

Zhe Wang, Ph.D.

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EDUCATION

2016.12	M.S. Statistics	Virginia Tech, USA
2013.05	Ph.D. Developmental and Biological Psychology	Virginia Tech, USA
2010.12	M.S. Developmental and Biological Psychology	Virginia Tech, USA
2008.06	B.S. Applied Psychology	Nankai University, China

ACADEMIC POSITIONS

2025.09 – present	Associate Professor, Department of Educational Psychology, Texas A&M University
2022.08 – 2025.08	Assistant Professor, Department of Educational Psychology, Texas A&M University
2017.01 – 2022.07	Assistant Professor, Human Development & Family Sciences, Texas Tech
2013.07 – 2015.07	Postdoctoral Researcher, Department of Psychology, The Ohio State University
2008.08 – 2013.05	Teaching/Research Assistant, Department of Psychology, Virginia Tech

HONORS/AWARDS/RECOGNITION

2025	Top Reviewers of 2024, Journal of Educational Psychology
2021	Chancellor's Council Distinguished Research Award, College of Human Sciences Nominee, Texas Tech
2021	Outstanding Faculty Mentor Award, Center for Transformative Undergraduate Experiences, Texas Tech
2021	Professing Excellence Award, University Student Housing, Texas Tech
2020/2017	Faculty Appreciation Award, Pi Beta Phi, Texas Tech
2020	Texas Tech Alumni Association New Faculty Award
2019	2018 Reviewer of the Year, International Journal of Psychology
2018	TTU Excellence in Research, Scholarship, and Creative Activity
2018	National Science Foundation CAREER Award
2012	Chinese Government Award for Outstanding Self-Financed Students Abroad, Ministry of Education of the People's Republic of China
2011	The Galper Fund Awards, Psychology Department, Virginia Tech
2007	The National Scholarship, Ministry of Education of the People's Republic of China
2006	The First Prize of Excellent Undergraduate Scholarship, Nankai University
2005	The Second-Grade Scholarship, Nankai University

GRANT ACTIVITIES

Externally Funded Projects

2023 – 2028	<i>NSF ECR-EDU Core Research Grant DRL-2300376</i> Title: A longitudinal multi-method approach to understand the early development of math anxiety. My role: PI Co-PI: N. Ravindran & S. H. Eason Total costs: \$2,053,728 Responsibilities: leading the development and writing of the proposal/project; assuming the responsibility for the conduct of the project and coordinating cross-site collaboration; mentoring student researchers; leading finding dissemination and preparing deliverables.
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- 2022 – 2027 *NICHD 1R01HD104945*
Title: An integrative longitudinal analysis of neural rhythms in early development
My role: Co-I (PI for Texas A&M site)
PI: M. A. Bell & K. Cuevas
Total costs: \$3,273,997
Responsibilities: developing analyses plan and writing the data analyses section of the proposal; supervising and training graduate researchers; leading longitudinal data analyses; participating in finding dissemination.
- 2018 – 2025 *NSF CAREER Award DRL-1750025/2244865*
Title: Getting to the bottom of math anxiety: A longitudinal investigation into its developmental operating mechanisms
My role: Sole PI
Total costs: \$792,539

Internally Funded Projects

Year	My role	Total Cost	Funding mechanism	Project title	Mentee
2021-2022	PI	\$1,000	TTU Center for Transformative Undergraduate Experiences Grant	In and out of school behaviors of math anxious students	Cha'Neil Bolden
2021–2022	PI	\$1,750	TTU Center for Transformative Undergraduate Experiences Grant; TTU College of Human Sciences Undergraduate Research Experience Grant	Sociocognitive factors that mediate the association between math anxiety and math achievement	Jacob Evans
2020-2021	PI	\$1,750	TTU Center for Transformative Undergraduate Experiences Grant; TTU College of Human Sciences Undergraduate Research Experience Grant	Attention patterns in math anxious children: An eye tracking study.	Sierra Shanafelt
2019–2020	PI	\$750	TTU College of Human Sciences Undergraduate Research Experience Grant	Parental education related beliefs as mediators in the intergenerational transmission of mathematics achievement	Jacob Evans
2018–2019	PI	\$750	TTU College of Human Sciences Undergraduate Research Experience Grant	Emotion regulation of mathematics anxiety	Jerra Miller
2017	PI	\$1000	Open Access Publication Initiative Funding	A latent profile analysis on math anxiety and math motivation	NA

Pending Projects

- 2026 – 2029 *NSF ECR-EDU Core Research Grant*
Title: Using systematic, meta-analytic, and integrative review methods as tools towards a greater understanding of math emotions among K-12 students
My role: Co-PI
PI: C. Barroso-Garcia & C. Thompson (Co-PI)
Total costs: \$750,000
Responsibilities: participating in the writing of the proposal; facilitating project coordination and management; participating in study protocol development; supervising and training graduate researchers; participating in coding, analyses, and finding dissemination; assisting preparing deliverables.

Unfunded Projects

- 2025 – 2026 **Co-PI.** Educating the body and mind: Healthy elementary schools for promoting physical activity, mental health, and active learning. Targeted Proposal Teams: Collaborative Seed Grants (Total costs: \$59, 969; PI: X. Zhu).
- 2025 – 2030 **PI.** Understanding multiple goal pursuit among Latinx immigrant students. Jacobs Foundation LEVANTE program (Total costs: \$700,000; Co-PI: C. Barroso-Garcia).

2024 – 2026	Co-PI. Educating the body and mind: Designing healthy, active, and equitable elementary schools for promoting physical, mental, and academic wellbeing. Robert Wood Johnson Foundation (Total costs: \$750,000; PI: X. Zhu; Co-PIs: L. Chanam, P. Xiang).
2024 – 2026	Co-PI. Educating the body and mind: Designing healthy and active elementary schools that improve physical activity, learning engagement, and mental health. <i>Texas A&M University ASCEND program</i> (Total costs: \$250,000; PI: X. Zhu; Co-PIs: L. Chanam, P. Xiang).
2024 – 2025	Co-PI. Building research infrastructure through a child & adolescent research registry. Catapult Grant, School of Education and Human Development, Texas A&M University (Total costs: \$30,000; PI: C. Barroso-Garcia).
2022 – 2027	PI. How it all starts: A systematic investigation of math anxiety development in the first three school years. <i>Spencer Foundation Large Research Grant</i> (Total costs: \$499,445; Co-PI: N. Ravindran).
2020 – 2023	PI. The mechanisms of early development in mathematics anxiety. <i>Jacobs Foundation Early Career Research Fellowship</i> (Total costs: CHF165,000; scored top 20%).
2019 – 2022	Co-PI. Understanding and mitigating security risks to children in voice-controlled smart home environment. <i>National Science Foundation EAGER</i> (PIs: L. Cheng & H. Hu).
2019 – 2020	Co-PI. Studying the effect of learning chess on cognitive functions and brain functionality: Implications for mathematical skills and overall academic success. <i>Spencer Foundation Small Research Grant</i> (Total costs: \$48,352; PI: C. Kahathuduwa, Co-PIs: A. Mastergeorge, & E. Trejos).
2018 – 2019	PI. Regulating negative mathematics emotions. <i>TTU Faculty Diversity Development Grant</i> (Total costs: \$2,000).
2017 – 2021	Consultant. Maternal stress and preterm development: Longitudinal influences of maternal distress, parent-infant relationship and maternal self-regulation <i>Israel Science Foundation Individual Research Grant 1107/16</i> . (PI: N. Atzaba-Poria).
2017 – 2018	Co-I. “Shared reality” and disillusionment in couple relationship. <i>TTU Scholarship Catalyst Program</i> (Total costs: \$5,000; PI: S. Niehuis; Co-I: A. Reifman).
2017 – 2018	PI. Leveraging math learning research in the public education on science literacy. <i>The CH Foundation</i> (Total costs: \$115,550).

PUBLICATIONS (total citations: 2716; h-index:23; i10-index = 29)

- * denotes undergraduate/graduate student authors;
- “**Wang**” denotes my role as the senior and corresponding author, in which I mentored student authors and contributed **substantially** to the conceptualization, analyses, and writing of the study.
- † denotes **co-first** authorship

Journal Articles

34. Song, S., Oh, W., Li, T., **Wang, Z.**, & Niehuis, S. (In press). Trajectories of maternal and paternal coparenting from ages 1 to 9 and adolescence adjustment: A family systems approach. *Journal of Child and Family Studies*.
33. Savla, J., & **Wang, Z.** (2025). Older adults’ care networks and the pathways to unmet needs. *Innovation in Aging*, Article igaf063. <https://doi.org/10.1093/geroni/igaf063>
32. Song, S.*, Martin, M., & **Wang, Z.** (2024). School belonging mediates the longitudinal effects of racial/ethnic identity on academic achievement and emotional well-being among Black and Latinx adolescents. *Journal of School Psychology, 106*, Article 101330. <https://doi.org/10.1016/j.jsp.2024.101330>
31. Li, T., **Wang, Z.**, Merrin, G. J., Wan, S., Bi, K., Quintero, M., & Song, S.* (2024). The joint operations of teacher-student and peer relationships on classroom engagement among low-achieving elementary students: A longitudinal multilevel study. *Contemporary Educational Psychology, 77*, Article 102258. <https://doi.org/10.1016/j.cedpsych.2024.102258>
30. Song, S.*, Li, T.*, Quintero, M.*, & **Wang, Z.** (2023). The link between math anxiety and math achievement: The role of afterschool learning. *Journal of Numerical Cognition, 9*(3), 418-432. <https://doi.org/10.5964/jnc.11325>
29. Hasty, L.*, Quintero, M. *, Li, T. *, Song, S. *, & **Wang, Z.** (2023). The longitudinal association among student

- externalizing behavior problems, teacher-student relationships, and classroom engagement. *Journal of School Psychology, 100*, Article 101242. <https://doi.org/10.1016/j.jsp.2023.101242>
28. Kim, Y.*, Li, T.*, Kim, H., Oh, W., & **Wang, Z.** (2023). Socioeconomic status and school adjustment trajectories across childhood: The mediating role of parental involvement. *Journal of Applied Developmental Psychology, 87*, Article 101561. <https://doi.org/10.1016/j.appdev.2023.101561>
 27. Quintero, M.*, & **Wang, Z.** (2023). Achievement trajectories in academically at-risk students as a function of perceived classroom goal structure and socioeconomic backgrounds. *Social Psychology of Education, 26*, 1341-1367. <https://doi.org/10.1007/s11218-023-09795-x>
 26. Li, T.*, Quintero, M. *, Galvan, M. *, Shanafelt, S. *, Hasty, L. M. *, Spangler, D. P., Lyons, I. M., Mazzocco, M. M. M., Brockmole, J. R., Hart, S. A. & **Wang, Z.** (2022). The mediating role of attention in the association between math anxiety and math performance: An eye-tracking study. *Journal of Educational Psychology, 115*(2), 229-240. <https://doi.org/10.1037/edu0000759>
 25. Li, T.*, & **Wang, Z.** (2022). Disaggregating the between-person and within-person associations between peer acceptance and academic achievement in early elementary school. *Journal of Applied Developmental Psychology, 78*, Article 101357. <https://doi.org/10.1016/j.appdev.2021.101357>
 24. Quintero, M.*, Hasty, L.*, Li, T.*, Song, S.*, & **Wang, Z.** (2022). A multi-dimensional examination of math anxiety and engagement on math achievement. *British Journal of Educational Psychology, 92*(3), 955-973. <https://doi.org/10.1111/bjep.12482>
 23. **Wang, Z.**, Borriello, G., Oh, W., Lukowski, S., & Malanchini, M. (2021). Co-development of math anxiety, math self-concept, and math value in adolescence: The roles of parents and math teachers. *Contemporary Educational Psychology, 67*, Article 102016. <https://doi.org/10.1016/j.cedpsych.2021.102016>
 22. Hasty, L. M.*, Malanchini, M., Shakeshaft, N., Schofield, K., Malanchini, M., & **Wang, Z.** (2020). When anxiety becomes my propeller: Mental toughness moderates the relation between academic anxiety and academic effort. *British Journal of Educational Psychology, 91*(1), 368-390. <https://doi.org/10.1111/bjep.12366>
 21. Malanchini, M., Rimfeld, K., **Wang, Z.**, Petrill, S. A., Tucker-Drob, E., Plomin, R., & Kovas, Y. (2020). Genetic factors underlie the association between anxiety, motivation and performance in mathematics. *Translational Psychiatry, 10*(12). <https://doi.org/10.1038/s41398-020-0711-3>
 20. Savla, J., **Wang, Z.**, Zhu, J., Brossoie, N., Roberto, K. A., & Blieszner, R. (2020). Mastery and longevity in spousal caregivers of persons with dementia. *Journals of Gerontology, Series B, 75*(7), 1558-1562. <https://doi.org/10.1093/geronb/gbz028>
 19. **Wang, Z.**, Oh, W., Malanchini, M., & Borriello, G. A. (2020). The developmental trajectories of mathematics anxiety: Cognitive, personality, and environmental correlates. *Contemporary Educational Psychology, 61*, Article 101876. <https://doi.org/10.1016/j.cedpsych.2020.101876>
 18. **Wang, Z.**, Rimfeld, K., Shakeshaft, N., Schofield, K., & Malanchini, M. (2020). The longitudinal role of mathematics anxiety in mathematics development: Issues of gender differences and domain specificity. *Journal of Adolescence, 80*, 220-232. <https://doi.org/10.1016/j.adolescence.2020.03.003>
 17. Lukowski, S. L., Ditrapani, J. B., Jeon, M., **Wang, Z.**, Schenker, V. J., Doran, M. M., Hart, S. A., Mazzocco, M. M. M., Willcutt, E. G., Thompson, L. A., & Petrill, S. A. (2019). Multidimensionality in the measurement of mathematical anxiety and its relationship with mathematical skills. *Learning and Individual Differences, 70*, 228-235. <https://doi.org/10.1016/j.lindif.2016.07.007>
 16. **Wang, Z.**, Shakeshaft, N., Schofield, K., & Malanchini, M. (2018). Anxiety is not enough to drive me away: A latent profile analysis on math anxiety and math motivation. *PLoS ONE, 13*(2), e0192072. <https://doi.org/10.1371/journal.pone.0192072>
 15. Malanchini, M. †, **Wang, Z.** †, Voronin, I., Schenker, V., Petrill, S. A., Plomin, R., & Kovas, Y. (2017). Reading self-perceived ability, enjoyment and achievement: A genetically informative study of their reciprocal links over time. *Developmental Psychology, 53*(4), 698-712. <http://dx.doi.org/10.1037/dev0000209>
 14. **Wang, Z.**, Soden, B., Deater-Deckard, K., Lukowski, S., Schenker, V., Willcutt, E., Thompson, L., & Petrill, S. A. (2017). Development in reading and math in children from different SES backgrounds: The moderating role of child temperament. *Developmental Science, 20*(3), e12380. <https://doi.org/10.1111/desc.12380>

13. Savla, J., **Wang, Z.**, Roberto, K. A., & Blieszner, R. (2016). Deficit awareness in persons with mild cognitive impairment and family care partners. *Families, Systems, and Health*, 34(4), 429-434. <https://doi.org/10.1037/fsh0000230>
12. **Wang, Z.**, Deater-Deckard, K., & Bell, M. A. (2016). The role of negative affect and physiology in maternal attribution. *Parenting: Science and Practice*, 16(3), 206-218. <https://doi.org/10.1080/15295192.2016.1158604>
11. **Wang, Z.**, Lukowski, S., Hart, S. A., Lyons, I. M., Thompson, L. A., Kovas, Y., Mazzocco, M. M., Plomin, R., & Petrill, S. A. (2015). Is math anxiety always bad for math learning? The role of math motivation. *Psychological Science*, 26(12), 1863-1876. <https://doi.org/10.1177/0956797615602471>
10. Cuevas, K., Deater-Deckard, K., Kim-Spoon, J., **Wang, Z.**, Morasch, K. C., & Bell, M. A. (2014). A longitudinal intergenerational analysis of executive functions during early childhood. *British Journal of Developmental Psychology*, 32, 50-64. <https://doi.org/10.1111/bjdp.12021>
9. **Wang, Z.**, Hart, S. A., Kovas, Y., Lukowski, S., Soden, B., Thompson, L. A., Plomin, R., McLoughlin, G., Bartlett, C. W., Lyons, I. M., & Petrill, S. A. (2014). Who's afraid of math? Two sources of genetic risk for mathematical anxiety. *Journal of Child Psychology and Psychiatry*, 55(9), 1056-1064. <https://doi.org/10.1111/jcpp.12224>
8. Berry, D., Deater-Deckard, K., McCartney, K., **Wang, Z.**, & Petrill, S. A. (2013). Gene-environment interaction between dopamine receptor DRD4 7-repeat polymorphism and early maternal sensitivity predicts inattention trajectories across middle childhood. *Development and Psychopathology*, 25(2), 291-306. <https://doi.org/10.1017/S095457941200106X>
7. **Wang, Z.**, Chen, N., Petrill, S. A., & Deater-Deckard, K. (2013). Observed personality in childhood: Psychometric and behavioral genetic evidence of two broad personality factors. *European Journal of Personality*, 27(1), 96-105. <https://doi.org/10.1002/per.1886>
6. **Wang, Z.**, Deater-Deckard, K., & Bell, M. A. (2013). Household chaos moderates the link between maternal attribution bias and parenting. *Parenting: Science and Practice*, 13(4), 233-252. <https://doi.org/10.1080/15295192.2013.832569>
5. Deater-Deckard, K., Chen, N., **Wang, Z.**, & Bell, M. A. (2012). Socioeconomic risk moderates the link between household chaos and maternal executive function. *Journal of Family Psychology*, 26(3), 391-399. <http://dx.doi.org/10.1037/a0028331>
4. Deater-Deckard, K., **Wang, Z.**, Chen, N., & Bell, M. A. (2012). Maternal executive function, harsh parenting, and child conduct problems. *Journal of Child Psychology and Psychiatry*, 53(10), 1084-1091. <https://doi.org/10.1111/j.1469-7610.2012.02582.x>
3. **Wang, Z.**, Deater-Deckard, K., Cutting, L., Thompson, L. A., & Petrill, S. A. (2012). Working memory and parent-rated components of attention in middle-childhood: A behavioral genetic study. *Behavior Genetics*, 42(2), 199-208. <https://doi.org/10.1007/s10519-011-9508-8>
2. **Wang, Z.**, Deater-Deckard, K., Petrill, S. A., & Thompson, L. A. (2012). Externalizing problems, attention regulation, and household chaos: A longitudinal behavioral genetic study. *Development and Psychopathology*, 24, 755-769. <https://doi.org/10.1017/S0954579412000351>
1. Deater-Deckard, K., Beekman, C., **Wang, Z.**, Kim, J. E., Petrill, S. A., Thompson, L. A., & DeThorne, L. S. (2010). Approach/positive anticipation, frustration/anger, and overt aggression in childhood. *Journal of Personality*, 78(3), 991-1010. <https://doi.org/10.1111/j.1467-6494.2010.00640.x>

Book Chapters

7. **Wang, Z.**, & Deater-Deckard, K. (2023). Resilience in gene-environment transactions. In S. Goldstein & R. Brooks (Eds.), *Handbook of resilience in children* (3rd ed., p. 47-69). Springer, Cham. https://doi.org/10.1007/978-3-031-14728-9_3
6. **Wang, Z.**, & Deater-Deckard, K. (2021). Gene-environment processes linking temperament and parenting. In K. J. Saudino & J. M., Ganiban (Eds.), *Behavior Genetics of Temperament and Personality, Advances in Behavior Genetics* (p. 263-300). Springer. http://doi.org/10.1007/978-1-0716-0933-0_10
5. Deater-Deckard, K., & **Wang, Z.** (2013). Anger. In D. S. Dunn (Ed.), *Oxford Bibliographies in Psychology*. Oxford University Press. <http://www.oxfordbibliographies.com/view/document/obo-9780199828340/obo->

4. **Wang, Z.**, & Deater-Deckard, K. (2013). Resilience in gene-environment transactions. In S. Goldstein & R. Brooks (Eds.), *Handbook of resilience in children* (2nd ed., p. 57-72). Plenum.
3. Deater-Deckard, K., & **Wang, Z.** (2012). Anger and irritability. In M. Zentner & R. L. Shiner (Eds.), *Handbook of Temperament* (p. 124-144). Guilford.
2. Deater-Deckard, K., & **Wang, Z.** (2012). Development of temperament and attention: Behavioral genetic approaches. In M. Posner (Ed.), *Cognitive neuroscience of attention* (2nd ed., p. 331-342). Guilford.
1. Deater-Deckard, K., & **Wang, Z.** (2012). Gene-environment interplay in adolescent relationships. In B. Laursen & W. A. Collins (Eds.), *Relationship pathways: From adolescence to young adulthood* (p. 237-256). Sage.

Manuscripts under Review/In Prep

- Wang, Z.**[†], Li, T.[†], Lyons, I., Spangler, D., Barroso, C., Brockmole, J., Quintero, M., Wang, M.*[†], Chaudhary, A.*[†], Mazzocco, M., & Hart, S. (under review). Emotion regulation and motivation modulate the association between math anxiety, attention, and math performance. *Journal of Educational Psychology*.
- Foley, K.*[†], Wang, M.*[†], Li, T., Quintero, M., Song, S., & **Wang, Z.** (under review). Learning avoidance mediates the longitudinal effects of math anxiety on math achievement development. *Contemporary Educational Psychology*.
- Barroso, C., Yi, X.*[†], & **Wang, Z.** (under review). Putting negative mathematics interpretations to rest: Testing a mathematics interpretation bias intervention in undergraduate students. *International Journal of Science and Mathematics Education*.
- Chaudhary, A.*[†], Barroso, C., Wang, M.*[†], & **Wang, Z.** (in prep). Math emotions beyond math anxiety: A scoping review of achievement emotions in the math learning and teaching contexts.

CONFERENCE PRESENTATIONS

- Foley, K.*[†], Li, T., Wang, M.*[†], & **Wang, Z.** (Submitted). Learning avoidance mediates the longitudinal effects of math anxiety on math achievement development. AERA 2026 Annual Conference, Los Angeles, CA.
- Li, T., Xiong, J., **Wang, Z.**, Foley, K., & Wang, M. (Submitted). A within- and between-person investigation on how control-value appraisals shape math anxiety development. AERA 2026 Annual Conference, Los Angeles, CA.
- Bell, M. A., Patton, L., Harrison, J. D.*[†], Davinson, K.*[†], **Wang, Z.**, & Cuevas, K. (May 2025). Does the resting-state stimulus affect concurrent and predictive validity of alpha EEG measures during infancy? Poster, Society for Research in Child Development Biennial Meeting, Minneapolis, MN.
- Cuevas, K., Davinson, K.*[†], Patton, L., **Wang, Z.**, & Bell, M. A. (May 2025). Finding the right fit: A comparative analysis of "baseline" EEG measures during infancy. Poster, Society for Research in Child Development Biennial Meeting, Minneapolis, MN.
- Prather, K. L.*[†], Zhang, S.*[†], **Wang, Z.**, Eason, S., & Ravindran, N. (May 2025). Parental beliefs and expectations for children's education attainment as predictors of the home learning environment. Poster, Society for Research in Child Development Biennial Meeting, Minneapolis, MN.
- Restrepo, K.*[†], Carvalho, C. A.*[†], **Wang, Z.**, Eason, S., & Ravindran, N. (May 2025). Math anxiety and physiological responses during parent-child interactions: An actor-partner interdependence approach. Poster, Society for Research in Child Development Biennial Meeting, Minneapolis, MN.
- Cuevas, K., Davinson, K.*[†], Patton, L., **Wang, Z.**, & Bell, M. A. (Oct 2024). What are optimal contexts for measuring baseline brain activity throughout infancy and childhood? The 57th Annual Meeting of the International Society for Developmental Psychobiology. Chicago, IL.
- Wang, Z.**, Chaudhary, A.*[†], Wang, M.*[†], & Barroso, C. (Jun 2024). Failure attributions and the development of math anxiety. Poster, The 7th Annual Mathematical Cognition and Learning Society Conference. Washington, DC.
- Quintero, M., & **Wang, Z.** (Apr 2024). Why do highly math anxious students disengage in math classrooms? The role of math motivation. Poster, Society for Research on Adolescence 2024 Annual Meeting. Chicago, IL.
- Song, S.*[†], Oh, W., Swinney, E., & **Wang, Z.** (Apr 2024). Trajectories of school belonging, support, and conflict in

- teacher-student relationships among racial/ethnic minority adolescents. Poster, Society for Research on Adolescence 2024 Annual Meeting. Chicago, IL.
- Li, T., Chaudhary, A.*, Minchao, W.*, & **Wang, Z.** (Apr 2024). Emotion regulation modulates the association between math anxiety and attention distribution during math problem solving. Paper in symposium The development of academic anxiety: Cognitive, contextual, and motivational influences (T. Li Chair). Paper symposium, AERA 2024 Annual Conference, Philadelphia, PA.
- Wang, M.*, Yan, R.*, Chaudhary, A.*, & **Wang, Z.** (Apr 2024). Parental educational beliefs and parenting behaviors predict the development of child math anxiety. Paper in symposium The development of academic anxiety: Cognitive, contextual, and motivational influences (T. Li Chair). Paper symposium, AERA 2024 Annual Conference, Philadelphia, PA.
- Davinson, K.*, Patton, L., Farah, K.*, **Wang, Z.**, Bell, M. A., & Cuevas, K. (Feb 2024). From lights to insights: Investigating infant resting-state EEG procedures. Poster, Eastern Psychological Association Annual Conference. Philadelphia, PA.
- Chaudhary, A.*, & **Wang, Z.** (Oct 2023). Investigating the moderating role of regulatory temperament in the association between mathematics anxiety and mathematics learning avoidance. Paper in symposium Temperament in the school context (K. Rudasill Chair). 24th Occasional Temperament Conference, Orford, Quebec, Canada.
- Cuevas, K., Davinson, K.*, Patton, L. A., **Wang, Z.**, & Bell, M. A. (Sep 2023). Comparing developmentally appropriate resting-state contexts: Methodological considerations from infancy to early childhood. Poster, The Fetal, Infant, and Toddler NeuroImaging Group 2023 Annual Conference, Santa Rosa, CA.
- Li, T., **Wang, Z.**, Merrin, G., & Martin, M. (Apr 2023). Heterogeneity in the co-development of science anxiety and science control-value appraisals in secondary school. Poster, Society for Research on Adolescence Biennial Meeting. San Diego, CA
- Ameg, J.*, Song, S.*, & **Wang, Z.** (Mar 2022). Math anxiety, math achievement, and math extracurricular activities. Poster, TTU Undergraduate Research Conference. Lubbock, TX
- Rushil, C.*, Quintero, M.*, & **Wang, Z.** (Mar 2022). Math anxiety and math achievement: The mediating role of math motivation. Poster, TTU Undergraduate Research Conference. Lubbock, TX
- Yang, J.*, Hasty, L.*, & **Wang, Z.** (Mar 2022). The association between math gender stereotypes and math performance. Poster, TTU Undergraduate Research Conference. Lubbock, TX
- TTU URC 2022 LEDA Outstanding Presentation Award 1st place.**
- Bolden, C.*, Quintero, M.*, & **Wang, Z.** (Mar 2022). Learning effort, extracurricular activity participation, and homework behaviors among students with math anxiety. Poster, Society for Research on Adolescence Biennial Meeting, New Orleans, LA.
- Evans, J.*, Hasty, L.*, & **Wang, Z.** (Mar 2022). The sociocognitive mechanisms underlying the impairing effects of math anxiety on math learning. Poster, Society for Research on Adolescence Biennial Meeting, New Orleans, LA.
- Quintero, M.*, Hasty, L.*, Li, T.*, Song, S.*, & **Wang, Z.** (Mar 2022). The mediating role of math achievement on math motivation and parental involvement. Poster, Society for Research on Adolescence Biennial Meeting, New Orleans, LA.
- Davinson, K., Cuevas, K., **Wang, Z.**, & Bell, M. A. (Nov 2021) EEG theta-beta ratio during infancy: An integrative analysis of cross-context and cross-age stability. Poster, Annual Meeting of the International Society for Developmental Psychobiology. Chicago, IL.
- Reifman, A., Niehuis, S., **Wang, Z.**, Head, J., Wills, E., Luempert, A., ... Rivas-Koehl, M. (Jun 2021). Not missing a beat: Cardiovascular dynamics in couples' shared reality discussions. Poster, International Association for Relationships Research Biennial Conference. Virtual.
- Cuevas, K., **Wang, Z.**, & Bell, M. A. (Apr 2021). Integrative analysis of infant resting-state EEG. Poster, Society for Research in Child Development Biennial Meeting. Virtual.
- Cuevas, K., **Wang, Z.**, Davison, K., & Bell, M. A. (Apr 2021). Longitudinal analysis of resting-state EEG theta-beta ratio during infancy. Poster, Society for Research in Child Development Biennial Meeting. Virtual.

- Evans, J.*, Li, T.*, Hasty, L.*, Quintero, M.*, Jones, P.*, & **Wang, Z.** (Apr 2021). The mitigating effect of vagal suppression on the relation between math anxiety and math performance. Poster, Society for Research in Child Development Biennial Meeting. Virtual.
- Hasty, L.*, Quintero, M.*, Li, T.*, & **Wang, Z.** (Apr 2021). The longitudinal association between student externalizing behaviors, teacher-student relationship, and classroom engagement. Poster, Society for Research in Child Development Biennial Meeting. Virtual.
- Kim, Y.*, Li, T.*, Kim, H., Oh, W., & **Wang, Z.** (Apr 2021). Socioeconomic status on school adjustment trajectories across childhood: The mediating role of parental involvement. Poster, Society for Research in Child Development Biennial Meeting. Virtual.
- Li, T.*, Hasty, L.*, Quintero, M.*, & **Wang, Z.** (Apr 2021). The developmental associations between science anxiety and science achievement in middle to high school: A bivariate latent curve model with structural residuals. Poster, Society for Research in Child Development Biennial Meeting. Virtual.
- Li, T.*, Shanafelt, S.*, Quintero, M.*, Hasty, L.*, & **Wang, Z.** (Apr 2021). The mediating role of attention: An eye tracking approach to understand the mechanism in the relation between math anxiety and math performance. Poster, Society for Research in Child Development Biennial Meeting. Virtual.
- Quintero, M.*, Hasty, L.*, Li, T.*, & **Wang, Z.** (Apr 2021). The association between math anxiety and math engagement: A multi-dimensional examination. Poster, Society for Research in Child Development Biennial Meeting. Virtual.
- Quintero, M.*, Li, T.*, Hasty, L.*, & **Wang, Z.** (Apr 2021). The relationship between socioeconomic status and academic achievement trajectories: The moderating role of classroom goal structures. Poster, Society for Research in Child Development Biennial Meeting. Virtual.
- SRCD 2021 SECC Poster Competition Winner**
- Shanafelt, S.*, Li, T.*, Quintero, M.*, Hasty, L.*, & **Wang, Z.** (Apr 2021). Attention patterns during math problem solving in math anxious children: An eye tracking study. Poster, Society for Research in Child Development Biennial Meeting. Virtual.
- Song, S.*, Oh, W., Niehuis, S., Li, T., **Wang, Z.**, Garcia, M. G., & Campbell, M. (Apr 2021) Trajectories of maternal and paternal coparenting from ages 1 to 9 and adolescence adjustment. Poster, Society for Research in Child Development Biennial Meeting. Virtual.
- Davinson, K., Cuevas, K., **Wang, Z.**, & Bell, M. A. (Mar 2021). Longitudinal and contextual analyses of resting-state multi-rhythm EEG measures during infancy. Eastern Psychological Association Annual Meeting. Virtual.
- Bolden, C.*, & **Wang, Z.** (Mar 2021). Interpreting the domain relevance within the intergenerational transmission of achievement. Poster, TTU Undergraduate Research Conference. Virtual.
- Evans, J.*, Li, T.*, Hasty, L.*, Quintero, M.*, Jones, P.*, & **Wang, Z.** (Mar 2021) The mitigating effect of vagal suppression on the relation between math anxiety and math performance. Poster, TTU Undergraduate Research Conference. Virtual.
- TTU URC 2021 Outstanding Presentation Competition 3rd place.**
- Shanafelt, S.*, Li, T.*, Quintero, M.*, Hasty, L.*, & **Wang, Z.** (Mar 2021). Disruption of attention processes in math anxious children during math problem solving. Poster, TTU Undergraduate Research Conference. Virtual.
- Street, M.*, Hasty, L.*, & **Wang, Z.** (Mar 2021). Intergenerational transmission of math attitudes and emotions. Poster, TTU Undergraduate Research Conference. Virtual.
- Yang, J.*, Quintero, M.*, & **Wang, Z.** (Mar 2021). Mechanisms that contribute to change in math anxiety. Poster, TTU Undergraduate Research Conference. Virtual.
- Cuevas, K., **Wang, Z.**, & Bell, M. A. (Oct 2020). Resting-state EEG theta/beta ratio and executive function during infancy. Poster, International Society for Developmental Psychobiology Annual Meeting. Virtual.
- Oh, W., Li, T.*, Song, S.*, & **Wang, Z.** (Jun 2020). Identifying time-varying trajectories of coparenting and parenting stress: A longitudinal study from infancy to adolescence. Poster, International Society for the Study of Behavioural Development Biennial Meeting, Island of Rhodes, Greece. Not presented due to COVID-19.
- Galvan, M.*, Li, T.*, Hasty, L.*, & **Wang, Z.** (Apr 2020). The relation between math anxiety and math achievement: The mediation role of learning engagement. Roundtable, American Educational Research Association Annual

- Meeting, San Francisco, CA. Not presented due to COVID-19.
- Hasty, L. *, Li, T. *, Galvan, M. *, & **Wang, Z.** (Apr 2020). The relation between math anxiety and math achievement: The moderating role of parental academic help. Poster, American Educational Research Association Annual Meeting, San Francisco, CA. Not presented due to COVID-19.
- Quintero, M. *, Li, T. *, Hasty, L. *, Tello, L. *, & **Wang, Z.** (Mar 2020). Predicting individual differences in math achievement: A multi-dimensional approach. Poster, Society for Research on Adolescence Biennial Meeting, San Diego, CA. Not presented due to COVID-19.
- Hasty, L. *, Hefele, J. *, Li, T. *, & **Wang, Z.** (Mar 2020). Association between parental beliefs and parental behaviors in regards to child education. Poster, Society for Research on Adolescence Biennial Meeting, San Diego, CA. Not presented due to COVID-19.
- Li, T. *, Tello, L. *, Hasty, L. *, & **Wang, Z.** (Mar 2020). The relation between household chaos and academic achievement: The mediating role of executive function. Poster, Society for Research on Adolescence Biennial Meeting, San Diego, CA. Not presented due to COVID-19.
- Song, S. *, Li, T. *, Oh, W., & **Wang, Z.** (Mar 2020). District trajectories of coparenting and developmental outcomes: A longitudinal study from infancy to adolescence. Poster, Society for Research on Adolescence Biennial Meeting, San Diego, CA. Not presented due to COVID-19.
- Wang, Z.**, Li, T. *, Hasty, L. *, & Galvan, M. * (Mar 2020). The math anxiety and math achievement association: Mediated by learning engagement and moderated by parental academic monitoring. Poster, Society for Research on Adolescence Biennial Meeting, San Diego, CA. Not presented due to COVID-19.
- Evans, J. *, Hasty, L. *, & **Wang, Z.** (Mar 2020). Mechanisms underlying the multi-generational transmission of educational attainments: Exploring educational attitudes and emotions as mediators. Poster, Texas Council on Family Relations Annual Conference, Houston, TX.
- Li, T. *, & **Wang, Z.** (Mar 2020). The dynamic relations between peer acceptance and academic achievement in Elementary School. Poster, Graduate Student Research Conference, Lubbock, TX.
- Wang, Z.**, & Malanchini, M. (Mar 2019). The developmental growth trajectories of mathematics anxiety: A latent growth mixture model analysis. Poster, Society for Research in Child Development Biennial Meeting, Baltimore, MD.
- Wang, Z.**, & Malanchini, M. (May 2018). When I feel in control, anxiety is my propeller. Poster, Association for Psychological Science Annual Convention, San Francisco, CA.
- Wang, Z.**, & Malanchini, M. (May 2018) The longitudinal role of math anxiety in boys' and girls' mathematics development. Poster, Association for Psychological Science Annual Convention, San Francisco, CA.
- Miller, J. *, & **Wang, Z.** (Mar 2018). The developmental relations among math anxiety, math avoidance, and mental toughness. Poster, 10th Annual TTU Undergraduate Research Conference, Lubbock, TX.
- Savla, J., **Wang, Z.**, Brossoie, N., Roberto, K. A., & Blieszner, R. (Jul 2017). Early predictors of mortality among family caregivers of persons with dementia. Paper in symposium *Caring with grit and grace: Long-term family caregivers of persons with dementia* (J. Savla & K. A. Roberto Chairs). The 21st IAGG World Congress of Gerontology and Geriatrics, San Francisco, CA.
- Roberto, K. A., Weaver, R., Brossoie, N., Teaster, P., Savla, J., & **Wang, Z.** (Nov 2016). Family perceptions of involuntary closure of health care facilities: Processes and outcomes. Poster, Gerontological Society of America Annual Meeting, New Orleans, LA.
- Savla, J., Davey, A., Sands, L., & **Wang, Z.** (Nov 2016). Typologies of formal and informal networks for older adults: A new look using NHATS data. Paper in symposium *Adult children and older parents*. The 69th Annual Scientific Meeting of the Gerontological Society of America Annual Meeting, New Orleans, LA.
- Malanchini, M., **Wang, Z.**, Kovas, Y., & Plomin, P. (Jul 2015). Mathematics motivation: Stability and change in its aetiology and its longitudinal association with mathematics achievement. Poster, The 14th European Congress of Psychology, Milan, Italy.
- Doran, M. M., **Wang, Z.**, Lukowski, S., Schenker, V., & Petrill, S. A. (Jul 2015). Genetic factors influence the concurrent and longitudinal relations between language and reading comprehension. Poster, Society for the Scientific Study of Reading Annual Meeting, The Big Island, HI.

- Schenker, V. J., **Wang, Z.**, Lukowski, S. L., Doran, M. M., & Petrill, S.A. (Jul 2015). Nonshared environment influences the relationship between reading motivation and reading skills. Poster, Society for the Scientific Study of Reading Annual Meeting, The Big Island, HI.
- Wang, Z.**, Lukowski, S., Doran, M., Schenker, V., & Petrill, S. (Jul 2015). Cognitive processes in the relation between linguistic comprehension and reading comprehension. Poster, Society for the Scientific Study of Reading Annual Meeting, The Big Island, HI.
- Doran, M., **Wang, Z.**, Malanchini, M., Lukowski, S., Schenker, V., & Petrill, S. A. (Mar 2015). An examination of the etiologies of the relations between reading motivation and reading-related constructs. Poster, Society for Research in Child Development Biennial Meeting, Philadelphia, PA.
- Schenker, V. J., **Wang, Z.**, Lukowski, S. L., Soden, B., & Petrill, S. A. (Mar 2015). A behavioral genetic approach to understanding the connection between reading motivation and reading outcomes in early adolescence. Poster, Society for Research in Child Development Biennial Meeting, Philadelphia, PA.
- Soden, B., **Wang, Z.**, Malanchini, M., Kovas, Y., & Petrill, S. A. (Mar 2015). Exploring the moderating effects of SES on reading and math achievement in middle childhood. Paper in symposium *Person-environment interplay in academic and cognitive development* (Z. Wang Chair). Society for Research in Child Development Biennial Meeting, Philadelphia, PA.
- Wang, Z.**, Lukowski, S. L., Hart, S. A., Lyons, I. M., Thompson, L. A., Kovas, Y., Plomin, R., & Petrill, S. A. (Mar 2015). Is mathematical anxiety always bad for math learning? Paper in symposium *Math anxiety and math cognition* (S. A. Petrill Chair). Society for Research in Child Development Biennial Meeting, Philadelphia, PA.
- Wang, Z.**, Soden, B., Deater-Deckard, K., Lukowski, S., Schenker, V., Willcutt, E., Thompson, L. A., & Petrill, S. A. (Mar 2015). Development in reading and math: The interplay between SES and child temperament. Paper in symposium *Person-environment interplay in academic and cognitive development* (Z. Wang Chair). Society for Research in Child Development Biennial Meeting, Philadelphia, PA.
- Malanchini, M., **Wang, Z.**, & Kovas, Y. (Mar 2015). The aetiology of the longitudinal relationship between academic motivation and achievement in reading and mathematics. Paper in symposium *Integrating insights into genetic, neurobiological and cognitive underpinnings of developmental disorders and traits* (C. U. Greven Chair). 2015 International Convention of Psychological Science, Amsterdam, the Netherlands.
- Wang, Z.**, & Petrill, S. (Jul 2014). The role of working memory in the links between behavioral problems and reading skills: A behavioral genetic study. Poster, Society for the Scientific Study of Reading Annual Meeting, Santa Fe, NM.
- El Mallah, S., **Wang, Z.**, Petrill, S. A., Thompson, L. A., & Deater-Deckard, K. (Jun 2013). Observed stability and plasticity: Links with Reading Achievement in Childhood. Poster, Association for Research in Personality Biennial Meeting, Charlotte, NC.
- Nguyen, C., & **Wang, Z.** (Jun 2013). Can changes in academic achievement predict motivation? Poster, Association for Research in Personality Biennial Meeting, Charlotte, NC.
- Wang, Z.**, Bell, M. A., & Deater-Deckard, K. (Jun 2013). The role of negative affect and physiology in maternal attribution. Poster, Association for Research in Personality Biennial Meeting, Charlotte, NC.
- Wang, Z.**, Petrill, S. A., Thompson, L. A., & Deater-Deckard, K. (Jun 2013). Genetic and nongenetic variance across the full range of individual differences in two broad personality factors. Poster, Association for Research in Personality Biennial Meeting, Charlotte, NC.
- Chen, N., **Wang, Z.**, Bell, M. A., & Deater-Deckard, K. (Apr 2013). Temperament and family environment transactions in the etiology of child behavior problems. Poster, Society for Research in Child Development Biennial Meeting, Seattle, WA.
- El Mallah, S., **Wang, Z.**, Deater-Deckard, K., & Bell, M. A. (Apr 2013). Vagal control predicts mother's reappraisal of emotion. Poster, Society for Research in Child Development Biennial Meeting, Seattle, WA.
- Wang, Z.**, Bell, M. A., & Deater-Deckard, K. (Apr 2013). How do happy mothers parent: The role of physiological regulation and family context. Poster, Society for Research in Child Development Biennial Meeting, Seattle, WA.
- Wang, Z.**, Deater-Deckard, K., & Bell, M. A. (Apr 2013). Do non-reactive mothers reappraise? Paper in symposium

Understanding the role of parent executive function skills in family outcomes: The importance of a multiple levels of analysis approach (A. Monn Chair). Society for Research in Child Development Biennial Meeting, Seattle, WA.

Chen, N., **Wang, Z.**, Bell, M. A., & Deater-Deckard, K. (May 2012). Parenting and child maladjustment: Moderating effects of self-regulation and chaos. Poster, Association for Psychological Science Annual Convention, Chicago, IL.

Deater-Deckard, K., Logan, J. A. R., **Wang, Z.**, Chen, N., & Petrill, S. (May 2012). Heritability across the full range of individual differences in temperament. Poster, Association for Psychological Science Annual Convention, Chicago, IL.

McClelland, E., **Wang, Z.**, Chen, N., Bell, M. A., & Deater-Deckard, K. (May 2012). Parental attribution bias and behavior: The moderating effect of household chaos. Poster, Association for Psychological Science Annual Convention, Chicago, IL.

Wang, Z., Chen, N., Bell, M. A., & Deater-Deckard, K. (May 2012). Maternal attributes moderate the link between child difficult behaviors and harsh parenting. Poster, Association for Psychological Science Annual Convention, Chicago, IL.

Chen, N., **Wang, Z.**, Deater-Deckard, K., & Power, A. (May 2011). Do child-centered childrearing attitudes break the line between challenging child behaviors and harsh parenting? Poster, Association for Psychological Science Annual Convention, Washington, DC.

Wang, Z., Chen, N., & Deater-Deckard, K. (May 2011). Observed personality in childhood: Psychometric and behavioral genetic evidence for higher-order factors. Poster, Association for Psychological Science Annual Convention, Washington, DC.

Beekman, C., Deater-Deckard, K., **Wang, Z.**, & Bell, M. A. (Mar 2011). Maternal self-regulation and harsh parenting: The role of executive attention and working memory. Poster, Society for Research in Child Development Biennial Meeting, Montreal, Quebec, Canada.

Berry, D., Deater-Deckard, K., McCartney, K. A., **Wang, Z.**, & Petrill, S. A. (Mar 2011). Gene-environment interaction between DRD4 7-repeat and maternal sensitivity predicts inattention trajectories in middle childhood. Poster, Society for Research in Child Development Biennial Meeting, Montreal, Quebec, Canada.

Deater-Deckard, K., **Wang, Z.**, Kelinsky, L., & Bell, M. A. (Mar 2011). Maternal self-regulation of negativity, and child conduct problems. Poster, Society for Research in Child Development Biennial Meeting, Montreal, Quebec, Canada.

Kim, J. E., Deater-Deckard, K., & **Wang, Z.** (Mar 2011). Anger/frustration, hyperactivity/impulsivity, and developmental change in aggression in middle childhood. Poster, Society for Research in Child Development Biennial Meeting, Montreal, Quebec, Canada.

Mullineaux, P., Deater-Deckard, K., **Wang, Z.**, & Bell, M. A. (Mar 2011). Maternal cognitive self-regulation and household chaos: Moderation by socioeconomic status. Poster, Society for Research in Child Development Biennial Meeting, Montreal, Quebec, Canada.

Wang, Z., Deater-Deckard, K., & Kim, J. E. (Mar 2011). The links between fear and aggression: Moderating effects of anger and hyperactivity-impulsivity in middle childhood. Poster, Society for Research in Child Development Biennial Meeting, Montreal, Quebec, Canada.

Wang, Z., Deater-Deckard, K., Thompson, L. A., & Petrill, S. A. (Mar 2011). A behavioral genetic study of the links between working memory and attention networks in middle childhood. Poster, Society for Research in Child Development Biennial Meeting, Montreal, Quebec, Canada.

Wang, Z., Mullineaux, P., Deater-Deckard, K., Thompson, L. A., & Petrill, S. A. (Mar 2011). Child adjustment and maternal negativity and positivity in middle childhood: Genotype-environment correlation processes. Paper in symposium *Parent-child relationships from infancy to young adulthood: The role of genes and environments* (K. Marceau, chair). Society for Research in Child Development Biennial Meeting, Montreal, Quebec, Canada.

Kim, J. E., Deater-Deckard, K., & **Wang, Z.** (Mar 2010). Anger/frustration, Inattention, and Change in Internalizing and Externalizing problems. Poster, Society for Research on Adolescence Biennial Meeting, Philadelphia, PA.

Mullineaux, P., **Wang, Z.**, Kim, J. E., & Deater-Deckard, K. (Mar 2010). The link between reading comprehension and

inattention across middle childhood to adolescence. Poster, Society for Research on Adolescence Biennial Meeting, Philadelphia, PA.

Wang, Z., Deater-Deckard, K., & Kim, J. E. (Mar 2010). Attention and working memory moderate the links between negative affect and aggression. Poster, Society for Research on Adolescence Biennial Meeting, Philadelphia, PA.

Wang, Z., Deater-Deckard, K., & Kim, J. E. (Mar 2010). Fear, frustration/anger and changes in overt aggression in the transition to early adolescence. Poster, Society for Research on Adolescence Biennial Meeting, Philadelphia, PA.

INVITED TALK

2024.11	"Two ways in which math anxiety hurts math performance". International Forum on Child and Adolescent Development, Jinan, China (Virtual)
2022.10	"What have we learned about math anxiety" Department Colloquium, Department of Educational Psychology, Texas A&M university
2022.01	"Understanding the phenomenon of math anxiety" Department of Educational Psychology, Texas A&M University
2021.12	"Understanding the phenomenon of math anxiety". Department of Educational Psychology & Learning Systems, Florida State University
2021.11	"Understanding the phenomenon of math anxiety". Department of Education and Human Development, Clemson University
2018	"Mathematics anxiety in mathematics learning". Faculty Research Club, Texas Tech University
2015	"Academic development: Quantitative modeling of gene-environment processes". Human Development and Family Studies, Texas Tech University
2014	"Leap the hurdle: Role of self-regulation in development". Department of Psychology, University of Kentucky
2014	"Reactive and regulatory affect in learning and achievement". Department of Psychology, The Ohio State University

TEACHING AND MENTORING

Courses Taught at TAMU

Semester	Course name	Level	Delivery format	Enrollment	Evaluation
2025 Fall	EPSY606 Motivation and Learning (699 & 700)	Grad	Online	25	
2025 Spring	EPSY606 Motivation and Learning	Grad	In-person	9	4.8
2024 Fall	EPSY606 Motivation and Learning (699 & 700)	Grad	Online	36	4.8
2024 Spring	EPSY606 Motivation and Learning	Grad	In-person	9	4.2
2023 Fall	No teaching data due to being on maternity leave				
2023 Spring	EPSY606 Motivation and Learning	Grad	In-person	16	4.5
2022 Fall	EPSY646 Issues in Child and Adolescent Development	Grad	In-person	6	4.9

Note. All questions converted to a 1-5 scale, with 1 = low, 5 = high for evaluation.

Individual Studies Courses at TAMU

EPSY691 Research	Spring 2023 (N = 1), Summer 2023 (N = 2), Spring 2024 (N = 1), Spring 2025 (N = 1), Summer 2025 (N = 1)
EPSY685 Directed Studies	Fall 2024 (N = 1), Summer 2025 (N = 1)
EPSY491 Undergraduate Research	Spring 2024 (N = 2), Fall 2024 (N = 3), Spring 2025 (N = 2)

Courses Taught at TTU

Semester	Course name	Level	Delivery format	Enrollment	Evaluation
2022 Spring	HDFS2303 Life Span Human Development	Undergrad	In-person	88	4.6/5
2022 Spring	HDFS2303 Life Span Human Development	Undergrad	In-person	89	4.7/5
2021 Fall	No teaching data due to being on maternity leave				

2021 Spring	HDFS3390 Research Method	Undergrad	Hybrid	42	4.4/5
2020 Fall	HDFS2303 Life Span Human Development	Undergrad	Hybrid	90	4.7/5
2020 Fall	HDFS5349 Quantitative Methods I	Grad	In-person	8	4.1/5
2020 Spring	HDFS3390 Research Method	Undergrad	In-person/Online	32	4.3/5
2019 Fall	HDFS2303 Life Span Human Development	Undergrad	In-person	100	4.5/5
2019 Fall	HDFS5349 Quantitative Methods I	Grad	In-person	11	4.6/5
2019 Spring	HDFS3324 Dynamics of Family Interaction	Undergrad	In-person	63	4.5/5
2019 Spring	HDFS3324 Dynamics of Family Interaction	Undergrad	In-person	17	4.9/5
2018 Fall	HDFS5349 Quantitative Methods I	Grad	In-person	5	4.8/5
2018 Spring	HDFS3324 Dynamics of Family Interaction	Undergrad	In-person	72	4.3/5
2018 Spring	HDFS3324 Dynamics of Family Interaction	Undergrad	In-person	76	4.0/5
2017 Fall	HDFS3390 Research Method	Undergrad	In-person	39	3.6/5
2017 Fall	HDFS3324 Dynamics of Family Interaction	Undergrad	In-person	49	4.0/5
2017 Spring	HDFS3324 Dynamics of Family Interaction	Undergrad	In-person	65	3.7/5
2017 Spring	HDFS3324 Dynamics of Family Interaction	Undergrad	In-person	40	3.1/5

Note. 1 = low, 5 = high for evaluation.

Individual Studies Courses at TTU

HDFS 8000 Dissertation	Fall 2021 – Summer 2022
HDFS 7000 Graduate Research	Summer 2019 – Summer 2022
HDFS 5311 Problems in HDFS	Fall 2017 – Summer 2022
HDFS 4320 Research in HDFS	Fall 2017 – Spring 2020
HDFS 4000 Individual Study in HDFS	Spring 2018 – Spring 2020

Student Committee at TAMU

Student name	Program	Degree	My role	Status	Placement
Kyra Foley	EPSY, TAMU	Ph.D.	Chair	In progress	
Xiaotong Yi	EPSY, TAMU	Ph.D.	Co-Chair	In progress	
Madelyn Molina	EPSY, TAMU	Ph.D.	Co-Chair	In progress	
Nan Hu	EPSY, TAMU	Ph.D.	Co-Chair	In progress	
Anjali Chaudhary	EPSY, TAMU	Ph.D.	Member	Graduated, Summer 2025	
Brianna Hampton	EPSY, TAMU	Ph.D.	Member	In progress	
Fanyi Yu	EPSY, TAMU	Ph.D.	Member	In progress	
Nazim Asani	Psych and Brain Sciences, TAMU	Ph.D.	Member	Moved to the Master's program	
Nipah Onkananuwonk	TLAC, TAMU	Ph.D.	Member	In progress	
Zach Salander	Psych Sciences, U of Massachusetts Amherst	Ph.D.	Member	Left program	

Student Committee at TTU

Student name	Program	Degree	My role	Status	Placement
Michaela Quintero	HDFS, TTU	Ph.D.	Chair	Graduated, Spring 2023	TT Assistant Professor, Ashland University
Tianyu Li	HDFS, TTU	Ph.D.	Chair	Graduated, Summer 2022	TT Assistant Professor, Austin Peay State U
Seowon Song	HDFS, TTU	Ph.D.	Member	Graduated, Spring 2024	
Jessica Blume	HDFS, TTU	Ph.D.	Member	Graduated, Fall 2022	
Leslie Hasty	HDFS, TTU	Ph.D.	Member	Graduated, Spring 2022	
Ali Chaghani	HDFS, TTU	M.S.	Chair	Left Program, Spring 2022	
Miranda Cox	HDFS, TTU	M.S.	Member	Graduated, Summer 2022	
Karen Esteves	GPIDEA, TTU	M.S.	Member	Graduated, Spring 2021	
Dane Rivas-Koehl	HDFS, TTU	M.S.	Member	Graduated, Spring 2021	
Blake West	HDFS, TTU	M.S.	Member	Left Program, Spring 2021	
Seowon Song	HDFS, TTU	M.S.	Member	Graduated, Spring 2020	
Brooke Loftis	GPIDEA, TTU	M.S.	Member	Graduated, Spring 2020	
Leslie Hasty	HDFS, TTU	M.S.	Member	Graduated, Spring 2019	

Mentored Student Award

Madelyn Molina, M.S.

- Texas A&M University Merit Fellowship

Michaela Quintero, Ph.D.

- 2023 Senior Graduate Student Researcher Award, HDFS, Texas Tech
- 2023 Graduate Student Diversity, Equity, & Inclusion Award, HDFS, Texas Tech
- 2023 Helen DeVitt Jones Excellence in Graduate Teaching Award, Texas Tech
- 2022 The Love of Learning Award, Phi Kappa Phi
- 2022 Department Graduate Student Teaching Award, HDFS, Texas Tech
- 2022 Department Graduate Student Service Award, HDFS, Texas Tech
- 2021 SECC Poster Competition Winner, Society for Research in Child Development

Tianyu Li, Ph.D.

- 2022 Department Graduate Student Mentor Award, HDFS, Texas Tech

Seowon Song, M.S.

- The 2023 OTEFE Foundation Scholarship

Jeanne Yang, B.S.

- 2022 Outstanding Presentation Award 1st place, Undergrad Research Conference, Texas Tech

Jacob Evans, B.S.

- 2021 Outstanding Presentation Award 3rd place, Undergrad Research Conference, Texas Tech

PROFESSIONAL SERVICES

Grant Reviewer

Institute of Education Sciences Basic Processes Grant review panelist (2025)

National Science Foundation EDU review panelist (2022, 2024)

National Science Foundation ad-hoc reviewer (2021, 2023, 2025)

Israel Science Foundation ad-hoc reviewer (2017)

Journal Editorial Board Member

Journal of Educational Psychology (2023-present)

Learning and Individual Differences (2024-present)

Journal Ad-hoc Reviewer

Annals of the New York Academy of Sciences • Applied Neuropsychology • Behavior Genetics • Biological Psychology • British Journal of Educational Psychology • Child Development • Child Development Perspective • Child Psychiatry and Human Development • Clinical Child and Family Psychology Review • Cognitive Development • Contemporary Educational Psychology • Developmental Psychobiology • Developmental Psychology • Developmental Science • Development and Psychopathology • Early Childhood Research Quarterly • Educational Psychology • Educational Psychology Review • Educational Psychologists • Frontiers in Psychology • Infant Behavior and Development • Infant and Child Development • International Journal of Psychology • Journal of Abnormal Child Psychology • Journal of Child Psychology and Psychiatry • Journal of Educational Psychology • Journal of Family Issues • Journal of Family Psychology • Journal of Individual Differences • Journal of Youth and Adolescence • Journal of the American Academy of Child and Adolescent Psychiatry • Learning and Individual Differences • Parenting: Science & Practice • Pediatrics • Personality and Individual Differences • PLOS ONE • Psychological Science • Review of Educational Research • Social Development • Social Psychiatry and Psychiatric Epidemiology • Studies in Educational Evaluation • The Journal of Early Adolescence • Translational Psychiatry

Conference Committee

Fall 2024- Fall 2025

Organizing/Steering Committee The 25th Occasional Temperament Conference, College Station, TX

Advisory Board Membership/Consultant

2025 – 2028	Advisory board member for the project “Developmental trajectories of student math anxiety in early elementary school: A dynamic systems study”. <i>National Science Foundation ECR proposal</i> (Pending; PI: Patrik Lundh, SRI)
2021 – 2026	Advisory board member for the project “The impact of time-pressure on math anxiety and math learning”. <i>National Science Foundation CAREER Award # 2041887</i> (PI: Ian Lyons, Georgetown University).
2017 – 2021	Consultant for the project “Child adjustment during family transition: Arrival of the second-born”. <i>US-Israel Binational Science Foundation Regular Research Grant #2016023</i> (PI: N. Atzaba-Poria & K. Deater-Deckard).

Department, College, & University

Fall 2024 – Present	EPSY Representative, CEHD Council of Principal Investigators, TAMU
Fall 2024 – Spring 2025	Graduate Student Excellence in Research Award Selection Committee, TAMU
Fall 2024	2025 Catapult grant program review panel, TAMU
Summer 2024 – present	Department Research Space/Office Task Force, TAMU
Spring 2024	Avilés-Johnson Fellowship Reviewer, TAMU
Spring 2024	NSF CAREER Proposal Discussion Series Panelist, TAMU
Spring 2023 – present	Child and Adolescent Research Registry Workforce (Co-chair), TAMU
Spring 2023	Learning Science Digital Presence Work Group, EPSY, TAMU
Fall 2021 – Spring 2022	College Faculty Council, COHS, TTU
Fall 2021 – Spring 2022	University Convocations Committee, TTU
Spring 2021 – Spring 2022	Graduate Scholarship Committee, HDFFS, TTU
Spring 2021	TTU Undergraduate Research Conference Reviewer, TTU
Fall 2020 – Spring 2022	College Research Committee, COHS, TTU
Fall 2020 – Spring 2022	Colloquium Series Committee (Chair), HDFFS, TTU
Fall 2019 – Spring 2020	Faculty & Graduate Student Event Committee (Co-chair), HDFFS, TTU
Fall 2019	Early Childhood Faculty Search Committee, HDFFS, TTU
Fall 2018 – Spring 2022	Methods Qualifying Exam Committee, HDFFS, TTU
Fall 2018 – Spring 2022	Graduate Admission Committee, HDFFS, TTU
Fall 2018	Adolescence Faculty Search Committee, HDFFS, TTU
Spring 2018 – Spring 2019	Brown Bag Committee (Chair), HDFFS, TTU
Fall 2017 – Spring 2019	Outreach and Engagement Committee, HDFFS, TTU
Fall 2017– Spring 2018	STEM CORE Research Committee, TTU
Spring 2017 – Spring 2018	Quantitative Methods Initiative Committee, HDFFS, TTU
2014	Reviewer, The Denman Undergraduate Research Forum, OSU
2013	Reviewer, The Discovery Themes Inaugural Request for Proposals, OSU

Outreach & Engagement

Fall 2025	Panelist at the September Play2Learn Program at the Larry J. Ringer Library
Summer 2025	Host of a reading program at the Larry J. Ringer Library
Fall 2024	Host of a Discovery Lab at the Children’s Museum of the Brazos Valley
Spring 2020	Center for the Integration of STEM Education & Research - Science of Learning Afterschool Club (@ six elementary schools) host
Spring 2020	Ramirez Elementary School Science Night - Science of Learning Activity Host
Spring 2019	“Engaging in the Community”. Volunteer Center of Lubbock Brown Bag Series

Professional Memberships

2023 – present	The Mathematical Cognition and Learning Society
2023 – present	American Psychological Association
2020 – present	Society for Research on Adolescence
2019 – present	American Educational Research Association
	Motivation Special Interest Group (2022 – present)
2010 – present	Society for Research in Child Development

SELECTED MEDIA COVERAGE

2019	Mathematics anxiety creates issues in class, social situations, by The Daily Toreador
2015	Math Anxiety doesn't equal poor math performance, by Association for Psychological Science; Science Daily; Wokeji.com; Goldsmiths, University of London; Science & Technology
2014	Who's afraid of math? Study finds some genetic factors, by Science Daily; Medical Daily; CNN/ABC5/CBS46/FOX19; Xinhua.net, China; The British Psychological Society; The Times of India; Iran Daily; The Asian Age