

DIANA LEYVA

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**ACADEMIC EMPLOYMENT**

2025-present	<i>Professor</i> (effective Sept, 2025), Department of Psychology <i>Research Scientist</i> , Learning Research and Development Center (LRDC) University of Pittsburgh
2019-2025	<i>Associate Professor</i> – hired with tenure, Department of Psychology <i>Research Scientist</i> , Learning Research and Development Center (LRDC) University of Pittsburgh
2013-2019	<i>Nancy Akers and J. Mason Wallace Assistant Professor</i> - tenure granted on spring 2019, Department of Psychology, Davidson College
2010-2013	<i>Project Director</i> , <i>Un Buen Comienzo</i> (A Good Start) Project: A cluster-randomized evaluation of a preschool teacher professional development program in Chile Harvard University, Graduate School of Education and Harvard Center on the Developing Child
2008-2010	<i>Post-doctoral Fellow and Lecturer in Education</i> , Graduate School of Education, Harvard University
2007-2008	<i>Visiting Assistant Professor</i> , Department of Psychology and Education Mount Holyoke College
2007	<i>Visiting Lecturer</i> , Department of Psychology Williams College
2000-2003	<i>Lecturer</i> , Department of Psychology Universidad del Valle, Cali, Colombia

EDUCATION

2007	Ph.D., Psychology (Developmental). Clark University, Worcester, MA
2005	M. A., Psychology. Clark University, Worcester, MA
2003	M. A., Psychology. Universidad del Valle, Cali, Colombia
2000	B. A., Psychology. Universidad Nacional de Colombia, Bogotá, Colombia

HONORS AND AWARDS

2024	Faculty Excellence in Teaching Award. Department of Psychology. University of Pittsburgh. Award recognizes dedication to fostering an equitable, inclusive and informative learning environment for students and innovative approaches to teaching.
2024	Award for the top 10 most-cited papers in <i>Child Development</i> during 2022-2023. <i>Article: A strengths-based, culturally responsive family intervention improves Latino kindergarteners' vocabulary and approaches to learning.</i>
2015	Award for the top three most-downloaded papers in Routledge Behavioral Sciences journals in 2014. Paper featured in their online article collection. <i>Article: Spanish-speaking parent-child emotional narratives and children's social problem-solving skills</i>
2015	American Psychology Association (APA) MOU Travel Award . Selected among over 40 applications to attend and present at the 1 st Latin American Regional Psychological

2013	Conference (Armenia, Colombia, Sept 2-5). This APA travel award is intended to foster international research collaboration among U.S. and Latin American researchers. Nancy Akers and J. Mason Wallace Professorship. Inaugural recipient. This endowed professorship was created to attract exceptionally talented pre-tenured professors to Davidson College.
2011	Award for the most-downloaded paper on Journal of Early Childhood Literacy during 2009 and 2010 <i>Article: Review of parent interventions for preschool children's language and emergent literacy</i>
2010	Semi-finalist: National Academy of Education/Spencer Post-doctoral Fellow Application
2009	Harvard Special Opportunity Research Award. Graduate School of Education
2006	Language Learning Dissertation Award. Language Learning Research Club, University of Michigan
2005	The Monte M. Bliss Award for Graduate Research. Clark University

GRANTS AWARDED

2024-2028	Title of Project: <i>Made Made 4 Me: Promoting math development by tailoring a math intervention to family routines and preschoolers' math skills</i> . PI: Leyva. Co-PI: M. Libertus. Award Agency: National Science Foundation. Grant dates: 9/1/24-9/31/28. Amount: \$1,494,396. Direct costs: \$967,190. Indirect costs: \$527,206.
2024-2025	Title of Project: <i>Ingredients 4 Learning (I4L): Promoting science and literacy skills in Latino preschoolers through food routines</i> . PI: Leyva. Co-PIs: A. Bustamante; K. Crowley. Awarding Agency: LRDC internal grant. Grant dates: 9/1/24-8/31/25. Amount awarded: \$75,000. No indirect costs.
2023-2025	Title of Project: <i>Recipe For Success: Improving literacy and diet in Latino preschoolers through family food routines and peer support</i> . PI: Leyva. Co-PIs: S. Ross; P. Documet. Award Agency: Brady Education Foundation. Grant dates: 8/31/23-8/30/25. Amount awarded: \$177,853. Direct costs: \$140,758. Indirect costs: \$14,076.
2022-2023	Title of Project: <i>Empowering parents to use cooking as opportunities to develop children's literacy</i> . PI: Leyva. Award Agency: William Penn Foundation. Grant dates: 9/1/22-8/30/23. Amount awarded: \$110,000. Direct costs: \$88,000. Indirect costs: \$22,000.
2022-2024	Title of Project: <i>Great First Eight: Developing a Strengths-Based Preschool Curriculum</i> . Award Agency: Stand for Children. PI: N. Duke; M. Humpries; C. Vallotton. Family Engagement Leader: Leyva. Grant dates: 9/1/22-8/30/24. Amount subawarded: \$22,229. No indirect costs.
2021-2023	Title of Project: <i>Parent-EMBRACE+R: Incorporating elaborative reminiscing into a dialogic reading technology for Latino child literacy</i> . PI: E. Walker; Co-PI: Leyva. Awarding Agency: LRDC internal grant. Grant dates: 9/1/21-8/30/23. Amount awarded: \$149,965. No indirect costs.
2020-2022	Title of Project: <i>Personalizing family routines to support 4-year-olds' math skills</i> . PI: Leyva. Co-PI: M. Libertus. Awarding Agency: LRDC internal grant. Grant dates: 9/1/20-8/30/22. Amount awarded: \$149,364. No indirect costs.
2018-2021	Title of Project: <i>Evaluation of the effectiveness of the Food For Thought program. A three-year randomized control trial evaluation of a family literacy program with Latino families in NC</i> . PI: Leyva. Co-PI: C. Weiland. Awarding Agency: Brady Education

- Foundation. Grant dates: 5/1/2018-4/30/2021. Amount awarded: \$315,768. Direct costs: \$261,349. Indirect costs: \$23,759.
- 2015-2016 Title of Project: *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.* PI: Leyva. Awarding Agency: Brady Education Foundation. Grant dates: 9/1/2015-8/31/2016. Amount awarded: \$58,938. Direct costs: \$53,580. Indirect costs: \$5,358
- 2002 Title of Project: *Understanding of mind in the classrooms: An exploratory study with teachers and preschoolers.* PI. Awarding Agency: Colombian Institute for the Development of Science and Technology (COLCIENCIAS, equivalent to the NSF in the U.S.). Young Researchers Division. PI: Leyva. Grant dates: 1/1/2002- 12/31/2002. Amount awarded: \$4,000. No indirect costs.

PENDING GRANTS

- 2024 Title of Project: *REU Site: Training in the Learning Sciences.* PIs: N. Tokowicz and T. Nokes-Malach. Co-PIs: D. Leyva; S. Fraundorf. Award Agency: National Science Foundation. Grant dates: 5/25-4/28. Grant submitted on 8/20/24. Program director asked for clarifications and changes to the budget, which were submitted on 4/21/25.

PUBLICATIONS (*indicates grad student/post-doc co-author, †indicates undergraduate student co-author)

Peer-reviewed Articles

1. Von Suchodoletz, A., Leyva, D., Ren, L., & Ng, F. (in press). How Chinese grandmothers and mothers share books with toddlers and relations with toddlers' verbal contributions. *Developmental Psychology*.
2. Leyva, D., Yeomans-Maldonado, G., Weiland, C., *Guo, Q., & Shapiro, A. (2024). [Home food practices and Latino kindergarteners' academic skills](#). *Early Childhood Research Quarterly*, 69 (4), 131-140. doi: 10.1016/j.ecresq.2024.08.001
3. Bambha, V., Surraín, S., Zucker, T., Ahmed, Y., & Leyva, D. (2024). [The intersection of parent questions, child skills, and activity context in informal STEM learning](#). *Journal of Experimental Child Psychology*, 246. Online First. doi: 10.1016/j.jecp.2024.106000
4. *McGregor, R., Leyva, D., & Libertus, M. (2024). [Identifying parental math talk styles and relations to child talk and skills](#). *Cognitive Development*, 69. Online First. doi: 10.1016/j.cogdev.2023.101398
5. Feller, A., Connors, M., Weiland, C., Easton, J., Ehrlich, S., Francis, J., Kabourek, S., Leyva, D., Shapiro, A., & Yeomans-Maldonado, G. (2024). [Addressing missing data due to COVID-19: Two early childhood case studies](#). *Journal of Research in Educational Effectiveness*. Advance online publication. doi: 10.1080/19345747.2024.2321438
6. Leyva, D., Libertus, M., & McGregor*, R. (2023). [Math intervention targeting family routines increases parental math talk and home math activities](#). *Journal of Applied Developmental Psychology*, 89. Online First. doi: 10.1016/j.appdev.2023.101595

7. [Leyva, D., Yeomans-Maldonado, G., Weiland, C., Shapiro, A., Leech, K., Pilot[†], I., & Wolf[†], S. \(2023\). Literacy measures that leverage Spanish-speaking Latino children's strengths. Journal of Literacy Research, 55 \(3\), 1-25. doi: 10.1177/1086296X231200818](#)
8. [Leyva, D., Yeomans-Maldonado, G., Weiland, C., & Shapiro, A. \(2023\). Latino home learning opportunities, parental growth mindset, and child academic skills. Early Education & Development, 35 \(6\), 1141-1155. doi: 10.1080/10409289.2023.2190291](#)
9. [Leyva, D., Yeomans-Maldonado, G., Weiland, C., & Shapiro, A. \(2022\). Latino kindergarteners' math growth, approaches to learning, and home numeracy practices. Journal of Applied Developmental Psychology, 80, 101417. Advance online publication. doi: 10.1016/j.appdev.2022.101417.](#)
10. [Leyva, D., Shapiro, A., Yeomans-Maldonado, G., Weiland, C., & Leech, K. \(2022\). Positive impacts of a strengths-based family program on Latino kindergarteners' narrative language abilities. Developmental Psychology, 58 \(5\), 835-847, 835-847. doi: 10.1037/dev0001332](#)
11. [Leyva, D., Weiland, C., Shapiro, A., Yeomans-Maldonado, G., & Febles, A. \(2022\). A strengths-based, culturally responsive family intervention improves Latino kindergarteners' vocabulary and approaches to learning. Child Development, 93 \(2\), 451-467. doi: 10.1111/cdev.13698.](#)
12. [Leyva, D., Libertus, M., & McGregor*, R. \(2021\). Relations between subdomains of home math activities and corresponding math skills in 4-year-old children. Education Sciences, 11, 594-609. doi: 10.3390/educi11100594](#)
13. [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, 7, 195-220. doi: 10.5964/jnc.6143](#)
14. [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, 22, 501-522. doi: 10.1080/15248372.2021.1908293](#)
15. [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](#)
16. [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](#)
17. [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](#)

18. 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
19. 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
20. 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 (1), 114-130. doi: 10.1080/10409289.2018.1540250.
21. 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.
22. 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.
23. 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.
24. 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 (3), 63-76. doi: 10.1016/j.ecresq.2017.01.001.
25. 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.
26. 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 (5), 770-791. doi: 10.1080/10409289.2015.1037625.
27. 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 (3), 781-799. doi: 10.1111/cdev.12342.
28. 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 (3), 309-322. doi: 10.1037/a0038785.
29. 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.
30. 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.
 31. 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.
 32. 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.
 33. 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.
 34. 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.
 35. 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 (3), 318-342. doi: 10.1080/10409289.2010.481552.
 36. 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.
 37. 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.

Manuscripts under review

*McGregor, R., Leyva, D., Ribner, A., & Libertus, M. (revise and resubmit). Examining a factor structure of home math activities by math subdomain with associations to children's math skills. *Journal of Numerical Cognition*.

Leyva, D., Weiland, C., Bustamante, A., Rochester, S. (revise & resubmit). Designing and evaluating randomized control trials using a strengths-based approach. *Journal of Research on Educational Effectiveness*.

Leyva, D., *Shekhar, S., *Guo, Q., Galan, E., & Gard, K. (submitted). Routine-based intervention promoting caregiver-child talk while cooking and preschoolers' vocabulary and approaches to learning. *Journal of Child Language*.

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). Unevenness and complexity in cognitive development: Commentary on Chapter II {Desigualdad y complejidad en el desarrollo cognitivo: Comentario al capítulo 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.

INVITED ADDRESSES AND TALKS

2024	Keynote Speaker at the Women in the Sciences Conference at the Universidad Señor de Sipan. <i>Latino home learning opportunities, growth mindset, and child academic skills</i> . Peru, November 12-13. 2024.
2023	Invited Speaker at the University of Maryland, College Park. College of Education. Department of Human Development and Quantitative Methodology. <i>Strengths-based approaches to studying the academic development of historically minoritized students</i> . October 25, 2024.
2023	Invited Address at the American Psychological Association (APA) Annual Convention. <i>Bringing Developmental Psychology into the Community</i> . Washington, DC, Aug 3-5.
2023	Invited Speaker at the Education University of Hong Kong. <i>Developing and Evaluating Interventions in Early Childhood</i> . Hong Kong, July 24-26.
2023	Invited Panelist at the Harvard Radcliffe Institute's Accelerator Workshop <i>Catalizing Change in Early Childhood Education in the 21st Century: Expanding Current Conceptualizations of Children's Success</i> . Cambridge, MA. April 24-25.
2022	Invited speaker (virtual – due to covid-19 pandemic) at the University of Virginia. Curry School of Education. <i>Food For Thought Program: Findings and Future Directions</i> .
2022	Invited speaker at the Society for Research in Educational Effectiveness (SREE) Annual Conference. <i>Culturally relevant literacy measures for Latino children</i> . Washington, DC. September 21-24.
2022	Invited to participate in IES Equity Technical Working Group. IES summoned experts in the field to review their new grant guidelines/requirements regarding equity.
2021	Invited speaker at the webinar <i>How to build family-school partnerships</i> organized by an Educational Foundation in Colombia (Compensar). September 20, 2021.
2020	Invited speaker at Boston University's webinar <i>Equity and Social Justice</i> . June 4.
2019	Invited speaker at the LEGO Idea Conference <i>Unlocking the Power of Parenting</i> . Billund, Denmark. April 1-3.
2018	Invited speaker at University of Iceland, Reikjavik. School of Education. <i>Food For Thought: How parents support children's literacy and math skills during family food routines</i> . August 16.

- 2018 Invited speaker at University of Otago at Dunedin, NZ. Psychology Department. *Grocery games: How parents support children's school readiness skills during family food routines*. February 12.
- 2017 Invited speaker at the III International Conference Good Start, an academic event on early education and development organized by the Office of the Mayor of Medellin (Colombia). *How parents play a central role in the development of children* [Como los padres de familia juegan un papel central en el desarrollo de los niños y niñas]. September 18-20. Medellin, Colombia.
- 2017 Invited speaker at Harvard University. Graduate School of Education. *What families bring to the table: Supporting children's school readiness skills during family food routines*. October 12.
- 2016 Invited speaker at the University of Michigan. School of Education. *Fostering literacy and language skills through everyday food practices in Latino communities*. October 27-29.
- 2015 Keynote speaker at the National University of Costa Rica. XIV Conference on Social Issues in Childhood and Adolescence [Seminario Realidad Social en Niñez y Adolescencia]. September 29-October 1. Heredia, Costa Rica.

MEDIA AND PUBLIC SCHOLARSHIP

- 2024 Interviewed by the SRCD Latinx Caucus for their Newsletter. Interview was included in their April issue in the section "Faculty Member Spotlight."
- 2023 My research was featured in the textbook [Understanding Research in Early Childhood Education](#), as an example of strengths-based study in the field. Edited by N. File, J. Mueller, D. Basner Wisneski, & J Stremmel. Second Edition.
- 2022 Interviewed by [News4 Nashville](#) about research on household chores.
- 2021 Wrote article in *The Conversation*. [How getting kids to make grocery lists and set the table can improve their vocabulary and willingness to learn](#).
- 2020 Served as consultant for Disney Junior Channel (Colombia office). Provided feedback on developmental appropriateness of content for the TV show "Mira Royal Detective"
- 2020 [Interviewed by Child News Trends Service](#). Topic: Learning at home during COVID-19. English and Spanish version of the videos and a 10-min interview
- 2019 [Research featured in FoxNews43](#)
- 2019 [Interviewed by Child News Trends Service](#). Topic: Grocery store math and reading add up. English and Spanish version of the videos and a 10-min interview.
- 2018 Invited to [blog for the National Institute for Early Education Research](#) (NIEER).
- 2018 Research featured in [local newspaper in Dunedin, New Zealand](#).
- 2018 Collaborated with Award Winning Animation Director Simon Wilches in [Coloring Without Borders](#) a children's coloring book. This collaborative book was created to benefit the work by the Families Belong Together organization, to permanently end family separation and detention, particularly at the US-Mexico border. Four pages in the book were authored by me. The content of these pages was informed by my research on child development in Latine communities.
- 2017 Interviewed by a [local public television program](#) about parenting practices in Colombia.
- 2016 Invited to [blog for UNICEF](#).
- 2013 Interviewed by [Podcast "The Voice of Literacy"](#). Dr. Elizabeth Baker. Aired on 2/4/13.

POLICY BRIEFS

- Leyva, D.** (2017). [Family conversations and self-regulation are key to school success in preschool](#) [Las

conversaciones familiares y la autorregulación son piezas claves para el éxito escolar en la etapa inicial en la educación parvularia].

Leyva, D. (2017). [*Beyond books: Developing emergent literacy skills in children through family conversations*](#) [Mas allá de los libros: Como desarrollar las habilidades de lectura emergente en los niños a través de la conversación familiar].

Leyva, D. (2017). [*The importance of fostering social competences in children during early childhood*](#) [La importancia de fomentar las competencias sociales en los niños durante los primeros años de vida].

Leyva, D. (2014). [*Improving classroom practices in pre-kindergarten and kindergarten in Santiago de Chile*](#) [Mejora en la calidad de las prácticas en niveles de transición de establecimientos municipales en Santiago de Chile].

SELECTED CONFERENCE PRESENTATIONS SINCE 2014 (*indicates post-doctoral, graduate or undergraduate student co-author)

Yang, T., **Leyva, D.**, Rowe, M., & Wei, R. (May, 2025). *Parental narrative elaboration predicts Chinese children's emotion regulation. Is theory of mind a mediator?* Paper presented at the Society for Research in Child Development (SRCD) Biennial Meeting. Minneapolis, MN.

Leyva, D., *Shekhar, S., *Guo, Q., Galan, E., & Gard, K. (May, 2025). Co-design and evaluation of the feasibility of the Literacy Eats program. Paper presented at the Society for Research in Child Development (SRCD) Biennial Meeting. Minneapolis, MN.

*McGregor, R. & **Leyva, D.** (May, 2025). *Parent and Teacher Perceptions of Supporting Preschool Children's Persistence Skills*. Poster presented at Society for Research in Child Development Biennial Meeting, Minneapolis, MN.

*Silva-Chelles, E.; Ross, S.; Documet, P. & **Leyva, D.** (May, 2025). Is parental self-efficacy associated with Latino preschoolers' home learning environment and vocabulary? Poster presented at the Society for Research in Child Development (SRCD) Biennial Meeting. Minneapolis, MN.

*Guo, Q. J., & **Leyva, D.** (May, 2025). Do Latino Kindergarten's Approaches to Learning Mediate Effects of a Family Intervention on Academic Skills? Poster presented at Society for Research in Child Development Biennial Meeting, Minneapolis, MN.

*Perez, L., *Ventura, A., Barria, J. Lapetina*, A., Alvarez, M., Chaves-Gnecco, D., Walker, E., & **Leyva, D.** (April, 2025). *Cuentame Cuentos: A family dialogic-reading and reminiscing app to support Latino preschoolers' literacy skills*. Roundtable presented at the American Educational Research Association (AERA) Annual Meeting, Denver, CO.

Leyva, D., Shekhar*, S., & Galan, E. & Antrom, S. (July, 2024). Empowering ethnically diverse parents to support preschoolers' language skills while cooking. Paper presented at the International Association for the Study of Child Language (IASCL), Prague, Czech Republic.

*McGregor, R., **Leyva**, D., & Libertus, M. E. (June, 2024). Longitudinal growth in parents' and children's math talk from a family math intervention. Paper presented at Mathematical Cognition and Learning Society Annual Meeting (MCLS), Washington, DC.

*Guo, Q., & **Leyva**, D. (April, 2024). Profiles of Latino home learning environments and their associations with kindergarteners' expressive vocabulary. Poster to be presented at Cognitive Development Society (CDS), Pasadena, CA.

Leyva, D. (2023). Discussant: Embedding equity and novel design into randomized controlled trials of the Model of Reading Engagement (MORE) to improve grade 3 reading. Paper symposium at the Society for Research in Education Effectiveness (SREE). Washington, DC.

*McGregor, R., **Leyva**, D., & Libertus, M. E. (June, 2023). Is parental math language context- and domain-specific? Paper presented at Mathematical Cognition and Learning Society Annual Meeting (MCLS), Loughborough, England.

*McGregor, R., **Leyva**, D., & Libertus, M. (April, 2023). Math intervention focused on family routines improves parental math talk. Paper presented at the Society for Research in Child Development (SRCD) Biennial Meeting. Salt Lake City, UT.

Leyva, D., Yeomans-Maldonado, G., Weiland, C., & Shapiro, A. (April, 2023). Parents' book-reading practices relate to Latino kindergartners' narrative skills. Paper presented at the Society for Research in Child Development (SRCD) Biennial Meeting. Salt Lake City, UT.

von Suchodoletz, A., **Leyva**, D., Ren, L., Li, Y., Zhang, Z., Qingdao, Y., & Fei-Yin, F. (April, 2023). How Chinese mothers and grandmothers read books with toddlers and its relations with toddlers' language. Paper presented at the Society for Research in Child Development (SRCD) Biennial Meeting. Salt Lake City, UT.

*McGregor, R., **Leyva**, D., & Libertus, M. E. (June, 2022). Exploring Links Between Styles of Parental Math Language and Children's Math Talk. Paper presented at Mathematical Cognition and Learning Society (MCLS) Annual Meeting, Antwerp, Belgium.

Leyva, D., Yeomans-Maldonado, G., Weiland, C., & Shapiro, A. (June, 2022). Latino kindergarteners' math growth, approaches to learning, and home numeracy practices. Paper presented at the Mathematical Cognition and Learning Society (MCLS) Annual Meeting. Antwerp, Belgium.

Leyva, D., Shapiro, A., Yeomans-Maldonado, G., Weiland, C., & Leech, K. (May, 2022). Positive impacts of a strengths-based family program on Latino kindergarteners' narrative language abilities. Paper presented at the Society for Research in Child Development (SRCD) Themed Meeting "Construction of the Other." Rio Grande, Puerto Rico.

*McGregor, R., **Leyva**, D., & Libertus, M. E. (April, 2022). Subdomain-specific relations between home math activities and 4-year-old children's math skills. Poster presented at Cognitive Development Society (CDS) Biennial Meeting, Madison, WI.

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.

Leyva, D. (June, 2019). How do low-income Chilean parents support preschoolers' math in a grocery game? Paper presented at the Mathematical Cognition and Learning Society (MCLS) Annual Meeting. Ottawa, Canada.

Leyva, D., von Suchodoletz, A., Doering, E., Shroff, D., Hinojo, A., Kartner, J. (April, 2019). Mother-toddler book-sharing practices in the United States, Germany and India. Paper presented at the Society for Research in Child Development (SRCD) Biennial Meeting. Baltimore, MD.

Leyva, D., Davis*, A., & Skorb*, L. (April, 2019). Recipe for success: Capitalizing on family food routines to develop Latinx children's math skills. Paper presented at the Society for Research in Child Development (SRCD) Biennial Meeting. Baltimore, MD.

Wei**, R., Ronfard, S., **Leyva, D.**, & Rowe, M. (April, 2019). Parent input styles and toddlers' word learning. Paper presented at the Society for Research in Child Development (SRCD) Biennial Meeting. Baltimore, MD.

Leyva, D., Rolla, A., Trevino, E., Arbour, M.C., Marzolo, M., & Barata, M. C. (August, 2018). Improving ECED quality in Chile: Impact results of a teacher professional development program. Paper presented at the European Association for Research on Learning and Instruction (EARLI) Annual Meeting. Tampere, Finland.

Leyva, D. (April, 2017). What families bring to the table: Using food practices to foster children's language and literacy skills. Paper presented at the Society for Research in Child Development (SRCD) Biennial Meeting. Austin, TX.

Leyva, D., & Nolivos*, V. (April, 2017). Chilean family reminiscing about emotions and its relation to children's self-regulation skills. Paper presented at the Society for Research in Child Development (SRCD) Biennial Meeting. Austin, TX.

Leyva, D., & Smith*, M. (June, 2016). Parents' narrative scaffolding and children's language and literacy in a low-income Chilean sample. Paper presented at the Jean Piaget Society (JPS) Annual Meeting. Chicago, IL.

Leyva, D. (April, 2016). The Food For Thought (FFT) program: A feasibility study. Paper presented at the Professional Learning Network to Advance Early Education Reform (ProLEER) Annual Meeting. Boston, MA.

Skorb*, L., & **Leyva, D.** (March, 2016). Food For Thought Feasibility Study: A literacy program for Latino kindergarteners and their parents. Poster presented at the Eastern Psychological Association (EPA) Annual Meeting. New York, NY.

Rolla, A., **Leyva, D.**, & Trevino, E. (March, 2016). Using the CLASS observation instrument as an evaluation and professional development tool in Chile. Paper presented at the Comparative International Education Society (CIES) Annual Meeting. Vancouver, Canada.

Malachowski*, L., **Leyva, D.**, Tamis-LeMonda, C., & Yoshikawa, H. (October, 2015). Stability and Changes in Maternal Autonomy Support From Kindergarten to First Grade: Predicting Executive Function Skills in a Low-Income and Ethnically Diverse Sample. Poster presented at the Cognitive Development Society (CDS) Annual Meeting. Columbus, OH.

Leyva, D., Yoshikawa, H., Snow, C., Trevino, E., Rolla, A., Barata, M. C., Weiland, C., & Arbour, M. C. (September, 2015). ¿Cómo mejorar la educación pre-escolar en Chile? Resultados de un estudio experimental realizado con maestras en Santiago. Paper presented at the 1st Latin American Regional Psychological Conference. Armenia, Colombia.

Leyva, D., Tamis-LeMonda, C., Yoshikawa, H., & Jimenez-Robbins*, C. (July, 2015). Ethnic differences in mother-child interaction and their relation to gains in children's literacy and mathematics. Poster presented at the Society for Scientific Studies in Research (SSSR) Biennial Meeting. Kona, HI.

Lindsey*, J., **Leyva, D.**, Jimenez-Robbins*, C., Tamis-LeMonda, C., & Yoshikawa, H. (March, 2015). Executive function, academic skills, and parental scaffolding and autonomy support in low-income Chinese, Latino and African American kindergarteners. Poster presented at the Society for Research in Child Development (SRCD) Biennial Meeting. Philadelphia, PA.

Leyva, D. (March, 2015). Does narrative scaffolding predict pre-kindergarteners' literacy skills in a sample of low-income Chilean families? Paper presented at the Society for Research in Child Development (SRCD) Biennial Meeting. Philadelphia, PA.

Leyva, D. & Nolivos*, V. (March, 2015). The effects of executive function and parent "math talk" on children's mathematics skills in low-income Chilean families. Paper presented at the Society for Research in Child Development (SRCD) Biennial Meeting. Philadelphia, PA.

Leyva, D. (July, 2014). Parent-child discourse and children's school readiness in minority children. Symposium to be presented at the International Association for the Study of Child Language (IASCL) Biennial Meeting. Amsterdam, Netherlands.

Leyva, D., Yoshikawa, Y., Snow, C., Trevino, E., Rolla, A., Barata, C., Weiland, C., & Arbour, M. C. (April, 2014). Can we improve preschool classroom quality in Chile? A cluster-randomized trial evaluation of a professional development program. Paper presented at the Society for Research on Educational Effectiveness (SREE) Annual Meeting. Washington, DC.

COURSES TAUGHT

University of Pittsburgh

PSY0310: Developmental Psychology (undergraduate level).

Fall 2020: 230 students. Spring 2022: 271 students. Spring 2024: 221 students.

PSY1326 (formerly 1053): Culture, Parenting, and Literacy (undergraduate level).

Spring 2020: 29 students. Spring 2021: 30 students. Fall 2021: 32 students. Fall 2022: 31 students. Fall 2023: 29 students. Fall 2024: 29 students.

PSY2310: Foundations of Developmental Psychology (graduate level)

Spring 2023: 13 students

PSY2376: Culture, Parenting, and Literacy (graduate level)

Fall 2021: 10 students

Davidson College

PSY101: Introduction to Psychology

PSY241: Developmental Psychology

PSY315: Methods in Developmental Psychology

PSY355: Culture, Parenting, and Literacy

LEADERSHIP AND SERVICE

Review Panel, External Reviewer for Grant Proposals

2025	NSF Reviess Panel – ECR-Core
2025	IES Review Panel – Early Childhood Education
2023-2024	External reviewer for Templeton World Charity Foundation
2022	IES Equity Technical working Group Member. U.S. Department of Education. Reviewed new IES grant guidelines regarding equity.
2022	External reviewer for IES. U.S. Department of Education. <i>Preparing Young Children for School: An Educator's Practice Guide</i> . Reviewed Practice Guide for Educators.
2021	NSF Review Panel – AISL
2021	External reviewer for NSF – BCS-DS
2021	External reviewer for FONDECYT (Equivalent of NSF in Chile)
2020	External reviewer for Marsden Fund (New Zealand Government Fund)
2019	External reviewer for FONDECYT (Equivalent of NSF in Chile)

Editorial Service

2022-present	Associate Editor, Developmental Psychology
2018-2022	Editorial Review Board, Journal of Applied Developmental Psychology
2018-2022	Editorial Review Board, Early Education and Development
2012-present	Editorial Review Board, Journal of Cognition and Development
2010-present	Editorial Review Board, Revista Colombiana de Psicología

2009-present Ad-hoc Reviewer for the Annals of the New York Academy of Sciences, Developmental Science, Child Development, Developmental Psychology, Early Childhood Research Quarterly, Educational Review, Journal of Early Childhood Literacy, First Language, British Journal of Developmental Psychology, Journal of Literacy Research, Infant and Child Development, Journal of Educational Research, Journal of Child and Family Studies, Journal for the Study of Education and Development

Advisory Board Service

Advisory Board Member, MDRC (2023-present). *Measures for Early Success Initiative*.

Advisory Board Member, EF+Math Initiative (2020-present). AERDF

Advisory Board Member, IES grant. (2024-present). PI: Tricia Zuckerman. University of Texas, Houston.

Advisory Board Member, NIH grant. (2024-present). PI: Sarah Surrein. University of Texas, Houston.

Advisory Board Member, (2024). Bill Gates Foundation grant. PI: Jelena Obradovic. Stanford University.

Advisor, Acelero Learning Inc. (2023). Acelero provides early childhood education and family engagement services to Head Start programs in NJ, NV, PA, WI.

Advisory Board Member, NSF grant. (2021-2023). PI: Anna Shusterman. Wesleyan University.

Advisor, Montessori initiative. (2019-2020). Brady Education Foundation

Advisor, Colombian Ministry of Education. (2016). Provided feedback on the creation of a [National Curriculum for Kindergarten](#) – in collaboration with Universidad de Antioquia, Medellin, Colombia.

Advisor, Office of the Colombian President. (2013-2014). Evaluated the mechanisms of implementation, governance, finance, and sustainability of the [Colombian Early Childhood National Policy](#) - in collaboration with New York University, Yale University, Harvard University, Stanford University and UNICEF.

National and International Conference Symposia Organized

Chair, Symposium: (2024). Interventions that improve vocabulary and narrative skills in ethnically and linguistically diverse children. International Society for the Study of Child Language (IASCL). Prague, Czech Republic.

Chair, Symposium: (2023). Parent practices and socio-emotional, cognitive, and linguistic outcomes in young Chilean children. Society for Research in Child Development (SRCD) Biennial Meeting. Salt Lake City, UT.

Chair, Symposium: (2023). How grandparents in China, Chile, and the United States influence children's development. Society for Research in Child Development (SRCD) Biennial Meeting. Salt Lake City, UT.

Chair, Symposium: (2021). Using RCTs to evaluate effectiveness of strengths-based, parent-focused interventions promoting positive outcomes in Latino children. Society for Research in Child Development (SRCD) Biennial Meeting. Virtual Conference.

Chair, Symposium: (2021). Children's decontextualized talk in ethnically and socio-economically diverse communities in the U.S., China, and Norway. Society for Research in Child Development (SRCD) Biennial Meeting. Virtual Conference.

Chair, Symposium: (2019). Innovative approaches at home and school to improve children's early math skills. Society for Research in Child Development (SRCD) Biennial Meeting. Baltimore, March 21-23, 2019.

Chair, Symposium: (2019). Variations in parent-child book-sharing practices at home and their relations to child outcomes. Society for Research in Child Development (SRCD) Biennial Meeting. Baltimore, MD, March 21-23, 2019.

Chair, Symposium: (2017). Turning everyday family practices into effective language and literacy interventions for preschool and kindergarten children. Society for Research in Child Development (SRCD) Biennial Meeting. Austin, TX, April 6-8, 2017.

Institutional Service (University of Pittsburgh)

University and Department Service

2024-present	Chair, Department Colloquium Series, Psychology Department
2024-present	Member, Executive Committee, LRDC
2024	Member, Search Committee– Director of LRDC
2023-present	Co-Chair, Undergraduate Summer Internship, LRDC
2023-2024	Co-Chair, Tim Post Award, LRDC
2021-2023	Member, Executive Committee, LRDC
2022-2023	Co-Chair, Latinx Cluster Faculty Search Committee, Psychology Department
2021-2022	Member, Executive Committee, Department of Psychology
2022	Reviewer, LRDC Tim Post Award Applications, LRDC
2021-2022	Reviewer, Russ Award Applications, Department of Psychology
2021	Reviewer, Director Fellowship Applications, LRDC
2019-2020	Member, Faculty Search Committee, Department of Psychology

Post-Doctoral Trainee Mentor

Maria Anderson	2024-2025
Ana Clara Ventura	2022-2023
Luis Perez Cortes	2021-2023

Graduate (Ph.D.) Students Chaired

Rebecca McGregor, 5th year student (2020-present).
 Elizabeth Baranger Excellence in Teaching Award winner (2024).
 Moskowitz Teaching Award winner (2024).
 Russ Award winner (2024).
 Discipline-Based Science Education Center (dB-SERC) Mentor/Mentee Teaching Award winner.
 On-track to defend dissertation proposal this academic year.

Qianjin Guo, 2nd year student (2023-present).
 On-track to propose and defend 2nd year project this academic year (2024-2025)

Emanuelle Silva, 2nd year student (2023-present).
 On-track to propose and defend her 2nd year project this academic year (2024-2025)

Graduate (Ph.D.) Committee Member (Completion Date)

Shirley Duong, Department of Psychology (2024)
 Emily Roemer, Department of Psychology (2022)
 Monica Navarro, Department of Psychology (2020)

Graduate (Masters) Committee Member (Completion Date)

Ran An, Department of Psychology (2022)

Graduate (Comps/Specialty Paper) Committee Member (Completion Date)

Linsah Coulanges, Department of Psychology (2023)

Undergraduate Honor's Thesis Committee Chair (Completion Date)

Darin Fields, Department of Psychology (2023, winter). Project title: *Distancing language and four-year-olds' math skills*.

Tran Luu, Department of Psychology (2023, spring). Project title: *Exploring relations between researcher report and parental report of preschoolers' self-regulations skills and their math skills*.

Agnes Reyes, Department of Psychology (2022, spring). Project title: *Exploring how children's math skills relate to parental math anxiety and parental support domains*.

Undergraduate Thesis Committee Member (Completion Date)

Hanna Enos, Department of Psychology, BPhil Honors Thesis (2025)

Ana Larez, Department of Psychology, Honors Thesis (2024)

Kalina McNeil, Department of Psychology, BPhil Honors Thesis (2023)

Madhura Leninkanna, School of Public Health, BPhil Honors Thesis (2022)

Uma Balaji, Department of Psychology, Honors Thesis (2022)

Noah Cenker, Department of Psychology, Honors Thesis (2021)

Bianca Calabretta, Department of Psychology, Honors Thesis (2020)

Undergraduate Summer Intern Mentor

Coco Fang, LRDC, 2025

Sierra Cortes, LRDC, 2022

Undergraduate Directed Research Student Mentor

Lily Cusack, Maia Getz, Astrid Otero, Emily Zhu, Department of Psychology, 2025

Kynies Xiao, Department of Psychology, 2024

Layla Kaufman, Department of Psychology, 2024

Ashley Escobar-Martinez, Department of Psychology, 2023-2024

Helena Damron, Department of Psychology, 2023

Kurran Singh, Department of Psychology, 2023

Emily Russell, Department of Psychology, 2023

Carolyn Klepper, Department of Psychology, 2022

Gabriela Hutter, Department of Psychology, 2022

Tran Luu, Department of Psychology, 2022

Sydne Samuels, Department of Psychology, 2021

Agnes Reyes, Department of Psychology, 2020

Sofina Shekhar, Department of Psychology, 2020

Undergraduate Teaching Assistant Mentor

Alonna Wood, Department of Psychology, 2024

Perpetua Buadoo, Department of Psychology, 2022

Anish Balamurali, Department of Psychology, 2022

International Graduate Students

Graduate (Ph.D.) Committee Member (Completion Date)

Carolina Alvarez, Department of Psychology, University of Cambridge, UK (2024)

Dilman Nomat, Department of Education, University of Oslo, Norway (2023)

Graduate (Masters) Committee Member (Completion Date)

Andrea Solano, Department of Psychology, Universidad de los Andes, Colombia (2015)

Davidson College – Undergraduate Student Mentor***Undergraduate Honor's Thesis Committee Chair (Completion Date)***

Sophie Wolf, Department of Psychology (2019)

Gilian Hightet, Department of Psychology (2018)

Lauren Skorb, Department of Psychology (2017)

Lauren Malachowski, Department of Psychology (2017)

Anna Davis, Department of Psychology (2017)

Julia Lindsey, Department of Psychology (2016)