Curriculum Vitae

Sara A. Hart

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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**

Professor, Department of Psychology, Florida State University, August 2021 to present.

Associate Professor, Department of Psychology, Florida State University, August 2017 to August 2021.

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**

May 2021: W. Russell and Eugenia Morcom Endowed Chair

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: NIH/NICHD R01

Title: Assessing the links between risk factors, COVID-19 impacts, and reading skills

Principal Investigators: S.A. Hart & C. Little

Total Costs: $2,954,533

Project Dates: 8/12/2022-07/31/2027

Funding Agency: National Science Foundation

Title: Unpacking the Mechanisms of the Math Anxiety-Math Achievement Link through Intervention

Principal Investigator: C.M. Ganley (S.A. Hart, Co-PI)

Total Costs: $1,498,140

Project Dates: 07/01/2022-06/30/2025

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/NICHD 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/NICHD P50

Title: The Florida Learning Disabilities Research Center

Principal Investigator: R. Wagner (S.A. Hart, Co-I)

Total Costs: $10,534,289

Project Dates: 09/22/2017-07/31/2023

Funding Agency: NIH/NICHD 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: 09/22/2017-07/31/2023

OSF project page: <https://osf.io/6fw5c/>.

Funding Agency: NIH/NICHD P50

Title: Engagement Core (Training and Dissemination)

Principal Investigator: S.A. Hart

Total Costs: $635,750

Project Dates: 09/22/2017-07/31/2023

Funding Agency: NIH/NICHD P50

Title: Understanding Risk for Early Language and Literacy Difficulties in Young Children

Principal Investigator: B. Phillips (S.A. Hart, Co-I)

Total Costs: $1,378,970

Project Dates: 09/22/2017-07/31/2023

**Grants Under Review**

Funding Agency: NIH/NICHD R01

Title: An Integrated Data Approach to Exploring Racial Differences in Reading Intervention Effectiveness

Principal Investigator: Main PI: J. Toste; Subcontract PI: S.A. Hart

**Completed Grants**

Funding Agency: Chan Zuckerberg Initiative

Title: Projecting and Understanding the K3 COVID-19 Reading Slide through a COVID-19 Change Calculator

Principal Investigator: Y. Petscher (S.A. Hart, Co-PI)

Total Costs: $50,000

Project Dates: 6/01/2020-06/01/2021

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/NICHD 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/NICHD P50

Title: Project IV: Florida Twin Project on Reading, Behavior, and Environment

Principal Investigator: J. Taylor (S.A. Hart, Co-I)

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/NICHD 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 advising/senior author are marked with \* as authoring convention differs across my fields. Equal authorships are marked with +)

**Preprints & Under Review Manuscripts**

107. *Shero, J.A., Little, C.W., Hicks, A*., Ganley, C.M., Taylor, J., Kennedy, P.C., **Hart, S.A.** (registered report under review). From learning to read to reading to learn: developmental relations between reading fluency and reading comprehension among twins.

105. *Edwards, A.,* *van Dijk, W.,* Tripodi, S. & **Hart, S.A**.\* (under review). Data sharing for randomized control trials in social work. *Research on Social Work Practice.*

104. *van Dijk, W.,* Schatschneider, C., Al Otaiba, S., & **Hart, S.A.\*** (under review and preprinted).Do student behavior ratings predict response to comprehensive reading approaches?

Preprint: <https://doi.org/10.35542/osf.io/jfxz5>

103. *Norris, C.U., Shero, J., Haughbrook, R., Holden, L., van Dijk, W.,* Al Otaiba, S., Schatschneider, C., & **Hart, S.A.\*** (under review and preprinted). Socioeconomic status and response to a reading intervention: A quantile regression approach.

Preprint: <https://psyarxiv.com/xqbc5/>

102. *Daucourt, M., Shero, J.A., 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.

101. *Shero, J.A*. & **Hart, S.A**.\* (under review and preprinted). The intersection between school efficiency and student individual differences.

Preprint: <https://psyarxiv.com/w7a8j>

**Manuscripts in Press**

100. *Holden, L.R.*, *Haughbrook, R.*, & **Hart, S.A.\*** (in press). Developmental behavioral genetics research on school achievement is missing vulnerable children, to our detriment. *New Directions for Child and Adolescent Development.*

 Preprint: <https://psyarxiv.com/gf3hc/>

99. **Hart, S.A.** & Schatschneider, C. (in press). Genetics can inform causation, but the concepts and language we use matters. *Behavioral and Brain Sciences.*

98. van Bergen, E., **Hart, S.A.**, Latvala, A., Vuoksimaa, E., Tolvanen, A., & Torppa, M. (in press). Literacy skills seem to fuel literacy enjoyment, rather than vice versa. *Developmental Science.*

 Preprint: <https://psyarxiv.com/3kfgd/>

97. *Martinez, K.M., Holden, L.R.,* **Hart, S.A.\*,** &Taylor, J. (in press).  Examining mindset and grit in concurrent and future reading comprehension: A twin study. *Developmental Psychology.*

Preprint: <https://psyarxiv.com/x7hbt/>

96. *Edwards, A., Daucourt, M.*, **Hart, S.A.**, & Schatschneider, S. (in press). Measuring Reading Anxiety in College Students. *Reading and Writing.*

Preprint: <https://psyarxiv.com/mau7s/>

95. Li, T., Quintero, M., Galvan, M., Shanafelt, S., Hasty, L.M., Spangler, D.P., Lyons, I.M., Mazzocco, M.M.M., Brockmole, J.R., **Hart, S.A.**, & Wang, Z. (in press). The mediating role of attention: An eye-tracking approach to understand the mechanism of the relation between math anxiety and math performance. *Journal of Educational Psychology.*

94. Kalandadze, T. & **Hart, S.A**.\* (in press). Open developmental science: An overview and annotated reading list.

 Preprint: <https://psyarxiv.com/6fk98/>

93. *van Dijk, W., Norris, C.U.*, & **Hart, S.A**.\* (in press). Using twins to assess what might have been: The cotwin control design. *Research on Social Work Practice.*

**Articles Published in Referred Journals**

92. Kievit, R.A., Logan, J.A.R., & **Hart, S.A.** (2022).From the trajectory of heritability to the heritability of trajectories. *Behavioral and Brain Sciences, 45*, e165*.*

Preprint: <https://psyarxiv.com/qtwhg/>

91. *van Dijk, W.,* Schatschneider, C., Al Otaiba, S., & **Hart, S.A**.\* (2022).Assessing Measurement Invariance Across Multiple Groups: When is Fit Good Enough? *Educational and Psychological Measurement, 82*(3), 482-505*.*

Preprint: <https://edarxiv.org/kxcyt/>

90. *Shero, J.A*., Schatschneider, C., Al Otaiba, S., & **Hart, S.A**.\* (2022). Data Envelopment Analysis (DEA) in the Education Sciences. *Journal of Experimental Education, 90*(4), 1021-1040*.*

Preprint: <https://doi.org/10.31234/osf.io/9j2rv>

89. Cook, B. G., Fleming, J. I., Hart, S. A., Lane, K. L., Therrien, W. J., van Dijk, W., & Wilson, S. E. (2022). A how-to guide for open-science practices in special education research. *Remedial and Special Education, 43*(4), 270-280.

 Preprint: <https://edarxiv.org/zmeba/>

88. McNeil, O., Feng, J., Quirion, A, **Hart, S.A.**, Hoeft, F. (2022). The importance of family history in dyslexia. *The Reading League Journal, 4,* 35-41*.*

87. *van Dijk, W., Norris, C.U.*, Al Otaiba, S., Schatschneider, C. & **Hart, S.A**.\* (2022). Exploring individual differences in response to reading intervention: Data from Project KIDS (Kids and Individual Differences in Schools). *Journal of Open Psychological Data, 10*(2), 1-10.

 Preprint: <https://edarxiv.org/38rxw/>

86. Fitton, L., Johnson, L., Wood, C., Schatschneider, C., & **Hart, S.A.** (2021). Dialect sensitive and dialect neutral features in the writing of African American students: Morphosyntax predicting reading achievement. *American Journal of Speech-Language Pathology, 30*(6), 2653-2667*.*

85. *Daucourt, M.C.,* Napoli, A.R., Quinn, J.M., *Wood, S.G.,* & **Hart, S.A.**\* (2021). The home math environment and math achievement: A meta-analysis. *Psychological Bulletin, 147*(6), 565-596*.*

 Preprint:<https://psyarxiv.com/n4b2a/>

84. *Holden, L.R.* & **Hart, S.A.\*** (2021). Intelligence can be used to make a more equitable society but only when properly defined and applied. *Journal of Intelligence, 9*(4), 57*.*

 Preprint:<https://psyarxiv.com/92cuk/>

83. *van Dijk, W., Daucourt, M.,* & **Hart, S.A.\*** (2021). Understanding heritability in the context of reading ability and instruction. *The Reading League Journal, 3*(1), 24-34*.*

Preprint: <https://doi.org/10.35542/osf.io/6tqy9>

82. *Shero, J.A., van Dijk, W., Edwards, A.,* Schatschneider, C., Solari, E., & **Hart, S.A**.\* (2021). The practical utility of genetic screening in school settings. *npj Science of Learning, 6*, 12.

Preprint: <https://psyarxiv.com/a5fjt/>

81. *Hornburg, C. B., Borriello, G.A*., Kung, M., Lin, J., Litkowski, E., Cosso, J., Ellis, A., King, Y., Zippert, E., Cabrera, N., Davis-Kean, P., Eason, S. H., **Hart, S. A.**, Iruka, I., LeFevre, J.-A., Simms, V., Susperreguy, M. I., Cahoon, A., Chan, W. W. L., Cheung, S. K., Coppola, M., De Smedt, B., Elliot, L., Estévez-Pérez, N., Gallagher-Mitchell, T., Gardner-Neblett, N., Gilmore, C., Leyva, D., Maloney, E. A., Manolitsis, G., Melzi, G., Mutaf-Yıldız, B., Nelson, G., Niklas, F., Pan, Y., Ramani, G. B., Skwarchuk, S.-L., Sonnenschein, S., & Purpura, D. J. (2021). Next directions in measurement of the home mathematics environment: An international and interdisciplinary perspective. *Journal of Numerical Cognition, 7*(2), 195-220*.*

80. *Fleming, J. I., Wilson, S. E.,* **Hart, S. A.,** Therrien, W. J., & Cook, B. G. (2021). Open accessibility in education research: Enhancing the credibility, equity, impact, and efficiency of research. *Educational Psychologist, 56*(2),110-121.

Preprint: <https://edarxiv.org/qyxgs>

79. *Shero, J.A*., Logan, J.A.R., Petrill, S.A., Willcutt, E., & **Hart, S.A**.\* (2021). The differential relations between ADHD and reading achievement: A quantile regression and quantile genetic approach. *Behavioral Genetics, 51*, 631-653*.*

Preprint: <https://psyarxiv.com/x97r2/>

78. *Barroso, C.,* Ganley, C.M., *McGraw, A.L., Geer, E.A.,* **Hart, S.A**., *Daucourt, M.* (2021). A meta-analysis of the relation between math anxiety and math achievement. *Psychological Bulletin, 147*(2), 134-168*.*

 Preprint:<https://psyarxiv.com/pd872/>

77. Logan, J.A.R., **Hart, S.A.**, & Schatschneider, C. (2021). Data sharing in education science. *AERA Open.* <https://doi.org/10.1177/23328584211006475>

Preprint: <https://edarxiv.org/2x3cu>

76. Terry, N.P., Petscher, Y., Gaab, N., & **Hart, S.A.** (2021). Researchers translating the science of reading: Widening the lens of translational science through team science. *The Reading League Journal, 2*(1), 46-53*.*

Preprint: <https://psyarxiv.com/a8xs6/>

75. *van Dijk, W.*, Schatschneider, C., & **Hart, S.A**.\* (2021). Open science in education sciences. *Journal of Learning Disabilities, 54*(2), 139-152*.*

 Preprint:<https://edarxiv.org/qdj4t/>

74. **Hart, S.A.**, *Little, C*., & van Bergen, E. (2021). Nurture might be nature: Cautionary tales and proposed solutions. *npj Science of Learning, 6*, 2*.* doi: <https://doi.org/10.1038/s41539-020-00079-z>

Preprint:<https://doi.org/10.31234/osf.io/j5x7g>

73. *Erbeli, F., Shi, Q., Campbell, A.R*., **Hart, S.A.**, & Woltering, S. (2021). Developmental dynamics between reading and math in elementary school. *Developmental Science, 24,* e13004*.* doi*:* [https://doi.org/10.1111/desc.13004](https://urldefense.com/v3/__https%3A/doi.org/10.1111/desc.13004__;!!PhOWcWs!nVrDuV5EBeDWGNYvQsMgJ0JCsLRaYyN8_47s3mJIbA537o2DsRAkizVT_vpPvU7l$)

72. *Daucourt, M.C., Haughbrook, R.,* van Bergen, E.*,* & **Hart, S.A.**\* (2020). The association of parent-reported executive functioning, reading, and math is explained by nature, not nurture. *Developmental Psychology, 56*(12), 2246-2261*.*

 Preprint: <https://psyarxiv.com/paxwm/>

71. 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. + (2020). How the science of reading informs 21st century education. *Reading Research Quarterly, 55*(51), S267-S282*.*

 Preprint: <https://psyarxiv.com/yvp54/>

70. *Erbeli, F.*, van Bergen, E. & **Hart, S.A.\*** (2020). Unraveling the relation between reading comprehension and print exposure. *Child Development, 91*(5), 1548-1562*.*

69. Purpura, D.J., *King, Y.A., Rolan, E.,* Hornburg, C.B., Schmitt, S.A., **Hart, S.A**., & Ganley, C.M (2020). Examining the Factor Structure of the Home Mathematics Environment to Delineate Its Role in Predicting Preschool Numeracy, Mathematical Language, and Spatial Skills. *Frontiers in Psychology, 11*, 1925*.*

68. Wood, C., Schatschneider, C., & **Hart, S.A.** (2020). Average one year change in lexical measures of written narratives for school age students. *Reading & Writing Quarterly, 35*(3), 260-277*.*

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, C., 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., 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., Boivin, M. & 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*.*

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/>

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 of written narrative samples. *Journal of Child Language Acquisition and Development, 5*(2), 127-144*.*

48. Purpura, D., *Day, E., Napoli, A. R.*, & **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., *Appleget, 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*.*

All data, code, and materials available Open Access, <https://journals.plos.org/plosone/article?id=10.1371/journal.pone.0168227#sec030>

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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*.*

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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.

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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., & Vandenbergh, 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**

5. *Little, C.W.* & **Hart, S.A.\*** (2022). Genetic and environmental influences on learning to read. In M Snowling, C. Hulme & K Nation (Eds), *The Science of Reading: A Handbook*. Cambridge, UK: Cambridge University Press.

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.

### 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 Conferences Presentations**

Hart, S.A. (2022, February). Unlocking the power of data sharing with LDbase. Poster presentation at the Pacific Coast Research Conference, San Diego, CA.

*Shero, J.A., Van Dijk, W., Edwards, A.,* Solari, E., Schatschneider, C., & Hart, S.A. (2021, October). The practical utility of genetic screening in school settings. Paper presentation at The Integrating Genetics and the Social Sciences conference (virtual).

*Norris, C.U., Shero, J., Haughbrook, R*. & Hart, S.A. (2021, March). SES and Response to

Treatment: A Quantile Regression Approach. Virtual poster presentation at the 2021

 Society for Research in Child Development Biennial Meeting (virtual).

*Shero, J.,* **Hart, S.A.,** Logan, J., Petrill, S., Willcutt, E., & Catts, H. (2020, July). *The relationship between* *ADHD and reading achievement: A quantile regression and quantile genetic approach.* Paper presentation at the annual meeting of the Society for the Scientific Studies of Reading (International). Conference cancelled due to COVID-19.

*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.

*Shero, J.* & **Hart, S.A.** (2020, June). *Exploring* *the co-development of reading comprehension and mathematics achievement: A twin study.* International Mind, Brain, and Educational Society 2020 Conference. (International). Conference cancelled due to COVID-19.

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 hi story 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 Hong.

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**

August, 2022 Radboud Summer School Course, New Perspectives on the Typical and Atypical Trajectories of Learning in Child Development, Nijman, The Netherlands.

February, 2022 Unconference in Educational Scholarship Practices in Educational Research, online.

February, 2022 *Eunice Kennedy Shriver* National Institute of Child Health and Development brownbag, online.

January, 2022 Department of Psychology brownbag, Purdue University, online.

November, 2021 Developmental Psychology, University of Texas at Austin, Austin, TX, online.

February, 2021 Language and Cognition, UCL Psychology and Language Sciences, University College London, online.

February, 2021 Centre of Brain and Cognitive Development (CBCD), Birkbeck, University of London, online.

February, 2021 The Workshop on Education Lecture Series, University of Chicago, online.

November, 2020 International Dyslexia Association conference, online.

June, 2020 The Dyslexia Foundation 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.

**Discussant**

June, 2022 Mathematical Cognition and Learning Society annual conference.

**Teaching**

**Graduate Courses**

Professional Development, Florida State University, Fall 2021

Developmental Psychology, Florida State University, Spring 2013, Fall 2014, Fall 2016, Spring 2019, Fall 2020

Developmental Psychology Proseminar, Florida State University, Spring 2019, Fall 2019, Fall 2020, Fall 2021

Learning and Connecting, Florida State University, Spring 2020

**Undergraduate Courses**

Nature and Nurture of Child Development Across Cultures, Summer 2022

Behavioral Genetics, Florida State University, Fall 2019, Spring 2022

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**

Veronica Mellado De La Cruz, Fall 2021-current (co-mentor).

Callie Little, Ph.D., Summer 2020-Spring 2021. Currently research faculty at FCRR

Wilhelmina van Dijk, Ph.D., Summer 2019- Fall 2021 (co-mentor). Currently Assistant Professor of Special Education, Utah State University

LaTasha Holden, Ph.D., Spring 2019-Fall 2021. Currently Assistant Professor of Psychology, University of Illinois at Urbana-Champaign

Florina Erbeli, Ph.D., Fall 2015-Fall 2017 (co-mentor). Currently Assistant Professor of Special Education, Texas A&M University

**Doctoral Student Chair/Lab Mentees**

Stephanie Estrera, Developmental Psychology, Fall 2022-present

Rachelle Johnson, Developmental Psychology, Fall 2021-present

Cynthia Norris, MPH, MS, Developmental Psychology, Fall 2019-present

Jeffrey Shero, MPA, MS, Developmental Psychology, Fall 2018-present

Mia Daucourt, Ph.D., Developmental Psychology, Summer 2016-Fall 2022. Currently postdoctoral fellow at Yale University

Rasheda Haughbrook, Ph.D., Developmental Psychology, Fall 2013-Spring 2020. Currently Teaching Faculty I in the Department of Psychology, Florida State University

Callie Little, Ph.D., Developmental Psychology, Fall 2012-Fall 2016. Currently research faculty at FCRR.

**Doctoral Committee Member**

Morgan Shakeshaft, Biology, Fall 2021-present

Valeria Rigobon, Developmental Psychology, Spring 2021-present

Elyssa Geer, Developmental Psychology, Spring 2021-Summer 2021

Katherine Chia, Cognitive Psychology, Fall 2020-present

Ashley Edwards, Developmental Psychology, Spring 2020-present

Sisi Dong, Educational Psychology and Learning Systems, Fall 2019-present

Connie Barroso Garcia, Developmental Psychology, Summer 2018-Summer 2020

Pam Burris, Educational Psychology and Learning Systems, Spring 2018-Summer 2021

Carrie Danielson, Musicology, Spring 2018-Spring 2021

Sarah Wood, Developmental Psychology, Fall 2016-Summer 2021

Danielle Krusemark, Social 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 Member**

Trinity Johnson, Human Development and Family Science, Summer 2021-present

Andrew Dilanchian, Cognitive Psychology, Fall 2021-present

Christopher DeCamp, Clinical Psychology, Fall 2021-present

Fatou Gaye, Clinical Psychology, Fall 2021-present

Sierra Peters, Social Psychology, Fall 2020-Fall 2021

Elena Brandt, Social Psychology, Fall 2020-Summer 2021

Ashley D. Pieper, Developmental Psychology, Fall 2020-Fall 2021

Rachel Conlon, Developmental Psychology, Fall 2019-Fall 2020

Allison Daurio, Clinical Psychology, Summer 2019-Spring 2020

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

**External Student Mentoring**

Maxine Schaefer, Fulbright Scholar from South Africa in my lab Fall 2022-Spring 2022

Sophie Breunig, Masters student from The Netherlands, in my lab Spring 2022-Summer 2022

**Honor’s Student Chair**

Madison Poisall, Psychology, Summer 2021-Fall 2021

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**

Shirin Khambalia, Communication Sciences and Disorders, Fall 2020-Spring 2021

Jaida Condo, Psychology, Fall 2020-Spring 2021

Chloe Carames, Psychology, Spring 2019-Spring 2020

Isaac Richardson, Psychology, 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, *Developmental Psychology*, 2022-present

Associate Editor, *Journal of Numerical Cognition*, 2021-present

Associate Editor, *Journal of Learning Disabilities*, 2017-2022

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,* 2017-2022

Editorial Board Member, *Learning and Individual Differences,* 2017-present

Special Section Co-Editor, “Registered Reports”, *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**

Elected Scientific Advisory Board member, International Dyslexia Association, 2020-present

Appointed Steering Committee member, Education Research Hub (on open science in education, funded by NSF), Center for Open Science, 2020-present

Elected Chair, Diversity, Equality and Inclusion Committee, Behavioral Genetics Association, 2020-present

Appointed member, Awards Committee, Society for the Scientific Studies of Reading, 2020-2022

Steering Committee member & current Past President, 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, 2022 (Fellowships: Learning and Memory, Language, Communication and Related Neurosciences)

Medical Research Council, 2022

National Institutes of Health, 2022 (ACE Research Centers)

National Science Foundation, 2020 (EHR Core CAREER, ad hoc)

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 (c)

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**

NSF Conference Grant, David Purpura (PI), Human Development and Family Studies, Purdue University, 2020-2021

NSF CAREER Advisory Board, Zhe Wang (PI), Human Development and Family Studies, Texas Tech University, 2018-2023

**Mentor on Grant Proposal**

Jeffrey Shero, graduate student, Florida State University, Sponsor for NIH 31 proposal (not funded), submitted 2021

Oliver Lasnick, graduate student, University of Connecticut, Co-Sponsor for NIH 31 proposal (funded), submitted 2021

Ashley Edwards, graduate student, Florida State University, Co-Sponsor for NIH F31 proposal (funded), 2021-2023

Hope Lancaster, Assistant Professor, Boys Town National Research Hospital, External Mentor for NIH COBRE grant proposal (funded), 2020-2023

Callie Little, postdoctoral fellow, Florida State University, Co-Sponsor for NIH K99/R00 proposal (not funded), submitted 2020

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; Child Development; Contemporary Educational Psychology; Development; 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; npj Science of Learning; 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, Behavioral Genetics Association

**University Service**

**University-level**

Faculty Fellow, 2022-present

Postdoctoral Scholar Travel Award Committee, 2018-2021

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**

Developmental Neuroscience Search Committee Chair, Florida State University, 2021-2022

Faculty Advisory Committee Chair for Rasheda Haughbrook, Department of Psychology, Florida State University, 2020-present

Cognitive Psychology Search Committee member, Florida State University, 2020-2021

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

Faculty Development Committee, Department of Psychology, Florida State University, 2019-2021

Schotz Methods Workshop Series committee chair, Department of Psychology, Florida State University, 2019-2022

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

Developmental Area Director, Department of Psychology, Florida State University, 2016-2022

Executive Committee, Department of Psychology, Florida State University, 2016-2022

DeGraff Research Fund and Jane West Fellowship Awards Committee, Department of Psychology, Florida State University, 2016-2022

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

**Translation to Community Stakeholders**

**Podcasting**

Co-host & Co-founder, *Within & Between* podcast, available on all podcast streaming sites and <http://www.withinandbetweenpod.com/>.

Guest, *See, Hear, Speak Podcast*, episode 28, recorded 02/2020, <https://www.seehearspeakpodcast.com/>

Guest, *Think TLH* podcast, episode 2, recorded 09/2017, <https://anchor.fm/think-tlh/episodes/Think-TLH-02-World-Renowned-Research-in-Tallahassee-with-Dr--Sara-Hart-e2a65m>

**Op-Ed Publishing**

“A Call to Action: Supporting Women Faculty in the Time of COVID-19 and Beyond”, published July 17, 2020, Medium

“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

**Community Service**

NAACP Expert Witness & Advisor, May 2017-2020

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

**Additional Relevant Training**

2022: Research Mentor Academy, Florida State University

2021-2022: Emerging Leaders training program (nominated leadership training program), Florida State University

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)