cunnien, B. (2018, April). The role of gender, spatial ability, and math-related factors in children's STEM career aspirations. Presented in paper symposium at the 2018 AERA Meeting, New York, NY.
8. Ganley, C. M., McGraw, A. L., **Barroso, C.**, & Geer, E. A. (2018, April). Examining potential bidirectional relations between math anxiety and performance in elementary school. Presented in paper symposium at the 2018 MCLS, Oxford, UK.

2017

7. **Barroso, C.** & Ganley, C. M. (2017, May). Examining the factor structure of math and science mindset scales with engineering students. Presented in poster session at the 2017 Association for Psychological Science (APS) Conference, Boston, MA.
6. **Barroso, C.**, Ganley, C. M., & Hart, S. A., Clendinning, J. P., Rogers, N. (2017, May). Predictors of music theory performance: identifying important cognitive and affective factors. Presented in poster session at the 2017 APS Conference, Boston, MA.

5. **Barroso, C.**, Ganley, C. M., & **Cunnie**, B. (2017, April). Stability, gender differences, and predictors of elementary school children's stem and non-stem career aspirations. Presented in poster session at the 2017 SRCD Conference, Austin, TX.
4. Ganley, C. M., McGraw, A. L, **Barroso, C.**, & Geer, E. A. (2017, April). Testing for bidirectional relations between math anxiety and math performance in elementary school. Presented in poster session at the 2017 SRCD Conference, Austin, TX.

2016

3. Coventry, W., **Barroso, C.**, & Hart, S. A. (2016, June). Getting around the limited-availability of nuclear-twin-family data: a meta-analysis of the genetic architecture of educational attainment with the nuclear-twin-family design. Presented in poster session at the 2016 Behavioral Genetics Association (BGA) Conference, Sydney, Australia.
2. **Barroso, C.**, Hart, S. A., Ganley, C. M., Clendinning, J. P., & Rogers, N. (2016, May). Cognitive and affective predictors of music theory performance. Presented in poster session at the 2016 APS Conference, Chicago, IL.

2015

1. **Barroso, C.**, Peruche, B., & Turner, J. (2015, May). Investigating the relationships between implicit theories of intelligence, emotions, and self-efficacy in college engineering students. Presented in poster session at the annual conference for the Society for Study of Motivation, New York, NY.

Local Conference and Colloquium Participation

Graduate students; undergraduate students; †served as mentor

2025

16. **Schmidt, I.**, **Barroso, C.**, & Rambo-Hernandez, K. (February 2025). Examining Relationships Among Early Literacy and Later Mathematics Achievement: Implications for Talent Development.

2024

15. *Nguyen, K., Chu, J., & †Barroso, C.* (2024, March). Investigating intelligence mindset measurement as a moderator of the association between intelligence mindset and achievement. Presented in poster at the 2024 Texas A&M University Student Research Week, College Station, TX.

2022

14. **Barroso, C.** (2022, February). Investigating the Role of Interpretation Biases on Anxiety in a Math-Specific Context. Presented in Glasscock Center for Humanities Research ACES Colloquium Series, College Station, TX.
13. *Delgado, E., Kincaid, M.H., & †Barroso, C.* (2022, March). Investigating the Role of Interpretation Biases on Anxiety in a Math-Specific Context. Presented in poster at the 2022 Texas A&M University Student Research Week, College Station, TX.
12. **Barroso, C.** (2022, February). Believing in the Ability to Change. Presented at the Voices of Impact Event, Bryan, TX.

2020

11. *Casanova, A., De Armas, C., †Barroso, C., & Ganley, C. M.* (2020, April). Investigating the relationship between interpretation bias in math and math anxiety. Presented in virtual 20th Undergraduate Research Opportunity Program poster session, Tallahassee, FL.

2019

10. **Barroso, C.**, Ganley, C. M., McGraw, A.L., Geer, E.A., Hart, S.A., & Daucourt, M. (2019, April). A meta-analysis investigating the relation between math anxiety and math achievement. Presented in poster session at FSU Department of Psychology Graduate Research Day 2019, Tallahassee, FL.
9. Conlon, R., Ganley, C. M., **Barroso, C.**, Kowalsky, A. L., & Geer, E. A. (2019, April). Exploring gender differences in early elementary school children's STEM and non-STEM career aspirations. Presented in poster session at FSU Department of Psychology Graduate Research Day 2019, Tallahassee, FL.
8. Geer, E. A., Ganley, C. M., **Barroso, C.**, Schoen, R., & Schatschneider, C. (2019, April). The relation between mathematics and spatial reasoning: examining anxiety and performance in young children. Presented in poster session FSU Department of Psychology Graduate Research Day 2019, Tallahassee, FL.

2018

7. **Barroso, C.** (2018, November). A meta-analysis of the relation between math anxiety and math achievement. Cognitive Psychology Brown Bag, Tallahassee, FL.
6. **Barroso, C.**, Ganley, C. M., & **Cunniën, B.** (2018, April). The role of gender, spatial ability, and math-related factors in children's stem career aspirations. Presented research talk at FSU Department of Psychology Graduate Research Day 2018, Tallahassee, FL.

2017

5. **Barroso, C.** (2017, April). Math and science mindset scales: factor structure & relation to achievement in engineering students. Presented research talk at the Learning and Cognition Colloquium, Tallahassee, FL.
4. **Barroso, C.** & Ganley, C. M. (2017, April). Math and science mindset: examining the factor structure and relation to achievement in engineering students. Presented in poster session at the Graduate Research Day, Tallahassee, FL.

2016

3. Peruche, B. M. & **Barroso, C.** (2016, March). Improving student retention and diversity in engineering. Presented research talk at the Electrical & Computer Engineering Graduate Seminar Engineering Colloquium, Tallahassee, FL.
2. Peruche, B. M. & **Barroso, C.** (2016, March). Improving minority student retention in engineering. Presented research talk at the Learning and Cognition Colloquium, Tallahassee, FL.

2015

1. **Barroso, C.**, Peruche, B., & Turner, J. (2015, April). Investigating the relationships between implicit theories of intelligence, emotions, and self-efficacy in college engineering students. Presented in poster session at the Council on Research in Education (CORE) Conference, Tallahassee, FL.

Research Awards

AERA-Spencer Minority Meta-analysis Fellowship (**\$700**) **2020-2021**
 American Educational Research Association and Spencer Foundation
 **indicates projects funded by this award

AERA Minority Dissertation Fellowship (**\$20,000**) **2019-2020**
 American Educational Research Association
 *indicates projects funded by this award

Research Media Coverage

Cited Barroso et al. (2021) and Barroso et al. (2023): Weir, K. (2023, October 1). How to solve for math anxiety? Studying the causes, consequences, and prevention methods needed. *Monitor on Psychology*, 54(7). <https://www.apa.org/monitor/2023/10/preventing-math-anxiety>

Teaching Experiences

EPSY 673 Learning Theories **Every Fall 2020-2024**
 Course Instructor (Online), Department of Educational Psychology, Texas A&M University

EPSY 602 Educational Psychology **Every Fall 2020-2024; Spring 2024, 2025**
 Course Instructor (Online), Department of Educational Psychology, Texas A&M University

DEP 3103 Child Psychology **Fall 2018**
 Course Instructor, Department of Psychology, Florida State University

EXP 3203L Sensation and Perception

Fall 2017, Spring 2018

Lab Instructor, Department of Psychology, Florida State University

EDF 4210 Educational Psychology

Fall 2014, Summer 2015

Teaching Assistant, Educational Psychology and Learning Systems Department, Florida State University

Faculty Mentoring**CEHD STaR Mentoring Program Mentor** (Dr. Chih-Pu Dai; Fall 2025-Spring 2026)**EPSY Department Mentor for ACES Assistant Professor** (Dr. Ananya Tiwari; Fall 2023-Spring 2024)**Graduate Student Advising****Dissertation Committee Chair**

Xiaotong Yi (Educational Psychology, degree plan submitted Spring 2025)

In progress: Isabella Schemidt (Educational Psychology, degree plan to be submitted Spring 2026)**Dissertation Committee Member**

Samantha Aguilar (Educational Psychology)

Anjali Chaudhary (Educational Psychology; Graduated August 2025)

Ed.D. Committee Member

Seneca Hart (Teaching Learning and Culture)

Frances Wells (Teaching Learning and Culture)

Undergraduate Student Advising**Student Research Week, Poster Presentation**

Texas A&M University

Kathleen Nguyen and Jae Chu

Eugenia Delgado and Heath Kincaid

Spring 2024

Spring 2022

Undergraduate Student Research Initiative (\$2625)

Eugenia Delgado

School of Education and Human Development at Texas A&M University

Fall 2021 - Spring 2022

Aggie Collaborate (Previously Aggie Research Scholars Program)

Texas A&M University

Team Leader to over 30+ Undergraduate Student Mentees

Spring 2021 - Present

Undergraduate Research Opportunity Program

Florida State University

Undergraduate Student Mentees: Amy Casanova, Camila De Armas

Fall 2018 - Spring 2019

Program and Department Committees and Service**Child & Adolescent Research Registry Initiative**

Spring 2023 – Present

Co-lead of initiative with mission to improve recruitment efforts into primary source data collection with local children, adolescents, and families

Digital Presence Committee	Fall 2022 – Spring 2023
Member of ad hoc committee with mission to improve website information for applicants	
Learning Sciences Conference Debate	October 2022
Volunteered as Panel Member for Debate at the Inaugural Learning Sciences Conference	
Topic: <i>The rise of online learning in education is a negative trend and must be slowed down or even reversed.</i>	
ACES Fellow Search Committee	Spring 2022
Diversity and Inclusion Committee	Fall 2020 – Spring 2022
Member of ad hoc committee with mission to provide indicators and initiatives to increase diversity of graduate students in Texas A&M University's Learning Sciences Program	

Journal Manuscript Reviews

Ad-hoc Journal Reviewer

Cognition and Instruction, Cognitive Development, Consciousness and Cognition, Contemporary Educational Psychology, Current Directions in Psychological Science, Current Psychology, Development and Psychopathology, Developmental Science, Educational Researcher, European Journal of Psychology of Education, International Journal of Science and Mathematics Education , International Journal of STEM Education, Journal of Applied Developmental Psychology, Journal of Cross-Cultural Psychology, Journal of Educational Psychology, Journal of Experimental Child Psychology, Journal of Numerical Cognition, Learning and Individual Differences, npj Science of Learning, Personality Science, Plos One, Social Behavior and Personality, Social Psychology of Education, The Journal of Psychology: Interdisciplinary and Applied

Reviewer for Fellowships, Awards, Conference Presentations, and Grants

MCLS Conference Reviewer	Spring 2023, 2024
AERA Annual Meeting Reviewer	Fall 2023, 2024, 2025
National Science Foundation Merit Review Panelist	Spring 2023, Fall 2024
Avilés-Johnson Fellowship Program	Spring 2021, 2025
University-wide program, Texas A&M University	
Heather Bradley Scholarship	Spring 2021
College of Education and Human Development, Texas A&M University	

Society and Organization Membership

Mathematical Cognition and Learning Society	Fall 2020 - Present
American Education Research Association	Fall 2016 - Present
Society for Research in Child Development	Fall 2016 - Present
Diverse Psychology Organization of Graduate Student Member	Fall 2018 – Summer 2020

Other Service

Scholars Committed to Opportunities in Psychological Education (SCOPE)	June 2024
SCOPE Program Breakout Group Leader	

Professional Development and Training

Faculty Engagement Workshop Dr. Angela Seaworth & Tyson Voelkel, Texas A&M Foundation	November 2022
Write Winning NIH Grant Proposals Seminar Dr. John D. Robertson, Grant Writers' Seminars and Workshops, LLC	October 2022
Meta-Analysis Training Institute Workshop 2022 Dr. Terri Pigott (Georgia State University), Institute of Education Sciences	July 2022
AERA Virtual Learning Series **Advanced Meta-analysis	April 2021
AERA Virtual Learning Series *Factor Analysis for Survey Design and Validation	September 2020
AERA Virtual Learning Series **Introduction to Systematic Review and Meta-analysis	June 2020
Statistical Horizons Workshop Multilevel modeling: A Second Course with Dr. Kristopher Preacher	October 2019
Florida State University Psychology Department Workshop Series Bayesian Statistics Workshop with Dr. David Kaplan	September 2019
AERA Division E (Counseling & Human Development) Graduate Student Pre-conference Seminar	April 2018
Quantile Regression Workshop Training with Dr. Jessica Logan	June 2016
Introduction to Behavioral Genetics Bootcamp with Dr. Sara Hart	Oct-Nov 2015

Funded Non-Research Awards

Ermine M. Owenby, Jr. Fund, (\$500) Florida State University	Spring 2019
Jane M. West Fellowship (\$3,500) Department of Psychology, Florida State University	Spring 2016-Fall 2018
Congress of Graduate Students Presentation Grant (\$400) Florida State University	Spring 2017, Spring 2018
Council on Research in Education Travel Award (\$250) College of Education, Florida State University	Spring 2015

Graduate and Undergraduate Research Experience

Graduate Research Assistant, Florida State University Research on Experiences, Attitudes, and Learning in Mathematics (REALM) Project, funded by the Institute of Education Sciences Principal Investigator: Dr. Colleen Ganley	August 2017 – July 2020
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Graduate Research Assistant, Florida State University**January 2018 – April 2018**

National Project on Achievement in Twins (NatPAT), funded by the National Institutes of Health

Principal Investigator: Dr. Sara Hart

Graduate Research Assistant, Florida State University**June 2013 – July 2016**

Individual Differences in Response to Intervention (Project KIDS), funded by the National Institutes of Health

Principal Investigator: Dr. Sara Hart

Researcher, Florida Center for Reading Research**January 2013 – June 2013**

Reading for Understanding - Comparative Efficacy Grant, funded by the Institute of Education Sciences

Project Manager: Dr. Jennifer Dombek

**Undergraduate Directed Individual Study, Florida Center
for Reading Research****January 2012 – April 2012**

Professor: Dr. Beth Phillips

**Undergraduate Directed Individual Study, Visual
Information Processing Lab****January 2011 – April 2011**

Professor: Dr. Ralph Radach

Volunteer Experience

MathPals Mentor

January 2017 – May 2019

Brain Fair Volunteer

April 2018

Physiological Psychology Lab Student Assistant

Fall 2012, Fall 2013

Helpline 2-1-1 Telephone Counselor

May 2010 – May 2011