
CURRICULUM VITAE

ANGELINE S. LILLARD

Department of Psychology
Gilmer Hall, P.O. Box 400400
University of Virginia
Charlottesville, VA 22904-4400
www.Montessori-science.org
ORCID: 0000-0001-9697-6611

Phone: 001-(434) 982-5232
Fax: (434) 982-4694
lillard@virginia.edu
<https://uva.theopenscholar.com/early-development-lab>

EDUCATION

- ◆ Stanford University, Ph.D., Psychology (1991)
- ◆ Association Montessori Internationale 0-3 Training (1985)
- ◆ Smith College, B.A., English Literature (1983)

EMPLOYMENT

- ◆ Professor, Department of Psychology, University of Virginia, 2006-present
School of Education (affiliated faculty), 2008-present
- ◆ Associate Professor, Department of Psychology, University of Virginia, 2000-2006
- ◆ Assistant Professor, Department of Psychology, University of Virginia, 1996-2000
- ◆ National Science Foundation Visiting Professor, Department of Psychology, University of California at Berkeley, 1996
- ◆ Assistant Professor, Department of Psychology, University of San Francisco, 1991-1996
- ◆ Laboratory Technician, University of California, San Francisco, 1985-1987
- ◆ Technical Writer, Fortune Systems Corporation, 1983-1985

RESEARCH INTERESTS

- Primary: Montessori Education, Pretend Play
- Other: The Development of Theory of Mind, Children's Executive Function, Children and Media, Biological Underpinnings of Development, Contemplative Practices, Culture and Development

HONORS and AWARDS

- ◆ Public Voices Fellow, The Op-Ed Project, University of Virginia, 2018-19
- ◆ Faculty Mentor for Psi Chi and APS Albert Bandura Graduate Research Award recipient (Sierra Eisen), 2016-17
- ◆ National Science Foundation Research Highlights, 2012
- ◆ Fellow, American Psychological Association, 2011
- ◆ Cognitive Development Society Book Award, 2006, for *Montessori: The Science Behind the Genius*
- ◆ Fellow, Association for Psychological Science, 2006

- ◆ James McKeen Cattell Sabbatical Fellow, 2005-2006
- ◆ Life Academy Fellow (Max Planck-Berlin, Universities of Michigan, Virginia, Zurich, Humboldt, and Frei University-Berlin), 2005-
- ◆ British Psychological Society Visiting Fellow, 2003
- ◆ Max Planck Institute for Evolutionary and Cultural Psychology, Leipzig, Visiting Fellow, 2003
- ◆ University Teaching Fellow, University of Virginia, 1999-2000
- ◆ American Psychological Association Boyd McCandless Young Scientist Award, 1999
- ◆ Visiting Scientist, Japan Developmental Psychology Society, Tokyo, 1998
- ◆ American Psychological Association Outstanding Dissertation Award (Division 7), 1992

FUNDING (PI except where noted):

- *Wend Foundation Grant*, \$50,000. 2020.
- *Wildflower Foundation Research Partner Grant*. \$115,000. 2019-20.
- *Institutes for Education Sciences Grant #R305A18018*. A Longitudinal Efficacy Study of the Montessori Preschool Model on Academic and Social-Emotional Outcomes. \$3,299,992. 8/1/2018-7/31/2023. Co-PI. PI: Ann-Marie Faria, American Institutes for Research.
- *James Walton Fund Grant*. Studies of Longer Term Montessori Outcomes. \$154,933. 7/1/18-6/30/19.
- *Wildflower Foundation Research Partner Grant*. \$115,000. 2018-19.
- *Association for Psychological Science*. Effective Undergraduate Research Methods Courses in Psychology. \$4500. 2019.
- *UVa BRAIN Initiative*. Individual variability in the oxytocinergic system and the development of human sociality \$99,937. 2018. Co-PI. PI: Jamie Morris.
- *LEGO Foundation*. Epigenetics of "Normalization" Seed Grant. \$10,000. 2018.
- *Wildflower Foundation Research Partner Grant*. \$78,000. 2017-18.
- *American Montessori Society Research Grant*, Children's Preference for and Engagement in Pretend and Real Activities in the Montessori Classroom. \$1775. 9/1/2017-8/31/2-17. Co-PI: Jessica Taggart.
- *Ministero de Economia y Competitividad. Implicit Pretend Emotion Understanding*. €27,780. 5/2016-5/2019. Team Member. PI: Elisabet Serrat.
- *Sir John Templeton Foundation*. Understanding Relations: Children's Analogical Transfer from Stories and Television (ID#56225). \$486,148. 2/2015-3/2018.
- *National Living Laboratory*. Partnership with the Virginia Discovery Museum (#GF13355). \$3000. 09/30/15-04/30/16. Co-PI: Jessica Taggart.
- *American Montessori Society Research Grant*. A Comparison of Learning from Montessori Materials versus Montessori Apps. \$3440. 11/2015-11/2017. Co-PI: Sierra Eisen.
- *Brady Education Foundation*, Public Montessori Preschool Outcomes in a Low-Income Community, \$413,304, 4/2010-8/2017.

- *Contemplative Sciences Center*, Does a Contemplative Practice Bring Immediate Recovery from Post-Television Executive Function Depletion in Young Children? \$13,300. 6/1/2013-5/31/2014.
- *National Science Foundation*, Proposal # 1024293, The effect of imagination and pretend play on children's social behaviors and attitudes. \$329,978. 9/15/2010-8/31/2014.
- *Page-Barbour Interdisciplinary Scholarship Workshop*, \$15,000. 4/2009-5/2010. Co-PIs: Mitch Green (Philosophy), Eve Danizger (Anthropology).
- *University of Virginia Alumnus Special Gift*, \$25,000. 1/2006-12/2012.
- *Jacobs Foundation*, Evaluation of Montessori Outcomes, \$55,000. 1/2006-8/2006.
- *Cantus Foundation*, Evaluation of Montessori Outcomes, \$60,000. 5/2005-6/2007.
- *Cattell Foundation* Sabbatical Award, \$32,000. 9/2005-5/2006.
- *National Institutes of Health #RO1HD36808*. An investigation of the signs of pretense. Direct costs: \$425,000. 4/1/2001-2/28/2004.
- *University of Virginia Teaching Initiative Award* \$2600. 4/2000-10/2000.
- *National Science Foundation Woman Scientist Award*, #DGE-9550152. Early development in children's understanding of the mental state of pretense. Direct costs: \$150,166. 1/1/96-12/31/98.
- *National Institutes of Health Academic Research Enhancement Award*, #R15-HD30418. The development of children's understanding of pretend. Direct costs: \$105,000. 7/1/93-6/31/96.

INVITED ADDRESSES

- ◆ Keynote Speaker, Montessori 150 Years Celebration, Rome, October 2020. Planned.
- ◆ Keynote Speaker, Montessori Mexico XXV Congress, Queretero, Mexico, March, 2020. Planned.
- ◆ Keynote Speaker, German Society of Psychology Joint Conference of the Divisions for Educational and Developmental Psycholog, Leipzig, September, 2019
- ◆ Keynote Speaker, 100th Anniversary of Montessori in the United Kingdom, London, September, 2019
- ◆ Keynote Speaker, Vancouver Island Montessori Association (VIMA) Victoria, British Columbia, May, 2019
- ◆ Keynote Speaker, Massachussets Montessori Teacher Association, Boston, January, 2019
- ◆ Keynote Speaker, Association Montessori Internationale General Meeting, Amsterdam, April, 2018.
- ◆ Keynote Speaker, American Montessori Society Teacher Trainers Meeting, Denver, March, 2018.
- ◆ Keynote Speaker, 4th AMI China Conference, Hangzhou, China, October, 2017
- ◆ Keynote Speaker, 28th International Montessori Congress, Prague, July, 2017
- ◆ Keynote Speaker, Montessori Asia Conference, Hong Kong, May, 2017
- ◆ Keynote Speaker, Inauguration of Montessori Teacher Training Program, Brescia, Italy, October, 2016
- ◆ Keynote Inaugural Speaker, Virginia Montessori Association, October, 2016
- ◆ Invited Speaker, Psychonomics Society Workshop on the Evolutionary and Psychological Significance of Play, Chicago, June, 2016

- ◆ Keynote Speaker, Hsin Yi 7th Early Childhood Conference (on Play), Taipei, May, 2016
- ◆ Keynote Speaker, Montessori Society of Slovenia, October, 2015
- ◆ Keynote Address, Retirement Symposium in honor of Candida Peterson, Environmental Influences on Children's Theories of Mind. Australasian Human Development Conference, Gold Coast, Australia, July, 2013
- ◆ Keynote Speaker, Montessori in Germany 50 Years Celebration, Frankfurt, November, 2012
- ◆ Keynote Speaker, Indian Montessori Society conferences in cities of Mumbai, Bangalore, and Chennai, January, 2012
- ◆ Keynote Speaker, Montessori Institute of America, Seattle, April, 2011.
- ◆ Keynote Speaker, Canadian Council of Montessori Teachers, Toronto, October, 2010.
- ◆ Keynote Speaker, 40th Anniversary Conference of the St. Nicholas Montessori Society of Ireland, Dublin, 25 April 2010.
- ◆ Keynote Speaker, Canadian Montessori Society, Vancouver, 2009
- ◆ Keynote Speaker, United Kingdom Montessori Centenary Conference, London, 2007
- ◆ Keynote Speaker, Swedish Montessori Society Centenary Conference, Stockholm, 2007
- ◆ Featured Speaker, Memorial Conference in Honor of Paul Baltes, Charlottesville, 2007
- ◆ Keynote Speaker, Montessori Centenary Conference, Rome, 2007
- ◆ Keynote Speaker, Association Montessori Internationale-USA Centenary Conference, San Francisco, 2007
- ◆ Featured Speaker, American Montessori Society Centenary Conference, New York, 2007
- ◆ Keynote Speaker, The Montessori Foundation, Clearwater, FL, 2005
- ◆ Keynote Speaker, Association Montessori Internationale Annual Teacher Refresher Conference, Dallas, TX 2005
- ◆ Keynote Speaker, Association Montessori Internationale-USA Annual Conference, Portland, OR 2004
- ◆ Keynote Speaker, British Psychological Association (Developmental), Coventry, 2003
- ◆ Keynote Speaker, La Teoria della Mente Nello Sviluppo Normale e Patologico, Milano, 2002
- ◆ Invited Address, Japan Developmental Psychology Society, Tokyo, 1998

INVITED SYMPOSIA

- ◆ The Evolutionary Significance of Play, Psychonomics Society, Boston, 2016
- ◆ Early Childhood 2010: Innovation for the Next Generation. Play. Washington DC, 2010
- ◆ Head Start Research Conference. Play. Washington DC, 2010
- ◆ National Association for the Education of Young Children, Play. Charlotte, 2009
- ◆ Conference on Human Development: Pretending. Chicago, 2002

PUBLICATIONS

Book

- ◆ Lillard, A.S. (2017). *Montessori: The science behind the genius*. New York: Oxford University Press. Awarded major book award, sales over 35K. 3rd edition. Previous edition reviewed in:
 - *Applied Developmental Psychology*, 27, 183-187.
 - *Educational Psychology in Practice*, 24, 159-60
 - *PsycCritiques* (on-line successor to *Contemporary Psychology*), 51 #24.
 - *Teaching and Teacher Education*, 23, 770-774.

Articles and Chapters [* designates student/laboratory manager author]

- ◆ Taggart, J.*, Becker, I. *, Rauhen, J. *, Al Kallas, H. *, & Lillard, A. S. (in press). What shall we do: Pretend or real? Preschoolers' choices and parents' perceptions. *Journal of Cognition and Development*.
- ◆ Taggart, J. *, Ellwood, M. C. *, Vasc, D. *, Chin, S. J.*, & Lillard, A. S. (in press). Parents' roles and question-asking during pretend and real activities. *Social Development*.
- ◆ Eisen, S.L.*, & Lillard, A. S. (2019). Learning from Apps and Objects: The Human Touch. *Mind, Brain, & Education*.
- ◆ Taggart, J.*, Eisen, S.*, & Lillard, A. S. (2019). The current landscape of US children's television: Prosocial, educational, fantastical, and violent content. *Journal of Children and Media*, 13, 276-294. doi: <https://doi.org/10.1080/17482798.2019.1605916>
- ◆ Lillard, A. S. (2019). Shunned and Admired: Montessori, Self-Determination, and a Case for Radical School Reform. *Educational Psychology Review*, 1-27. doi: 10.1007/s10648-019-09483-3. Note: In it's first 7 months on line this article was downloaded over 14,000 times. Journal impact factor for 2018 was 6.866.
- ◆ Li, H.*, Eisen, S.* & Lillard, A. S. (2019). Anthropomorphic Media Exposure and Preschoolers' Anthropomorphic Thinking in China. *Journal of Children and Media*, 13(2), 149-162. On line first. doi: <https://doi.org/10.1080/17482798.2019.1570960>
- ◆ Lillard, A. S., & McHugh, V. (2019). Authentic Montessori: The Dottoressa's View at the End of Her Life Part I: The Environment. *Journal of Montessori Research*, 5(1), 1-18. doi: <https://doi.org/10.17161/jomr.v5i1.7716>
- ◆ Lillard, A. S., & McHugh, V. (2019). Authentic Montessori: The Dottoressa's View at the End of Her Life Part II: The Teacher and the Child. *Journal of Montessori Research*, 5(1), 19-34. doi: <https://doi.org/10.17161/jomr.v5i1.9753>
- ◆ Lillard, A. S., & Taggart, J.* (2019). Pretend play and fantasy: What if Montessori was right? *Child Development Perspectives*, 13(2), 85-90. On Line First. doi: <https://doi.org/10.1111/cdep.12314>
- ◆ Vasc., D.*, & Lillard, A. S. (2019). Pretend and Sociodramatic Play. In S. Hupp & J. Jewell (Eds.), *Encyclopedia of Child and Adolescent Development*. New York: Wiley. doi: <https://doi.org/10.1002/9781119171492>
- ◆ Taggart, J.*, Fukuda, E.*, & Lillard, A. S. (2018). Children's preference for real activities: Even stronger in the Montessori children's house. *Journal of Montessori Research*, 4(2), 1-9. doi: <https://doi.org/10.17161/jomr.v4i2.7586>
- ◆ Lillard, A. S. (2018). Rethinking education: Montessori's approach. *Current Directions in Psychological Science*, 27, 395-400. doi: <https://doi.org/10.1177/0963721418769878>

[Selected for the *APS Observer's* Teaching Tips column for undergraduate Psychology courses]

- ◆ Eisen, S.*, & Lillard, A. S. (2018). The Digital Dilemma: Why Limit Young Children's Use of Interactive Media? In C. Ferguson (Ed.), *Children and media*. New York: Springer Verlag.
- ◆ Taggart, J.*, Eisen, S.*, & Lillard, A. S. (2018). Pretense. In M. H. Bornstein, M. E. Arterberry, K. L. Fingerman & J. E. Lansford (Eds.), *The SAGE Encyclopedia of Lifespan Human Development*. Thousand Oaks, CA: SAGE.
- ◆ Dore, R. A.*, Hoffman, K. M.*, Lillard, A. S., & Trawalter, S. (2018). Developing cognitions about race: White 5- to 10-year-olds' perceptions of hardship and pain. *European Journal of Social Psychology*, 48, O121–O132.
- ◆ Lillard, A. S. (2017). Why do the children (pretend) play? *Trends in Cognitive Sciences*, 21, 826-834. doi: <https://doi.org/10.1016/j.tics.2017.08.001>
- ◆ Lillard, A. S., Heise, M. J.* Richey, E. M.*, Tong, X., Hart, A.*, & Bray, P. M. (2017). Montessori preschool elevates and equalizes child outcomes: A longitudinal study. *Frontiers in Psychology*, 8. doi: 10.3389/fpsyg.2017.01783. PMID [29163248](https://pubmed.ncbi.nlm.nih.gov/29163248/)
 - Most viewed article of 2017 in the journal
- ◆ Ma, L.*, & Lillard, A. S. (2017). The evolutionary significance of pretend play: Two-year-olds' interpretation of behavioral cues. *Learning and Behavior*, 45, 441-448. doi: 10.3758/s13420-017-0285-y PMID 28707061
- ◆ Dore, R. A.*, Smith, E. D.*, & Lillard, A. S. (2017). Children adopt the traits of characters in a narrative. *Child Development Research, Article ID 6838079*, 16. doi: 10.1155/2017/6838079.
- ◆ Eisen, S.* L., & Lillard, A. S. (2017). Young children's thinking about touchscreens versus other media in the U.S. *Journal of Children and Media*, 11, 167-179. doi: 10.1080/17482798.2016.1254095
- ◆ Lillard, A. S., & Eisen, S.* (2017). Why Montessori is a facilitative environment for theory of mind: Three speculations. In V. Slaughter & M. de Rosnay (Eds.), *Theory of mind development in context*. Pp. 57-70. London: Routledge.
- ◆ Taggart, J.*, Heise, M. J.*, & Lillard, A. S. (2017). The real thing: Preschoolers prefer actual activities to pretend ones. *Developmental Science*. On line first. 10.1111/desc.12582
 - Cover story in Science News, Fall 2017.
- ◆ Eisen, S.* L., & Lillard, A. S. (2016). Just Google it: Young children's preferences for touchscreen versus books in a hypothetical learning task. *Frontiers in Psychology: Developmental Section*, 7, 1431. doi: [dx.doi.org/10.3389/fpsyg.2016.01431](https://doi.org/10.3389/fpsyg.2016.01431)
- ◆ Hopkins, E. J.*, Smith, E. D.*, Weisberg, D. K., & Lillard, A. S. (2016). The development of substitute object pretense: The differential importance of form and function. *Journal of Cognition and Development*, 17, 197-220.
- ◆ Kang, E.*, Klein, E.*, Lillard, A. S., & Lerner, M.* (2016). Predictors and moderators of spontaneous pretend play in children with and without autism spectrum disorder. *Frontiers in Psychology*, 7, 1577. doi: 10.3389/fpsyg.2016.01577
- ◆ Lillard, A. S. (2016). Montessori education and creativity. *AMI Communications*, 225-229.

- ◆ Lillard, A. S., & Heise, M. J.* (2016). Removing supplementary materials from Montessori classrooms changed child outcomes. *Journal of Montessori Research*, 2, 17-27.
- ◆ Dore, R. A.*, Jaswal, V. K., & Lillard, A. S. (2015). Real or not? Informativeness influences children's reality status judgments cognitive development. *Cognitive Development*, 33, 28-39.
- ◆ Dore, R. A.*, & Lillard, A. S. (2015). Theory of mind and children's engagement in fantasy worlds. *Imagination, Cognition, and Personality*, 34, 230-242. doi: 10.1177/0276236614568631
- ◆ Dore, R. A.*, Smith, E. D.*, & Lillard, A. S. (2015). How is theory of mind useful? Perhaps to enable social pretend play. *Frontiers in Psychology: Cognitive Science*. doi: 10.3389/fpsyg.2015.01559 PMC4606048
- ◆ Lerner, M.* D., & Lillard, A. S. (2015). From false belief to friendship: Commentary on Fink, Begeer, Peterson, Slaughter, & de Rosnay. *British Journal of Developmental Psychology*. 33, 18-20. Doi: 10.1111/bjdp.12070. PMID 25382634
- ◆ Li, H.*, Boguszewski, K.*, & Lillard, A. S. (2015). Can that really happen? Children's knowledge about the reality status of fantastical events on television. *Journal of Experimental Child Psychology*, 139, 99-114. doi: <http://dx.doi.org/10.1016/j.jecp.2015.05.007>. PMID 26094241
- ◆ Lillard, A. S., Drell, M.*, Richey, E. M.*, Boguszewski, K.*, & Smith, E. D.* (2015). Further examination of the immediate impact of cartoons on children's executive function. *Developmental Psychology*, 51, 792-805. doi: 10.1037/a0039097 PMID 25822897
- ◆ Lillard, A.S. (2015). The development of play. *Handbook of Child Psychology and Developmental Science, Vol. 3: Cognitive Development*. L. Liben and U. Mueller (Eds.), Lerner, R., Editor-in-Chief. Pp. 425-468. New York: Wiley-Blackwell.
- ◆ Lillard, A. S., Dore, R. A.*, Hopkins, E. J.*, & Smith, E. D.* (2015). Challenges in the study of pretend play: What can we know, and how can we know it? In J. J. Johnson & S. G. Eberle (Eds.), *Handbook of the Study of Play* (pp. 441-48). Lanham MD: Rowman & Littlefield.
- ◆ Lillard, A. S., Li, H.*, & Boguszewski, K.* (2015). Television and children's executive function. In J. B. Benson (Ed.), *Advances in child development and behavior* (Vol. 48, pp. 219-249). New York: Elsevier. PMID 25735946
- ◆ Lillard, A. S., & Woolley, (2015). Grounded in reality: How children make sense of the unreal. *Cognitive Development*, 34, 111-114. [doi:10.1016/j.cogdev.2014.12.007](https://doi.org/10.1016/j.cogdev.2014.12.007).
- ◆ Van Reet, J.*, Pinkham, A. M.*, & Lillard, A. S. (2015). The effect of realistic contexts on ontological judgments of novel entities. *Cognitive Development*, 34, 88-98. doi:10.1016/j.cogdev.2014.12.010 PMC4407999
- ◆ Woolley, J. D., & Lillard, A. S. (2015). Cognizing the unreal. *Cognitive Development*, 34, 1-2. doi: 10.1016/j.cogdev.2014.12.003.
- ◆ Dore, R. A.*, & Lillard, A. S. (2014). Do children prefer mentalistic descriptions? *Journal of Genetic Psychology* 175, 1-14. doi: 10.1080/00221325.2013.805712 PMID 24796151
- ◆ Dore, R. A.*, Hoffman, K.*, Lillard, A. S., & Trawalter, S. (2014). Do you feel what i feel? Children's racial bias in perceptions of others' pain. *British Journal of Developmental Psychology*, 32, 218-231. doi: 10.1111/bjdp.12038 PMID 24576067
- ◆ Dore, R. A.*, Lillard, A. S., & Jaswal, V. K. (2014). Anthropologists in the crib. *Journal of*

- Cognition and Development*, 15, 520-523. doi: 10.1080/15248372.2014.936789
- ◆ Hopkins, E. J.*, Dore, R. A.*, & Lillard, A. S. (2014). Do children learn from pretense? *Journal of Experimental Child Psychology*, 130, 1-18. doi: dx.doi.org/10.1016/j.jecp.2014.09.004 PMID 25310690
 - ◆ Lillard, A. S., & Kavanaugh, R. D. (2014). The contribution of symbolic skills to the development of an explicit theory of mind. *Child Development*, 85, 1535–1551. doi: 10.1111/cdev.12227 PMID 24502297
 - ◆ Oishi, S., Jaswal, V. K., Lillard, A. S., Mizokawa, A., Hitokoto, H., & Tsutsui, Y. (2014). Cultural variations in global versus local processing: A developmental perspective. *Developmental Psychology*, 50, 2654-2665. doi: 10.1037/a0038272 PMID 25365123
 - ◆ Lillard, A. S., Russ, S., Golinkoff, R., & Hirsch-Pasek, K. (2013). Probing play: The research we need. *American Journal of Play*, 6(1), 161-165.
 - ◆ Hirsh-Pasek, K., Golinkoff, R., Russ, S., & Lillard, A. S. (2013). Probing play: What does the research show. *American Journal of Play*, 6(1), xi-xiii.
 - ◆ Lillard, A. S., & Smith, E. D.* (2013). Entwining teaching and research: Creating a collaborative review paper from a seminar. *The APS Observer*, 26(8), 31-32.
 - ◆ Smith, E. D.*, Englander, Z.*, Lillard, A. S., & Morris, J. (2013). Cortical mechanisms of pretense observation. *Social Neuroscience*, 8(4), 356-368. doi: 10.1080/17470919.2013.807872 PMID 23802124
 - ◆ Lillard, A. S. (2013). Fictional worlds, the neuroscience of the imagination, and childhood education. In M. Taylor (Ed.), *The Oxford Handbook of the Imagination* (pp. 137-157). New York: Oxford.
 - ◆ Lillard, A. S. (2013). Playful learning and Montessori education. *American Journal of Play*, 5(2), 157-186.
 - Reprinted in *The NAMTA Journal*, 38(2), 137-174.
 - ◆ Lillard, A. S., Lerner, M.* D., Hopkins, E. J.*, Dore, R. A.*, Smith, E. D.*, & Palmquist, C. M. (2013). The impact of pretend play on children's development: A review of the evidence. *Psychological Bulletin*, 139(1), 1-34. doi: 10.1037/a0029321 PMID 22905949
 - ◆ Lillard, A. S., Hopkins, E. J.*, Dore, R. A.*, Palmquist, C. M.*, Lerner, M.* D., & Smith, E. D.* (2013). Concepts and Theories, Methods and Reasons: Why Do the Children (Pretend) Play? Reply to Weisberg, Hirsh-Pasek, and Golinkoff (2013); Bergen (2013); and Walker and Gopnik (2013). *Psychological Bulletin*, 139(1), 49-52. PMID 23294091
 - ◆ Ma, L.*, & Lillard, A. S. (2013). What makes an act a pretense one? Young children's pretend-real judgments and explanations. *Child Development Research*, 2013. doi: 10.1155/2013/467872
 - ◆ Lillard, A. S., & Smith, E. D.* (2013). Entwining teaching and research: Creating a collaborative review paper from a seminar. *The APS Observer*, 26, 31-32.
 - ◆ Smith, E. D.*, & Lillard, A. S. (2012). Play on: Retrospective evidence for the persistence of pretend play into middle childhood. *Journal of Cognition and Development*, 13(4), 524-549. doi: 10.1080/15248372.2011.608199 [19th most read article ever in the journal, on website as of 3/31/2016]
 - ◆ Lillard, A. S. (2012). Preschool children's development in classic Montessori, supplemented Montessori, and conventional programs. *Journal of School Psychology*, 50, 379-401. doi: 10.1016/j.jsp.2012.01.001 PMID 22656079

- ◆ Lillard, A. S., & Peterson, J.* (2011). The immediate impact of different types of television on young children's executive function. *Pediatrics*, 128(4), 644-649. doi: 10.1542/peds.2008-1536 PMID 21911349
- ◆ Lillard, A. S., & Erisir, A. (2011). Old dogs learning new tricks: Neuroplasticity before and after critical periods. *Developmental Review*, 31(4), 207-239. doi: 10.1016/j.dr.2011.07.008 PMC3956134
- ◆ Lillard, A., Pinkham, A. M.*, & Smith, E. D.*(2011). Pretend play and cognitive development. In U. Goswami (Ed.), *Handbook of cognitive development* (2nd ed., pp. 285-311). London: Blackwell.
- ◆ Lillard, A. (2011). Materials: What Belongs in a Montessori Primary Classroom? Results from a Survey of AMI and AMS Teacher Trainers. *Montessori Life*, 22(3), 18-32. Also published by Rochester, NY: Association Montessori Internationale/USA.
- ◆ Lillard, A. S. (2011). Mindfulness Practices in Education: Montessori's Approach. *Mindfulness*, 2(2), 78-85. doi: 10.1007/s12671-011-0045-6
- ◆ Lillard, A. S. (2011). Mother-Child Fantasy Play. In A. Pellegrini (Ed.), *Oxford Handbook of the Development of Play* (pp. 284-295). New York: Oxford.
- ◆ Pinkham, A. M.*, Van Reet, J.*, and Lillard, A. S. (2009). Concepts: Children's reasoning about the psychological world. In Shweder, R A., Bidell, T.R., Dailey, A.C., Dixon, S.D., Miller, P. J., and Modell, J, (Eds.), *The Child: An Encyclopedic Companion*. Chicago: University of Chicago Press. pp. 197-199.
- ◆ Lillard, A. S. (2008) How important are the Montessori materials? Feature article in *Montessori Life*, 4, 20-25.
- ◆ Van Reet, J.*, Pinkham, A. M.*, and Lillard, A. S. (2008). The development of the counterfactual imagination: Commentary on Byrne. *Behavioural and Brain Sciences*, 30, 468-9.
- ◆ Lillard, A. S. (2007). Pretend play in toddlers. *Early Socioemotional Development*, Brownell, C. & Kopp, C. (Eds.), New York: Guilford.
- ◆ Lillard, A. S. (2007). Mothers' structuring and others' interpreting of pretend play. In Goncu, A. and Gaskins, S. *Play and Development: Evolutionary, Sociocultural and Functional Perspectives*, pp. 131-153. Mahwah, NJ: Erlbaum.
- ◆ Lillard, A. S. (2007). Studying students in Montessori schools. *Science* 2 Feb.
- ◆ Lillard, A. S., Nishida, T.*, Vaish, A.*, Massaro, D.*, Ma, L.*, & McRoberts, J. (2007). Signs of pretense across age and scenario. *Infancy*, 11(1), 1-30. PMC3544155
- ◆ Nishida, T.*, & Lillard, A. S. (2007). The informative value of emotional expressions: Social referencing behavior in mother-infant pretense. *Development Science*, 10, 205-212. PMC3334327
- ◆ Lillard, A.S. (2006). Inside/outside: Where children from different cultural contexts focus their explanations for behavior. In Antonietti A., Liverta-Sempio O., and Marchetti A. (Eds.), *Theory of mind and language in developmental contexts*, pp. 65-76. New York: Springer.
- ◆ Lillard, A. S. (2006). Dissociations, developmental psychology, and pedagogical design. *Child Development*, 77(6), 1563-1567. PMID 17107446
- ◆ Lillard, A. S. & Else-Quest, N. (2006). Evaluating Montessori education. *Science*, 313, 29 Sept., 1893-1894. PMID 17008512

- ◆ Ma, L.*, & Lillard, A. S. (2006). Where is the real cheese: Young children's understanding of pretense. *Child Development*, 77(6), 1762-1777. PMC3334330
- ◆ Callaghan, T., Rochat, P., Lillard, A. S., Claux, M. L., Odden, H., Itakura, S., Tapanya, S., & Singh, S. (2005). Synchrony in the onset of mental state reasoning: Evidence From 5 cultures. *Psychological Science*, 16(5), 378-384. PMID 15869697
- ◆ Lillard, A. S. (2005). The Montessori Method. In N. Salkind (Ed.), *Encyclopedia of Human Development*. Thousand Oaks, CA: Sage.
- ◆ Lillard, A. S. (2005). Eight Montessori Insights. *NAMTA JOURNAL*, 30(2), 99-107.
- ◆ Ganea, P. A.*, Lillard, A. S., & Turkheimer, E. (2004). Preschooler's understanding of the role of mental states and action in pretense. *Journal of Cognition & Development*, 5(2), 213-238. PMC3336197
- ◆ Lillard, A. S. (2004). Pretend play and cognitive development. In U. Goswami (Ed.), *Handbook of cognitive development* (1st ed., pp. 188-205). London: Blackwell.
- ◆ Lillard, A. S., & Witherington, D. S.* (2004). Mothers' behavior modifications during pretense snacks and their possible signal value for toddlers. *Developmental Psychology*, 40, 95-113. PMC3334333
- ◆ Richert, R.*, & Lillard, A. S. (2004) Observers' proficiency at identifying pretend acts based on different behavioral cues. *Cognitive Development*, 19, 223-240. PMC3336202
- ◆ Lillard, A. S., & Skibbe, L. E.* (2004). Theory of Mind: Conscious attribution and spontaneous trait inference. In R. Hassin, J. Uleman, & J. Bargh (Eds.), *The new unconscious* (pp.277-308). NY: Oxford. (2nd Ed.)
- ◆ Lillard, A. S. (2004). Montessori: The Science. *Proceedings of the Association Montessori Internationale*.
- ◆ Lillard, A. S. (2004). Discriminating pretense and real snacks: A fundamental problem in early social cognition. *British Developmental Psychology Forum*, 62, 9-17.
- ◆ Richert, R.*, & Lillard, A.S. (2002). Children's understanding of the knowledge prerequisites of drawing and pretending. *Developmental Psychology* 38, 1004-1015. PMID 12428711
- ◆ Sobel, D. M.*, & Lillard, A. S. (2002). Children's understanding of the mind's involvement in pretense: do words bend the truth? *Developmental Science*, 5(1), 87-97. doi: 10.1111/1467-7687.00214
- ◆ Lillard, A. S. (2002). Just through the looking glass: children's understanding of pretense. In R. Mitchell (Ed.), *Pretending and imagination in animals and children* (pp. 102-114). Cambridge: Cambridge University Press.
- ◆ Lillard, A. S. (2001). Explaining the connection: Pretend play and theory of mind. In S. Reifel (Ed.), *Theory in context and out. Vol. 3, Play and culture studies* (pp. 173-178). Westport, CT: Ablex.
- ◆ Lillard, A. S. (2001). Pretending, understanding pretense, and understanding minds. In S. Reifel (Ed.), *Theory in context and out. Vol. 3, Play and culture studies* (pp. 233-254). Westport, CT: Ablex.
- ◆ Lillard, A. S. (2001). Pretend play as Twin Earth: A social-cognitive analysis. *Developmental Review*, 21, 495-531.
- ◆ Lillard, A.S. (2001). Book review: Roots of social sensibility and neural function Jay Schulkin. *Quarterly Review of Biology*, 76, 393-4.

- ◆ Sobel, D. M.*, & Lillard, A. S. (2001). The impact of fantasy and action on young children's understanding of pretence. *British Journal of Developmental Psychology*, 19, 85-98. Doi: 10.1348/026151001165976.
- ◆ Lillard, A. S., Zeljo, A.*, Curenton, S.*, & Kaugers (Seja), A.* (2000). Children's understanding of the animacy constraint on pretense. *Merrill-Palmer Quarterly*, 46, 21-44.
- ◆ Lillard, A. S. (1999). Developing a cultural theory of mind: The CIAO approach. *Current Directions in Psychological Science*, 8, 57-61.
- ◆ Lillard, A. S., & Sobel, D.* (1999). Lion Kings vs. puppies: the influence of fantasy on children's understanding of pretense. *Developmental Science*, 2, 75-80.
- ◆ Lillard, A. S. (1999). Siegal on Piaget's legacy: Gricean child meets blundering experimenter. *Developmental Science*, 2, 18-21.
- ◆ Lillard, A. S. (1999). A cultural feast. *Cross-Cultural Psychology Bulletin*, March, 22-26.
- ◆ Lillard, A. S., & Curenton, S.* (1999). Do young children understand what others feel, want, and know? *Young Children*, 54, 52-57.
 - Reprinted (2003) in C. Copple (Ed.), *A world of difference*, pp. 46-51. Washington D.C.: NAEYC Press.
- ◆ Lillard A. S. (1998). Ethnopsychologies: Reply to Wellman and Gauvain. *Psychological Bulletin*, 123, 43-46. PMID 9461850
- ◆ Lillard, A. S. (1998). Casting the theory net wide. Review of Gopnik & Meltzoff (1997). *Contemporary Psychology*, 43, 663-665.
- ◆ Lillard, A. S. (1998). The source of universal conceptions: A look from folk psychology. *Behavioral and Brain Sciences*, 14, 580.
- ◆ Lillard, A. S. (1998). Theories behind theories of mind. *Human Development*, 41, 40-44.
- ◆ Lillard, A. S. (1998). Wanting to be it: Children's understanding of intentions underlying pretense. *Child Development*, 61, 981-993. PMID 9768482
- ◆ Lillard, A. S. (1998). Ethnopsychologies: Cultural variations in theory of mind. *Psychological Bulletin*, 123, 3-30.
- ◆ Lillard, A. S. (1998). Playing with a theory of mind. In O.N. Saracho & B. Spodek (Eds.), *Multiple perspectives on play in early childhood education* (pp. 11-33). Series Editor: M. Jensen. New York: SUNY Press.
- ◆ Lillard, A. S. (1997). Other folks' theories of mind and behavior. *Psychological Science*, 8, 268-274.
- ◆ Lillard, A. S. (1996). Body or mind: Children's categorizing of pretense. *Child Development*, 67, 1717-1734. PMID 8890504
- ◆ Lillard, A. S. (1994). Making sense of pretense. In C. Lewis and P. Mitchell (Eds.), *Children's early understanding of mind: Origins and development* (pp. 211-234). NJ: Lawrence Erlbaum.
- ◆ Harris, P. L., Lillard, A. S., & Perner, J. (1994). Commentary: Triangulating pretence and belief. In C. Lewis & P. Mitchell (Eds.), *Children's early understanding of mind: Origins and development* (pp. 287-293). NJ: Lawrence Erlbaum.
- ◆ Lillard, A. S. (1993). Moving forward on cultural learning. *Behavioral and Brain Sciences*, 16, 528-529.
- ◆ Lillard, A. S. (1993). Pretend play skills and the child's theory of mind. *Child Development*, 64, 348-371. PMID 8477622

- ◆ Lillard, A. S. (1993). Young children's conceptualization of pretense: Action or mental representational state? *Child Development*, 64, 372-386. PMID 8477623
- ◆ Lillard, A. S., & Flavell, J.H. (1992). Young children's understanding of different mental states. *Developmental Psychology*, 28, 626-634.
- ◆ Lillard, A. S., & Flavell, J.H. (1990). Young children's preference for mental state versus behavioral descriptions of human action. *Child Development*, 61, 731-741. PMID 2364748

Submitted/Revising (selected):

- ◆ Lillard, A. S., Taggart, J., Yonas, D., & Seale, M. N. (submitted). The experience and outcomes of 12 alumni of a predominantly Black Montessori preschool.
- ◆ Lillard, A.S., Vasc, D., Meyer, J., & Fukuda, E. (submitted). Predicting adulthood well-being from childhood school program: The potential influence of Montessori and Waldorf Education.
- ◆ Taggart, J.* & Lillard, A. S. (submitted). *Alone with Their Thoughts: Enjoyment of Intentional Thinking by Preschoolers and Their Parents*. University of Virginia.
- ◆ Vasc., D.*, Smith, E. D.*, Richey, E. M.*, & Lillard, A. S. (resubmitted). *Bobo Revisited: Children's Imitation from Media*. *Developmental Science: Preregistered Report*.
- ◆ Hopkins, E. H*., & Lillard, A. S. (under revision). *The Effect of Specific Fantasy Elements on Children's Learning from Storybooks*. University of Virginia.
- ◆ Russell, J., Bray, P, Reim, C. E., Lillard, A. S. (submitted). A Discriminant Analysis of Montessori and Non-Montessori Educators' Professional Perceptions, Teaching and Teacher Education.

Popular articles, Blogs

- ◆ Taggart, J.* & Lillard, A. S. (2018). Children Prefer the Real Thing to Pretending. *The Science Breaker*, <http://thesciencebreaker.org>.
- ◆ Lillard, A. S., & Taggart, J.* (2018). Pretend play is less beneficial for children than play that's rooted in real life. *Child and Family Blog*. M. Lamb (Ed.). <https://www.childandfamilyblog.com/early-childhood-development/pretend-play-real-life-early-child-development/>
- ◆ Lillard, A. S. (2017) Letter concerning The Politicization of Motherhood, *Wall Street Journal*, Nov 2.
- ◆ Lillard, A. S. (2017). Doing it for Real. *The Dallas Morning News*.
- ◆ Lillard, A. S. (2017). Evaluation of Research Proposals. *The Public Montessorian*.
- ◆ Lillard, A.S. (2013, July). *10 Questions*. LIFE Newsletter, pp. 24-26.
- ◆ Greenwood, R.*, & Lillard, A. S. (2012). Television and young children's executive function. *Pediatrics for Parents*, 28(1-2), 21-22.
- ◆ School Choice, Testing, and Montessori. Letter to the Editor, *The New York Times*, 10 May 2010.
- ◆ *Montessori*. Albemarle Family Magazine, January, 2007. Reprinted January 2008.

- ◆ *Montessori. University of Virginia Arts and Sciences Magazine, 2006. Cover Story.*
- ◆ *Balancing work and family, Occasional Paper Series, University of Virginia Teaching Resource Center. (2006). Cited as one of two useful resources on topic in William T. Grant Foundation publication, "Pay It Forward: Guidance for Mentoring Junior Scholars."*
- ◆ *Must educators make fools of themselves? Letter to the Editor, The Wall Street Journal, 7/2/04.*
- ◆ *Testing mania, in Parenting for a New World, 13(1). Reprinted in First Capitol News, St. Charles, MO. Summer, 2004.*
- ◆ 2002-2004 Monthly articles on education-relevant psychology research for the Montessori Community School newsletter.

PROFESSIONAL ACTIVITIES

Editorial and Review Boards

- ◆ Editor, *Journal of Cognition and Development*, 2015-2017
- ◆ Guest Editor, Special Issue on Play and Development (organized in response to my *Psychological Bulletin* article), *American Journal of Play*, with Hirsh-Pasek, Golinkoff, and Russ, 2014
- ◆ Guest Editor, Special Issue on Cognizing the Unreal, *Cognitive Development*, with Woolley. 2014
- ◆ Associate Editor, *Journal of Cognition and Development*, 2012-2015
- ◆ Associate Editor, *British Journal of Psychology*, 2007 –2013
- ◆ Ad Hoc Reviewer, *Psychological Bulletin*, 2008-2016
- ◆ Editorial Board, *Journal of Cognition and Development*, 2009-2012, 2017-
- ◆ Editorial Consultant, *British Journal of Developmental Psychology*, 2003-2009
- ◆ Editorial Board, *Merrill-Palmer Quarterly*, 1998-2000
- ◆ Editorial Board, *Developmental Psychology*, 1995-1999

Reviewing (excluding journals, for which review commensurate with submissions)

- ◆ Review Panel Head, Pretend Play. SRCD Special Topics Meeting. May, 2020.
- ◆ External Review, US-Israel Binational Science Foundation, 2019
- ◆ External Review, University of Chicago, October, 2018
- ◆ NIH Study Section (Cognition and Perception), October, 2014
- ◆ External Review, National Science Foundation, 2010, 2011, 2012, 2014
- ◆ Outside Tenure and Promotion Reviews 2007 (1), 2008 (2), 2009 (1), 2010 (1), 2011 (2), 2012 (3), 2014 (3), 2015 (4), 2016 (4), 2017 (5), 2018 (5)
- ◆ Alternative Review Panel Head (Social Cognition/Theory of Mind), Biennial Meeting of the Society for Research in Child Development, 2010, 2012
- ◆ Reviewer, SRCD 2001, 2003, 2008, 2010, 2012
- ◆ Reviewer, Jean Piaget Society, 2011

- ◆ External Reviewer, Economic and Social Research Council of the UK, 2009
- ◆ External Reviewer, Bard College Research Fund, Spring, 2009
- ◆ External Review, Cambridge University Press, Spring 2009
- ◆ Review Panel Head (Social Cognition/Theory of Mind), Biennial Meeting of the Society for Research in Child Development, 2005

Advisory Boards

- ◆ Imbada Foundation (for spreading Montessori to help all children in South Africa (with Takao Hensch, Adele Diamond, Linda Richter, and Philip Fisher) 2018-
- ◆ Advisory Committee, Montessori Data Repository, National Center for Montessori in the Public Sector, 2018-
- ◆ Research Agenda Advisor, LEGO Foundation, 2017
- ◆ University of Kansas Center for Montessori Research 2017-

Other Service To Community And Profession

- ◆ Lunch with the Leaders Faculty, SRCD, 2019
- ◆ External Faculty Mentor, University of Montana (Rachel Severson), 2017-
- ◆ Montessori Research Working Group, Member, 2017-
- ◆ APA Division 7 Directors of Training Discussion Facilitator, SRCD, 2015
- ◆ Jean Piaget Society, Board Member, 2014-2016
- ◆ Mind and Life Institute Senior Investigator, Summer, 2010
- ◆ Panelist, *Playful Learning: The role of play in early childhood education settings*, Washington DC, December 2009
- ◆ APA Advanced Training Institute in Structural Equation Modeling, 2008
- ◆ APA Div. 7 Boyd McCandliss Award Selection Committee, 2008
- ◆ Co-Organizer (with Eve Danziger, Mitch Green), Page Barbour Workshop: Lies We Can Believe In, 2010.
- ◆ Co-organizer (with Zita Meijer and Dr. Jon Haidt), Regional Workshop on Cultural Psychology, Charlottesville, VA, 1998
- ◆ Co-organizer (with Dr. Alison Gopnik), Second Current Directions in Theory of Mind Research Conference, Berkeley, CA, 1996

Media Appearances

- ◆ International Montessori Council Webinar, Montessori Leadership Webcast: Montessori Education and Its Outcomes, October 24, 2018
- ◆ NBC-29 report on Play, February 2016
- ◆ American Radioworks Documentary, *One Child at a Time*. National Public Radio, September, 2013.
- ◆ National Public Radio's *To the Point*, 19 Feb 2013. Panel discussion on Universal Preschool with Grover Whitehurst and others.
- ◆ National Public Radio, WMRA *Insight*, 17 September 2012 on pretend play and children's development, Selected as week's best and rebroadcast.

- ◆ September, 2011 on fast-paced fantastical television: *ABC World News Tonight, Nightline, NPR's To the Point, CBC Evening News, the BBC*, several radio broadcasts in US and Ireland, WMRA *Virginia Insight*, etc.
- ◆ National Public Radio, *The Parent's Journal*, May 2008
- ◆ National Public Radio, WMRA *Insight*, 25 Oct 2007, Montessori. Selected as week's best program for rebroadcast 29 Oct 2007 and following.
- ◆ Eight Principles for Evidence-Based Education (DVD featuring Lecture on Montessori), Paladin Pictures, 2007. Sold over 2000 copies.
- ◆ National Public Radio WABE, Atlanta, Spring 2006
- ◆ Parents' Perspective, February 2006, PBS stations, podcast available on web
- ◆ Lab featured in *The Human Baby*, 2004, Discovery Health Canada
- ◆ Coast Learning Systems' Child Development Series: Stepping Stones. #112 "Playing and Learning," #113 "Playing and Socializing," 2002

INVITED TALKS in PSYCHOLOGY*

| | |
|---|--|
| ◆ American Psychological Association Annual Convention 2001 | ◆ Cambridge University 2003, 2016 |
| ◆ Center for Advanced Study of the Behavioral Sciences, Stanford 1995 | ◆ Center for Affective Science, University of Geneva, 2015 |
| ◆ CUNY Graduate Center 2000 | ◆ Eastern Kentucky University 2002 |
| ◆ Emory University 2002 | ◆ Georgia State University 1996 |
| ◆ George Mason University, 2019 | ◆ Johns Hopkins University 1994 |
| ◆ Harvard University 1992 | ◆ Life Course Academy 2005, 2010, 2013, 2015 (University of Michigan, Zurich University) |
| ◆ | ◆ Lake Forest College Brain Awareness Week, 2019 |
| ◆ Kyoto University 1998 | ◆ MIT, 2016 |
| ◆ Max Planck Institute for the Study of Evolution and Culture, Leipzig 2003 | ◆ Shirayuri College, Tokyo 1998 |
| ◆ Pennsylvania State University 1999 | ◆ Università degli Studi di Milano, 2005 |
| ◆ Symposium in Honor of Paul Baltes, 2006 | ◆ University of California, San Diego, Cognition and Culture group 2002 |
| ◆ University of California, Berkeley 1996 | ◆ University of Chicago 2003 |
| ◆ University of California, Santa Cruz 1995 | ◆ University of Maryland 2005 |
| ◆ University of London 2003 | ◆ University of Nottingham 2003 |
| ◆ University of North Carolina, Greensboro 1992, 2014 | ◆ University of Padua 2002 |
| ◆ University of Oregon 1999 | ◆ University of Rome 2002 |
| ◆ University of Pennsylvania 1999 | ◆ University of Upsala 2007 |
| ◆ University of Texas 2005 | ◆ Vanderbilt University 1992 |

| | |
|--|--|
| <ul style="list-style-type: none"> ◆ University of Virginia - Teaching Fellows Program (Life/Work Balance) - Teaching Resource Center (panels/talks: How to Lecture; Using Iclickers; Preparing Tenure Packets; Publishing in Journals) | <ul style="list-style-type: none"> ◆ University of Virginia - Curry School Teachers for a New Era Program - Curry School Risk and Prevention Program - Second Year Dinner Series - Psi/Chi Majors Graduation Dinner |
|--|--|

* In addition over 100 talks worldwide on Montessori education to community and school groups in addition to major conference presentations under Honors.

MOST RECENT CONFERENCE PRESENTATIONS

- ◆ American Education Research Conference (Planned, April, 2020): Many posters, 1 talk in Symposium on Self-Determination in Education [details forthcoming], San Francisco.
- ◆ Lillard, A.S. (2019, October). Access Montessori Conference, Seattle.
- ◆ Cognitive Development Society, October 2019: Many posters, 1 talk in Media Preconference. [details forthcoming]
- ◆ Taggart, J.*, Vasc., D.*, & Lillard, A. S. (2019, March). *Designing and Conducting Research with Children: Active Learning in a Developmental Psychology Research Methods Course*. Poster presented at the Developmental Science Teaching Institute, Baltimore, MD.
- ◆ Eisen, S.*, Jirout, J., & Lillard, A. S. (2019, March). *The Role of Parents in Children's Physical and Digital Spatial Play*. Poster presented at the Society for Research in Child Development Biennial Meeting, Baltimore, MD.
- ◆ Fukuda, E.*, Taggart, J.*, Becker, I.*, & Lillard, A. S. (2019, March). *Young children gravitate to real activities over pretend play*. Poster presented at the Society for Research in Child Development Biennial Meeting, Baltimore, MD.
- ◆ Taggart, J.*, Ellwood, M.*, Vasc., D.*, Chin, S.*, & Lillard, A. S. (2019, March). *Parents' Different Behavior During Pretend Versus Real Interactions With Children*. Poster presented at the Society for Research in Child Development Biennial Meeting, Baltimore, MD.
- ◆ Vasc., D.*, Richey, E. M.*, Heise, M.J.*, & Lillard, A. S. (2019, March). *Bobo Revisited: Children's Imitation from Aggressive Film Models*. Poster presented at the Society for Research in Child Development Biennial Meeting, Baltimore, MD.
- ◆ Vasc., D.*, Stefan, C.*, & Lillard, A. S. (2019, March). *Imitative Aggression in Romanian Children: A Cross-Cultural Replication of the Bobo Doll Experiment*. Poster presented at the Society for Research in Child Development Biennial Meeting, Baltimore, MD.

STUDENTS AND LAB MEMBERS

Note: All students coached to a graduate-level degree are currently in professor or post-doctoral positions.

Visiting Scholars:

Fransesc Sidera (Lecturer, Universitat de Girona) 2017-19

Hui Li (Associate Professor in Education, Central China Normal University) 2013-14

Fuxing Wang (Associate Professor in Psychology, Central China Normal University) 2013-14

Davide Massaro (PhD Student, Universite Sacree Coeur, Roma)

Postdoctoral:

Dermina Vasc (Current)

David Witherington (Professor, Psychology, University of New Mexico)

PhD (with year obtained):

Rebecca Dore (Senior Research Associate, Ohio State University) 2015

Emily Hopkins (Assistant Professor, University of Scranton) 2014

Eric Smith (Assistant Professor, University of Arizona) 2014

Matt Lerner (Associate Professor, State University of New York at Stony Brook) 2012 [2015 APS Rising Star Designation]

Ashley Pinkham (Assistant Professor, West Texas Agricultural and Mining University) 2009

Jennifer Van Reet (Associate Professor, Providence College) 2008

Lili Ma (Associate Professor, Ryerson University) 2008

Tracy Nishida (Faculty Associate, University of Arizona) 2007

Rebekah Richert (Associate Professor, University of California, Riverside) 2004

MA:

Stephanie Curenton (Associate Professor, Boston University)

Patricia Ganea (Associate Professor, University of Toronto, Ontario Institute for Studies in Education)

Lori Skibbe (Assistant Professor, Michigan State University)

David Sobel (Professor, Cognitive Science and Psychology, Brown University)

Current Graduate:

- Sierra Eisen (2 APA Dissertation awards, AL Bandura/Psi Chi Research Prize, AMS grant, VEST IES Fellow, LIFE Fellow)
- Jessica Taggart (APS teaching grant, APA Dissertation Award, DTF, AMS grant, LIFE Fellow, Raven Society)
- Ian Becker
- Abha Basargekar
- Christina Carroll
- Lee LeBoeuf

Noted Undergraduates

Jeanine Dick (2000) Winner of Maury Pathfinder Undergraduate Thesis Award

Lauren Malloy (2005-6), winner of Double - Hoo grant with Tracy Nishida

Jennifer Peterson (2010) Winner of Maury Pathfinder Undergraduate Thesis Award, currently in Curry School of Education graduate program

Amrisha Vaish, PhD (winner of SRCD and APA Dissertation awards, 2011, now faculty at UVa; 2015 APS Rising Star; Janet Taylor Spence Award for Transformative Contributions to Psychological Science 2017)

MEMBERSHIP in PROFESSIONAL ASSOCIATIONS

- ◆ American Association for the Advancement of Science, Member
- ◆ American Education Research Association
- ◆ American Psychological Association, Fellow
- ◆ Association for Psychological Science, Fellow
- ◆ Cognitive Development Society, Member
- ◆ Society for Research in Child Development, Member

TEACHING at the University of Virginia (Since 2006; earlier available on request):

- ◆ Seminar: Alternative Education. Fall 2019.
- ◆ Seminar: Theory of Mind. Spring, 2016.
- ◆ Seminar: Executive Function and Self-Regulation. Spring 2014
- ◆ Seminar: The Development of Play. Fall 2012
- ◆ Seminar: Pretending and Imagination in Children. Spring 2010, Fall 2010
- ◆ Child Psychology. Spring, 2007, 2010, 2013, 2015, 2020. Fall, 2007, 2008, 2010, 2013, 2015, 2016, 2018.
- ◆ Seminar: Cognitive Development (Graduate). Fall 2006, 2014, 2018. Spring, 2009, 2011, 2015, 2017.
- ◆ Psychology Research and Schooling Today. Spring, 2007, 2008
- ◆ Neuroplasticity after Critical Periods. Spring, 2008, Fall, 2009
- ◆ Children's Thinking and Learning. Spring 2009, Fall 2014
- ◆ (Sabbatical Leaves: 1999; 2005-6; 2011-12; 2017-18; Next 2020-21; 2024)

DEPARTMENTAL and UNIVERSITY SERVICE at the University of Virginia

Mentoring:

- ◆ Faculty Mentor, Mentoring Institute, UVa Office of Graduate and Postdoctoral Affairs Diversity Program, 2018-
- ◆ Faculty Mentor, Teaching Resource Center's University Excellence in Diversity Fellowship Program, 2003-4, 2006-7, 2008-9, 2009-10, 2014-5 (3 junior Faculty Fellows)
- ◆ Faculty Mentor to Junior Faculty, Psychology Department, 2014-
- ◆ Fellow, International Residence College, 2014-2019
- ◆ Virginia Education Science Training (VEST) Program Faculty Affiliate, 2009-
- ◆ Lower Division Advisor for First and Second Year Undergraduates (2000-2; 2012-17, 2018-)
- ◆ Minority Student Mentor, 2007-10
- ◆ New Faculty Mentor, Department of Asian and Middle Eastern Languages and Cultures, 2004-5
- ◆ Ad Hoc Mentoring Committee, 1997-9
- ◆ Advising: Currently 21 undergraduate advisees (first through fourth year), including undeclared, International Residence College (1); 4 graduate students, 1 post-doctoral scholar.

Administration:

- ◆ Department Renovation and Swing Space Committee, 2019-20
- ◆ Director of Graduate Studies: Admission and Finance, Psychology, 2016-17, 2018-19
- ◆ Steering Committee Chair 2016-17; Member 1997-9, 2000-5, 2015-17
- ◆ Psychology Department Developmental Area Head, 2006-2011, 2012-2016, 2018-29
- ◆ Psychology Department Graduate Committee, 2003-4, 2006-2010, 2012-19, 2018-19
- ◆ Co-speaker (chair) at UVa, LIFE Academy (Developmental consortium with U. Michigan, U. Zurich, and Max Planck and several universities around Berlin), 2013-19; regular faculty since 2005.
- ◆ Academic Affairs Committee (Spring 2015)
- ◆ Contemplative Sciences Center Affiliated Faculty, 2013-

Search Committees:

- ◆ Neuroscience Search Committee, 2018-19
- ◆ Ad Hoc Search Committee, 2018
- ◆ Cognitive Faculty Search Committee, 2013-4
- ◆ Associate Dean for Research Search Committee, Curry School of Education, 2007-8
- ◆ Clinical Psychology Faculty Search Committee, 2003-4
- ◆ Developmental Psychology Faculty Search Committees, 1997-1998, 1998-1999, 2000-2001, 2001-2
- ◆ Department Chair Search Committee, 1997-8

Promotion and Tenure Committees:

- ◆ External UVa Promotion Committee (2013, Anthropology)
- ◆ Department Promotion/Tenure committee member (Boker, Connelly, Erisir, Jaswal, Schmidt, Teachman)
- ◆ Department Promotion Committee Chair (Grossman, 2017; Jaswal, 2017; Vaish 2020)

UVa Talks/Panels outside the department:

- ◆ Talk for undergraduate Psychology Society, March, 2014
- ◆ Panelist for Transduction discussion on Media, April, 2014
- ◆ Panel Participant, Symposium in Honor of Gregory Bateson, April, 2012
- ◆ Invited Speaker, Psychology Majors' Dinner, November, 2010
- ◆ Panelist, The UVa Honor System, Department of Psychology, Fall 2008
- ◆ Panelist: Publishing in Journals, Teaching Resource Center, Spring 2008
- ◆ Speaker: Tenure Preparation Workshop, Excellence in Diversity Fellows Program, Spring 2008
- ◆ Panelist: Clickers, Teaching Resource Center Spring Workshop, 2008
- ◆ University Seminar "Designing Matter" Psychology Session Lecturer, 2005
- ◆ College Science Scholars Presentations, 2004, 2005
- ◆ Discussant, Professor Michael Cole, School of Education, Spring 1999

Other Department and University Service:

- ◆ Advisory Committee for External Review, 2018-19
- ◆ Graduate Curriculum Committee, 2018-19
- ◆ Diversity Committee, 2018-19
- ◆ Third Year Review Committee (Grossman, Vaish, others)
- ◆ Review of Psychology Department Annual Reports, 2014, 2019
- ◆ Reviewer, Becky Boone Teaching Assistant Award, 2016
- ◆ Psychology Department Women's Concerns Committee Chair, 2009-2011
- ◆ Grading Workshop, Graduate Teaching Committee, December 2009
- ◆ Third Year Review Committee, College of Arts and Sciences, Spring 2009
- ◆ University Internal Review Board for Social Science Research, 2004-5, 2006-7
- ◆ Graduate Fellowship Committee, Jefferson Scholars Foundation, Spring, 2004
- ◆ Psychology Department Human Subjects Committee, 2002-2003
- ◆ Psychology Department Undergraduate Committee, 2001-2004
- ◆ Reviewer, All-University Outstanding Teaching Assistant Awards, 2001
- ◆ Reviewer, Distinguished Teaching Fellowship Applications, Psychology, 2001
- ◆ Pathfinder Awards (Predissertation Prize) Reader, 1997, 2014, 2015, 2016
- ◆ Reviewer, University Teaching Fellows Applications, 2001
- ◆ Reviewer, Sesqui Applications, Arts and Sciences, 2000
- ◆ Women's Concerns Committee, 1997-1998, 2009-11
- ◆ Colloquium Series Organizer: Women in Science, 1997-9
- ◆ Coordinator of Graduate Student Discussion Hours with Women Psychologists, 1997-9
- ◆ Consultant on Under Fives Program, 1997
- ◆ Panel participant, Job Seeking in Academics, Fall, 1997