

**BRIAN M. GALLA**  
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### **EDUCATION**

Ph.D., Psychological Studies in Education, University of California, Los Angeles, 2012

M.A., Psychological Studies in Education, University of California, Los Angeles, 2010

M.A., Communications, Syracuse University, 2003

B.A., Film, Television, and Theatre, University of Notre Dame, 2002

B.S., Science Pre-Professional Studies, University of Notre Dame, 2001

### **ACADEMIC POSITIONS**

Assistant Professor, Applied Developmental Psychology, School of Education, University of Pittsburgh, 2015-present

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

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 Grant, 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 and 2006

### **GRANTS**

#### **Under Review**

Principal Investigator (with T. Nokes-Malach (Co-PI), M. Good (Co-I), & E. Kuo (Co-I)),  
“*Investigating the Impact of Mindfulness Training to Mitigate Psychological Threat and Enhance Engagement and Learning in Undergraduate Introductory Physics Courses.*”  
National Science Foundation. Submitted: 10/01/2020. Amount: \$1,421,281.

#### **External Funding**

Co-Principal Investigator and Co-Faculty Sponsor (with R. N. Baelen (Student Co-PI) & R. Maynard (Co-PI and Co-Faculty Sponsor)), “Developing and Testing the Effectiveness of a Self-Compassion Intervention for Beginning Teachers.” Mind and Life Institute. Project Period: 07/15/17 – 07/14/19. Amount: \$25,000.

Principal Investigator (with A. L. Duckworth (Co-I)), “The Disciplined Mind: Brief Mindfulness-Based Strategies to Improve Academic Diligence.” John Templeton Foundation. Project Period: 05/01/16 – 04/30/19. Amount: \$306,725.

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

### **Internal Funding**

Principal Investigator (with T. Nokes-Malach (Co-PI)), “Using Mindfulness Training to Support Engagement, Learning, and Retention in Undergraduate Physics Courses.” Learning Research and Development Center. Project Period: 07/01/20 – 06/30/22. Amount: \$149,644.

Principal Investigator (with T. Nokes-Malach (Co-PI) & M. Good (Co-PI)), “Testing and Integrating a Mindfulness Resource in a Large Undergraduate STEM Course.” Discipline-Based Science Education Research Center. Project Period: 06/01/20 – 08/31/21. Amount: \$10,000.

Principal Investigator (with T. Nokes-Malach (Co-PI)), “Personalizing Undergraduate STEM Learning through Mobile Mindfulness Training.” Office of the Provost. Project Period: 02/01/18 – 04/30/20. Amount: \$25,000.

Co-Principal Investigator (with S. H. Fraundorf (Co-PI)), “Uniting Cognitive and Motivation Science: An Opportunity Cost Model of Self-Regulated Learning.” Learning Research and Development Center. Project Period: 07/01/16 – 07/01/18. Amount: \$102,950.

### **PUBLICATIONS**

(\* postdoc, graduate student, or research assistant; † corresponding author)

#### **Peer-Reviewed Journal Articles**

†Grund, A., Senker, K., Dietrich, J., Fries, S., & Galla, B. M. (in press). The comprehensive mindfulness experience: A typological approach to the potential benefits of mindfulness for dealing with motivational conflicts. *Motivation Science*.

†Galla, B. M., Choukas-Bradley, S., \*Fiore, H. M., & \*Esposito, M. V. (in press). Values-alignment messaging boosts adolescents’ motivation to control their social media use. *Child Development*. <https://doi.org/10.1111/CDEV.13553>

\*†Tumminia, M. J., Colaianne, B. A., Roeser, R. W., & †Galla, B. M. (2020). How is mindfulness linked to negative and positive affect? Rumination as an explanatory process in a prospective longitudinal study of adolescents. *Journal of Youth and Adolescence*, 49, 2136-2148. <https://doi.org/10.1007/s10964-020-01238-6>

†Galla, B. M., \*Esposito, M. V., & \*Fiore, H. M. (2020). Mindfulness predicts academic diligence in the face of boredom. *Learning and Individual Differences*, 81, 101864. <https://doi.org/10.1016/j.lindif.2020.101864>

Spann, C. A., Yu, A., Galla, B. M., Duckworth, A. L., & †D’Mello, S. K. (2020). Is academic diligence domain-specific or domain-general? An investigation of the math, verbal, and

- spatial Academic Diligence Tasks with middle schoolers. *Learning and Individual Differences*, 80, 101870. <https://doi.org/10.1016/j.lindif.2020.101870>
- †Choukas-Bradley, S., Nesi, J., Widman, L., & Galla, B. M. (2020). The Appearance-Related Social Media Consciousness Scale: Development and validation with adolescents. *Body Image*, 33, 164-174. <https://doi.org/10.1016/j.bodyim.2020.02.017>
- †Galla, B. M., Tsukayama, E., Yu, A., Park, D., & Duckworth, A. L. (2020). The mindful adolescent: Developmental changes in nonreactivity to inner experiences and its associations with emotional well-being. *Developmental Psychology*, 56, 350-363. <https://doi.org/10.1037/dev0000877>
- Colaianne, B., Galla, B. M., & †Roeser, R. W. (2020). Perceptions of mindful teaching are associated with longitudinal change in adolescents' mindfulness and self-compassion. *International Journal of Behavioral Development*, 44, 41-50. <https://doi.org/10.1177/0165025419870864>
- \*Abujaradeh, H., Colaianne, B., Roeser, R. W., Tsukayama, E. & †Galla, B. M. (2020). Evaluating a short-form Five Facet Mindfulness Questionnaire in adolescents: Evidence for a four-factor structure and invariance by time, age, and gender. *International Journal of Behavioral Development*, 44, 20-30. <https://doi.org/10.1177/0165025419873039>
- †Galla, B. M., Shulman, E. P., Plummer, B. D., Gardner, M., Hutt, S. J., Goyer, J. P., Finn, A. S., D'Mello, S. K., & Duckworth, A. L. (2019). Why high school grades are better predictors of on-time college graduation than are admissions test scores: The roles of self-regulation and cognitive ability. *American Educational Research Journal*, 56, 2077-2115. <https://doi.org/10.3102/0002831219843292>
- †Meindl, P., Yu, A., Galla, B. M., Quirk, A., Haeck, C., Goyer, P., Lejuez, C. W., D'Mello, S. K., & Duckworth, A. L. (2019). A brief behavioral measure of frustration tolerance predicts academic achievement immediately and two years later. *Emotion*, 19, 1081-1092. <https://doi.org/10.1037/emo0000492>
- \*Kirk-Johnson, A., Galla, B. M., & †Fraundorf, S. (2019). Perceiving effort as poor learning: The misinterpreted-effort hypothesis of how experienced effort and judgments of learning relate to study strategy choice. *Cognitive Psychology*, 115, 101237. <https://doi.org/10.1016/j.cogpsych.2019.101237>
- †Hentges, R. F., Galla, B. M., & Wang, M.-T. (2019). Economic disadvantage and math achievement: The significance of perceived cost from an evolutionary perspective. *British Journal of Educational Psychology*, 89, 343-358. <https://doi.org/10.1111/bjep.12242>
- †Duckworth, A. L., Taxer, J., Eskreis-Winkler, L., Galla, B. M., & Gross, J. J. (2019). Self-control and academic achievement. *Annual Review of Psychology*, 70, 373-399. <https://doi.org/10.1146/annurev-psych-010418103230>
- †Galla, B. M., \*Amemiya, J., & Wang, M.-T. (2018). Using expectancy-value theory to understand academic self-control. *Learning and Instruction*, 58, 22-33. <https://doi.org/10.1016/j.learninstruc.2018.04.004>

- †Galla, B. M. (2017). “Safe in my own mind:” Supporting healthy adolescent development through meditation retreats. *Journal of Applied Developmental Psychology*, *53*, 96-107. <https://doi.org/10.1016/j.appdev.2017.09.006>
- †Galla, B. M., \*Baelen, R. N., Duckworth, A. L., & Baime, M. (2016). Mindfulness, meet self-regulation: Boosting out-of-class meditation practice with brief action plans. *Motivation Science*, *2*, 220-237. <https://doi.org/10.1037/mot0000045>
- †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. <https://doi.org/10.1016/j.adolescence.2016.03.016>
- Galla, B. M., O'Reilly, G., Kitil, J., 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. <https://doi.org/10.4278/ajhp.131107-QUAN-567>
- †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. <https://doi.org/10.1037/pspp0000026>
- †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. <https://doi.org/10.1111/jopy.12083>
- †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. <https://doi.org/10.1016/j.cedpsych.2014.08.001>
- †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. <https://doi.org/10.1016/j.jsp.2014.04.001>
- 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. <https://doi.org/10.1111/mbe.12040>
- †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. <https://doi.org/10.1037/spq0000017>
- †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. <https://doi.org/10.1007/s12671-011-0083-0>
- †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. <https://doi.org/10.1007/s10578-011-0258-x>

†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. <https://doi.org/10.1016/j.paid.2011.09.012>

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. <https://doi.org/10.1080/15377900903379125>

### **Book Chapters**

\*Baelen, R. N., \*Esposito, M. V., & Galla, B. M. (2019). A selective review of mindfulness-based interventions for children and adolescents in school settings. In T. Jennings, A. DeMauro, and P. Mischenko (Eds.), *The mindful school: Transforming school culture with mindfulness and compassion* (p. 14-58). New York: The Guilford Press.

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.

### **Policy Briefs**

Roeser, R. W., Galla, B. M., & \*Baelen, R. N. (2020). *Mindfulness in schools: Evidence on the impacts of school-based mindfulness programs on student outcomes in P–12 educational settings*. University Park, PA: Edna Bennett Pierce Prevention Research Center, The Pennsylvania State University.

### **Manuscripts Under Review/In Revision**

†Park, D., Tsukayama, E., & Galla, B. M. *Peer reports of self-control predict academic growth and popularity in adolescents*. Invited revise and resubmit at *Journal of Adolescence*.

\*†Abujaradeh, H., Viswanathan, P., Galla, B. M., Sereika, S., DiNardo, M., Feeley, C., & Charron-Prochownik, D. *Trait mindfulness and mindfulness practices in adolescents with type 1 diabetes: Descriptive and comparative study*. Manuscript under review at *Journal of Pediatric Health Care*.

†Maheux, A. J., Nesi, J., Roberts, S. R., Galla, B. M., & Choukas-Bradley, S.. *#Grateful: Longitudinal associations between adolescents' social media use and gratitude during the COVID-19 pandemic*. Manuscript under review at *Journal of Research on Adolescence*.

†Grund, A., Galla, B. M., & Fries, S. *Achievement motivation in everyday life: Its relation to spontaneous and reflective experience and the moderating role of mindfulness*. Manuscript under review at *Current Psychology*.

### **Working Papers**

†Milyavskaya, M., Galla, B. M., Inzlicht, M., & Duckworth, A. L. *More effort, less fatigue: How interest increases effort and reduces mental fatigue*. Preprint available at: <https://psyarxiv.com/8npfx/>.

†Galla, B. M., \*Baelen, R. L., \*Fiore, H. M., Hutt, S., & Shenhav, A. *Social media desire and impulsiveness: Intensified by self-immersion, reduced by mindfulness*. Preprint available at: <https://psyarxiv.com/ch43n/>.

### **Selected Manuscripts in Preparation**

Galla, B. M., Nokes-Malach, T., Good, M., \*Tumminia, M. J., \*Diamond, M. S., \*Orozco, N. J., & \*Adelman, A. *Development and initial evaluation of a brief, personalized, smartphone-delivered mindfulness training program to reduce psychological threat and increase engagement in undergraduate introductory physics courses*. Manuscript in preparation.

\*Tumminia, M. J., \*DeVlieger, S. E., Colvin, S., Wallace, T. L., Akiva, T., & Galla, B. M. *A qualitative study of adolescents' experiences of distress and well-being during intensive mindfulness practice*. Manuscript in preparation.

Colaianne, B., \*Tumminia, M. J., Galla, B. M., & Roeser, R. W. *Care cultivates care: Relations between adolescents' perceptions of a caring school, school belonging, and growth in compassion across the school year*. Manuscript in preparation.

\*Baelen, R. N., Galla, B. M., & Maynard, R. A. *A brief self-compassion intervention boosts motivation for teaching: A longitudinal field experiment with first-year classroom teachers*. Manuscript in preparation.

Galla, B. M., \*Tumminia, M. J., Colaianne, B. A., & Roeser, R. W. *Evaluating the psychometric properties of the Self-Compassion Scale, Short-Form in adolescents*. Manuscript in preparation.

Galla, B. M., \*Tumminia, M. J., Colaianne, B. A., & Roeser, R. W. *Mindfulness predicts greater life satisfaction and purpose in adolescents through increased authenticity*. Manuscript in preparation.

Horner, C. G., Akiva, T. & Galla, B. M. *"That guy has problems:" The consequences of breaking emotional display rules on social network sites*. Manuscript in preparation.

## **MENTORING AND TEACHING**

### **Student Milestone Committees**

Maya L. Maurer, Undergraduate Thesis (2020, committee member, Psychology)

Michael J. Tumminia, Master's Thesis (ongoing, committee chair, Applied Developmental Psychology)

Susie Chen, Doctoral Dissertation (2020, committee member, Psychology)

Rebecca Meacham, Doctoral Dissertation (2020, committee chair, Applied Developmental Psychology)

Alyssa Parr, Doctoral Dissertation (2020, committee member, Applied Developmental Psychology)

Rebecca N. Baelen, Doctoral Dissertation (2020, committee member, School of Education, University of Pennsylvania)

Nabila Jamal Orozco, Master's Thesis (2019, committee member, Psychology)

Matthew Lane, Doctoral Dissertation (2019, committee member, Doctor of Education)

Justine Thompson, Undergraduate Thesis (2018, committee member, Psychology)

Gabriel Russo, Undergraduate Thesis (2017, committee member, Psychology)

Christy Galletta Horner, Doctoral Dissertation (2017, committee member, Applied Developmental Psychology)

### **Mentored Visiting Scholars**

Theresa Schnettler, University of Bielefeld, Germany (01/01/2020-02/29/2020)

### **Student Mentee Awards**

Michael J. Tumminia

1. Travel Grant, Applied Developmental Psychology, \$500 (2019)
2. Travel Grant, Council of Graduate Students in Education, \$200 (2019)
3. Faculty/Student Research Grant, School of Education, \$1,500 (2018-2020)

Rebecca N. Baelen (University of Pennsylvania)

1. "Developing and Testing the Effectiveness of a Self-Compassion Intervention for Beginning Teachers," Mind and Life Institute, \$25,000 (2017-2019)

### **Courses Taught**

Research in Sports Science (required undergraduate course), fall 2020 (rating: 4.25/5.00)

Development: Middle Childhood through Adolescence (required undergraduate course), spring 2016 (rating: 4.82/5.00); spring 2017 (rating: 4.79/5.00); spring 2018 (rating: 4.76/5.00)

Evidence-Based Interventions in Real World Contexts, Part I (required graduate course), fall 2017 (rating: 4.86/5.00); fall 2018 two sections (ratings: 4.55/5.00; 4.83/5.00); fall 2019 (rating: 4.73/5.00)

Psychological Interventions in Real World Contexts (required undergraduate course), spring 2020 (rating: 4.83/5.00)

Self-Regulation: Theory and Practice (elective graduate course), fall 2016 (rating: 4.14/5.00)

## **SERVICE AND PROFESSIONAL ACTIVITIES**

### **Service to University of Pittsburgh**

Selection Committee, Jeremy Johnson Landen Memorial Graduate Student Presentation Award, School of Education and School of Arts and Sciences, 2021-present

PhD Coordinator, Applied Developmental Psychology, School of Education, 2020-present

Member, Division of Research Training, School of Education, 2020-present

Member, Human Development Course Design Committee, School of Education, 2020

Member, Health and Physical Activity Faculty Search Committee, School of Education, 2019-2020

Member, Learning Research and Development Center and Department of Psychology (Developmental) Joint Faculty Search Committee, 2018-2019

Member, University Research Council, 2018-present

Member, Strategic Planning Committee on Educational Attainment, Learning Research and Development Center, 2017-2018

Member, Applied Developmental Psychology Bachelor of Science Curriculum Leadership Committee, School of Education, 2017-2020

Member, Faculty and Student Research Grant Committee, School of Education, 2016-2020

Steering Committee, Motivation Center, School of Education, 2015-2018

### **Service to Research Community**

Member, NCCIH Independent Monitoring Committee, “Optimizing a Mindful Intervention for Urban Minority Youth Via Stress Physiology” (1R61AT009856-01; PIs: D. H. Fishbein and T. Mendelson), 2019-present

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

*Ad hoc Reviewer: Applied Developmental Science, British Journal of Educational Psychology, Child Development, Child Psychiatry and Human Development, Developmental Psychology, Educational Researcher, International Journal of Behavioral Development, Journal of the Association for Consumer Research, Journal of Early Adolescence, Journal of Educational Psychology, Journal of Experimental Child Psychology, Journal of Personality, Journal of Personality Assessment, Journal of Research on Adolescence, Learning and Individual Differences, Mindfulness, Personality and Individual Differences, Perspectives on Psychological Science, PLOS ONE, Prevention Science, Psychological Assessment, Substance Use and Misuse, Urban Education*

### **Service to Community Organizations**

Advisor, Inward Bound Mindfulness Education ([www.ibme.info](http://www.ibme.info)), 2016-present

### **Editorial Boards**

*Mindfulness*, 2015-present

### **Memberships**

American Educational Research Association (AERA)

American Psychological Association (APA)

Association for Psychological Science (APS)

Society for Personality and Social Psychology (SPSP)

Society for Research in Child Development (SRCD)

Society for Research on Adolescence (SRA)



## **PRESENTATIONS FOR UNIVERSITY AND COMMUNITY IMPACT**

- “Academic Innovation Panel,” University of Pittsburgh, Office of the Provost Internal Funding Showcase (2020, February)
- “Cultivating Digital Citizenship in Adolescents,” Winchester Thurston Middle School and High School (series of presentations and workshops delivered to faculty and students), Pittsburgh, PA (2019, November-present)
- “Research Challenges and Opportunities in Mindfulness and Compassion Programs with Children and Youth: A Roundtable Discussion,” Collaborative for Social Emotional Learning (CASEL) Exchange Conference, Chicago, IL. Chair: Mark T. Greenberg (2019, October).
- “Finding Personal Relevance in School,” Avonworth Middle School (presentation to students), Pittsburgh, PA (2018, December)
- “Mindfulness and its Connections to Self-Regulation,” Building Compassionate Learning Communities Conference Keynote Speaker, Mt. Lebanon School District, Pittsburgh, PA (2018, October)
- “Interventions to Change Adolescents’ Behavior,” Avonworth Middle School (presentation to faculty), Pittsburgh, PA (2018, August)
- “Should We Bring Mindfulness into Schools? Exploring the Evidence Base and Practical Considerations for Implementation,” Character Lab Educator Summit, Philadelphia, PA (2018, July)
- “The Mindful Adolescent: Contemplative Practices to Support Mental Health and Self-Control,” BrainHub Conference Keynote Speaker, Pittsburgh, PA (2017, October)
- “Mindfulness and Social-Emotional Learning,” Mt. Lebanon School District Annual Convocation Keynote Speaker, Pittsburgh, PA (2017, August)
- “What is Mindfulness, Really? Understanding the Benefits and Potential for Schools,” Character Lab Educator Summit, Philadelphia, PA (2017, July)
- “Mindfulness in Education: Supporting Administrator, Teacher, and Student Well-Being,” Forum for Western Pennsylvania School Superintendents Annual Spring Leadership Program, Bedford, PA (2017, April)
- “‘Safe in My Own Mind:’ Contemplative Practices that Support Mental Health and Self-Control in Adolescents,” Learning and the Brain Conference, Arlington, VA (2017, April)
- “Mindfulness Training and Self-Regulation,” Symposium on Mindfulness in Education, University of Pittsburgh (2016, April)
- “A Marshmallow Test for the Digital Age: Measuring Grit and Self-Control,” Learning and the Brain Conference, Boston, MA (2015, November)
- “The Importance of Self-Control and Grit,” Advance LA Conference, Los Angeles, CA (2015, May)
- “Improving College Persistence by Developing Students’ Noncognitive Skills,” Excellence in Teaching Conference (daylong workshop), University of Notre Dame (2014, October)

“Noncognitive Skills and the Psychology of Achievement,” Ellis School (daylong workshop with faculty), Pittsburgh, PA (2014, August)

“Improving College Persistence by Developing Students’ Noncognitive Skills,” College Board Regional Forum, New York City, NY (2013, October)

“Noncognitive Skills, Self-Control, and Academic Performance,” Jack Kent Cooke Foundation, Lansdowne, VA (2013, May)

“Noncognitive Skills: An Important Component of the Student Success Equation,” College Board Regional Forum, New York City, NY (2013, February)

### **PRESENTATIONS FOR ACADEMIC AUDIENCES**

“Cultivating Mindfulness and Self-Compassion in the Second Decade of Life,” Pennsylvania State University, Prevention Research Center Speaker Series (2020, February)

“Two Field Experiments Show that a Values-Alignment Message Boosts Adolescents’ Motivation to Control Their Social Media Use,” University of Colorado, Boulder, Institute for Cognitive Science Speaker Series (2019, November)

“Homework or Angry Birds? Understanding (and Overcoming) Self-Control Conflicts,” University of Pittsburgh, Social Psychology Brown Bag Series (2016, April)

“Homework or Angry Birds? Understanding (and Overcoming) Motivational Conflicts During Academic Learning,” University of Pittsburgh Cognitive Psychology Brown Bag Series (2015, November)

### **PRESENTATIONS AT ACADEMIC CONFERENCES**

Galla, B. M., Choukas-Bradley, S., Fiore, H. M., & Esposito, M. V. (2021, April). *Values-alignment messaging boosts adolescents' motivation to control social media use*. In S. Choukas-Bradley (Chair), *New advances in the study of adolescents' social media use: Theoretical and empirical perspectives*. Symposium paper submitted to the biannual conference of the Society for Research in Child Development (SRCD), virtual conference.

Maheux, A. J., Roberts, S. R., Nesi, J., Galla, B. M., & Choukas-Bradley, S., (2021, April). *Quantifiable peer feedback on social media: Differences by gender and associations with depressive symptoms*. In S. X. Xiao (Chair), *Gender today: Advances in the gendered nature of children’s and adolescents’ peer relationships*. Symposium paper submitted to the biannual meeting of Society for Research in Child Development (SRCD), virtual conference.

Colaianne, B. A., \*Tumminia, M. J., Galla, B. M., Roeser, R. W. (2020, November). *Care cultivates care: Longitudinal relations between high school students’ development of compassion and belonging*. Talk presented at the biennial Mind and Life Contemplative Research Conference, Madison, WI.

\*Abujaradeh, H., Charron-Prochownik, D., Galla, B. M., Sereika, S., DiNardo, M., Feeley, C., & Viswanathan, P. (2020, June). *Describing and Comparing Mindfulness Practices on Diabetes Self-management (DSM) and Glycemic Control in Adolescents with T1D*. Poster presented at the annual meeting of the American Diabetes Association Scientific Sessions (ADA), Chicago, IL.

- \*Baelen, R. N., Galla, B. M., & Maynard, R. A. (2020, March). *A brief self-compassion training boosts motivational beliefs and growth orientation toward teaching six months later: A longitudinal field experiment with first-year teachers*. Poster presented at the annual meeting of the Society for Research on Educational Effectiveness Conference (SREE), Washington, D.C. \*\*\*Canceled due to Coronavirus outbreak.
- Colaianne, B., \*Tumminia, M. J., Galla, B. M., & Roeser, R. W. (2020, March). *Relations between adolescents' perceptions of a caring school, school belonging, and growth in compassion across the school year*. Talk presented at the biennial meeting of the Society for Research on Adolescence (SRA), San Diego, CA. \*\*\*Canceled due to Coronavirus outbreak.
- \*Tumminia, M. J., Colaianne, B., Roeser, R. W., & Galla, B. M. (2020, March). *The real me matters: Longitudinal associations between mindfulness, authenticity, and meaning among adolescents*. Talk presented at the biennial meeting of the Society for Research on Adolescence (SRA), San Diego, CA. \*\*\*Canceled due to Coronavirus outbreak.
- \*Abujaradeh, H., Charron-Prochownik, D., Viswanathan, P., Sereika, S., DiNardo, M., Feeley, C., & Galla, B. M. (2020, March). *The association of facets of mindfulness with diabetes distress (DD), depression, and diabetes outcomes in adolescents with Type 1 diabetes (T1D)*. Poster presented at the annual meeting of the Eastern Nursing Research Society (ENRS), Boston, MA.
- Colaianne, B., Galla, B. M., & Roeser, R. W. (2019, April). *Perceptions of mindful teaching and longitudinal change in high school students' mindfulness and compassion*. Roundtable paper presented at the annual meeting of the American Educational Research Association (AERA), Toronto, Ontario, Canada.
- \*Abujaradeh, H., Colaianne, B., Roeser, R. W., Tsukayama, E., & Galla, B. M. (2019, March). *Measuring adolescents' mindfulness: Psychometric properties of a 20-item Five Facet Mindfulness Questionnaire*. Poster presented at the biennial meeting of the Society for Research on Child Development (SRCD), Baltimore, MD.
- \*Kirk-Johnson, A., Fraundorf, S. H., & Galla, B. M. (2018, November). Direct evidence that perceived learning mediates the relationship between perceived difficulty and study strategy choices. Paper presented at the biannual meeting of the International Association for Metacognition, New Orleans, LA.
- \*Jamal Orozco, N., Russo, G., Nokes-Malach, T., & Galla, B. M. (2018, November). *Investigating the effects of brief mindfulness training on students' emotion regulation and learning*. Poster presented at the annual meeting of the Psychonomic Society, New Orleans, LA.
- Colaianne, B., Hosangadi, P., Raspanti, T., Lavelle, B., Galla, B. M., & Roeser, R. W. (2018, November). *Formative evaluation of a compassion training for high school teachers and students*. Poster presented at the biennial meeting of the International Symposium for Contemplative Research (ISCR), Phoenix, AZ.
- Galla, B. M., \*Baelen, R. N., \*Fiore, H. M., Hutt, S., & Shenhav, A. (2018, November). *Compared to self-immersion, mindfulness reduces social media desires and boosts academic self-control in undergraduates*. Poster presented at the biennial meeting of the International Symposium for Contemplative Research (ISCR), Phoenix, AZ.

- Galla, B. M., & Morey, J. (2018, November). *Supporting healthy adolescent development through intensive mindfulness retreats*. Poster presented at the biennial meeting of the International Symposium for Contemplative Research (ISCR), Phoenix, AZ.
- Galla, B. M. & Tsukayama, E. (2018, November). *Developmental changes in mindful non-reactivity during the transition to high school and relations to stress and well-being*. Talk presented as symposium chair at the biennial meeting of the International Symposium for Contemplative Research (ISCR), Phoenix, AZ.
- Galla, B. M. (2018, November). *Mapping developmental changes in mindfulness and its associations with well-being across early and middle adolescence*. Symposium chair at the biennial meeting of the International Symposium for Contemplative Research (ISCR), Phoenix, AZ.
- \*Kirk-Johnson, A. R., Galla, B. M., & Fraundorf, S. H. (2018, May). *Direct evidence that judgments of learning mediate the relationship between perceived difficulty and study strategy choice*. Poster presented at the annual meeting of the Association for Psychological Science (APS), San Francisco, CA, and at the International Workshop on Advanced Learning Sciences (IWALS, 2018, June), Pittsburgh, PA.
- \*Jamal Orozco, N., Russo, G., Nokes-Malach, T., & Galla, B. M. (2018, May). *Investigating the effects of mindfulness training on students' stress, emotion regulation, and learning*. Poster session to be presented at the annual meeting of the Association for Psychological Science, San Francisco, CA.
- Galla, B. M. & Tsukayama, E. (2018, April). *The mindful adolescent: Developmental trajectories of mindfulness, and its relations to stress and well-being*. Talk presented as symposium chair at the biennial meeting of the Society for Research on Adolescence (SRA), Minneapolis, MN.
- Galla, B. M. (2018, April). *New advances in mindfulness and self-compassion research with adolescents*. Symposium chair at the biennial meeting of the Society for Research on Adolescence (SRA), Minneapolis, MN.
- Hentges, R. F., Wang, M.-T., & Galla, B. M. (April, 2018). *Economic disadvantage and math achievement: The significance of perceived cost from an evolutionary perspective*. Poster presented at the biennial meeting of the Society for Research on Adolescence (SRA), Minneapolis, MN.
- \*Jamal Orozco, N., Russo, G., Nokes-Malach, T., & Galla, B. M. (2017, November). *Breathe, think, learn: The effects of brief mindfulness training on students' robust learning*. Poster presented at the annual meeting of the Psychonomic Society, Vancouver, British Columbia, Canada.
- \*Kirk-Johnson, A. R., Fraundorf, S. H., & Galla, B. M. (2017, November). *Cognitive and motivational appraisals of study strategies: The importance of experienced effort within self-regulated learning*. Poster presented at the annual meeting of the Psychonomic Society, Vancouver, British Columbia, Canada.
- 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, CA.
- 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 the Society 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 (SPSP), 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 (ISCS), Boston, MA.
- Galla, B. M. (2014, August). *From effortful to effortless: Self-control, habit, and academic performance.* Symposium 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 meeting of the International Symposia for Contemplative Studies (ISCS), 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.* Roundtable 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 annual meeting of the Mind and Life Summer Research Institute, Garrison, NY.