

# **BRIAN M. GALLA**

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*Psychology in Education*  
School of Education  
University of Pittsburgh  
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Pittsburgh, PA 15260  
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lab website: [www.msrlab.pitt.edu](http://www.msrlab.pitt.edu)

## **EDUCATION**

UNIVERSITY OF CALIFORNIA, LOS ANGELES, 2007-2012

M.A. & Ph.D. in Psychological Studies in Education

SYRACUSE UNIVERSITY, 2002-2003

M.A. in Communications

UNIVERSITY OF NOTRE DAME, 1997-2002

B.S. in Science Pre-Professional Studies

B.A. in Film, Television, and Theatre

## **ACADEMIC POSITIONS**

*Assistant Professor*, Psychology in Education, School of Education, University of Pittsburgh, 2015-current

*Research Scientist*, Learning Research and Development Center, University of Pittsburgh, 2015-current

*Postdoctoral Fellow*, Department of Psychology, University of Pennsylvania, 2012-2015

## **SELECTED AWARDS AND FELLOWSHIPS**

Finalist, *Journal of School Psychology* Article of the Year Award, 2014

AERA Graduate Student Award for Excellence in Social-Emotional Learning Research, 2012

APA Dissertation Research Award, Division 15: Educational Psychology, 2011

Jack Kent Cooke Foundation Dissertation Fellowship, 2011

UCLA Graduate Research Mentorship Program Fellowship, 2010

Segal AmeriCorps National Service Education Award, 2005 & 2006

## **EXTERNAL GRANT FUNDING**

*The Disciplined Mind: Brief Mindfulness-Based Strategies to Improve Academic Diligence.*  
Principal Investigator: Brian M. Galla. Co-Investigator: Angela L. Duckworth. Agency:  
Templeton Foundation. Project Period: 05/01/16 – 05/01/18. Amount: \$306,725.

*Examining the Psychological Effects of Intensive Meditation Retreats for Teenage Youth.*  
Principal Investigator: Brian M. Galla. Agency: Mind & Life Institute. Project Period: 09/01/12 –  
10/01/14. Amount: \$10,000.

### INTERNAL GRANT FUNDING

*Uniting Cognitive and Motivation Science: An Opportunity Cost Model of Self-Regulated Learning.* Principal Investigators: Scott H. Fraundorf & Brian M. Galla. Agency: Learning Research and Development Center. Project Period: 07/01/16 – 07/01/18. Amount: \$102,950.

### JOURNAL ARTICLES

(\* denotes postdoc, graduate student, or research assistant supervised)

**Galla, B. M.,** \*Nyquist, R. L., Duckworth, A. L., & Baime, M. (2016). Mindfulness, meet self-regulation: Boosting out-of-class meditation practice with brief action plans. *Motivation Science, 2*(4), 220-237.

**Galla, B. M.** (2016). Within-person changes in mindfulness and self-compassion predict enhanced emotional well-being in healthy, but stressed adolescents. *Journal of Adolescence, 49*, 204-217.

**Galla, B. M.,** O'Reilly, G., Smalley, S. L., & Black, D. S. (2015). Community-based mindfulness program for disease prevention and health promotion: Targeting stress reduction. *American Journal of Health Promotion, 30*, 36-41.

**Galla, B. M. &** Duckworth, A. L. (2015). More than resisting temptation: Beneficial habits mediate the relationship between self-control and positive life outcomes. *Journal of Personality and Social Psychology, 109*, 508-525.

**Galla, B. M., &** Wood, J. J. (2015). Trait self-control predicts lower exposure and reactivity to daily stress in adolescents. *Journal of Personality, 83*, 69-83.

**Galla, B. M.,** \*Plummer, B. D., White, R. E., Meketon, D., D'Mello, S. K., & Duckworth, A. L. (2014). The Academic Diligence Task (ADT): Assessing individual differences in effort on tedious but important schoolwork. *Contemporary Educational Psychology, 39*, 314-325.

+ Featured on KQED Mind/Shift:

<http://blogs.kqed.org/mindshift/2014/09/measuring-self-control-a-marshmallow-test-for-the-digital-age/>

**Galla, B. M.,** Wood, J. J., Tsukayama, E., Har, K., Chiu, A. W., & Langer, D. A. (2014). A longitudinal multilevel model analysis of the within-person and between-person effect of effortful engagement and academic self-efficacy on academic performance. *Journal of School Psychology, 52*, 295-308.

+ Finalist, *Journal of School Psychology* 2014 Article of the Year Award

- Plummer, B. D., **Galla, B. M.**, Finn, A. S., Patrick, S. D., Meketon, D., Leonard, J., Goetz, C., Fernandez-Vina, E., Bartolino, S., White, R. E., & Duckworth, A. L. (2014). A behind-the-scenes guide to school-based research. *Mind, Brain, and Education*, 8, 15-20.
- Chiu, A. W., Langer, D. A., McLeod, B., Har, K., Drahota, A., **Galla, B. M.**, Jacobs, J., Ifekwunigwe, M., & Wood, J. J. (2013). Effectiveness of modular cognitive behavioral therapy for child anxiety in elementary schools. *School Psychology Quarterly*, 28, 141-153.
- Galla, B. M.**, Hale, T. S., Shrestha, A., Loo, S. K., & Smalley, S. L. (2012). The disciplined mind: Associations between the Kentucky Inventory of Mindfulness Skills and attention control. *Mindfulness*, 3, 95-103.
- Galla, B. M.**, Wood, J. J., Chiu, A. W., Langer, D. A., Jacobs, J., Ifekwunigwe, M., & Larkins, C. (2012). One year follow-up to modular cognitive behavioral therapy for treatment of child anxiety disorders in elementary school settings. *Child Psychiatry & Human Development*, 43, 219-226.
- Galla, B. M.** & Wood, J. J. (2012). Emotional self-efficacy moderates anxiety-related impairments in math performance in elementary school-age youth. *Personality and Individual Differences*, 52, 118-122.
- Flook, L., Smalley, S. L., Kitil, J., **Galla, B. M.**, Kaiser-Greenland, S., Locke, J., Ishijima, E., & Kasari, C. (2010). Effects of mindful awareness practices on executive functions in elementary school children. *Journal of Applied School Psychology*, 26, 70–95.

### BOOK CHAPTERS

- Galla, B. M.**, Kaiser-Greenland, S., & Black, D. S. (2016). Mindfulness training to promote self-regulation in youth: Effects of the Inner Kids program. In K. Schonert-Reichl and R. W. Roeser (Eds.), *Handbook of research on mindfulness in education* (p. 295-311). New York: Springer Press.
- Black, D. S., Belzer, M., Semple, R. J., & **Galla, B. M.** (2015). Mindfulness training for children and adolescents: Updates on a growing science with novel applications. In Saltzman, A., & Willard, C. (Eds.), *Teaching mindfulness skills to kids and teens* (p. 367-379). New York: The Guilford Press.

### MANUSCRIPTS UNDER REVIEW

- Galla, B. M.**, Shulman, E. P., \*Plummer, B. D., D’Mello, S. K., Finn, A. S., & Duckworth, A. L. *Why high school grades are better predictors of college persistence than standardized test scores*. Manuscript under review at *American Educational Research Journal*.
- Meindl, P., \*Yu, A., **Galla, B. M.**, Quirk, A., \*Haeck, C., Goyer, P., Lejuez, C. W., D’Mello, S. K., & Duckworth, A. L. *No pain, no gain? Investigating the importance of frustration tolerance for academic success*. Manuscript under review at *Emotion*.

**Galla, B. M.** “*Safe in my own mind*”: Promoting psychological and cognitive functioning in adolescents through intensive meditation retreats. Manuscript under review at *Journal of Applied Developmental Psychology*.

### MANUSCRIPTS IN PREPARATION

\*Hentges, R. F., Wang, M.-T., & **Galla, B. M.** *The impact of economic disadvantage on math achievement from an evolutionary life history perspective.* Manuscript in preparation.

Milyavskaya, M., **Galla, B. M.**, Duckworth, A. L., & Inzlicht, M. *Interest, mental effort, and the phenomenology of depletion.* Manuscript in preparation.

\*Hannah, F., & **Galla, B. M.** *Associations between individual differences in mindfulness and academic diligence: Mediation via reductions in reactivity to unpleasant emotional experiences during learning.* Manuscript in preparation.

**Galla, B. M.**, & Tsukayama, E. *The mindful adolescent: Developmental changes in mindfulness during the transition to high school, and relations to coping, stress, and well-being.* Manuscript in preparation.

**Galla, B. M.**, \*Amemiya, J., & Wang, M.-T. *Using expectancy-value theory to explain academic self-control.* Manuscript in preparation.

**Galla, B. M.**, \*Nyquist, R. L., \*Fiore, H., & Shenhav, A. *Fear of missing out (#FOMO)? Brief mindfulness strategies reduce craving for social media in undergraduates.* Manuscript in preparation.

**Galla, B. M.**, Duckworth, A. L., Rikoon, S., & Haimm, C. *Explaining the phenomenology of self-control conflict.* Manuscript in preparation.

O’Brien, J. M., **Galla, B. M.**, D’Mello, S. K., Duckworth, A. L., & Yeager, D. S. *Direct evidence that “frame of reference bias” can undermine the validity of cross-context comparisons of competency perceptions.* Manuscript in preparation.

\*Lawson, G., **Galla, B. M.**, \*Lowens, E., & Duckworth, A. L. *Objective and subjective SES: Different relations with academic achievement.* Manuscript in preparation.

Gardner, M., **Galla, B. M.**, \*Matteucci, A. J., Park, D. & Duckworth, A. L. *Is Grit the Link between Participation in Extracurricular Activities and College Success?* Manuscript in preparation.

### CONFERENCE PRESENTATIONS

**Galla, B. M.**, \*Amemiya, J., & Wang, M.-T. (2017, April). *Using expectancy-value theory to explain academic self-control.* Roundtable talk presented at the annual meeting of the American Educational Research Association (AERA), San Antonio, TX.

**Galla, B. M.**, D’Mello, S. K., & Duckworth, A. L. (2017, April). *Domain-specificity of performance measures of academic diligence.* Symposium talk presented at the annual meeting of the American Educational Research Association (AERA), San Antonio, TX.

**Galla, B. M.** & \*Nyquist, R. L. (2017, January). *Coping with #FOMO (fear of missing out): Brief mindfulness strategies reduce craving for social media in undergraduates.* Poster

presented at the annual meeting of the Society for Personality and Social Psychology (SPSP), San Antonio, TX.

- \*Horner, C. G., Akiva, T., & **Galla, B. M.** (2016, October). *Personas as a window to adolescents' emotional interactions online*. Poster presented at the 2016 Society for Research in Child Development's Special Topic Meeting on Technology and Media in Children's Development, Irvine, C.A.
- Galla, B. M.**, Duckworth, A. L. (2016, September). *Self-control builds on beneficial habits*. Symposium talk presented at the annual meeting of the Society for Experimental Social Psychology (SESP), Santa Monica, CA.
- O'Brien, J., Yeager, D. S., **Galla, B. M.**, Duckworth, A. L., & D'Mello, S. K. (2016, April). *Understanding why between-school analyses of student-reported noncognitive factors are flawed*. Poster presented at the annual meeting of the American Educational Research Association (AERA), Washington, D.C.
- Galla, B. M.** (2016, January). *Task enjoyment, but not importance, predicts intensity of temptation during labor/leisure decisions*. Poster presented at the annual meeting of the Society for Personality and Social Psychology (SPSP), San Diego, CA.
- Galla, B. M.**, Duckworth, A. L., Rikoon, S., & Haimm, C. (2015, May). *Academic work is unpleasant but important: Reports of momentary subjective experience in a national sample of adolescents*. Talk presented as symposium chair at the annual meeting of Association for Psychological Science (APS), New York, NY.
- Galla, B. M.** (2015, May). *Homework or Angry Birds? Understanding (and overcoming) motivational conflicts during academic learning*. Symposium chair at the annual meeting of Association for Psychological Science (APS), New York, NY.
- \*Yu, A., \*Haeck, C., **Galla, B.M.**, Duckworth, A. L., & D'Mello, S. K. (2015, May). *The importance of frustration tolerance on academic performance*. Poster presented at the annual meeting of the Association for Psychological Science (APS), New York, NY.
- \*Haeck, C., **Galla, B. M.**, & Duckworth, A. L. (2015, April). *Homework or Candy Crush: Testing the indirect effects of mindfulness on procrastination via problematic desires*. Talk presented at the annual meeting of Social for Affective Science, Oakland, CA.
- Galla, B. M.**, Shulman, E. P., \*Plummer, B. D., D'Mello, S. K., Finn, A. S., & Duckworth, A. L. (2015, March). *Cognitive and noncognitive determinants of high school grades, SAT scores, and first-year college persistence: A prospective longitudinal study*. Poster presented at the biennial meeting of the Society for Research on Child Development (SRCD), Philadelphia, PA.
- Galla, B. M.**, \*Plummer, B. D., White, R. E., Meketon, D., D'Mello, S. K., & Duckworth, A. L. (2015, March). *The Academic Diligence Task (ADT): Assessing individual differences in effort on tedious but important schoolwork*. Poster presented at the biennial meeting of the Society for Research on Child Development (SRCD), Philadelphia, PA.
- \*Haeck, C., Duckworth, A. L., **Galla, B. M.**, \*Plummer, B. D., & Matteucci, A. J. (2015, February). *How well do teachers know their students? Comparing teacher and self-report ratings of personality among high school seniors*. Poster presented at the annual meeting of the Society for Personality and Social Psychology, Long Beach, CA.

- Matteucci, A. J., Park, A. D., Patrick, S. D., **Galla, B. M.**, & Duckworth, A.L. (2014, November). *Grit as a predictor of college persistence*. Poster presented at the annual meeting of the Association for Behavioral and Cognitive Therapies, Philadelphia, PA.
- Galla, B. M.** & Morey, J. (2014, October). *Long-term psychological effects of intensive meditation retreats for teenage youth*. Poster presented at the biennial International Symposia for Contemplative Studies, Boston, MA.
- Galla, B. M.** (2014, August). *From effortful to effortless: Self-control, habit, and academic performance*. Talk presented at the annual meeting of the American Psychological Association (APA), Washington D.C.
- Galla, B. M.** (2014, May). *More than willpower: Habit and the association between self-control and achievement*. Symposium talk presented at the annual meeting of the Association for Psychological Science (APS), San Francisco, CA.
- Galla, B. M.** & Wood, J. J. (2014, May). *Trait self-control predicts lower exposure and reactivity to daily stress in adolescents*. Poster presented at the annual meeting of the Association for Psychological Science (APS), San Francisco, CA.
- Tsukayama, E., **Galla, B. M.**, Park, G. H., Schwartz, H. A., Eichstaedt, J. C., Kern, M. L., Sap, M., Seligman, M. E. P., & Ungar, L. H. (2014, May). *Fitter, happier, more productive: An open-language analysis of conscientiousness across the lifespan*. Poster presented at the annual meeting of the Association for Psychological Science (APS), San Francisco, CA.
- Galla, B. M.**, Britton, W., & Morey, J. (2014, April). *Inward Bound Mindfulness Education's (iBme) teen retreat program*. Talk presented at the annual meeting of the Center for Mindfulness in Medicine, Health Care, and Society, Boston, MA.
- \*Plummer, B. D., **Galla, B. M.**, D'Mello, S. K., Duckworth, A. L. (2013, May). *Development and validation of a modern persistence performance task*. Poster presented at the annual meeting of the Association for Psychological Science (APS), Washington, DC.
- Galla, B. M.**, Flook, L., Kitil, J., Flaxman, G., Kaiser-Greenland, S., & Smalley, S. L. (2012, April). *Mindful awareness practices to promote well-being during childhood and adolescence*. Symposium talk presented at the biennial International Symposia for Contemplative Studies, Denver, CO.
- Galla, B. M.**, Wood, J. J., \*Bedrossian, N., \*Lesel, J., & \*Shulga, D. (2012, March). *Emotional self-efficacy moderates anxiety-related impairments in math performance in elementary school-age youth*. Talk presented at the annual meeting of the American Educational Research Association (AERA), Vancouver, British Columbia, Canada.
- Galla, B. M.**, Hale, T. S., Shrestha, A., Loo, S. K., & Smalley, S. L. (2011, April). *The relations between self-reported mindfulness and cognitive control*. Poster presented at the annual meeting of the Western Psychological Association (WPA), Los Angeles, CA.
- Galla, B. M.** & Wood, J. J. (2011, March). *Effortful control, student engagement, and reading achievement: A 3-year longitudinal study*. Poster presented at the biennial meeting of the Society for Research on Child Development (SRCD), Montreal, Quebec, Canada.

- Galla, B. M.**, Flook, L., Kitil, J., Flaxman, G., Kaiser-Greenland, S., & Smalley, S. L. (2010, May). *Mindful awareness practices to promote executive functions in childhood*. Symposium talk presented at the annual meeting of the American Educational Research Association (AERA), Denver, CO.
- Flook, L., **Galla, B. M.**, Flaxman, G., & Smalley, S. L. (2009, June). *Mindful awareness practices in early education improve executive functions*. Poster presented at the Mind & Life Summer Research Institute, Garrison, NY.

### INVITED TALKS (SELECTED)

- Galla, B. M.**, & \*Baelen, R. N. (2017, July). *What is mindfulness, really? Understanding the benefits and potential for schools*. Invited speaker at Character Lab's Educator Summit: Character in 3D, Philadelphia, PA.
- Galla, B. M.** (2017, April). *Mindfulness in education: Supporting administrator, teacher, and student well-being*. Invited speaker at the Forum for Western Pennsylvania School Superintendents annual Spring Leadership Program, Bedford, PA.
- Galla, B. M.** (2017, April). "*Safe in My Own Mind*": *Contemplative Practices that Support Mental Health and Self-Control in Adolescents*. Invited speaker at the Learning and the Brain Conference on "Positive, Resilient Minds: The Science of Promoting Student Grit, Gratitude, and School Success," Arlington, VA.
- Galla, B. M.** (2016, April). *Homework or Angry Birds? Understanding (and overcoming) self-control conflicts*. Invited speaker at the University of Pittsburgh Social Psychology Brown Bag series, Pittsburgh, PA.
- Galla, B. M.** (2016, April). *Mindfulness training and self-regulation*. Invited speaker at the Symposium on Mindfulness in Education, University of Pittsburgh, Pittsburgh, PA.
- Galla, B. M.** (2015, November). *A marshmallow test for the digital age: Measuring grit and self-control*. Invited speaker at the Learning and the Brain Conference on "The Science of Character and Noncognitive Skills: Self-Regulation, Resilience and Respect in Children and Teens," Boston, MA.
- Galla, B. M.** (2015, November). *Homework or Angry Birds? Understanding (and overcoming) motivational conflicts during academic learning*. Invited speaker at the University of Pittsburgh Cognitive Psychology Brown Bag series, Pittsburgh, PA.
- Galla, B. M.** (2015, May). *The importance of self-control and grit*. Invited speaker at the Advance LA Conference, Los Angeles, CA.
- Galla, B. M.** (2014, October). *Improving college persistence by developing students' noncognitive skills*. Invited speaker at the Excellence in Teaching Conference, University of Notre Dame, South Bend, IN.
- Galla, B. M.** (2014, August). *Noncognitive skills and the psychology of achievement*. Invited speaker at Ellis School, Pittsburgh, PA.

- Galla, B. M.** (2013, October). *Improving college persistence by developing students' noncognitive skills*. Talk presented at College Board Regional Forum, New York City, NY.
- Galla, B. M.** (2013, May). *Non-cognitive skills, self-control, and academic performance*. Invited speaker at Jack Kent Cooke Foundation, Lansdowne, VA.
- Galla, B. M.** (2013, February). *Non-cognitive skills: An important component of the student success equation*. Talk presented at College Board Regional Forum, New York City, NY.

## **TEACHING AND ADVISING**

### **High School Teaching**

*Biology*, Teacher Aide/Tutor (AmeriCorps National Service member), Asheville High School, Asheville, NC, 2004-2006

*Substitute Teacher*, Erie County School District, Erie, PA, 2003-2004

### **Undergraduate Courses (Primary Instructor)**

*Development: Middle Childhood through Adolescence*, University of Pittsburgh, spring 2016 (overall rating: 4.82/5.00), spring 2017

### **Undergraduate Courses (Teaching Assistant)**

*Positive Psychology*, University of Pennsylvania, spring 2014 (rating: 9.1/10.0)

*Educating Exceptional Individuals*, University of California, Los Angeles, spring 2009 (rating: 8.5/9.0)

### **Undergraduate Academic Advisor**

Office of College Academic Counseling & Program for Excellence in Education and Research, University of California, Los Angeles, 2009-2012

### **Graduate Courses**

*Self-Regulation: Theory and Practice*, University of Pittsburgh, fall 2016 (overall rating: 4.14/5.00)

### **Dissertation Advising**

Christy Galletta Horner (Psychology in Education; committee member)

Joseph Pieri (Psychology in Education; committee member)

### **Masters Advising**

Jamie Amemiya (Psychology; committee member)



## PROFESSIONAL ACTIVITIES

### Memberships

American Educational Research Association

American Psychological Association

Association for Psychological Science

Society for Personality and Social Psychology

Society for Research in Child Development

### Service to the Department (Psychology in Education, University of Pittsburgh)

Faculty member, Psychology in Education, Bachelor of Science Curriculum Committee, 2017-present

Faculty member, School of Education Research Committee, 2016-present

### Service to the Field

Member, Poster Review Panel of the Program Committee for the 2016 annual meeting of the Society for Personality and Social Psychology (SPSP)

### Editorial Board

*Mindfulness*, 2015-current

### Ad hoc Reviewer

*Applied Developmental Science, British Journal of Educational Psychology, Child Development, Child Psychiatry and Human Development, Developmental Psychology, Journal of Early Adolescence, Journal of Educational Psychology, Journal of Personality, Learning and Individual Differences, Mindfulness, Personality and Individual Differences, Perspectives on Psychological Science, Substance Use and Misuse, Urban Education*