

Curriculum Vitae Sara A. Hart

Associate Professor
Developmental Area Director
Department of Psychology
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Education

- Ph.D. Ohio State University (August, 2010)
Focus: Human Development and Family Science
Dissertation Title: *Getting to the core of it all: An exploration of domain specific and domain general influences on mathematics outcomes*
- M.S. Pennsylvania State University (December, 2006)
Focus: Biobehavioral Health
Thesis Title: *Genetic and environmental influences on mathematics performance in 8-and-a-half-year-old twins*
- B.Sc. (hons). University of Western Ontario (June, 2004)
Focus: Psychology
Honors Thesis Title: *Exploring the effects of training on sex differences seen in mental rotation tasks*

Employment

- Associate Professor, Department of Psychology, Florida State University, August 2017 to present.
Center Research Faculty, Florida Center for Reading Research, Florida State University, August 2012 to present.
- Assistant Professor, Department of Psychology, Florida State University, August 2012 to August 2017.
Associate in Research (post-doc), Florida Center for Reading Research, Department of Psychology, Florida State University, September 2010 to August 2012.

Honors and Special Awards

- January 2019: Early Career Impact Award, Federation of Associations in Behavioral and Brain Sciences (FABBS)
- November 2018: Visiting Scientist, University of New England & QIMR Berghofer, Australia
- September 2018: Visiting Scientist, MRC Cognition and Brain Sciences Unit, University of Cambridge, UK
- April 2018: Developing Scholar Award, Florida State University (\$10,000)
- June 2016: J.L. Fuller & J.P. Scott Memorial Award for Outstanding Scientific Accomplishments, Behavioral Genetics Association
- April 2016: Honors Thesis Mentor Award, Florida State University (\$2,000)
- December 2015: Rising Star Award, Association for Psychological Science
- July 2014: The Rebecca L. Sandak Young Investigator Award, The Society for the Scientific Studies of Reading (\$500)
- June 2010: Human Development and Family Science Graduate Student Research Award, Ohio State University
- January 2010: Department nominated for the University Graduate Associate Teaching Award, Ohio State University
- October 2009: International Society for Intelligence Research and Templeton Foundation Graduate Student Travel Support Award
- May 2009: College of Education and Human Ecology Graduate Dissertation Fellowship, Lucile and Roland Kennedy Scholarship Fund in Human Ecology, Ohio State University
- April 2009: P.E.O. Scholar Award, Philanthropic Educational Organization International
- April 2008: College of Education and Human Ecology Scholarship, The Florence L. and I. George Miller Memorial Scholarship, Ohio State University
- August 2007: College of Education and Human Ecology Scholarship, The Florence L. and I. George Miller Memorial Scholarship, Ohio State University
- May 2007: College of Education and Human Ecology Graduate Fellowship, Myrtle Wolcott Cram Scholarship, The Ohio State University
- September 2005: Hintz Graduate Education Enhancement Fellowship, Pennsylvania State University
- August 2005: Graham Endowed Fellowship Award, Pennsylvania State University

Research

Grants

Active Grants

Funding Agency:	IES, Predoctoral Training Program
Title:	Florida Interdisciplinary Research Fellows in Education Sciences (FIREFLIES)
Principal Investigator:	N. Patton-Terry (S.A. Hart, Co-PI)
Total costs:	\$4,449,927
Project Dates:	7/01/2020-06/30/2025
Funding Agency:	NIH/NICHHD R01
Title:	An Open Learning Disabilities Behavioral Data Repository
Principal Investigators:	S.A. Hart & C. Schatschneider
Total costs:	\$2,902,627
Project Dates:	1/11/2019-12/31/2023
Funding Agency:	NIH/NICHHD P50
Title:	The Florida Learning Disabilities Research Center
Principal Investigator:	R. Wagner (S.A. Hart, Co-Investigator)
Total costs:	\$10,534,289
Project Dates:	09/22/2017-07/31/2022
Funding Agency:	NIH/NICHHD P50
Title:	Reading and Math Co-Development in a Diverse Sample of Twins
Principal Investigator:	S.A. Hart
Total costs:	\$1,378,970
Project Dates:	09/22/2017-07/31/2022
Funding Agency:	NIH/NICHHD P50
Title:	Engagement Core (Training and Dissemination)
Principal Investigator:	S.A. Hart
Total costs:	\$635,750
Project Dates:	09/22/2017-07/31/2022
Funding Agency:	NIH/NICHHD P50
Title:	Understanding Risk for Early Language and Literacy Difficulties in Young Children
Principal Investigator:	B. Phillips (S.A. Hart, Co-Investigator)
Total costs:	\$1,378,970
Project Dates:	09/22/2017-07/31/2022

Completed Grants

Funding Agency: FSU Council on Research & Creativity Multidisciplinary Support Award
 Title: Psychology and Music Theory: A Multidisciplinary Approach to Understanding the Math-Music Link
 Principal Investigators: S.A. Hart, C.M Ganley, J. Clendinning & N. Rogers
 Total costs: \$25,000
 Project Dates: 02/01/2016-01/31/2018

Funding Agency: NIH/NICHHD P50
 Title: Core B: Training and Dissemination
 Principal Investigator: S.A. Hart
 Total costs: \$545,080
 Project Dates: 05/01/2012-09/20/2017

Funding Agency: NIH/NICHHD P50
 Title: Project IV: Florida Twin Project on Reading, Behavior, and Environment
 Principal Investigator: J. Taylor (S.A. Hart, Co-Investigator)
 Total costs: \$636,111
 Project Dates: 05/01/2012-09/20/2017

Funding Agency: NSF
 Title: Shape of Educational Data
 Principal Investigators: S.A. Hart & C.M. Ganley
 Total costs: \$189,444
 Project Dates: 10/01/2014-09/30/2017

Funding Agency: NSF
 Title: Organizing Multi-Disciplinary Communities to Conduct Data-Intensive Educational Research
 Principal Investigator: (subcontract) S.A. Hart & C.M. Ganley
 Total costs: \$44,660
 Main Site PI: E. Peters, GMU
 Project Dates: 09/15/2013-08/31/2016

Funding Agency: NIH/NICHHD R21
 Title: Individual Differences in Response to Intervention
 Principal Investigator: S.A. Hart
 Total costs: \$398,573
 Project Dates: 04/01/2013-03/31/2016

Funding Agency: FSU Council on Research & Creativity First Year Assistant Professor Award
 Title: Individual Differences in Internet Cognition
 Principal Investigator: S.A. Hart
 Direct costs: \$20,000
 Project Dates: Summer, 2013

Publications

(*Students and postdoctoral researchers in italics*; non-first authored papers where I am senior author are marked with * as authoring convention differs across my fields. Co-first authors are marked with +)

Preprints & Under Review Manuscripts

82. *Shero, J.A., van Dijk, W., Edwards, A., Schatschneider, C., & Hart, S.A.** (under review). The Practical Utility of Genetic Screening in School Settings.
81. Petscher, Y., Patton-Terry, N., Gaab, N., & **Hart, S.A.** (under review and preprinted 2020, April 17). Widening the Lens of Translational Science through Team Science. *PsyArXiv*. <https://psyarxiv.com/a8xs6>
80. *Daucourt, M., Little, C., Petscher, Y., Schatschneider, C., Haughbrook, R., Barroso, C., & Hart, S.A.** (under review). The Black-White achievement gap in reading: A linear quantile mixed model analysis.
79. Purpura, D.J., *King, Y.A., Rolan, E., Hornburg, C.B., Schmitt, S.A., Hart, S.A., & Ganley, C.* (under review). The home mathematics environment's role in predicting preschool numeracy, mathematical language, and spatial skills.
78. *Shero, J.A. & Hart, S.A.** (under review and preprinted 2020, April 22). The intersection between school efficiency and student individual differences. <https://psyarxiv.com/w7a8j>
77. *Daucourt, M.C., Napoli, A.R., Quinn, J.M., Wood, S.G., & Hart, S.A.** (under review). The home math environment and math achievement: A meta-analysis.
76. *Daucourt, M.C., Haughbrook, R., van Bergen, E., & Hart, S.A.** (under review). The nature and nurture of the association of executive functioning, reading, and math.
75. *Shero, J.A. & Hart, S.A.** (under review and preprinted 2019, August 13). Data Envelopment Analysis (DEA) in the Psychological Sciences. *PsyArXiv*. <https://doi.org/10.31234/osf.io/9j2rv>
74. **Hart, S.A., Little, C., & van Bergen, E.** (under review and preprinted 2019, August 9). Nurture might be nature: Cautionary tales and proposed solutions. *PsyArXiv*. <https://doi.org/10.31234/osf.io/j5x7g>

Manuscripts in Press

73. *van Dijk, W., Schatschneider, C., & Hart, S.A.** (in press). Open Science in Education Sciences. *Journal of Learning Disabilities*.
72. Petscher, Y., Cabell, S., Catts, H.W., Compton, D.L., Foorman, B.R., **Hart, S.A.**, Lonigan, C.J., Phillips, B.M., Schatschneider, C., Steacy, L., Terry, N.P., & Wagner, R.K. (in press). How the Science of Reading Informs 21st Century Education. *Reading Research Quarterly*.

71. *Erbeli, F., Qinxin, S., Campbell, A.R., Hart, S.A., Woltering, S.* (in press). Developmental dynamics between reading and math in elementary school. *Developmental Science*.
70. *Barroso, C., Ganley, C.M., McGraw, A.L., Geer, E.A., Hart, S.A., Daucourt, M.* (in press). A meta-analysis of the relation between math anxiety and math achievement. *Psychological Bulletin*.
69. *Erbeli, F., van Bergen, E. & Hart, S.A.** (in press). Unraveling the relation between reading comprehension and print exposure. *Child Development*.
68. *Wood, C., Schatschneider, C., & Hart, S.A.* (in press). Average one year change in lexical measures of written narratives for school age students. *Reading & Writing Quarterly*.

Articles Published in Referred Journals

67. *Taylor, J., Eberli, F., Johnson, W., & Hart, S.A.* (2020). Early classroom reading gains moderate shared environmental influences on reading comprehension in adolescence. *Journal of Child Psychology and Psychiatry*, 61(6), 689-698.
66. *Daucourt, M.C., Erbeli, F., Little, C.W., Haughbrook, R., & Hart, S.A.** (2020). A meta-analytical review of the genetic and environmental correlations between reading and attention-deficit hyperactivity disorder symptoms and reading and math. *Scientific Studies of Reading*, 24(1), 23-56.
65. *Hur, Y-M, Bogl, L.H., Ordoñana, J.R., Taylor, J., Hart, S.A., Tuvblad, C., Ystrom, E., Dalgård, Skytthe, A., Willemsen, G.* (2019). Twin family registries worldwide: An important resource for scientific research. *Twin Research and Human Genetics*, 22(6), 427-437.
64. *Taylor, J., Martinez, K., & Hart, S.A.* (2019). The Florida State Twin Registry. *Twin Research and Human Genetics*, 22(6), 728-730.
63. *Hart, S.A., Martinez, K., Kennedy, P.C., Ganley, C.M., & Taylor, J.* (2019). The National Project on Achievement in Twins. *Twin Research and Human Genetics*, 22(6), 761-764.
62. *Tosto, M. G., Carrier, G.G., Gross, S., Petrill, S.A., Boivin, M., Malykh, S., Malki, K., Hart, S.A., Thompson, L.A., Karadaghi, L., Takovlev, N., Tikhomirova, T., Opfer, J.E., Mazzocco, M.M.M, Dionne, G., Brendgen, M., Vitaro, F., Tremblay, R.E., & Kovas, Y.* (2019). The nature of the association between number line and mathematical performance: An international twin study. *British Journal of Educational Psychology*, 80(4), 787-803.
61. *Mikolajewski, A.J., Hart, S.A., & Taylor, J.* (2019). The Developmental Propensity Model extends to Oppositional Defiant Disorder: A twin study. *Journal of Abnormal Child Psychology*, 47(10), 1611-1623.
60. *Rimfeld, K., Malanchini, M., Hannigan, L.J., Dale, P.S., Allen, R., Hart, S.A. & Plomin, R.* (2019). Teacher assessments during compulsory education are as reliable, stable and heritable as standardized test scores. *Journal of Child Psychology and Psychiatry*, 60(12), 1278-1288.
59. *Erbeli, F., Campbell, A.R., & Hart, S.A.** (2019). Using Cholesky decomposition to explore individual differences in longitudinal relations between reading skills. *Journal of Visualized Experiments*, 151, e60061.

58. Barroso, C. Ganley, C.M., **Hart, S.A.**, Rogers, N., & Clendinning, J.P. (2019). The relative importance of math- and music-related cognitive and affective factors in predicting undergraduate music theory achievement. *Applied Cognitive Psychology, 33*(5), 771-783.
57. **Hart, S.A.** & Ganley, C. M. (2019). The nature of math anxiety in adults: Prevalence and correlates. *Journal of Numerical Cognition, 5*(2), 122-139.
56. Wood, C., *Bustamante, K.*, Schatschneider, C., & **Hart, S.A.** (2019). Relationship between children's lexical diversity in written narratives and performance on a standardized reading vocabulary measure. *Assessment for Effective Intervention, 44*(3), 173-183.
55. *Little, C.W.*, **Hart, S.A.***, Phillips, B., Schatschneider, C., & Taylor, J. (2019). Exploring neighborhood environmental influences on reading comprehension. *Journal of Applied Developmental Psychology, 62*, 173-184.
54. *Lukowski, S. L., DiTrapani, J., Jeon, M., Wang, Z., Schenker, V. J., Doran, M. M., Hart, S. A., Mazzocco, M. M. M., Willcutt, E. G., Thompson, L. A., & Petrill, S. A.* (2019). Multidimensionality in the measurement of math-specific anxiety and its relationship with mathematical performance. *Learning and Individual Differences, 70*, 228-235.
53. *Erbeli, F.*, **Hart, S.A.*** & Taylor, J. (2019). Genetic and environmental influences on achievement outcomes based on family history of learning disabilities status. *Journal of Learning Disabilities, 52*, 135-145.
52. *Erbeli, F.*, **Hart, S.A.*** & Taylor, J. (2018). Longitudinal associations among reading related skills and reading comprehension: A twin study. *Child Development, 89*(6), e480-e493.
51. *Daucourt, M.*, Schatschneider, C., Connor, C., Al Otaiba, S., **Hart, S.A.*** (2018). Updating working memory, inhibition, and shifting predict reading disability symptoms in a hybrid model: Project KIDS. *Frontiers in Psychology, 9*(238).
50. *Erbeli, F.*, **Hart, S.A.***, Wagner, R.W., & Taylor, J. (2018). Examining the etiology of reading disability as conceptualized by the hybrid model. *Scientific Studies of Reading, 22*(2), 167-180.
49. Wood, C., **Hart, S.A.**, & Schatschneider, C. (2017). Grade level expectations in lexical measures and accuracy in written narrative samples. *Journal of Child Language Acquisition and Development, 5*(2), 127-144.
48. Purpura, D., *Rose, A., Wehrspann, E., & Hart, S.A.* (2017). Identifying domain-general and domain-specific predictors of low mathematics performance: A classification and regression tree analysis. *Journal of Numerical Cognition, 3*(2), 365-399.
47. *Lukowski, S. L., Rosenberg-Lee, M., Thompson, L. A., Hart, S.A., Willcutt, E. G., Olson, R. K., Petrill, S. A., & Pennington, B.* (2017). Approximate number sense shares etiological overlap with mathematics and general cognitive ability. *Intelligence, 65*, 67-74.
46. *Erbeli, F.*, **Hart, S.A.***, Suk Kim, Y., & Taylor, J. (2017). The effects of genetic and environmental factors on writing development. *Learning and Individual Differences, 59*, 11-21.
45. *Haughbrook, R.*, **Hart, S.A.***, Schatschneider, C., & Taylor, J. (2017). Genetic and environmental influences on early literacy skills across school grade contexts. *Developmental Science, 20*(5), e12434.

44. Taylor, J., Ennis, C.R., **Hart, S.A.**, Mikolajewski, A., & Schatschneider, C. (2017). Home environmental and behavioral risk indices for reading achievement. *Learning and Individual Differences, 57*, 9-21.
43. Ganley, C.M. & **Hart, S.A.** (2017). Shape of Educational Data: Interdisciplinary perspectives. *Journal of Learning Analytics, 4(2)*, 6-11.
42. **Hart, S.A.**, Daucourt, M., Ganley, C.M. (2017). Individual differences related to college students' course performance in Calculus II. *Journal of Learning Analytics, 4(2)*, 129-153.
41. Little, C.W., Taylor, J., Moltisanti, A., Ennis, C., **Hart, S.A.**, & Schatschneider, C. (2017). Factor structure and aetiological architecture of the BRIEF: A twin study. *Journal of Neuropsychology, 11(2)*, 252-276.
40. Little, C.W., **Hart, S.A.***, Quinn, J.M., Tucker-Drob, E., Taylor, J., & Schatschneider, C. (2017). Exploring the co-development of reading fluency and reading comprehension: A twin study. *Child Development, 88(3)*, 934-945.
39. Little, C.W., Haughbrook, R. & **Hart, S.A.*** (2017). Cross-study differences in the etiology of reading comprehension: A meta-analytical review of twin studies. *Behavior Genetics, 47(1)*, 52-76.
38. Wood, C., Applegate, A., & **Hart, S.A.** (2016). Core vocabulary in written personal narratives of school age children. *Augmentative and Alternative Communication, 32(3)*, 198-207.
37. **Hart, S.A.** (2016). Precision education initiative: Moving towards personalized education. *Mind, Brain and Education, 10(4)*, 209-211.
36. **Hart, S.A.**, Ganley, C.M., & Purpura, D. (2016). Understanding the home math environment and its role in predicting parent report of children's math skills. *PLoS ONE, 11(12)*, e0168227.
35. Wood, S.G., **Hart, S.A.***, Little, C., & Phillips, B.M. (2016). Test anxiety and a high-stakes standardized reading comprehension test: A behavioral genetics perspective. *Merrill-Palmer Quarterly, 62(3)*, 233-251.
34. **Hart, S.A.**, Piasta, S.B., Justice, L.M. (2016). Do children's learning-related behaviors moderate the impacts of an empirically-validated early literacy intervention? *Learning and Individual Differences, 50*, 73-82.
33. Little, C.W., **Hart, S.A.***, Schatschneider, C., & Taylor, J. (2016). Examining associations among ADHD, homework behavior and reading comprehension: A twin study. *Journal of Learning Disabilities, 49(4)*, 410-423.
32. Little, C.W., & **Hart, S.A.*** (2016). Examining the genetic and environmental associations among spelling, reading fluency, reading comprehension and a high stakes reading test in a combined sample of third and fourth grade students. *Learning and Individual Differences, 45(1)*, 25-32.
31. **Hart, S.A.**, Logan, J.A.R., Thompson, L.A., Kovas, Y., McLoughlin, G. & Petrill, S.A. (2016). A latent profile analysis of math achievement, numerosity, and math anxiety in twins. *Journal of Educational Psychology, 108(2)*, 181-193.
30. Schatschneider, C., Wagner, R.K., **Hart, S.A.** & Tighe, E.L. (2016). Using simulations to investigate the longitudinal stability of alternative schemes for classifying and identifying children with reading disabilities. *Scientific Studies of Reading, 20(1)*, 34-48.

29. Wang, Z., Lukowski, S.L., **Hart, S.A.**, Lyons, I.M., Thompson, L.A., Kovas, Y., Mazzocco, M.M.M., Plomin, R., & Petrill, S.A. (2015). Is math anxiety always bad for math learning: The role of math motivation. *Psychological Science*, *26*(12), 1863-1876.
28. Mikolajewski, A.J., Chavarria, J., Moltisanti, A., **Hart, S.A.**, & Taylor, J. (2014). Examining the factor structure and etiology of prosociality. *Psychological Assessment*, *26*(4), 1259-1267.
27. **Hart, S.A.**, Mikolajewski, A.J., Johnson, W., Schatschneider, C., & Taylor, J. (2014). Examining transactional influences between reading achievement and antisocially-behaving friends. *Personality and Individual Differences*, *71*, 9-14.
26. Taylor, J. & **Hart, S.A.** (2014). A chaotic home environment accounts for the association between respect for rules disposition and reading comprehension: A twin study. *Learning and Individual Differences*, *35*, 70-77.
25. Lukowski, S.L., Soden, B., **Hart, S.A.**, Thompson, L.A., Kovas, Y., Petrill, S.A. (2014). Etiological distinction of working memory components in relation to mathematics. *Intelligence*, *47*, 54-62.
24. Wang, Z., **Hart, S.A.**, Kovas, Y., Lukowski, S., Soden, B., Thompson, L.A., Plomin, R., McLoughlin, G., Bartlett, C.W., Lyons, I.M., & Petrill, S.A. (2014). Who is afraid of math? Two sources of genetic variance for mathematical anxiety. *Journal of Child Psychology and Psychiatry*, *55*(9), 1056-1064.
23. Allan, N.P., Mikolajewski, A.J., Lonigan, C.J., **Hart, S.A.**, & Taylor, J. (2014). Examining the etiological associations among higher-order temperament dimensions. *Journal of Research in Personality*, *48*, 51-60.
22. Logan, J.A.R., **Hart, S.A.**, Cutting, L., Deater-Deckard, K., Schatschneider, C., & Petrill, S.A. (2013). Reading development in young children: Genetic and environmental influences. *Child Development*, *84*(6), 2131-2144.
21. **Hart, S.A.**, Logan, J.A.R., Soden, B., Kershaw, S., Taylor, J., & Schatschneider, C. (2013). Exploring how nature and nurture affect the development of reading: An analysis of the Florida Twin Project on Reading. *Developmental Psychology*, *49*(10), 1971-1981.
20. Mikolajewski, A.J., Allan, N.P., **Hart, S.A.**, Lonigan, C.J., & Taylor, J. (2013). Negative affect shares genetic and environmental influences with symptoms of childhood Internalizing and Externalizing Disorders. *Journal of Abnormal Child Psychology*, *41*(3), 411-423.
19. **Hart, S.A.**, Soden, B., Johnson, W., Schatschneider, C., & Taylor, J. (2013). Expanding the environment: Gene x school-level SES interaction on reading comprehension. *Journal of Child Psychology and Psychiatry*, *54*(10), 1047-1055.
18. Taylor, J., Allan, N., Mikolajewski, A.J., & **Hart, S.A.** (2013). Common genetic and nonshared environmental factors contribute to the association between socioemotional dispositions and the externalizing factor in children. *Journal of Child Psychology and Psychiatry*, *54*(1), 67-76.
17. Taylor, J.E., **Hart, S.A.**, Mikolajewski, A.J., & Schatschneider, C. (2013). An update on the Florida State Twin Registry. *Twin Research and Human Genetics*, *16*(1), 471-475.
6. **Hart, S.A.**, Taylor, J., & Schatschneider, C. (2013). There is a world outside of experimental designs: Using twins to explore causation. *Assessment for Effective Intervention*, *38*(2), 117-126.

15. Petrill, S.A., Logan, J.A.R., **Hart, S.A.**, Kovas, Y., Thompson, L.A., & Plomin, R. (2012). Math fluency is etiologically distinct from untimed math performance, decoding fluency, and untimed reading performance: Evidence from a twin study. *Journal of Learning Disabilities, 45*(4), 371-381.
14. Logan, J.A.R., Petrill, S.A., **Hart, S.A.**, Schatschneider, C., Thompson, L.A., Deater-Deckard, K., DeThorne, L.S., & Bartlett, C. (2012). Heritability across the distribution: An application of quantile regression. *Behavioral Genetics, 42*, 256-267.
13. **Hart, S.A.**, Petrill, S.A., Willcutt, E., Thompson, L., Schatschneider, C., Deater-Deckard, K., & Cutting, L.E. (2010). Exploring how symptoms of Attention-Deficit/Hyperactivity Disorder are related to reading and mathematics performance: General genes, general environments. *Psychological Science, 21*(11), 1708-1715.
12. Petrill, S.A., **Hart, S.A.**, Harlaar, N., Logan, J.A.R., Justice, L.M., Schatschneider, C., Thompson, L.A., DeThorne, L.S., Deater-Deckard, K., & Cutting, L. (2010). Genetic and environmental influences on the growth of early reading skills. *Journal of Child Psychology and Psychiatry, 51*(6), 660-667.
11. **Hart, S.A.**, Petrill, S.A., & Thompson, L.A. (2010). A factorial analysis of timed and untimed measures of mathematics and reading abilities in school aged twins. *Learning and Individual Differences, 20*, 63-69.
10. **Hart, S.A.**, Petrill, S.A., & Kamp Dush, C.M. (2010). Genetic influences on language, reading, and mathematic skills in a national sample: An analysis in the National Longitudinal Survey of Youth. *Language, Speech, and Hearing Services in Schools, 41*, 118-128.
9. DeThorne, L.S. & **Hart, S.A.** (2009). Use of twin design to examine evocative gene-environment effects within a conversational context. *European Journal of Developmental Science, 3*(2), 175-194.
8. Haworth, C.M.A., Wright, M.J., Luciano, M., Martin, N.G., de Geus, E.J.C., van Beijsterveldt, C.E.M., Bartels, M., Posthuma, D., Boomsma, D.I., Davis, O.S.P., Kovas, Y., Corley, R.P., DeFries, J.C., Hewitt, J.K., Olson, R.K., Rhea, S.A., Wadsworth, S.J., Iacono, W.G., McGue, M., Thompson, L.A., **Hart, S.A.**, Petrill, S.A., Lubinski, D., & Plomin, R. (2009). The heritability of general cognitive ability increases linearly from childhood to young adulthood. *Molecular Psychiatry, 15*, 1112-1120.
7. Haworth, C.M.A., Wright, M., Martin, N.W., Martin, N.G., Boomsma, D.I., Bartels, M., Posthuma, D., Davis, O.S.P., Brant, A.M., Corley, R.P., Hewitt, J.K., Iacono, W.G., McGue, M., Thompson, L.A., **Hart, S.A.**, Petrill, S.A., Lubinski, D., Plomin, R. (2009). A twin study of the genetics of high cognitive ability selected from 11,000 twin pairs in six studies from four countries. *Behavior Genetics, 39*(4), 359-370.
6. **Hart, S.A.**, Petrill, S.A., Thompson, L.A., & Plomin, R. (2009). The ABC's of math: A genetic analysis of mathematics and its links with reading ability and general cognitive ability. *Journal of Educational Psychology, 101*(2), 388-402.
5. Petrill, S.A., Kovas, Y., **Hart, S.A.**, Thompson, L.A., & Plomin, R. (2009). The genetic and environmental etiology of high math performance in 10-Year-Old twins. *Behavioral Genetics, 39*(4), 371-379.

4. **Hart, S.A.**, Petrill, S.A., DeThorne, L.S., Deater-Deckard, K., Thompson, L.A., Schatschneider, C., & Cutting, L.E. (2009). Environmental influences on the longitudinal covariance of expressive vocabulary: Measuring the home literacy environment in a genetically sensitive design. *Journal of Child Psychology and Psychiatry*, 50(8), 911-919.
3. DeThorne, L.S., Petrill, S.A., **Hart, S.A.**, Channell, R.W., Campbell, R.J., Deater-Deckard, K., Thompson, L.A., & Vandenberg, D.J. (2008). Genetic effects on children's conversational language use. *Journal of Speech, Language, and Hearing Research*, 51, 423-435.
2. **Hart, S.A.**, Petrill, S.A., Deater-Deckard, K. & Thompson, L.A. (2007). SES and CHAOS as environmental mediators of cognitive ability: A longitudinal analysis. *Intelligence*, 35(3), 233-242.
1. DeThorne, L.S., **Hart, S.A.**, Petrill, S.A., Deater-Deckard, K., Thompson, L.A., Schatschneider, C., & Davison, M.D. (2006). Children's history of speech-language difficulties: Genetic influences and associations with reading. *Journal of Speech, Language, and Hearing Research*, 49, 1280-1293.

Chapters

4. *Little, C.W., Barroso, C., & Hart, S.A.** (2017). Precision Education Initiative: The possibility of personalized education. In S. Bouregy, E. Grigorenko, S. Latham & M. Tan (Eds.). *Current Perspectives in Psychology: Education, Ethics, and Genetics* (pp. 159-183). Cambridge, UK: Cambridge University Press.
3. *Little, C.W., Wang, F., & Hart, S.A.** (2016). Behavioral and molecular genetic influences on reading-related outcomes. In C. Connor (Ed.), *The Cognitive Development of Reading and Reading Comprehension* (pp. 11-32). New York: Routledge.
2. **Hart, S.A.** (2015). The genetic classroom: How behavioral genetics can inform education. In P. McArdle & C. Connor (Eds.), *Advances in Reading Intervention: Research to Practice to Research*. Baltimore, MD: Brookes Publishing Co.
1. **Hart, S. A.**, & Petrill, S. A. (2009). The genetics AND environments of reading: A behavioral genetic perspective. In Yong-Kyu Kim (Ed.), *The Handbook of Behavioral Genetics* (pp.113-123). New York: Springer.

Open Science Products

4. I maintain a lab OSF account, where I post specific paper preregistrations and open data. <https://osf.io/c7afs/>
3. My 5yr NIH-funded longitudinal twin project NatPAT has fully preregistered data collection methods available on OSF <https://osf.io/6fw5c/>.
2. **Hart, S.A.** & Ganley, C. M. (2019). The nature of math anxiety in adults: Prevalence and correlates. *Journal of Numerical Cognition*, 5(2), 122-139.
The study was pre-registered at the Open Science Framework (OSF), and all code and anonymized data are available on the project OSF page, <https://osf.io/fh752/>, and an interactive Shiny app is available, https://idcdlab.shinyapps.io/hart_and_ganley/

1. **Hart, S.A.**, Ganley, C.M., & Purpura, D. (2016). Understanding the home math environment and its role in predicting parent report of children's math skills. *PLoS ONE*, 11(12), e0168227

All data, code, and materials were made fully Open Access, available

<https://journals.plos.org/plosone/article?id=10.1371/journal.pone.0168227#sec030>

Presentations

Published Proceedings from Professional Meetings

- Rogers, N., Clendinning, J.P., **Hart, S.A.**, & Ganley, G.M. (2016). Specific mathematical and spatial abilities correlate with music theory abilities. *International Conference on Music Perception and Cognition*, 537-543.

Published Abstracts from Professional Meetings

- Van Bergen, E., Kan, K.J., **Hart, S.A.**, Boomsma, D., & de Zeeuw, E. (2019). Causal influences between ADHD-symptoms and academic skills [abstract]. *Behavior Genetics*, 49(6), 526.
- Hart, S.A.**, Daucourt, M., Little, C., Erbeli, F., & Haughbrook, R. (2019). Using meta-analysis to answer unique questions about the nature and nurture of reading ability [abstract]. *Behavior Genetics*, 49(6), 490.
- Holden, L., Martinez, K. **Hart, S.A.**, & Taylor, J. (2019). Examining grit and mindset in concurrent and future reading comprehension: a twin study [abstract]. *Behavior Genetics*, 49(6), 540.
- Mikolajewski, A., **Hart, S.A.** & Taylor, J. (2017). The development propensity model extends to oppositional defiant disorder [abstract]. *Journal of the American Academy of Child & Adolescent Psychiatry*, 56(10), S231-S232.
- Hart, S.A.**, Erbeli, F., Davis, O., Taylor, J. (2017). Visualizing the nature and nurture of reading comprehension: geocoding a large diverse twin sample [abstract]. *Behavior Genetics*, 47(6), 645.
- Hart, S.A.** (2016). What does “reproducibility” look like in behavioral genetics? [abstract]. *Behavior Genetics*, 46(6), 786.
- Hart, S.A.** & Taylor, J. (2016). Differential etiology of reading ability based on family history of reading difficulties [abstract]. *Behavior Genetics*, 46(6), 787.
- Coventry, W., Barroso, C., & **Hart, S.A.** (2016). Getting around the limited-availability of nuclear-twin family data: a meta-analysis of the genetic architecture of educational attainment with the nuclear-twin-family design [abstract]. *Behavior Genetics*, 46(6), 778.
- Hart, S.A.** (2015). Family history, the home environment and SES as predictors of response-to-intervention: Project KIDS [abstract]. *Behavior Genetics*, 45(6), 660.
- Little, C. W., Hart, S.A. (2015). Heritability of Reading Comprehension: a Meta-Analysis. [abstract]. *Behavior Genetics*, 45(6), 640-694.
- Thompson, R., **Hart, S.A.**, Schatschneider, C., & Taylor, J. (2014). Genetic and environmental influences on early literacy skills across school quality contexts [abstract]. *Behavior Genetics*, 44(6), 685.

- Little, C. W., Hart, S.A., Taylor, J., & Schatschneider, C. (2014). Exploring the biometric dual change score model in the co-development of reading fluency and reading comprehension [abstract]. Behavior Genetics, 44(6), 646-690.*
- Taylor, J. E., *Mikolajewski, A.J., Hart, S.A., & Schatschneider, C. (2013). Behavior Problems and Academic Support at Home as Contexts for Reading Achievement [abstract]. Behavior Genetics, 43(6), 542-543.*
- Hart, S.A., Schatschneider, C., & Taylor, J. (2012). “Bad friends” moderate the nonshared environmental influences on reading performance: Florida Twin Project on Reading [abstract]. Behavior Genetics, 42(6), 937.**
- Taylor, J., **Hart, S.A., & Schatschneider, C. (2012). Chaotic home environment is a shared environmental mediator of the relationship between rule breaking disposition and reading achievement [abstract]. Behavior Genetics, 42(6), 970.**
- Hart, S.A., Schatschneider, C., & Taylor, J. (2011). Exploring the link between peer positive feelings towards school and reading performance outcomes: Florida Twin Project in Reading [abstract]. Behavior Genetics, 41(6), 911.**
- Hart, S.A., & Petrill, S.A. (2008). Genetic influences on language, reading, and mathematic skills in a national sample: A selected and unselected analysis in the NLSY [abstract]. Behavior Genetics, 38(6), 629.**
- Hart, S.A., & Petrill, S.A. (2007). Genetic and environmental influences between various general cognitive processes and math ability: A twin study [abstract]. Behavior Genetics, 37(6), 759-760.**
- Hart, S.A., & Petrill, S.A. (2006). Univariate analysis of the growth of reading outcome measures [abstract]. Behavior Genetics, 36(6), 969.**

Peer Reviewed Presentations

- Erbeli, F., Shi, Q., Campbell, A.R., Hart, S.A., Woltering, S. (2020, June). Developmental dynamics between reading and math in elementary school. Paper presentation at 2nd Annual Meeting, The Society for Research on Learning Disorders, Oslo, Norway. (International) Conference cancelled due to COVID-19.*
- Hart, S.A., Daucourt, M., Erbeli, F., Little, C., Haughbrook, R., (2019, July). Using meta-analysis to answer unique questions about the nature and nurture of reading ability. Paper presented in the symposium titled “How can we use meta-analysis in reading and language research? Possibilities and caveats” (Chair/Organizer: Melby-Lervåg, M.) at the annual meeting of the Society for the Scientific Studies of Reading, Toronto, Canada.**
- van Bergen, E., Kan, K-J., **Hart, S.A., Boomsma, D., de Zeeuw, E. (2019, June). Causal influences between ADHD-symptoms and academic skills. Paper presented in the symposium titled “Using various methods to examine genetic and environmental influences on children’s cognitive development” (Chair/Organizer: Hart, S.A.) at the annual meeting of the Behavioral Genetics Association, Stockholm, Sweden.**
- Hart, S.A., Daucourt, M., Little, C., Erbeli, F., Haughbrook, R. (2019, June). Using meta-analysis to answer unique questions about the nature and nurture of reading ability. Paper presented in the symposium titled “Using various methods to examine genetic and environmental influences on children’s cognitive**

- development” (Chair/Organizer: **Hart, S.A.**) at the annual meeting of the Behavioral Genetics Association, Stockholm, Sweden.
- Holden, L., Martinez, K., Hart, S.A., & Taylor, J.* (2019, June). Examining grit and mindset in concurrent and future reading comprehension: A twin study. Paper presented in the symposium titled “Noncognitive Skills” (Chair/Organizer: Harden, P.) at the annual meeting of the Behavioral Genetics Association, Stockholm, Sweden.
- Hart, S.A.** & Schatschneider, C. (2019, March). Integrative data analysis: Realizing the potential of dataset pooling for developmental science research. Workshop presented at the biannual meeting of the Society for Research in Child Development, Baltimore, MD.
- Holden, L., Martinez, K., Hart, S.A., & Taylor, J.* (2019, March). Examining grit and mindset in concurrent, and gains, in reading comprehension: A twin study. Poster presented at the biannual meeting of the Society for Research in Child Development, Baltimore, MD.
- McGraw, A.L., Ganley, C.M., Kaschak, M.P., & Hart, S.A.* (2019, March). Etiology of Mathematical Performance: A Meta-Analysis of Twin Studies. Poster presented at the biannual meeting of the Society for Research in Child Development, Baltimore, MD.
- Clendinning, J.P., **Hart, S.A.**, Rogers, N., & Ganley, C.M. (2018, October). Exploring Links between Mathematics and Music Theory: Investigating Pattern Processing Using Eye Tracking. Poster to be presented at the conference for The College Music Society, Vancouver, Canada.
- Hart, S.A.** & Ganley, C.M. (2018, April). Math Anxiety in U.S. Adults: Prevalence and Correlates. Paper presented in the symposium titled “Math and Spatial Anxiety: Correlates and Consequences across Development” (Chair/Organizer: Ganley, C.M.) at the annual meeting of the Math Cognition and Learning Society, Oxford, UK.
- Mikolajewski, A. J., Hart, S.A., & Taylor, J.* (2017, October). The developmental propensity model extends to oppositional defiant disorder. Poster presented at the annual meeting of the American Academy of Child & Adolescent Psychiatry, Washington, DC.
- Clendinning, J.P., **Hart, S.A.**, Rogers, N., & Ganley, G.M. (2017, August). Links between music theory and mathematics: Visual processing and strategies. Poster presented at the conference for Eye Tracking in Music, Frankfurt, Germany.
- Erbeli, F., Hart, S.A., Wagner, R., & Taylor, J.* (2017, July). Key deficits of reading disability share common genetic, shared, and non-shared environmental effects. Paper presented at the annual meeting of the Society for the Scientific Studies of Reading, Halifax, Canada.
- Little, C.W., Hart, S.A., & Taylor, J.* (2017, June). Exploring neighborhood environmental influences on reading comprehension. Poster presented at the annual meeting of the Behavioral Genetics Association, Oslo, Norway.
- Hart, S.A., Erbeli, F., Davis, O., & Taylor, J.** (2017, June). Visualizing the nature and nurture of reading comprehension: Geocoding a large diverse sample. Paper presented in the symposium titled “Interesting approaches to increase our understanding of childhood achievement using large twin datasets” (Chair/Organizer: **Hart, S.A.**) at the annual meeting of the Behavioral Genetics Association, Oslo, Norway.

- Daucourt, M., Hart, S.A., Haughbrook, R., & Taylor, J.* (2017, May). The nature and nurture of the association of the EF and Reading with Math Performance. Poster presented at the Math Cognition Conference, Nashville, TN.
- Barroso, C., Ganley, C.M., & Hart, S.A.* (2017, May). Predictors of Music Theory Performance: Identifying Important Cognitive and Affective Factors. Poster presented at the annual meeting of the Association of Psychological Sciences, Boston, MA.
- Haughbrook, R. & Hart, S.A.* (2017, May). Socioeconomic Status Influences Response to Intervention Differently Along the Distribution of Gains in Reading Achievement. Poster presented at the annual meeting of the Association of Psychological Sciences, Boston, MA.
- Lukowski, S., Rosenberg-Lee, M., Thompson, L.A., Hart, S.A., Willcutt, E.G., Olson, R.K., Petrill, S.A., & Pennington, B.F.* (2017, April). Approximate number sense shares etiological overlap with mathematics and general cognitive ability. Poster presented at the biannual meeting of the Society for Research in Child Development, Austin, TX.
- Haughbrook, R. Hart, S.A., Schatschneider, C., & Taylor, J.* (2017, April). Genetic influences on microsystem environments and their relations with reading. Poster presented at the biannual meeting of the Society for Research in Child Development, Austin, TX.
- Daucourt, M. & Hart, S.A.* (2017, April). Project KIDS: EF predicts “responders” and “non-responders” in a constellation model of reading disability. Poster presented at the biannual meeting of the Society for Research in Child Development, Austin, TX.
- Rogers, N., Clendinning, J.P., Hart, S.A., & Ganley, G.M.* (2017, March). Specific Correlations Between Abilities in Mathematics and Music Theory. Talk presented at the annual meeting of the Music Theory Southeast Conference, Ft. Myers, FL.
- Rogers, N., Clendinning, J.P., Hart, S.A., & Ganley, G.M.* (2016, July). Specific mathematical and spatial abilities correlate with music theory abilities. Poster presented at the annual meeting of the International Conference on Music Perception and Cognition, San Francisco, CA.
- Erbeli, F., Hart, S.A., & Taylor, J.* (2016, July). Genetic and Environmental Influences in Spelling Growth: The Case of Florida Twin Project on Reading. Paper presented at the annual meeting of the Society for Scientific Studies of Reading, Porto, Portugal.
- Haughbrook, R., Little, C. W., Hart, S. A., & Schatschneider, C.* (2016, July). Genetic and Environmental Influences on the Not-So-Simple View of Writing. Poster presented at the annual meeting of the Society for the Scientific Studies of Reading, Porto, Portugal.
- Little, C.W., Hart, S.A., & Schatschneider, C.* (2016, July). Examining Latent Profiles of Writing Performance. Poster presented at the annual meeting of the Society for the Scientific Studies of Reading, Porto, Portugal.
- Hart, S.A., Phillips, B., Schatschneider, C., & Taylor, J.** (2016, July). Visualizing the nature and nurture of reading comprehension: Geocoding a large diverse twin sample. Poster presented at the annual meeting of the Society for the Scientific Studies of Reading, Porto, Portugal.
- Hart, S.A., Erbeli, F., & Taylor, J.** (2016, June). Differential etiology of reading ability based on family history of reading difficulties. Poster presented at the annual meeting of the Behavioral Genetics Association, Brisbane, Australia.

- Hart, S.A., Little, C.W., & Schatschneider, C.** (2016, June). What does “reproducibility” look like in behavioral genetics? Paper presented at the annual meeting of the Behavioral Genetics Association, Brisbane, Australia.
- Coventry, W., Barroso, C., & **Hart, S.A.** (2016, June). Getting around the limited-availability of nuclear-twin-family data: a meta-analysis of the genetic architecture of educational attainment with the nuclear-twin-family design. Paper presented at the annual meeting of the Behavioral Genetics Association, Brisbane, Australia.
- Hart, S.A.,** Ganley, C.M., & Purpura, D.J. (2016, May). Understanding the home numeracy environment and its association to children’s math skills. Paper presented in symposium titled “Exploring cognitive, affective and contextual predictors of math performance across developmental stages” (Chair/Organizer: **Hart, S.A.**) at the annual meeting of the Association of Psychological Sciences, Chicago, IL.
- Daucourt, M. & Hart, S.A.* (2016, May). Executive Functioning and Response to Intervention: Project KIDS. Poster presented at the annual meeting of the Association of Psychological Sciences, Chicago, IL.
- Ganley, C.M., **Hart, S.A.,** Rogers, N., & Clendinning, J. (2016, May). The Development of the Music Theory Anxiety Scale. Poster presented at the annual meeting of the Association of Psychological Sciences, Chicago, IL.
- Barroso, C., Hart, S.A.,* Ganley, C.M., Clendinning, J., & Rogers, N. (2016, May). Cognitive and Affective Predictors of Music Theory Performance. Poster presented at the annual meeting of the Association of Psychological Sciences, Chicago, IL.
- Little, C.W., Gatlin, B., & Hart, S.A.* (2016, February). Differential Item Functioning Analysis of the Kaufman Brief Intelligence Test-2. Poster presented at the annual Pacific Coast Research Conference in San Diego, CA.
- Hart, S.A.,** Logan, J.A.R., Schatschneider, C., & Taylor, J. (2016, February). Using quantile regression to examine heritability across the reading performance continuum. Poster presented at the annual Pacific Coast Research Conference in San Diego, CA.
- Hart, S.A.** (2015, September). Using intelligence to predict response-to-intervention: An application of Integrative Data Analysis in Project KIDS. Paper presented in the annual meeting of the International Society of Intelligence Research, Albuquerque, NM.
- Little, C.W., Hart, S.A.,* Schatschneider, C., & Taylor, J. (2015, July). Exploring the Biometric Dual Change Score Model in the Co-Development of Reading Fluency and Reading Comprehension. Paper presented in symposium titled “Longitudinal Studies of the Relations between Language and Literacy” (Chair/Organizer: Quinn, J.) at the annual meeting of the Society for the Scientific Studies of Reading, Big Island, HI.
- Hart, S.A.** (2015, July). Expanding how we think about predictors of response to intervention: Family history and contextual influences in Project KIDS. Paper presented in symposium titled “Familial influences on reading ability” (Chair/Organizer: van Bergen, E.) at the annual meeting of the Society for the Scientific Studies of Reading, Big Island, HI.
- Hart, S.A.,** Ganley, C.M., Seppala, M. (2015, May). Individual Differences Related to College Students’ Course Performance in Calculus II. Paper presented in symposium titled “From Preschool to College: Cognitive and Affective Predictors of Math Achievement across Development” (Chair/Organizer: Ganley, C.M.) at the annual meeting of the American Psychological Society, NYC.

- Wang, Z., *Lukowski, S., Hart, S.A.,* Lyons, I., Thompson, L.A., Kovas, Y., Plomin, R., Petrill, S.A. (2015, March). Is Mathematical Anxiety Always Bad for Math Learning: The Role of Math Motivation. Paper presented at the biannual meeting for the Society for Research in Child Development, Philadelphia, PA.
- Hart, S.A.** (2014, July). Individual differences in response to intervention: An application of Integrative Data Analysis in Project KIDS. Paper presented at the annual meeting of the Society for the Scientific Studies of Reading, Santa Fe, NM.
- Little, C.W., Hart, S.A.,* Schatschneider, C., & Taylor, J. (2014, June). Exploring the biometric dual change score model in the co-development of reading fluency and reading comprehension. Poster presented at the annual meeting of the Behavioral Genetics Association, Charlottesville, VA.
- Poster won Rowe Student of the Year Award from the Behavioral Genetics Association**
- Thompson, R., Hart, S.A.,* Schatschneider, C., & Taylor, J. (2014, June). Genetic and Environmental Influences on Early Literacy Skills Across School Quality Contexts. Poster presented at the annual meeting of the Behavioral Genetics Association, Charlottesville, VA.
- Hart, S.A.** (2014, May). Project KIDS: Exploring Integrative Data Analysis in Educational Interventions. Poster presented at the annual meeting of the American Psychological Society, San Francisco, CA.
- Hart, S.A.** (2014, February). Individual differences in response to intervention: An application of Integrative Data Analysis. Paper presented in symposium titled "Not your Grandpa's statistics: New modeling approaches to student achievement & RTI" (Chair/Organizer: **S.A. Hart**) at the annual meeting of the Pacific Coast Research Conference, San Diego, CA.
- Little, C.W., Hart, S.A.,* Schatschneider, C., & Taylor, J. (2013, November). An Exploration of the Factor Structure of Homework Behavior, ADHD and Reading Comprehension. Poster presented at the annual Society for the Study of Human Development Conference in Fort Lauderdale, FL.
- Wood, S., Hart, S.A.,* Phillips, B., Schatschneider, C., & Taylor, J. (2013, November). Non-traditional Influences on Reading Comprehension in Elementary Students. Poster presented at the annual Society for the Study of Human Development Conference in Fort Lauderdale, FL.
- Hart, S.A.,** Schatschneider, C., & Taylor, J. (2013, November). Exploring the dual change score model in the development of reading skills. Paper presented in symposium titled "Exploring fundamental questions in mathematics, language and reading development" (Chair/Organizer: **S.A. Hart**) at the annual meeting for the Society for the Study of Human Development Conference in Fort Lauderdale, FL.
- Hart, S.A.,** Schatschneider, C., & Taylor, J. (2013, July). Describing the environment of reading growth in a diverse sample: The Florida Twin Project on Reading. Paper presented in symposium titled "Cross cultural and cross language perspectives on the etiology of early reading development" (Chair/Organizer: R. Olson) at the annual meeting for the Society for the Scientific Study of Reading, Hong Kong.
- Taylor, J. E., Mikolajewski, A. J., Hart, S. A., & Schatschneider, C. (2013, June). Behavior Problems and Academic Support at Home as Contexts for Reading Achievement. Paper presented in symposium titled "Behavioral and Environmental Contexts for

- Academic Achievement and Cognitive Development” (Chair/Organizer, J. Taylor) at the annual meeting of Behavioral Genetics Association, Marseille, France.
- Logan, J.A.R., & **Hart, S.A.** (2013, May). Measuring Internet Cognition. Poster presented at the annual meeting for the American Psychological Society, Washington, DC.
- Hart, S.A.**, Soden, B., Johnson, W., Schatschneider, C., & Taylor, J. (2013, April). Expanding the Environment: Gene by School-SES Interaction on Reading Comprehension Outcomes. Poster presented at the biannual meeting for the Society for Research in Child Development, Seattle, WA.
- Little, C.*, **Hart, S.A.**, Schatschneider, C., & Taylor, J. (2013, April). Examining the Predictive Role of Grade 3 Fall Spelling, Reading Fluency and Reading Comprehension on Spring Reading Comprehension. Poster presented at the biannual meeting for the Society for Research in Child Development, Seattle, WA.
- Hart, S.A.**, Logan, J., Schatschneider, C., & Taylor, J. (2012, July). Development of Timed Versus Untimed Measures of Reading. Paper presented in the symposium “Behavior-genetic latent growth curve modeling of reading development in twins from Ohio, Colorado, Florida, and the United Kingdom” (Chair/Organizer: R. Olson) at the annual meeting of the Society for the Scientific Study of Reading, Montreal, Canada.
- Hart, S.A.**, Schatschneider, C., & Taylor, J. (2012, June). “Bad friends” moderate the nonshared environmental influences on reading performance: Florida Twin Project on Reading. Paper presented in symposium titled “Genetic and environmental influences on cognition across time and context” (Chair/Organizer: E. Tucker-Drob) at the annual Behavioral Genetics Association Conference in Edinburgh, UK.
- Taylor, J. E., **Hart, S.A.**, & Schatschneider, C. (presented 2012, June). Chaotic home environment is a shared environmental mediator of the relationship between rule breaking disposition and reading achievement. Paper presented at 42nd Annual Meeting of the Behavioral Genetics Association, Behavioral Genetics Association, Edinburgh, Scotland UK.
- Hart, S.A.**, Taylor, J., & Schatschneider, C. (2012, February). Exploring the biometric dual change score model in the development of reading component processes. Poster presented at the Society for Research in Child Development Themed Meeting on Developmental Methodology, Tampa, FL.
- Hart, S.A.**, Schatschneider, C., & Taylor, J. (2011, July). Developmental genetic and environmental influences on DIBELS subtests. Paper presented at the annual meeting of the Society for the Scientific Study of Reading, St. Petersburg, FL.
- Hart, S.A.**, Schatschneider, C., & Taylor, J. (2011, June). Exploring the link between peer positive feelings towards school and reading performance outcomes: Florida Twin Project in Reading. Paper presented in symposium titled “Identifying specific genetic and environmental processes in cognition across the lifespan” (Chair/Organizer: **S.A. Hart**) at the annual Behavioral Genetics Association Conference in Newport, RI.
- Taylor, J. **Hart, S.A.**, Johnson, W., & Schatschneider, C. (2011, June). Fluency in First/Second grade moderate influences on reading comprehension in Third grade. Paper in symposium titled “Identifying specific genetic and environmental processes in cognition across the lifespan” (Chair/Organizer: **S.A. Hart**) at the annual Behavioral Genetics Association Conference in Newport, RI.

- Logan, J.A.R., **Hart, S.A.**, & Petrill, S.A. (2011, March). Genetic influences on growth in math skills: Evidence from a U.S. twin sample. Paper presented at the annual meeting of the Society for the Research in Child Development, Montreal, Canada.
- Hart, S.A.**, & *Soden Hensler, B.* (2011, March). Genetic and environmental influences on literacy outcomes: Project III from the FSU LD Center. Paper presented at the annual meeting of the Learning Disabilities Association of America, Jacksonville, FL.
- Hart, S.A.**, Schatschneider, C., & Taylor, J. (2011, February). The discordant twin design: An example of a counterfactual model of causation. Paper presented in symposium titled "Exploring how things we don't teach relate to things we do teach" (Chair/Organizer: **S.A. Hart**) at the annual meeting of the Pacific Coast Research Conference, San Diego, CA.
- Hart, S.A.**, & Petrill, S.A. (2010, July). Exploring the genetic effects underlying the relationship between general executive functioning and reading performance. Poster presented at the annual meeting of the Society for the Scientific Study of Reading, Berlin, Germany.
- Hart, S.A.**, & Petrill, S.A. (2010, February). The association between working memory and psychometric mathematics and reading performance measures: A twin study. Poster presented at the annual meeting of the Pacific Coast Research Conference, San Diego, CA.
- Hart, S.A.**, & Petrill, S.A. (2009, December). Specialized or general? The differential prediction of general executive functioning skills and mathematics-specific cognitive processes on mathematics and reading psychometric outcomes. Paper presented at the annual meeting of the International Society for Intelligence Research, Madrid, Spain.
- Hart, S.A.**, & Petrill, S.A. (2009, June). ADHD, reading and mathematics performance: Varying effects of genes and environments from a twin sample. Poster presented at the annual meeting of the Society for the Scientific Study of Reading, Boston, MA.
- Betjemann, R., Willcutt, E.G., Olson, R.K., Keenan, J., DeFries, J.C., Pennington, B.F., Petrill, S.A., & **Hart, S.A.** (2009, June). Etiology of comorbidity between reading disability, math disability, and attention-deficit/hyperactivity disorder. Poster presented at the annual meeting of the Society for the Scientific Study of Reading, Boston, MA.
- Hart, S.A.**, & Petrill, S.A. (2009, February). Exploring timed and untimed reading and mathematics abilities: linking measurement models with genetic models. Poster presented at the annual meeting of the Pacific Coast Research Conference, San Diego, CA.
- Hart, S.A.**, Petrill, S.A., & Kamp Dush, C.M (2008, June). Genetic influences on language, reading, and mathematic skills in a national sample: A selected and unselected analysis in the NLSY. Paper presented at the annual meeting of the Behavioral Genetics Association, Louisville, KY.
- Petrill, S. A., **Hart, S. A.**, Deater-Deckard, K., Schatschneider, C., Thompson, L. A., & Justice L. M. (2008, February). Behavioral genetics of general and specific math skills. Paper presented at the annual meeting of the Pacific Coast Research Conference, San Diego, CA.
- Hart, S.A.**, & Petrill, S. A. (2007, July). Home literacy environment as an environmental measure: A twin study. Paper presented at the annual meeting of the Society for the Scientific Study of Reading, Prague, CZ.

- Hart, S.A., & Petrill, S. A.** (2007, June). Genetic and environmental influences between various general cognitive processes and math ability: A twin study. Paper presented at the annual meeting of the Behavioral Genetics Association, Amsterdam.
- Hart, S.A., & Petrill, S. A.** (2007, March). Univariate analysis of mathematics with a mediation effect: A twin study. Paper presented at the biannual meeting of the Society for Research in Child Development, Boston, MA.
- Petrill, S.A., & **Hart, S.A.** (2007, March). Examining the correlation and independence between math and reading skills: Evidence from a Twin Study. Paper presented at the biannual meeting of the Society for Research in Child Development, Boston, MA.
- Hart, S.A., & Petrill, S.A.** (2006, June). Examining the links between reading and math: A multivariate analysis. Paper presented at annual meeting of the Society for the Scientific Study of Reading, Vancouver, BC.
- Petrill, S.A., & **Hart, S.A.** (2006, June). Genes, environments, and the links between reading and math skills, evidence from a longitudinal twin study. Paper presented at annual meeting of the Society for the Scientific Study of Reading, Vancouver, BC.
- Hart, S.A., & Petrill, S.A.** (2006, June). Univariate analyses of the growth of reading outcome measures. Paper presented at annual meeting of the Behavioral Genetics Society, Storrs, CT.
- Hart, S.A., & Vernon, P.A.** (2004, June). Exploring the effects of training on sex differences seen in mental rotation tasks. Paper presented at the annual Ontario Undergraduate Thesis Conference, Ottawa, ON.

Talks By Invitation

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| June, 2020 | The Dyslexia Association research symposium, Ecuador. Conference cancelled due to COVID-19. |
| May, 2020 | Association for Psychological Sciences conference, Chicago, IL. Conference cancelled due to COVID-19. |
| March, 2020 | Family and Child Sciences Department, Florida State University |
| February, 2020 | Department of Psychology, University of Edinburgh, UK |
| February, 2020 | Department of Experimental Psychology, University of Oxford, UK |
| February, 2020 | Council for Exceptional Children conference, Portland, OR. |
| December, 2019 | Harvard Graduate School of Education, Harvard University, Cambridge, MA. |
| October, 2019 | Institute for Behavioral Genetics, University of Colorado, Boulder, CO. |
| April, 2019 | Department of Human Development and Family Science, Purdue University, West Lafayette, ID. |
| November, 2018 | Department of Psychology, University of New England, Australia. |
| October, 2018 | Department of Biological Psychology, Vrije Universiteit, Amsterdam, Netherlands. |
| September, 2018 | MRC Cognition and Brain Sciences Unit, University of Cambridge, Cambridge, UK. |
| April, 2018 | Keynote speaker, 32nd Annual Joseph R. Royce Psychology Conference at the Department of Psychology, University of Alberta, Edmonton, AB, Canada. |
| October, 2017 | Department of Psychology, University of Florida, Gainesville, FL. |

September, 2017	Institute for Psychiatry, Kings College London, UK.
May, 2016	Association for Psychological Sciences conference, Chicago, IL.
June, 2014	The Dyslexia Association research symposium, Azores, Portugal.
January, 2014	REL Southeast Research Conference, Fort Lauderdale, FL.
November, 2013	Embry-Riddle Aeronautical University, Daytona Beach, FL.
March, 2009	National Conference on Family Literacy, Orlando, FL.

Teaching

Graduate Courses

Learning and Connecting, Florida State University, Spring 2020
 Developmental Psychology Proseminar, Florida State University, Spring 2019, Fall 2019, Fall 2020
 Developmental Psychology, Florida State University, Spring 2013, Fall 2014, Fall 2016, Spring 2019, Fall 2020

Undergraduate Courses

Behavioral Genetics, Florida State University, Fall 2019
 Child Psychology, Florida State University, Spring 2012, Fall 2013, Spring 2014, Spring 2016, Fall 2016, Fall 2017
 Introduction to Child Development, The Ohio State University, Fall 2008, Winter 2009, Spring 2009

Postdoctoral Scholar Mentorship

Callie Little, Ph.D., Summer 2020-present
 Wilhelmina van Dijk, Ph.D., Summer 2019- present (co-mentor)
 LaTasha Holden, Ph.D., Spring 2019- present
 Florina Erbeli, Ph.D., Fall 2015-Fall 2017 (co-mentor). Currently Assistant Professor of Special Education, Texas A&M University

Doctoral Committee Chair

Rasheda Haughbrook, Ph.D., Developmental Psychology, Fall 2013-Spring 2020. Beginning position as Teaching Faculty I in the Department of Psychology, Florida State University
 Callie Little, Ph.D., Developmental Psychology, Fall 2012-Fall 2016. Currently postdoctoral postdoc with me, awaiting move to Research Faculty position in my lab after COVID-19 hiring freeze is lifted

Doctoral Committee Member

Ashley Edwards, Developmental Psychology, Spring 2020-present
 Sisi Dong, Educational Psychology and Learning Systems, Fall 2019-present
 Connie Barroso Garcia, Developmental Psychology, Summer 2018-present
 Pam Burris, Educational Psychology and Learning Systems, Spring 2018-present
 Carrie Danielson, Musicology, Spring 2018-present

Sarah Wood, Developmental Psychology, Fall 2016-present
 Radhika Vaidyanathan, Neuroscience, Summer 2016-Fall 2019
 Nicole Short, Clinical Psychology, Summer 2017-Spring 2019
 Laura Drislane, Clinical Psychology, Fall 2015-Summer 2018
 Deanna Dow, Clinical Psychology, Spring 2018-Summer 2018
 Michelle Bales, Neuroscience, Summer 2015-Spring 2018
 Rebecca Lynch, Clinical Psychology, Fall 2015-Fall 2017
 Jamie Quinn, Ph.D., Developmental Psychology, Fall 2015-Summer 2016
 Cary Stothart, Ph.D., Cognitive Psychology, Spring 2016
 Amy Mikolajewski, Ph.D., Clinical Psychology, Fall 2013-Fall 2015
 Emily Diehm, Ph.D., School of Communication Science & Disorders, Spring 2015-Summer 2015
 Kristina Korte, Ph.D., Clinical Psychology, Fall 2013-Summer 2015
 Elizabeth Tighe, Ph.D., Developmental Psychology, Summer 2015
 Yusra Ahmed, Ph.D., Developmental Psychology, Summer 2014

Master's Committee Chair

Cynthia Norris, Developmental Psychology, Fall 2019-present
 Jeffrey Shero, Developmental Psychology, Fall 2018-Fall 2019
 Mia Daucourt, Developmental Psychology, Summer 2016-Summer 2019
 Rasheda Haughbrook, Developmental Psychology, Fall 2013-Spring 2015
 Callie Little, Developmental Psychology, Fall 2012-Spring 2014

Master's Committee Member

Allison Daurio, Summer 2019-present
 Ashley Edwards, Developmental Psychology, Spring 2019-Summer 2019
 Elyssa Geer, Developmental Psychology, Summer 2018-Fall 2019
 Nataly Abrams, Neuroscience, Spring 2019
 Danielle Krusemark, Social Psychology, Spring 2019
 Emma Altgelt, Social Psychology, Fall 2017-Summer 2018
 Amanda Kowalsky, Cognitive Psychology, Spring 2015-Summer 2017
 Sarah Wood, Developmental Psychology, Summer 2014-Spring 2016
 Jacob Negly, Cognitive Psychology, Summer 2013
 Elizabeth Tighe, Developmental Psychology, Fall 2012

Honor's Student Chair

Vanessa Domingos, Psychology, Fall 2016-Spring 2017
Won third place for her Howard Baker Research Talk at the FSU Psychology Undergraduate Research Day
 Mia Daucourt, Psychology, Fall 2015-Spring 2016
Won second place for her Howard Baker Research Talk at the FSU Psychology Undergraduate Research Day
 Lauren Propst, Psychology, Summer 2013-Fall 2013

Honor's Student Committee Member

Chloe Carames, Spring 2019-Spring 2020
 Isaac Richardson, Summer 2018-Spring 2019
 Courtney Shorter, Psychology, Fall 2017-Spring 2018
 Devan Bater, Psychology, Fall 2017-Spring 2018
 Sarah Morrison, English, Spring 2017-Fall 2017
 Brittany Cunnien, Psychology, Fall 2015-Spring 2016
 Jamie Jacoby, Education, Summer 2015-Fall 2015
 Olivia Gruder, Biology, Fall 2013-Spring 2014

Undergraduate Research Opportunity Program (UROP) Student Mentorship

Christian Chami, Melissa Gibson & Danielle Luz (2013-2014)

Service**Academic Service****Editor Service**

Associate Editor, *Journal of Learning Disabilities*, 2017-present
 Editorial Board Member, *Journal of Intelligence*, 2018-present
 Editorial Board Member, *Canadian Journal of School Psychology*, 2018-present
 Editorial Board Member, *Journal of Educational Psychology*, 2017-present
 Editorial Board Member, *Learning and Individual Differences*, 2017-present
 Special Section Co-Editor, "Preregistration", *Journal of Learning Disabilities Quarterly*, 2019-present
 Special Issue Co-Editor, "Twin Registries", *Twin Research and Human Genetics*, 2019
 Special Section Co-Editor, "Shape of Educational Data", *Journal of Learning Analytics*, 2016-2017 (Issue June, 2017)

Professional Society Service

Steering Committee member, Education Research Hub (on open science in education, funded by NSF), Center for Open Science, 2020-present
 Elected member, Diversity, Equality and Inclusion Committee, Behavioral Genetics Association, 2020-present
 Appointed member, Awards Committee, Society for the Scientific Studies of Reading, 2020-present
 Steering Committee member & President Elect (President starting July 2020), Providing Opportunities for Women in Education Research (*POWER*), 2016-present
 Appointed member, Code of Conduct Ad Hoc Committee, Society for the Scientific Studies of Reading, 2019
 Appointed member, Awards Committee, The Mathematical Cognition and Learning Society, 2018
 Abstract Reviewer, 2014 Society for Research on Educational Effectiveness conference, October 2013

Grant Reviewing

National Institutes of Health, 2020 (Special Emphasis Panel, Cognition, Perception, and Language)

National Institutes of Health, 2019 (Fellowships: Learning and Memory, Language, Communication and Related Neurosciences)

Institute for Educational Sciences, 2017-2018 (Reading & Writing, ad hoc)

National Science Foundation, 2017-2018 (EHR Core, ad hoc)

Israel Science Foundation, 2017 (ad hoc)

Institute for Educational Sciences, 2016-2017 (Reading & Writing, ad hoc)

National Science Foundation, 2016-2017 (EHR Core)

National Science Foundation, 2014-2015 (GRFP)

National Institutes of Health, 2013 (Cognition and Perception, ad hoc member at panel)

Invited participant to the NIH Eunice Kennedy Shriver NICHD Scientific Vision workshop on Cognition, March 2011

Advisory Board Membership

Zhe Wang, Assistant Professor, Human Development and Family Studies, Texas Tech University, NSF CAREER Advisory Board, 2018-2023

External Mentor

Hope Lancaster, Assistant Professor, Boys Town National Research Hospital, NIH COBRE grant proposal (pending), 2020-2023

Delia Fuhrman, Postdoctoral Researcher, University of Cambridge, Dorothy Hodgkin Fellowship (not funded), 2019

External Evaluations

Kaili Rimfeld, Ph.D. viva, King's College London (R. Plomin, supervisor), Fall 2017

Ad-Hoc Reviewer

Acta Psychologica; Assessment; Behavioral and Brain Functions; Behavior Genetics; Biological Psychiatry; BMC Pediatrics; British Journal of Educational Psychology; Development; Contemporary Educational Psychology; Developmental Psychology; Developmental Science; Early Childhood Research Quarterly; Educational Psychologist; Educational Psychology; Educational Psychology Review; Intelligence; Journal of Abnormal Child Psychology; Journal of Experimental Child Psychology; Journal of Child Psychology and Psychiatry; Journal of Educational Psychology; Journal of Personality and Social Psychology; Journal of Speech, Language, and Hearing Research; Learning and Individual Differences; Learning and Instruction; Nature; New Directions for Child and Adolescent Development; Proceedings of the National Academy of Sciences; PLOS ONE; Remedial and Special Education.

Memberships

Voting Member, Society for the Scientific Studies for Reading

Member, The Mathematical Cognition and Learning Society

Member, International Mind, Brain and Education Society

Member, Behavioral Genetics Association

University Service**University-level**

Postdoctoral Scholar Travel Award Committee, 2018-present

Open Access Advisory Board, Florida State University, 2016-present

Graduate Program Committee (GPC) sub-committee member for Communication Sciences and Disorders, Florida State University, 2016

Departmental-level

Director Search Committee member, Florida Center for Reading Research, Florida State University, 2019-2020

Faculty Development Committee, Department of Psychology, Florida State University, 2019-present

Schotz Methods Workshop Series committee chair, Department of Psychology, Florida State University, 2019-present

Advisory Committee Member for David Braithwaite, Department of Psychology, Florida State University, 2018-present

Developmental Area Director, Department of Psychology, Florida State University, 2016-present

Executive Committee, Department of Psychology, Florida State University, 2016-present

DeGraff Research Fund and Jane West Fellowship Awards Committee, Department of Psychology, Florida State University, 2016-present

Co-Director of the Center for Developmental Science, Florida State University, 2013-present

Developmental Psychology Faculty Search Committee Chair, Department of Psychology, Florida State University, 2017-2018

Diversity Committee, Department of Psychology, Florida State University, 2016-2017

Undergraduate Studies Committee, Department of Psychology, Florida State University, 2015-2017

Clinical Psychology Faculty Search Committee member, Department of Psychology, Florida State University, 2015-2016

Library Committee, Department of Psychology, Florida State University, 2012-2014

Elections Committee, Department of Psychology, Florida State University, 2012-2014

Brownbag Organizer, Florida Center for Reading Research, Florida State University, 2013-2014

Clinical Psychology Faculty Search Committee member, Department of Psychology, Florida State University, 2013-2014

Developmental Psychology Faculty Search Committee member, Department of Psychology, Florida State University, 2012-2013

Learning Systems Institute/Psychology Faculty Search Committee member, LSI & Department of Psychology, Florida State University, 2012-2013

Community Service

NAACP Expert Witness & Advisor, May 2017-present

Ask-A-Scientist Volunteer, monthly First Friday, Jan 2014-present

MathPal Mentor United Way, Jan 2017-June 2018, Tallahassee, FL

Judge, 2012, 2017, Capital Regional Science & Engineering Fair, Tallahassee, FL
Judge, 2015 RAA Science & Engineering Fair, Tallahassee, FL
Leon County Schools Mentor, 2012-2013, Kate Sullivan Primary School, Tallahassee, FL

Op-Ed Publishing

“Chamber conference does disservice to its mission”, published August 21, 2019, The Democrat, Tallahassee, FL
“Science proves child separation creates long term damage”, published June 23, 2018, The Democrat, Tallahassee, FL

Additional Relevant Training

October 2012: Advanced Genetic Epidemiology Statistical Workshop (Richmond, VA)
July 2009: The 10th SGDP Summer School on Bioinformatics for Geneticists (London, UK)
August 2008: The 22nd International Statistical Genetics Methodology Workshop (Leuven, Belgium)
March 2006: Annual International Workshop on the Methodology of Twin and Family Studies (Boulder, CO)