

CURRICULUM VITAE

Sara A. Schmitt

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TEACHING AND RESEARCH INTERESTS

Dr. Schmitt's research is generally centered around answering critical questions related to how children develop strong self-regulation and school readiness during the early childhood period and how to best strengthen these skills prior to kindergarten entry. Specifically, her research agenda is focused on two areas: 1) identifying contextual and individual predictors of the development of self-regulation and school readiness during early childhood, 2) designing and evaluating targeted interventions, curricula, and policies to enhance these skills in underserved children.

Dr. Schmitt's teaching interests at the graduate level include instruction around effective intervention development and evaluation, grant writing, and evidence-based strategies for promoting student and staff self-regulation in K-12 schools. Her teaching interests at the undergraduate level include teacher preparation in general early childhood education and early childhood special education.

EDUCATIONAL RECORD

- 2013 Doctor of Philosophy completed at Oregon State University in June, 2010. Major area of study: Human Development and Family Sciences, dissertation title: *Strengthening school readiness for children at risk: Evaluating self-regulation measures and an intervention using classroom games*, Dissertation chair: Dr. Megan McClelland.
- 2009 Master of Arts completed at San Diego State University in August, 2009. Major area of study: Developmental Psychology, thesis title: *The relationship between the home literacy environment and language in toddlers*, Thesis chair: Dr. Margaret Friend.
- 2003 Bachelor of Arts completed at the University of Wisconsin-Madison in December, 2003. Major area of study: Psychology.

EMPLOYMENT HISTORY:

- 2023-present Associate Director, Prevention Science Institute, University of Oregon
- 2022-present Bricker/Squires Faculty Chair in Early Intervention, College of Education, University of Oregon

2022-present	Associate Professor, Department of Special Education and Clinical Sciences, University of Oregon
2022-present	Research Scientist, Prevention Science Institute, University of Oregon
2022-present	Faculty Affiliate, Ballmer Institute, University of Oregon
2019-2022	Associate Professor, Human Development and Family Studies, Purdue University
2018-2022	Co-Director, Center for Early Learning, Purdue University
2015-2022	Faculty Partner, Center for Families, Purdue University
2013-2022	Faculty Affiliate, Center for Poverty and Health Inequities, Purdue University
2013-2019	Assistant Professor, Human Development and Family Studies, Purdue University

TEACHING EXPERIENCE

2022-present	College of Education, University of Oregon
2022-present	Ballmer Institute, University of Oregon
2013-2022	Human Development and Family Science, Purdue University
2009-2013	Human Development and Family Sciences, Oregon State University

Courses Taught:

Undergraduate courses in child development, adolescent development, critical thinking, parenting, social-emotional development. Graduate courses in intervention, self-regulation, and grant writing.

RESEARCH ACTIVITIES

A. Refereed Journal Articles (^u = undergraduate student, ^g = graduate student, ^p = postdoc)

89. Ehrman, P., Eason, S. H., Duncan, R. J., Elicker, J., **Schmitt, S. A.**, & Purpura, D. J. (2025). Profiles of early mathematics learners: Mathematical and non-mathematical skills. *Learning and Individual Differences*, 120, 102664. <https://doi.org/10.1016/j.lindif.2025.102664>
88. **Schmitt, S. A.**, Purpura, D. J., Duncan, R. J., Bryant,^g L. M., Zehner,^g T. M., Devlin,^p B. L., Geer, E. A., Paes, T. M. (2025). Testing block play as an effective mechanism for promoting early math, executive function, and spatial skills in preschoolers from low-income backgrounds. *Early Childhood Research Quarterly*, 71, 163-173. <https://doi.org/10.1016/j.ecresq.2024.12.011>
87. Devlin,^p B. L., Geer,^p E. A., Finders,^p J. K., Zehner,^g T. M., Duncan, R. J., Purpura, D. J., & **Schmitt, S. A.** (2024). Patterns of individual differences in executive functions for preschoolers from low-income backgrounds: Associations with pre-academic skills. *Learning and Individual Differences*, 114, 102498. <https://doi.org/10.1016/j.lindif.2024.102498>

86. Hornburg, C., King, Y., Westerberg, L., **Schmitt, S. A.**, & Purpura, D. J. (2024). The roles of mathematical language and emergent literacy skills in the longitudinal prediction of specific early numeracy skills. *Journal of Experimental Child Psychology*, 244, 105959. <https://doi.org/10.1016/j.jecp.2024.105959>
85. Bryant,^g L. M., Westerberg,^g L., Devlin,^p B. L., Paes,^p T. M., Geer,^p E. A., Katyayan,^u A., Morse,^u K. M., O'Brien,^u G., Purpura, D. J., & **Schmitt, S. A.** (2024). Capturing math language use during block play: Creation of the spatial and quantitative Mathematical Language Coding System. *Journal of Numerical Cognition*, 10, 1-17. <https://doi.org/10.5964/jnc.11589>
84. Khatri, R. A., Baumgartner, N. W., Noh, K., Ullrich-French, S., **Schmitt, S. A.**, Wang, C-H., & Kao, S-C. (2024). Mindfulness induction and executive function after high-intensity interval training with and without mindful recovery intervals. *Scandinavian Journal of Medicine & Science in Sports*, 34(1), e14558. <https://doi.org/10.1111/sms.14558>
83. Devlin,^p B. L., Ellis, A., Zehner,^g T. M., Duncan, R. J., Elicker, J. G., Purpura, D. J., & **Schmitt, S. A.** (2024). Contributions of preschool behavioral self-regulation and social skills to growth in different domains of early math knowledge. *Journal of Experimental Child Psychology*, 241, 105867. <https://doi.org/10.1016/j.jecp.2024.105867>
82. Zehner,^g T., Paes,^p T. M., Devlin,^p B. L., Geer,^p E. A., Posada, G. E., Duncan, R. J., Purpura, D. J., & **Schmitt, S. A.** (2024). Social-emotional competence as a predictor of early numeracy skills. *Early Education and Development*, 35(8), 1695-1711. <https://doi.org/10.1080/10409289.2024.2360878>
81. Paes,^p T. M., Lin, J., Duncan, R., Purpura, D. J., & **Schmitt, S. A.** (2024). The relations between parent–educator communication, the home environment, and children’s outcomes in preschool. *Child & Youth Care Forum*, 53(5), 1061–1079. <https://doi.org/10.1007/s10566-023-09785-2>
80. Purpura, D. J., O’Rear, C. D., Ellis, A., Logan, J. A. R., Westerberg, L., Ehrman, P., King, Y. A., Vander Tuin, M., Nordgren, I., Anderson, K., Cosso, J., Zippert, E., Napoli, A. R., Hornburg, C. B., **Schmitt, S. A.**, & Dobbs-Oates, J. (2024). Unique and combined effects of quantitative mathematical language and numeracy instruction within a picture book intervention: A registered report. *Journal of Educational Psychology*, 116(1), 1-19. <https://doi.org/10.1037/edu0000820>
79. Bryant,^g L. M., Duncan, R. J., Purpura, D. J., Banda, J. A., Elicker, J. & **Schmitt, S. A.** (2024). Testing longitudinal relations among preschool sport and kindergarten executive function and academic outcomes. *Journal of Child and Family Studies*, 33(3), 835-848. <https://doi.org/10.1007/s10826-023-02671-4>
78. **Schmitt, S. A.**, Paes,^p T. M., Duncan, R. J., & Vandell, D. L. (2023). Early cumulative risk and outcomes in adolescence and adulthood: The role of executive function and behavioral

regulation. *Developmental Psychology* 59(11), 1988-2001.
<https://doi.org/10.1037/dev0001647>

77. Cosso,^g J., Finders,^p J., Duncan, R. J., **Schmitt, S. A.**, & Purpura., D. J. (2023). The home numeracy environment and children's math skills: The moderating role of parents' math anxiety. *Journal of Experimental Child Psychology*, 227, 105578.
<https://doi.org/10.1016/j.jecp.2022.105578>
76. Duncan, R., Anderson,^g K., Finders,^p J., Purpura, D. J., & **Schmitt, S. A.** (2023). Factor structure of school readiness skills: Conceptual versus statistical distinctions. *Frontiers in Psychology*, 14, 962651. <https://doi.org/10.3389/fpsyg.2023.962651>
75. Kao, S. C., Baumgartner, N., Noh, K., Wang, C. H., & **Schmitt, S. A.** (2023). Acute effects of intense interval versus aerobic exercise on children's behavioral and neuroelectric measures of inhibitory control. *Journal of Science and Medicine in Sport*, 26(6), 316-321.
<https://doi.org/10.1016/j.jsams.2023.05.003>
74. Paes,^p T., Duncan, R., Purpura, D. J., & **Schmitt, S. A.** (2023). The relations between teacher-child relationships in preschool and children's outcomes in kindergarten. *Journal of Applied Developmental Psychology*, 86, 101534.
<https://doi.org/10.1016/j.appdev.2023.101534>
73. Finders,^p J., Duncan, R. J., Purpura, D. J., Elicker, J., & **Schmitt, S. A.** (2023). Testing theoretical explanations for heterogeneity in associations between a state Quality Rating and Improvement System and prekindergarten children's academic performance. *Contemporary Educational Psychology*, 73, 102174. <https://doi.org/10.1016/j.cedpsych.2023.102174>
72. Korucu,^g I., Paes,^p T., Costello, L. A., Duncan, R. J., Purpura, D. J., & **Schmitt, S. A.** (2023). The role of peers' executive function and classroom quality for preschoolers' school readiness. *Journal of Applied Developmental Psychology*, 86, 101532.
<https://doi.org/10.1016/j.appdev.2023.101532>
71. Duncan, R. J., Nordgren, I., **Schmitt, S. A.**, & Vandell, D. L. (2023). Additive and synergistic relations of early mother-child and caregiver-child interactions and socioeconomic outcomes in adulthood (Registered Report). *Infant and Child Development*, 33(2), e2406. <http://doi.org/10.1002/icd.2406>
70. Purcell, M., & **Schmitt, S. A.** (2023). Strengthening preservice teacher reflective practice through the use of personnel preparation standards. *Journal of Early Childhood Teacher Education*, 44(2), 167-183. <https://doi.org/10.1080/10901027.2023.2165984>
69. Duncan, R. J., Anderson, K. L., King, Y. A., Finders, J. K., **Schmitt, S. A.**, & Purpura, D. J. (2023). Preschool language environments: Sources of variation and relations to children's vocabulary. *Infant and Child Development*, 32(1), e2381. <https://doi.org/10.1002/icd.2381>

68. Duncan, R. J., Korucu, I., & **Schmitt, S. A.** (2023). Variations in early life home environment quality and children's achievement. *Journal of Applied Developmental Psychology*, 85, 101500. <https://doi.org/10.1016/j.appdev.2022.101500>
67. Kao, S-C., Baumgartner, N. W., Pritt, T., Wu, S., **Schmitt, S. A.**, Ullrich-French, S., & Wang, C. H. (2023). Acute effects of mindful interval exercise on cognitive performance in a higher education setting. *Psychology of Sport and Exercise*, 64, 102326. <https://doi.org/10.1016/j.psychsport.2022.102326>
66. **Schmitt, S. A.**, Elicker, J. G., Purpura, D. J., Duncan, R. J., Schmerold,^p K. Budrevich,^g A., & Bryant,^g L. M. (2023). The effects of a high quality state-run preschool program as rated by a Quality Rating and Improvement System on children's school readiness. *Early Childhood Research Quarterly*, 62, 89-101. <https://doi.org/10.1016/j.ecresq.2022.07.013>
65. Noh, K., Kao, S., Baumgartner, N. W., Wang, C., & **Schmitt, S. A.** (2023). Acute effects of intense interval and moderate-aerobic exercise on inhibitory control in preadolescent children. *Journal of Sport & Exercise Psychology*, 45, S100.
64. Duncan, R. J., Anderson, K. L., King, Y. A., Finders, J. K., **Schmitt, S. A.**, & Purpura, D. J. (2023). Predictors of preschool language environments and their relations to children's vocabulary. *Infant and Child Development*, 32(1), e2381. <https://doi.org/10.1002/icd.2381>
63. **Schmitt, S. A.**, Mihalec-Adkins,^g B., Lipscomb, S. T., Pratt, M., & Horvath,^g G. (2022). Longitudinal relations among child care stability during the prekindergarten year and behavior problems. *Children and Youth Services Review*, 138, 106522. <https://doi.org/10.1016/j.chilyouth.2022.106522>
62. Devlin,^p B. L., Paes,^p T. M., Geer,^p E. A., Bryant,^g L. M., Zehner,^g T. M., Korocu,^g I., Morse,^u K., Duncan, R. J., Purpura, D. J., **Schmitt, S. A.** (2022). Moving beyond dosage and adherence: A protocol for capturing dimensions of active child engagement as a measure of fidelity for social-emotional learning interventions. *Frontiers in Psychology*, 13, 1014713. <https://doi.org/10.3389/fpsyg.2022.1014713>
61. Westerberg,^g L., **Schmitt, S. A.**, Eason, S. H., & Purpura, D. J. (2022). Home science interactions and their relation to children's science core knowledge in preschool. *Journal of Experimental Child Psychology*, 222, 105473. <https://doi.org/10.1016/j.jecp.2022.105473>
60. Bryant,^g L. M., Duncan R. J., Marceau, K., & **Schmitt, S. A.** (2022). Examining longitudinal associations between internalizing problems, Body Mass Index, and language during childhood. *Developmental Psychology*, 58(11), 2114-2126. <https://doi.org/10.1037/dev0001426>
59. Kao, S., Tsai, Y., Hsieh, S. Chen, I., **Schmitt, S. A.** & Hung, T. (2022). The relationship of muscular endurance and coordination and dexterity with behavioral and neuroelectric indices of attention in preschool children. *Scientific Reports*, 12(1), 7059. <https://doi.org/10.1038/s41598-022-11161-4>

58. Korucu^g, I., Ayturk, E., Finders, J. K., Schnur, G., Bailey, C., Tominey, S. T., & **Schmitt, S. A.** (2022). Self-regulation in preschool: Examining its factor structure and associations with pre-academic skills and social-emotional competence. *Frontiers in Psychology*, 12. <https://doi.org/10.3389/fpsyg.2021.717317>
57. Cosso^g, J., Ellis, A., O'Real, C., Zippert, E., **Schmitt, S. A.**, Purpura, D. (2022). Conceptualizing the factor structure of parents' math anxiety and associations with children's mathematics skills. *Annals of the New York Academy of Sciences*, 1511(1), 119–132. <https://doi.org/10.1111/nyas.14736>
56. ten Braak^p, D., Lenes, R., Purpura, D. J., **Schmitt, S. A.**, & Størksen, I. (2022). Why do early mathematics skills predict later mathematics and reading achievement? The role of executive function. *Journal of Experimental Child Psychology*, 214, 105306. <https://doi.org/10.1016/j.jecp.2021.105306>
55. Becker^u, M., Litkowski^p, E., Duncan, R. J., **Schmitt, S. A.**, Elicker, J., & Purpura, D. J. (2022). Parents' math anxiety and mathematical performance of pre-kindergarten children. *Journal of Experimental Child Psychology*, 214, 105302. <https://doi.org/10.1016/j.jecp.2021.105302>
54. Ireland^u, M., Bryant^g, L. M., Finders^p, J. K., Duncan, R. J., Purpura, D. J., & **Schmitt, S. A.** (2022). Examining associations between food insecurity, inhibitory control, and Body Mass Index in preschoolers. *Journal of Developmental & Behavioral Pediatrics*, 43(4), e255–e262. <https://doi.org/10.1097/DBP.0000000000001014>
53. **Schmitt, S. A.**, Geldhof, G. J., Purpura, D. J., Duncan, R., & McClelland, M. M. (2021). Commentary on Ellis et al. (2021). *Journal of Numerical Cognition*, 7(3), 476–478. <https://doi.org/10.5964/jnc.7341>
52. **Schmitt, S. A.**, Finders^p, J. K., Duncan, R. J., Korucu^g, I., Bryant^g, L. M., Purpura, D. J., & Elicker, J. G. (2021). Examining transactional relations between behavioral self-regulation and social-emotional functioning during the transition to kindergarten. *Developmental Psychology*, 57(12), 2093–2105. <https://doi.org/10.1037/dev0001266>
51. Finders^p, J. K., Duncan, R. J., Korucu^g, I., Bryant^g, L. B., Purpura, D. J., & **Schmitt, S. A.** (2021). Examining additive and synergistic relations between preschool self-regulation and executive function skills: Predictions to academic outcomes. *Frontiers in Psychology*, 12, 721282. <https://doi.org/10.3389/fpsyg.2021.721282>
50. Finders^p, J. K., Budrevich^g, A., Duncan, R. J., Purpura, D. J., Elicker, J., & **Schmitt, S. A.** (2021). Variability in preschool CLASS scores and children's school readiness. *AERA Open*, 7(1), 1–19. <https://doi.org/10.1177/23328584211038938>
49. Napoli^g, A. R., Korucu^g, I., Lin^p, J., **Schmitt, S. A.**, & Purpura, D. J. (2021). Characteristics

- related to parent-child literacy and numeracy practices in preschool. *Frontiers in Education*, 6, 535832. <https://doi.org/10.3389/feduc.2021.535832>
48. Purpura, D. J., **Schmitt, S. A.**, Napoli, A. R., Dobbs-Oates, J., King, Y. A., Hornburg, C. B., Westerberg, L., Borriello, G., Bryant, L., Anaya, L., Kung, M., Litkowski, E., Lin, J., & Rolan, E. (2021). Engaging parents and children in picture books: A family-implemented mathematical language intervention. *Journal of Educational Psychology*, 113(7), 1338–1353. <https://doi.org/10.1037/edu0000662>
 47. Westerberg,^g L., Litkowski,^p E., Finders,^p J. K., Gerde, H., Duncan, R. J., **Schmitt, S. A.**, & Purpura, D. J. (2021). Concurrent predictors of preschooler's science performance. *Cognitive Development*, 57, 100981. <https://doi.org/10.1016/j.cogdev.2020.100981>
 46. Lin,^p J., Napoli, A., **Schmitt, S. A.**, & Purpura, D. J. (2021). The relation between parent ratings and direct assessments of preschoolers' numeracy skills. *Learning and Instruction*, 71, 101375. <https://doi.org/10.1016/j.learninstruc.2020.101375>
 45. Bryant,^g L., Duncan, R. J., & **Schmitt, S. A.** (2021). The cognitive benefits of participating in structured sports for preschoolers. *Early Education and Development*, 32(5), 729-740. <https://doi.org/10.1080/10409289.2020.1799619>
 44. Kung, M., Stolz, K., Lin, J., Foster, M. E., **Schmitt, S. A.**, Purpura, D. J. (2021). The home numeracy environment and measurement of numeracy performance in English and Spanish in dual language learners. *Topics in Early Childhood Special Education*, 40(4), 241-252. <https://doi.org/10.1177/0271121420942588>
 43. **Schmitt, S. A.**, Snyder, F., Korucu,^g I., Bryant,^g L. M., & Finders,^p J. K. (2020). Pilot intervention enhances preschoolers' self-regulation and food liking. *Journal of Nutrition Education and Behavior*, 52(11), 1035-1042. <https://doi.org/10.1016/j.jneb.2020.08.008>
 42. Litkowski^p, E., Finders^p, J., Borriello^p, G., Purpura, D. J., **Schmitt, S.A.** (2020). Patterns of heterogeneity in kindergarten children's executive function: Profile associations with third grade achievement. *Learning and Individual Differences*, 80, 101846. <https://doi.org/10.1016/j.lindif.2020.101846>
 41. Bryant,^g L., Eicher-Miller, H., Korucu,^g I., & **Schmitt, S. A.** (2020). Associations between subjective and objective measures of the community food environment and executive function in early childhood. *Nutrients*, 12(7), 1944. <https://doi.org/10.3390/nu12071944>
 40. Korucu,^g I., & **Schmitt, S. A.** (2020). Continuity and change in the home environment: Associations with school readiness. *Early Childhood Research Quarterly*, 53, 97-107. <https://doi.org/10.1016/j.ecresq.2020.03.002>
 39. **Schmitt, S. A.**, Duncan, R., Budrevich,^g A., & Korucu,^g I. (2020). Benefits of behavioral self-regulation in the context of high classroom quality for preschoolers' mathematics. *Early*

Education and Development, 31(3), 323-334.
<https://doi.org/10.1080/10409289.2019.1660555>

38. Duncan, R. J., King, Y. A., Finders, J. K., Elicker, J., **Schmitt, S. A.**, & Purpura, D. J. (2020). Prekindergarten classroom language environments and children's vocabulary skills. *Journal of Experimental Child Psychology*, 194, 104829. <https://doi.org/10.1016/j.jecp.2020.104829>
37. Korucu,^g I., Litkowski,^p E., & **Schmitt, S. A.** (2020). Examining associations between the home literacy environment, executive function, and school readiness. *Early Education and Development*, 31(3), 455-473. <https://doi.org/10.1080/10409289.2020.1716287>
36. Korucu,^g I., Litkowski,^p E., Purpura, D. J., & **Schmitt, S. A.** (2020). Parental executive function as a predictor of parenting practices and children's executive function. *Infant and Child Development*, 29(1), e2152. <https://doi.org/10.1002/icd.2152>
35. Serebrennikov, D., Katare, B., Kirkham, L., & **Schmitt, S. A.** (2020). Effect of classroom intervention on student food selection and plate waste: Evidence from a randomized control trial. *PLOS One*, 15(1), e0226181. <https://doi.org/10.1371/journal.pone.0226181>
34. Purpura, D. J., King, Y., Rolan, E., Hornburg, C. B., **Schmitt, S. A.**, Hart, S. A., & Ganley, C. M. (2020). Examining the factor structure of the home mathematics environment to delineate its role in predicting preschool numeracy, mathematical language, and spatial skills. *Frontiers Psychology*, 11, 1925. <https://doi.org/10.3389/fpsyg.2020.01925>
33. McClelland, M. M., Tominey, S. L., **Schmitt, S. A.**, Hatfield, B. E., Purpura, D. J., Gonzales, C. R., & Tracy, A. N. (2019). Red Light, Purple Light! Results of an intervention to promote school readiness for children from low-income backgrounds. *Frontiers Psychology*, 10, 2365. <https://doi.org/10.3389/fpsyg.2019.02365>
32. Evich, C. D., Jones, B. L., **Schmitt, S. A.**, & Taylor, Z. E. (2019). Parental restrictive feeding with Latinx adolescents: Examining the role of adolescent effortful control. *Appetite*, 143, 104406. <https://doi.org/10.1016/j.appet.2019.104406>
31. Duncan, R., **Schmitt, S. A.**, & Vandell, D. L. (2019). Additive and synergistic relations of early mother-child and caregiver-child interactions for predicting later achievement. *Developmental Psychology*. 55(12), 2522-2533. <https://doi.org/10.1037/dev0000824>
30. Zhang, C., Bingham, G. E., Zang, X., **Schmitt, S. A.**, Purpura, D. J., & Yang, F. (2019) Untangling Chinese preschoolers' early writing development: Associations among early reading, executive functioning, and early writing skills. *Reading and Writing*, 33(5), 1263–1294. <https://doi.org/10.1007/s11145-019-10006-3>
29. Lin,^p J., Litkowski,^p E., Schmerold,^p K., Elicker, J., **Schmitt, S. A.**, & Purpura, D. J. (2019).

- Parent-educator communication linked to more frequent home learning activities for preschoolers. *Child and Youth Care Forum*, 48(5), 757–772. <https://doi.org/10.1007/s10566-019-09505-9>
28. Kung,^P M., **Schmitt, S. A.**, Zhang, C., Whiteman, S. D., Yang, F., & Purpura, D. J. (2019). The role of mathematical language in mathematics development in China and the US. *International Journal of Education Research*, 95, 131-142. <https://doi.org/10.1016/j.ijer.2019.02.008>
 27. **Schmitt, S. A.**, Purpura, D. J., & Elicker, J. (2019). Predictive links among vocabulary, mathematical language, and executive functioning in preschoolers. *Journal of Experimental Child Psychology*, 180, 55-68. <https://doi.org/10.1016/j.jecp.2018.12.005>
 26. **Schmitt, S. A.**, Bryant,^g L., Korucu,^g I., Kirkham, L., Katare, B., & Benjamin, T. (2019). The effects of a nutrition education curriculum on improving young children's fruit and vegetable preferences and nutrition and health knowledge. *Public Health Nutrition*, 22(1), 28-34. <https://doi.org/10.1017/S1368980018002586>
 25. Korucu,^g I., Rolan,^g E. P., Napoli,^g A. R., Purpura, D. J., & **Schmitt, S. A.** (2019). Development of the Home Executive Function Environment (HEFE) scale: Assessing its relation to preschoolers' executive function. *Early Childhood Research Quarterly*, 47, 9-19. <https://doi.org/10.1016/j.ecresq.2018.09.001>
 24. **Schmitt, S. A.**, Korucu,^g I., Purpura, D. J., Whiteman, S., Zhang, C., & Yang, F. (2019). Exploring cross-cultural variations in the development of executive function for preschoolers from low and high socioeconomic families. *International Journal of Behavioral Development*, 43(3), 212-220. <https://doi.org/10.1177/0165025418785469>
 23. **Schmitt, S. A.**, Korucu,^g I., Jones, B., Snyder, F., Evich,^g C., & Purpura, D. J. (2019). Self-regulation as a correlate of weight status in preschool children. *Early Child Development and Care*, 189(1), 68-78. <https://doi.org/10.1080/03004430.2017.1299715>
 22. **Schmitt, S. A.**, Mihalec-Adkins,^g B., Pratt, M., & Lipscomb, S. T. (2018). Teacher-child closeness as a protective factor for at-risk children experiencing residential mobility. *Journal of Applied Developmental Psychology*, 58, 28-37. <https://doi.org/10.1016/j.appdev.2018.08.005>
 21. Hornburg,^P C. B., **Schmitt, S. A.**, & Purpura, D. J. (2018). Relations between preschoolers' mathematical language understanding and specific numeracy skills. *Journal of Experimental Child Psychology*, 176, 84-100. <https://doi.org/10.1016/j.jecp.2018.07.005>
 20. Rolan,^g E. P., **Schmitt, S. A.**, Purpura, D. J., & Nichols, D. (2018). Sibling presence, executive function and the role of parenting. *Infant and Child Development*, 27(4), e2091. <https://doi.org/10.1002/icd.2091>

19. **Schmitt, S. A.**, Korucu,[§] I., Napoli,[§] A. R., Bryant,[§] L., & Purpura, D. J. (2018). Using block play to enhance preschool children's mathematics and executive function: A randomized controlled trial. *Early Childhood Research Quarterly*, 44, 181-191. <https://doi.org/10.1016/j.ecresq.2018.04.006>
18. **Schmitt, S. A.**, Pratt, M., Korucu,[§] I., Napoli,[§] A., & Schmerold,^p K. (2018). Preschool classroom quality and social-emotional functioning: Findings across geographic regions. *Early Childhood Research Quarterly*, 43, 11-22. <https://doi.org/10.1016/j.ecresq.2017.11.002>
17. **Schmitt, S.A.**, Lewis, K., Duncan, R., Korucu,[§] I., & Napoli,[§] A. (2018). The effects of *Positive Action* on preschoolers' social-emotional competence and health behaviors. *Early Childhood Education Journal*, 46(1), 141-151. <https://doi.org/10.1007/s10643-017-0851-0>
16. Duncan, R. J., **Schmitt, S. A.**, Burke, M., & McClelland, M. M. (2018). Combining a kindergarten readiness summer program with a self-regulation intervention improves school readiness. *Early Childhood Research Quarterly*, 42, 291-300. <https://doi.org/10.1016/j.ecresq.2017.10.012>
15. **Schmitt, S. A.**, Geldhof, G. J., Purpura, D. J., Duncan, R., & McClelland, M. M. (2017). Examining the relations between executive function, math, and literacy during the transition to kindergarten: A multi-analytic approach. *Journal of Educational Psychology*, 109(8), 1120-1140. <https://doi.org/10.1037/edu0000193>
14. **Schmitt, S. A.**, Pratt, M. E., & Lipscomb, S. T. (2017). Residential mobility predicts behavioral problems for children living in non-parental care during the transition to kindergarten. *Children and Youth Services Review*, 77, 101-109. <https://doi.org/10.1016/j.childyouth.2017.04.010>
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increase qualifications of diverse providers. *Journal of Early Childhood Teacher Education*, 36(3), 232-249. <https://doi.org/10.1080/10901027.2015.1062829>

8. **Schmitt, S. A.**, Finders, J., & McClelland, M. M. (2015). Residential mobility, inhibitory control and academic achievement in preschool. *Early Education and Development*, 26, 189-208. <https://doi.org/10.1080/10409289.2015.975033>
7. **Schmitt, S. A.**, McClelland, M. M., Tominey, S., & Acock, A. C. (2015). Strengthening school readiness for Head Start children: Evaluation of a self-regulation intervention. *Early Childhood Research Quarterly*, 30, 20-31. <https://doi.org/10.1016/j.ecresq.2014.08.001>
6. **Schmitt, S. A.**, Flay, B. R., & Lewis, K. (2014). A pilot evaluation of the *Positive Action* prekindergarten lessons. *Early Child Development and Care*, 184(12), 1978-1991. <https://doi.org/10.1080/03004430.2014.903942>
5. **Schmitt, S. A.**, Pratt, M., & McClelland, M. M. (2014). Examining the validity of behavioral self-regulation tools in predicting preschoolers' academic achievement. *Early Education and Development*, 25(5), 641-660. <https://doi.org/10.1080/10409289.2014.850397>
4. Lipscomb, S. T., **Schmitt, S. A.**, Pratt, M., Pears, K., & Acock, A. (2014). Living in non-parental care moderates effects of prekindergarten experiences on externalizing behavior problems in school. *Children and Youth Services Review*, 40, 41-50. <https://doi.org/10.1016/j.chilyouth.2014.02.006>
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2. Friend, M., **Schmitt, S. A.**, & Simpson, A. M. (2012). Evaluating the predictive validity of the Computerized Comprehension Task: Comprehension predicts production. *Developmental Psychology*, 40, 136-148. <https://doi.org/10.1037/a0025511>
1. **Schmitt, S. A.**, Simpson, A. M., & Friend, M. (2011). A longitudinal assessment of the home literacy environment and early language. *Infant and Child Development*, 20, 409-431. <https://doi.org/10.1002/icd>

B. Chapters and Encyclopedia Entries

4. **Schmitt, S. A.**, & Mihalec-Adkins,[§] B. (2019). Family residential mobility/relocation. In J. J. Ponzetti (Ed.), *Macmillan encyclopedia of intimate and family relationships: An interdisciplinary approach*. Cengage.
3. **Schmitt, S. A.**, & Korucu,[§] I. (2018). Self-regulation. In E. Braaton (Ed.), *The SAGE encyclopedia of intellectual and developmental disorders* (pp. 1433-1436). Sage. <https://doi.org/10.4135/9781483392271.n444>

2. Powell, D. R., & **Schmitt, S. A.** (2016). What teachers need to know: Family-centered practice. In L. J. Couse & S. L. Recchia (Eds.), *Handbook of early childhood teacher education* (pp. 135-147). Routledge.
1. McClelland M.M., & **Schmitt S. A.** (2010). Social cognition: Comments on Hughes and Lecce. In R. E. Tremblay, R. B. Barr, R. DeV Peters, & M. Boivin (Eds.), *Encyclopedia on early childhood development*. Centre of Excellence for Early Childhood Development. <http://www.childencyclopedia.com/documents/McClelland-SchmittANGxp.pdf>. Accessed September 20, 2010.

C. Manuscripts submitted for Publication

- Erhman, P. C., Duncan, R. J., **Schmitt, S. A.**, & Purpura, D. J. (2024). Predicting state testing proficiency with preschool assessments. Manuscript submitted for publication.
- Lin,^p J., Napoli,^g A., **Schmitt, S. A.**, & Purpura, D. J. (2023). Links between parent enjoyment of mathematics and reading and preschoolers' home learning environment. Manuscript submitted for publication.
- Korucu,^g I., Duncan, R. J., & **Schmitt, S. A.** (2023). Pathways to early academic success: Exploring the contributions of early contextual factors and school readiness skills. Manuscript submitted for publication.
- Khatri, R. A., Baumgartner, N. W., Noh, K., Ullrich-French, S, **Schmitt, S. A.**, Wang, C., & Kao, S. (2023). Mindfulness induction and executive function after high-intensity interval training with and without mindful recovery intervals. Manuscript submitted for publication.
- Anderson, K. L., Duncan, R. J., King, Y. A., Finders, J. K., Purpura, D. J., & **Schmitt, S. A.** (under review). Preschool language environments and children's school readiness skills.
- McElveen,^p T. L., Paes,^p T. M., **Schmitt, S. A.**, Duncan, R. J., & Purpura, D. J. (under review). Student-teacher (mis)match in preschool: The association between mismatch and school readiness for Black students.
- Devlin,^p B. L., Serban- Dragan,^s F., Geer,^p E. A., Zehner,^s T. M., Duncan, R. J., Purpura, D. J., Schmitt, S. A. (under review). Skill variability within play groups and response to a preschool block play intervention.
- Zehner,^s T. M., Devlin,^p B. L., Sandel, J. E., Geer,^p E. A., Finders,^p J. K., Paes,^p T. M., Duncan, R. J., Purpura D. J., Schmitt, S. A. (under review). Synergistic relations of teacher and parent burnout and preschooler's social-emotional competence and behavioral self-regulation.

D. Presentations

International Invited Presentations

2. **Schmitt, S. A.** (2016, August). *Self-regulation: Foundational skills for success*. Keynote address at the Early Career Conference on Executive Functions and Self-Regulation, Ulm, Germany.
1. **Schmitt, S. A.** (2014, September). *Executive function, academic achievement, and intervention*. Invited presentation at East China Normal University in the School of Preschool and Special Education.

International Conference Presentations

21. Mayes, A., Hornburg, C. B., McElveen, T. L., **Schmitt, S. A.**, Andres-Salgarino, M. B., Powell, S. R., & Purpura, D. J. (2023, June). Our mathematical world. In G. Ramani (Chair), *Equity-focused programs to measure and promote math learning and executive functioning* [Symposium presentation]. Annual Meeting of the Mathematical Cognition and Learning Society. Loughborough, UK.
20. McElveen, T. L., Powell, S. R., Hornburg, C. B., Mayes, A., Kim, J., Quinn, K., **Schmitt, S. A.**, Eiland, M. D., Andres-Salgarino, M. B., & Purpura, D. J. (2023, June). Using PULSE to improve problem solving with the four operations. In H. Douglas (Chair), *Foundational number skills and early assessment* [Symposium presentation]. Annual Meeting of the Mathematical Cognition and Learning Society. Loughborough, UK.
19. Purpura, D. J., O'Rear, C. D., Ellis, A., Logan, J. A. R., Westerberg, L., King, Y. A., Vander Tuin, M., Ehrman, P., Nordgren, I., Anderson, K. A., Cosso, J., Zippert, E., Napoli, A. R., Hornburg, C. B., **Schmitt, S. A.**, & Dobbs-Oates, J. (2023, June). Unique and combined effects of quantitative mathematical language and numeracy instruction within a picture book intervention. In *Look what you made me do: Registered reports on early mathematics interventions* [Symposium presentation]. Mathematical Cognition and Learning Society Conference. Loughborough, UK.
18. Ehrman^g, P., Duncan, R. J., **Schmitt, S. A.**, Elicker, J. & Purpura, D. J. (2023, June). *Predicting 3rd and 4th grade mathematics proficiency using domain-specific and domain-general preschool assessments* [Symposium presentation]. Annual Meeting of the Mathematical Cognition and Learning Society. Loughborough, UK.
17. Carkoglu, C., Duncan, R. J., Eason, S. H., Purpura, D. J., & **Schmitt, S. A.** (2023, June). *Classroom peer effects on preschool children's mathematics learning* [Poster presentation]. Mathematical Cognition and Learning Society Conference. Loughborough, UK.
16. Geer,^p E. A., Devlin,^p B. L., Korucu,^g I., Bryant,^g L., Purpura, D. J., Duncan, R. J., & **Schmitt, S. A.** (2023, June). *Does executive function moderate and/or mediate the*

spatial-math link? [Poster presentation] 2023 Meeting of the Mathematical Cognition and Learning Society. Loughborough, U.K.

15. Westerberg, L. M., Devlin,^P B. L., Ellis, A. E., Zippert, E. I., Bryant,[§] L., King, Y., Geer,^P E.A., Duncan, R. J., **Schmitt, S. A.**, & Purpura, D. J. (2023, June). Examining the factor structure of mathematical language. In L. Westerberg (Chair), *How much and where: Conceptualizing and measuring different types of children's mathematical language* [Paper presentation]. Annual Meeting of the Mathematical Cognition and Learning Society. Loughborough, U.K.
14. Devlin,^P B. L., Bryant,[§] L. M., Westerberg,[§] L. M., White, A. M., Geer,^P E. A., Zehner,[§] T. M., Paes,^P T. M., Duncan, R. J., Purpura, D. J., **Schmitt, S. A.** (2023, June). Coding preschoolers' quantitative and spatial mathematical language-use during block play. In L. Westerberg (Chair), *How much and where: Conceptualizing and measuring different types of children's mathematical language* [Paper presentation]. Annual Meeting of the Mathematical Cognition and Learning Society. Loughborough, U.K.
13. Paes,^P T. M., Lin, J., Duncan, R., Purpura, D. J., & **Schmitt, S. A.** (2022, July). *The relations between parent-educator communication, the home environment, and children's outcomes in preschool* [Paper presentation as a flash talk]. Cognitive Science Society's 44th Annual Conference. Toronto, Canada.
12. Paes,^P T. M., Duncan, R. J., Purpura, D. J., & **Schmitt, S.A.** (2022, July). *The relations between teacher-child closeness and conflict in preschool and children's outcomes in kindergarten* [Paper presentation]. 2022 International Mind, Brain and Education Society's Conference. Montréal, Canada.
11. Soria, N., Paes,^P T., **Schmitt, S.A.**, & Friend, M. (2022, July). *Pandemic-related change in child care, parent stress, and the literacy environment: Implications for early vocabulary* [Poster presentation]. XXII meeting of the International Congress of Infant Studies. Ottawa, Canada.
10. Geer,^P E. A., Devlin,^P B. L., Korucu,[§] I., Bryant,^g L., Purpura, D., Duncan, R., & **Schmitt, S. A.** (2022, June). Predictors of mathematical skill in preschoolers: Does executive function impact the spatial-math link? In I. Coolen (Chair), *Understanding cognitive foundations of mathematics across development* [Paper presentation]. 2022 Annual Meeting of the Mathematical Cognition and Learning Society. Antwerp, Belgium.
9. Devlin,^P B. L., Ellis, A. G., Day, E., Elicker, J. G., Duncan, R. J., **Schmitt, S. A.**, Purpura, D. J. (2022, June). Identifying preschool predictors of kindergarten low mathematics performance with classification and regression tree analysis. In B. Devlin (Chair), *Predicting early mathematics difficulties* [Paper presentation]. 2022 Annual Meeting of the Mathematical Cognition and Learning Society. Antwerp, Belgium.
8. Devlin,^P B. L., Bryant,[§] L. M., Westerberg, L., Duncan, R., Purpura, D. J., **Schmitt, S. A.** (2022, June). *Differences in preschoolers' use of spatial, quantitative, and number*

language by prompt type during semi-structured block play [Poster presentation]. 2022 Annual Meeting of the Mathematical Cognition and Learning Society. Antwerp, Belgium.

7. Purpura, D. J., Borriello, G., & **Schmitt, S. A.** (2019, June). Item-level variability in the assessment of the home numeracy environment: A graded response model analysis. In V. Simms (Chair), *A tricky mathematical problem: Developing rigorous and valid measurements of the preschool home numeracy environment* [Symposium]. Annual meeting of the Mathematical Learning and Cognition Society. Ottawa, Canada.
6. Purpura, D. J., Hornburg, C. B., King, Y., Westerberg, L., & **Schmitt, S. A.** (2019, June). Longitudinal prediction of individual early numeracy skills: The relation of mathematical language and early literacy. In V. Simms (Chair), *Language: A tool for learning arithmetic* [Symposium]. Annual meeting of the Mathematical Learning and Cognition Society. Ottawa, Canada.
5. **Schmitt, S. A.**, Purpura, D. J., & Elicker, J. (2018, July.). *Bidirectional associations between general language, mathematical language, and executive function in preschoolers* [Poster presentation]. International Society for the Study of Behavioral Development. Gold Coast, Queensland, Australia.
4. Zhang, C., Bingham, G., Yang, F., Purpura, D., & **Schmitt, S.** (2017, July). *The contribution of executive function to Chinese preschoolers' literacy and writing skills* [Symposium presentation]. Annual conference of the Society for the Scientific Study of Reading. Halix, Canada.
3. Korucu,^g I., **Schmitt, S. A.**, & Snyder, F. (2017, April). *Mindfulness and circle time activities to improve preschool children's self-regulation and dietary behaviors* [Poster presentation]. International Convention for Psychological Sciences. Vienna, Austria.
2. **Schmitt, S. A.**, Korucu,^g I., Purpura, D. J., Zhang, C., & Yang, F. (2017, April). *Exploring cross-cultural differences in executive function for preschoolers* [Poster presentation]. International Convention for Psychological Sciences. Vienna, Austria.
1. **Schmitt, S. A.**, Simpson, A. M., & Friend, M (2011, April). *A longitudinal assessment of the home literacy environment in early childhood* [Poster presentation]. Biennial meeting of the Society for Research in Child Development. Montreal, Canada.

National Invited Presentations

1. **Schmitt, S. A.** & Lipscomb, S. T. (2014, July). Early care and education for children living in non-parental care: Outcomes from the Head Start Impact Study. In D. Schilder (Chair), *Children participating in multiple systems: Implications for Head Start/child care partnership research* [Invited session]. Head Start's 12th National Research Conference on Early Childhood. Washington, DC.

National Conference Presentations

60. Devlin, B. L., Carter, H., Fong, J., Drake, K., Sutherland, M., **Schmitt, S. A.**, Jimenez, B., Clarke, B., Nelson, G. (2025, June). Incorporating parent feedback in the iterative design of a home math intervention for children with developmental delays. In L. Meng & J. Yun-Chen Chan (Chairs), *Addressing mathematical learning challenges: Assessments, interventions, and strategies to support students with diverse needs*. Paper presented at the 2025 meeting of the Mathematical Cognition and Learning Society (MCLS), Ting Kok, Hong Kong.
59. McElveen, T. L., Hornburg, C. B., Prishker, N., Eiland, M. D., Melzi, G., Powell, S. R., Miller-Cotto, D., **Schmitt, S. A.**, Andres-Salgarino, B., Mayes, A. S., & Purpura, D. J. (2025, June). Intrapersonal Profiles of Latine Students' Math Identity Predicting Their Math Skill Development. Symposium presentation at the annual meeting of Mathematical Cognition and Learning Society, Hong Kong, China.
58. Closser, A., Westerberg, L., Geer^p, E., **Schmitt, S. A.**, Duncan, R. J., & Purpura, D. J. (2023, March). How do spatial skills take shape? Examining preschoolers' performance on 2D and 3D assembly tasks [Poster presentation]. Society for Research in Child Development Biennial Meeting. Salt Lake City, Utah.
57. Purpura, D. J., O'Rear, C. D., Ellis, A., Logan, J. A. R., Westerberg, L., King, Y. A., Vander Tuin, M., Ehrman, P., Nordgren, I., Anderson, K. A., Cosso, J., Zippert, E., Napoli, A. R., Hornburg, C. B., **Schmitt, S. A.**, & Dobbs-Oates, J. (2023, March). Quantitative language and numeracy instruction: Contrasting picture book interventions in preschool. In V. Bermudez (Chair), *Experimental mathematics interventions in classrooms and schoolyards to promote early numeracy and rational number learning* [Symposium presentation]. Society for Research in Child Development Biennial Meeting. Salt Lake City, Utah.
56. Westerberg, L., Ellis, A., **Schmitt, S. A.**, Eason, S. H., & Purpura, D. J. (2023, March). The factor structure of the early home science environment. In A. Ellis (Chair), *The home learning environment: Where are we now?* [Symposium presentation]. Society for Research in Child Development Biennial Meeting. Salt Lake City, Utah.
55. Devlin,^p B. L., Paes,^p T. M., Geer,^p E. A., Bryant,^g L. M., Zehner,^g T. M., Korucu,^g I., Morse,^u K., Duncan, R. J., Purpura, D. J., & **Schmitt, S. A.** (2023, March). Applying a protocol for capturing young children's engagement as a measure of implementation fidelity of a semi-structured block play intervention. In B. Devlin (Chair), *Unpacking the black box of early interventions through broadened measurement of implementation fidelity* [Paper presentation]. 2023 Biennial Meeting of the Society for Research in Child Development. Salt Lake City, Utah.
54. **Schmitt, S.A.**, Purpura, D. J., Duncan, R. J., Bryant,^g L. M., Zehner,^g T. M., Devlin, B. L., Geer, E.A., & Paes, T. M. (2023, March). Examining causal connections between block play, mathematics, and executive function. In I. Patwardhan (Chair), *Evaluating preschool and school-age interventions that promote self-regulation and executive function skills in*

- children* [Paper presentation]. 2023 Biennial Meeting of the Society for Research in Child Development. Salt Lake City, Utah.
53. Zehner, [§] T. M., Paes, ^p T. M., Devlin, ^p B. L., Geer, ^p E. A., Posada, G., Duncan, R.J., Purpura, D. J., & **Schmitt, S.A.** (2023, March). *Social skills subscales and preschool math skills* [Poster presentation]. 2023 Biennial Meeting of the Society for Research in Child Development. Salt Lake City, Utah.
 52. Zehner, [§] T. M., Devlin, ^p B. L., Paes, ^p T. M., Geer, ^p E. A., Duncan, R. J., Purpura, D. J., & **Schmitt, S. A.** (2023, March). *Teacher and parent burnout associations with preschool social and self-regulatory development* [Poster presentation]. 2023 Biennial Meeting of the Society for Research in Child Development. Salt Lake City, Utah.
 51. Purpura, D. J., **Schmitt, S.A.**, Logan, J., Dobbs-Oates, J., Paes, T., Robinson-Rucker, C., Varnell, S., Vander Tuin, M., Ehrman, P., Schlesinger-Devlin, E., Gerrard, H., & Burnett, M. (2023, May). Using picture books to support mathematical language learning in preschool: From idea to intervention. In D. Purpura (Chair), *The Road to Scale Up: From Idea to Intervention Fidelity*. Virtual Institute of Education Sciences Principal Investigator meeting.
 50. Paes, ^p T. M., Lin, J., Duncan, R., Purpura, D. J., & **Schmitt, S. A.** (2022, June). *The relation between parent–educator communication, the home environment, and children’s outcomes in preschool* [Poster presentation]. Administration for Children and Families’ National Research Conference on Early Childhood. Virtual conference.
 49. McElveen, T. L., Paes, ^p T. M., **Schmitt, S. A.**, Duncan, R. J., & Purpura, D. J. (2022, May). *Student-teacher (mis)match in preschool: The association between mismatch and school readiness for Black students* [Poster presentsentation]. SRCD Special Topic Meeting: Construction of the ‘Other’: Development, Consequences, and Applied Implications of Prejudice and Discrimination. Puerto Rico, USA.
 48. **Schmitt, S. A.**, Mihalec-Adkins, [§] B., Lipscomb, S. T., Pratt, M., & Horvath, [§] G. (2022, April). Longitudinal relations among child care stability during the prekindergarten year and behavior problems. In J. Baumgartner (Chair), *Factors Contributing to Children’s Development* [Paper presentation]. 2022 Annual American Educational Research Association Annual Meeting. San Diego, CA.
 47. Finders, ^p J., Duncan, R. J., Purpura, D. J., Elicker, J., & **Schmitt, S. A.** (2022, April). Heterogeneity in effects of a state Quality Rating and Improvement System among prekindergarten children. In *Early Childhood Education Quality Improvements* [Paper presentation]. 2022 American Educational Research Association Annual Meeting, San Diego, CA.
 46. Paes, ^p T. M., Duncan, R. J., Purpura, D. J., & **Schmitt, S.A.** (2021, November). *The relations between teacher-child closeness and conflict in preschool and children’s*

- outcomes in kindergarten* [Poster presentation]. Psychonomic Society's 62nd Annual Meeting. Virtual conference.
45. Korucu,^g I., & **Schmitt, S. A** (2021, August). Continuity and change in the home environment: Associations with school readiness. In I. Korucu and S. A. Schmitt (Chairs), *How does context foster or hinder children's development? Implications for school readiness and later skills* [Symposium paper presentation]. 2021 Virtual Annual Meeting of the American Psychological Association.
 44. Paes,^p T. M., Duncan, R. J., Purpura, D. J., & **Schmitt, S.A.** (2021, July). *The association between preschool teacher-child relationship and children's kindergarten outcomes* [Poster presentation]. Cognitive Science Society's 43rd Annual Conference. Virtual conference.
 43. Bryant,^g L. M., Duncan R. J., Marceau, K., & **Schmitt, S. A.** (2021, April). *Examining longitudinal associations between internalizing problems, body mass index, and language during childhood* [Poster presentation]. Society for Research in Child Development. Virtual conference.
 42. Ireland,^u M., Bryant,^g L. M., Finders,^p J. K., Duncan R. J., Purpura, D. J., & **Schmitt, S. A.** (2021, April). *Unpacking associations between food insecurity, inhibitory control, and body mass index in preschoolers* [Poster presentation]. Society for Research in Child Development. Virtual conference.
 41. Anderson,^g K., Duncan, R., Finders,^p J., Purpura, D. J., & **Schmitt, S. A.** (2021, April). *The factor structure of cognitive school readiness skills: Conceptual versus statistical distinctions* [Poster presentation]. Virtual Biennial Meeting of the Society for Research in Child Development. Virtual conference.
 40. Bryant,^g L., Duncan, R., Purpura, D. J., Elicker, J., & **Schmitt, S. A.** (2021, April). Structured Sports Participation in Preschool Predicts Later Math and Literacy. In S. Schmitt (Chair), *The role of varying physical activity types and contexts for educational and behavioral outcomes* [Symposium presentation]. Virtual Biennial Meeting of the Society for Research in Child Development. Virtual conference.
 39. Cosso,^g J., Finders,^p J. K., Duncan, R. J., **Schmitt, S. A.**, & Purpura, D. J. (2021, April). The home numeracy environment and children's early math skills: The moderating role of parents' math anxiety. In G. Yeomans-Maldonado (Chair), *Home practices and beyond: Looking at media, numeracy, literacy, and authentic practices in diverse populations* [Symposium presentation]. Virtual Biennial Meeting of the Society for Research in Child Development. Virtual conference.
 38. Duncan, R. J., Anderson, K., King, Y., Finders, J., **Schmitt, S. A.**, & Purpura, D. J. (2021, April). Preschool language environments: Variation throughout the day and year, and between- and within-classrooms. In D. Purpura (Chair), *Classroom language environments in preschool and kindergarten: Variability across activities, time, and content* [Symposium

- presentation]. Virtual Biennial Meeting of the Society for Research in Child Development. Virtual conference.
37. Finders,^p J., Korucu,^g I., Bryant,^g L., Duncan, R., Purpura, D. J., & **Schmitt, S. A.** (2021, April). *Examining additive and synergistic relations between preschool self-regulation and executive function skills: Predictions to kindergarten academic outcomes* [Poster presentation]. Virtual Biennial Meeting of the Society for Research in Child Development. Virtual conference.
 36. Ireland,^u M., Bryant,^g L., Finders,^p J., Duncan, R., Purpura, D. J., & **Schmitt, S. A.** (2021, April). *Unpacking associations between food insecurity, inhibitory control, and Body Mass Index in preschoolers* [Poster presentation]. Virtual Biennial Meeting of the Society for Research in Child Development. Virtual conference.
 35. Korucu,^g I., Paes,^p T., Duncan, R., Purpura, D. J., & Schmitt, S. A. (2021, April). The role of peers' EF and classroom quality in preschoolers' EF and academic skills. In I. Korucu (Chair), *Executive function in the preschool classroom: Understanding the peers' influence and group-based EF assessments* [Symposium presentation]. Virtual Biennial Meeting of the Society for Research in Child Development. Virtual conference.
 34. Paes,^p T.M., Duncan, R. J., Purpura, D. J., & Schmitt, S.A. (2021, July). *The association between preschool teacher-child relationship and children's kindergarten outcomes* [Poster session]. CogSci 2021, Virtual conference.
 33. Purpura, D. J., **Schmitt, S. A.**, Napoli, A. R., Dobbs-Oates, J., King, Y., Anaya, L., Kung[^], M., Hornburg, C. B., Westerberg, L., Cosso, J., Borriello, G., Bryant, L., Litkowski, E., Lin, J., & Rolan, E. (2021, April). A parent-implemented mathematical language picture book intervention with Latinx dual language learners. In D. Leyva (Chair), *Using RCTs to evaluate effectiveness of strengths-based, parent-focused interventions promoting positive outcomes in Latino children* [Symposium presentation]. Virtual Biennial Meeting of the Society for Research in Child Development. Virtual conference.
 32. **Schmitt, S. A.**, Duncan, R., Budrevich,^g A., & Korucu,^g I. (2019, October). *Behavioral self-regulation moderates the association between preschool classroom quality and mathematical skills* [Paper presentation]. Society for the Study of Human Development. Portland, OR.
 31. Finders,^p J., Budrevich,^g A., Duncan, R. J., Purpura, D. J., Elicker, J., & **Schmitt, S. A.** (2019, October). *Alternative conceptualizations of preschool classroom quality and links to school readiness* [Paper presentation]. Society for the Study of Human Development. Portland, OR.
 30. Duncan, R. J., King, Y., Finders, J. K., Elicker, J., **Schmitt, S. A.**, & Purpura, D. J. (2019, October). *Prekindergarten classroom language environments and children's vocabulary skills* [Paper presentation]. Society for the Study of Human Development. Portland, OR.

29. **Schmitt, S. A.**, Duncan, R., Purpura, D. J., & Elicker, J. (2018, June). *A longitudinal evaluation of one state's prekindergarten program* [Poster presentation]. Annual Meeting of the National Research Conference on Early Childhood. Arlington, VA.
28. Budrevich,^g A., Schmerold,^p K., **Schmitt, S. A.**, Purpura, D. J., Bryant,^g L., & Elicker, J. (2018, June). *The effects of process quality and QRIS on children's school readiness skills* [Poster presentation]. Annual Meeting of the National Research Conference on Early Childhood. Arlington, Virginia.
27. Lin,^p J., Litkowski,^p L., Schmerold,^p K., Elicker, J., **Schmitt, S. A.**, Purpura, & D. J. (2018, June). *Teacher support in helping parents understand children's development associated with children's home learning environments* [Poster presentation]. National Research Conference on Early Childhood. Arlington, VA.
26. Litkowski,^p E., Napoli,^g A., Lin,^g J., Schmerold,^p K., **Schmitt, S. A.**, Elicker, J., & Purpura, D. J. (2018, June). *The stability of the home learning environment* [Poster presentation]. Annual meeting of the National Research Conference on Early Childhood. Arlington, VA.
25. Schmerold,^p K. L., Budrevich,^g A., Litkowski,^p E., Lin,^p J., Bryant,^g L., Purpura, D. J., **Schmitt, S. A.**, & Elicker, J. (2018, June). *Parent engagement in state-funded pilot pre-kindergarten program* [Poster presentation]. Annual meeting of the National Research Conference on Early Childhood. Arlington, VA.
24. Korucu,^g I., Rolan,^g E., Napoli,^g A. R., **Schmitt, S. A.**, & Purpura, D. J. (2018, May). *Home Executive Function Environment and its relation to preschoolers' executive function* [Poster presentation]. 30th Annual Convention of Association for Psychological Science. San Francisco, CA.
23. Rolan,^g E. P., **Schmitt, S. A.**, Purpura, D., & Nichols, D. (2017, November). *More than just a playmate: Siblings and executive function* [Paper presentation]. National Council of Family Relation. Minneapolis, MN.
22. Snyder, F. J., **Schmitt, S. A.**, Korucu,^g I., & Bryant,^g L. (2017, November). *Developing on-site food gardens and a garden-based, self-regulation intervention at rural Head Start centers* [Poster presentation]. American Public Health Association, Atlanta, GA.
21. Duncan, R., **Schmitt, S. A.**, & McClelland, M. M. (2017, April). *Promoting school readiness by integrating a self-regulation intervention into a school-based summer program* [Paper presentation]. Biennial Meeting for Society for Research in Child Development. Austin, TX.
20. **Schmitt, S. A.**, Korucu,^g I., Purpura, D. J., Zhang, C., & Yang, F. (2017, April). *Exploring cross-cultural variations in the development of executive function for preschoolers from low and high socioeconomic families* [Paper presentation]. Biennial Meeting for Society

for Research in Child Development. Austin, TX.

19. **Schmitt, S. A.**, Pratt, M. E., & Lipscomb, S. T. (2017, April). *Teacher-child relationships for highly mobile children living in non-parental care* [Paper presentation]. Biennial Meeting for Society for Research in Child Development. Austin, TX.
18. Purpura, D. J., Hollich, G., **Schmitt, S. A.**, & Napoli, A. R. (2017, February). The relation of vocabulary, grammatical awareness, and mathematical language to early numeracy components. In A. Truckenmiller (Chair), *Arteries of academic achievement: Do certain malleable skills underlie multiple outcomes?* [Symposium presentation]. Annual Pacific Coast Research Conference. San Diego, CA.
17. Finders, J., Miao, A., **Schmitt, S. A.**, Pratt, M. E., & McClelland, M. M. (2016, July). *It's not just tying your shoes: What we can learn about children's self-regulation from teacher ratings at preschool entry* [Poster presentation]. National Research Conference on Early Childhood. Washington, D.C.
16. Korucu,^g I., & **Schmitt, S. A.** (2016, May). *School readiness: The role of home, school, community, and self-regulation* [Poster presentation]. Annual Meeting for the Association for Psychological Sciences. Chicago, IL.
15. **Schmitt, S. A.**, Duncan, R., & McClelland, M. M. (2016, June). *Promoting school readiness by integrating a self-regulation intervention into a school-based summer program* [Paper presentation]. Annual Meeting for the Society of Prevention Research. San Francisco, CA.
14. **Schmitt, S. A.**, Lipscomb, S. T., & Pratt, N. (2015, November). *The role of housing instability and family services for children living in non-parental care* [Paper presentation]. Fall Research Conference for the Association for Public Policy Analysis and Management. Miami, FL.
13. **Schmitt, S. A.**, Geldhof, G. J., Purpura, D. J., Duncan, R., & McClelland, M. M. (2015, October). *Examining the relations between executive function, math, and literacy during the transition to kindergarten: A multi-method approach* [Paper presentation]. Biennial Meeting for the Society for the Study of Human Development. Austin, TX.
12. **Schmitt, S. A.**, Finders, J., & McClelland, M. M. (2015, May). *Residential mobility, inhibitory control, and academic achievement in preschool* [Paper presentation]. Annual Meeting for the Association for Psychological Sciences. New York, NY.
11. **Schmitt, S. A.**, & Lipscomb, S. T. (2015, March). *Longitudinal effects of residential mobility on early academic skills for children living in poverty* [Paper presentation]. Biennial Meeting for Society for Research in Child Development. Philadelphia, PA.
10. McClelland, M. M., **Schmitt, S. A.**, & Tominey, S. T. (2014, May). *Improving self-regulation in young children through circle time games* [Paper presentation]. Annual

Society for Prevention Research Conference. Washington, D.C.

9. **Schmitt, S. A.**, Finders, J., & McClelland, M. M. (2013, April). *Exploring the potential mechanisms between residential mobility and academic achievement* [Paper presentation]. Biennial Meeting for Society for Research in Child Development. Seattle, WA.
8. McClelland, M. M., & **Schmitt, S. A.** (2013, April). *Strengthening at-risk children's school readiness: An evaluation of a self-regulation intervention* [Paper presentation]. Biennial Meeting for the Society for Research in Child Development. Seattle, WA.
7. McClelland, M. M., **Schmitt, S. A.**, & Pratt, M. (2013, April). *Comparing teacher and observer ratings of self-regulation for predicting achievement* [Paper presentation]. Biennial Meeting for Society for Research in Child Development. Seattle, WA.
6. Pratt, M., Lipscomb, S. T., & **Schmitt, S. A.** (2013, April). *The effect of Head Start on family services and parenting outcomes in a non-parental care sample* [Poster presentation]. Biennial Meeting for the Society for Research in Child Development. Seattle, WA.
5. McClelland, M. M., **Schmitt, S. A.**, & Tominey, S. (2013, March). *Red light, purple light: An evaluation of a self-regulation intervention in preschool children* [Paper presentation]. The Society for Research on Effective Education. Washington, D.C.
4. Lipscomb, S. T., Pratt, M., **Schmitt, S. A.**, Pears, K., & Kim, H. (2012, June). *Early care and education (ECE) for children living in non-parental care: Implications for school readiness* [Invited presentation.] Head Start's National Research Conference. Washington, D.C.
3. **Schmitt, S. A.**, Wanless, S. B., Moss, J., Pratt, M., & McClelland, M. M. (2012, June). *Relations between teacher-rated, directly-assessed, and observed self-regulation and academic achievement* [Poster presentation]. Head Start's National Research Conference. Washington, D.C.
2. **Schmitt, S. A.**, & Friend, M. (2009, November). *The home literacy environment as a predictor for toddlers' language development* [Poster presentation]. Boston University Conference on Language Development. Boston, MA.
1. Pace, A., **Schmitt, S. A.**, & Friend, M. (2009, April). *Developing the motivation to read: The effects of peer engagement and written reflection on college students' attitudes toward reading* [Poster presentation]. Biennial Meeting of the Society for Research in Child Development. Denver, CO.

Regional Invited Presentations

3. **Schmitt, S. A.** (2022, February). *Results from the On My Way Pre-K Evaluation*. Early Learning Advisory Council Meeting. Indianapolis, IN.

2. **Schmitt, S. A.** (2018, April). Effects of state investments in preschool. In J. Heckman (Chair) *Panel discussion on interdisciplinary perspectives on early childhood development* [Invited presentation]. Purdue University. West Lafayette, IN.
1. **Schmitt, S. A.,** Schmerold,^P K. (2017, November). *Purdue University's evaluation of the On My Way Pre-K Evaluation: Year 2 Status Update*. Early Learning Advisory Council Meeting, Indianapolis, IN.

E. External Funding

Key Personnel – Active grants

Schmitt, S. A., Barrett, C., Bingham, G., Purpura, D. J., Gerde, H., Duncan, R., Schlesinger-Devlin, E., & Robinson-Rucker, C. (2024-2029). *An Initial Efficacy Trial of the Early Learning Matters (ELM) Curriculum*, Institute of Education Sciences (\$3,997, 929).

Description: The goal of this impact project is to evaluate the efficacy of the Early Learning Matters curriculum for promoting children's school readiness.

Kao, S., & **Schmitt, S. A.** (2024-2026). *Supporting high-intensity interval training with mindfulness for enhancing childhood executive function*, National Institute of Child Health and Human Development (\$423,036).

Description: The aims of this study are to 1) determine the direct effects of a 12-week school-based mindfulness+HIIT intervention on children's executive function, and 2) determine the direct acute effect of a single bout of based mindfulness+HIIT on children's executive function and underlying brain activity.

Nelson, G., Sutherland, M., Clarke, B., Jimenez, B., & **Schmitt, S. A.** (2023-2027). *Developing an Early Mathematics Intervention for Children with Disabilities in the Home Learning Environment*, National Science Foundation (\$3,000,000).

Description: The two aims of the project are to: (1) iteratively develop a home mathematics environment intervention targeting whole number concepts; and (2) conduct a small-scale pilot study of the HME intervention to establish the initial promise of the HME intervention in improving children's mathematics achievement.

Role: Key Personnel

French, D., **Schmitt, S. A.,** & Powell, D. (2022-2025). *Early Learning Matters (ELM)*. United States Department of Agriculture, National Institute of Food and Agriculture (\$624,691).

Description: The primary aim of this project is to provide training and implementation for the Early Learning Matters curriculum.

Role: Co-Principal Investigator (with equal shared responsibility with Dr. French)

Finders,^P J., **Schmitt, S. A.,** Rickus, G., & Hall, T. (2022-2023). *Enhancing Cost Estimates of Rural Child Care in Indiana*. Northeast Regional Center for Rural Development (\$40,000).

Description: The project will support the enhancement of a tool developed to estimate the costs of providing child care in Indiana.

Role: Co-Principal Investigator

French, D., **Schmitt, S. A.**, & Powell, D. (2021-2025). *Development of the Early Learning Matters (ELM) website*. United States Department of Agriculture (\$1,590,602).

Description: The primary aim of this project is to develop a user-friendly website to house the ELM curriculum.

Role: Co-Principal Investigator (with equal shared responsibility with Dr. French)

McClelland, M. M., Tominey, S. L., Geldhof, G. J., **Schmitt, S. A.**, Hatfield, B., Li, T., & Mashburn, A. (2021–2026). *Red Light, Purple Light! Evaluating a Self-Regulation Intervention for Children in Early Learning Settings*. U.S. Department of Education, Institute for Education Sciences (\$3,800,000).

Description: The primary aim of this project is to scale and evaluate a self-regulation intervention for improving school readiness in diverse populations.

Role: Co-Principal Investigator

Schmitt, S. A., Purpura, D. J., & Duncan, R. (2020-2024). *Examining the Causal Connections and Mechanisms Between Block Play and Mathematics*. National Science Foundation (\$1,347,369).

Description: The primary aims of this project are to 1) investigate the causal associations between different types of block play and mathematics in preschoolers and 2) identify potential mechanisms (e.g., executive function) underlying these associations.

Role: Principal Investigator

Purpura, D. J., **Schmitt, S. A.**, Dobbs-Oates, J., Eason, S., Zippert, E., Ellis, A., O'Rear, C., & Paes, T. (2021-2024). *Promoting Math Language in Dual Language Learners Through Picture Books: Evaluating Technological Supports for Dialogic Reading*. Heising-Simons Foundation. (\$775,809).

Description: The primary aim of this grant is to design, develop, and refine a culturally and linguistically appropriate math language e-book intervention for preschool children who are dual language learners (Spanish/English).

Role: Co-Principal Investigator

Purpura, D. J., **Schmitt, S. A.**, Dobbs-Oates, J., & Logan, J. (2020-2024). *Reading and Playing with Math: Promoting Preschoolers' Math Language through Picture Books and Play Activities*, U.S. Department of Education, Institute for Education Sciences (\$1,399,800).

Description: The primary goal of this study is to develop and evaluate a classroom-based story-book intervention designed to enhance preschoolers' mathematical language and numeracy skills.

Role: Co-Principal Investigator

French, D. & **Schmitt, S. A.** (2019-2025). *Early Learning Matters*. Department of Defense (\$4,940,820).

Description: The primary purpose of this contract is to provide training and consultation to early childhood educators on the Early Learning Matters curriculum.

Role: Co-Principal Investigator (with equal shared responsibility with Dr. French)

Key Personnel – Completed grants

Hornburg, C., Purpura, D. J., **Schmitt, S. A.**, Powell, S., Salgarino, B., Melzi, G., Duncan, R., & Eason, S. (2020-2023). *My Math Stories: Taking My Place in Our Mathematical World*. NewSchools Venture Fund (\$2,000,000).

Description: The primary goal of this project is to develop a curriculum overlay for 3rd and 4th grade children that is designed to improve mathematics and executive function.

Role: Co-Principal Investigator

Schmitt, S. A., Purpura, D. J., Duncan, R., & Elicker, J. G. (2018-2023). *Evaluation of the On My Way Prekindergarten Expansion*. State of Indiana (\$1,193,243).

Description: The primary aim of this study is to evaluate the expansion of Indiana's prekindergarten program for improving children's school readiness and early academic achievement.

Role: Principal Investigator

Kao, S. A., & **Schmitt, S. A.** (2020-2022). *The Acute Effects of Intense Interval and Continuous Moderate Exercise on Executive Function and Declarative Memory in Children*. Clifford B. Kinley Award (\$19,998).

Description: The primary goals of this study are to 1) compare acute effects of high-intensity interval exercise with moderate-intensity continuous exercise on executive function and declarative memory in children, and 2) determine whether exercise differentially affects relational memory and item-based memory in children.

Role: Co-Principal Investigator

Purpura, D. J., & **Schmitt, S. A.** (2016-2020). *Engaging Children in Math Language at Home: The Development and Evaluation of a Family-Implemented Storybook Intervention*. Heising-Simons Foundation (\$858,000).

Description: The primary goal of this study is to develop and evaluate a parent-led storybook intervention aimed to improve children's mathematical language and school readiness skills.

Role: Co-Principal Investigator

McClelland, M. M., Tominey, S. L., **Schmitt, S. A.**, Hatfield, B., & Purpura, D. J. (2015-2019). *Red Light, Purple Light! Developing a Self-Regulation Intervention for Children At-Risk for School Difficulty*. U.S. Department of Education, Institute for Education Sciences (\$1,500,000).

Description: The primary aim of this project is to develop and evaluate the promise of a self-regulation intervention and compare two intervention conditions: one focused on self-regulation and the other on self-regulation with early math and literacy components.

Role: Co-Principal Investigator

Purpura, D. J., Purcell, M., Rispoli, M., **Schmitt, S. A.**, & Elicker, J. (2017-2019). *ISTAR-KR Enhancement Project*. State of Indiana and Early Learning Indiana (\$733,011).

Description: The goal of this project is to refine and develop Indiana's kindergarten readiness assessment.

Role: Co-Investigator

Schmitt, S. A. (2017-2018). *Parent-Child Activities and Self-Regulation Development in Preschool*. Purdue Research Foundation, Purdue University (\$18,000).

Description: The purpose of this research project is to explore the role of parent-child activities in the home for the development of children's self-regulation.

Role: Principal Investigator

Schmitt, S. A., Elicker, J. G., Purpura, D. J., & Ruprecht, K. (2014-2018). *Evaluation of the Indiana Early Learning Pilot Grant Program*. State of Indiana (\$1,400,607).

Description: The primary aim of this study was to evaluate Indiana's prekindergarten program for improving children's school readiness and early academic achievement.

Role: Principal Investigator

Schmitt, S. A., Snyder, F., & Eicher-Miller, H. (2016-2017). *Developing On-Site Food Gardens at Early Childhood Education Centers*. Agricultural Science and Extension for Economic Development (\$50,000).

Description: This project included the development of gardens and a preschool self-regulation and mindfulness intervention designed to improve executive function and dietary behaviors among young children.

Role: Principal Investigator

Benjamin, T., & **Schmitt, S. A.** (2015-2017). *Integrating Farm to School Educational Content into Classrooms* (\$35,752). Indiana State Department of Agriculture.

Description: The primary goal of this project was to evaluate a nutrition education program delivered by classroom teachers for enhancing 2nd grade students' food preferences and choices and nutrition and health knowledge.

Role: Co-Principal Investigator

Schmitt, S. A. (2014-2016). *Exploring the Role of Rurality and Child Care Quality in Young Children's School Readiness and Well-Being*. Food and Agriculture Research Assistantship Program, Purdue University (\$37,000).

Description: The goal of this project was to examine differences in children's school readiness across the urban-rural continuum.

Role: Principal Investigator

McClelland, M. M., & **Schmitt, S. A.** (2015-2016). *Evaluation of a Mind in the Making-based intervention targeting 4-year-old children*. Families and Work Institute/Kellogg Foundation. (\$67,019).

Description: The goal of this study was to evaluate a preschool intervention targeting young children and their parents for improving self-regulation and school readiness.

Role: Co-Investigator

Schmitt, S. A., & Lewis, K. (2014-2015). *A randomized trial evaluating the Positive Action prekindergarten program.* Clinical and Translational Sciences Institute (\$9,900).

Description: The primary goal of this study was to evaluate the *Positive Action* Prekindergarten Program, a social-emotional learning and health promotion program, for low-income preschool children.

Role: Principal Investigator

Consultant/Advisory Board

Finders, J., Duncan, R., Purpura, D. J., & Eason, S. (2022-2026). *Identifying Key Ingredients of High-Quality Preschool Programs in Indiana.* Office of Early Childhood and Out of School Learning, Indiana Family and Social Services Administration (\$2,020,646).

Role: Consultant

Finders, J., Duncan, R., Purpura, D. J., & Eason, S. (2022-2025). *Assessing Evidence-Based Curricular Use in a Broad Spectrum of Early Care and Education Programs.* Office of Early Childhood and Out of School Learning, Indiana Family and Social Services Administration (\$1,209,190)

Role: Consultant

McClelland, M. M., Tominey, S. L., & **Schmitt, S. A.** (2017–2018). *Developing an App to Promote Executive Function and Academic Achievement in Young Children.* Bezos Family Foundation. (\$150,000).

Role: Consultant

McClelland, M. M., Tominey, S. L., & **Schmitt, S. A.** (2015–2016). *Using technology to promote executive function in young children.* Bezos Family Foundation. (\$100,000).

Role: Consultant

F. Technical Reports

6. **Schmitt, S. A.,** Duncan, R. J., Purpura, D. J., Elicker, J., Paes,^p T., & Bryant,^g L. (2022, June). On My Way Pre-K Expansion Program Evaluation Final Report. Office of Early Childhood and Out of School Learning.
5. **Schmitt, S. A.,** Duncan, R. J., Purpura, D. J., Elicker, J., Paes,^p T., & Bryant,^g L. (2021, June). On My Way Pre-K Expansion Program Evaluation Progress Report. Office of Early Childhood and Out of School Learning.
4. **Schmitt, S. A.,** Duncan, R. J., Purpura, D. J., Elicker, J., Finders,^p J., & Bryant,^g L. (2020, June). On My Way Pre-K Expansion Program Evaluation Progress Report. Office of Early Childhood and Out of School Learning.
3. **Schmitt, S. A.,** Litkowski,^p E., Duncan, R. J., Elicker, J., Purcell, M., & Purpura, D. J. (2019). Indiana's Birth to Age Five Mixed Delivery System Needs Assessment. Office of

Early Childhood and Out of School Learning.

2. **Schmitt, S. A.**, Duncan, R. J., Purpura, D. J., Elicker, J., Finders,^p J., Budrevich,^g A., & Bryant,^g L. (2019, June). On My Way Pre-K Expansion Program Evaluation Progress Report. Office of Early Childhood and Out of School Learning.
1. **Schmitt, S. A.**, Elicker, J., Duncan, R. J., Purpura, D. J., Schmerold,^p K., Budrevich,^g A., & Bryant,^g L. (2018, June). Indiana Early Learning Pilot Program Evaluation On My Way Pre-K Preliminary Progress Report. Office of Early Childhood and Out of School Learning.

INSTRUCTIONAL AND ADVISING ACTIVITIES

A. List of courses taught

Courses Taught at the University of Oregon:

SPED 626, Grant Writing (Fall 2022, 2023)

BEHT 610, Teaching Self-Regulation in Children and Adolescents (Fall 2022, 2023)

Courses taught at Purdue University:

HDFS 629, Intervention (Spring 2022)

HDFS 697, Research seminar/colloquium (Fall 2015)

HDFS 341, Working with Parents (Fall 2013; Spring 2014; Fall 2014; Spring 2015; Fall 2015; Fall 2016; Spring 2016)

HDFS 310, Guidance in Early Childhood (Spring 2013; Spring 2014; Spring 2015; Spring 2016; Spring 2017; Spring 2019; Spring 2020; Spring 2022)

Courses taught at Oregon State University

HDFS 360, Critical Thinking in Human Development and Family Sciences (Summer, 2010)

HDFS 311, Infant and Child Development (Summer, 2012)

HDFS 312, Adolescent Development (Summer, 2013)

B. List of Service on Graduate Student Committees

Graduate student committees at the University of Oregon:

Ph.D. Dissertations

Tracy Zehner, Ph.D., Chair

Kellie-Anne Brown Campbell, Ph.D. Chair

Saratessa Palos, Ph.D., Chair

Alyssa Callendar, M.S., Co-chair

Merly Klaas, Ph.D., Member

Daschel Franz, Ph.D., Member

Trinh Le, Ph.D., Member

Yijun Chang, Ph.D., Member

Heather Leonard, Ph.D., 2023, Member

Masters Theses

Alyssa Callendar, M.S., Co-Chair

Emily Wilke, M.S., Chair

Graduate student committees at Purdue University:**Ph.D. Dissertations**

Kirsten Anderson, Ph.D., Member

Lauren Westerberg, Ph.D., Member

Lindsey Bryant, Ph.D., 2022, Chair

Brittany Mihaec-Atkins, Ph.D., 2022, Member

Emily Rolan, Ph.D, 2021, Member

Irem Korucu, Ph.D., 2018, Chair

Amy Napoli, PhD., 2018, Member

Laura Anaya, Ph.D., 2018, Member

Zack Gold, Ph.D., 2017, Co-Chair

Arun Han, Ph.D., 2016, Member

Masters Theses

Lauren Westerberg, M.S., 2021, Member

Gregor Horvath, M.S., 2020, Member

Adass Budrevich, M.S., 2019 Co-Chair

Yemimah King, M.S., 2019, Member

Lucas Rooney, M.S., 2018, Member

Lindsey Bryant, M.S., 2018, Chair

Carly Evich, M.S., 2018, Member

Emily Rolan, M.S., 2017, Member

Li Niu, M.S., 2016, Member

Amy Napoli, M.S., 2015, Member

Undergraduate student committees at Purdue University:

Brittany Smith, B.A., 2014-2015, Capstone Research Project Mentor

C. Mentoring of postdoctoral scholars

2021-present Elyssa Geer

2021-present Brianna Devlin

2020-2023 Tanya Paes (now postdoc at St. Jude's Children's Hospital)

2018-2020 Jennifer Finders (now Assistant Professor at Purdue University)

2016-2018 Katrina Schmerold (now Assistant Professor at Truman State University)

SERVICE ACTIVITIES**Editorial Service**

2022-present	Associate Editor, <i>Frontiers in Developmental Psychology</i>
2021-present	Editorial Board, <i>Early Childhood Research Quarterly</i>
2018-2019	Guest editor for special issue in <i>Early Childhood Research Quarterly</i>
Present	Ad hoc reviewer for <i>American Educational Research Journal</i> , <i>Appetite</i> , <i>Applied Developmental Science</i> , <i>British Journal of Educational Psychology</i> , <i>Child Development</i> , <i>Child Psychiatry and Human Development</i> , <i>Children and Youth Services Review</i> , <i>Cognitive Science</i> , <i>Developmental Psychology</i> , <i>Early Childhood Research Quarterly</i> , <i>Early Education and Development</i> , <i>Frontiers in Psychology</i> , <i>Health Education Journal</i> , <i>Infant and Child Development</i> , <i>International Journal of Behavioral Development</i> , <i>Journal of Applied Developmental Psychology</i> , <i>Journal of Children and Poverty</i> , <i>Journal of Experimental Child Psychology</i> , <i>Journal of Experimental Psychology</i> , <i>Learning and Individual Differences</i> , <i>Merrill-Palmer Quarterly</i> , <i>Psychological Science</i> , <i>Research in Human Development</i>

Grant Reviews

2024	Ad hoc reviewer for the Research Grants Council of Hong Kong
2023, 2024	Panel Member, Secondary Analysis of Child Care and Early Education Data Grant review, Office of Planning, Research, and Evaluation, Administration for Children and Families
2022, 2024	Panel Chair, Secondary Analysis of Child Care and Early Education Data Grant review, Office of Planning, Research, and Evaluation, Administration for Children and Families
2022, 2024	Ad hoc reviewer for the Millennium Science Initiative of the National Agency for Research and Development of Chile
2022	Ad-hoc reviewer National Agency for Research and Development
2021	Ad-hoc reviewer for MITAC
2020	Ad-hoc reviewer for the National Science Foundation, Division of Research on Learning in Formal & Informal Settings, Education and Human Resources Directorate
2020	Ad hoc reviewer for Nuffield Foundation
2020	Ad hoc reviewer for the University of Iceland Research Fund
2020	Ad hoc reviewer for the Education University of Hong Kong
2016, 2023	Ad hoc reviewer for the Social Sciences and Humanities Research Council of Canada

Conference Reviews

2017	Society for Research in Educational Effectiveness Conference Review Panel
2013- present	National Research Conference on Early Childhood Review Panel
2012–present	Society for Research in Child Development Conference Review Panel

Department and University Service

University of Oregon

2024-present	Equity and Inclusion Advisory Council
2023-present	Research Advisory Board, Office of the Vice President for Research and Innovation
2023-present	Curriculum Committee, College of Education
2023	Scholarship Application Review Committee, College of Education,
2022-present	Diversity, Equity, and Inclusion Committee, College of Education
2022-present	SPED Masters Committee, College of Education
2022-present	SPED Doctoral Committee, College of Education
2022-present	Early Intervention Program Committee, College of Education
2022-2023	Leadership Council, Ballmer Institute

Purdue University

2020-2022	Member of the Research Advisory Council, College of Health and Human Sciences
2021-2022	Search committee chair for the HDFS Diversity in Families, Disparities and Development Faculty position (as part of a university cluster hiring initiative)
2020-2022	Member of HDFS Undergraduate Committee
2020-2021	Member of HDFS Early Childhood Faculty Search Committee
2017-2020	Member of the Digital Instruction Committee
2015, 2016, 2017	Judge for Office of Interdisciplinary Graduate Programs Spring Reception Poster Session
2014-2018	HDFS Field Experience Scholarship Committee
2017-2018	Member of HDFS Early Childhood Faculty Search Committee
2014-2016	Member of HDFS Senior Faculty Search Committee
2013-2022	Early Childhood Education and Exceptional Needs Committee
2013	Participation in the recruitment process of minority students

Community Service

2020	Consultant, Learning Early Achieves Potential (LEAP) Initiative
2019-2022	Community Commitment to Education member, United Way
2019-2021	Content expert for Early Learning Indiana Assessment Team
2016	Indiana Early Learning Foundations Guidance Document Workgroup Participant

Workshops and Professional Development Trainings

Schmitt, S. A. (2023). Using Mindfulness to Enhance Teacher Wellness. Workshop for Lane County Head Start, Eugene, OR.

Schmitt, S. A. (2023). Intentional Teaching for the Whole Child. Professional Development Workshop for Moss Street Children's Center and Lane County Community College Child and Family Center, Eugene, OR.

Schmitt, S. A. (2021, 2020, 2019, 2018, 2017, October). *The Guidance Philosophy Reboot.* Professional Development Workshop for Early Childhood and Exceptional Needs Pre-

service Teachers, West Lafayette, IN.

Schmitt, S. A. (2020, November). *Classroom Strategies that Promote Self-Regulation*. Professional Development Workshop for the Promoting Positive Outcomes Conference, Virtual.

Schmitt, S. A. (2020, September). *The Guidance Philosophy and Social-Emotional Learning*. Professional Development Workshop for the AmeriCorps members in the Learning Early Achieves Potential (LEAP) Initiative, Virtual.

Korucu,^g I., Bryant,^g L., & **Schmitt, S. A.** (2017, October). *Integrating Activities that Promote Self-Regulation into Preschool Classrooms*. Workshop presented at the Evansville Area Early Childhood Conference, Evansville, IN.

Schmitt, S. A. (2017, August). *Executive Function Development and Instruction/Intervention*. On My Way Prekindergarten Evaluation Orientation, West Lafayette, IN.

Ruprecht, K., & **Schmitt, S. A.** (2015, April). *Using intentional teaching practices to enhance children's school readiness outcomes*. Workshop Presented at the Indiana Association for the Education of Young Children, Indianapolis, IN.

AWARDS AND PROFESSIONAL ACTIVITIES

Awards and Honors

2021	Society for the Study of Human Development Early Career Award
2021	Purdue University Trailblazer Outstanding Mid-Career Research Award
2020	Purdue Research Foundation International Travel award
2018	Purdue Research Foundation International Travel award
2017	Purdue Research Foundation International Travel award
2012-2013	Thayer Raymond Fellowship
2012	Lead Graduate Teaching Assistant Fellow, Oregon State University
2011-2012	Hari S. and Renuka R. Sethi Graduate Scholarship
2011-2012	Hawthorne Fellowship
2011	Graduate Teaching Assistant Fellow, Oregon State University
2010-2011	Eleanor Jane Sonin Scholarship
2003	University of Wisconsin-Madison Deans List Honors

Professional Organizations

2022-present	Council for Exceptional Children, Division for Early Childhood
2017-present	International Society for the Study of Behavioral Development
2013-present	Society for the Study of Human Development
2013-present	Society for Prevention Research
2010-present	Society for Research in Child Development

Translating Research

February 2022	Study featured in Chalkbeat https://in.chalkbeat.org/2022/2/2/22915113/on-my-way-pre-k-indiana-study-ilearn-kindergarten-readiness
November 2020	Dr. Schmitt interviewed on Journal of Nutrition Education and Behavior podcast (https://www.jneb.org/content/podcast)
November 2020	Study featured in United Press International (https://www.upi.com/Health_News/2020/11/06/Mindfulness-based-program-boosts-preschoolers-interest-in-fruit-veggies/9881604674852/)
October 2019	Study featured in an article in Scientific American (https://www.scientificamerican.com/article/how-to-prime-preschoolers-for-success/)
August 2018	Study was featured in an article Parenting Science: https://www.parentingscience.com/toy-blocks.html
June 2018	Study was featured in an article in Purdue Today (https://www.purdue.edu/newsroom/releases/2018/Q2/block-play-could-improve-your-childs-math-skills,-executive-functioning.html) and then subsequently in over 30 additional publications (e.g., ScienceDaily)
May 2018	Interviewed for a story on Indiana's public prekindergarten program in The Hechinger Report: https://hechingerreport.org/indianas-free-pre-k-adored-by-parents-beset-with-growing-pains/
March 2017	Indiana Assets and Opportunity Network interview. Interviewed about the importance of self-regulation for a video that will be disseminated to low-income families
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