

BIOGRAPHICAL SKETCH- adapted from NIH

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NAME: Leyva, Diana

POSITION TITLE: Associate Professor of Psychology

EDUCATION/TRAINING

INSTITUTION AND LOCATION	DEGREE (if applicable)	Completion Date MM/YYYY	FIELD OF STUDY
Clark University, Worcester, MA	Ph.D.	06/2007	Psychology (Developmental)
Harvard University, Cambridge, MA	Postdoctoral researcher	07/2008- 07/2010	Education

A. Research interests

My background is in developmental psychology, with expertise in family interventions, school readiness and low-income and ethnically diverse populations. I study familial practices (e.g., family food routines such as cooking) that promote preschool children's school readiness (e.g., early language, literacy and math) in low-income and ethnically diverse communities, and use that information to design, implement, and evaluate intervention programs for families in these communities. Throughout my career, my commitment has been to leverage sociocultural and familial strengths to promote academic equity in economically and socially disadvantaged children.

B. Positions and Honors**Positions and Employment**

2007-2008 Visiting Assistant Professor of Psychology, Mount Holyoke College, MA
 2008-2010 Lecturer in Education and Post-doctoral Fellow, Harvard Graduate School of Education, MA
 2010-2013 Project Director (UBC project), Harvard Center on the Developing Child and Harvard Graduate School of Education, MA
 2013-2019 Nancy Akers and J. Mason Wallace Assistant Professor of Psychology, Davidson College (tenure granted), NC
 2019- Associate Professor of Psychology (with tenure), University of Pittsburgh, PA
 2019- Research Scientist, Learning and Research Development Center (LRDC), University of Pittsburgh, PA

Other Experience and Memberships

2008- **Member**, Society for Research in Child Development
 2008- **Member**, Cognitive Development Society
 2010- **Editorial Board Member**, Revista Colombiana de Psicología
 2012- **Editorial Board Member**, Journal of Cognition and Development
 2018- **Editorial Board Member**, Early Education and Development
 2018- **Editorial Board Member**, Journal of Applied Developmental Psychology
 2019- **Advisory Board Member**, Brady Education Foundation
 2020- **Advisory Board Member**, EF+Math Foundation

Honors and Awards

- 2011 Award for the most downloaded article on SAGE- Journal of Early Childhood Literacy. Of articles published between 2009 and 2010.
Article: Review of parent interventions for preschool children's language and emergent literacy
- 2013 Nancy Akers and J. Mason Wallace Professorship. Inaugural recipient. This endowed professorship was created to attract exceptionally talented pre-tenured professors to Davidson College.
- 2015 Award for the top three most downloaded articles published in Routledge Behavioral Sciences journals in 2014.
Article: Spanish-speaking parent-child emotional narratives and children's social problem-solving skills
- 2015 American Psychology Association (APA) MOU Travel Award. Selected among over 40 applications to speak at the 1st Latin American Regional Psychological Conference (Armenia, Colombia, Sept 2-5). This APA award is intended to foster international research collaboration among U.S. and Latin American researchers.
- 2015 Keynote speaker at the XIV Conference on Social Issues in Childhood and Adolescence organized by the National University of Costa Rica (Heredia, Costa Rica, Sept 29-Oct 1).
- 2017 Keynote speaker at the III International Conference Good Start (Buen Comienzo), an academic event on early education and development organized by the Office of the Major of Medellin Colombia (Medellin, Colombia, Sept 18-20).
- 2018 Invited to contribute to the Annals of the New York Academy of Sciences Special Issue on *Implementation Research and Practice for Early Childhood Development*. National Institute for Early Education Research (NIEER).
- 2019 Invited speaker at the LEGO Idea Conference "Unlocking the Power of Parenting" organized by the LEGO Foundation (Billund, Denmark, April 1-3).

C. Research Support

Active

Learning Research and Development Center (Walker, PI) 9/1/21-8/31/23
University of Pittsburgh
Parent-EMBRACE+R: Incorporating Elaborative Reminiscing into A Dialogic Reading Technology for Latino Child Literacy.
This study pilots a new family intervention that provides personalized math-learning activities tailored to each family and their specific daily routines in an effort to make it easier for parents to engage in regular math activities with their preschool children at home.
Role: co-PI

Learning Research and Development Center (Leyva, PI) 9/1/20-8/31/22
University of Pittsburgh
Personalizing Family Routines to Support 3-year-olds' Math Skills.
This study pilots a new family intervention that provides personalized math-learning activities tailored to each family and their specific daily routines in an effort to make it easier for parents to engage in regular math activities with their preschool children at home.
Role: PI

Completed

Brady Education Foundation (Leyva, PI) 5/1/18-4/30/21
Evaluation of the Effectiveness of the Food For Thought Program: A 3-year Randomized Control Trial
Evaluation of a Family Literacy Program with Latino families in NC.
This study uses a cluster-randomized control trial design to test the effectiveness of a family literacy program that capitalizes on family food routines (e.g., grocery shopping, cooking) to help parents foster their kindergarten children's language and literacy skills.
Role: PI

Food For Thought: Children learning from menus, recipes and shopping lists. A one-year feasibility study of a family intervention project with Latino families in NC.

This study piloted a family literacy program that capitalizes on family food routines (e.g., grocery shopping, cooking) to help parents foster their kindergarten children's language and literacy skills.

Role: PI

D. Contribution to Science

Referred Articles (* denotes student co-author)

1. Hornburg, C., ..., [Leyva, D.](#), ... & Purpura, D. (2021). New directions in measurement of the home mathematics environment: An international and interdisciplinary perspective. *Journal of Numerical Cognition*.
2. [Leyva, D.](#), Catalan, D., Suarez, C., Tamis-LeMonda, C. & Yoshikawa, H. (2021). [Mother-child reminiscing and first-graders' emotion competence in a low-income and ethnically diverse sample](#). *Journal of Cognition and Development*. doi: 10.1080/15248372.2021.1908293
3. [Leyva, D.](#), Weiland, C., Shapiro, A., Yeomans-Maldonado, G., & Febles, A. (2021). [A Strengths-Based, Culturally Responsive Family Intervention Improves Latino Kindergarteners' Vocabulary and Approaches to Learning](#). Annenberg Institute at Brown University. EdWorkingPaper: 21-349.
4. [Leyva, D.](#), von Suchodoletz, A., Doering, E., Shroff, D., Hinojo, A., & Kartner, J. (2021). [Maternal book-sharing styles and goals and children's verbal contributions in three communities](#). *Early Childhood Research Quarterly*, 54, 228-238. doi: 10.1016/j.ecresq.2020.09.010
5. [Leyva, D.](#), Reese, E., Laible, D., Schaughency, E., Das, S., & Clifford, A. (2020). [Measuring parents' elaborative reminiscing: Differential links of parents' elaboration to children's autobiographical memory and socioemotional skills](#). *Journal of Cognition and Development*, 21, 23-45. doi: 10.1080/15248372.2019.1668395
6. Kim, J., Asher, C., Burkhauser, M., Mesite, L., & [Leyva, D.](#) (2019). [Using a sequential multiple assignment randomized trial \(SMART\) to develop an adaptive K-2 literacy intervention with personalized print texts and app-based digital activities](#). *AERA Open*, 5, 1-18. doi: 10.1177/2332858419872701
7. Wei*, R., Ronfard, S., [Leyva, D.](#), & Rowe, M. (2019). [Teaching a novel word: Parenting styles and toddlers' word learning](#). *Journal of Experimental Child Psychology*, 187, 104639. doi: 10.1016/j.jecp.2019.05.006
8. [Leyva, D.](#), Tamis-LeMonda, C., & Yoshikawa, H. (2019). [What parents bring to the table: Maternal behaviors in a grocery game and first graders' literacy and math skills in a low-income sample](#). *The Elementary School Journal*, 119, 629-650. doi: 10.1086/703104
9. [Leyva, D.](#) (2019). [How do low-income Chilean parents support their preschoolers' writing and math skills in a grocery game?](#) *Early Education and Development*, 30, 114-130. doi: 10.1080/10409289.2018.1540250.
10. Nieto*, A., [Leyva, D.](#), & Yoshikawa, H. (2018). [Sharing is reading: Guatemalan Mayan book-sharing styles and their relation to parents' schooling and children's narrative contribution](#). *Early Childhood Research Quarterly*, 47, 405-417. doi: 10.1016/j.ecrq.2018.08.006.
11. [Leyva, D.](#), Davis*, A., & Skorb*, L. (2018). [Math intervention for Latino parents and kindergarteners based on food routines](#). *Journal of Child and Family Studies*, 27, 2541-2551. doi: 10.1007/210826-018-1085-5.

12. Leyva, D., & Skorb*, L. (2017). [Food For Thought: Family food routines and literacy in Latino kindergarteners](#). *Journal of Applied Developmental Psychology*, 52, 80-90. doi: 10.1016/j.appdev.2017.07.001.
13. Leyva, D., Tamis-LeMonda, C., Yoshikawa, H., Jimenez-Robbins, C., & Malachowski*, L. (2017). [Grocery games: How ethnically diverse low-income mothers support children's mathematics and literacy](#). *Early Childhood Research Quarterly*, 40, 63-76. doi: 10.1016/j.ecresq.2017.01.001.
14. Leyva, D., & Smith*, M. (2016). [Beyond book reading: Narrative participation styles in family reminiscing predict children's print-related literacy in low-income Chilean families](#). *Early Childhood Research Quarterly*, 37, 175-185. doi: 10.1016/j.ecresq.2016.04.005.
15. Leyva, D., & Nolivos*, V. (2015). [Spanish-speaking family reminiscing about emotions and its relation to children's self-regulation skills](#). *Early Education and Development*, 26, 770-791. doi: 10.1080/10409289.2015.1037625.
16. Leyva, D., Weiland, C., Barata, C., Yoshikawa, H., Snow, C., Trevino, E., & Rolla, A. (2015). [Teacher-child interactions in Chile and their associations with prekindergarten outcomes](#). *Child Development*, 86, 781-799. doi: 10.1111/cdev.12342.
17. Yoshikawa, H., Leyva, D., Snow, C., Trevino, E., Rolla, A., Barata, C., Weiland, C. & Arbour, C. (2015). [Experimental impacts of a teacher professional development program in Chile on preschool classroom quality and child outcomes](#). *Developmental Psychology*, 51, 309-322. doi: 10.1037/a0038785.
18. Leyva, D., Berrocal*, M., & Nolivos*, V. (2014). [Spanish-speaking parent-child emotional narratives and children's social problem-solving skills](#). *Journal of Cognition and Development*, 15, 22-42. doi:10.1080/15248372.2012.725188.
19. Nolivos*, V., & Leyva, D. (2013). [Fun and Frustrations: Low-income Chilean parents reminiscing with their children about past emotional experiences](#). *Actualidades en Psicología*, 27, 31-48. doi: 10.15517/ap.v27i115.9278.
20. Leyva, D., Sparks, A., & Reese, E. (2012). [The link between preschoolers' phonological awareness and mothers' book reading and reminiscing practices in low-income families](#). *Journal of Literacy Research*, 44, 426-447. doi: 10.1177/1086296X12460040.
21. Leyva, D., Hopson*, S., & Nichols*, A. (2012). [Reading a note, reading a mind: Early understanding of print and theory-of-mind](#). *Reading and Writing*, 25, 701-716. doi: 10.1007/s11145-011-9296-9.
22. Leyva, D., Reese, E., & Wiser, M. (2012). [Early understanding of the functions of print: Parent-child interaction and preschoolers' notating skills](#). *First Language*, 32, 301-321. doi: 10.1177/0142723711410793.
23. Moreno, L., others, Leyva, D., & others. (2011). [Aftershocks of Chile's earthquake for an ongoing, large-scale experimental evaluation](#). *Evaluation Review*, 35, 103-117. doi: 10.1177/0193841X11400685.
24. Reese, E., Leyva, D., Sparks, A. & Grolnick, W. (2010). [Maternal elaborative reminiscing increases low-income children's narrative skills relative to dialogic reading](#). *Early Education and Development*, 21, 318-342. doi: 10.1080/10409289.2010.481552.
25. Reese, E., Sparks, A., & Leyva, D. (2010). [A review of parent interventions for preschool children's language and emergent literacy](#). *Journal of Early Childhood Literacy*, 10, 97-117. doi: 10.1177.1468798409356987.

26. Leyva, D., Reese, E., Grolnick, W., & Price, C. (2009). [Elaborative structure and autonomy support in low-income mothers reminiscing: Links to children's autobiographical narratives](#). *Journal of Cognition and Development*, 9, 363-389. doi: 10.1080/15248370802678158.

Book Chapters

Leyva, D., & Skorb*, L. (2019). Food For Thought: Turning everyday family practices into opportunities to develop rich language and literacy abilities in Latino children. In Grover, V., Uccelli, P., Rowe, M., & Lieven, E. (Eds.), *Learning through language: Towards an educationally informed theory of language learning*. Cambridge University Press.

Leyva, D. (2018). Desigualdad y complejidad en el desarrollo cognitivo: Comentario al capítulo II. [Unevenness and complexity in cognitive development: Commentary on Chapter II]. In Puche-Navarro, R., Cerchiaro, E., de la Rosa, A., Montes, J., & Ossa, J. *El desarrollo cognitivo se reorganiza* [Cognitive development reorganizes itself]. California Edit Publishers.

Manuscripts under review

Leyva, D., Yeomans-Maldonado, G., Weiland, C., & Shapiro, A. (submitted). *Approaches to learning, but not home numeracy, relates to Latino kindergarteners' math skills*.

Leyva, D., Weiland, C., Shapiro, A., Yeomans-Maldonado, G., & Febles, A. (submitted). *A Strengths-Based, Culturally Responsive Family Intervention Improves Latino Kindergarteners' Vocabulary and Approaches to Learning*.

Conference presentations since May 2020

Leyva, D., Weiland, C., Shapiro, A., Yeomans-Maldonado, G., & Febles, A. (April, 2021). *A Strengths-Based, Culturally Responsive Family Intervention Improves Latino Kindergarteners' Vocabulary and Approaches to Learning*. Paper presented at the Society for Research in Child Development (SRCD) Virtual Biennial Meeting.

Leyva, D., Rivera*, Y., Bernhardt*, A., & Leech, K. (April, 2021). *Associations between Latino kindergarteners' decontextualized talk during personal narratives and their language skills*. Paper presented at the Society for Research in Child Development (SRCD) Virtual Biennial Meeting.

Yeomans-Maldonado, G., **Leyva, D.**, Weiland, C. & Shapiro, A. (April, 2021). *The role of traditional and authentic home environments practices in building Latino children's academic skills*. Paper presented at the Society for Research in Child Development (SRCD) Virtual Biennial Meeting.

Wolf*, S., Pilot*, I., Cordero*, L., Paz*, J., & **Leyva, D.** (April, 2021). *Associations between Latino kindergarteners' emotion competence and language and literacy skills*. Poster presented at the Society for Research in Child Development (SRCD) Virtual Biennial Meeting.

Leyva, D., Weiland, C., Shapiro, A., Yeomans-Maldonado, G., & Febles, A. (March, 2021). *A Strengths-Based, Culturally Responsive Family Intervention Improves Latino Kindergarteners' Vocabulary and Approaches to Learning*. Paper presented at the AEFPP (Association for Education Finance and Policy) Virtual Annual Meeting.

Mak*, J., **Leyva, D.**, & Febles, A. (June, 2020). *Family food routines and kindergarten children's math skills*. Paper to be presented at the Mathematical Cognition and Learning Society (MCLS) Annual Meeting. Dublin, Ireland. Conference cancelled due to COVID-19.