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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

Secondary Appointment, Cognitive Psychology, School of Arts & Sciences, University of Pittsburgh, 2023-present
Associate Professor, Applied Developmental Psychology, School of Education, University of Pittsburgh, 2021-present
Assistant Professor, Applied Developmental Psychology, School of Education, University of Pittsburgh, 2015-2021
Research Scientist, Learning Research and Development Center, University of Pittsburgh, 2015-present
Postdoctoral Fellow, Department of Psychology, University of Pennsylvania, 2012-2015

GRANTS

External Funding

Co-Principal Investigator at University of Pittsburgh site (PI at Pitt site: Sophia Choukas-Bradley; PIs of overarching Center Grant for the Center for Digital Thriving: Emily Weinstein and Carrie James, Project Zero, Harvard Graduate School of Education). “Development and Evaluation of Digital Wellness Resources for Adolescents.” Susan Crown Exchange & Pivotal Ventures. Project period: 01/01/2023 – 12/31/2025. Amount: \$499,999 (direct costs to University of Pittsburgh).

Principal Investigator (with T. Nokes-Malach (Co-PI), M. Good (Co-PI), & E. Kuo (Co-PI)), “Investigating the Impact of Mindfulness Training to Mitigate Psychological Threat and Enhance Engagement and Learning in Undergraduate Introductory Physics Courses.” National Science Foundation. Project Period: 10/01/2021-09/30/2024. Amount: \$1,421,281.

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 – 06/30/23. 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

Peer-Reviewed Journal Articles

Baelen, R. N., Galla, B., & Maynard, R. A. (2025). Investigating a brief intervention to instill a self-compassionate perspective in teaching: A randomized field experiment with first-year classroom teachers. *Social and Emotional Learning*, advance online publication.

Galla, B., Karanam, A., Pelakh, A., & Goldberg, S. B. (2024). Adolescents do not benefit from universal school-based mindfulness interventions: A reanalysis of Dunning et al. (2022). *Frontiers in Psychology – Mindfulness*, 15, 1-7.

Galla, B. (2024). Motivation will forever restrict the scalability of universal school-based mindfulness interventions. *Child Development Perspectives*, 18(3), 129-136.

Colaianne, B., Condon, P., Tumminia, M. J., Galla, B. M., & Roeser, R. W. (2023). Care cultivates care: A prospective longitudinal study on the development of compassion in adolescence. *Journal of Applied Developmental Psychology*, 88, 101569.

Van Doren, N. Mahlobo, C. T., Galla, B. M., Colaianne, B. A., Hirshberg, M. J., Inkelas, K. K., Roeser, R. W. (2023). The role of mindfulness and compassion in predicting early adults’

- subsequent mental health, coping and compliance with health guidelines during the COVID-19 pandemic: A prospective longitudinal study. *Social and Personality Psychology Compass*, 17(11), e12870.
- Warren, M. T., Galla, B. M., & Grund, A. (2023) Using Whole Trait Theory to unite trait and state mindfulness. *Journal of Research on Personality*, 104, 104372.
- Roeser, R. W., Schussler, D., Baelen, R. N., & Galla, B. M. (2023). Mindfulness for Students in Pre-K to Secondary School Settings: Current Findings, Future Directions. *Mindfulness*, 14(2), 233-238.
- Roeser, R. W., Schussler, D., Baelen, R., & Galla, B. M. (Eds.). (2023). Mindfulness for students in pre-k to secondary school settings: Introduction to the special issue [Special section]. *Mindfulness*.
- Roeser, R. W., Greenberg, M. T., Frazier, T., Galla, B. M., Semenov, A., & Warren, M. T. (2023). Beyond all splits: Envisioning the next generation of science on mindfulness and compassion in schools for students. *Mindfulness*, 14(2), 239-254.
<https://doi.org/10.1007/s12671-022-02017-z>
- Lira, B., O'Brien, J. M., Pena, P. A., Galla, B. M., D'Mello, S., Yeager, D. S., Defnet, A., Kautz, T., Munkacsy, K., & Duckworth, A. L. (2022). Large studies reveal how reference bias distorts policy applications of popular psychological measures. *Scientific Reports*, 12, 19189. <https://doi.org/10.1038/s41598-022-23373-9>
- Tumminia, M. J., DeVlieger, S. E., Colvin, S., Akiva, T., & Galla, B. M. (2022). Adolescents' experiences of distress and well-being during intensive mindfulness practice: A mixed-methods study. *Mindfulness*, 13, 1971-1983. <https://doi.org/10.1007/s12671-022-01932-5>
- Grund, A., Galla, B. M., & Fries, S. (2022). Achievement motivation in students' everyday life: Its relation to momentary positive and negative activation and the moderating role of mindfulness. *Learning and Individual Differences*, 97, 102176.
<https://doi.org/10.1016/j.lindif.2022.102176>
- Park, D., Tsukayama, E., & Galla, B. M. (2022). Peer reports of self-control predict academic growth and popularity in adolescents. *Journal of Adolescence*, 94(3), 477-487.
<https://doi.org/10.1002/jad.12041>
- Milyavskaya, M., Galla, B. M., Inzlicht, M., & Duckworth, A. L. (2021) More effort, less fatigue: The role of interest in increasing effort and reducing mental fatigue. *Frontiers in Psychology*, 12(5310). <https://doi.org/10.3389/fpsyg.2021.755858>
- Abujaradeh, H., Viswanathan, P., Galla, B. M., Sereika, S., DiNardo, M., Feeley, C., & Charron-Prochownik, D. (in press). Trait mindfulness and mindfulness practices in adolescents with type 1 diabetes: Descriptive and comparative study. *Journal of Pediatric Health Care*. Advance online publication. <https://doi.org/10.1016/j.pedhc.2021.07.012>
- Grund, A., Senker, K., Dietrich, J., Fries, S., & Galla, B. M. (2021). The comprehensive mindfulness experience: A typological approach to the potential benefits of mindfulness for dealing with motivational conflicts. *Motivation Science*. Advance online publication. <https://doi.org/10.1037/mot0000239>

- Maheux, A. J., Nesi, J., Roberts, S. R., Galla, B. M., & Choukas-Bradley, S. (2021). #Grateful: Longitudinal associations between adolescents' social media use and gratitude during the COVID-19 pandemic. *Journal of Research on Adolescence*, 31(3), 734-747. <https://doi.org/10.1111/jora.12650>
- Galla, B. M., Choukas-Bradley, S., Fiore, H. M., & Esposito, M. V. (2021). Values-alignment messaging boosts adolescents' motivation to control their social media use. *Child Development*, 92(5), 1717-1734. <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

- Warren, M. T.*, & Galla, B.* (under contract, 2026 publication date). Building a comprehensive theory of how mindfulness develops during adolescence: A Whole Trait Theory perspective. In R. W. Roeser and K. A. Schonert-Reichl (Eds.), *Handbook of Mindfulness and Compassion in Education: Theory, Research, and Measurement*. Springer. Preprint available at: <https://osf.io/preprints/psyarxiv/kpraz>

*Shared first authorship

- Grund, A., Senker, K., & Galla, B. M. (in press). Mindfulness and motivational conflict: Discovering the diagnostic function of feeling torn. In B. Ostafin, M. Robinson, and B. Meier (Eds.), *The handbook of mindfulness and self-regulation: Cognitive neuroscience, social personality, clinical, and applied perspectives*. Springer.
- 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). 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). 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). 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

Pelakh, A., Good, M. L., Kuo, E., Tumminia, M., Jamal-Orozco, N., Adelman, A., Antoon, J., Galla, B., & Nokes-Malach, T. J. (2025). Thematic analysis of student perceptions of resources and demands experienced in introductory physics. Under review at *Physical Review Physics Education Research*. Preprint available at: <https://doi.org/10.48550/arXiv.2502.14692>

Benson-Greenwald, T. M., Pelakh, A., Tumminia, M. J., Jahanian, S., Diamond, M. S., Kuo, E., Good, M., Nokes-Malach, T. J., & Galla, B. M. (2024). Building courage, strength, and knowledge: Mindfulness training reduces psychological threat in introductory physics courses. Invited revise and resubmit at *Proceedings of the National Academy of Sciences*. Preprint available at: <https://osf.io/preprints/psyarxiv/uq3v7>

Schneetler, T., Galla, B. M., Scheunemann, A., Kegel, L. S., Fries, S., Janke, S., & Grunschel, C. (2023). How is your motivation doing? Situational motivational profiles during student's exam preparation. Invited revise and resubmit at *Contemporary Educational Psychology*.

Working Papers

Galla, B. M., Baelen, R. L., Fiore, H. M., Hutt, S., & Shenhav, A. (2018). Social media desire and impulsiveness: Intensified by self-immersion, reduced by mindfulness. Preprint available at: <https://psyarxiv.com/ch43n/>

MENTORING AND TEACHING

Graduate Student Milestone Committee Chair

Angela Griffo, Master's Proposal (2024, Cognitive Psychology), Master's Thesis (ongoing, Cognitive Psychology)

Michael J. Tumminia, Master's Thesis (2021, Applied Developmental Psychology), Doctoral Dissertation (2025, chair, Applied Developmental Psychology)

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

Graduate Student Milestone Committee Member

Tetsuya Yamada, Dissertation Proposal (2025, Educational Foundations, Organization, and Policy)

Jessica Macaluso, Comprehensive Exam (2024, Psychology), Dissertation Proposal (2024, Psychology), Dissertation Defense (ongoing, Psychology)

Avital Pelakh, Master's Thesis (2023, Psychology), Dissertation Proposal (2025, Psychology), Dissertation Defense (ongoing, Psychology)

John Butler, Master's Thesis (2022, Health and Physical Activity)

Susie Chen, Doctoral Dissertation (2020, Psychology)

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

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

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

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

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

Graduate Student Faculty Mentoring Committee – Cognitive Psychology

Xiaoxi (Amy) Qi, 2023-present

Undergraduate Student Milestone Committee Chair

Jiaxiong (Irvin) Li, Undergraduate Thesis (2025, Applied Developmental Psychology)

Undergraduate Student Milestone Committee Member

Farah Mili, Undergraduate Thesis (2025, Psychology)

Jovan Corrales, Undergraduate Thesis (2024, Psychology)

Tyler Augi, Undergraduate Thesis (2023, Psychology)

Kayla Tupper, Undergraduate Thesis (2022, Psychology)

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

Justine Thompson, Undergraduate Thesis (2018, Psychology)

Gabriel Russo, Undergraduate Thesis (2017, Psychology)

Mentored Visiting Scholars

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

Courses Taught

Research in Sports Science (required undergraduate course), fall 2020, fall 2021, fall 2022, fall 2023, fall 2024

Development: Middle Childhood through Adolescence (required undergraduate course), spring 2016, spring 2017, spring 2018

Evidence-Based Interventions in Real World Contexts, Part I (required master's course), fall 2017, fall 2018 (two sections); fall 2019

Psychological Interventions in Real World Contexts (required undergraduate course), spring 2020, spring 2021, spring 2024, spring 2025

Self-Regulation: Theory and Practice (elective doctoral course), fall 2016

SERVICE AND PROFESSIONAL ACTIVITIES

Service to University of Pittsburgh

PhD Co-Coordinator: Human Development and Learning Sciences, School of Education, 2024-present

Member: Exercise Science Faculty Search Committee, School of Education, 2023-2024

Co-Chair: Health and Human Development Faculty Search Committee (Health Coaching), School of Education, 2021-2022

Selection Committee: Jeremy Johnson Landen Memorial Graduate Student Presentation Award, School of Education and School of Arts and Sciences, 2021-2024

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

Member: Research, Mentoring, and Teaching Committee, School of Education, 2023-2024

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, 2018-2021

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), 2019-2022

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, Behaviour Research and Therapy, 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 Emotional and Behavioral Disorders, Journal of Experimental Child Psychology, Journal of Personality, Journal of*

Personality Assessment, Journal of Research on Adolescence, Learning and Individual Differences, Mindfulness, npj Mental Health Research, 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 (www.inwardboundmind.org), 2016-present

Editorial Boards

Mindfulness, 2015-present

INVITED PRESENTATIONS (Selected)

“Using Whole Trait Theory to Understand State and Trait Mindfulness,” Carnegie Mellon University, Health and Human Performance Lab, Lab Meeting Talk (2024, November)

“Why Mindfulness Interventions for Youth Often Don’t Work and How We Can Improve Them,” Hamilton College, Department of Psychology, Colloquium Series Lecture (2024, October)

“Values-Alignment Messaging Boosts Adolescents’ Motivation to Control Social Media Use,” Hamilton College, Department of Psychology, Undergraduate Positive Psychology Lecture (2024, October)

“Using Mindfulness Training in Introductory Physics to Support Stress Management and Engagement,” University of Pittsburgh, Learning Research and Development Board of Visitors Lecture (2023, November)

“Using Mindfulness Training in Introductory Physics to Support Stress Management and Engagement,” University of Pittsburgh, Social Psychology Lunchtime Lecture Series (2022, November)

“Investigating the Impact of Mindfulness Training to Mitigate Psychological Threat and Enhance Engagement and Learning in Undergraduate Introductory Physics Courses.” University of Pittsburgh, Discipline-Based Science Education Research Center Faculty Retreat (2022, May).

“Cultivating Mindfulness and Self-Compassion in Adolescents and Emerging Adults,” University of Pittsburgh, Developmental Psychology Lunchtime Lecture Series (2022, April)

“Fireside Chat: Dr. Brian Galla,” Character Lab Annual Educator’s Convening, virtual (2021, July)

“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)

“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)
- “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 AT ACADEMIC CONFERENCES (2023-2025)

- Maes, C., Choukas-Bradley, S., Galla, B., & Maheux, A. (2025, July). *Exploring Adolescents' own, Friends', and Peers' Social Media Experiences in Relation to Mental Health and Advice for Others: A Latent Class Approach*. Paper submitted for presentation at the Institute of Digital Media and Child Development conference, Washington D.C.
- Galla, B. (2025, April). In T. Martin (Moderator), Facilitating Cognitive and Social Development via School-based Mindfulness Programs [Conversation Roundtable]. Roundtable panelist at the biennial conference of the Society for Research in Child Development, Minneapolis, MN.
- Galla, B. (2025, April). *Why universal school-based mindfulness interventions for adolescents often don't work and how we can improve them*. In J. Felver (Chair), Mindfulness in School Settings [Symposium]. Oral presentation at the biennial conference of the Society for Research in Child Development Mindful Families, Schools, and Communities: Contemplative Practices to Promote Child Well-Being and Health Equity Pre-Conference, Minneapolis, MN.
- Galla, B. (2025, February). *Motivation will forever restrict the scalability of universal school-based mindfulness interventions for adolescents*. Oral presentation at the annual meeting of the Society for Personality and Social Psychology Intervention Science Pre-Conference, Denver, CO.
- Benson-Greenwald, T., Pelakh, A., Tumminia, M. J., Jahanian, S., Kuo, E., Good, M. L., Nokes-Malach, T., Galla, B. (2024, April). *RAINing in the physics stress: Mindfulness training reduces psychological threat*. Oral presentation at the annual meeting of the Midwestern Psychological Association, Chicago, IL.
- Benson-Greenwald, T.M., Pelakh, A., Tumminia, M., Jahanian, S., Kuo, E., Good, M., Nokes-Malach, T., & Galla, B. (2024, February). *Minding the threat: Mindfulness training reduces psychological threat in introductory physics*. Oral presentation at the annual meeting of the Society for Personality and Social Psychology, San Diego, CA.
- Langley, T., Pelakh, A., Benson-Greenwald, T.M., Tumminia, M. J., Jahanian, S., Kuo, E., Galla, B. M., Nokes-Malach, T. (2023, November). *Does mindfulness promote student beliefs about transfer?* Poster presented at the annual meeting of the Psychonomic Society, San Francisco, CA.
- Schnettler, T., Galla, B. M., Scheunemann, A., Kegel, L. S., Fries, S., Janke, S., & Grunschel C. (2023, August). *Determinants of motivational constellations during university students' exam preparation*. Oral presentation at the meeting of the European Association for Research on Learning and Instruction, Thessaloniki, Greece.
- Benson-Greenwald, T. M., Galla, B. M., Nokes-Malach, T., Kuo, E., Good, M., Tumminia, M. J., Pelakh, A., & Jahanian, S. (2023, April). *Engaging mindfully: Mindfulness training promotes psychological engagement in physics*. Oral presentation at the 95th annual meeting of the Midwestern Psychological Association, Chicago, IL.
- Galla, B. M., Maheux, A. J., Choukas-Bradley, S., Nesi, J., Rupani, D., V Ganesan, A., & Schwartz, H. A. (2023, March). *Using machine learning to characterize adolescents' time well spent on social media*. In J. Hamilton (Chair), Methodological Innovations to

Advance the Science of Social Media Use and Adolescent Development and Well-being [Symposium]. Oral presentation at the biennial meeting of the Society for Research in Child Development, Salt Lake City, UT.

Galla, B. M., Tumminia, M. J., Pelakh, A., Jahanian, S., Good, M. Kuo, E., Nokes-Malach, T. (2023, February). *Can mindfulness training support college students' stress management, mental health, and engagement?* Poster presented at the annual meeting of the International Society for Contemplative Research, San Diego, CA.

Galla, B. M. (2023, February). *The motivation problem lurking in universal school-based interventions for adolescents*. In R. W. Roeser (Chair), Beyond all splits - Future directions in science on mindfulness and compassion in education [Symposium]. Paper presented at the annual meeting of the International Society for Contemplative Research, San Diego, CA.

Tumminia, M. J., DeVlieger, S. E., Colvin, S., Akiva, T., & Galla, B. M. (2023, February). *Adolescents' experiences of distress and well-being during intensive mindfulness practice*. Flash poster/data blitz presented at the annual meeting of the International Society for Contemplative Research, University of California, San Diego, CA.