Vitae

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POSITIONS HELD

at the University of British Columbia:

2018 - Founding Member, Educational Neuroscience & Healthy Child Development Cluster, UBC
2011 - Member, Kids Brain Health Network (formerly known as NeuroDevNet) dedicated to helping children overcome neurodevelopmental disorders
2010 - Founding Member, Centre for Interdisciplinary Res. & Collaboration in Autism, UBC
2008 - Head, Program in Developmental Cognitive Neuroscience, Dept. of Psychiatry, UBC
2007 - 2009 Faculty Fellow, Green College, UBC
2006 - Founding Fellow, Institute of Mental Health, UBC
2005 - Associate Member, Department of Psychology, UBC
2004 - Canada Research Chair Tier 1 Professor of Developmental Cognitive Neuroscience, Department of Psychiatry, UBC, Vancouver
Member: Centre for Brain Health, UBC; Human Early Learning Partnership (HELP); Child and Family Research Institute (CFRI); Graduate Program in Neuroscience; Undergraduate Program in Cognitive Systems, UBC

at the Shriver Center, University of Massachusetts Medical School:

2000 - 2004 Professor of Psychiatry, University of Massachusetts Medical School, Worcester, MA
1997 - 2004 Director, Center for Developmental Cognitive Neuroscience, Univ. of Massachusetts Medical School, Eunice Kennedy Shriver Center Campus, Waltham, MA
Adjunct Professor, Department of Psychology, Brandeis University, Waltham, MA
1997 - 1999 Sr. Scientist, Psych. Sci.s Div. & Adjunct Sr. Scientist, Biomed. Sci.s Div., Shriver Center
1996 - 1997 Associate Scientist, Psychological Sciences Division, Shriver Center, Waltham, MA

at MIT:

1995 – 1996 Visiting Associate Professor, Department of Brain and Cognitive Sciences, Massachusetts Institute of Technology (MIT), Cambridge, MA

at the University of Pennsylvania:

1993 - 1995 Director, Neuropsychology and Behavior Analysis Core of the Mental Retardation Research Center, Children's Hospital of Pennsylvania
1991 - 1995 Member, Neuroscience Graduate Group & Mahoney Institute of Neurological Sciences
1990 - 1993 Director, Developmental Neuropsychology Section, MR Research Center, Children's Hospital
1988 - 1995 Assistant Professor, Department of Psychology, University of Pennsylvania
Member, Mahoney Institute of Neurological Sciences, Univ. of Penn. Sch. of Medicine
Member, Inst. for Res. in Cognitive Sci., & Program on the Bio. Bases of Behavior, UPenn

at Washington University:

1986 - 1988 Assistant Professor of Psychology, Washington University, St. Louis

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SHORT BIOSKETCH

Adele Diamond, PhD, FRSC is the Canada Research Chair Tier I Professor of Developmental Cognitive Neuroscience at University of British Columbia (UBC), Vancouver, BC, Canada. A Fellow of the Royal Society of Canada, she has been named one of the "2000 Outstanding Women of the 20th Century," has been listed as one the 15 most influential neuroscientists alive today, and her impact was recently ranked among the top 0.01% of all scientists across all fields. She received her BA from Swarthmore (Phi Beta Kappa), her PhD from Harvard, and was a postdoctoral fellow at Yale Medical School.

Prof. Diamond co-founded the field of Developmental Cognitive Neuroscience and continues to be recognized as a world leader in both Psychology and Neuroscience as evidenced by her impact, awards, success in research funding, leadership roles, and abundant invitations to speak across disciplines, professions, and nations. She has held federal research grants continuously for over 40 years (since her graduate school days) and overseen over $24 million in research funding. She has given over 600 keynote addresses and invited talks, including at the White House and to the Dalai Lama as well as in 34 countries across 5 continents. Her work has been cited over 47,000 times and has an h-index of 70. She heads the Developmental Cognitive Neuroscience Program at UBC, has served on over 25 external advisory boards and 10 editorial boards, including those of all 3 major journals in Developmental Psychology. Her many awards include the Award for Lifetime Contributions to Developmental Psychology in the Service of Science and Society from the American Psychological Association, the International Mind, Brain and Education Society's Translation Award (the highest award that society gives), election to Fellow of the American Psychology Association, Association for Psychological Science, and Society of Experimental Psychologists, as well as honorary doctorates from Swarthmore College and Ben-Gurion University

Prof. Diamond's specialty is executive functions, which depend on the brain's prefrontal cortex and interrelated neural regions. Executive functions enable us to resist temptations and automatic impulsive reactions, stay focused, mentally play with ideas, reason, problem-solve, flexibly adjust to changed demands or priorities, and see things from new and different perspectives. Prof. Diamond's lab studies how executive functions are affected by biological factors (such as genes and neurochemistry) and by environmental ones (for example, impaired by stress or improved by interventions).

She has demonstrated that executive functions emerge and can be assessed as early as the first year of life, and shown that interventions can improve executive functions even in very young children. Her work has demonstrated ways to help children grasp concepts and succeed at tasks long thought beyond their ability and has changed how people think about cognitive development in emphasizing the importance of inhibiting reactions that get in the way of demonstrating knowledge that is already present.

Her work on the unusual properties of the dopamine system in prefrontal cortex led to her identifying the biological mechanism causing executive function deficits in children treated for phenylketonuria (PKU) and definitively documenting those deficits and their effect on the brain, resulting in guidelines for the medical treatment of PKU changing around the globe – an example of how changing behavior (diet) can affect neurochemistry and brain function. Global changes to clinical practice followed two other subsequent discoveries by her. Thus, on three separate occasions her discoveries have led to improvements in the treatment of medical disorders.

More recently, Prof. Diamond has derived new principles for how to improve executive functions and debunked previously-accepted ones. She offers a markedly different perspective from traditional medical practice in holding that treating physical health, without also addressing social and emotional health is less efficient or efficacious. Prof. Diamond also offers a markedly different perspective from mainstream education and has shown that focusing exclusively on training cognitive skills is less efficient, and ultimately less successful, than also addressing social, emotional, spiritual, and physical needs. She has shown that many issues are not simply education issues or health issues; they are both.

Prof. Diamond is also known as an exceptional communicator, both in writing and in speaking, making complicated concepts easily understandable across fields and to the lay public. She has been instrumental in

bringing researchers and practitioners together across fields and in jump-starting countless collaborations. One of her many humanitarians projects was recently recognition by the establishment of the "Adele Diamond Foundation" in her honor to further efforts to help Maasai children receive a quality education.

EDUCATION AND TRAINING

Yale University School of Medicine	Postdoctoral Fellow, 1982-85	Neuroanatomy (Laboratory of Patricia Goldman-Rakic)
Harvard University	PhD, 1983	Psychology and Social Relations Dept. * Developmental Psychology (advisor, Jerome Kagan)
Swarthmore College graduated Phi Beta Kappa & with highest honors in Course	BA, 1975	Psychology; Sociology & Anthropology
London School of Economics	1972	Philosophy of Science (advisor, Imre Lakatos)

* Member (1975-1978), Cross-Cultural Research Training Group, headed by Beatrice and John Whiting and Robert LeVine

RESEARCH INTERESTS

Prof. Diamond's lab integrates developmental, cognitive science, neuroscience, and molecular genetic methods to study prefrontal cortex (PFC) and the most complex cognitive abilities ('executive functions' [EFs]) that rely on PFC and interrelated brain regions. EFs include being able to 'think outside the box,' see things from multiple perspectives, and flexibly adjust to changed demands or priorities (cognitive flexibility); mentally working with and manipulating information and ideas (working memory); and giving a considered response rather than an impulsive one, resisting temptations, and staying focused (inhibitory control, including self-control and selective attention). These abilities are crucial for problem-solving, creativity, and reasoning, for mental and physical health, and for success in all life's aspects.

One goal of the lab is to examine fundamental questions about how PFC and EFs are influenced by biological factors (such as genes and neurochemistry) and environmental ones (including detrimental influences such as poverty or stress and facilitative ones such as interventions). For example, the lab examines ways in which unusual properties of the PFC dopamine (DA) system contribute to the exceptional sensitivity and vulnerability of PFC and EFs to environmental and genetic variations that have little effect elsewhere in the brain, and how at least some of these effects are different in men and women.

One unusual aspect of the DA system in PFC is a relative dearth of dopamine transporter (DAT) proteins, the best way for clearing away released DA. This has many interesting and practical consequences. One of those relates to attention-deficit hyperactivity disorder (ADHD). We are finding that by prescribing the correct dose of psychostimulants for controlling hyperactivity, physicians are over-medicating children with ADHD (prescribing too high a dose of psychostimulants) for the best cognitive performance. PFC is the brain region most linked to the cognitive deficits in ADHD; the striatum is most linked to the behavioral ones. In moderate to high doses, psychostimulants inhibit re-uptake of DA by DAT. Since DAT is abundant in the striatum but sparse in PFC, inhibiting re-uptake of DA by DAT mainly aids the striatum (i.e., mainly reduces behavioral problems like hyperactivity and impulsivity). Recent neuroscience findings show that in low doses, however, psychostimulants increase DA release specifically in PFC. Physicians decide on the optimal psychostimulant dose for a child with ADHD by asking the child's parent how the child is doing on different doses. The parent bases his/her answer on the

child's behavior. No one tests the child's cognitive skills. In a double blind, crossover design study, we are finding that consistently children show better cognitive performance on half their prescribed dose.

Another goal of the lab is to find practical ways to help children develop healthy EFs, and thus to help more children thrive. Researchers and educators tend to focus on one aspect of a person in isolation, ignoring that the different parts of a person (cognitive, physical, social, emotional, and spiritual) are all interrelated. For example, efforts to study or improve cognitive skills (such as EFs) or academic performance are generally done ignoring whether participants are happy or sad, lonely or healthy. Yet sadness, stress, loneliness, or poor health causes one's EFs to be worse and work against efforts to improve EFs or academic outcomes. Conversely, EFs are better when one feels emotionally and socially nourished and healthy. Social and/or emotional aspects of, or adjuncts to, a program to improve cognitive skills might be key to whether and/or how much that program succeeds.

Diamond predicts that the activities that will most successfully improve EFs will include each of the following elements: **(1)** tax EFs, continually challenging them in new and different ways, **(2)** be personally meaningful and relevant, inspiring a deep commitment and emotional investment on the part of participants to the activity and perhaps also to one another, **(3)** have a mentor or guide who firmly believes in the efficacy of the activity and is supportive (sincerely cares about and believes steadfastly in the individual participants), and **(4)** provide joy, reducing feelings of stress and loneliness, and inspiring self-confidence and pride.

What activities are most likely to have those characteristics? Often, it is real world activities, such as the arts or sports. Traditional activities (such as dance, music-making, play and sports) that have been part of all cultures throughout time address all aspects of a person -- they challenge our EFs (requiring focus, concentration, and working memory), make us happy and proud, provide a sense of belonging, and help our bodies develop.

Improving EFs is less about improving aerobic capacity per se or improving a particular cognitive or motor skill; it is about touching hearts and minds. EFs should improve most when people are engaged in activities they genuinely care about for which improving EFs improves performance. If you are passionate about an activity, you will devote much time and effort to it. If that activity trains and challenges EFs, then EF improvements should be seen because it is the time spent practicing, pushing oneself to improve that drives the benefit. Common sense; but how many of the hundreds of attempts to improve EFs have looked at participants engaged in anything they deeply care about? Almost none.

Many activities not yet studied might well improve EFs. Diamond hypothesizes that it matters less what the activity is than the way it is done. Thus, examples of our current studies include:

- Are the benefits of music for improving mood, health, and EFs in older adults greater when the experience of listening to the music is socially shared?

- How important is the social element of El Sistema instrumental music training for EF benefits?

- Will individuals be more emotionally invested in EF training if they have a say in shaping the training activity and will that translate into greater EF benefits?

We hope our research might fundamentally change the approach and underlying assumptions (i.e., shift the paradigm) of how to improve cognitive skills and how to educate children. We expect to show that focusing exclusively on training cognition might not be the best way to improve cognition; emotional and social factors might be key to whether cognition improves.

Recently we have turned our attention to the possible roles of music, dance, storytelling, traditional martial arts, mindfulness, and even circus for improving executive functions, academic outcomes and mental health.

SIGNIFICANT CONTRIBUTIONS

1. In the 1980s, Adele Diamond's work opened up a new field of inquiry, Developmental Cognitive Neuroscience, which marked a milestone in the integration of developmental psychology, cognitive science, and neuroscience.

Developmental psychologists and neuroscientists used to know little of one another's work. As a graduate student, Diamond realized that for 50 years developmental psychologists and neuroscientists had been using essentially the same behavioral task without knowing it. Developmental psychologists called it "A-not-B" and used it to study cognitive development in infants; neuroscientists called it "delayed response" and used it to study the functions of prefrontal cortex (PFC) in monkeys.

Building on that insight, she undertook a systematic program of research to chart the developmental progression of human infants on A-not-B and delayed response plus a transparent barrier task (to obtain converging evidence from a very different paradigm), the developmental progression of infant monkeys on the 3 tasks, the effect of lesions on adult monkeys' performance of those tasks, and the effect of lesions on infant monkeys' performance of the tasks (see Table below).

Behavioral Tasks:	**A-not-B**	**Delayed Response**	**Object Retrieval**
Human infants show a clear developmental progression from 7½ -12 months.	Diamond, 1985	Diamond & Doar, 1989	Diamond, 1988
Adult monkeys with lesions of dorsolateral prefrontal cortex fail.	Diamond & Goldman-Rakic, 1989	Diamond & Goldman-Rakic, 1989	Diamond & Goldman-Rakic, 1985
Adult monkeys with lesions of posterior parietal cortex succeed.	Diamond & Goldman-Rakic, 1989	Diamond & Goldman-Rakic, 1989	Diamond & Goldman-Rakic, 1985
Adult monkeys with lesions of the hippo-campal formation succeed.	Diamond, Zola-Morgan, & Squire, 1989	Squire & Zola-Morgan, 1983	Diamond, Zola Morgan, & Squire, 1989
Infant monkeys show a clear developmental pro-gression from 1½ -4 months.	Diamond & Goldman-Rakic, 1986	Diamond & Goldman-Rakic, 1986	Diamond & Goldman-Rakic, 1986
5-month-old infant monkeys, who received lesions of dorsolateral prefrontal cortex at 4 months, fail.	Diamond & Goldman-Rakic, 1986	Diamond & Goldman-Rakic, 1986	

This established **the first strong link between early cognitive development and the functions of a specific brain region**. It gave encouragement to others that rigorous experimental work addressing brain-behavior relations was possible in infants, which people at that time still thought was impossible until Diamond's work. It also fundamentally altered the scientific understanding of PFC early in development; clearly it was not silent as accepted wisdom had held. Even though PFC is very immature early in life and takes a very long time to develop, it can already subserve elementary versions of the highest cognitive functions during the first year of life.

Diamond went on to facilitate many of the earliest collaborations between developmental and cognitive scientists, on the one hand, and neuroscientists on the other beginning with the landmark conference she organized in 1989 ("Development and Neural Bases of Higher Cognitive Functions") that brought together developmental scientists, cognitive psychologists and neuroscientists, using observable behaviors they were assessing in common paradigms to bridge the communication gap between disciplines. The NYAS volume that resulted from that meeting was so popular, it sold out in record time. The conference birthed over a half dozen new collaborations -- the earliest collaborations between developmental and cognitive scientists, on the one hand, and neuroscientists on the other. Throughout her career up to the present, Diamond has actively connected people to one another and facilitated countless scientific collaborations and friendships.

2. In the 1990s, Diamond's team made **two discoveries that led to worldwide improvements in the medical treatment for phenylketonuria (PKU), improving the lives of thousands of children.** Diamond **identified the biological mechanism causing EF deficits** in children treated for PKU. She provided **the first demonstration of a visual deficit in treated PKU children** (which changed international guidelines for the age of treatment onset).

After demonstrating that maturation of PFC played a role in early cognitive development, a natural next question was, "What's changing in PFC to make these cognitive advances possible?" Diamond hypothesized that at least part of the answer was increasing levels of DA in PFC. But how to study the role of DA in modulating PFC cognitive functions ("executive functions" [EFs]) in humans early in life? No one had ever done anything like that. Again, the answer lay in integrating two fields. Researchers and clinicians working on inborn errors of metabolism had noticed that children 'well-treated' for phenylketonuria (PKU) seemed to show selective EF deficits, but no one could imagine a mechanism that could explain that, so reports of such deficits were largely ignored. Neuropharmacologists studying the mesocortical DA system in rats had shown that if there is only a modest reduction in the DA precursor, tyrosine, PFC is selectively affected. Diamond realized that the latter might provide a mechanism to account for the former because children 'well-treated' for PKU typically had slightly elevated blood levels of phenylalanine (Phe) and slightly reduced blood levels of tyrosine. Since Phe and tyrosine compete to enter the brain, a modest elevation in the Phe to tyrosine ratio in blood would result in a modest reduction in the amount of tyrosine reaching the brain – a reduction sufficient to impact PFC but too small to impact other brain regions.

To test that hypothesis, Diamond again turned to work in both humans and animals. Diamond's team combine (a) neurochemical work in animals -- creating the first animal model of treated PKU along the way (Diamond et al., 1994) and the first genetic animal model of treated PKU (Zagreda et al., 1999) -- with (b) longitudinal testing of 5 groups (those with PKU, those with a related disorder [hyperphenylalaninemia], siblings of the PKU patients, matched controls, and infants and children from the general population) at each of 3 age ranges (infants, toddlers, and children) using an extensive neurocognitive battery (Diamond et al., 1997). Diamond's team was thereby able to demonstrate the mechanism causing the deficits that had so confounded those working on inborn errors of metabolism and the team demonstrated how those deficits could be prevented. While the longitudinal study documented the extent and nature of the cognitive deficits and the levels of Phe and tyrosine associated with them, the animal models tested the hypothesized neural mechanism underlying the cognitive deficits (i.e., slightly too little tyrosine reaching the brain, which lowered DA levels in PFC but not in other brain regions because of unusual properties of the DA system in PFC [faster firing rate & faster DA turnover]). Diamond's team,

thus, showed definitively that the then-accepted treatment for PKU left EF deficits, discovered the causal mechanism, and demonstrated what to do about the problem. The medical community swiftly acted on these findings, changing the guidelines around the world for the treatment of PKU.

Midway through, Diamond learned that the DA system in the retina shares the same unusual properties as those that cause PFC to be sensitive to reductions in available tyrosine too small to affect other brain regions. To be consistent, she had to predict that retinal function would also be adversely impacted in children treated for PKU, so she ventured into vision science to investigate that together with pediatric optometrist, Dr. Chaya Herzberg. Sure enough, her team identified the first visual deficit reported in children treated for PKU – impaired contrast sensitivity. Two superficially unrelated behavioral effects (a selective cognitive deficit and a selective visual deficit) were found to have same underlying cause.

Diamond, A. (2001). A model system for studying the role of dopamine in prefrontal cortex during early development in humans. In C. Nelson & M. Luciana (eds.), *Handbook of developmental cognitive neuroscience* (pp. 433-472). Cambridge, MA: MIT Press.
Reprinted (2002) in *Reader in brain development and cognition*. Blackwell Press.

Zagreda, L., Goodman, J., Druin, D. P., McDonald, D., & Diamond, A. (1999). Cognitive deficits in a genetic mouse model of the most common biochemical cause of human mental retardation. *Journal of Neuroscience, 19*, 6175-6182.

Diamond, A., Prevor, M. B., Callender, G., & Druin, D. P. (1997). Prefrontal cortex cognitive deficits in children treated early and continuously for PKU. *Monographs of the Society for Research in Child Development (Monograph #252), 6*2 (4), 1-207.
see: www.apa.org/research/action/pku.aspx

Diamond, A. & Herzberg, C. (1996). Impaired sensitivity to visual contrast in children treated early and continuously for PKU. *Brain, 119*, 523-538.
see also: www.apa.org/research/action/pku.aspx

Diamond, A., Ciaramitaro, V., Donner, E., Djali, S., & Robinson, M. (1994). An animal model of early-treated PKU. *Journal of Neuroscience, 14*, 3072-3082.

Diamond's team had found converging evidence from two very different domains, vision and cognition, in support of her hypothesis about the mechanism causing cognitive deficits in PKU children when their Phe levels were maintained at what had been thought to be safe levels (3-5 times normal; 360-600 μmol/L). One discrepancy troubled Diamond, however. PFC cognitive deficits were closely related to children's **current** levels of Phe. The visual deficits were not. The deficit in contrast sensitivity was closely related to what the children's Phe levels had been during the first month of life.

By the time her team studied contrast sensitivity, they knew what range of Phe levels produced a deficit and so only sampled from within that range. Having a truncated range of current Phe levels could easily have accounted for the failure to find a relation between contrast sensitivity and current Phe levels. However, a child born with PKU is usually not started on treatment for the disorder until about 10 days of age. The visual system is maturing very rapidly during the days and weeks right after birth. Perhaps the excessively high levels of Phe reaching the brain during those first days after birth impairs the visual system.

To test that hypothesis Diamond brought in pairs of siblings, both of whom had PKU, as well as children from the general population. The importance of the sibling pairs was that while PKU in the first child born with the disorder is not detected until the heel prick test after birth, amniocentesis is performed for all later-born children and so it is known if any of those children have PKU before birth. The first-born children started dietary treatment on average at 11 days of age, while the later-born children started

the diet on average at 3 days of age. They found consistently that the first PKU sibling in a family had poorer contrast sensitivity at low levels of contrast than his or her younger PKU sibling and than children from the general population. The children whose brains were exposed to massive levels of Phe for the first 10 days of life showed no deficits in visual acuity or in determining form from texture, but they were impaired in contrast sensitivity at very low levels of contrast and in determining form from motion. These deficits were evident over 10 years later when we tested the children. This is in striking parallel to the findings of Daphne Maurer and Terri Lewis who have found that children exposed to very degraded visual input for only the first few weeks after birth (children born with congenital cataracts who received surgery to correct their eyesight within the first month of life). There is still a role for current Phe levels in the contrast sensitivity deficit of PKU children, as high Phe levels during the first 10 days of age are related to deficits only at very low contrast, but PKU children have impaired contrast sensitivity across all spatial frequencies and levels of contrast. Both neonatal and current Phe levels appear to matter.

Diamond's presentation of these data at the **NIH Consensus Conference on PKU,** led to the new **recommendation for US national health policy.** Based on this presentation, US national guidelines for when dietary treatment for PKU should begin changed from by 14-21 days of age to "as soon as possible, and no later than 7-10 days after birth."

Diamond, A. (2007). Consequences of variations in genes that affect dopamine in prefrontal cortex. Cerebral Cortex, 17, 161-170.

Diamond, A. (2000). *Recent research findings on the effects of age at diet initiation on the visual system*. Invited presentation at the NIH Consensus Development Conference on "Phenylketonuria (PKU): Screening and Management," Bethesda, MD, 16 October 2000.

From 2000 to the present, Diamond has continued to extend our understanding to how the unusual properties of the prefrontal DA system contribute to PFC's vulnerability to environmental and genetic variations that have little effect elsewhere. **One such discovery again changed medical practice:**

3. An unusual property of the DA system in PFC is a relative dearth of dopamine transporter protein. Dopamine transporter is abundant in the striatum but sparse in PFC. When you hear that stimulants like methylphenidate (MPH) aid ADHD by "inhibiting reuptake," that is referring to inhibiting reuptake of DA by dopamine transporter proteins on presynaptic neurons. Clearly the mechanism by which stimulants remediate the cognitive deficits (the EF deficits) in ADHD had to be different.

Diamond demonstrated that ADHD without hyperactivity (ADHD-inattentive) is a fundamentally different disorder from the other forms of ADHD, which include hyperactivity. They differ in genetic and neural bases, cognitive profiles, responses to medication, and patterns of comorbidity. That demonstration resonated deeply, impacting clinical practice. Websites on ADHD-inattentive soared from 4 to 1,000's. The Founder and Head of the Dutch ADD Assoc. (Stichting ADD Nederland), Karin Windt, wrote: "*Dr. Diamond changed millions of lives…. For the first time [those of us with the primarily inattentive form of ADHD] were heard and finally understood…. Through her work we are now able to explain to others why ADD is so different from ADHD. This question remained unanswered until her article appeared in 2005*."

Based on the neurobiology, Diamond next hypothesized that most children with ADHD are being over-medicated for optimal cognitive (EF) results. ADHD involves lower levels of DA in PFC and the striatum. PFC is most linked to cognitive deficits in ADHD and the striatum to behavioral problems. At the moderate-to-high doses often prescribed for ADHD, MPH inhibits re-uptake of DA by dopamine

transporters, which primarily affects the striatum, where dopamine transporter protein is plentiful. Recent neuroscience findings, however, show MPH acts differently at low doses; at low doses it increases DA specifically in PFC.

Most ADHD patients on MPH are getting a dose targeting their behavioral dysregulation (parents base feedback to doctors on the child's **behavior**; no one uses cognitive tests to determine dose). Diamond hypothesized that the MPH dose for controlling hyperactivity in patients with ADHD is too high for aiding patients' cognition. Diamond predicted that ADHD patients would perform better on EF tests of attention and working memory, and tests of reading and math, when on half their dose. Indeed, her lab has largely confirmed that prediction in a double-blind crossover design. **This has the strong potential to change the standard of care for ADHD.**

Half of the ADHD patients (ages 6-18) have been tested first in the Diamond lab on their current MPH dose and in their second session on half that; half the patients were tested on half their current dose first (order counter-balanced). Neither researchers nor patients knew who received which dose when (double blind). A pharmacy prepared identical-looking capsules of the child's current dose and half that.

Ling, D. S., Balce, K., Weiss, M., Murray, C., & Diamond, A. (September 23, 2019). *Patients with ADHD are being overmedicated (for optimal cognitive performance).* Poster presented at the International Brain Research Organisation World Congress of Neuroscience Meeting, Daegu, South Korea.

Diamond, A. (2005). ADD (ADHD without hyperactivity), a neurobiologically and behaviorally distinct disorder from ADHD (with hyperactivity). *Development and Psychopathology, 17*, 807-825.

4. Also in the 2000s, Diamond's team made **discoveries that are refining our understanding the the PFC DA system and the catechol-o-methyltransferase (COMT) gene:**

Scientific results are rarely perfectly neat and clean. It is true that children with PKU whose Phe levels were mildly elevated were impaired on all six of the tasks that required working memory and inhibitory control, but they performed well on three other tasks that also tax working memory (two self-ordered pointing tasks and a temporal order memory task). There's solid evidence that those tasks also depend on dorsolateral PFC. Diamond had predicted that performance on all tasks dependent on dorsolateral PFC would be impaired in PKU children with mildly elevated Phe levels. Why on earth were they not impaired on these three tasks? Diamond hadn't a clue. But again she was unwilling to let the inconsistency remain uninvestigated.

An opportunity arose to test whether self-ordered pointing was really insensitive to variations in PFC DA levels. The best way to clear released DA is with the dopamine transporter protein. PFC is unusual in having a relative dearth of dopamine transporter. Unlike other brain regions, PFC has to rely on the COMT enzyme to clear DA. For persons of European origin, they are as likely to have a version of the COMT gene that codes for a fast-acting COMT enzyme, leaving less DA in PFC (i.e., valine [Val] at codon 158) as they are to have a version of the COMT gene that codes for a sluggish COMT enzyme, leaving more DA around longer in PFC (i.e., methionine [Met] at codon 158). An opportunity arose to test whether self-ordered pointing was really insensitive to variations in PFC DA levels. The best way to clear released DA is with the dopamine transporter protein. PFC is unusual in that it has very little dopamine transporter. Unlike other brain regions, PFC has to rely on the COMT enzyme to clear DA. For persons of European origin, they are as likely to have a version of the COMT gene that codes for a fast-acting COMT enzyme, leaving less DA in PFC (i.e., valine [Val] at codon 158) as they are to have a version of the COMT gene that codes for a sluggish COMT enzyme, leaving more DA around longer in PFC (i.e., methionine [Met]

at codon 158). Thus, Diamond predicted that COMT genotype would affect performance on tasks requiring working memory and inhibitory control (like her Hearts and Flowers task) but would not affect self-ordered pointing performance. To investigate this, Diamond needed to add techniques in molecular genetics to her arsenal. The results confirmed her prediction that while self-ordered pointing depends on PFC, it is not sensitive to the level of DA in PFC. **These results challenged accepted notions that since DA is important for some PFC-dependent cognitive functions, it is important for all**. The differential sensitivity of distinct cognitive abilities to specific neurotransmitters opens up possibilities for targeted pharmacological interventions.

Diamond's team **obtained the first evidence** of the relation of **polymorphisms of the COMT gene to EF performance in children**, providing an existence proof that differences in genotype can be related to differences in cognition in **normal** children.

More recently, Diamond's team **obtained the first evidence of the much-predicted double dissociation between the effect of stress on cognitive skills (EFs) dependent on PFC by COMT genotype.** Many have predicted that mild stress, by raising PFC DA levels, should aid EFs of COMT-Vals (bringing their PFC DA levels up, closer to optimal) and impair EFs of COMT-Mets (raising their PFC DA levels past optimal). Diamond's team tested 140 men and women in a within-subject crossover design using extremely mild social evaluative stress. On trials requiring EFs (incongruent trials) of the Flanker/Reverse Flanker task, COMT-Val^{158} homozygotes performed better when mildly stressed than when calmer, while COMT-Met^{158} carriers performed worse when mildly stressed. Two other teams previously tried to obtain this, but only found stress impairing EFs of COMT-Mets, not improving EFs of COMT-Vals. It seems Diamond's team found both because we used a much milder stressor. **That work shows that the bandwidth for stress having a facilitative effect on EFs is exceedingly narrow.**

Diamond's team pioneered evidence of a sex difference in which polymorphism of the COMT gene is more beneficial for EFs. Estrogen down-regulates COMT gene transcription; the COMT enzyme is 30% less active in women than men (a less active COMT enzyme clears DA more slowly, leaving more DA around longer in PFC). Diamond and her team have hypothesized that women have higher baseline levels of DA in PFC (a more optimum level) and males. That would be consistent with disorders of too little DA in PFC (e.g., ADHD) being more common in males and disorders of too much DA in PFC (e.g., anxiety and depression) being more common in females. With estrogen resulting in a slower COMT enzyme, further slowing of the enzyme by the COMT gene polymorphism with methionine at codon 158 could result in too much DA in PFC (too much or too little DA in PFC impairs EFs). Indeed, Diamond's team, led by graduate student Jeanette Evans, found that the COMT gene variant usually associated with better EFs for men (COMT-Met^{158}) is not the variant associated with better EFs for women, at least when their estrogen levels are high (instead COMT-Val^{158} is).

Diamond's team was also the first to demonstrate that the COMT gene variant most beneficial for EFs varies with the menstrual cycle. Since the sex difference is estrogen-mediated, which variant of the COMT gene is most beneficial for women varies with the menstrual cycle. Within genotype, half the women were tested first when their estrogen levels were high (midluteal menstrual phase) and then when their estrogen levels were low (follicular phase), and half with the reverse order. Men were tested at comparable intervals. As predicted, when estrogen levels were high, women homozygous for the Val version of COMT showed better EF than females homozygous for Met; men showed the standard result (better EF with the Met-Met version of COMT). During the menstrual phase when estrogen levels are low, females showed the male pattern of better EF by those with the Met-Met COMT

genotype.

This led to their most recent finding, which is that the classic Yerkes-Dodson curve that describes performance on any difficult cognitive task as being better under slight stress than when calm is not true of women when their estradiol levels are elevated. (Women, it seems, don't need stress to perform optimally.) This is consistent with many men often needing to put themselves under pressure (e.g., by procrastinating) or get themselves in dangerous or risky situations to perform at their best.

Zareyan, S., Zhang, H., Wang, J., Song, W., Hampson, E., Abbott, D., & Diamond, A. (2021). First demonstration of double dissociation between COMT-Met^{158} and COMT-Val^{158} cognitive performance when stressed and when calmer. *Cerebral Cortex, 31,* 1411-1426. doi:10.1093/cercor/bhaa276 [Epub 30 Oct. 2020 ahead of print.]

Zhang, H. (2017). *Estrogen-mediated sex differences in the effects of social evaluative stress on executive functions.* (Master's Thesis in Neuroscience). University of British Columbia, Canada.

Diamond, A. (2011). Biological and social influences on cognitive control processes dependent on prefrontal cortex. *Progress in Brain Research, 189,* 319-339. (special issue: "Gene Expression to Neurobiology and Behavior: Human Brain Development and Developmental Disorders")

Evans, J. W., Fossella, J., Hampson, E., Kirschbaum, C., & Diamond, A. (2009). *Gender differences in the cognitive functions sensitive to the level of dopamine in prefrontal cortex.* Presented at the Association for Psychological Science (APS) annual meeting, San Francisco, CA.

Diamond, A. (2007). Consequences of variations in genes that affect dopamine in prefrontal cortex. *Cerebral Cortex, 17,* 161-170.

Diamond, A., Briand, L., Fossella, J., & Gehlbach, L. (2004). Genetic and neurochemical modulation of prefrontal cognitive functions in children. *American Journal of Psychiatry, 161,* 125-132.

5. Diamond and colleagues have discovered powerful examples of how biological and environmental factors interact to produce a behavior. For example, it is not possible to say which genotype of the COMT gene or the serotonin-regulatory gene (SLC6A4) is associated with better EFs without taking into account environmental factors (stress in the case of COMT and mother's mood in the case of SLC6A4). The COMT gene with methionine at codon 158 is associated with better EFs at baseline, but worse EFs in the face of stress. While the version of the COMT gene with valine at codon 158 is usually associated with not-as-good EFs at baseline, persons with this genotype are better able to tolerate stress and so show better EFs than COMT-Mets under stressful conditions.

The EFs of children with at least one short allele of the SLC6A4 gene look fine even if the child's mom reports many depressive symptoms (i.e., like COMT-Vals, they show resilience and relative insensitivity to environmental risk). The EFs of children with two long forms of the SLC6A4 gene, on the other hand, are very affected by mother's mood. If their mom is sadder, these children display worse EFs than any other group; but if their mom is happier, these children's EFs are better than any group. Thus, given a sadder mother, children with one or more short allele of the SLC6A4 gene show the best EFs, but given a mom who is not sad, children with two long alleles of the gene show the best EFs. It is not possible to say which genotype of either gene (COMT or SLC6A4) is the best for EFs without also taking into account environmental factors.

Zareyan, S., Zhang, H., Wang, J., Song, W., Hampson, E., Abbott, D., & Diamond, A. (2021). First demonstration of double dissociation between COMT-Met158 and COMT-Val158 cognitive performance when stressed and when calmer. *Cerebral Cortex, 31*, 1411-1426. doi:10.1093/cercor/bhaa276 [Epub 30 Oct. 2020 ahead of print.]

Weikum, W. M., Grunau, R. E., Brain, U., Chau, C. M. Y., Boyce, W. T., Diamond, A., & Oberlander, T. F. (2013). Prenatal serotonin reuptake inhibitor (SRI) antidepressant exposure and serotonin transporter promoter genotype (SLC6A4) influence executive functions at 6 years of age. *Frontiers in Cellular Neuroscience*, 7, Article 180.

Diamond, A. (2009). The interplay of biology and the environment broadly defined. *Developmental Psychology, 45*, 1–8.

6. Diamond's team has obtained **findings with direct and important implications for education**. The Diamond *et al*. (2007) Science paper, showing that the early childhood school curriculum, *Tools of the Mind*, improves children's executive functions (EFs) and that the better children's EFs the better their performance on standardized academic measures, ignited worldwide interest in intervening early to improve EFs by researchers, educators, and funders by showing it's possible to improve the EFs of 4-5 year-olds (many had thought that too early).

Diamond et al. (2007) was the first study to show that EFs can be improved in regular public-school classes (without expensive, highly technical equipment, 1:1 attention, or specialists) and **that play seems critical**. It indicated that play may aid academic goals instead of taking time away from achieving them. Indeed, stronger results were found than in computerized training studies with young children. If throughout the school-day EFs were supported and progressively challenged, benefits generalized and transferred to new activities, different from anything the children had ever done before. Daily EF 'exercise' may then aid EF development and mental health, much as physical exercise improves our bodies and our physical health.

James Griffin, Chief of the Child Development and Behavior Branch of NICHD, pronounced at a conference that the Diamond et al. (2007) study was responsible for an explosion of interest by funders and researchers in the possibility of intervening early to improve EFs to head off mental health problems and school failure and to give children a better chance in life. Indeed, the study has affected early education worldwide. As a direct result of that study, 4 countries (Chile, Ecuador, Indonesia, Peru), the Ktunaxa First Nation, and 3 US states (AZ, MD, WA) have started to reform their early education systems.

That first study was small (only 3 schools, 147 children). Diamond followed that up with the first randomized control trial of *Tools* in Canada (Diamond et al., 2019). Though both groups of kindergarten children were comparable in the Fall, by Spring those in *Tools* exceeded control children in reading, writing, EFs, joy in coming to school, and instances of helping and being kind to others. *Tools* classes reported less bullying, refusals to be paired with another child, and stress. *Tools* teachers reported less burnout and more enthusiasm for teaching in the Spring than control teachers, though enthusiasm had been comparable in the Fall. **The results were markedly better** than the same teachers obtained the year before *Tools* started and than closely-matched comparison teachers had in the same year.

Diamond and colleagues again used random assignment to investigate outcomes among 4th and 5th graders of an elementary school program (MindUp) that involves mindfulness and caring for others (social responsibility). Children who received training in mindfulness plus social-responsibility (1) improved more in mindfulness, EFs, stress regulation, empathy, optimism, & emotional control, (2) tended to have better math grades & less school absenteeism, (3) showed greater decreases in depression and aggression, and (4) were rated by peers as more trustworthy, kind, and helpful than children who received only the regular social-responsibility curriculum.

Diamond, A., Lee, C., Senften, P., Lam, A., & Abbott, D. (2019). Randomized control trial of Tools of the Mind: Marked benefits to kindergarten children and their teachers. *PLoS ONE, 14*, 1-27.

doi.org/10.1371/journal.pone.0222447

Schonert-Reichl, K. A., Oberle, E., Diamond, A., Lawlor, M. S., Abbott, D., Thompson, K., & Oberlander, T. F. (2015). Enhancing cognitive and social – emotional development through a simple-to-administer mindfulness-based school program for elementary school children: A randomized controlled trial. *Developmental Psychology, 51, 52-66*.

Diamond, A., Barnett, W. S., Thomas, J., & Munro, S. (2007). Preschool program improves cognitive control. *Science, 318*, 1387-1388.

7. Diamond's team has demonstrated ways to help children grasp concepts and succeed at tasks long thought beyond their ability. Each demonstration was theoretically motivated and involved either a novel application of a familiar theory or tested a new theoretical conceptualization. All the methods they've piloted have been simple enough for parents and teachers to use, & have proven especially useful for those working with children with learning difficulties. Sometimes a child who cannot grasp something when it is taught one way can readily grasp it when it is presented a different way (thus educators should be wary about giving up and need to have faith in the potential of each child to succeed).

For example, **Diamond's team cut by more than half the age at which infants can demonstrate the ability to deduce abstract rules with important implications for improving outcomes for children with autism**. In doing so, they demonstrated that spatial and temporal proximity are less important than a physical connection between stimulus and reward. While most people had thought that infants could not succeed at the delayed nonmatching to sample (DNMS) task because of a maturing memory ability, Diamond and colelagues showed that the critical late-maturing competence required for infants' success on DNMS is the ability to grasp the relation between stimulus and reward when there is no obvious physical connection between them (Diamond, Churchland et al. 1999; Diamond, Lee, & Hayden 2003; Diamond 2006).

On each DNMS trial, a new sample object is presented; the subject displaces it to retrieve a reward. After a delay, the sample and a novel object are presented; choice of the novel object is always rewarded. Hence, the subject needs to deduce the rule to always go to the new (non-matching) object. Children generally do not succeed at DNMS, even with delays of only 5 or 10 sec, until they are almost 2 years old (~20-21 months). In a Velcro condition, Diamond and colleagues attached the reward (still a separate object in its own right) to the base of the stimulus. The stimuli were still presented atop wells, and the rewards were still out-of-sight in the wells, but instead of the reward remaining in the well when a stimulus was displaced, the reward moved with the stimulus. In this condition, where the rewards were physically connected to (though detachable from) the stimuli, most infants of 9 or 12 months succeeded at the 5-sec training delay and continued to perform comparably at the longer delay (30 sec). Thus, when the reward and stimulus were physically connected, the task was easy for infants.

Diamond hypothesized that children with autism might have a similar problem in grasping the conceptual connections between physically unconnected things. She predicted that by physically connecting items that are meant to be conceptually connected, some children with autism would be able to grasp concepts and understand connections that had eluded them. Thus, her hypothesis was that children with autism (even preschoolers with mild developmental delays) *are* capable of deducing abstract rules (such as same or different) if there is a direct, physical connection between stimuli and rewards. Most behavioral training with children with autism or developmental delays has not considered whether it matters if cue and referent are physically connected. It would be wonderful if making such a simple change could enable these children to grasp concepts previously thought to be beyond their ability.

Diamond's team found, as predicted, that about twice as many children with autism succeed in the Velcro (physically attached) condition as in the standard DNMS condition. Further, if children are primed with pretest trials where no reward objects are used (as in Diamond, 1995), children with autism consistently pick the novel object on those pretest trials and then go on to succeed at the standard DNMS protocol where they are again always to pick the novel object.

More recently, **Diamond and colleagues cut by over a year, the age at which children can demonstrate (a) conditional reasoning and (b) the ability to switch sorting criteria** (Diamond et al., 1999; Ling et al., 2021). They did that by integrating color and shape in the stimuli for the former and separating color and shape in the stimuli for the latter, in both cases perceptually bootstrapping the relevant cognitive competence.

Ling, D. S., Wong, C. D., & Diamond, A. (2021). Children only 3 years old can succeed at conditional "if, then" reasoning much earlier than anyone had thought possible. *Frontiers in Psychology, 11,* 571891. doi:10.3389/fpsyg.2020.571891

Ling, D. S., Wong, C. D., & Diamond, A. (2016). Do children need reminders on the Day-Night task, or simply some way to prevent them from responding too quickly? *Cognitive Development, 37*, 67-72. [Epub 4 Nov 2015 ahead of print]

Diamond, A. (2006). Bootstrapping conceptual deduction using physical connection: Rethinking frontal cortex. *Trends in Cognitive Sciences, 10*, 212-218.

Diamond, A., Carlson, S. M., & Beck, D. M. (2005). Preschool children's performance in task switching on the dimensional change card sort task: Separating the dimensions aids the ability to switch. *Developmental Neuropsychology, 28,* 689-729.

Kirkham, N. Z., Cruess, L., & Diamond, A. (2003). Helping children apply their knowledge to their behavior on a dimension-switching task. *Developmental Science, 6*, 449-467.

Diamond, A., Lee, E-Y., & Hayden, M. (2003). Early success in using the relation between stimulus and reward to deduce an abstract rule: Perceived physical connectedness is key. *Developmental Psychology, 39*, 825-847.

Diamond, A., Kirkham, N. Z., & Amso, D. (2002). Conditions under which young children CAN hold two rules in mind and inhibit a prepotent response. *Developmental Psychology, 38,* 352–362.

Diamond, A. & Lee, E.-Y. (2000). Inability of 5-month-old infants to retrieve a contiguous object: A failure of conceptual understanding or of control of action? *Child Development, 71*, 1477-1494.

Diamond, A., Churchland, A., Cruess, L., & Kirkham, N. (1999). Early developments in the ability to understand the relation between stimulus and reward. *Developmental Psychology*, 35, 1507-1517.

Diamond, A. (1995). Evidence of robust recognition memory early in life even when assessed by reaching behavior. *Journal of Experimental Child Psychology*, 59, 419-456.

Diamond, A., Towle, C., & Boyer, K. (1994). Young children's performance on a task sensitive to the memory functions of the medial temporal lobe in adults, the delayed nonmatching to sample task, reveals problems that are due to non-memory related task demands. *Behavioral Neuroscience*, 108, 1–22.

Diamond, A. (1990). Rate of maturation of the hippocampus and the developmental progression of children's performance on the delayed non-matching to sample and visual paired comparison tasks. In A. Diamond (Ed.), The development and neural bases of higher cognitive functions (pp. 394-426). *Annals of the New York Academy of Sciences, vol. 608*.

Diamond, A. & Gilbert, J. (1989). Development as progressive inhibitory control of action: Retrieval of a contiguous object. *Cognitive Development, 4*, 223-249.

8. Diamond's work has fundamentally changed the way people think about cognitive development. Diamond awakened interest in the role of inhibitory control in development by **the seminal discovery that cognitive development proceeds not only by *acquiring* new skills and knowledge but also by the increasing ability to inhibit habitual or reflexive reactions that get in the way of demonstrating what is already known.** It is not enough to know the right thing to do, you must do it, and sometimes an inability to inhibit inappropriate reactions gets in the way. It had been widely assumed, until Diamond's work, that naturally if you knew what you should do you would do it. Diamond demonstrated that between knowing the correct response and implementing it, another step, long ignored, is often required. When a strong competing response is present, inhibition of that response is needed. Diamond demonstrated that the biggest challenge for young children is not recall or recognition memory (they're excellent at that) but inhibiting prepotent responses.

Diamond and colleagues went on to refine understanding of how responses become prepotent and how response prepotency is overcome. For example, when required to inhibit a dominant response, young children can succeed when they take their time or when some way can be found to cause them to delay responding for just a few seconds. Does that help because children need that additional time to compute the thoughtful response or does that help simply because the incorrect dominant response needs time to passively decay? Simpson et al. (2012) definitively demonstrated it is the latter.

Diamond has also elucidated how the **characteristics of EF skills differ in children and adults on the one hand** (Davidson et al., 2006)**, and, on the other hand, that EF errors typical of children are still present in adults,** it is simply those errors are more subtle in adults (Diamond & Kirkham, 2005). Researchers have known since at least 1995 that while inhibiting a prepotent response is demanding, if that is required on all trials of a block, adults are as fast and as accurate at that as on the corresponding block where the prepotent response is correct on every trial. Diamond's team found this is not true of children. Children from 6 years of age through their teens are slower and less accurate on the block demanding inhibition on every trial (Davidson et al., 2006). Thus, just increasing demands on inhibitory control, without any additional demands on working memory or cognitive flexibility, takes a toll on children's EF performance that is completely absent in adults. Indeed, increasing demands on inhibitory control is more difficult for young children (ages 4-9 years) than increasing demands on how much information they must hold in mind from two items to six. The opposite is true for adults.

People tend to think of cognition as 'higher' and later-maturing and of motor as 'lower' and earlier-maturing. However, motor development shows as long a period of development as cognitive skills. In 2000, Diamond published a seminal paper on close interrelations between the cerebellum and PFC and between motor development and cognitive development. **Diamond has demonstrated that sometimes the motor skills are the limiting factors and the later to mature, rather than the cognitive skills.** Often a cognitive ability has assumed to be lacking based on task performance, but it has turned out that the motor requirements of the task caused the problem rather than the cognitive ability not being present (e.g., Diamond & Gilbert, 1989; Diamond & Lee, 2000). People had not realized until her work that motor development and cognitive development, far from being independent, are fundamentally intertwined. **Her work served to build bridges between two fields that had rarely talked, cognitive science and kinesiology.**

Wright, A. & Diamond, A. (2014). An effect of inhibitory load in children while keeping working memory load constant. *Frontiers in Psychology, 5*, 1-9. (Special issue on Development of Executive Function during Childhood).

Simpson, A., Riggs, K. J., Beck, S. R., Gorniak, S. L., Wu, Y., Abbott, D., & Diamond, A. (2012). Refining the understanding of inhibitory control: How response prepotency is created and overcome. *Developmental Science, 15*, 62-73.

Shing, Y. L., Lindenberger, U., Diamond, A., Li, S-C., & Davidson, M. C. (2010). Memory maintenance and inhibitory control differentiate from early childhood to adolescence. *Developmental Neuropsychology, 35*, 679–697

Diamond, A. (2009). When in competition against engrained habits, is conscious representation sufficient or is inhibition of the habit also needed? *Developmental Science, 12,* 20–22.

Diamond, A. & Amso, D. (2008). Contributions of neuroscience to our understanding of cognitive development. *Current Directions in Psychological Science, 17*, 136–141.

Davidson, M. C., Amso, D., Anderson, L. C., & Diamond, A. (2006). Development of cognitive control and executive functions from 4-13 years: Evidence from manipulations of memory, inhibition, and task switching. *Neuropsychologia, 44*, 2037–2078.

Diamond, A. & Kirkham, N. Z. (2005). Not quite as grown-up as we like to think: Parallels between cognition in childhood and adulthood. *Psychological Science, 16,* 291–297.

Rennie, D., Bull, R., & Diamond, A. (2004). Executive functioning in preschoolers: Reducing the inhibitory demands of the dimensional change card sort task. *Developmental Neuropsychology, 26*, 423–443.

Diamond, A. & Lee, E.-Y. (2000). Inability of 5-month-old infants to retrieve a contiguous object: A failure of conceptual understanding or of control of action? *Child Development, 71*, 1477-1494.

Diamond, A. (2000). Close interrelation of motor development and cognitive development and of the cerebellum and prefrontal cortex. *Child Development, 71*, 44–56.

Diamond, A. & Taylor, C. (1996). Development of an aspect of executive control: Development of the abilities to remember what I said and to "Do as I say, not as I do." Developmental Psychobiology, 29, 315–334.

Diamond, A. (1995). Evidence of robust recognition memory early in life even when assessed by reaching behavior. *Journal of Experimental Child Psychology, 59*, 419–456.

Gerstadt, C., Hong, Y., & Diamond, A. (1994). The relationship between cognition and action: Performance of 3½ - 7 year old children on a Stroop-like day-night test. *Cognition, 53,* 129-153.

Diamond, A., Cruttenden, L., & Neiderman, D. (1994). A-not-B with multiple wells: I. Why multiple wells are sometimes easier than two wells. II. Memory or memory + inhibition? *Developmental Psychology, 30,* 192–205.

Diamond, A. & Gilbert, J. (1989). Development as progressive inhibitory control of action: Retrieval of a contiguous object. *Cognitive Development, 4*, 223-249.

9. The reviews by Diamond and her colleagues on which programs and interventions have been shown to improve EFs have revolutionized thinking about how to best improve EFs.

Diamond & Ling (2020) is the first review to look at ALL the different methods employed to improve executive functions (not just cognitive training approaches, or just physical exercise approaches, but all methods tried thus far) **and at ALL ages** (not just in children or just in the elderly). To almost everyone's great surprise, Diamond and Ling found that a little-studied approach – Mindful Movement practices (such as taekwondo and t'ai chi) – shows by far the best results for improving EFs at all ages. Promising school programs come in second. Both approaches show better results than any Cognitive Training. Third best at improving EFs is non-computerized cognitive training. Might these three

approaches show better results than any computerized training because they involve more in-person interaction between trainer and trainee? Despite many claims that aerobic-exercise improves EFs, Diamond and Ling found that resistance-training interventions and aerobic-exercise interventions are the least effective at improving EFs. That probably reflects how physical-activity interventions have been structured rather than that physical activity does not benefit EFs.

Based on these reviews, Diamond **derived several general principles concerning to how to improve EFs**, such as: (a) EF training transfers, but the transfer is very narrow. People improve on the skills they practice and that transfers to other contexts where those same skills are needed, but people only improve on what they practice. To get diverse benefits, diverse skills must be practiced. (b) Those with initially poorest EFs consistently benefit the most (not due to ceiling effects or regression to the mean). Thus early EF training might be an excellent candidate for reducing inequality (because it should improve the EFs of the most needy children most). (c) Whether EF gains are seen depends on the way an activity is done. Thus it is critical to look at what actually happens in a program; programs nominally the same can obtain markedly different results because of how the programs were delivered. Diamond predicts that the way an activity is done, such as trainers' ability to make the activity enjoyable and to communicate their unwavering faith in participants and the program, whether the activity is personally meaningful and relevant to the participants, inspiring a deep commitment and emotional investment to the activity and to one another, will likely prove more decisive than what the activity is.

Diamond, A. & Ling, D. S. (2019). Review of the evidence on, and fundamental questions about, efforts to improve executive functions, including working memory. In J. Novick, M.F. Bunting, M.R. Dougherty & R. W. Engle (Eds.), *Cognitive and working memory training: Perspectives from psychology, neuroscience, and human development* (pp. 143-431). NYC, York, NY: Oxford University Press. ISBN:978-0199974467

Diamond, A. & Ling, D. S. (2019). Aerobic-exercise and resistance-training interventions have been among the least effective ways to improve executive functions of any method tried thus far. *Developmental Cognitive Neuroscience*, 37, 1-14. [Epub 14 June 2018 ahead of print]

Diamond, A. & Ling, D. S. (2016). Conclusions about interventions, programs, and approaches for improving executive functions that appear justified and those that, despite much hype, do not. *Developmental Cognitive Neuroscience, 18*, 34-48. [Epub 7 Dec 2015 ahead of print]

Diamond, A. (2015). Effects of physical exercise on executive functions: Going beyond simply moving to moving with thought. *Annals of Sports Medicine and Research, 2*, 1-5.

Diamond, A. (2012). Activities and programs that improve children's executive function*s*. *Current Directions in Psychological Science, 21,* 335-341.

Appeared in *Psychology Progress* (which alerts the scientific community to breaking journal articles considered to represent the best in Psychology research: https://web.archive.org/web/20131228110855/http://psychologyprogress.com/activities-and-programs-that-improve-childrens-executive-functions/)

Diamond, A. & Lee, K. (2011). Interventions shown to aid executive function development in children 4-12 years old. *Science, 333*, 959-964.

10. Diamond has deepened our understanding of interrelations between social and emotional functioning and EFs. Since 2000, Diamond has shown that nowhere is the importance of social, emotional, and physical health for cognitive health more evident than with PFC and EFs, and that focusing exclusively on training cognitive skills is less efficient, and ultimately less successful, than also addressing emotion-

al, social, and physical needs. While training and challenging EFs is needed for them to improve, indirectly supporting EFs by lessening things that impair them (like stress and sadness) and enhancing things that support them (like social support and physical vitality) is also critical. Most researchers studying how to improve EFs have focused almost exclusively on directly training EFs (or improving aerobic fitness to improve EFs), ignoring powerful emotional and social factors that affect EFs.

Much of her work has focused on the detrimental effects of stress, even mild stress, on EFs (e.g., Zareyan et al., 2021). Being stressed because you're worried about what others might think of you (social evaluative stress) or might think of your performance (performance anxiety) is not beneficial for EFs of most people, and for the those for whom a benefit can be found, the stress must be *exceedingly* mild. Diamond and Ling (2019a) found that by far the most efficacious approach to improving EFs is mindfulness that involves movement (e.g., tai chi and taekwondo). That is likely because of the role of mindful movement in reducing how stressed or anxious a person feels. Second in efficacy are (a) school programs that build community and reduce stress and (b) more sedentary mindfulness practices, which also reduces stress.

Zareyan, S., Zhang, H., Wang, J., Song, W., Hampson, E., Abbott, D., & Diamond, A. (2021). First demonstration of double dissociation between COMT-Met^{158} and COMT-Val^{158} cognitive performance when stressed and when calmer. *Cerebral Cortex, 31*, 1411-1426.

Paoletti, P. & Diamond, A. (2020). *The science of education for peace: Tools to sow peace in and around us* [24-page Booklet]. Assisi, Italy: Fondazione Patrizio Paoletti.

Diamond, A. & Ling, D. S. (2019a). Review of the evidence on, and fundamental questions about, efforts to improve executive functions, including working memory. In J. Novick, M.F. Bunting, M.R. Dougherty & R. W. Engle (Eds.), *Cognitive and working memory training: Perspectives from psychology, neuroscience, and human development* (pp. 143-431). NYC, NY: Oxford University Press.

Neuenschwander, R., Hookenson, K., Brain, U., Grunau, R.E., Devlin, A.M., Weinberg, J., Diamond, A., & Oberlander, T.F. (2018). Children's stress regulation mediates the association between depressed and anxious prenatal maternal mood and children's executive functions for boys, but not girls. *Developmental Psychopathology, 30*, 953 - 969.

Diamond, A. (2015). Research that helps us move closer to a world where each child thrives. *Research in Human Development, 12,* 288–294.

Skarlicki, D., Kay, A., Diamond, A., & Soloway, G. (2015). Reducing interpersonal conflict through mindfulness training: Emotion regulation as mediator. *Academy of Management Proceedings, 2015*, 18056.

Diamond, A. (2014). Executive functions: Insights into ways to help more children thrive. *Zero to Three, 35*, 9–17.

Diamond, A. (2014). Want to optimize executive functions and academic outcomes? Simple, just nourish the human spirit. *Minnesota Symposia on Child Psychology, 37*, 203–230.

Diamond, A. (2011). Biological and social influences on cognitive control processes dependent on prefrontal cortex. *Progress in Brain Research, 189,* 319–339.

Diamond, A. (2010). The evidence base for improving school outcomes by addressing the whole child and by addressing skills and attitudes, not just content. *Early Education and Development, 21,* 780–793.

Blair, C. & Diamond, A. (2008). Biological processes in prevention and intervention: Promotion of self-regulation and the prevention of early school failure. *Development and Psychopathology, 20*,

899–911.
Diamond, A. (2007). Interrelated and interdependent. *Developmental Science, 10,* 152–158.

11. The international translational conference series (called 'Brain Development and Learning') that Prof. Diamond created in 2006 and still organizes and hosts is significant in educating the public about scientific findings and providing evidence to help people make informed decisions in caring for children. The series clearly taps an important need. People find these conferences extremely valuable (most say "the very best conference" they have ever attended) and folks come from ALL over BC, every Canadian province and territory (except PEI), almost half of the US states, and scores of other countries, including 15-20 First Nations.
(see: http://braindevelopmentandlearning.com/BDL2013/locations_2013.html)

The purpose of the conference series is to be of service to the community -- to highlight successful, innovative programs and present important scientific findings in neuroscience, child development, and mental health in ways that parents, doctors, teachers, social workers, and others can understand, see the immediate relevance of, and USE. It has a ripple effect, as those attending the meeting bring what they learned back to their communities and organizations and educate others.

These are ***not*** your typical scientific conferences, where scientists talk to scientists. Diamond sets a tone where learning goes in both directions, not just from speakers to audience. The conferences have been beloved in part because of their 'feel' - a comfortable, grounded, relaxed atmosphere of mutual respect and feeling of community. One of the best aspects of the conferences are the informal interactions between presenters and conference attendees.

Comments from participants include: "This conference is better than the best that I can imagine." "The speakers are exceptional, the organization of the conference is supreme, the spirit of the whole conference is great; this is the best conference I ever attended." Attendance doubled in 2008 and doubled again in 2010; **99%** of the 755 attendees at the 4th conference in 2013 rated it outstanding (as did 99% of the 638 attendees of the prior conference in this series)! Many attendees say the conferences are life-changing.

Dr. Diamond works very hard with potential applicants from Third World countries to obtain a Canadian visitor visa so that they can attend. In the 2013 conference, 11 of the 12 people she helped were able to obtain visas. People from over 30 countries attended. Her greatest success was making it possible for the only child and adolescent psychiatrist in Gaza, Dr. Sami Owaida, MD, to attend. See:
www.straight.com/life/404381/vancouverites-unite-help-palestinian-doctor-attend-brain-development-conference
and/or
http://bdlconference.wordpress.com/2013/06/17/vancouverites-of-all-stripes-unite-to-help-a-palestinian-doctor-attend-this-summers-conference/

Sample feedback on the 2006 meeting: www.interprofessional.ubc.ca/brain_dev_and_learning.html

"For years I have seen people try to bring educators together with health specialists, or either with researchers. I have never seen any effort work as well as what you put together in Vancouver."

"I like the way it used basic science research to speak to clinical practice (I am a child psychiatrist)."

"As a teacher of special ed at the elementary level (age 4-14) for 30 years, I found this conference to be wonderful! Awesome organization! Awesome program! Helpful friendly people! A wonderful experience!!

"I spoke with many professionals who work with children in complementary ways to what I do; this isn't something I normally have an opportunity to do. Talking to and hearing from researchers directly is a way to narrow or collapse the time lag between research and implementation in the classroom. Very exciting for both sides."

Sample feedback on the 2008 meeting: www.interprofessional.ubc.ca/bdl2008.html

"I think you guys may very well have achieved best practice in conference organization!"

"Extremely well organized with attention to detail. Very friendly and welcoming."

"As a Special Education Coordinator for my school board I can assure you that the information I received will be shared throughout the district - ripples in a pond."

Sample feedback on the 2010 meeting:

www.interprofessional.ubc.ca/BDL_subpages_2010/feedback_big_2010.html

"How powerful an experience it was! I came away charged up with renewed energy."

"CME doesn't get any better."

"Outstanding speakers! Outstanding organization! New research presented in clear, elegant and exciting manner. One of the most enjoyable conferences I've attended."

"You brought together classroom teachers, researchers, clinicians, nurses, etc. That mix rarely happens."

"Thanks for one the best conference I have ever attended - it was inspiring. I came away with new ideas to work on and things to put directly into my pediatric practice."

"This is an important conference that has vital information to inform public policy. This has been a tremendous learning experience. I have learned a lot and can leave with excellent resources."

"Thank you for creating so many possibilities for collaboration and learning during the conference. Adele, the conference was an absolute revelation on so many levels. Your spirit pervaded the lectures, discussions and rest times – it was such an open and enriching conference. A chance to engage both intellectually and emotionally – something very rare in conferences these days."

"Most impressive was the comfortable, grounded, open atmosphere that had a feeling of community."

"I LOVED the science content. Practitioner conferences I can find all over the place, much harder for me to find and access science sessions."

"There was a wonderful feeling of mutual respect. Open forums for discussion. People from so many different backgrounds with shared interests."

"It felt like a marathon of many 'a-ha' and 'oh' moments. There were many new understandings and confirmations of my own experiences…that will deepen and render more effective my practice as a teacher. What was most evident was the open, enthusiastic spirit of the event which appeared to be a reflection of yourself and your genuine way with people."

Sample feedback on the 2013 meeting:

http://braindevelopmentandlearning.com/BDL2013/feedback_2013.html

- Literally the best conference I ever attended. Especially impressive aspects were seeing the respect and integration of the different areas of expertise.
- Thank you for this transformative experience! What a wonderful collection of people and what a moving set of presentations and connections that unfolded!
- You attracted and organized knowledgeable, passionate, and humble researchers. Thank you for motivating us to examine and expand our own clinical practices.
- No other conference brings together the neuroscience of mental health and child development with leading-edge program developers and practitioners. The intersection of science and practice was truly unique and incredibly thought-provoking and useful to my pediatric practice. The format of the conference allows for really in-depth presentations as well as lots of time to interact with speakers and other participants.
- Such an extraordinary conference. It was truly life-changing. Beyond my expectations.
- Enthused with applying what I have learned.
- A remarkable conference with profound implications.

See the very extensive online resources for attendees & others:
http://braindevelopmentandlearning.com/BDL2013/online_resources_2013.html

See the BDL conference blog:
https://bdlconference.wordpress.com/category/dr-adele-diamond

GRANT SUPPORT (continuous NIH /NSF support since 1975; continuous NIH R01 support 1983-2019)

Submitted to Norwegian Research Council
PI: Ulrika Håkansson
Collaborator: Adele Diamond
Project period: 2022 – 2026 Grant application submitted (Feb. 2022); **decision pending**

Submitted to SSHRC Insight Development Grant : Research project at Garage à Musique with the Fondation du Dr Julien
PI:Alexandra Matte-Landry & Delphine Collin-Vézina
Collaborator: Adele Diamond
Project period: 2022 – Grant application submitted (Jan. 2022); **decision pending**

Submitted to the Medical Research Council in the UK: Randomized clinical trial of the benefits of structured chess vs. physical exercise for executive functions in children who have survived severe malaria
PI: Paul Bangirana
Co-investigator: Adele Diamond
Project period: 2022 – 2026 Grant application submitted (2021); **decision pending**

Grant from Information and Communications Technology Council (ICTC): Work Integrated Learning Digital Program's wage subsidy for a co-op student (WIL202021—0000015920)
PI: Adele Diamond
Project period: 4 Jan 2022 – 30 March 2022 Total direct costs: $7,500 CAN

Grant from The 21st Century Partnership for STEM Education: "EF+Math Program: Mathematical Thinkers Like Me"
PI: Stephen Weimar
collaborators: Adele Diamond, Arthur Powell, Ann Renninger, & Miriam Rosenberg-Lee
Project period: 2021 – 2024 Total direct costs: $2,200,000 US

COVID-19 Emergency Funding
PI: Adele Diamond
NSERC Covid Grant Supplement (June 2020): $7,520
Canada Research Continuity Emergency Fund (Nov 2020): $2,477

Natural Sciences and Engineering Research Council (NSERC) Discovery Grant #RGPIN- 2018-06630: "Improving Executive Functions"
PI: Adele Diamond
Project period: 04/01/2018 – 03/31/2023 Total direct costs: $235,000 CAN

Bezos Family Foundation: "To Support Increased Administrative Capacity for Research Studies"
PI: Adele Diamond
Project period: 03/01/2017 – 02/28/2022 Total direct costs: $100,000 US

NIDA R01 #DA037285: "Differences by Sex and Genotype in the Effects of Stress on Executive Functions"

PI: Adele Diamond
collaborators: Clemens Kirschbaum, Elizabeth Hampson, Weihong Song
Project period: 01/01/2014 – 12/31/2020 Total direct costs: $1,033,615 US

Natural Sciences and Engineering Research Council (NSERC) Discovery Grant #RGPIN-2017-05789: "Environmental and Biological Influences on Executive Functions"
PI: Adele Diamond
Project period: 04/01/2017 – 03/31/2018 Total direct costs: $28,000 CAN

Vancouver Coastal Health Research Institute (VCHRI) Innovation and Translational Research Award: "Effects of Low-dose versus Normal-dose Psychostimulants on Executive Functions in Children with Attention-Deficit Hyperactive Disorder"
PI: Adele Diamond
co-investigator: Margaret Weiss, Candice Murray, & Daphne Ling
Project period: 07/01/2016 – 06/30/2018 Total direct costs: $49,993 CAN

Bezos Family Foundation: "Test of the Efficacy of Modified Kangaroo Care by a non-relative for Outcomes of Infants in Neonatal Intensive Care"
PI: Adele Diamond
co-investigator: Daphne Ling
collaborator : Anne Synnes, Eli Puterman & Liisa Holsti
Project period: 03/01/2015 – 02/28/2018 Total direct costs: $100,000 US

CIHR Operating Grant #325848: "Attention Bias and Executive Functions in 9-14 year olds following Prenatal Antidepressant Exposure"
PI: Tim Oberlander
collaborator: Rollin Brant, Angela Devlin, Ruth Grunau, Joanne Weinberg
collaborator: Adele Diamond
Project period: 03/03/2014 – 03/03/2019 Total direct costs: $1,170,840 CAN

UBC Grant for Catalyzing Research Clusters: "UBC Research Cluster in Educational Neuroscience"
PI: Lara Boyd, Kimberly Schonert-Reichl & Rachel Weber
collaborators: Adele Diamond, Kalina Cristoff, Debbie Giaschi, Hagar Goldberg, Todd Handy, Shelly Hymel, Tim Oberlander, Eva Oberle, Naznin Virji-Babul, Taylor Webb, &Jill Zwicker
Project period: 03/03/2014 – 03/03/2019 Total direct costs: $100,000 CAN

SSHRC Insight Grant: "Mindfulness and Work Performance"
PI: Dan Skarlicki
collaborators: Adele Diamond, Kim Schonert-Reichl
Project period: 05/01/2014 – 04/31/2018 Total direct costs: $ 148,000 CAN

Massachusetts Cultural Council: "Does a US-Based El Sistema Music Program Improve Executive Functions, Academic Achievement, and Affective Development in Young Children? A Randomized Study"

PI: Sara Cordes
co-investigator: Adele Diamond, Ellen Winner
Project period: 01/01/2015 – 06/31/2018 Total direct costs: $45,000 US

NSERC Discovery Grant EG #1502: "Neurochemical and Environmental Influences on the Cognitive Functions dependent on Prefrontal Cortex"
PI: Adele Diamond
Project period: 04/31/2012 – 03/31/2013 Total direct costs: $25,000 CAN

BC Ministry of Health and BC Mental Health Foundation: "Seed Funds to Introduce a Pilot Program of Tools of the Mind to the Lower Mainland"
PI: Adele Diamond
collaborator : Kim Schonert-Reichl & Laurie Ford
Project period: 08/01/2011 – 08/31/2014 Total direct costs: $200,000 CAN

NIMH R01 #MH 071893: "Autism and the Development of Relational Awareness"
PI: Adele Diamond
co-investigator: Rebecca Landa at Kennedy Krieger Institute (KKI)
Project Period: 01/01/07 – 12/31/13 Total direct costs: $2,106,566 US

NIDA R01 #DA019685: "Development of Cognitive Functions Linked to Frontal Lobe"
PI: Adele Diamond **funded for 25 continuous years**
Project Period: 09/10/04 – 03/09/11 Total direct costs: $1,352,614 US
(from 1986 - 1997 this was funded by NIMH & from 1997-2004 this was funded by NICHD)

NICHD R01 #HD039783: "Pain in Preterm Infants: Development and Effects"
PI: Ruth Grunau
collaborators: Adele Diamond, Angela Devlin, Anne Synnes, Joanne Weinberg, Steven Miller, & Urs Ribary.
Project Period: 04/05/2008 – 11/30/2012 Total direct costs: $1,062,496 US

UBC Hampton Research Endowment Fund #FAS F10-01301: "Using Social & Emotional Learning Interventions to Promote Resiliency & Positive Mental Health in Children & Teachers: Considering Psychological, Biological, & Contextual Processes"
PI: Kimberly Schonert-Reichl
co-investigator: Adele Diamond and Rob Roeser
Project Period: 03/2010 – 03/2012 Total direct costs: $25,500 CAN

Institute of Education Sciences [IES] / National Center for Education Research [NCER] / Cognition and Student Learning Research Grant Program [CASL] # R305B070240: "Evaluating the Efficacy of Preschool Curricula in Improving Executive Functions and Self-Regulation"
PI: Adele Diamond
collaborators : Christopher Lonigan & Deborah Leong
Project Period: 07/01/2007 – 06/30/2011 Total direct costs: $2,887,292 US

Spencer Foundation #200700122: "Can Self-Regulation be Taught to Preschoolers? If so, does it help?"
PI: Adele Diamond
collaborators : Kim Schonert-Reichl & Laurie Ford
Project Period: 11/01/2006 – 6/31/2011 Total direct costs: $410,396 US

Conference: "Brain Development and Learning Conference 2013"
PI: Adele Diamond
Project Period: 07/24/2013 – 07/28/2013
BC Mental Health & Addiction Services (BCMHAS)
of the Provincial Health Services Authority (PHSA)
Brain Research Centre, UBC
The Human Early Learning Partnership (HELP)
NeuroDevNet, Vancouver, BC
$65,000 CAN

March of Dimes # 5-FY06-590: "Longitudinal Multi-Modal Study of 22q11.2 Deletion Syndrome as a Model for Identifying Risk Factors for Psychosis."
PI: Doron Gothelf
collaborator: Adele Diamond
Project Period: 02/01/2007 – 01/31/2010 Total direct costs: $150,000 US

Human Early Learning Partnership (HELP): "Workshop to Share Resources, Learn from One Another, and Pool Resources in Developing the Best Intervention for Young Children (ages 3-5) to Improve Executive Functions and School Achievement"
Leader: Adele Diamond
Participants included: Helen Neville, Deborah Leong, Elena Bodrova, & Yovanka Lobo
Project Period: 08/05/2008 – 09/10/2008 Total direct costs: $5,066 CAN

Conference: "Brain Development and Learning Conference 2010"
PI: Adele Diamond
Project Period: 07/16/2010 – 07/20/2010
BC Mental Health & Addiction Services (BCMHAS)
of the Provincial Health Services Authority (PHSA)
Brain Research Centre at UBC
Goldie Hawn Institute
Department of Psychiatry in the Faculty of Medicine at UBC
The Human Early Learning Partnership (HELP)
The Institute of Mental Health at UBC
$69,500 CAN

UBC Dept. of Psychiatry: "Children at Elevated Risk for Developing Depression during Adolescence (Children of Mothers with Bipolar 1 Disorder): Might Impaired Executive Functions Precede and Predict the Onset of Depression?"
PIs: Adele Diamond, Jane Garland, & Allan Young

Project Period: 06/01/2006 – 12/31/2009 Total direct costs: $172,000 CAN

Social Science and Humanities Research Council of Canada, International Opportunities Fund
Developmental Grant: "Building an International Research Network in Imagination and Education"
PI: Mark Fettes co-PI: Kieran Egan collaborator: Adele Diamond
Project Period: 05/01/2006 – 04/30/2007 Total direct costs: $24,838 CAN

Conference: "Brain Development and Learning Conference 2008"
PI: Adele Diamond & Jana Davidson
Project Period: 07/12/2008 – 07/15/2008

BC Mental Health & Addiction Services (BCMHAS)
of the Provincial Health Services Authority (PHSA)
Ministry of Children and Family Development (MCFD) of British Columbia
3 subdivisions independently contributed:
Early Childhood Development and Child Care
Child and Youth Mental Health
Special Needs Children & Youth
Ministry of Education of British Columbia
Human Early Learning Partnership (HELP)
Brain Research Centre at UBC
BC Mental Health & Addictions
Research Institute. (BCMHHARI) at BC Children's Hospital
Goldie Hawn Institute
Department of Psychiatry in the Faculty of Medicine at UBC

} $150,000 CAN

Human Early Learning Partnership (HELP): "Seed Funds for an Interdisciplinary Pilot Project to Help Promote Optimal School Readiness and Reduce the Incidence of Behavioral Disorders through Preschool Training in Self-Regulation"
PI: Adele Diamond Co-PI: Deborah Leong, Metropolitan State College of Denver
Project Period: 03/01/05 – 03/01/2006 Total direct costs: $13,000 CAN

NICHD R01 #HD044796: "Neurocognitive Development of Children Living in Poverty"
PI: Linda Mayes
collaborator: Adele Diamond
Project Period: 03/01/2005 – 06/28/2010 Total direct costs: $2,350,000 US

NIDA R01 #DA06025: "Regulation of Attention and Arousal in Cocaine-Exposed Children"
PI: Linda Mayes
collaborator: Adele Diamond
Project Period: 09/01/2004 – 08/31/2009 Total direct costs: $1,420,000 US

Conference: "Brain Development and Learning Conference 2006"
PI: Adele Diamond & Jana Davidson
Project Period: 08/19/2006 – 08/22/2006

BC Mental Health & Addiction Services (BCMHAS)
of the Provincial Health Services Authority (PHSA)
Ministry of Children and Family Development (MCFD) of British Columbia
Human Early Learning Partnership (HELP)
Brain Research Centre at UBC
Department of Psychiatry in the Faculty of Medicine at UBC
The Goldie Hawn Institute
} $120,000 CAN

Canada Research Chair (CRC) Tier 1: "Developmental Cognitive Neuroscience"
PI: Adele Diamond
Project Period: 09/01/2004 for 7 years;
Renewed: 10/01/2011 for 7 years
Renewed: 09/01/2018 for 7 years Total direct costs: $4,200,000 CAN

Canada Foundation for Innovation (CFI) and partners: "Developmental Cognitive Neuroscience Laboratory"
PI: Adele Diamond
Project Period: 09/01/04 – 03/31/2013 Total direct costs: $500,220 CAN

McDonnell Foundation, Bridging Brain, Mind, and Behavior Program: "Developmental Cognitive Neuroscience" (21st Century Science Collaborative Activity Award) JSMF Grant # 21002016
PIs: Adele Diamond, BJ Casey, & Yuko Munakata
Period: 08/01/2001 – 07/01/2004 Total direct costs: $250,000 US

NICHD P01 #HD35466: "Genotype and Phenotype in Autism and Related Behaviors"
PI: Patricia Rodier
Project Period: 09/01/1999 – 08/31/2004 Total direct costs: $1,850,000 US

Shriver Center Research Fund
PI: Adele Diamond
Project Period: 08/01/1998 – 07/31/2003 Total direct costs: $325,000 US

NICHD R01 #HD34346: "Treated PKU Genetic Model: Neurochemical & Behavioral Effects"
PI: Adele Diamond
Project Period: 09/01/1995 – 08/31/1998 Total direct costs: $827,270 US

Arc Foundation: "Can Tyrosine Supplementation Prevent Cognitive Deficits in Children Treated for PKU?"
PI: Adele Diamond
Project Period: 01/01/1997 – 12/31/1997 Total direct costs: $25,000 US

NICHD P03 #HD04147: "Mental Retardation & Developmental Disabilities Research Center"
Center Grant, Program Director: William McIlvane
Project Period: 08/08/1996 – 07/31/2001 Total direct costs: $3,000,000 US

NIMH R01 #MH41842: "Development of Cognitive Functions Linked to Frontal Lobe"
PI: Adele Diamond
Project Period: 06/01/97 – 05/31/2004 Total direct costs: $3,020,500 US

NIMH R01 #MH41842: "Development of Cognitive Functions Linked to Frontal Lobe"
PI: Adele Diamond
Project Period: 06/01/1989 – 08/31/1996 Total direct costs: $984,915 US

March of Dimes, Social and Behavioral Sciences Research Grant #12-0554: "Assessment of Frontal Cortex Cognitive Functions in Children with Early-Treated PKU"
PI: Adele Diamond
Project Period: 03/01/1992 – 02/28/1994 Total direct costs: $50,000 US

BRSG S07 #RR07083-26: "An Animal Model of Early-Treated PKU"
PI: Adele Diamond
Project Period: 04/01/1990 – 03/31/1992 Total direct costs: $5,000 US

March of Dimes, Social and Behavioral Sciences Research Grant #12-253: "Assessment of Frontal Cortex Cognitive Functions in Children with Early-Treated PKU"
PI: Adele Diamond
Project Period: 03/01/1990 – 2/28/1992 Total direct costs: $49,460 US

BRSG S07 #RR07083-23: "Frontal Lobe Function in Infants and Preschoolers"
PI: Adele Diamond
Project Period: 04/01/1988 – 03/31/1989 Total direct costs: $10,000 US

NSF DIR #89-20230: "Center for Research in Cognitive Science"
Center Grant, Program Directors: Lila Gleitman & Aravind Joshi
Project Period: 02/01/1991 – 01/31/1996 Total direct costs: $6,000,000 US

NICHD P30 #HD26979: "Mental Retardation Research Center"
Center Grant, Program Director: Mark Batshaw Director, Neuropsychology Core: Adele Diamond
Project Period: 08/01/1990 – 07/31/1995 Total direct costs: $2,298,999 US

NIMH T32 #MH17168: "Pre- and Postdoctoral Training in Behavioral Neuroscience"
Training Grant, Program Director: Alan Epstein
Project Period: 07/01/1989 – 06/30/1994 Total direct costs: $370,000 US

Conference: "Development and Neural Bases of Higher Cognitive Functions"
PI: Adele Diamond
Project Period: 05/20/1989 – 05/24/1989
NIMH, Cognitive & Behavioral Neuroscience Research Branch
NIMH, Basic Behavioral & Cognitive Sciences Research Branch } $95,000 US
James S. McDonnell Foundation: $15,000

U.S. Environmental Protection Agency: $4,100

NIMH R01 #MH41842: "Development of Cognitive Functions Linked to Frontal Lobe"
PI: Adele Diamond
Project Period: 09/01/1986 – 05/31/1990 Total direct costs: $154,812 US

BRSG S07 #RR07054-22: "Development During Infancy of Frontal Lobe Cognitive Functions"
PI: Adele Diamond
Project Period: 04/01/1986 – 03/31/1987 Total direct costs: $7,000 US

Center for Studies of Higher Brain Function, Washington University School of Medicine
PI: Adele Diamond
Project Period: 01/10/1986 – 12/31/1986 Total direct costs: $14,000 US

1983-1986 NIMH Postdoctoral Fellowship #F32 MH09007
1982-1983 Sloan Foundation postdoctoral fellowship award
1980-1982 NSF Doctoral Dissertation Grant #BNS 8013-4471978
1977-1978 NIMH Pre-doctoral Traineeship in Cross-Cultural Psychological Res. #MH14088-03
1975-1978 NSF Graduate Fellowship
1975-1982 Danforth Graduate Fellowship
1974-1975 Research Grant from the Philadelphia Fellowship Commission
1973 NIMH Undergraduate Research Fellowship

AWARDS & HONORS (for Keynote Addresses other than named lectures, see the next section below)

2022 *The Huttenlocher Award Lecture*. The Flux Society meeting, Paris, France. (7-9 Sept.)
Elsevier Distinguished Lecturer. Developmental Neurotoxicology Society. (28 June)
Recipient of the Huttenlocher Award, the Flux Society's most prestigious award. Flux is the Society for Developmental Cognitive Neuroscience and this award honors a senior scientist who's made foundational, major contributions to the field.

2021 Faculty Merit Award, Faculty of Medicine, UBC
In recognition of Diamond's longstanding efforts to help Maasai children in Kenya gain a quality education, a noted Kenyan educator named the foundation she founded the "Adele Diamond Foundation". The foundation is committed to helping Maasai children attend school and girls who have rescued early/forced marriage to get back on their feet and realize their dreams through a quality education.

2020 *Awarded an Honorary Doctor of Science Degree (Honoris Causa) from Swarthmore College*: #1 ranked small college in the US (24 May)
video: http://www.devcogneuro.com/videos/Honorary_Degree_2020Adele_Diamond.mp4
Voted 'Super Duper Neuroscientist of the Year' by the students in Prof. Kathryn Murphy's neuroscience class at McMaster Univ., Hamilton, ON (08 Dec)
"Executive Functions," published in the Annual Review of Psychology back in 2013, was among the 10 most downloaded papers in 2020 from all Annual Reviews across all disciplines.

2019 Outstanding Academic Performance award by the Dean of Medicine.

Diamond's impact ranked as among the top 0.01% of all scientists across all scientific fields according to a new analysis. See: Ioannidis, J. P., Baas, J., Klavans, R., & Boyack, K. W. (2019). A standardized citation metrics author database annotated for scientific field. PLoS Biology, 17,1-6. doi:10.1371/journal.pbio.3000384

One of our publications was selected as 1 of the 23 most noteworthy publications in Pediatric Exercise in 2018 and 1 of the 2 most important in Physical Activity & Cognition in 2018 [doi.org/10.1123/pes.2019-0010]. The publication thus honored is: Diamond, A. & Ling, D. S. (2019). Aerobic-exercise and resistance-training interventions… published in *Developmental Cognitive Neuroscience* [doi.org/10.1016/j.dcn.2018.05.001]

The Bernice Grafstein Lecture in Neuroscience, McGill University, Montreal, QC.

2018 Outstanding Academic Performance Award from UBC Faculty of Medicine

First Annual North America Educateurs sans Frontières Lecture. Crossway Community, Washington, DC.

10th Annual Midsummer Public Lecture. Copenhagen, Denmark (sponsored by Elsass Institute & the University of Copenhagen).

2017 *see Keynote Addresses.*

2016 *International Mind, Brain and Education Society (IMBES) Translation Award*
This award recognizes senior scholars who've made significant progress towards strengthening links between research and practice translating research into practice in traditional or non-traditional contexts. (This is the highest award that society gives.)

Faculty Merit Award, Faculty of Medicine, UBC

Our article in Developmental Cognitive Neuroscience was the 2nd top-rated paper in the journal

Centennial Niemeyer Lecture. Bank Street School for Children, NYC, NY

Lecture - Performance co-presented with the children of the California Dance Institute at Semel Institute for Neuroscience & Human Behavior, UCLA, Los Angeles, CA

2015 Honorary Degree (Doctor of Philosophy *Honoris Causa*) conferred by Ben-Gurion University of the Negev, Beer Sheva, Israel. video (3 min): www.youtube.com/watch?v=CnL4Ygzepgcbr **video** (1 hour 8 min): www.youtube.com/watch?v=jOBge2SbX2k&feature=youtu.be

Zlotowski Neuroscience Lecture, Ben Gurion Univ. of the Negev, Beer Sheva, Israel

2014 *Urie Bronfenbrenner Award for Lifetime Contributions to Developmental Psychology in the Service of Science and Society* from the American Psychological Association. (Aug.) The Bronfenbrenner Award is given to an individual whose work has, over a lifetime career, contributed not only to the science of developmental psychology, but who has also worked to apply developmental psychology to society.

Recognized as one of the 15 most influential neuroscientists alive today (Sept.)
Only woman in the top 23.
One of only two Canadians in the top 30.
www.onlinepsychologydegree.info/30-most-influential-neuroscientists-alive-today

Elected a Fellow of Division 1 (General Psychology) of the Am. Psychological Assoc. (APA)

2013 *Gertrude Weigum Hinsz Lecture*, North Dakota State University, Fargo, ND
Visiting Professor. Ben Gurion University, Beer Sheva, Israel
Faculty Merit Award, Faculty of Medicine, UBC

2012 *Pease Family Scholar Lecture*, Dept. of Kinesiology, Iowa State University, Ames, IA
Zangwill Lecture in Experimental Psychology, Univ. of Cambridge, UK
Dr. Diamond's article in *Current Directions in Psychological Science* was flagged by *Psychology Progress*, which alerts the scientific community to breaking journal articles considered the best in psychological research (Dec. 9)
https://web.archive.org/web/20131228110855/http://psychologyprogress.com/activities-and-programs-that-improve-childrens-executive-functions/
Profiled in a textbook, *Child Psychology*, 3rd edition, by Alastair J. Younger, Ross Vasta, Scott A. Adler, Scott A. Miller, & Shari Ellis, published by Wiley & Sons
Public Address, sponsored by the Dalai Lama Centre, Vancity Theatre, Vancouver, BC
Worldwide Who's Who: 2012- present

2011 Inaugural speaker in Visiting Distinguished Scholar Program, Virginia Tech Carilion Research Institute & School of Medicine, Roanoke, VA
research.vtc.vt.edu/events/2011/dec/01/why-tools-of-the-mind
Frijda Public Lecture, Cognitive Science Center, Amsterdam, Netherlands
Logan Lecture, Centennial Academy, Montreal, QC
Pickering Lecture, Carleton University, Ottawa, ON
Renewal – seven years - of Tier 1 Canada Research Chair
Faculty Merit Award, Faculty of Medicine, UBC

2010 Valedictory Address, "Conference on Science, Spirituality, and Education;" presided over by the Dalai Lama, to advise the Government of Sikkim in its endeavor to overhaul the provincial education system so that they educate not only the head but also the heart, Gangtok, Sikkim, India
Faculty Merit Award, Faculty of Medicine, UBC
Jane Holmes Bernstein Lecture in Developmental Neuropsychology, Children's Hospital, Harvard University, Boston, MA
Robbie Case Memorial Lecture, University of Toronto's Institute of Child Study, Toronto, ON
Featured at Annual UBC Gala, "Celebrate Research Week," a short video vignette was created for this on Prof. Diamond and her research:
video: www.devcogneuro.com/videos/Celebrate_Research_2010.mov

2009 *YWCA Woman of Distinction Award* (recognized nationally as an important award for women)
Elected a Fellow of the Royal Society of Canada (RSC)
One of a handful of scientists invited to meet with the Dalai Lama for a week at his official residence in Dharamsala, India
Elected a Fellow of the Society of Experimental Psychologists (SEP), the oldest honorary society for psychology
Inaugural Distinguished Achievement Award for Service to the University and Community, awarded by the Faculty of Medicine, UBC

Faculty Merit Award, Faculty of Medicine, UBC

One of three scientists invited to speak on stage with the Dalai Lama and another Nobel Peace Laureate, Mairead Maguire, on "Heart-Mind Education: Enhancing academic, social, and emotional competence" at the Orpheum Theatre, Vancouver; broadcast live worldwide by CTV as part of the Vancouver Peace Summit
watch.ctv.ca/2009-peace-summit/vancouver/2009-vancouver-peace-summit-tuesday-september-29th-2009/#clip217357
video: www.youtube.com/watch?v=kD2cWBGMVAg

Featured Researcher at the Board of Governor's Meeting, Univ. of British Columbia, Vancouver.

Helen H. Molinari Memorial Lecture in Neuroscience, Albany Medical College, Albany, NY

John P. Zubek Memorial Lecture, Department of Psychology, University of Manitoba, Winnipeg

2008 Named *a William James Distinguished Lecturer* by the Association for Psychological Science

RO Jones Memorial Speaker, Canadian Psychiatric Assoc. Annual Meeting, Vancouver, BC

Birch Lecture, Int'l. Neuropsychological Society (INS) Annual Meeting, Buenos Aires, Argentina

Faculty Merit Award, Faculty of Medicine, UBC

Who's Who Among Executives and Professionals, and in the 2008-2009 "Honors Edition"

2007 Opening of the Academic Year Address, Maastricht University, Netherlands

Faculty Merit Award, Faculty of Medicine, UBC

Research Grant from the Institute of Education Sciences [IES] (term: 2007-2011)

2006 *Elected a Founding Fellow of the Association for Psychological Science (APS)*

Faculty Merit Award, Faculty of Medicine, UBC

Alberta Health FMR Visiting Scholar, Alberta Children's Hospital, University of Alberta, & Hotckiss Brain Institute, Calgary, AB

Woman of Distinction Finalist, YWCA Vancouver, BC

2005 Elected to the *Board of Governors of the International Neuropsychological Society (INS)*

Faculty Merit Award, Faculty of Medicine, UBC

Brain Awareness Week Lecturer, McMaster University's Dept. of Psychiatry & Behavioral Neurosciences, Dept. of Psychology, and Brain-Body Institute, Hamilton, ON

Our paper in the American Journal of Psychiatry was ranked #2 in the Hidden Jewels Top 10 in Neuroscience by the Faculty of 1000

Henry Dunn Lecture, the Northwest Pacific Pediatric Neurology Society Annual Meeting

Hira Panikkar Memorial Lecture, Child & Adolescent Psychiatry, BC Children's Hospital

2004 Awarded a Tier 1 Canada Research Chair

Canada Foundation for Innovation (CFI) Award

Invited Workshop at joint Internat'l Neuropsych. Society/ASSBI conference, Brisbane, Australia

2003 Elected to the *Executive Board of the Cognitive Development Society*

Visiting Professor, University of California, San Francisco

2002 Invited Workshop on "The Neuropsychology of Treated PKU," International Neuropsychological Society (INS) Annual Meeting, Toronto, ON

2000 21st Century Award for Achievement, International Biographical Centre, Cambridge, UK, named one of the "*2000 Outstanding Women of the 20th Century*," one of the first so honored

Zlotowski Neuroscience Lecture, Annual Retreat of the Zlotowski Center for Neuroscience, Ben Gurion Univ.

Named one of the "*2000 Outstanding Women of the 20th Century*," IBC, Cambridge, UK

1999 *see Keynote Addresses.*

1998 *see Keynote Addresses*.

1997 *Named a Distinguished Scientific Lecturer by the American Psychological Association:*
Eastern Psychological Association Annual Meeting, Washington, DC
Western Psychological Association Annual Meeting, Seattle, WA

Elected a Fellow of APA, Division 6 (Behavioral Neuroscience and Comparative Psychology) "in recognition of outstanding & unusual contributions to the science and profession of psychology"

1996 *see Keynote Addresses.*

1995 Presented the Master Lecture on Developmental Cognitive Neuroscience at the Society for Research in Child Development Biennial Meeting, Indianapolis, IN.
"A Master Lecture is intended as a sort of tutorial in a particular field....The individuals invited to deliver these major addresses are people who are widely recognized as leaders in their fields...."

Invited Instructor, American Academy of Neurology course on Behavioral Neurology, Seattle, WA

1994 Presented day-long workshop on "Child Neuropsychology: Cognitive Development & Disorders," in Brisbane, at invitation of the Australian Psychological Society

Tjossem Memorial Lecture at the University of Washington, Seattle, WA

McDonnell-Pew Visiting Fellow at the Salk Institute and UCSD, La Jolla, CA

1993 *Elected a Fellow of APA, Division 7 (Developmental Psychology) "in recognition of outstanding & unusual contributions to the science and profession of psychology"*

1992 *Harris Visiting Professor*, Committee on Developmental Psychology, University of Chicago, IL

1991 Invited Instructor at the McDonnell Summer Institute in Cognitive Neuroscience, Hanover, New Hampshire (topic: Attention)

Invited Instructor at the European Training Programme in Brain & Behavior Research, Zuoz, Switzerland (topic: Motor Development)

1990 Invited by NSF to help select the Presidential Young Investigator Award winners

Young Faculty Award of the Natural Science Association, University of Pennsylvania

1989 Convener, Conference on the Development and Neural Bases of Higher Cognitive Functions. Funded by McDonnell Foundation, NIMH (Neuroscience and Behavioral Research Branches), EPA, & U. of P. New York Academy of Sciences, publisher.

Discussant, Minnesota Symposium in Child Psychology, Minneapolis, MN.

1988-1990 *Lilly Foundation Faculty Teaching Fellow*

1983-1986 *NIMH Postdoctoral Fellowship #F32 MH09007*

1983 NSF travel grant to attend a NATO Advanced Study Institute, Lyons, France

1982 Sloan Foundation postdoctoral fellowship award

1981 Radcliffe Grant for Graduate Women

1980 NSF Doctoral Dissertation Grant #BNS 8013-4471978

1977 NIMH Pre-doctoral Traineeship in Cross-Cultural Psychological Res. #MH14088-03

1977 Graduate Student Research Award, Psychology Department

1975 *NSF Graduate Fellowship*
Danforth Graduate Fellowship
Phi Beta Kappa
Sigma Xi
Graduated with highest honor in Swarthmore College's course program
Research Grant from the Philadelphia Fellowship Commission

1973 NIMH Undergraduate Research Fellowship

1972 Hunter Grubb Scholarship

1970-1975 Swarthmore National Scholarship

1970 Valedictorian, John Bowne High School, New York City, NY.

KEYNOTES and PLENARY ADDRESSES (other than named lectures, which appear in the section above)

2022 Learning Together: Empowering Families through Transitions. York Region District School Board, ON. Online due to COVID-19.

American Professional Society of ADHD and Related Disorders (APSARD) 2022 Annual Conference, Tuscon, AZ. Online due to COVID-19.

2021 National Arts in Education Portal Conference, Galway, Ireland. Online due to COVID-19.

Parenting is Heart Work Conference, Family Day, Toronto, ON. Online due to COVID-19.

Learning & the Brain Conference: Science of Teaching at a Distance. Online due to COVID-19.

Invited Public Lecture. Cognitive Science Seminar (Emotion and Cognition), Institute for Intelligent Systems, Univ. of Memphis, TN. Online due to COVID-19.

2020 *Keynote addresses* postponed due to Covid-19.

2019 International Symposium presenting Patrizio Paoletti and Adele Diamond on Resilient Children: How to Help Our Children Become Responsible and Happy Adults - Neuroscientific, Psychological and Educational Perspectives, Monastero di San Biagio in Assisi, Italy.

Institut de Psychomotricité, Université Saint-Joseph, Beirut, Lebanon.

The Brain: An Owner's Guide Series, Center for Brain Health, University of Texas at Dallas.

2018 Educateurs sans Frontières (EsF) Annual Conference, Stellenbosch, South Africa

Montessori Provincial Specialist Associations (PSA) Conference, Maple Ridge, BC.

National Native Alcohol and Drug Abuse Program (NNADAP) Conference, Sault Ste Marie, ON.

Executive Functions Master Class with Professor Adele Diamond. Faculty of Education, University of Cambridge, UK

Connections in Mind Annual Summit, London, UK.

Leggendo Metropolitano – an International Arts Festival, Cagliari, Italy.

Connecting Minds 2018 North American Psychology Undergraduate Research Conference, Kwantlen Polytechnic University, Richmond, BC.

"Brain Awareness Season," Oregon Health & Science University (OSHU) Brain Institute, Portland, OR.

Empowering and Promoting Healthy First Nation Communities, Dilico Anishinabek Family Care, Thunder Bay, ON.

2017 Children's Hospital Education Research Institute (CHERI), Sydney, Australia. (Two separate addresses)

2nd International Seminar on Neuroscience and Education as part of the Celebration for the 50th Anniversary of the Montessori-Palau School, Girona, Spain.

XXIX Institut Guttmann Annual Scientific Congress, the theme this time: Neuropsychology and School, Barcelona, Spain.

Continuing Education Program on "The Contribution of Executive Functions to Communication, Language and Learning among Children at Preschool and School-age," Tel-Aviv University, Israel. (3-hours)

2016 Economic Mobility Pathways (EMPath; formerly the Crittenton Women's Union) Biennial Conference: 'Disrupting the Poverty Cycle', Boston, MA.

Montessori Institute of San Diego, La Jolla, CA.

Annual Meeting of the International Society of Behavioral Nutrition and Physical Activity (ISBNPA), Cape Town, South Africa.

Mindful Society Conference, Toronto, ON

California K-12 Superintendents, Assistant Superintendents and Principals Conference, Los Angeles, CA.

Psychology Education Day 2016. Hospital for Sick Children, Toronto, ON.

Boston Children's Museum, Boston, MA.

International Neuropsychological Society (INS) Annual Meeting, Boston, MA

Children the Heart of the Matter Conference, Surrey, BC.

2015 Success by 6 / Okanagan Parent Conference, Kelowna, BC

Developmental Behavioral Disorders & a Spectrum of Pediatric Challenges meeting, Hilton Head Island, SC

Mindful Families, Schools & Communities: Research-to-Practice Promoting Child Well-Being meeting, Seattle, WA.

Increasing Mindfulness and Self-awareness in Children with Disorders of Executive Function, a joint conference of the Univ. of California - Irvine Dept. of Pediatrics, the Center for Autism & Neurodevelopmental Disorders, the Chapman U. Abilities Project, the Orange County Health Care Agency, and the Orange County Dept. of Education, Costa Mesa, CA.

2014 Cerebrum Conference, Lima, Peru

Early Childhood Education Conference, IDEA Institute, Universidad San Francisco de Quito, Ecuador

American Academy of Child and Adolescent Psychiatry (AACAP) Annual Meeting, San Diego, CA

Symposium on 'Creativity, Flexibility, Self-Control, and Discipline: Building Executive Function Skills in Young Children: Practice & Policy, ' Lipsitt-Duchin lecture series co-sponsored by Brown University and Rhode Island KIDS COUNT, Providence, RI

FLUX Integrative Developmental Cognitive Neuroscience Conference, Los Angeles, CA

Interrelations between Sensory, Motor, and Cognitive Abilities during Typical and Atypical Development Conference, Groningen University, Netherlands

2013 Cities Fit for Children Provincial Summit Pre-Conference: A special evening for parents and caregivers, Surrey, BC

103rd Arizona Town Hall, Grand Canyon, AZ
video of news program that references Dr. Diamond:
www.azpbs.org/arizonahorizon/detailvid.php?id=14665

European Society of Pediatric Research Annual Meeting, Porto, Portugal

Northwest Cognitive and Memory Conference, Kwantlen Polytechnic University, Surrey, BC

Educare Learning Network Annual Meeting, Phoenix, AZ

2012 First Things First Presummit Symposium on School Readiness, Phoenix, AZ

European Association for Research on Learning and Instruction, Utrecht, the Netherlands

"Key Issues in Childhood Physical Activity Science," 7th European Youth Heart Study Scientific Symposium, Madeira, Portugal

TrygFonden Multi-disciplinary symposium, "Improving the well-being of children and youth," Copenhagen, Denmark

Special Symposium at Leiden University in Honor of Prof. Leo de Sonneville, Leiden, Netherlands

Early Childhood Education Research Forum, Maryland State Department of Education (MSDE), Towson, MD

2011 Roeper School, Bloomfield Hills, MI

Cross-Cultural Symposium on Early Childhood Education: Educating the Heart, Body and Mind, Richmond, BC

37th Minnesota Symposium on Child Psychology, Minneapolis, MN

New York Academy of Sciences, 2nd Annual Aspen Brain Forum, Conference on the Cognitive Neuroscience of Learning and Education, Aspen, CO

22nd Annual Boston Trauma Conference, Boston, MA

Ethical Culture Fieldston School, New York City, NY

2010 "Making Connections Conference," organized by UBC School Psychology Program, Richmond, BC

International Workshop on "Selection and Control Mechanisms in Perception and Action," Jerusalem, Israel

Annual General Meeting, Association Montessori Internationale, Amsterdam, Netherlands

Royce Conference, University of Alberta, Edmonton, AB

2009 Conference on "School Readiness and School Success: From research to policy and practice," Quebec City, QC

Annual Conference, Australian Society for the Study of Brain Impairment (ASSBI), Sydney, AU

British Psychological Society Annual Meeting, Developmental Section, Nottingham, UK.

First Call: BC Child and Youth Advocacy Coalition, Honoring Our Advocacy Fundraiser, Vancouver, BC

Invited Address, APA Annual Convention Division 7 (Developmental), Toronto, ON

Invited Address, APA Annual Convention Division 40 (Neuropsychology), Toronto, ON

Invited Workshop, Australian Society for the Study of Brain Impairment (ASSBI) Annual Conference, Sydney, AU

2008 Commencement Address, the Eaton Arrowsmith School, Vancouver, BC

Keynote Address, Biennial Meeting of the International Conference on Infant Studies (ICIS), Vancouver, BC

2007 "HELP Workshop on Innovative Assessment Practices – Supporting Families and Community," Vancouver, BC

2006 see *Awards & Honors*.

2005 Invited Addresses: Annual Meeting of the International Neuropsychological Society (INS) & 17th European Conference on Neuro-Developmental Delay, Edinburgh, Scotland

2004 Biennial Conference on Human Development, Washington, DC.

Meeting on "Emerging Self-Regulation: The Measurement of Executive Function during Early Childhood," Penn. State University

Annual Research Day, Psychiatry Dept., Faculty of Medicine, UBC, Vancouver, BC

2003 Conference on ADHD and Apraxia, Annual Meeting on Movement Sciences, Columbia University, NYC

Invited Instructor, Merck Foundation summer course on the "Biology of Developmental Disabilities"

Invited presentation, NIH Inter-agency Conference on Prefrontal Cortex & Executive Function, NY.

2002 Distinguished Speaker, Cornell University, Department of Psychology, Ithaca, NY.

Opening Keynote Address, Conference on "Développement cognitif et troubles des apprentissages: Evaluer, comprendre, réduquer et prendre en charge," Strasbourg, France

Invited Address on "Self-Control in Young Children," Cuyahoga Community College, Cleveland, OH

Invited Symposium on "The Prefrontal Cortex and Cognition: New Insights into Willful Behavior," American Association for the Advancement of Science (AAAS) Annual Meeting, Boston, MA

International Mtg on "PKU: Brain-Behavior Sequelae," Amsterdam, Netherlands International Meeting of Developmental Neurology, on "The Clumsy Child - Aetiology, Pathophysiology and Treatment," Groningen, Netherlands

2000 "Pediatric Neuroimaging and Drugs," NIDA Meeting, Bethesda, MD.

Biennial Congress of the German Psychological Association, Jena, Germany

ZERO TO THREE Leadership Development Initiative, New Orleans, LA.

1999 "Learning & the Brain" Conference, Boston, MA.

Conference on "Making a Difference by Learning Early," Sayre, PA.

Johnson & Johnson Pediatric Round Table: "The Role of Early Experience in Infant Development," Palm Beach, FL.

Hanse Workshop: "Executive Control & Frontal Lobe," Delmenhorst, Germany

International Society for Neonatal Screening Meeting, Stockholm, Sweden

1998 National Research Council, Nat'l Academy of Sciences, Washington, DC

"Neuroscience of Memory" Conference, Dunedin, New Zealand.

Gruter Institute Conference on "Neurobiology, Human Behavior and the Law," Squaw Valley, CA.

Society for Inborn Metabolic Disorders, Asilomar, CA.

1997 Lehigh University, Bethlehem, PA.

Eastern Psychological Association Annual Meeting, Washington, DC.

Western Psychological Association Annual Meeting, Seattle, WA.

Conference on "Executive Function & Developmental Psychopathology," Toronto, ON

Joint NIH/APA Conference on "Prevention: Contributions from Basic and Applied Research," Chicago, IL.

Montreal Neurological Institute (MNI) Meeting, "Neuropsychology: Beyond the Millenium," Montreal, QC.

1996 The Royal Society, London, England, March (meeting on "Executive and Cognitive Functions of the Prefrontal Cortex")

Wiley-Liss Symposium on "Brain Development" at the Teratology Society Annual Meeting, Keystone, CO.

Plenary Address, Cognitive Science Society Annual Mtg, San Diego, CA.

American Psychological Association Annual Meeting (Division 40: Clinical Neuropsychology), Toronto, ON.

Plenary Address, Conference La Pensée en Evolution, on the Centennial of the Birth of Jean Piaget, Geneva, Switzerland

National Academy of Sciences, Washington, DC.

Zero-to-Three Annual Meeting, Washington, DC.

1995 Plenary Address, Southeast Regional Genetics Meeting, Atlanta, GA.

1994 Prefrontal Cortex Symposium, Mujimba Beach, Australia

PKU Parents Conference, Walnut Creek, CA.

Biennial Conference on Human Development, Pittsburgh, PA. (topic: Early-Treated PKU: Deficits in Cognition and Vision, and Why)

1993 Special Lecture, Society for Research in Child Development, New Orleans, LA. (topic: The nature & causes of cognitive deficits in PKU even with dietary treatment)

American Psychoanalytic Association, New York, NY. (topic: Neurology of Memory)

Western Regional Meeting of the Society for the Study of Inborn Errors of Metabolism, Chicago, IL. (topic: Cognitive Deficits in Early-Treated PKU)

1992 Australian Society for the Study of Brain Impairment (ASSBI), Sydney, Australia (topic: Developmental Issues in Frontal Lobe Functioning)

Neurobehavioral Teratology Society Meeting, Boca Raton, FL. (topic: Behavioral Neuroscience and Neurotoxicology)

1991 Science Weekend, American Psychological Association Annual Convention, San Francisco, CA. (topic: Cognitive Development)

Annual Conference of New York Neuropsychology Group, New York City, NY. (topic: Child Neuropsychology: Cognitive Development & Disorders)

1988 International Conference on Infant Studies, Washington, DC.

Plenary Speaker, Jean Piaget Symposium, Philadelphia, PA.

Speaker in Visiting Scholars Series, Inst. of Child Development, Univ of Minn., Minneapolis, MN.

MEDIA COVERAGE: (TV and Radio Stories; Newspaper and Magazine Articles)

2022: Featured in "Early learning: Holistic intervention" in the *Stories* newsletter, Bezos Family Foundation website (25 Feb)
https://www.devcogneuro.com/Publications/Bezos_Family_Foundation_Field-Notes_Three_key-areas.pdf

Featured in the article "Body temperature may not be an effective gauge of covid-19" by Jill U. Adams in the Washington Post newspaper (16 Jan)
https://www.washingtonpost.com/health/covid-fever-body-temperature/2022/01/14/91a0527c-6d94-11ec-a5d2-7712163262f0_story.html

2021: Interviewed by Dr Carlos Vazquez for the *IHeart* radio show "Circle of Insight" (1 Dec)
https://open.spotify.com/episode/6UWs0LyyNQY2azP3u6x5dj?si=AB98qfHoReiOnBzpul-DqA&nd=1

A one-hour interview by Dr. Jean Clinton,"Learning, Doing, Being," as part of the Human Connections two-day online conference hosted by, Early Learning and Literacy Alliance of Waterloo Region, Ontario. (28 Oct.)
http://www.devcogneuro.com/videos/Adele_Interviewed_By_Jean_Clinton_28Oct2021.mp4

Photo will appear in a new McGraw-Hill Education textbook, "Child Development," by Angie Rosati and Jamie Piercy (8 June)

Interviewed by Céline Guerreiro for the "Podcast pour un plein épanouissement affectif et cognitif" [French: Podcast for full emotional and cognitive fulfillment] (30 April 2021)
https://montessori-apprendreautrement.com/67-executive-function-adele-diamond

Interviewed by Jill Adams concerning our publication, "One size does not fit all: Assuming the same normal body temperature for everyone is not justified" for the *Washington Post* newspaper (3 March 2021). The article ("Body Temperature may Not be an Effective Gauge of Covid-19") draws heavily from that interview: https://www.washingtonpost.com/health/covid-fever-body-temperature/2022/01/14/91a0527c-6d94-11ec-a5d2-7712163262f0_story.html

Interviewed by Gill Eapen for the *Scientific Sense* podcast. (25 Jan 2021)
https://podcast.scientificsense.net/S2125

2020: Radio and TV interviews concerning our publication, Zareyan, Wang, Song, Hampson, Abbott, & Diamond, A. (Epub 30 Oct. 2020 ahead of print). First demonstration of double dissociation between COMT-Met158 and COMT-Val158 cognitive performance when

stressed and when calmer. *Cerebral Cortex*:

Radio interview with host Adam Stirling, *CFAX* 1070 news/talk radio, Victoria, BC. (21 Dec 2020)

Television news interview with reporter Kumud Azad, City News, *CTV*, Vancouver, BC. (18 Dec 2020)

Radio interview, "On The Coast," *CBC Radio One*, Vancouver, BC. (18 Dec 2020)

Radio interview, "All Points West," *CBC Radio One*, Victoria, BC. (18 Dec 2020) www.cbc.ca/listen/live-radio/1-93-all-points-west/clip/15815221-it-turns-out-little-bit-stress-good-you

Interviewed by Roshni & Tina Lulla for the *Behind Your Behavior* podcast (03 Dec 2020) https://anchor.fm/byb-lullas

Feature story, "A bit of stress might not be so good for us after all," by Vanessa Hrvatin on the Djavad Mowafaghian Centre for Brain Health (UBC) website (23 Nov 2020) www.centreforbrainhealth.ca/news/2020/11/23/bit-stress-might-not-be-so-good-us-after-all

Interview with Adele Diamond by Valter Fernandes (11 Nov 2020) https://youtu.be/eLHnDSOvYdc

Feature story, "The role stress plays in children during the pandemic," by Vanessa Hrvatin, an article in a COVID-19 series on the Djavad Mowafaghian Centre for Brain Health (UBC) website (27 July 2020) www.centreforbrainhealth.ca/news/2020/07/27/covid-19-series-role-stress-plays-children-during-pandemic

Interviewed by Aliza W. Pressman for "The mental tool kit for success with Professor Adele Diamond" on the *Raising Good Humans* podcast (20 July 2020) https://podcasts.apple.com/us/podcast/raising-good-humans/id1473072044?i=1000485925025

Featured in the French textbook "Etre bien pour apprendre" by Juliette François & Isabelle Grossetete, Nathan Editions, Paris (April 2020)

Interviewed by Kathy Weston for a podcast series called *#GetaGrip* (14 April 2020) www.drkathyweston.com/podcast

Interviewed by Victoria Bagnall for the article, "Connections in mind: Corona virus advice interview series - Prof. Adele Diamond," for the *Connections in Mind* website (6 April 2020) www.devcogneuro.com/videos/Connections_in_Mind_Corona_Virus_Advice_Interview_Series-Prof_Adele_Diamond_april_2019.mp4

Interviewed by Art Kleiner for an article to appear on the *Mindful Leader* website (27 March 2020) www.mindfulleader.org

Interviewed by Sucheta Kamath for the *Full PreFrontal: Exposing the mysteries of Executive Functions* podcast (21 Jan 2020) www.fullprefrontal.com/podcast/episode-107

Feature story, "Boosting the well-being and performance of kindergarten teachers and students," by Sarah Ripplinger in the *Research Insider* newsletter of the Vancouver Coastal Health Research Institute (24 Jan 2020) www.vchri.ca/stories/articles/2020/01/24/boosting-well-being-and-performance-kindergarten-teachers-and-students

2019: Highlighted in the online newsletter, "Adele Diamond: Los niños necesitan funciones ejecutivas

saludables si quieren prosperar" [Spanish: "Adele Diamond: Children need healthy executive functions if they want to prosper,"] of the Centro Justicia Educacional, Pontificía Universidad Católica de Chile, Santiago (16 Dec) http://centrojusticiaeducacional.cl/adele-diamond-los-ninos-necesitan-funciones-ejecutivas-saludables-si-quieren-prosperar

Interviewed by several different news programs and publications in Sao Paulo, Brazil (Dec 2019)

Featured in the article, "Smart start" [also published under the digital title: "How to prime preschoolers for success"] by Lisa Guernsey in *Scientific American* (Oct 2019) www.devcogneuro.com/Publications/Guernsey_2019_How_to_Prime_Preschoolers_for_Success_Smart_Start.pdf

Interviewed by Alexis Chateau for an article to appear on the *Parentology: Parenting in the Digital Age* website (21 Oct 2019)

Interviewed by Lara Smith, a journalism & politics student at New York University, for a mock article as part of a class assignment (10 Oct 2019)

Interviewed by Juliette François & Isabelle Grossetete for a new book targeted at teachers to be published by the French textbook publisher Nathan Editions, Paris (12 Dec 2019)

PLoS One article highlighted,"Emphasizing social play in kindergarten improves academics, reduces teacher burnout " in the online newsletter *ScienceDaily* (17 Sept 2019) www.sciencedaily.com/releases/2019/09/190917140317.htm

Feature Story, "Surrey-Vancouver kindergarten curriculum trial improved student success and reduced teacher burnout" by Emily Wight in the online newsletter of the Djavad Mowafaghian Centre for Brain Health (17 Sept 2019) www.centreforbrainhealth.ca/news/2019/09/17/surrey-vancouver-kindergarten-curriculum-trial-improved-student-success-and-reduced

Interviewed by Faith Inello (grade 10 student) for the school newspaper at Lexington Christian Academy, Lexington, KY (14 Aug 2019)

Interviewed by Jason Tetro for the podcast "The Super Awesome Science Show" on the *Curiouscast: Podcast for Curious Minds* website (19 July 2019) https://curiouscast.ca/podcast/321/super-awesome-science-show-sass

Interviewed for the article "Adele Diamond: "Estudiar o realizar una actividad educativa mientras se es feliz ayuda a recordarla" [Spanish: Adele Diamond: "Studying or doing an educational activity while happy helps you remember it"] by Carmen Bajona for the blog *Tiching* [educational social network from Spain that has more than 600,000 followers] (20 May 2019) http://blog.tiching.com/adele-diamond

Featured in the article "La educación, 'sastreria a medida:' Unos 200 educadores asturianos se acercan a los últimos avances en neurocienca; Los expertos Ignacio Morgado, Adele Diamond y Jon Andoni Duñabeitia explicaron cómo aprovechar los procesos cognitives de los niños" [Spanish: Education, 'custom tailoring:' Some 200 Asturian educators approach the latest advances in neuroscience; The experts Ignacio Morgado, Adele Diamond and Jon Andoni Duñabeitia explained how to take advantage of children's cognitive processes] by Marco Menendez, page 21, in the newspaper *El Comercio* in Gijón, Asturias, Spain (12 May 2019) www.elcomercio.es/asturias/educacion-sastreria-medida-20190512015658-ntvo.html

Interviewed by L.A. Vega for the article "Adele Diamond: Neurocientífica: 'Exigimos que los niños sean pequeños universitariosi, cada vez más temprano;' 'Pensamos que la escuela debe ser seria, pero se aprende más estando alegre;' 'Es mala idea que el profesor haga menos y las máquinas más' [Spanish: Adele Diamond: Neuroscientist: 'We demand that children be small university students, more and more early;' 'We think that school should be serious, but you learn more by being cheerful;' It's a bad idea for the teacher to do less and more machines'], page 25, in the newspaper *La Nueva España* in Oviedo, Asturias, Spain (12 May 2019)

Feature Story, "Exercise, Executive Functions, and Engaging with Physical Activity for Better Brain Health" by Emily Wight in the online newsletter of the Djavad Mowafaghian Centre for Brain Health (24 April 2019)
www.centreforbrainhealth.ca/news/2019/04/24/exercise-executive-functions-and-engaging-physical-activity-better-brain-health

Highlighted in the member news section, "Adele Diamond with Bill Gates," in the UBC Centre for Brain Health online newsletter (Feb 2019)
www.centreforbrainhealth.ca/news/2019/02/27/member-news-february-2019

Interviewed by video producer Kevin Rosmer for MindEDU. Several video segments appear on the website: (26 Feb 2019)

Critical Skill of Creativity in Children (added 14 March 2020)
www.mindedu.com/blog/dr-diamond-how-to-develop-the-critical-skill-of-creativity-in-children-let-s-explore

Problem Solving, Independence, Confidence and Grit
www.mindedu.com/blog/pause-the-key-to-problem-solving-independence-confidence-and-grit

Misbehavior by your Pre-k child? Or writing "5's" or "D's" reversed?
www.mindedu.com/blog/misbehavior-by-your-pre-k-child-or-writing-5-s-or-d-s-reversed-the-same-solution-fixes-both

Parents often Punish for Intent - Their Child Intended to Misbehave
www.mindedu.com/blog/parents-often-punish-for-intent-their-child-intended-to-misbehave-tragically-they-are-punishing-for-a-not-yet-developed-part-of-their-child-s-brain

Stress is a Killer for you, and your Child's Executive Functions
www.mindedu.com/blog/stress-is-a-killer-for-you-and-your-child-s-executive-functions

Language development is so important. But there's a better way than reading
www.mindedu.com/blog/language-development-is-so-important-but-there-s-a-better-way-than-reading-watch-this

Reading is Critical for Language Development but, Is there a "Right" Way to Read?
www.mindedu.com/blog/reading-is-important-but

Interviewed by Ruairi J Mackenzie of Technology Networks (an online publisher) for a new edition of the e-book, *Women in Science* (14 Jan 2019)

2018: Quoted in the article "Het gestresste brein: Chronische stress ontregelt de hersenen" [Dutch: "The stressed brain: Chronic stress disrupts the brain"] by Niki Korteweg in *NRC Handelsblad* (Dutch daily newspaper) in Amsterdam, NL (07 Sept)

"Separating Children from Families can Harm them for Life" by Adele Diamond. Letter to the editor in the *Voice of San Diego* online newspaper (25 July 2018)
www.voiceofsandiego.org/topics/opinion/separating-children-from-families-can-harm-them-for-life

Interview by James Beevers of Dr. Diamond about the Curtanna fencing-inspired program

(July 2018) **video**: www.youtube.com/watch?v=EEGU1NwDGKY

2017: Interviewed live by Stirling Faux on the radio show, 'Middays with Jody Vance', Roundhouse Radio 98.3, a Vancouver radio station with a community focus (2 Nov) http://cirh2.streamon.fm/listen-pl-12958

Quoted in the article "The 'Problem Child' Is a Child, Not a Problem" by Suzanne Bouffard in *The New York Times* (24 Oct 2017)

Article on talk given at Whitianga, New Zealand entitled "Local Residents Captivated by Renowned Neuroscientist" in the *Mercury Bay Informer* newspaper, page 6 (24 May 2017) www.devcogneuro.com/Publications/Diamod_mercury_bay_informer_whitianga_new_zealand_24_may_2017_page_6.pdf

Profiled with photo in the upcoming 12th edition of the textbook, *Psychology In Action,*- by Karen Huffman and Catherine Sanderson published by Wiley (16 May 2017)

Interview with Adele Diamond about her talk at the XXIX Institut Guttmann Annual Scientific Congress, newspaper article entitled "Adele Diamond: Els nens de tres anys no haurien d'estar asseguts" [Catalan: "Adele Diamond: Children of three years should not be sitting"] by Lara Bonilla in *ARA* (newspaper), Barcelona, Spain (25 April 2017) www.ara.cat/opinio/ADELEDIAMOND-nens-haurien-destar-asseguts_0_1784221580.html

Interviewed on "Mondiali di Orienteering 2017 #DAY1, Palermo" [Italian: "Orienteering World Cup 2017 #DAY1, Palermo"] that was live-streamed on *Voicebookradio - Young Creative Network*, Italy (24 April 2017) www.voicebookradio.com/it/mondiali-orienteering-2017-day1-palermo/

Quoted in the article "I mondiali di orienteering a Palermo dal 22 al 28 Aprile" [Italian: "The worlds of orienteering in Palermo from 22 to 28 April"] in *Agenzia di Stampa Italpress* (newspaper), Palmero, Italy (13 April 2017) www.italpress.com/scuola/scuola-i-mondiali-di-orienteering-a-palermo-dal-22-al-28-aprile

Lengthy interview in videos on a playful method for teachers with no musical background to harness sound [e.g., rubbing hands] to help children learn, listen and experiment with different qualities of sound (e.g., volume, duration, presence/absence), Greenfield Method videos by Hayes Greenfield (17 March 2017) **video:** https://vimeo.com/233117042

Interview with Adele Diamond in the article: "Find your Passion. Strengthen your Brain: A Q&A with Dr. Adele Diamond" by James Sullivan in the magazine *BrainWorld* 3(8) Spring 2017 pp.48-52 (27 Feb 2017)

2016: Article devoted to our work on EF interventions: "Think Twice Before You…" in *Research Features* magazine, published by Research Publishing Internat'l (24 June) http://researchfeatures.com/2016/06/24/think-twice-before-you/

Feature Story devoted to our work on ADHD: "Might we be Over-medicating Children with ADHD for Optimal Cognition?" in the Vancouver Coastal Health Research Institute (VCHRI) Newsletter (02 May 2016)

Quoted in the upcoming 7th edition of the textbook, *Lifelong Motor Development*, by Carl P. Gabbard, published by Benjamin Cummings Publ. Co., San Francisco. (22 April 2016)

2015: Interview of Adele Diamond and her research in the article: "Why Genders Experience Stress

Differently: Vancouver study" by Michael Mui in *24 Hours* newspaper, Vancouver (27 Aug)

Highlighted in the notice, "Adele Diamond receives Honourary Doctorate from Ben-Gurion University" in the Faculty of Medicine, UBC, website (14 May 2015)

Highlighted in the notice, "Psychiatry Professor receives Honorary Degree from Ben-Gurion University" in the *UBC This Week* newsletter (14 May 2015)

Highlighted in the notice, "Adele Diamond '74—Influential Neuroscientist," in the *Swarthmore College Bulletin* (Spring 2015)

Featured in the article, "Caring for Bedouins' Health," by Cynthia Ramsay in the *Jewish Independent* newspaper (08 May 2015)

Interview of Adele Diamond in the article, "Nourishing the Whole Child," by Basya Laye in the *Jewish Independent* newspaper (08 May 2015)

Article about Adele Diamond's talk in, "Where Science and Music collide: PSU hosts Brain Development and Childhood Education researcher Dr. Adele Diamond," by Jon Raby in *Portland State Vanguard*: student-run newspaper (04 May 2015)

Featured in the article, "Learning More About Child Development!" by Betsy Diamant-Cohen in the *Mother Goose is on the Loose* newsletter. (01 April 2015)

Prof. Diamond acknowledged in a media release, "Mindfulness-based Program in Schools Making a Positive Impact: UBC study," by *UBC Public Affairs* (26 Jan 2015) http://news.ubc.ca/2015/01/26/mindfulness-based-programs-in-schools-making-a-positive-impact-ubc-study/

Featured on the TV program "Téléjournal Colombie- Britannique" in a segment on Mindfulness by Geneviève Milord on *Ici Radio-Canada Télé* (2 Feb 2015)
"Your interview on our MindUP study has been gaining so much traction - the French love it! The research was mentioned in Le Monde!" said Kimberly Schonert-Reichl.
www.devcogneuro.com/videos/diamond_radio_canada_telejournal_02_feb_2015.wmv

Prof. Diamond mentioned by name as a promo for her later TV interview – see above - on the radio program "Phare Ouest" in a segment on Mindfulness, "Les bienfaits de la méditation chez les enfants selon une étude de UBC," on *Ici Radio-Canada Première* (2 Feb 2015)

Featured in the article "Goldie Hawn program makes kids kinder and better at math, UBC researchers say," by Randy Shore in the *Vancouver Sun* (26 Jan 2015)

Noted for TEDx talk in the "Noticias" section of El Comercio, a national newspaper of Ecuador (Jan 2015)

Noted for TEDx talk on page 2 of *The Ensemble*, a newsletter for the US and Canadian El Sistema Movement (Jan 2015)

2014: Interviewed by a number of *CBC* Radio One shows across Canada on the science of self-control (31 Dec 20):

CBC Station	**Show name**	**Show host**
New Brunswick	*Shift*	Vanessa Vander Valk
Charlottetown	*Mainstreet PEI*	Karen Mair
Vancouver	*On the Coast*	Gloria Macarenko
Whitehorse	*Airplay*	Dave White

Ottawa	*All in a Day*	Alan Neal

Created 10-minute video for crowd source funding campaign "Imagine a World where Every Child Thrives!" Created the content for the associated webpage and raised over $25,000 for our research in donations thru this.
https://support.ubc.ca/reportongiving/startanevolution-campaign-final-report

Transcript of an interview of Adele Diamond on "The Science of Attention" episode of *On Being* with Krista Tippett:
http://www.dailygood.org/story/889/the-science-of-attention-krista-tippett

Interviewed on the radio show, "On the Coast," by Stephen Quinn on *CBC Radio One* (1 Oct 2014) 'UBC neuroscientist speaks at the White House'
video: www.devcogneuro.com/videos/cbc_radio_one_october_1_2014_7min_14sec.wmv

Interviewed on the "Open Forum" show by Sonia Williams on the *Women's Radio Network* (19 Sept.)
www.devcogneuro.com/videos/womens_radio_network_sonia_williams_interviewed_adele_diamond_2014_8min_4sec.wmv

Re-broadcast – with new material - of the hour-long interview first broadcast in 2010: Learning, Doing, Being – A New Science of Education, which aired on the show, "On Being" with Krista Tippett, on National Public Radio (NPR) (Aug 2014)

Featured in the book, "*Zero to Five:70 Essential Parenting Tips Based on Science (and What We've Learned so Far)*" by Tracy Cutchlow and published by Pear Press, Seattle, WA (July 2014)

Featured in the article, "Are You a Warrior … or a Thinker?" by Molly Triffin in *Self* magazine (July 2014), pages 92 – 95

Invited webinar, "Principles and strategies for improving executive function skills," Annie E Casey Foundation. (11 June 2014)
www.devcogneuro.com/videos/principles_and_strategies_for_improving_executive_function_skills.mp4

Interview of Prof. Diamond on the audio blog post "Children's Executive Functions and Evidence-based Activities that Improve Them: An interview with Adele Diamond, Professor, University of British Columbia, Vancouver," by Andy Feldman in *Andy Feldman's Gov Innovator Blog* (June 2014) http://govinnovator.com/adele_diamond

Lengthy interview of Prof. Diamond by Scott Jacobsen in the *In-Sight* journal, Issue 4.A, "Women in Academia" (15 April 2014)
http://in-sightjournal.com/2014/04/15/dr-adele-diamond-tier-1-canada-research-chair-in-developmental-cognitive-neuroscience-professor-department-of-psychiatry-the-university-of-british-columbia/

Featured in an article by Elizabeth Foy Larsen in *Parents* magazine (Feb 2014)

2013: Article about Adele Diamond's presentation, "Diamond in the Rough: A Brief Summary of Adele Diamond's CCMA Presentation," by Jason Phillips on the *Dundas Valley Montessori School* website (Oct)
http://dvms.ca/2013/11/15/diamond-in-the-rough-a-brief-summary-of-adele-diamonds-ccma-presentation

Featured in the article "Vancouverites Unite to Help a Palestinian Doctor attend Brain Development Conference" by Peter G. Prontzos in The Georgia Straight newspaper (24 July 2013)

www.straight.com/life/404381/vancouverites-unite-help-palestinian-doctor-attend-brain-development-conference

Featured in the article, "10 Activities to Help your Baby's Brain Development" by Denise Davy in *ParentsCanada* magazine (19 April 2013)

Quoted in the article, "Why can Some Kids Handle Pressure while Others Fall Apart?" by Po Bronson and Ashley Merryman in *The New York Times* newspaper (6 Feb 2013)
www.nytimes.com/2013/02/10/magazine/why-can-some-kids-handle-pressure-while-others-fall-apart.html?src=me&ref=general&pagewanted=all
This article was highlighted on the Association for Psychological Science (APS) website front page (25 Feb 2013)

Featured in the article, "Pass the Marshmallow Test? Your Brain's more Efficient" by Wendy Leung in *The Globe and Mail* newspaper (22 Jan 2013)
www.devcogneuro.com/Publications/Pass_the_marshmallow_test.pdf

Online article about Adele Diamond's research in "Teaching Children to Train their Minds" on the *LearnNow.org* site. (Jan.)
http://www.learnnow.org/topics/attention/teaching-children-train-their-minds

2012: Interviewed on the show, "Iowa Blue Zones and Adele Diamond" by Ben Kieffer on *Iowa Public Radio*. (30 Nov) http://news.iowapublicradio.org/post/iowa-blue-zones-and-adele-diamond

Two 2-minute radio interviews on 'What Makes Kids Happy?' on *The Morning News with Philip Till* on CKNW Radio, Vancouver, BC. (22 Nov 2012)

Highlighted on Iowa State University website: *Neuroscientist will link Exercise to Academic and Career Success in ISU talk Nov. 29* (19 Nov 2012)
www.news.iastate.edu/news/2012/11/19/lectures-diamond

Featured in the article, "To Soothe Distracted Students, BC Schools try 'Self-Regulation'" by Katie Hyslop in The Tyee online newspaper (25 Oct 2012)
http://thetyee.ca/News/2012/10/25/BC-Schools-Distracted-Students/

Interviewed by *Globo News* television (Brazil). (7 Sept 2012)

Interview of Adele Diamond in Brazilian news article "Ensinar é muito mais que passar conteúdo," in *Estado de São Paulo* (3 Sept 2012)
www.estadao.com.br/noticias/impresso,ensinar-e-muito-mais-que-passar-conteudo,925042,0.htm

Featured in the article, "Mind Games: 5 Brain-Boosting Activities for Toddlers" by Ann Douglas in *Canadian Family* magazine (Sept 2012)
www.canadianfamily.ca/2012/09/5-brain-boosting-activities-for-toddlers/

Online article about Adele Diamond, "Executive Function Skills Predict Children's Success in Life and in School: Lessons from the Research of Adele Diamond" by Ellen Galinsky in *The Blog (Huffington Post)* newspaper (June 2012)
www.huffingtonpost.com/ellen-galinsky/executive-function-skills_1_b_1613422.html?utm_hp_ref=education

"Child Development and the Brain: Insights to Help Every Child Thrive." Invited talk at the Garrison Institute Board of Trustees Luncheon, New York, NY.
On Youtube: www.youtube.com/watch?v=MQ_j1mjGLow

Interviewed for an article by Ingrid Wickelgren, editor, *Scientific American Mind*. (28 Feb 2012)

Featured in the article, "Nej, jeg må ej!" (No, I mustn't) by Lone Frank in the Danish weekly broadsheet *Weekendavisen* (The Weekend Newspaper) (17 Feb 2012)

Live TV interview on the show "Studio 4" by Fanny Kiefer on *Shaw TV* (Jan. 24)
video: www.youtube.com/watch?v=QKbXXGT5N8M

Interviewed for the *Globe and Mail* by Anne McIlroy (23 Jan 2012)

2011: Article about Adele Diamond, "She's a Diamond,*"* by Daphne Ling in *The Star* (Malaysia) (4 Dec)

Featured in the DVD, "Emotional Safety," by KidCareCanada, available both from KidCare and from the BC Ministry of Children and Family Development (23 Nov 2011)
video: www.youtube.com/watch?v=mdQtFmjw6j8

Interview of Adele Diamond in the podcast, "What Your Brain can tell You about Learning" by the *New York Academy of Sciences* (12 Nov 2011)
www.nyas.org/Publications/Media/PodcastDetail.aspx?cid=f15f29e8-c27c-4e27-ad2d-83af97db9667

Article in *The Children's Mental Health Research Quarterly, vol. 5, no. 4* on Dr. Diamond's work, "Making Kindergarten more Engaging" by Daphne Gray-Grant (Oct 2011), pages 9 – 10
http://childhealthpolicy.ca/wp-content/uploads/2012/12/RQ-4-11-Fall.pdf

Article in *AMI (International Montessori Association) e-Bulletin,* p.19, "Adele Diamond publishes on Executive Skills in Science Magazine," (Oct 2011)
www.montessori-ami.org/downloads/AMIBulletinOctober2011.pdf

Featured in the article, "Learning how to Focus on Focus; In an Age of Information Overload, Simply Paying Attention is the Hardest Thing" by Jonah Lehrer in *The Wall Street Journal* (3 Sept 2011)
http://online.wsj.com/news/articles/SB10001424053111904716604576542593019231326

Interviewed for the science program "Les années lumière" by Chantal Srivastava on *Radio Canada* (31 Aug 2011)

Featured in an article in *AboutKidsHealth,* published by the Hospital for Sick Children, Toronto, "Improving a Child's Most Basic Skills." (19 Aug 2011)
www.aboutkidshealth.ca/En/ News/NewsAndFeatures/Pages/Improving-a-childs-most-basic-skills.aspx

A set of six 90-second videos of Dr. Diamond on the website *AboutKidsHealth: Trusted Answers from The Hospital for Sick Children* (Toronto) (4 Aug 2011)
www.aboutkidshealth.ca/En/News/Video/PsychologyVideos/Pages/default.aspx

- Early Childhood Support and Education
- Multiple Types of ADHD
- Babies and Abstract Reasoning
- The Importance of Child's Play
- Prefrontal Cortex
- The Psychology of Effective Education

Featured in a video on the *KidCareCanada* website: "Introductory Emotional Safety video developed for Health Literacy Webinar: The Key to Trust, Learning and Life-long Relationship-building" (8 July 2011) kidcarecanada.org/media/video
video: https://www.youtube.com/watch?v=mdQtFmjw6j8

Half-hour interview in an episode, "How to Raise a Child With Self-Control, Discipline, and

Focus!," on the radio show "30 Minute Mom" with Karen Quinn on *Webtalkradio.net* (7 July ; re-broadcast 26 Nov 2011)
webtalkradio.net/2011/07/25/30-minute-mom-%e2%80%93-how-to-raise-a-child-with-self-control-discipline-and-focus/

Live half-hour radio interview on the "Tommy Schnurmacher Show" by Tommy Schnurmacher on *CJAD* radio in Toronto which included audience questions (11 April 2011)

Half-hour interview, "Adele Diamond at the Garrison Institute," on her work and insights into topics such as academic outcomes for young children, stress effects on the brain and how contemplative practices might affect executive functions and cognitive control (10 Jan 2011)
video: www.youtube.com/watch?v=TB6sVyTXJRg

Interview of Adele Diamond in the article, "The Dances of Adele Diamond" by Robert Strauss in the *Swarthmore College Bulletin: The Magazine of Swarthmore College* (pp. 28-32), (Jan 2011) www.devcogneuro.com/Publications/The_dances_of_Adele_Diamond.pdf

"This is the beauty of Adele," says Thomas Schilling, professor of psychological science at Fitchburg State University in Massachusetts and a longtime colleague of Diamond. "She does great basic research, but has the companion career of applying it. She has done things in biology and chemistry, like her research into the dietary disorder phenylketonuria [PKU – a genetic disorder that blocks the metabolism of a certain amino acid and, if untreated, produces widespread brain damage] but then has come up with solutions, such as modifying diets. It is her work in education, though, that will be landmark. If there were a Nobel Prize for psychologists, she would be the first I would propose to win it."

2010: Featured in the headline section of the UBC Annual Review 2009-2010

Front page article, "Paper on Brain Plasticity and Mental Transformation" presented on Day 3" by a staff reporter in the Sikkim Express (India) newspaper (23 Dec 2010)
www.devcogneuro.com/Publications/paper_on_brain_plasticity.pdf

Hour-long interview, "Learning, Doing, Being – A New Science of Education", which aired on the show, "On Being" with Krista Tippett, on National Public Radio (NPR) (24 Oct.). This was a re- broadcast of an interview on the show, "Speaking of Faith" that aired the year earlier. This re-airing of the NPR interview resulted in a 14 fold increase in visits to our lab website. We have never has so many people visit our website in one day as people did on Sunday 24 Oct 2010. Not even close.
blog: https://blog.onbeing.org/post/253019639/first-time-flying-a-kite-trent-gilliss-online
the program: https://onbeing.org/programs/adele-diamond-the-science-of-attention

Article, "Tools of the Mind" by Laura Eggertson in *InnovationCanada.ca*, the online magazine of the Canada Foundation for Innovation, (29 Sept 2010)
www.innovationcanada.ca/en/articles/tools-of-the-mind

Quoted in the article, "The Recession's Toll on Children" by Amy Novotney in the *American Psychological Association Monitor* (1 Sept 2010)
www.apa.org/monitor/2010/09/recession.aspx

Interviewed for the Early Childhood Innovation Project, an initiative by the Center on the Developing Child at Harvard University in partnership with the National Conference of State Legislatures (NCSL) and the National Governors Association Center for Best Practices

Interviewed for *Canadian Family* magazine by Yuki Hayashi

Interviewed for *Parents* magazine by Barbara Brandon-Croft

Article on Prof. Diamond's conference, "Good Mothering Passes Benefits Across Generations, Study Reveals" by Randy Shore in the *Vancouver Sun* (14 July 2010)
www.vancouversun.com/health/Good+mothering+passes+benefits+across+generations+study+reveals/3274090/story.html#ixzz0xkg50Gg9

Featured in the article, "10 Surprising Brain Builders for Preschoolers" by John Hoffman in *Today's Parent* magazine (Aug 2010)
www.todaysparent.com/toddler/behaviordevelopment/article.jsp?content=20100614_124230_7688&page=1

Featured in a video for *Mind in the Making: The Essential Life Skills Every Child Needs*, "What are executive functions?" by Ellen Galinsky (11 June 2010)
video: www.youtube.com/watch?v=8cCNhKqQXOM

Featured in the article, "Playing Games Makes your Child Clever" by Helen Rumbelow in *The Times* (U.K.) (11 May 2010)
http://women.timesonline.co.uk/tol/life_and_style/women/families/article7121974.ece

2009: Featured in the CTV Documentary, "4 Paths to Peace" (31 Dec) www.4pathstopeace.com

Hour-long radio interview: "Learning, Doing, Being— A New Science of Education" on the Peabody-award-winning show "On Being" (formerly "Speaking of Faith") with Krista Tippett on National Public Radio (NPR) (19 Nov 2009, re-aired 21-27 Oct 2010)
the program: www.onbeing.org/program/learning-doing-being-new-science-education/121
hear the interview: https://soundcloud.com/onbeing/sets/adele-diamond-on-learning
They devoted a website for this, included the video and created a blog:
blog: www.onbeing.org/blog/first-time-flying-kite/3988
Krista Tippett wrote afterwards, "**The response we received to the show with you was really extraordinary and is still coming in. You are working on a frontier that is close to people's lives and hearts.**" and she posted online, "**My thinking about the education I received, about school testing, and about what I want for my children will never be the same after the conversation I had with neuroscientist Adele Diamond.**"

One of three scientists invited to speak on stage with the Dalai Lama and another Nobel Peace Laureate, Mairead Maguire, on "Heart-Mind Education: Enhancing academic, social, and emotional competence" at the Orpheum Theatre, Vancouver; broadcast live worldwide by CTV as part of the Vancouver Peace Summit (29 Sept 2009)
http://watch.ctv.ca/2009-peace-summit/vancouver/2009-vancouver-peace-summit-tuesday-september-29th-2009/#clip217357
video:www.youtube.com/watch?v=kD2cWBGMVAg

Featured in the short film, "Focus and Self Control" by *New Screen Concepts, Inc*. (with Ellen Galinsky) previewed during Ellen Galinsky's keynote address at Harvard Graduate School of Education (Jan.), and aired for the Obama transition team on Early Learning, at their request.

Feature in the article, "Scientists Work to Rewire the Brain" by Randy Shore in the *Vancouver Sun* (28 Dec 2009)
www.vancouversun.com/health/Scientists+work+rewire+brain/2385278/story.html

Feature in the article, "The Playtime's the Thing" by Emma Brown in the *Washington Post* (21 Nov 2009) www.washingtonpost.com/wp-dyn/content/article//11/20/AR112002391.html

Quoted in the *Globe and Mail* newspaper article, "Look to Quebec on Early Childhood Education, Expert Urges" by Rhéal Séguin (16 Nov 2009) www.theglobeandmail.com/news/national/look-to-quebec-on-early-childhood-education-expert-urges/article1364533/

Article, "The Link Between Exercise and More Brainpower" by Anne McIlroy in the *Globe and Mail* newspaper (6 Nov 2009) www.theglobeandmail.com/news/technology/science/the-link-between-exercise-and-more-brainpower/article1354723/

Article, "Can the Right Kinds of Play Teach Self-Control?" by Paul Tough in the *New York Times Sunday Magazine* (25 Sept 2009) www.nytimes.com//09/27/magazine/27tools-t.html

Featured in a short film by the Central and East European Center for Cognitive Science at New Bulgarian University, on the annual Cognitive Science summer school (9 Sept 2009) **video:** www.youtube.com/watch?v=CXgToTwPhNU

2008: Interview for the *CBC* documentary, *Fixing My Brain* (18 Nov & 30 Dec) www.cbc.ca/documentaries/thelens/2008/fixingmybrain

Radio interview for the show "Morning Edition" on *National Public Radio* (NPR) (28 Feb 2008) NPR also set up a Q&A where listeners emailed in questions and Prof. Diamond's answers were posted online: www.npr.org/templates/story/story.php?storyId=73598288

TV interview for the show, "Leisure Talk," on *Fairchild TV* (14 Jan 2008) www.ctv9.ca/health.jsp?id=/yhealth/stories/2008/01/yhealth-20080107.htm

TV interview for the show "Your Health with Dr. Rhonda Low" on *CTV* (7 Jan 2008)

Article, "Researchers now Train Young Brains to Behave" in *The Economic Times: India Times* newspaper (16 Sept 2008) http://economictimes.indiatimes.com/News/Researchers_now_train_young_brains_to_behave/articleshow/3487532.cms2007

Article, "Training Young Brains to Behave," by Benedict Carey in the *New York Times* (15 Sept 2008) www.nytimes.com/2008/09/15/health/healthspecial2/15brain.html

Newsweek Web Exclusive Article, "Is EF the new IQ?" by Wray Herbert (10 June 2008) www.newsweek.com/id/139885

This was the most e-mailed story on Newsweek.com the week it appeared.

Article, "Teaching Self-Control can be Child's Play, Research Shows" in the Sacramento Bee newspaper (6 April 2008)

Article, "Self-control? It's Child's Play" by Jeremy Manier in the *Chicago Tribune* (25 March 2008) Simultaneous webcast of 10-minute talk by Prof. Diamond as part of the "Brains R' Us" Scientific Program at the Salk Institute, La Jolla, CA (3 March 2008) brainsrus2008.eventbrite.com
www.calit2.net/webcast
The 10-minute talk by Prof. Diamond was broadcast on the Science Network (thesciencenetwork.org/programs/) as part of a special program entitled "Brains R' Us

thesciencenetwork.org/search?speakers=Adele+Diamond

2007: Radio interview on the BBC, *Science: Leading Edge* program (9 Dec)
www.bbc.co.uk/radio4/science/leadingedge_20071206.shtml

Article by Roger Highfield in the UK's *Daily Telegraph* newspaper (29 Nov 2007)
www.telegraph.co.uk/earth/main.jhtml?xml=/earth/2007/11/29/scinursery129.xml

Article in FirstScience.com, an online news magazine (29 Nov 2007)
www.firstscience.com/home/news/breaking-news-all-topics/

Article by Chadd Shelton in the *Vancouver Sun* newspaper (30 Nov 2007)
www.canada.com/vancouversun/news/westcoastnews/story.html?id=70adf1d1-df91-44a4-9f2d-572ecd6318d4

Article in *United Press International* (30 Nov 2007)
www.upi.com/NewsTrack/Health/2007/11/30/preschool_curriculum_helps_performance/1342/print_view/

Article in *Science Daily* (30 Nov.)
www.sciencedaily.com/releases/2007/11/071129142444.htm

Article in *Earthtimes.org* (30 Nov 2007)
www.earthtimes.org/articles/show/151188.html

Article in *NIH Research Matters* (10 Dec 2007), an eColumn for a general audience highlighting NIH research:
www.nih.gov/news/research_matters/december2007/12102007kids.htm

Article in *The Ottawa Citizen* (13 Dec 2006)
www.canada.com/ottawacitizen/news/ opinion/story.html?id=05f27a00-cd0f-4405-85aa-a797d7b07729

2006: Photo and brief synopsis of our research in the *Vancouver Sun*'s announcement of the finalists for the YWCA's Women of Distinction award (April)

Article about Prof. Diamond and her research findings in the *Swarthmore College Bulletin* (March 2006)

2005: Article in the Dutch newspaper, *NRC Handelsblad* (3 July)

2004: Speaker at Press Conference with Canadian Prime Minister Paul Martin, UBC Pres. Martha Piper, and others to announce new CRC Professors (12 Nov)

2003: Feature article on Prof. Diamond & her work in the *ARCLight* magazine

2002: Article in *The Independent* (UK) by Sanjida O'Connell (22 April)

Live interview, "Nine to Noon" show, *New Zealand National Radio*, about our research and its implications for ADHD (19 June 2002)

Segment in Public Television series, "Scientific American Frontiers with Alan Alda" on *PBS*, devoted to our research (15 Oct 2002); viewable online:
www.pbs.org/saf/1302/video/watchonline.htm

Feature-length web article on our research by Jacqueline Mitchell of *Scientific American Frontiers* on the PBS website in connection with the TV program
www.pbs.org/saf/1302/hotline/hdiamond.htm

Newspaper story on front page of Health & Sci. section, *Boston Globe* by Judy Foreman, discussing our proposed research on effect of early bilingualism on brain dev. (10 Sept 2002)

1999: Featured guest on the show, "The Connection," along with Jack Shonkoff, on *NPR*

Featured in two popular Trade Books

NurtureShock: New Thinking about Children by Po Bronson & Ashley Merryman (published in 2009) - a New York Times #1 Bestseller, featured on *Good Morning America, Nightline, All Things Considered, Fresh Air*, and in *Newsweek*

Mind in the Making: The Seven Essential Life Skills Every Child Needs by Ellen Galinsky (published in 2010) - featured on the CBS Evening News with Katie Couric

VIDEOS of ADELE DIAMOND:

Interviews and Discussions

2021 "Learning, Doing, Being," an interview by Dr. Jean Clinton, Early Learning and Literacy Alliance of Waterloo Region, Ontario. (28 Oct.)
video: http://www.devcogneuro.com/videos/Adele_Interviewed_By_Jean_Clinton_28Oct2021.mp4

2020 "Connections in mind: Corona virus advice interview series - Prof. Adele Diamond." Connections in Mind website. (6 April)
video: http://www.devcogneuro.com/videos/Connections_in_Mind_Corona_Virus_Advice_Interview_Series-Prof_Adele_Diamond_april_2019.mp4

2019 Interviewed for the MindEDU website (26 Feb)
How to develop the Critical Skill of Creativity in Children (10:47 min, this segment 14 March 2020)
https://www.mindedu.com/blog/dr-diamond-how-to-develop-the-critical-skill-of-creativity-in-children-let-s-explore
Problem Solving, Independence, Confidence and Grit (1:06 min)
https://www.mindedu.com/blog/pause-the-key-to-problem-solving-independence-confidence-and-grit
Misbehavior by your Pre-k child? Or writing "5's" or "D's" reversed? (6:33 min)
https://www.mindedu.com/blog/misbehavior-by-your-pre-k-child-or-writing-5-s-or-d-s-reversed-the-same-solution-fixes-both
Parents often Punish for Intent - Their Child Intended to Misbehave (2:48 min)
https://www.mindedu.com/blog/parents-often-punish-for-intent-their-child-intended-to-misbehave-tragically-they-are-punishing-for-a-not-yet-developed-part-of-their-child-s-brain
Stress is a Killer for you, and your Child's Executive Functions (5:32 min)
https://www.mindedu.com/blog/stress-is-a-killer-for-you-and-your-child-s-executive-functions

Language development is so important. But there's a better way than reading (3:50 min) https://www.mindedu.com/blog/language-development-is-so-important-but-there-s-a-better-way-than-reading-watch-this

Reading is Critical for Language Development but, Is there a "Right" Way to Read? (2:29 min) https://www.mindedu.com/blog/reading-is-important-but

"Funciones Ejecutivas: Entrevista a Adele Diamond [Spanish: "Executive Functions: Adele Diamond Interview". Pontificia Universidad Javeriana de Cali, Colombia. (18 Sept 2019)
video: http://www.devcogneuro.com/videos/Funciones_Ejecutivas_Entrevista_a_Adele_Diamond_2019.mp4

2018…"Tea and conversation with Adele Diamond." Executive Function Center of New York, NY. (08 Nov)
Executive Functions: Definition and Classification (1:03 min) https://youtu.be/opbocFOC3yk
Core EF: Inhibitory Control (2:35 min) https://youtu.be/ez3WFo-jPhk
Core EF: Working Memory (1:56 min) https://youtu.be/1uIW2TR1K94
Core EF: Cognitive Flexibility (2:46 min) https://youtu.be/SLNHovpcmG8
Higher Order Executive Functions (0:32 min) https://youtu.be/B-JL_FZ-wEQ
Common Misconceptions about Executive Functions (3:09 min) https://youtu.be/b0OTg0-qvCY
Key Concept in Acquiring Executive Functions (2:33 min) https://youtu.be/R-lOhwQq4hI
Decreasing Stress and Other Ways of Supporting EFs (1:48 min) https://youtu.be/GIiJnYSTrI8
Can Anyone Improve their Executive Functions? (2:46 min) https://youtu.be/nMXq_meirqY
EFs and Social Emotional Learning (SEL) (2:04 min) https://youtu.be/Gvw363_NSbo
Stress and Communication Between Prefrontal Cortex and the Amygdala (2:11 min) https://youtu.be/kATRnBdX9Pg
Making EF Remediation a Part of Life: Practical Considerations for Helping Students (2:46 min) https://youtu.be/0Dmx3vNe0YU
How does Mindfulness & Emotional Intelligence support EFs? (3:59 min) https://youtu.be/tMOFxF6nK8g
Determining Whether an Approach to Improving EF Deficits is Likely to be Effective (4:28 min) https://youtu.be/qpx5OBZmyHY
Improving EFs: Limitations of Current Approaches and Suggestions for Future Approaches (5:23 min) https://youtu.be/CotglyTD5eA

Interview by James Beevers of Dr. Diamond about the Curtanna fencing-inspired program (July 2018) **video:** https://www.youtube.com/watch?v=EEGU1NwDGKY

2017 Interview by the Federazione Italiana Sport Orientamento (Federation of Italian Orienteering,) Italy (13 April) **video:** https://www.youtube.com/watch?v=o7h8MF0TMog

2015 Interview of Adele Diamond and Group Discussion. The 3rd Annual Simms/Mann Think Tank, Los Angeles, CA. (03 Nov)
Group Discussion
Whole child panel group discussion (50:44 min) https://www.youtube.com/watch?v=ot37LdUU_cI
Interview segments
Are Executive Functions a Fixed Trait? (1:42 min) https://www.youtube.com/watch?v=_4QGaAVgxvU

What are Executive Functions? (2:45 min)
https://www.youtube.com/watch?v=__8mV-7yAaE
Adele Diamond: Executive Functions and the Whole Child (1:58 min)
https://www.youtube.com/watch?v=bKTzoD8cDd4
How to Help Children Develop Executive Functions (4:01 min)
https://www.youtube.com/watch?v=pRB6gzgFa2s
What are Executive Functions (Short) (0:42 min)
https://www.youtube.com/watch?v=J6vYxWbzpgU
The Importance of Whole Child (1:28 min)
https://www.youtube.com/watch?v=g6d8rDRb8yU
How to Organize Your Child's World (1:04 min)
https://www.youtube.com/watch?v=XQXynuPnQgc
Early Education does not Equal Academic Instruction (1:20 min)
https://www.youtube.com/watch?v=BWFKhTO7Q9Q

Brief comments at the Event of the Year 2015, California Dance Institute, Monrovia, CA. (29 May 2015) **video:** https://www.youtube.com/watch?v=nMoUJRfGJxA

2013 Interview at the 2nd Annual Symposium on Community-based Social Pediatrics (Foundation Dr Julien de Pédiatrie Sociale,) Montreal, QC (11 April) **video:** https://youtu.be/bMGSWfpx-4k

2012 Two-part interview with Fanny Kiefer (24 Jan)
Part 1: https://youtu.be/QKbXXGT5N8M
Part 2: https://youtu.be/tBHZC5vkhQg

2009 Short talk with the Dalai Lama (29 Sept) **video:** https://youtu.be/kD2cWBGMVAg

Invited interview and discussion with the Dalai Lama at the "Mind and Life" Meeting on Attention and Memory, a five-day meeting at the Dalai Lama's residence, Dharamsala, India (7 April 2009)
Part 1: http://www.devcogneuro.com/videos/Diamond_MindLife_April2009_Day3_morning_part1.wmv
Part 2: http://www.devcogneuro.com/videos/Diamond_MindLife_April2009_Day3_morning_part2.wmv

2008 Interview at the Garrison Institute, NY (Oct) **video:** https://youtu.be/TB6sVyTXJRg

Neuroscience & Neuropsychology Talks

2021 "Frontal lobe and executive functions." Graduate seminar (Neuroscience 501: Module on Disorders of Cognition, Communication and Emotion), Neuroscience Graduate Program, UBC. (19 April)
video: http://www.devcogneuro.com/videos/(Lecture_Video)_Prefrontal_Cortex_And_Stress_Nrsc_501_001_2021-1.mp4

"The science of attention and executive function: Joyful ways to improve thinking, reasoning, and self-control." Learning & the Brain Conference. (20 Feb 2021)
video: http://www.devcogneuro.com/videos/adele_diamond_learning_brain_conf_20_feb_2021.mp4

"What neuroscience says about how stress affects executive functions and how to minimize those effects." Montessori México's XXVI Congress. (3 Feb 2021)
video: http://www.devcogneuro.com/videos/adele_diamond_montessori_mexico_congress_3_feb_2021.mp4

2019 "Bernice Grafstein Lecture in Neuroscience" McGill University, Montreal, QC (25 Oct)
video: http://www.devcogneuro.com/videos/Bernice-Grafstein-Lecture-in-Neuroscience-2019.mp4

2018 "Effects of early adverse experiences on the brain." Brain Talks: Epigenetics and Early Life Experiences. Dept. of Psychiatry, UBC, Vancouver.(22 Oct)
video: http://www.devcogneuro.com/videos/BrainTalks_Presents_Dr_Adele_Diamond-Early_Adverse_Experiences_on_the_Brain_2018.mp4

2017 "Development of executive functions in young children, and the importance of executive functions for learning." Keynote Address, XXIX Institut Guttmann Annual Scientific Congress, Barcelona, Spain (20 April)
video: http://www.devcogneuro.com/videos/XXIX-Jornadas-Tecnicas-del-Institut-Guttmann-Adele-Diamond-2017.mp4

"Measuring and assessing executive function skills" Invited talk, Human Capital and Economic Opportunity Working Group Conference, University of Chicago, IL. (03 March 2017)
video: https://www.youtube.com/watch?v=8mxjr_pE-DY

2015 "Insights from neuroscience and psychology to help our young people thrive." Zlotowski Neuroscience Lecture, Ben-Gurion University of the Negev, Beer Sheva, Israel. (11 May)
video: http://www.youtube.com/watch?v=FMzHvZpb6X4

2007 "The future of learning: A neuroscience perspective," Opening of the Academic Year Address, Maastricht University, Netherlands (03 Sept)
video: https://www.youtube.com/watch?v=uU3RCUWmmHU

Psychology Talks

2021 "*Aspects of the environment and genetics that affect executive functions for good and for ill*." Laboratoire de Psychologie du Développement et de l'Éducation de l'Enfant, Université de Paris (Sorbonne). (1 Oct.)
video: http://www.devcogneuro.com/videos/Sorbonne_Paris_Adele_Diamond_Oct_1_2021.mp4

2017 "*For optimizing executive functions, what environmental or biological factors might it be important to take into account?*" Invited talk at the University of Haifa, Israel. (09 Jan.)
video: http://www.devcogneuro.com/videos/Optimizing_Executive_Functions-Environmental_or_Biological_Factors_Prof_Adele_Diamond_2017.mp4

2015 "*Research that helps us move closer to a world where each child thrives.*" Invited brief talk for the special issue of Research in Human Development on each scholar's One Wish for the field of Psychology. (18 Sept.)

video: http://www.devcogneuro.com/videos/6-min_talk_from_18_Sept_2015_webinar.wmv

2014 "I*nterventions, programs, and approaches that appear promising for improving executive functions and those that, despite much hype, do not*," Invited talk at the FLUX Integrative Developmental Cognitive Neuroscience Conference, Los Angeles, CA. (12 Sept.)
video: https://youtu.be/dJDB2aTVtlw

2009 "*Prefrontal cortex executive functions: Genetic and environmental influences and clinical implications*," Invited talk at the Center for Cognitive Science, New Bulgarian University, Sofia, Bulgaria. (19 July)
video: https://www.youtube.com/watch?v=CXgToTwPhNU%20

Talks for Educators and Parents

2022 "*Translating neurobiological insights into clinical implications and guidance for parents*. Plenary Address at the American Professional Society of ADHD and Related Disorders (APSARD) 2022 Annual Conference, Tuscon, AZ. (14 Jan.)
video: www.devcogneuro.com/videos/Diamond_14_Jan_2022_APSARD_Conference.mp4

2021 "*Optimizing executive functions in children and adults with ADHD*." ADDitude ADHD Expert Webinars, ADDitude Magazine. (14 Dec.)
video: www.devcogneuro.com/videos/optimizing_executive_functions_in_children_ADDitude_Magazine_14_dec_2021.mp4

"*Bridging divides – Making connections between ideas, people, and fields of endeavor.*" 21 Minutes: Talks on the Future. Patrizio Paoletti Foundation. Rome, Italy. (20 Nov. 2021)
video: http://www.devcogneuro.com/videos/adele_diamond_21_minutes_2021_conference_20_nov_2021.mp4

"How and why dance, music, and storytelling might well support critical cognitive development in children and youth." National Arts in Education, Galway, Ireland. (15 Nov. 2021)
video: https://fb.watch/9k_J0xL3m_/

"*The essentials of executive functions*." Common Ground Speaker Series. (12 Oct. 2021)
video: http://www.devcogneuro.com/videos/Common_Ground_Speaker_Series_Adele_Oct_2021.mp4

Brief remarks to graduates at the occasion of receiving an Honorary Doctor of Science from Swarthmore College (2 June 2021)
video: http://www.devcogneuro.com/videos/Honorary_Degree_2020Adele_Diamond.mp4

"*As funções executivas no processo de aprendizagem - Adele Diamond*." [Portuguese: Executive functions in the learning process] Colégio Albert Sabin (a pre K-12 School), São Paulo, Brazil. (18 Feb 2021)
video: http://www.devcogneuro.com/videos/as_funcoes_executivas_no_processo_de_aprendizagem-Colegio-Albert-Sabin-Sao-Paulo-Brazil_18_Feb_2021.mp4

2019 "*What characteristics might physical and mental activities need so they yield the most benefit to*

executive functions." International Symposium presenting Patrizio Paoletti and Adele Diamond on Resilient Children: How to Help Our Children Become Responsible and Happy Adults - Neuroscientific, Psychological and Educational Perspectives, Monastero di San Biagio in Assisi, Italy. (07 May)

video: http://vwww.devcogneuro.com/videos/2019_05_07_Adele_Diamond_BambiniResilienti.wmv

"*Funciones ejecutivas y el cerebro: Aprovechemos lo aprendido para que cada niño pueda florecerer*" [Spanish: "Executive functions and the brain: Let's take advantage of what has been learned so that each child can flourish".] Centro Justicia Educacional, Pontificía Universidad Católica de Chile, Santiago. (16 Dec 2019)

video: http://www.devcogneuro.com/videos/Funciones_ejecutivas_y_el_cerebro_aprovechemos_lo_aprendido_para_que_cada_nino_pueda_florecerer_2019.mp4

"*Insights from neuroscience & psychology into best practices for educating & raising children so they thrive*." Itaú Social Foundation, São Paulo, Brazil. (10 Dec 2019)

video: https://live.popcast.com.br/ciclodedebates2019

2016 "*To improve self-regulation, creativity and problem-solving: Have children play!*" Invited talk at the Boston Children's Museum, Boston, MA. (9 Feb)

video: http://www.devcogneuro.com/videos/Lunch_Learn_at_Boston_Childrens_Museum–Adele_Diamond_2016.mp4

"*Lecture – Performance co-presented by the children of the California Dance Institute and Prof. Adele Diamond*" Co-presented with the children of the California Dance Institute, Semel Institute for Neuroscience & Human Behavior, UCLA, Los Angeles, CA. (22 Jan 2016)

video: http://www.devcogneuro.com/videos/2016_22_Jan_Lecture_Performance_co-presented_by_the_children.wmv

2015 Talk at the 3rd Annual Simms/Mann Think Tank, Los Angeles, CA. (03 Nov)

video: http://www.devcogneuro.com/videos/AD_EF_the_Simms_Mann_Institute_Think_Tank_Nov_2015.wmv

"*Factors that aid and factors that hinder the development of executive functions.*" Invited talk at the Neuroplasticity and Education: Strengthening the Connection Conference, Vancouver, BC. (23 Oct 2015)

video: https://www.youtube.com/watch?v=fQCq-7tlqrE&feature=youtu.be

2014 "*New findings about the brain are turning some ideas on their head,*" Invited TEDx talk. TEDxWestVancouverED: Rethinking Education, West Vancouver, BC. (27 Sept)

video: https://www.youtube.com/watch?v=StASHLru28s

2013 "*Cultivating the mind*," Invited talk at Heart-Mind 2013: Helping Children Thrive, Vancouver, BC. (10 May)

video: https://www.youtube.com/watch?v=yXn74sYHsQM

"*What can we do to help every child shine?*" Invited talk at the Educare Learning Network's Annual Mtg, Phoenix, AZ. (07 March 2013)

video: https://www.youtube.com/watch?v=DTtYCE2QLuQ

2012 "*Understanding executive functions,*" Invited talk at the 5th Annual Family Information Session on Executive Function: Development and Facilitation in Children with a Focus on Deaf/Hard of Hearing, Seattle Children's Hospital, Seattle, Washington. (13 Oct)
video: https://www.youtube.com/watch?v=rWBn9LOHjzA&index=5&list=PLTMQncsWPsq0AWUDtitolyokayUJ0-04I

"*Child development and the brain: Insights to help every child thrive*," presented at the Garrison Institute, New York, NY. (12 June 2012)
video: https://www.youtube.com/watch?v=MQ_j1mjGLow

"*Executive Functioning*," Invited talk at the Early Childhood Education Research Forum, Maryland State Department of Education (MSDE), Towson, MD. (20 Jan 2012)
video: https://www.youtube.com/watch?v=P0W8Y9l1toE

2011 "*Why disciplining the mind, reducing stress & loneliness, and increasing joy may be critical for children's academic success*," Invited talk at the Education Symposium, Garrison Institue, Garrison, NY. (05 Nov)
video: https://www.youtube.com/watch?v=6wdFKPTEL2M

TEACHING EXPERIENCE

At the University of British Columbia taught the seminars:

Social, Emotional, and Cognitive Lifespan Development in Social, Cultural, and Biological Context
In the Dept. of Psychiatry: **PSYT 550A** (Jan. - April 2016 & 2020)
In the Dept. of Educational & Counselling Psychology, & Special Educ.: **EPSE 604** (Jan. - April 2012)

The Lifespan Social, Emotional, and Cognitive Development of the Person in its Social, Cultural, and Biological Context
In the Department of Psychology: **PSYCH 205-006** (Jan. - April 2007 & 2009)

For comments from UBC students: http://www.devcogneuro.com/Publications/feedback_and_comments.pdf

A subset of these comments from UBC students appear below:

"This course is a gem. I would highly recommend it to any student who wants to take a course that will challenge them cognitively as well as ask them to examine themselves and strive to be a better human being."

"This course was structured in a way where true learning could take place. Often material is presented in a way where it seems like you have to cram in a bunch of facts and then they no longer apply the next week. This was not the case in this course. It felt we were thoroughly examining the topics at hand, wrestling with the subjects, and constructing understanding along the way."

"This course I would say profoundly shaped my first year experience and would recommend this course to absolutely every person at UBC, regardless of year, faculty, or degree of interest in psychology. I can affirm that I am not only a better, more well-rounded student after taking this course, but an enriched human being. I could go on for much, much longer about how incredibly life -altering this course has been, but my hand is beginning to hurt."

"I really wanted to thank you for your class. It was truly a transformative experience and a highlight of my UBC experience."

"We explored development from so many avenues: Cognitively, socially, culturally, spiritually, biologically, neurologically. While I learned so much about these areas of development, what I appreciate most about the course is how much I learned about myself. This course asked me to examine my own development and challenge my prior assumptions. How often does a course ask you to do this?"

"This was absolutely the best, most worth-while course that I have taken at University. While the workload was *intense*, I got a lot from it in both respect to my education but also my life. Really helped me to take this, I wish it had been two semesters. After taking this I am ready to take almost any psych class at UBC. Maybe simple comments but I have *nothing* honestly bad to say about this course."

"I have often been touched by your generosity and willingness to see and bet on my potential. You are unique in the way you generously acknowledge my abilities, and are willing to see and bank on my potential. I feel that the course I took with

you points to a lot of qualities needed in a good researcher. I plowed through all the required readings (Adele, there was one week it took us almost 30 hours, and what was probably Columbia's entire export of coffee to get ready for class!), thought about the concepts deeply, discussed them with a study group I helped to organize, and drew maps, connected points and made meaning of the readings by contextualizing them in my own life. Which could not have been done without your great summaries and questions, you worked my brain so hard! - and I was delighted with the insights, ideas and work I produced in your course. It challenged me to think deeper and wider, and gave me an intellectual confidence which changed how I engaged with courses after that. There was so much I did not understand in your readings, and I had to become accustomed to feeling stupid and sitting with tremendous confusion, and try to find ways and strategies for finding more information, see and challenge my assumptions, persevere like crazy to get to some clarity, and connect and solve these problems. And then find ways to check my understanding, and use the knowledge. Adele, your course was a mental marathon, and a character building exercise!"

"Thank you very much for leading fantastic discussions, pinpointing important points, always being encouraging and patient during the class. The inspiration and wisdom that were delivered during the class made changes in many aspects of my life."

"This course has taught me that it is okay to not know. Rather, the journey of life is about embracing the unknown and continuing to discover."

"Dr Diamond brings so much love and personal care to her classroom. She is direct and will tell you when you are wrong. She provides so much feedback to help improve learning."

"I love the engaging and interactive class environment that was built by everyone in our class."

"Loved the true seminar composition, and the instructor gave inordinate amounts of time to ensuring that all students felt comfortable participating in the discussions and discourse, even when the material was either personally or collectively challenging .... I really liked the true interdisciplinary nature of the material."

"I enjoyed the class (and am amazed at how several concepts from the course have started cropping up in my life)."

"I found the selections of readings to be particularly cohesive for this course. The themes of the course built upon one another and readings at the end of the course tied back to the concepts learned at the start as well."

"I loved the readings and all of the topics. I don't have much criticism because they all flowed nicely into each other. The way the course was organized was beautiful. We continued to build upon each topic each week."

"I cannot tell you enough how valuable the information is, and how much more I wish to understand and appreciate at a deeper level and broader view. I appreciate your energyand time in supporting my learning."

"I loved this class and would take it again. Adele's personal involvement with the students is notable....She is a wonderful professor and a wealth of knowledge! She gets an A+."

"This was one of the best courses I took in my life, mainly because the instructor, Adele Diamond, was so good. She really inspired me to work hard and I learned a lot out of the course."

"What stood out to me as one of the greatest acts of care and love is that she met with each student at the start of the term for a personal meeting. This meeting gave us time to connect with her as a person and talk about our lives. It was so clear how much she cared about us through this action. I know very few professors who take such time out of their busy lives to just sit and listen to their students talk about life outside of the classroom. Beyond this activity, her warmth extended to each classroom discussion. She was very respectful when she needed to redirect a class conversation or correct something that a student said. I loved that she did this."

"I can only imagine the time it took Dr Diamond to mark all our work every week, not to mention the preparation for the course sessions. The marked work was always very thorough with notes on why something may have been wrong, and adding information where something was missing, even pasting other student's work to the marked assignments in a case where that student had a better answer. This made the work very good study material. I felt comfortable speaking up in class and Dr Diamond was respectful and encouraging towards every student. One thing I especially noticed was that she would freely admit if she did not know the answer to a question, making her more relatable as a human being and also giving great credibility to all of the information she conveyed. It was a lot of work but I learned an incredible amount over the semester."

"I do great only when I am interested, inspired and feeling competent, and you and the class you taught last term has made all that happen for me."

"Adele is energetic, passionate, interesting and so impressively well-read. She explains difficult concepts well, and asks detailed and provoking questions. She sets a high standard and expects us to meet it which is great for learning. I am grateful to have had the opportunity to be in her class!"

"Thanks for all you have given me over the past few months. I will carry what I learned from you and in your class through the rest of my life and hopefully my students and those around me will also benefit from what I learned from you."

"I really enjoyed this course. Everything we read could always be applied to real life situations and you always helped us make those connections. The material I learned her, I'll carry with me into the future. It was challenging and very rewarding and would definitely recommend you to other people."

"Thank you so much for a very stimulating, transformative class - we were encouraged to engage at all levels with the material, and I certainly did. This course has informed my approach both to academia and to life!

But on the whole, each and everyone of the classes was a wonderful experience and I thoroughly enjoyed them. Thanks

again."

"This course was outstanding - the best course by far in my entire university experience (I have already completed 1 undergrad. degree). Active learning opportunities were great - better than some classes with 200+ students in which I might as well be taking a distance course."

"You and your course have been such a source of inspiration for me"

"Thank you for all the time and effort you've put into helping us learn so much. I have never taken a course that has been so rewarding - I've learned so much! I hope to have the chance to collaborate with you sometime in the future, as you have made a great impact on my life!"

"I must say I am missing you and our PSYT 550 class. Our class filled my soul and mind weekly. I refer to readings and the things I learned from the course on almost a daily basis! So, again, thank you for a life-changing experience! I've yet to meet a professor with whom I have felt such a personal and creative connection with - I know you see potential in me, and I am so grateful for that."

At the University of Pennsylvania taught:

Developmental Psychology throughout the Life Cycle (PSYCH 180) from 1988 thru 1994

Special Topics in Developmental Psychology (PSYCH 280) from 1990 thru 1995

For comments from UPenn students see:

http://www.devcogneuro.com/Publications/Feedback_from_UPenn_students.pdf

A subset of these comments from Penn students appear below:

"Prof. Diamond is one of the best instructors teaching at Penn. She is an *expert* in her field and is very concerned with helping those in need. I highly recommend her class to *everyone*"

"This is one of the best courses I've taken at this university. The materials I read were often things I wanted to keep, so that when I read them again, they'll be there. As a professor, you are excellent. That is unusual, I have found out. Thank you for actually teaching your class. Penn better appreciate you!"

"Dr Diamond made me feel very comfortable; she is warm and friendly and treats each student as a valued contributor to the class."

"This has been an intensely stimulating course. Other professors should emulate her methods."

"This was a very difficult and time demanding course and there were many times that I felt frustrated with myself and you. But I do want to thank you, because I have not only learned theories by psychologists, philosophers and etc. I have learned something about myself. Thanks again and good luck in the future."

"I have enjoyed this class tremendously, and I am being honest when I say that I have gained more from this class (both semesters) that I have from all my other courses combined. It was not only a place for learning but for growth as well."

"Phenomenal! Very demanding, tough and intimidating, especially at first, but your expectations made us rise to the challenge! I have never learned like this at Penn before - Thank you for sharing your incredible command of the material with us."

"The reading load is large but well worth it - This class would be helpful to any person no matter what major. In fact, it offered amazing insight into personal growth that should make this class as a requirement. Dr Diamond is an amazing woman, researcher, and lecturer. I enjoyed the class even though it's at 9:00 am."

"Dear Dr Diamond - I cannot begin to describe all that you have taught me, nor can I express the full extent of my gratitude. I can still remember the 1st day of PSYC 321, when I decided to work for the lab - little did I know the pathway that you would open for me."

"I would like to thank you for a wonderful class, one of the best ones I have encountered at Penn."

"Dear Dr Diamond - I'm ashamed to say that I don't think I've ever communicated to you how much I value my experiences in your classes. Your Pysch 280 seminar was by far the most intriguing class I encountered at Penn, and I gained insights into myself that I (hopefully) have enabled me to make changes for the better in my life. You have an amazing gift for reaching students and I feel fortunate to have had the opportunity to learn from you. I was so sorry to hear that you were leaving Penn, and I meant to contact you then but somehow I never did. In the past few weeks, I spent time with two other members of that class and we were all saying that we got the feeling that you really cared about your students. Perhaps it's a bit presumptuous of me to have tracked you down, but I wanted to express to you that you really have touched my life."

"Overall, this is the best course I've taken at Penn! Dr. Diamond is unique at Penn in her enthusiasm in her subject and relationship with her students, both as a class and as individuals. She actually met with each of us individually at the beginning of the semester - most profs. at Penn won't ever see you at office hours! Plenty of work - but interesting and relevant! Well worth the work! & also does a good job of tying together all the psych courses I have taken as a major."

"Teacher is excellent and takes a genuine interest and concern in the students. Dr Diamond is the best Psych professor or *any* professor I have ever had at Penn. "

"The reading load was massive, but I have never missed a class and it was at 9am!!"

"I have thoroughly enjoyed developmental psychology with Dr Diamond. I have learned so much about myself, my friends and family, and the world through the lectures and readings. It is the best psychology course I have taken here at Penn."

"Dr Diamond has a sincere caring for her students which makes her extremely effective, not to mention understanding of the

student experience, which then in turn makes her a better teacher. Superb."

"This has been the best psych course I've taken here. Dr D. is really dedicated & stretches her limits to incorporate diverse readings."

"I would not wake up before 9:00 in the morning for any other class! Professor Diamond is a fantastic teacher - she made great attempts to forge strong relationships with all the students as individuals. I've never had a professor who shares so much concern for her students as people. I love this course!"

"Amazing course - rigorous demands yet *definitely* worth the effort...Her effort to really know the class as individuals (she drilled herself on names) was great!"

"In 3½ years at Penn, this is the greatest class I have taken. Dr Diamond is amazing & gets to know each of her students personally - despite the large class size. The material is interesting & the class was fascinating despite her *heavy* reading load!! I highly recommend this class & anything else Dr Diamond ever teaches! She's great!"

"One of the more enjoyable / challenging courses I've taken. Dr Diamond is an excellent professor. She cares about students, presents in an interesting way, and encourages *participation* & *thinking*. Readings were from diverse sources, yet they were meaningful and could be related to the course as well as other courses and areas of students' lives. Reading load was difficult, but not unreasonable."

"While there is a lot of reading to do it is worth it because you get a lot from it. Dr Diamond is very good @ getting you *to think* & to relate the material to own lives. She is very fair in grading, etc. - you know exactly what she expects"

"Fantastic class. Dr Diamond is one of the best professors I've had. The best psych prof. overall. The class was very interesting."

"This course was *amazing*! Dr Diamond is an incredible professor. Her relationship with her students is one of caring and respect. She took the effort to learn each student's name and encourage us to think, work and participate. She knows what education is all about. "

"I have recommended this course to so many people - majors and non-majors, and even non-college students. In our class we learned the material and applied it to our own lives. Each class and discussion was a rewarding experience."

"The best, most interesting and thought provoking class I have taken in 3 years at Penn."

"This is a great course! My favourite yet at Penn. Dr Diamond did a great job with the organization, discussions and especially the readings!"

"I enjoyed this class very much. Prof. Diamond is a terrific teacher. She conveys the material well and the class rapport is excellent."

"Diamond is incredible - she demands respect and is very compassionate. The course's grading scale is 100% fair (so are the exams). I love the course and never have learned so much valuable information."

"Professor Diamond is one of the most dynamic professors I have seen in my 2½ years at Penn. She is extremely knowledgeable, and her passion for sharing this knowledge shines through in her lectures. She really cares about her students, making an extra effort to know them on a personal basis. This course was definitely enriching, and I'd recommend it to everyone."

"Dr Diamond is a dedicated instructor, who clearly cares for her class as much as she cares about her research."

"There is an immense quantity of reading for this course, but it makes the class worthwhile. Dr Diamond is among the most outstanding professors I have ever encountered at Penn. She took time out to get to know every student in the class of about 50. She's amazing."

"The best psych class I've had at Penn. Dr Diamond has a great command of the material and presents it very well."

"I think Dr. Diamond is a great teacher. She is very enthusiastic about the material. & I enjoyed her lectures."

"I thought the course was great! Most of the reading were *very* interesting! Dr Diamond went out of her way like no other prof. to get to know the students! 4 stars!"

"Dr Diamond is an outstanding prof. & knows her material. I recommend this to anyone. The readings were relevant, interesting, and I loved the class. Hard work!"

"Development psych is the best psychology class I've taken at Penn. Dr Diamond is a great lecturer. Her lectures were both interesting and fun. Although the reading at times was heavy. it was not horrible. For the most part I really enjoyed reading them."

"A very valuable course. Dr Diamond conducts her class like all classes should be conducted at a university - with students actively engaging in the material. The reading were enjoyable & well-chosen."

"The instructor's enthusiasm helped to make the course interesting and enjoyable. The readings were too much, although they were fascinating."

"Prof. Diamond is an excellent teacher. She involved the entire class in discussion in every class and stimulates thought outside of class. And, this is the first & only 9am class I consistently stayed awake for!"

"Dr Diamond is a very enthusiastic & learned professor for a class of over eighty people. She knew most names in the class. The class was very helpful but there was *a lot* (perhaps too much) reading."

"Prof. Diamond is a well-organized dynamic lecturer. She encourages the class to participate in discussion (as it is part of the grading criteria). This works well in inciting people to speak and made class much more interesting."

"This is one of the best classes I've taken since I have been at Penn. Doctor Diamond is amazing - She is one of the few professors I have had that I really felt *genuinely* cared about the students. She got to know all of our names within the first few weeks of class. This class isn't just for psych majors - anyone who is even thinking about being a parent should take

it. The reading load is heavy, but extremely interesting. I looked forward to doing the readings each week. The class discussion were provocative - it was an enlightening start to each Tuesday & Thursday. The class definitely made it worth getting up at 8am to come to!"

"This class is a true pleasure, especially for a non-psych major like myself. I was afraid I wouldn't be able to follow the theories, but Professor Diamond encourage us to think of how the theories were applied to our own lives. Professor Diamond is organized, enthusiastic, and extremely knowledgeable. Her selections of readings made for a heavy reading load."

"I loved this course. I didn't even mind getting up at 9:00am to go to this class! I don't think that I have ever gained so much general knowledge and knowledge about myself form one class."

"Dr Diamond is wonderful! This, by far, has been the most fascinating and valuable class I've had at Penn! A lot of work was expected - but the readings were amazing and worth spending time on. Great class!!"

"This was one of the most enjoyable classes I took at Penn. The readings were excellent and the discussions and instructor were great."

"This class is the best class I have taken at Penn. Professor Diamond is a very clear and entertaining professor who has a great command of the material. My attention never strayed. The reading load was way too much as far as I'm concerned but I wouldn't know what to cut out because I did enjoy the readings and they were key to the discussion. Professor Diamond's review of the readings was very helpful and enlightening. I immensely enjoyed this class."

"Dev. psych. with Professor Diamond is one of the best classes I've taken at Penn. The material is not only an important part of psychology, but practical and applicable to the personal lives of the students. I would recommend this course to everyone at Penn."

"Dr Diamond is definitely one of the most insightful & dedicated professors I have ever had. Right from the start she memorized all of our names - over 50 of them! She didn't lecture instead she questioned us on the readings and thus began interesting & exciting debates about human development. I recommend this class to anyone who has gotten this far in life - you will be amazed at how much you will understand why you did the things you did as you grew up. One of the best and relevant classes at Penn!"

"Maybe best psych. class taken here. Interesting, challenging readings with personal focus. Prof. Diamond shows compassion, too, for her students - very commendable! (Too much reading though!)"

"Dr Diamond has a terrific style, She encourage participation in every class and meets with all students out of class."

"The class was great! Dr Diamond had great command of the material and taught it in a clear, organized manner. Work load was very demanding, but the class was worthwhile (esp. for majors)."

Directed Studies / Independent Studies courses taught at UBC

Directed Studies

2022: Rachel Kortbeek, Cognitive Systems student: Completing the 'Concentration' study (Cognitive Systems 402)

2021-22: Priscilla Paz, Masters student in the School of Population and Public Health: "The relation of postural balance to ADHD symptoms" (Psychiatry 550)

2021: Ishmam Bhuiyan, Honors Integrated Sciences student focusing on Physiology and disease & Microbiology: "Understanding prefrontal cortex and the cognitive abilities that depend on it, including environmental and biological factors that affect them" (Integrated Sciences 448)

2021: April Hwang, Dietetics student: "Understanding executive functions, what impairs them, and how to improve them" (Psychiatry 550A)

2019: Rabia Mir, Educational Philosophy MSc student: "Social, emotional, and cognitive development and how those are impacted by different educational practices" (Psychiatry 550)

2019: Iris Xie, Psychology student: "The neurobiology behind why some approaches to improving executive functions work and others do not" (Psychology 450)

2019: Tisha Dasgupta, Integrated Sciences student: "Differences by genotype and sex in the response of executive functions to stress" (Integrated Sciences Course 448)

2018-19: Ava Daeipour, Behavioral Neuroscience student: "Potential sex differences in the effects

of mild stress on executive function" (Behavioural Neuroscience 480)

2017: Hong Xu, Medical student: on the published literature related to a mixed-method pilot study on the effects of music therapy on adults with mild cognitive impairment (Flexible Enhance Learning: MEDD 419)

2016-17: Nicole Hemphill, Psychology student: "On the effects of joy and effects of stress on executive functions and health" (Psychiatry 366)

2016: Moza Dole, Psychology student: (Cognitive Systems COGS 402)

2016: Andi Zhang, pre-med undergraduate at Johns Hopkins University: "Possible benefits of familiar music or familiar poetry and/or stories for adults experiencing some cognitive decline"

2015: Shahab Zareyan, Honors Biology student: Basic neuroanatomy, neurochemistry, and neurophysiology of prefrontal cortex (Integrated Sciences Course 448)

2014: Sophia Lee, Integrated Science student: "On differences by genotype and sex in the effects of stress recognition" (Integrated Sciences Course 448)

2014: Mark Bichin, Psychology student: "On differences by genotype and sex in the effects of stress recognition" (entirely different topic than with Sophia) (Integrated Sciences Course 448)

2013-16 Samuel Leutheusser, Chemistry & Physics student: "Effects of stopping physical exercise for only one week on executive functions" (Science One)

2013-16 Patricia Angkiriwang, Biophysics student: "Effects of aerobic exercise on the cognitive functions dependent on prefrontal cortex and frontal lobes" (Science One)

2010-12 Sneha Sheth, MSc student in Experimental Medicine: a lab rotation (Experimental Medicine Methodology MEDI 502)

2010-12 Nancy Wang, Physiology & Computer Science student: "Developmental progression on the Flanker test of selective attention throughout childhood" Co-author on paper in prep.

Independent Studies

2022: Margaret Lee, Engineering physics student: Co-op project: to port our computer tasks to Gorilla.sc, a web-based platform (Science co-op: Jan. to March)

2020: Elena Klimova: "Added benefit to executive functions of parent involvement in an El Sistema music program." (Undergraduate Honors Thesis)

2018: Ben Harder, Computer engineering student: Co-op project: to port our Flanker and Hearts & Flowers tasks to Unity, a web-based platform (Engineering co-op: May to Aug.)

2016 Shahab Zareyan, Honors Biology student: "COMT genotype differences in the effect of stress on executive functions." First author on the 2021 paper in *Cerebral Cortex* (Undergraduate Honours Thesis)

2015 Shahab Zareyan, Honors Biology student: Co-op project: to participate in the effects of MPH on EFs in children with ADHD project (Science co-op: April to Aug.)

2013-14 Andy Wright, Biochemistry student: "An effect of inhibitory load in children while keeping working memory load constant." (Undergraduate Honors Thesis)
First author on the resulting 2014 paper in *Frontiers in Psychology*

2007-08 Nancy Yu, Psychology student: "Is the Simon Effect attenuated in skilled pianists?"

2006-07 James Choi, Genetics student: "What underlies negative priming?"

2006-07 Cynda Ashton, Psychology student: "Development of aspects of self-regulation in 4-year-olds"

Other courses taught

In Department of Psychology and Social Relations, Harvard University:

Cognitive Development in the Second Half of the First Year of Life: The Object Retrieval Experiment

Directed Reading and Research: Socioemotional Development during Infancy

Head Teaching Fellow, Psychology of the Human Life Cycle (Prof. George Goethals)

Teaching Fellow, Research Methods in Social Psychology

At Washington University, St. Louis:

Developmental Psychology: The Social and Emotional Growth of the Person

Developmental Psychology throughout the Life Cycle

Research Methods in Experimental Psychology

Seminar: Cognitive Development and its Relation to Maturation of the Brain (co-taught with Michael Posner in 1987)

At the University of Pennsylvania:

Research Methods in Developmental Psychology

Graduate Proseminar: Cognitive Development

Graduate Proseminar: Socio-Emotional Development

Graduate Proseminar: Cognitive Neuroscience

Graduate Seminar: Development and Neural Bases of Higher Cognitive Functions

Graduate Seminar: Systems Neuroscience (co-taught with other Neuroscience faculty)

In the Department of Brain & Cognitive Sciences, Massachusetts Institute of Technology (MIT):

Graduate Seminar: Developmental Cognitive Neuroscience

Developmental Psychology

At University of Massachusetts Medical School:

Seminar on Developmental Psychology throughout the Life Cycle

At the University of British Columbia: *Graduate Seminar: Prefrontal Cortex and Executive Functions*

At the University of Memphis, TN:

Taught a Cognitive Science Graduate Seminar (Emotion and Cognition), Institute for Intelligent Systems. Online due to COVID-19. (Feb. 24, 2021)

At Ben Gurion University, Beer Sheva, Israel:

Taught an intensive 4-week course (Dec. 15, 2013 to Jan. 7, 2014). *Cognitive, social, and emotional development in cross-cultural and biological perspective.*

At Universidad San Francisco de Quito, Ecuador:

Taught a set of three 2-hour invited course lectures for Prof. Nascira Ramia's graduate course (Nov. 11, 12 and 13, 2014).

At New Bulgarian University, Sofia, Bulgaria:

Taught a week-long invited course (July 19-24, 2009). *Prefrontal cortex executive functions: Genetic and environmental influences and clinical implications.* Center for Cognitive Science. **video:** www.youtube.com/watch?v=CXgToTwPhNU

Visiting Professor (2003), University of California, San Francisco

Invited Instructor (2003), Merck Foundation summer course on the "Biology of Developmental Disabilities."

Invited Instructor (2001), Cold Spring Harbor summer course on "Development Cognitive Neuroscience"

Invited Instructor (2000), McDonnell Summer Institute in Cognitive Neuroscience, Hanover, NH.

Invited Instructor (1995), American Academy of Neurology course on Behavioral Neurology, Seattle.

McDonnell-Pew Visiting Fellow (1994), the Salk Institute and UCSD, La Jolla, CA

Harris Visiting Professor (1992), Committee on Developmental Psychology, Univ. of Chicago, IL.

Invited Instructor (1991), McDonnell Summer Institute in Cognitive Neuroscience, Hanover, New Hampshire (topic: Attention)

Invited Instructor (1991), European Training Programme in Brain & Behaviour Research, Zuoz, Switzerland (topic: Motor Development)

Certified to teach secondary school social studies
Student teacher, Nether Providence High School, Wallingford, PA. 1974

Students Supervised or Co-Supervised at UBC

Supervisor (2021 – present) — Rabia Mir, Interdisciplinary Studies Graduate program (ISGP) PhD program. Thesis project: *South Asian experience w/ ADHD & role of health commun. in improving access to care.* Co-author with AD on paper in prep.

Supervisor (2021 – present) — Aqil Pirmohamed, Neuroscience MSc program. Theses topic: *Can drama therapy, as an addition to talk therapy, make the transition to civilian life happier and less stressful for returning veterans?*
Recipient of the UBC Faculty of Medicine Graduate Award

Supervisor (2021 – present) — Fatimah Bahrami, Neuroscience PhD program. Thesis topic: *The effect of a mindful, cognitive karate program on executive functions and social-emotional and academic skills.*
Recipient of the UBC Faculty of Medicine Graduate Award

Supervisor (2020 – present) — Leila Kosari, Neuroscience PhD program. Thesis project: *Effect of overprotective parenting on children's EFs*.

Co-supervisor (2020 – present) — Lisa Ritland, Population and Public Health PhD program. Thesis project: *Promoting the well-being of inner-city children, families and neighborhoods through community intervention: A longitudinal mixed-methods study of "Our Place"*
Recipient of a prestigious UBC Four-Year Fellowship.

Supervisor (2019 – present) — Theresa Camozzi, Neuroscience MSc program. Thesis project: *Possible benefits of beloved music with or without social interaction or beloved poetry and/or stories for adults experiencing mild cognitive decline.*

Co-Supervisor (2017 – present) — Rena Del Pieve Gobbi, Interdisciplinary Studies Graduate program (ISGP) PhD program. Thesis project: *Empowered voice: Building resilience in mental health disability in higher education*.

Recipient of:

a) Interdisciplinary Studies (ISGP) fellowship

b) Michael W. Stahl Memorial Graduate Scholarship
c) Syd Vernon Graduate Student Award
d) President's Academic Excellence Initiative PhD Award
e) UBC Public Scholars Initiative Award (2020-21)

Supervisor (2016 – present) — Daphne Ling, Neuroscience PhD program. Thesis project: *The neural basis of the effects of low-dose versus normal-dose psychostimulants on executive functions in youth with attention- deficit hyperactivity disorder (ADHD).* Co-author on 2019 and 2021 publications.

Recipient of:

a) Frederick Banting and Charles Best Canada Graduate (Doctoral) Scholarship with the additional distinction to honor Nelson Mandela (2018-21)
b) Canada Graduate (Masters) Scholarship with the additional distinction to honor Nelson Mandela (2016-17)
c) IMH Marshall Scholarship Award (2019-20 & 2020-21)
d) Travel Award from the International Behavioural Neuroscience Society (IBNS) to attend the meeting in Cairns, Australia
e) World Congress Travel Grant from the International Brain Research Organisation (IBRO) to attend the meeting in Daegu, South Korea

Co-supervisor (2016 – present) — Áurea Vericat, Cross Faculty Inquiry (CFI) Program in the Faculty of Education PhD program. Thesis project: Emotional rehabilitation of infants & toddlers exposed to early emotional trauma.

Recipient of:

a) Four Year Doctoral Fellowship (4YF)
b) UBC Public Scholars Initiative
c) Graduate Support Initiative Award (GSI)
d) Dana Brynelsen Education BursarySupervisor

Supervisor (2015 – 2016) — Alyssa Ash, Neuroscience MSc program

Co-supervisor (2015 – 2021) — Angela Low, Human Development, Learning & Culture PhD program. Thesis project: *Emotional processes in online parent learning: Examining the impact of shame and countering self-related appraisals on parent learning outcomes*

Recipient of:

a) UBC Faculty of Education Graduate Award (2012- 2019)
b) Mary Elizabeth Simpson Scholarship (2019)
c) Public Scholars Award (2018)
d) Dean of Education Scholarship (2018)
e) UBC Graduate Student Entrance Scholarship (2016)
f) MITACs Elevate 2-year postdoctoral fellowship (2021)

Co-supervisor (2015 – 2020) — Jennifer Kitil, Education PhD program, dissertation committee. Thesis project: *Pathways to school and life success: Relations of executive functions to academic achievement and well-being in adolescence.* Co-author of 2021 paper in prep.

Supervisor (2014 – 2016) — Haolu Zhang, Neuroscience MSc program. Thesis project: *Potential sex difference in the effects of mild acute stress on executive functions*. Co-author of 2021 paper in prep.

Co-supervisor (2014 – 2016) — Michele Sam, Interdisciplinary Studies Graduate Program (ISGP) MSc

program. Thesis project: *How to involve indigenous communities and their perspectives more in research on indigenous communities*.

Co-supervisor (2013 – 2018) — Regina Loehndorf, Child & Family Studies, Univ. of Leiden PhD program. Thesis project: *Intercultural differences in attachment, child-rearing & cognitive development*.

Recipient of a grant from the Chilean National Commission on Scientific & Technological Research.

Supervisor (2012 – 2016) — Jacqueline Davis, Interdisciplinary Studies Graduate Program (ISGP) PhD program; Thesis project: *Investigation of the possible benefits of youth circus for executive functions and academic outcomes and for fostering autonomy, belonging, and competence*.

Recipient of a Killam Doctoral Fellowship.

Supervisor (2012 – 2018) — Kim Viljoen, Interdisciplinary Studies Graduate Program (ISGP) PhD program. Thesis project: *Using a neurosequential model of therapeutics (NMT) based behaviour plan in elementary schools*.

Supervisor (2012 – 2013) — Golnoush Alamian, Neuroscience MSc program

Supervisor (2011) — Nicole Sanford, Neuroscience PhD program

Supervisor (2010 – 2011) - Kathleen Lee, Neuroscience MSc program. Co-author w/ AD of a *Science* paper.

Supervisor (2006 – 2010) — Jeanette Evans, Neuroscience PhD program. Co-author on 2021 paper in prep. that will be paired with Haolu Zhang's paper (see above).

Recipient of:
a) NSERC Graduate Scholarship
b) CIHR Trainee Fellowship.

Supervisor (2008 – 2010) — Lisa Barker, Neuroscience PhD program

Co-supervisor (2011 – 2015) — Hadas Av-Gay, Special Education PhD program. Thesis project: *Can an identifiable subset of children with dyslexia be helped to improve their reading with a visual-spatial approach rather than a phonics approach*.

Co-supervisor (2005 – 2014) — Michelle Kozey, Educational & Counselling Psychology PhD program; Thesis project: *Executive functions and subtypes of childhood aggression.* Recipient of a SSHRC Graduate Fellowship.

Member (2010 – 2014) — PhD Committee, Jay Hosking, Neuroscience.

Member (2010 – 2012) — PhD Committee, Jonathan Epp, Behavioral Neuroscience.

Member (2007 – 2010) — Master's Committee, Jonathan Epp, Behavioral Neuroscience.

Member (2008 – 2009) — Master's Committee, Tamara Crozier, Behavioral Neuroscience.

Member (2006 – 2009) — Master's Committee, Kamyar Keramatian, Neuroscience.

Member (2005 – 2008) — Master's Committee, Orsolya Magyar, Neuroscience.

Member (2004 – 2005) — Dissertation Committee, Heike Dumke, PhD Candidate in Neuroscience

Advising or Mentoring of students at UBC *besides* all those in her lab

Mentored Seetha Gopalakrishnan (originally from Trinidad), MA (Commerce), a Certified General Accountant in Canada. UBC special student. Potential Thesis project: "The impact of yoga versus music on children between the ages of 3-5 or 5-7" (2020 – 2021)

Mentored Tinashe Chatora, a UBC undergraduate student from Zimbabwe (2007 – 2012)

Advising or Mentoring students outside of UBC

Advising Gabriela Vorraber, PhD, Postdoctoral Fellow, Faculty of Physical Education, Univ. of Brasilia, Brazil, providing theoretical and methodological guidance in evaluating physical education activities designed to stimulate executive functions in elementary school children (2021 – present)

Mentor to PhD candidate Meingold Chan in Human Development and Family Science at the Ohio State Univ. APA Div 7 Mentoring Program (2021 – present)

Mentor and Research Supervisor to high school student, Edith Bachmann, Byram Hills High School, Armonk, NY, on a research project entitled, "The effects of storytelling versus story-reading on the executive functions of fourth graders," guiding through initial conceptualization of the idea through planning all aspects of the study, gaining human subjects ethics approval, pretesting data collection, data analysis, and study write-up and presentation. Edith was named to the top 300 out of 1,805 students in the Regeneron Science Talent Search (STS) (the oldest and most prestigious science and math- ematics competition for high school seniors in the US) (2020 – 2022)

Interviewed by Clara Carpintero, Barcelona, Spain, for an honors undergrad project on executive functions in 9-11 year old children (27 April 2021)

Mentor in Project Short (Student Health Opportunities and Research Training) - provide pro-bono mentoring to first-GEN students from disadvantaged backgrounds who want to apply to graduate school, thus hopefully increasing diversity in STEM graduate programs (2020 – present)
Mentored:

Brandon Carone, an honors undergraduate student, Cognitive Science & Music, UCLA (2020) – now a PhD student at New York University (NYU)

Aastha Sharma, Master's student, Cognitive Science, Indian Inst. of Technology-Kanpur, India

Yuliya Zubak, Honors BSc, Neuroscience, Molecular Biology, & Biotechnology, Univ. of Toronto

Mentored Regina Lohndorf, PhD on her PhD studies, Child & Family Studies, Univ. of Leiden, NL [recipient of a Grant from Chilean National Commission on Scientific & Technological Research] (2013 – 2018)

Advised Marianna Staroselsky, PhD Candidate, U. of Chicago, on her dissertation (2012)

Mentored Laura Ricci, MA student, Harvard Univ. Graduate School of Education, Cambridge, MA "Perhaps you are, as you say, a professor from the Univ. of British Columbia - but to me, you are an angel sent from the very finest research laboratory in heaven. I truly cannot thank you enough for your generous help. Enormous appreciation." (2011 – 2012)

Mentored Carolyn Lye, a Grade 11 student from Sentinel Secondary, West Vancouver, BC. Carolyn went on to enter the dual MD/JD program at the Yale School of Medicine. Co-author on 2021 paper in PLoS ONE (2011 – 2013)

Mentored Deepali Prasad, a Grade 11 student from Crofton House School, Vancouver, BC. Co-author on 2021 paper in PLoS ONE (2011 – 2013)

Mentored Mio Tomisawa, a Grade 10 student at Steveston London Secondary, Richmond, BC on a research project consisting of creating a storybook to teach children about research on the brain (2009 – 2010)

Undergraduate Independent Studies taught before UBC

All have been full-year projects except Levy and Wusinich, 1992; Lisa Loewinger, 1993-94; Lyngine

Calizo, 1994-95; and Erin Clifford, 1998, who worked on their projects for only one semester.

Washington University

1986-87: Jeanne Gilbert: "Development as inhibitory control of action: Retrieval of a contiguous object." Presented at the Society for Research in Child Development Meeting, April, 1987. Published in *Cognitive Development.*

Kim Rice: "Sex Differences in Frustration Tolerance in Infants."

1987-88: Kathryn Boyer: "A version of the Wisconsin Card Sort Test for use with preschool children, and an exploration of their sources of error." Presented at the International Neuropsychological Society Meeting, Feb., 1989. Paper in preparation presenting this work in combination with the work of Burgos (1991-92, below).

Will Menaker: "An Analysis of Parental Behaviors that Affect the Quality of Infants' Attachment."

Lisa Cruttenden & Debbie Neiderman: "Why have studies found better performance with multiple wells than with only two wells on the A-not-B task?" Presented at the Society for Research in Child Development Meeting, April, 1989. Paper published in *Developmental Psychology.*

University of Pennsylvania

1988-89: Greer Richardson & Joanne Rim: "The development of recognition memory in early infancy."

James Rosenberg & Michael Cohen: "Parietal patients' use of the information to their eyes and their hands." Preliminary to work done in collaboration with Idit Trope, Robert Knight, & Branch Coslett.

EunYoung Lee, "Inability of 5-month-old infants to retrieve a contiguous object: A failure of conceptual understanding or of control of action?" Paper published in, *Child Development.*

1989-90: Carolyn Towle & Jackie Hill: "Developmental progression in children aged 12-30 months on the delayed non-matching to sample task, a test of hippocampal memory function in adult monkeys and human amnesic patients." Presented at the Society for Research in Child Development Meeting, April, 1991. Paper published in *Behavioral Neuroscience*.

George Shanno: "The development of self-ordered search through multiple boxes."

Cristina Llamas & Jennifer Van Ness: "Development of frontal cortex abilities in children between 3-8 years of age." Presented at the Society for Research in Child Development Meeting, April, 1991.

1990-91: on leave Spring term; could not take on student advisees for year-long projects

1991-92: Emily Burgos: "Wisconsin Card Sort performance in 5-8 year old children." Presented at International Neuropsychology Society meeting.

1991-92 Nancy Levy & Nicole Wusinich, "The effect of reward on children's ability to match to sample with a delay."

Elizabeth Donner: "An animal model of early-treated PKU." Presented at the Society for

Neuroscience Annual Meeting, October, 1992. Paper published in the *Journal of Neuroscience.*

1992-93: Tamara Besarab: "Gender differences in moral development."

Cigdem Tanikrut: "Global-local spatial processing in children." Accepted for the Society for Research in Child Development Meeting, March, 1993; not presented due to sudden illness.

Angela Leonhard & Jennifer MacDonald: "The development of memory for location vs. memory for appearance in young children." Paper in preparation.

1992-93: Cherie Gerstadt & Yoonie Hong: "The development of memory and inhibitory control of action as indicated by children's performance on the Stroop Test." Paper published in *Cognition*.

1993-94: Lisa Loewinger: "Is grouping by abstract category rather than by functional context a product of schooling, or of lack of familiarity with the action context to which the words refer?," a study in college-age adults.

Michelle Damon: "Are differences in infants' performance (over age, and between infants of the same age) on the visual paired comparison task due to how long infants can remember the sample or to how quickly they can encode it?"

Hallie Ben-Horin & Majorie Gell: "Infants' memory for location and for appearance." Paper in preparation.

1994-95: Randi Reich: "Differences between infant and adult cognition."

Elizabeth Gomez & Karen Velazquez: "Issues Latino students encounter when they go away from home to college."

Lyngine Calizo: "Development of fine motor skills in middle childhood" (lab rotation in Neuroscience graduate program).

Massachusetts Institute of Technology (MIT)

1995-96: Anne Churchland & Lya Batlle: "What is the late-developing ability that accounts for the late emergence of success on the delayed nonmatching to sample task?" Presented at the Society for Neuroscience Mtg., Nov., 1996. Paper published in *Developmental Psychology*.

Jeannie Markowitz: "Development of computerized versions of delayed nonmatching to sample and delayed matching to sample to be used with functional neuroimaging with children."

Wellesley College students at the Eunice Kennedy Shriver Center

1996-97: Karen Petersen & Cheri Harrell: "The delayed non-matching to sample task and the development of the ability to understand symbolic relationships."

Harvard University student at the Eunice Kennedy Shriver Center

1998: Erin Clifford: "Development of cognitive abilities dependent on the frontal lobe during the early years of life." (Directed reading.)

Brandeis Univ. & Boston College senior honors students at the Eunice Kennedy Shriver Center

2000-2001: Seth Cohen & Marsia Bixenman: "Task switching in children: A developmental study."

Presented at South Carolina Bicentennial Symposium on Attention, Columbia, SC, May 2001. Both awarded High Honors.

Smith College sophomore at the Eunice Kennedy Shriver Center

2001-2002: Emily Jacobs: "Development of the abilities to make use of informative cues and to apply strategies between 2-6 years of age"

Many who've worked with Diamond have gone on to careers in science & education. Examples:

Amber L. Story, PhD – Associate Executive Director for Scientific Affairs, Science Directorate, APA; previously Deputy Division, Director, Division of Behavioral & Cognitive Science, NSF; and for many years, Deputy Division Director, Division of Social, Behavioral & Economic Sciences (SBE), NSF

Michiel Westenberg, PhD – Professor & past Chair, Psychology, Leiden Univ.; Scientific Director, National Inst. for the Study of Education and Human Dev., Netherlands

Dima Amso, PhD – Professor, Developmental Cognitive Neuroscience, Columbia Univ., NYC

James Bailey, PhD – Professor, Organizational Behavior & Development, George Washington Univ.

Katharine Verdolini Abbott, PhD, CCC-SLP, MDiv – Professor, Communication Science & Disorders, Univ. of Delaware

Ruth Litovsky, PhD – Professor, Dept. of Communicative Disorders & Dept. of Surgery, Division of Otolaryngology, Univ. of Wisconsin-Madison. (Ruth made a major discovery in the assessment children's auditory attention, which was patented.)

Susan Rivera, PhD – Professor, Center for Mind and Brain, Univ. of California-Davis

Elizabeth Donner, MD MSc FRCPC – Director, Comprehensive Epilepsy Program, Div. of Neurology, The Hospital for Sick Children & Associate Professor, Dept. of Paediatrics, Univ. of Toronto

Wolfgang Rauch, PhD – Professor, Dept. of Psychology & Pedagogy, Ludwig Maximilians Univ., Munich, Germany

Natasha Kirkham, PhD – Senior Lecturer in Psychology; RCUK Fellow in Developmental Cognitive Neuroscience, Birkbeck College, Univ. of London

Glenda Callender, MD, FACS – Associate Professor of Endocrine Surgery, Yale School of Medicine, New Haven, CT

Anne Churchland, PhD – Associate Professor, Univ. of California - San Francisco

Vivian Ciaramitaro, PhD – Associate Professor, Dept. of Psychology. Univ. of Massachusetts – Boston

Jonathan Huppert, PhD - Associate Professor., Dept. of Psychology, Hebrew University, Jerusalem

Emily Goard Jacobs, PhD – Associate Professor., Dept. of Psychological & Brain Sciences, Univ. of California-Santa Barbara

Kristin Shutts, PhD – Associate Professor, Dept. of Psychology, Univ. of Wisconsin-Madison

Melinda Markey, MPH – Secretariat Director, Community Action Initiative, Vancouver, BC

Melanie Stollstorff, PhD – Assistant Professor in Cognitive Neuroscience, Dept. of Psychology, Florida International Univ.

Melissa Goldberg, PhD – Assistant Professor, Psychiatry and Behavioral Sciences, Johns Hopkins Univ. School of Medicine

Matt Davidson, PhD – Assistant Professor, Dept. of Psychology, Univ. of Massachusetts-Amherst

Lisa Briand, PhD – Assistant Professor, Dept. of Psychology, Temple Univ., Philadelphia, PA

Regina Loehndorf, PhD – Assistant Professor, Universidad Pontificia Catolica Santiago, Chile

Ulrike Klossek, PhD – Research Scientist, Dept. of Psychology, Cambridge Univ., UK

Katherine L. McEldoon, PhD – Improvement Science Analyst, Tennessee Department of Education

Nancy Wang, PhD – Computer Vision Applied Scientist, Amazon, Berlin, Germany

Angela Low, PhD – Postdoctoral Fellow, Evaluation Lead of an early years mental health promotion initiative, Child Health BC

Mery Prevor, MD – Ophthalmologist in private practice

Kim Dilda Shaw, MD – Family Practice Physician, Moses H. Cone Memorial Hospital, Greensboro, NC

Theresa (Leze) Zagreda, DO – Physician, Internal Medicine, Montefiore Medical Group, Bronx, NY

Andy Wright, MD – Physician, Dept. of Family Medicine, Dalhousie University, Halifax, NS

Michelle Kozey-Hayes, PhD – Clinician & Therapist, The Wishing Star: Lapointe Developmental Clinic, Surrey, BC

Kathleen Lee, PhD – Psychologist, The Red Oak Centre, Toronto

Jeanette Evans, MD, CCFP – Family Physician, Squamish, BC

Sarah Munro, MS – Senior Software Engineer, Thistle, San Francisco, CA

Loren Cruess Anderson, MA – Public School Teacher, Medford, MA

Cole Wong, MD – Postgraduate Medicine, UBC

Ben Geertz, MD – Pediatric Neurology Resident, Georgetown Univ. Hospital

James Choi, MD, MPH – Resident, General Surgery, London Health Science Centre, ON

Karine Gazarian – PhD student, Clinical Neuroscience, Institute of Neurology, Univ. College, London (has a fellowship)

Cecil Chau, MSc – PhD student, Neuroscience, UBC

Julia Mitchell, MA – PhD student, Psychology, Northeastern Univ., Boston

Sam Leutheusser, BSc (Hons.) – PhD student, Center for Theoretical Physics, MIT

Carolyn Lye, MD – Dual MD / JD program, Yale School of Medicine

Patricia Angkiriwang, BSc (Hons.) – MSc student, Zoology, Inst. for the Oceans & Fisheries, UBC

Sameer Varmani, BMLSc – MSc student, Genetic Counseling program, Northwestern Univ., Chicago.

Training Others on our Neurocognitive Tasks

Diamond has developed sensitive neurobehavioral assays of the different cognitive abilities that comprise executive functions (EF) that depend on the brain region known as prefrontal cortex. She shares these free of charge with others.

Provide intensive 1-2 week training on our behavioral tasks:

Feb–April, 2022: to Anne Marie Kristensen, MSc student., Scientific Assistant, Dept. of Psychology, Univ. of Copenhagen. Developing a curricular intervention designed to improve executive functions in middle school children in Denmark called On Track.

Jan–April, 2020: to Julika Volkmann, MSc student, Neurobiology. Freie Universität Berlin, Germany.

Sept- Oct., 2018: to Mie Maar Andersen, PhD program, Elsass Institute, Univ. of Copenhagen, Denmark: supervisor for the time Mie was here (she came to Diamond's lab and trained under her personally). Thesis project: "Sports activities and how they can help improve

executive function."

25 April, 2017: to Tamar Green, MD, Instructor, Psychiatry and Behavioral Sciences, Center for Interdisciplinary Brain Sciences Research, Stanford University, CA, for studying executive functions, and attention in children with neurogenetic syndrome.

June–Aug., 2016: to Christina Stuhr, PhD student, Sportssience Dept., Sportpsychologie Unit, University of Rostock, Germany, for studying the interrelationship and interdependences of executive function and motor skills in children- how are they linked and how best to improve them.

Sept., 2015: to Amparo Viridiana Márquez García, MSc student of Gregorio Garcia-Aguilar, Prof., Dept. of Psychology, Meritorious Autonomous University of Puebla, Mexico, for intensive training for a study on 6-12 yr olds with ADHD.

June, 2014: to Spyridoula Vazou, PhD, Ass't Prof., Dept. of Kinesiology, Iowa State Univ., Ames, for one week intensive training for evaluating the effectiveness of a structured physical activity curriculum on EFs with preschool children

Aug., 2013: to Ursula Spitzer, a visiting med student from Witten/Herdecke University, Witten, Germany, for her work on the influence of exercise on academic achievement and social behaviour in children.

2012: to Alessandra Gotuzo Seabra, PhD, Professor in the Graduate Program - Developmental Disorders, Universidade Mackenzie, São Paulo, Brazil.

May, 2004: to Eva van de Weijer-Bergsma, PhD student, Utrecht Univ., Netherlands, for a study of the role of maternal interactive styles in preterm children's development of attentional networks.

Aug., 2001: to Anne-Claire Beernick, PhD student with Jan Buitelaar, Univ. Medical Center Utrecht, Netherlands, to study predictors, in infancy, of externalizing behavior disorders.

June, 2001: to Karen Davis, Research Assistant Linda Mayes, MD, Dept. of Child Psychiatry, Yale Univ., for study of prefrontal cortex cognitive deficits in children who had been exposed to cocaine in utero.

Sept., 2000: to Julien Gross, PhD student with Harlene Hayne, Dept. of Psychology, Univ. of Otago, Dunedin, New Zealand, for studying delayed nonmatching to sample performance in infants.

Aug., 2000: to Erik Hazen, MD/PhD student with Linda Mayes, Yale Univ. School of Medicine, for study of prefrontal cortex cognitive deficits in children exposed to cocaine in utero.

June, 2000: to Alex Hogan, PhD student with Faraneh Vargha-Khadem, London University, England, for studies of pre-clinical anterior blood perfusion deficits in infancy in children who have sickle cell disease.

May, 1997: to Joseph & Sandra Jacobsen, Wayne State Univ., Detroit, MI, for study of cognitive consequences of PCB exposure among Inuit Eskimoes in northern Quebec (2-day training).

Mar., 1995: to Anna Drummey, PhD student with Nora Newcombe, Temple Univ., Philadelphia, PA, to study the development of executive functions in children 3-7 years of age.

Mar., 1994: to Shaune Bornholdt, Children's Hospital of New Jersey, Newark, NJ, for use in her work with children with treated PKU and with children exposed to lead.

June, 1993: to Jenna Steere, Assistant to Amy Arnsten, Yale Univ. School of Medicine, for use in research on children with ADHD.

Sept., 1991: to Virginia Frisk and Jacqui Paige, Hospital for Sick Children, Toronto, ON, for their research characterizing the developmental disabilities in infants and children who were born prematurely.

Aug., 1991: to Sydney Reisbick and Martha Neuringer, Oregon Regional Primate Center, Portland, OR., for their research on the effects of Omega-3 Fatty Acid deficiency on cognitive and perceptual-motor development in infant monkeys.

Aug., 1990: to Teresa Wilcox, Univ. of Arizona, Tucson, AZ, for use in her study on cognitive functioning, and remaining deficits, in healthy, high-functioning preterm infants.

As our tasks have become easier to administer, extended visits to our lab have become less and less necessary. Each year, Diamond provides intensive training, software codes, stimulus materials, detailed instructions, training videos and extensive consultation on how to administer these tests and how to analyze performance on them to researchers all over the world interested in assessing prefrontal cortex cognitive function in diverse disorders (e.g., ADHD, sickle cell anemia, & conduct disorder), following diverse environmental insults (e.g., drugs of abuse, PCB exposure, poverty, & abuse), & following diverse interventions (e.g., PATHS curriculum, Head Start, & a mother-child interaction intervention):

2021: Fateme Abadi, PhD student. & Prof. Alireza Moradi, Institute for Cognitive Science Studies, Tehran, Iran, for a study on 'theory of mind dysfunction' and its connection with executive function in 4-6 yr old children with high functioning autism disorder.

Alexandra Matte-Landry, PhD, Ass't Prof., Université Laval, Quebec City, for a project assessing executive functions in children who experienced maltreatment, family dysfunction or poverty.

Alexandra Matte-Landry, PhD, Ass't Prof., Université Laval, Quebec City, for a project documenting changes in executive functions among children receiving services at Garage à Musique, a community social pediatrics center in Montreal, Canada.

Mona Have Nielsen, PhD, Postdoc, Danish School of Education (DPU), Copenhagen, for a study of executive functions of 13-15 year olds.

Joanne Deschamps, studying to become a primary school teacher, Belgium, for a study of the impact of 'body percussion' on inhibitory control.

Fizza Sangi, assistant manager, Program Evaluation and Research, The Citizens' Foundation, Karachi, Pakistan, for a study of a yoga program for pre-primary students (kindergarten to grade 2).

Abir Daoud, Grad. student, Ruhr Univ. Bochum, Germany, for a study measuring inhibitory control in Syrian, Roma, and German children from 6-11 years old.

Fatma Gulcin Demirci, PhD student, Marmara Univ., Istanbul, Turkey for a study measuring executive functions in early childhood.

Yudong Zhang, PhD, Postdoc, Institute of Human Development and Social Change, New York Univ., NY, for a study of school readiness in low-income families.

Sarah Potts, PhD student, Leeds Beckett Univ., Leeds, UK, for a study of Hearts & Flowers response times and accuracy in children and adults.

Julian Busch, PhD, research scientist, Child and Family Research, Ruhr-Univ., Bochum, Germany, for a study of Roma and refugees in German elementary schools.

2020: Hande Haktanır, MSc student, Early Childhood Education Program, Pamukkale University, Turkey, for a study of executive functions in preschoolers.

Edith Bachmann. High school student, Authentic Science Research Program, Byram Hills High School, Armonk, NY, for evaluating the effect of storytelling vs. story reading on the executive functions of fourth-graders.

Bandri Alotaibi, PhD, Ass't Prof., Psychology, King Saud Univ., Riyadh, Saudi Arabia, for a

study of executive functions in preschool children with special attention to gender differences in a culture where gender roles are encouraged from a very early age.

Anjana Bhat, PhD, Assoc. Prof., Faculty in Biomechanics and Movement Science, Univ. of Delaware, Newark, DE, for a study of the effects of creative movement vs. physical activity on executive functioning abilities of children with ASD from 6 to 14 years old.

Lina Cardona Sosa, PhD student, Economics, Institute for Fiscal Studies, London, UK, for a study on the effect of a preschool intervention in rural India on school readiness.

Karen Spruyt, PhD, HDR, Prof., Lyon Neuroscience Research Center, Univ. Claude Bernard, Lyon, France, for a pilot study.

Gemma Gebrael Matta, PhD, Director, Institut de Psychomotricité, Univ. Saint-Joseph, Beirut, Lebanon, for a study on inhibitory control of children between 4 and 5 years.

Regina Lohndorf, PhD, Ass't Prof. Faculty of Education, Pontificia Univ. Católica de Chile, Santiago, for a study of executive functions in Chilean children 3 to 4 years old.

Esra Özcebe, Prof., Çiğdem Kirazlı, Ass't Prof., Nur Seda Saban, PhD student, Melike Hazır, PhD student, & Özlem Beşik, PhD Student, Dept. of Speech and Language Therapy, Hacettepe University, Turkey, for a study to observe cognitive functions of children with speech sound disorders.

Birgit Leyendecker, PhD, Prof. & Julian Busch, PhD, Postdoc, Center for Child & Family Research, Ruhr-University, Bochum, Germany, for a study on school readiness of newly arrived refugee children in German primary schools.

Hirokazu Yoshikawa, PhD, Alice Wuermli, PhD, & Julian Busch, PhD, Global TIES for Children, New York University, NY, for assess the moderating effects of caregiver's executive functions in an intervention study to promote early childhood development in humanitarian contexts.

2019: Maria von Salisch, PhD, Prof. & Katharina Voltmer, Psychology, Leuphana University, Lüneburg, Germany, for an intervention study on mindfulness, emotion knowledge, emotion regulation and executive function with third graders in Germany.

Mike Crum, Vice President (US Development), Jump Math, Inc., Toronto, ON, for developing a concept paper on executive functions and math.

Chris Brady, PsyD, Senior Director, Clinical Surveillance & Training, Syneos Health, Morrisville, NC, for a global clinical trial of individuals with Down Syndrome and Alzheimer's disease in cognitive decline.

Erica Winter, Undergraduate student, Psychology, Liverpool Hope University, UK, for a study of monolingual and bilingual children.

Kathleen Wallner-Allen, PhD, Senior study director & Developmental psychologist, Westat Inc., Rockville, MD, for a study on children's early writing skills.

Karen Abou Assi, PhD student, CIRNEF Lab, Université de Rouen, Normandie, France, for evaluating the impact of the implementation of a coding and robotics course on the executive functions of students in Lebanon.

Reut Moran, PhD student, Sheba Medical Center and Tel Aviv University, Israel, for a study of children with traumatic brain injury and the effect on cognitive outcome and executive functions.

Malathi Thothathiri, PhD, Associate Prof., Dept. of Speech, Language & Hearing Sciences, George Washington Univ., Washington, DC & Caroline Rowland, PhD, Director, Language Development Department, Max Planck Institute for Psycholinguistics, Nijmegen, NL, for testing the relationship between EFs and sentence processing and learning in young children.

Gülşah Gürevin, MSc student, Hacettepe Üniversitesi, Ankara, Turkey, for a study on children's

executive functions and working memory.

Pauline Bresse, PhD student, Université Saint-Joseph, Beirut, Lebanon, for evaluating executive function development in Lebanese children aged between 7 and 14.

Constanza Carballo, co-founder and development manager of Fundación Argentina María Montessori (FAMM), Buenos Aires, Argentina, for a study with EF testing of 2-4 year olds.

Mattew Eaton, B.Eng.(Hons), Mechanical & Software Engineer, Seasoft Digital & CTO, MindEDU, for an app that is being developed to test EFs.

Joana Baptista, PhD, Ass't Prof., Psychology Dept., Instituto Universitário de Lisboa (ISCTE-IUL), Portugal, for a study focusing on the impact of early trauma on child (6 to 9) cognitive and social abilities, such as executive functions.

Shigeki Zeniya and Keigo Hanada, researcher, CRECON Medical Assessment Inc. (CMA), Japan, for a web-based survey of high school students.

Cansu Alsancak-Akbulut, PhD student, Psychology Dept., Ankara Univ., Turkey, for a study of mother-child relationships & their relations to developmental child outcomes.

Kathy Hegberg, MA, Founder, Executive Director, Focusedkids, Basalt, Colorado, for a study of self-regulation using mindful activities with children aged 3-8.

Ivan Sysoev, PhD student, MIT Media Lab, Cambridge, MA, for assessing whether the child's (4-5 years old) level of executive function affects the way s/he engages with a constructionist early literacy app.

Laura Wauthier, PhD student, Clinical Psychology, University of Edinburgh, UK, for a study to develop an intervention for children who have been cruel to animals or deemed at high risk.

Barbara Arrowsmith-Young,MA , Director, Arrowsmith School and Arrowsmith Program, Toronto, ON, for a study investigating various outcomes related to the Arrowsmith Program.

Margaret Semrud-Clikeman, Ph.D., Prof., Pediatrics, Univ. of Minnesota, Minneapolis, for a study of survivors of cerebral malaria in Uganda.

Sofia Anzeneder, PhD student, Institute of Sport Science, Univ. of Bern, Switzerland, for a study to assess core executive functions in children aged 10-12 years.

Gökçe Karaman Benli, PhD & Ayşegül Ergül, PhD, Faculty of Educational Sciences, Ankara Univ., Turkey, for a study evaluating the academic skills of children from various perspectives.

Elias Blinkoff, PhD student, Developmental Psychology, Temple University, Philadelphia, PA, for a study evaluating the effects of that "The 6 C's Go to School" intervention on academic and non-academic aspects of school culture.

Ricardo Rosas Díaz, PhD, Psychology, Pontificia Universidad Catolica de Chile, Santiago, for a Spanish language adaptation of Hearts & Flowers (Perro y Gato: cats & dogs.)

Taylor Nelles-McGee, MSc student, Offord Centre for Child Studies, McMaster Univ., Hamilton, ON, for a study using the Delayed Response Task.

Grace Miller, PhD student, Clinical Psychology, & Patrick Tolan, PhD, Prof. , Curry School of Education, Univ. of Virginia, Charlottesville, for the Compassionate Schools Project that is developing a health and wellness curriculum for elementary students.

2018: Terry Ng-Knight, PhD, Lecturer, School of Psychology, Univ. of Surrey, Guildford, UK, for evaluating the effectiveness of taekwondo training on student outcomes, such as students' EFs, of 8 to 11 year-old children.

Julie Dunstan-Brewer, PhD, Founding Director, & Susannah Cole, Managing Director, reFLEXions™, Bermuda, for an evaluation of phonological skills and executive functions as

part the 'Flexible Mindsets Preschool Intervention' in Bermuda.

Sartzetaki Archontissa, PhD student, & Prof. Asimina Ralli, National and Kapodistrian University of Athens, Greence, for a study of vocabulary acquisition in preschool children with Developmental Language Disorder.

Negin Motamed Yeganeh, PhD student, University of Tehran, for a study of EF training on children 5-9 years old coupled with training of their parents in how to aid their children's EFs.

Samantha Shepard, PhD student, Cardiovascular Psychophysiology Lab. Univ. of South Florida, Tampa, for a study of the effects of subtle vs. explicit prejudice exposure.

Jelena Obradović, PhD, Associate Prof., Graduate School of Education, Stanford Univ., for adapting, piloting, and administering a battery of table-top EF tasks with a birth-cohort of about 1400 four-year-olds living in rural Pakistan.

Samineh S. Pourtakdoust, PhD student, Cognitive Psychology Dept., Institute for Cognitive Sciences Studies (ICSS), Tehran, Iran, for evaluating the effectiveness of a package for improving EFs in 5-year olds.

Cezara Susa, MSc student, Developmental Psychology, Univ. of Paris 8, St Denis, France, for a study of social competence of 3 to 5 year-olds in an international school amongst bilingual children.

Silke Kellens, PhD student, Faculty of Psychology and Educational Sciences, Catholic University of Leuven, Belgium, for a study of the development of the neurocognitive profile of preschoolers (5-year-olds) at risk for developmental dyslexia and ADHD.

Blandine Hubert, PhD, Assoc. Prof., Dept. of Psychology, Univ. de Lorraine, France, for studying the links between EFs and academic success and social skills in preschool and elementary school children.

Emmanouella Maria Theodoratou, MSc student, National and Kapodistrian Univ. of Athens, Greece for a study on the impact of behavioral self regulation to the academic achievement of children & teenagers.

Deborah Leong, PhD, Co-founder and Executive Director, Tools of the Mind, Boston, MA, for an app that supports young children's first levels of reading with an EF task built into it.

Sinéad O'Brien, PhD student, Cognition and Brain Sciences Unit (CBU), Univ. of Cambridge, UK, for research examining the relationship between cognitive segmentation, higher order cognitive processes & IQ, and the age at which the ability to cognitively segment emerges.

Nicole Schatten, Librarian Associate, Mathematica Policy Research, Princeton, NJ, for use on the Mother and Infant Home Visiting Program Evaluation, Long-Term Follow Up (MIHOPE-LT).

Sheila Threndyle, MA, S-LP(C), CCC, Registered Speech-Language Pathologist, North Vancouver School District (SD #44), for a study of numeracy, literacy, and social emotional learning and EF skill development in grades 4-7 during a summer learning program.

Inge Thielen, MSc student, Radboud Univ., Nijmegen, Netherlands, for a study on the influence of working memory when learning mathematics in primary education.

Kira Lemgau, MSc student, Univ. of Oxford, for a study of belief-based emotion attribution in children 3.5 - 6.5 yrs by reading them the story, Little Red Riding Hood, where they will be aware of the dangerous stimulus (the wolf) but Little Red Riding Hood will not.

Susannah Cole, MEd, managing director of reFLEXions, in partnership with the Bermuda Ministry of Education's for an early childhood study of 4-year-old children enrolled in public preschool in Bermuda.

Sohrab Rad, MSc student, Clinical psychology, Univ. of Tabriz, Iran, for a study on ADHD and

children's memory.

Cristian A. Rojas Barahona, PhD, Assoc. Prof., Facultad de Educación, Pontificia Universidad Católica de Chile, Santiago.

Alain Chavaillaz, PhD, Postdoc, and Andrea Frick, PhD, Prof., Development of Spatial Cognition Unit, Univ. of Fribourg, Switzerland.

Regula Neuenschwander, PhD, Lecturer, Psychology Dept., Univ. of Bern, Switzerland, for examining the associations between meta-awarness, metacognition, and EFs in 4-, 6-, and 8-year-olds.

2017: Zhang Yinan, Dept. of Psychology, Capital Normal Univ., Beijing, for a study to examine the development trajectory of EFs for school-age children.

Maicon Albuquerque, PhD, Ass't Prof., Sports Department, Universidade Federal de Minas Gerais, Brazil, to evaluate the effect of COMT polymorphism on EFs in exercise & rest conditions.

Margaret T. Owen, PhD, Prof., and Daniel Pacheco, PhD, Postdoc, Univ. of Texas at Dallas, & Margaret O. Caughy, PhD, Prof., Univ. of Georgia, Athens, for a longitudinal study of low-income minority children, their development of self-regulation, and transition to middle school.

Sheri Johnson, PhD, Prof., Director of Clinical Training & Director of the Clinical Science Program, Univ. of California - Berkeley.

Deborah Kelemen, PhD, Prof., and Erin Doncaster, Lab Manager, Dept. of Psychological and Brain Sciences, Boston Univ., MA, for evaluating correlations between children's performance on EF tasks and ability to understand/learn about complex scientific concepts.

Marie Ottilie Frenkel, Dr. Dipl.-Psych., Postdoc, Dept. of Sports Psychology, Univ. of Heidelberg, Germany, for a study of the effects of mindfulness training on 10-11 year-old students.

Leili Zamni, PhD student, Islamic Azad University, Tehran, Iran, for a study of the effects of self regulation on motor development & EFs in 7-11 year-old children.

Farhat Yasmin, MPhil, Dept. of Special Education, Univ. of Faisalabad, Pakistan, for a study of the effectiveness of kinesthetic training in the development of cognition of physically handicapped students.

Adam Dubé, PhD, Ass't Prof, Dept. of Educational and Psychology, McGill Univ., Montreal, QC, for a study measuring attention following a conceptual problem-solving task.

Michael Ullman, PhD, Prof., Dept. of Neuroscience, Georgetown Univ, Washington, DC, for a study of kids (ages 8-12) with Tourette syndrome.

Hobby Wang, PhD student, Dept. of Psychology, Sun Yat-sen Univ., Guangzhou, China, for an intervention study aimed at improving children's self-compassion.

Shereen Sharaan, PhD student, Clinical Psychology, School of Health in Social Science, Univ. of Edinburgh, UK, for a study on the impact of bilingualism on EFs of children with autism spectrum disorders.

Deborah Dewey, PhD, RPsych, Prof., Dept. of Paediatrics and Community Health Sciences, Univ. of Calgary, for a study examining EF development in Tanzanian children including children exposed to HIV and typically developing kids aged 3 to 9 years.

Cynthia Fisher, PhD, Prof., and Yi Lin, Grad. student, Psychology Dept., Univ. of Illinois, Champaign, for testing the relationship between individual differences in EF tasks and individual differences in the learning and use of lexical biases ('verb bias') in sentence production, in preschoolers.

Kaitlyn McLachlan, PhD, C.Psych, Ass't Prof., Dept. of Psychology, Univ. of Guelph, ON, for a study of adults with and without FASD.

Jared McKenzie, MEd student. Faculty of Education, Univ. of Lethbridge, for evaluating the impact of place-based and outdoor education programming on students' EFs.

Paul Blackman, Co-director/Founder, Nurturing Young Minds, Whitianga, New Zealand, for work with 3-5 year olds.

Pamela Jervis, PhD, Univ. College London, UK, for a study measuring the development of cognitive, socio-emotional and EFs of 4-11 year-old children.

Walberto Santos, PhD, Prof., Dept. de Psicologia, Universidade Federal do Ceará, Brazil, for a project to create an attention test for children of 5 - 9 years old.

Mandy Samra, research ass't., Julie Gross, RN, MSc, research co-ordinator & Teresa Bennett, PhD, Prof., Offord Centre, McMaster Univ., Hamilton, ON, for a study on prevention and early intervention for families with children between the ages of 2 and 4 who are displaying emotional behavioral problems.

Josie Booth, CPsychol, Lecturer in Developmental Psych., Moray House School of Educ., Univ. of Edinburgh, UK, for a research project in conjunction with the BBC developing a computer administered version of a working memory task for use with a large sample of children.

Joanna Schiffman, PhD student, Applied Developmental and Educational Psychology, Boston College, for evaluating the association between children's working memory and their choice of addition strategies.

Alissa Antle, Prof., School of Interactive Arts and Technology, Simon Fraser Univ. Burnaby, BC, for evaluating the impact of 6 week intervention with a brain computer app on 28 young children's ability to self-regulate attention (and calmness).

Inbal Arnon, Ass't Prof, Psychology Dept., Hebrew Univ. for evaluating the relation between EFs and auditory and visual statistical learning across childhood (ages 5-14).

Jessica Degol, PhD, Ass't. Prof., Penn State Altoona and Kalani Palmer, PhD, Ass't. Prof., Indiana Univ. of Pennsylvania, for a study examining if children attending noisier child care settings struggle more with EFs than children in quieter settings.

Robert Fischer, PhD, Res. Prof., Beth Anthony, PhD, Res. Ass't Prof., and Meghan Salas Atwell, PhD, Senior Res. Assoc. The Center on Urban Poverty and Community Development. Mandel School of Applied Social Sciences. Case Western Reserve Univ., Cleveland, OH, for studying 3-5 year old children's EFs over time in a universal pre-k program across an urban setting.

2016: Nimrah Ahmed, MPhil program, Federal Urdu Univ. of Arts, Science & Technology (FUUAST), Pakistan, to measure inhibitory control in pre-school aged children.

Catherina Andreu, PhD, Pontifical Catholic Univ., Santiago, Chile, with Carlos Garcia Rubio, PhD student, Autonomous Univ. of Madrid, Spain, for a pre-post mild brain injury randomized trial with children in schools.

Inna Kats Gold, PhD, Educational Psychologist, and Daphne Kopelman Rubin, PhD, IDC Hertzlia, Israel, for evaluating the effectiveness of an intervention for preschoolers designed to improve their EFs and social and learning skills.

Meira Ben Zaken Dray, PhD, Educational Psychologist, and Daphne Kopelman Rubin, PhD, IDC Hertzlia, Israel, for a longitudinal study: Examining the relationships among EFs, school readiness and school adjustment.

Mayra Takatsu, MSc student, & Prof. Maria Regina Maluf, PhD, Pontificia Universidade Católica - São Paulo, for a studying measuring inhibitory control of bilingual compared to monolingual children 4-6 years old.

Kimberly A. Schonert-Reichl, PhD, Director, Human Early Learning Partnership (HELP), UBC, for a study examining a new curriculum for elementary school students called "The Compassionate Schools Project" in Louisville, KY.

Hermundur Sigmundsson, PhD, Prof., Norwegian Univ. of Science & Technology, Trondheim, Norway, for a study of EFs in relation to reading skill in children at age 6.

Wolfgang Sommer, MD, PhD, Group leader, Molecular Psychopharmacology & Translational Addiction Research, Univ. of Heidelberg, Germany, for a study of patients in a day-clinic for addiction treatment.

Gauri Kirtane Vanikar, EdD, FSG Advisory Services Private Limited, Mumbai, India, for a study to improve the provision and quality of affordable early childhood education in India.

Erin Kaye Howie, PhD, Ass't Prof., Dept. of Health, Human Performance, and Recreation, U. of Arkansas for a pilot study on EF measures in children 3-5 involved in physical activity / sport.

Vildan Kılıçay, Graduate student with Prof. Zeynep Fulya Temel, PhD, Dept. of Early Childhood Education, Gazi Univ., Turkey for a study of the relationship between EFs in children and parents' child-rearing attitudes.

Patrick H. Tolan, PhD, Prof., Curry School of Education & Dept. of Psychiatry & Neurobehavioral Sciences, Univ. of Virginia, for evaluating the effectiveness of a movement based health and wellness curriculum on elementary students' EFs.

Annegien Langeloo, PhD student, Univ. of Groningen, Netherlands, for studying the differences between monolingual & bilingual kindergarteners on EFs during teacher-child interactions.

Regula Neuenschwander, PhD, Postdoc, Div. of Developmental Pediatrics, UBC & BC Children's Hospital, for a study evaluating the role of EFs in adolescents' placebo-related responses.

Natalie Rotzak, PhD student, Psychology Dept., Hebrew Univ., Israel, for a study on school readiness among children who were born preterm, comparing very-low birth weight, moderately-low birth weight and full-term children with normal birth weight.

Philippe Gay, PhD, Prof., Univ. of Geneva & High Pedagogical School of Valais, Switzerland, for a) evaluating the effectiveness of "real" play on the EF of elementary school pupils & b) evaluating the effectiveness of violin lessons on the EF of elementary school pupils.

Christina Stuhr, PhD student, Sportssience Dept., Sportpsychologie Unit, Univ. of Rostock, Germany, for studying the interrelationship and interdependences of EF and motor skills in children - how are they linked and how best to improve them.

Sadia Niazi, PhD, Lecturer, Dept. of Psychology, Univ. of Sargodha, Punjab, Pakistan, for a study exploring the role of EFs, intelligence and personality in academic achievement and psychological well-being of young adults.

Virginia Knechtel, MA, Researcher, & Sally Atkins-Burnett, PhD, Senior Researcher, Mathematica Policy Research, Washington, DC, for a study of the long-term effects of pre-kindergarten.

Tuppett Yates, PhD, Ass't. Prof., Dept. of Psychology, Univ. of California -Riverside, CA, for an ongoing study of child representation and regulation among 250 caregiver-child dyads that began at age 4.

Asiye Ivrendi, PhD, Assoc. Prof., Early Childhood Education Program, Pamukkale Univ., Denizli, Turkey, for a study of self-regulation, mathematics, and play choices of young children.

Gisela Villa, MSc student, Linguistics Dept., Postgraduate School of the Pontificia Univ. Católica del Perú, Lima, for evaluating the cognitive benefits of bilingualism in low-SES children growing up in the Andes (8-year-old Quechua-Spanish speaking children.)

Alex Baron, DPhil candidate, Dept. of Education, Oxford Univ., UK, with the Campbell Collaboration, for a systematic review and meta-analysis of Tools of the Mind.

Gema Conchero, PhD student, Dept. of Psychology, Univ. of La Rioja, Spain, for a study on cognitive flexibility and creativity in children aged 4-5.

Lior Abramson, PhD student, and Prof. Ariel Knafo-Noam, PhD, Dept. of Psychology, Hebrew Univ., Israel., for assessing the relation between EFs, temperament, and cognitive and emotional empathy in preschool twin pairs.

Dusadee Ooppakarn. PhD student, Early Childhood Education, Chulalongkorn Univ., Bangkok, Thailand, for a study evaluating EFs of preschoolers.

Efrat Goeli, MSc student, Bar-Ilan Univ., Israel, for a study of deaf children's working memory and EFs.

Elizabeth Hayden, PhD, Prof., & Ruby Nadler, PhD, Postdoc, Psychology Dept., Western Univ., London, ON, for evaluating the effectiveness of mindfulness practices on 7-9 year-old children's EFs.

Sahar Azarang, PhD, R&D Director, Paarand HEC, Tehran, Iran, for a study evaluating the impact of emotion on EFs.

Christie Petrenko, PhD, Res. Assoc., Mt. Hope Family Center, Univ. of Rochester, for a study evaluating the efficacy of a preventive intervention for young children (ages 4-8) with FASD in their families.

Marianna Alesi, PhD, Ass't. Prof., Dipartimento di Scienze Psicologiche, Pedagogiche e della Formazione, Univ. of Palermo, Italy for a study with children practicing basketball at school.

Krystal Wulf, Research Associate, and Prof. Colin Sauder, PhD, Univ. of Texas Health Science Center, San Antonio, for a treatment study of ADHD.

2015: Helene Deacon, PhD, Prof., Dalhousie Univ., Halifax, NS, for a study on EFs and reading comprehension.

Wendy Viola, PhD, Senior Research Associate, Harlem Children's Zone, Inc., New York, NY, for an evaluation of a Transcendental Meditation program with middle school students.

Elizabeth Gunderson, PhD, Ass't. Prof. of Psychology, Temple Univ., Philadelphia, PA, for examining longitudinal relations between spatial skills, numeracy, and EFs.

Amparo Viridiana Márquez García, MSc student, Neuropsychological Diagnosis and Rehabilitation, Meritorious Autonomous University of Puebla, Mexico, for evaluation of inhibitory processes in children with ADHD.

John Gabrieli, Prof., and Julia Leonard and Rachel Romeo, PhD students, Dept. of brain and cognitive sciences, MIT, Cambridge, MA, for evaluating the effectiveness of a parenting intervention on low-income pre-schooler's EFs.

Carissa Kang, PhD student, Early Childhood Cognition Lab, Cornell Univ., Ithaca, NY, for evaluating bilingualism and cognitive advantages on EFs in preschoolers.

Liza van den Bosch, PhD student, Behavioural Science Institute, Radboud Univ. Nijmegen, Netherlands, for a study on reading comprehension in monolingual and bilingual children.

Kimberley Lakes, PhD, Ass't. Prof., Dept. of Pediatrics, & Director of the Executive Function and Behavior Assessment Program, School of Medicine, Univ. of California, Irvine, for a study on

the effects of a mindfulness intervention on EFs and self-esteem in high school students.

Kimberley Lakes, PhD, Ass't. Prof., Dept. of Pediatrics, & Director of the Executive Function and Behavior Assessment Program, School of Medicine, Univ. of California, Irvine, for a sub-study investigating effects of exercise training on EFs within a study investigating mechanishms of allaying inflamation on asthma in children and adults.

Kimberley Lakes, PhD, Ass't. Prof., Dept. of Pediatrics, & Director of the Executive Function and Behavior Assessment Program, School of Medicine, Univ. of California, Irvine, for a sub-study investigating effects of exercise training on EFs within a study investigating exercise training response in obesity and diabetes in children and adults.

Carissa Kang, PhD student, with Tamar Kushnir at the Early Childhood Cognition Lab, Cornell Univ., Ithaca, NY, for a study on children's concept of free choice.

Wen Liu, PhD, Prof., and LinLin Lin, Psychology Dept., Liaoning Normal Univ., China, for evaluating the effectiveness of classic Montessori education on children's EFs in China.

Lynn van Wijk. MSc student, Educational Science, Radboud Univ., Nijmegen, Netherlands, for a study about attention control in paper-and-pencil tests and computer-based-tests in first grade of primary education.

Eriko Kuhara, Senior Researcher, Juvenile Research Section, National Research Institute of Police Science in Japan, for research on the relationship between children's suggestibility and EFs.

Erin Smith, PhD student, School Psychology program, Fordham Univ., New York, NY, for a study investigating the relationship between executive functioning and spatial memory skills in preschoolers.

Catherine (Katie) Davis, PhD, Prof. of Pediatrics, Medical College of Georgia, Augusta, to evaluate the effectiveness of an exercise program vs sedentary program vs no program in children with ADHD.

Solange Denervaud, PhD student, Neuroscience Dept., Univ. of Geneva, Switzerland, for evaluating the impact of the Montessori method.

Jessica Mercer Young, PhD, Learning and Teaching Division, Education Development Center, Inc., Waltham, MA, to investigate a mental math intervention that we have developed and its relation to 2nd grade children's EFs.

2014: Sara Cordes, PhD, & Ellen Winner, PhD, Profs.,Psychology Dept, Boston College, Chestnut Hill, MA, are evaluating the effects of intensive ensemble music training for the development of children's EFs.

Todd Braver, PhD, Prof., Psychology Dept., Washington Univ., St. Louis, MO, for evaluating the efffects of mindfulness training for 7th graders on socioemotional and EFs.

Assal Habibi, PhD, Postdoc, Psychology Dept., Brain and Creativity Institute, Univ. of Southern California, Los Angeles, CA, for evaluating effects of early childhood music training on the development of EFs.

Pekka Räsänen, PhD, Clinical Neuropsychologist, Eecutive Vice Director, Niilo Mäki Institute, Univ. of Jyväskylä, Finland, for a study on the connections between physical activities, cognition and learning on 12 to 15 year-old teens.

Sophie Verheijen. MA student, Educational Sciences, Radboud Univ., Nijmegen, Netherlands, for evaluating the role of inhibition control in the learning of number sense by playing numerical games.

Tanusree Moitra, PhD, Postdoc, Psychology Research Unit, Indian Statistical Institute, Kolkata,

India, for working on color-object interference.

Tuija Tammelin, Research Director, LIKES Research Center, Finland, to evaluate the effects of physical activity and fitness on children's cognitive function.

Cindy Klompmaker-Paans, PhD student, Behavioural Science Institute (Learning and Plasticity / Pedagogy: Learning and Development), Radboud Univ., Nijmegen, Netherlands, for investigating the relation between social and cognitive aspect in children who are learning on the Internet.

Michael Masucci, graduate research assistant, and Cybele Raver, PhD, Vice Provost for Research and Faculty Affairs, Steinhardt School Institute of Human Development & Social Change, New York Univ., for evaluating the longitudinal effect of poverty risk factors and pre-k behavioral intervention on emotional regulation and EFs.

Julia Hur, PhD student, Management and Organizations Dept, Kellogg School of Management, Northwestern Univ., Evanston, IL, for testing effects of organizational structures on employee's cognitive functions.

Paola Brovedani, PhD, IRCSS Stella Maris, Dipartimento Clinico di Neuroscienze dell'Età evolutiva, Univ. of Pisa, Italy, to teach a course on neuropsychologial evaluation in children.

Josh Wallack, MBA, Vice President, Early Childhood Division, The Children's Aid Society, New York, NY, for study of EFs in an implementation of the Tools of the Mind curriculum to about 700 pre-kindergarten children.

Christine Selby, MSc, Research & Evaluation Analyst, Out of School Programs, Children's Trust, Miami-Dade County, Florida, for a study measuring EFs on the impact of Out of School programming for elementary students facing high levels of inequalities.

Diana Miconi, PhD student, Developmental Psychology, Univ. of Padova, Italy, for a study of hot and cool EFs and socio-emotional competence among immigrant and native pre-adolescents aged 11-12 years.

Alyssa Francis, MSc student, Developmental Science, Univ. of Rhode Island, for a study of the development of EFs in early childhood.

Regina Loehndorf, PhD student, supervised by Prof. Dr. Van IJzendoorn, Child and Family Research Centre, Leiden Univ., Netherlands, for a longitudinal study investigating the social-emotional and cognitive development of Indigenous children of the Mapuche culture.

Miguel Herrera, experimental psychologist, Mexico City, Mexico, for a study with 6-7 year- old kids.

Janina Klemm, PhD student, Center of the Learning Sciences, Ludwig Maximilian Univ. of Munich, Germany, for evaluating the effectiveness of training for observation competency in preschoolers and investigating possible correlations between children's observation competency and EFs.

Heidy Ng, undergraduate student, Univ. of Hong Kong, for a study of the relationship between EF and language development of young Cantonese-English bilingual children

Regina Loehndorf, MSc, PhD student, Child and Family Research Centre, Univ.of Leiden, Netherlands, for a longitudinal study investigating the social-emotional and cognitive development of children from very low SES backgrounds (poverty).

Nazly Dyer, PhD student, The Dallas Preschool Readiness Project, The Univ. of Texas at Dallas, for a large longitudinal study following a sample of low-income African American and Latino children from age 2½ years.

Patrizia Tortella, PhD, Postdoc, Cognitive Sciences and Education, Ca' Foscari University,

Venice, Italy, for studies in developing EFs through motor activity in children.

Anna Ermakova, PhD student, Dept. of Counselling, Developmental and Educational Psychology, Boston College, MA, for examining the main effect and/or moderating role of EFs on first graders' ability to learn addition from concrete objects.

Frank Schilbach, PhD student, & Sendhil Mullainathan, Prof., Dept. of Economics, Harvard Univ., Cambridge, MA, for a study investigating different aspects associated with poverty -- such as physical pain, malnutrition, excessive alcohol consumption, or sleep deprivation -- affect cognitive function, decision-making, and productivity.

Daniel Skarlicki, PhD, Edgar F. Kaiser Prof. of Organizational Behaviour, Sauder School of Business, UBC, Vancouver, for a study examining whether meditation has a relationship with executive functioning and creativity.

Dario Coletta. MSc, Audiology Candidate, Dept. of Audiology and Speech Science, Univ. of British Columbia, Vancouver, for a study to assess the visual selective attention abilities in children with normal hearing and children with hearing loss.

Kate Freiberg, PhD, Senior Research Fellow, Key Centre for Ethics, Law, Justice & Governance, Griffith Univ., Brisbane, Australia, for evaluating the effects of a broad range of child and family support program activities on children's wellbeing.

Timo Ahonen, Prof. & Noona Kiuru, Adj. Prof, Dept. of Psychology, Univ. of Jyväskylä, Finland, for a study investigating associations of EFs to students' emotional and motivational functioning in learning situations, as well as to broader academic performance, engagement and adjustment.

Stephan Verschoor, PhD, Ass't. Prof., Chair of Social and Organisational Psychology, Ludwig Maximilian University of Munich, Germany, for a study measuring EF in 5-year-olds.

Elaine Kwang Hsia Tham, PhD student, and Ranjani Nadarajan, Neurocognitive Development Centre, Singapore Institute for Clinical Sciences, for a prospective birth cohort study (GUSTO) aiming to assess attention and inhibitory control of children at multiple time points during development.

Karrie Godwin, PhD student, Psychology Dept., Carnegie Mellon University, Pittsburgh, PA, for examining the relationship between attention allocation and learning in preschool and kindergarten children.

Karsten Schaper, PhD student, Univ. of Education, Freiburg, Germany, for evaluating the effects of different kinds of (acute) physical activity on children´s EFs.

Nathalie Angeard,. Ass't. Prof., Dept. of Psychology, U663-INSERM & Paris Descartes Univ., France, for evaluating social cognition and EFs in subjects with the childhood-onset form of Steinert's disease.

Sally Atkins-Burnett, PhD, Senior Researcher, Mathematica Policy Research, Inc., Washington, DC, for the development of an EF assessment battery for the Middle Grades Longitudinal Study of 2016–17 (MGLS:2017), a project funded by the United States' National Center for Education Statistics (NCES).

Anne Kær Thorsen, Research Assistant, and Mona Have Sørensen, Scientific Assistant, Dept, of Sports Science and Clinical Biomechanics, Univ. of Southern Denmark, Odense, Denmark, for a school-based randomized controlled trial on adolescents (13-14 year olds) regarding physical activity and cognition.

Mateusz Orlewicz, research assistant, The Baby and Child Rebel Lab, Univ. of Nevada, Las

Vegas, for a project in which A not B task will be replicated.

Andreas Demetriou, PhD, Prof. and President, Univ. of Nicosia Research Foundation, Univ. of Nicosia, Cyprus, for a study on executive control and cognitive flexibility.

2013: Amy Blasberg. Senior Research Analyst, Child Trends, Bethesda, MD, for a system-wide program evaluation of the District of Columbia Public Schools early childhood classrooms to examine the relationship between classroom observational measures and child outcomes.

Nancie Im-Bolter, PhD, Ass't. Prof., and undergrad student Krista Ross, Dept. of Psychology, Trent Univ., Peterborough, ON, for a study with children 4 - 6 years old.

Mateusz Orlewicz, research assistant, The Baby and Child Rebel Lab, Univ. of Nevada, Las Vegas, for a project in which A not B task will be replicated.

Anat Prior, PhD, Lecturer, Faculty of Education, Univ. of Haifa, Israel, for examining the impact of various degrees of bilingualism on EFs in preschoolers and sixth graders.

Noona Kiuru, PhD, Adj. Prof. and Timo Ahonen, PhD, Prof., Dept. of Psychology, Univ. of Jyväskylä, Finland, for a study on Finnish early adolescents (12-13 year olds) investigating associations of EFs to students' emotional and motivational functioning in learning situations, as well as to their broader academic performance, engagement and adjustment.

Sidsel Louise Domazet and Mona Have Soerensen, Scientific Assistants, Institute of Sport Sciences and Clinical Biomechanics, Univ. of Southern Denmark, for a school-based randomized controlled trial on adolescents (13-14 year olds) regarding physical activity and cognition.

Carissa Kang, PhD student, Cornell Univ., Ithaca, NY, for evaluating bilingualism and cognitive advantages on EF in preschoolers.

Beth Prado, PhD, Assistant Project Scientist, Program in International and Community Nutrition, Univ. of California -Davis, CA, for assessing cognition in 3000 children in Indonesia whose mothers participated in a randomized trial of maternal multiple micronutrient supplementation 10 years ago.

Spyridoula Vazou, Ass't. Prof., Dept. Kinesiology, Iowa State Univ., Ames, for evaluating the effectiveness of a structured physical activity curriculum on EFs with preschool children.

Karrie Godwin, PhD student, Dept. of Psychology, Carnegie Mellon Univ., Pittsburgh, PA, for a study on the relationship between children's ability to effectively regulate their attention and learning outcomes.

Jolie Delja, MSc, SEEDS Program, UCLA Semel Institute, Los Angles, CA, for a study of children in a school readiness program.

Jelena Obradović, PhD, Ass't. Prof., School of Education, Stanford Univ., CA, for study of classroom effects on development of EFs in the third and fourth grade students.

Eve Kikas, PhD, Prof. of School Psychology, Tallinn Univ., Estonia, for a study of children's development and learning evaluating EFs of grade six children.

Karsten Schaper, PhD student, Univ. of Education, Freiburg, Germany, for evaluating the effects of different kinds of (acute) physical activity on children´s EFs.

Karen Thierry, PhD, Director of Education Research, Salesmanship Club Youth & Family Centers, Dallas, TX, for evaluating the impact of a mindfulness teacher training program on students' EFs.

Catalina Santa Cruz, PhD student, Dept. of Psychology, Universidad Católica de Chile, for a study in the relation between different motivational inductions and EFs in 4 to 5 year old Chilean children.

Claire Goriot, BSc, MSc student, Behavioural Science Institute, Radboud University, Nijmegen, NE, for a study explaining variance in EFs in bilingual and monolingual children (approximately 9 years old).

Rachel Holzwart, Survey Specialist, and Sally Atkins-Burnett, PhD, Senior Researcher, Mathematica Policy Research, Washington, DC, for the assessment of EFs in students for the Middle Grades Longitudinal Study of 2016–17 (MGLS:2017).

Emily Veith, PhD student, Occupation Therapy, Dominican University of California, San Rafael, CA, for a study of EFs taskin children 3 to 5 years old.

Tuppett Yates, PhD, Ass't. Prof., Dept. of Psychology, UC-Riverside, CA, for an ongoing study of child representation and regulation among 250 caregiver-child dyads that began at age 4 and is now assessing 9.5 year-olds.

Nina Attridge, PhD, Centre for Pain Research, Univ. of Bath, UK, for investigating the ways in which pain interferes with attention.

Evelien van Wingerden, PhD student, Behavioural Science Institute, Radboud Univ., Nijmegen, Netherlands, in a longitudinal study on the predictors of reading comprehension in children with intellectual disabilities.

Rachel Razza, PhD, Ass't. Prof. of Child and Family Studies, Syracuse Univ., NY, for a study evaluating the effectiveness of a mindful yoga intervention for preschool and kindergarten students.

Amanda K. Hutchison MD Psychiatry Resident, Univ. of Colorado Denver for evaluating cognition and EF in 4-6 year olds with mood/attention disorders who also display thought disorder in story-telling.

Christie Petrenko, PhD, Research Associate, Mt. Hope Family Center, Univ. of Rochester. For evaluating the efficacy of a preventive intervention for young children (ages 4-8) with fetal alcohol spectrum disorders and their families.

2012: Fatima Borry, MA student, Dept. of Educational Psychology, Kharazmy Univ., Tehran, Iran, for evaluating the role of EFs and working memory capacity in the reading performance of primary school children.

Amanda K. Hutchison, MD, Psychiatry Resident, Univ. of Colorado - Denver for evaluating cognition and EF in 4-6 year olds with mood/attention disorders who also display thought disorder in story-telling.

David Hegarty, PhD student, Univ. of Sydney, Australia, for a study looking at the impact of cognitive training on the EFs of children 7 - 12 years old.

Nancie Im-Bolter, PhD, Associate Prof., Dept. of Psychology, Trent Univ., Oshawa, ON, for a longitudinal study with preschoolers.

Arisleidy Jimenez, PhD student, Inter-American Univ. of Puerto Rico, for a study of interference in preschool children (3½ years old).

Mona Have Sørensen, PhD student, Inst. of Sports Science & Clinical Biomechanics, Univ. of Southern Denmark, for evaluating the effect of physical activity as an integrated part of class teaching as well as outside the classroom on children's cognitive functioning.

Rikke Lambek, PhD, Ass't. Prof., Dept. of Psychology, University of Aarhus, Denmark, for a study of preschoolers with ADHD.

Sahragard Fateme, MA student, Kharazmi Univ., Tehran, Iran, for a study to investigate the developmental relations between theory of mind and EF.

Christos Symeonides, PhD candidate, Environmental & Genetic Epidemiology Group, Murdoch

Children's Research Inst., Royal Children's Hospital, Melbourne, Australia, for a study of environmental exposure to modern industrial chemicals and early neurodevelopment within an unselected birth cohort study, with a particular focus upon EF and memory.

Limor Rosenberg, PhD, Dept. of Occupational Therapy, School of Health Professions, Sackler Faculty of Medicine, Tel Aviv Univ., Israel, for a study of associations between a child's participation in daily activities and EFs.

Carmen Campbell, PhD, Prof. Univ. Católica de Brasília, for a study with children in Brazil.

Paulo A. Graziano, PhD, Postdoctoral Fellow, Center for Children and Families, Florida International Univ., Miami, for a study investigating the extent to which a summer intervention improves self-regulation skills of preschoolers with externalizing behavior problems.

Flora Koutsandréou, PhD student, Univ. of Paderborn, Germany, for evaluating the relation between coordination training and cognitive functions.

Eva Michel, PhD, Psychology Dept., Univ. of Wuerzburg, Germany, for investigating the development of EFs and motor coordination in children at risk for developmental coordination disorder.

Joep van der Graaf, PhD student, Behavioural Science Institute, Radboud Univ. Nijmegen, Netherlands, for explaining variance in the learning behavior in young children (4-7 years old).

Adi Marom, grad student, Child Development Dept., Bar Ilan University, Israel, for a study of EFs, language and immigrant children.

Julie Poehlmann, PhD, Prof. & Abra Bankendorf Vigna, Project Ass't., Univ. of Wisconsin, Madison, for a study evaluating the potential impact of a contemplative-practices intervention on the self-regulation skills of high-risk preschoolers.

Betul Mazlum, MD/PhD student, Dept. of Neuroscience, Istanbul Univ. Institute of Experimental Medical Research, Turkey, for a study on the cognitive profiles of children and adolescents with Down Syndrome.

Vanna (Ioanna) Cotzia, PhD student, Educational & Child Psychology, University College, London, for investigating the effects of social power on cognitive processing and moral reasoning in preschoolers.

Jessica Love, PhD, Postdoctoral Fellow, Psychology Dept., Univ. of Illinois at Urbana-Champaign, to see if individual differences in EF control mediate performance in a language processing task that requires children to recover from garden-path sentences.

Tanya Denmark, PhD, Postdoctoral Fellow, & Joanna Atkinson, PhD, Clinical Psychologist/Senior Researcher, Deafness Cognition and Language Research Centre, Univ. College London, UK, for a study looking at EFs over the lifespan of deaf individuals: Specifically, children aged between 5-11, adults and older adults.

Elizabeth Votruba-Drzal, PhD, Assoc. Prof., Dept. of Psychology, Univ. of Pittsburgh, PA, for a study examining associations between school readiness and instruction and socialization practices in community-based pre-K classrooms that serve primarily low-income children.

Spryridoula Vazou, PhD, Ass't. Prof., Dept. of Kinesiology, Iowa State Univ., Ames, IA, for a study on the role of integrated physical activity of motivation, affect and EF in 4th graders.

Cynthia Fisher, PhD, Prof., Psychology Dept., Univ. of Illinois, Champaign, IL, for a study of online syntactic ambiguity resolution in 5-year-olds' sentence comprehension.

Maike Malda, PhD, Postdoctoral Fellow, Child and Family Studies, Faculty of Social and Behavioural Sciences, Leiden Univ., Netherlands, for a study of the development of Turkish immigrant children in the Netherlands, Germany, and Norway.

Rikke Lambek, PhD, Ass't. Prof, Dept. of Psychology, Univ. of Aarhus, Denmark, for a study of preschool children (3-6) with ADHD.

Alice S. Carter, PhD, Prof., Department of Psychology, Univ. of Massachusetts, Boston, for a study on trauma exposure in preschoolers.

Marinus Van IJzendoorn, PhD, Prof. & Maike Malda, PhD student, Child and Family Studies, Leiden Univ., in collaboration with Birgit Leyendecker, PhD, Prof., Ruhr Univ. Bochum, Germany & Brit Oppendal, PhD, Senior Researcher, Division of Mental Health, Norwegian Institute of Public Health, Norway, for a study of the development of Turkish immigrant children in the Netherlands, Germany, and Norway.

Eduardo Bustamante, PhD student, Dept. of Kinesiology and Nutrition. Exercise Psychology Lab. Univ. of Illinois, Chicago for a study of aerobic activity as an intervention for children with ADHD and Disruptive Behavior Disorders (DBD).

Arjan van Tilborg, PhD student, Dept. of Learning and Plasticity, Behavioural Science Institute, Radboud Univ., Nijmegen, Netherlands, for a study measuring EFs in children with an intellectual disability and severe language impairments.

Marie Geurten, PhD student, Psychology Dept., Univ. of Liège, Belgium, for evaluating the impact of EFs on meta-memory development in young to older children.

Amy Medina, MA student. (research ass't in the lab of Dr. Tracy Dennis), Emotion Regulation Lab, Dept. of Psychology, Hunter College, NYC, for a study of EFs using event-related potentials in school-aged children.

Yi-Yuan Tang, PhD, Prof. and Director, Texas Tech Neuroimaging Institute (TTNI), Texas Tech Univ., Lubbock, TX for preparing a grant application on an EF intervention in children 6-7 years old.

Eva van de Sande, PhD student, Behavioural Science Inst., Radboud Univ., Nijmegen, Netherlands, for investigating the interrelations of EFs and literacy in early development, and how they can be playfully trained together in kindergartners.

Bryan J. Matlen, PhD student, Dept. of Psychology, Program for Interdisciplinary Education Research, Pittsburgh Science of Learning Center, Carnegie Mellon Univ., Pittsburgh, PA, for a longitudinal study examining the development of category-based reasoning in 4 year olds.

2011: Kimberley Lakes, PhD, Ass't Prof., Dept. of Pediatrics, Sch. of Medicine: & Co-Director, Community Engagement Unit, Inst. for Clinical & Translational Sci.; Univ. of California -Irvine, CA, for research on the benefits of traditional Taekwondo for EFs & academic performance of children.

Monica Tsethlikai, PhD, Univ. of Utah, Salt Lake City, for research on how variations in environmental stressors, on the one hand, & cultural support & engagement, on the other, impact EF development in 2 Native American tribes, the Tohono O'odham Nation & the Blackfeet Nation.

Spyridoula Vazou, PhD, Ass't. Prof., Dept. of Kinesiology, Iowa State Univ., Ames, IA, for evaluating the effectiveness of integrating physical activity with math practice for improving 4th-graders' EFs and mood in a controlled lab setting.

Blandine Hubert, PhD student, Developmental Psychology, Centre de Recherche en Education, Université de Nantes, France, for work on inhibition, interpersonal relations, social skills and academic skills with children in Kindergarten and Grade 1.

Lydia Krabbendam, PhD, Prof. of Educational Neuropsychology, Vrije Univ., Amsterdam, NE, for a study of families investigating how cognitive flexibility and inhibition in parents and their

children influences interpersonal relationships.

Ingunn Størksen, PhD, Universitetet i Stravanger, Norway, for a study of young children as they transfer from Norwegian daycare centers into school.

Elizabeth Willis, PhD student, Curriculum & Instruction, Florida International Univ., FL, for evaluating the effectiveness of the Word of Wisdom Meditation Technique on the development of children's self-regulation skills at ages 4-9.

Christine Coughlin, PhD student, Center for Mind and Brain, UC-Davis, CA, for examining early metacognition in children ages 3-5.

Tracy Solomon, PhD, Developmental Psychologist & Research Scientist, Hospital for Sick Children, Toronto, for studying the effectiveness of Tools of the Mind in preschools.

Leslie Halpern, PhD, Ass't. Prof., Dept. of Psychology, SUNY at Albany, NY, for testing a literacy and EF intervention for preschool children in Head Start

Tamar Mendelson, Ass't. Prof., Dept. of Mental Health, School of Public Health, Johns Hopkins Univ., Baltimore, MD, for evaluating the impact of a 12-week school-based yoga program on EFs in 5th and 6th graders in Baltimore City public schools.

Ann M. Digirolamo, PhD, MPH, Senior Technical Advisor, Early Childhood Development and HIV/Aids, Atlanta, GA, for use in measuring EFs in children 5 years of age.

Adena Portowitz, PhD, School of Education, Bar-Ilan University, Israel, for evaluating the impact of music lessons on the development of EF among kindergarten children of foreign workers living in Israel.

Rachel Flynn, PhD student, Univ. of California -Riverside, CA, for a study of executive functioning in relation to exercise and video games in children 6-11 years old.

Anthony Byers, PhD student, Univ. of Virginia, VA, for testing the restorative-environment hypothesis with young children.

Radhika Bapat, Founder & Director of the Child Guidance Clinic, Sahyadri Specialty Hospital, Pune, India, to assess the EF abilities of children across a wide age range and to assess intervention efficacy.

Rodrigo Azuero Melo, Research Assistant, Inter-American Development Bank, WA, to assess the impact of an early child development program in Rio de Janeiro for children 1-7 years old on the development of EFs.

Rachel Montague, MA student, Dept. of Clinical Psychology, Seattle Pacific Univ., WA, for a study with 3- to 6-year-old children with high functioning autism.

Charmaine Miranda, PhD, Registered Psychologist, Vancouver, BC, for conducting assessments of children with ADHD and FASD.

Sabrina Wiebe, PhD student, Douglas Research Center, Montreal, QC, for examining EFs in toddlers.

Joy Pieper, PhD student, UC-Davis, CA, for comparing EFs and eating/activity behaviors in preschool children (ages 3-5).

Angela Lee Duckworth, PhD, Ass't Prof., Dept. of Psychology, Univ. of Pennsylvania, PA, for a *Tools of the Mind* random-assignment study in Chile.

Patrice Engle, PhD, Prof., Dept. of Psychology and Child Development, California Poly. State Univ. San Luis Obispo, CA.

Rebecca Williamson, PhD, Ass't Prof., Psychology Dept., Georgia State Univ., Atlanta, GA.

Rachel Schiff, PhD, Head of the Haddad Center for Dyslexia and Learning Disability, Bar-Ilan Univ., Ramat-Gan, Israel, for improving the available diagnostic tools at the Center and aiding

the development of training programs.

Adelle Pushparatnam, PhD student, Univ. of Cambridge, UK, for evaluating the relation between parents' perceived importance of behaviors related to theory of mind and children's development of theory of mind in autism spectrum disorders using a cross-cultural perspective.

Stephane Nave, MD, Clinical Science Leader, Translational Medicine, Hoffmann-La Roche, Basel, Switzerland, for exploratory research in adult and children with Down Syndrome using cognitive tasks to measure inhibitory control.

Susan Menkes, PhD student, Applied Developmental Psychology, Claremont Graduate Univ., Claremont, CA, for examining the relation between EF abilities and media platform on children's media comprehension.

2010: Ann M. DiGirolamo, PhD, MPH, Senior Technical Advisor, Early Childhood Development and HIV/Aids, Atlanta, GA, for use in measuring EF in children 5 years of age.

Rebecca Williamson, PhD, Ass't Prof. Dept. of Psychology, Georgia State Univ.

Nathalie Angeard, Ass't Prof., Developmental Neuropsychology Group, INSERM U 663 & Paris Descartes University, Paris, France, for evaluating the links between EFs and theory of mind impairments in children with cardiac malformations.

Lindsey Richland, PhD, Ass't Prof., Education Dept., Univ. of California -Irvine, CA, for evaluating the role of EFs in analogical reasoning development, and for evaluating individual differences in learning from a game-based software for teaching classroom mathematics.

Adena Portowitz, PhD, School of Education, Bar-Ilan Univ., Israel, for evaluating the impact of music lessons on the development of EFs among kindergarten children of foreign workers living in Israel.

Esther S. Ginsberg, PhD student, Monash Univ., Australia, for assessing ocular-motor performance in Fragile X Syndrome and autistic male partcipants.

Anna Shusterman, PhD, Ass't. Prof., Psychology Dept., & Julia Leonard, Research Assistant, Wesleyan Univ., Middletown, CT, for studying delay of gratification in children ages 4-5.

Sara Wheeler, PhD Student, Institute for Human Development, UC Berkeley, CA, for evaluating EFs in a study of emergent literacy in preschool children.

Christine Coughlin, PhD student, Dept. of Psychology & Centre for Mind and Brain, UC-Davis, CA, for use in a series of studies examining metacognition in children ages 3 to 5.

Willem Bossers, PhD student, Human Movement Sciences, Univ. of Groningen, Netherlands, for investigating the effects of an exercise program on cognition in older people with dementia.

Suzanne Houwen, PhD, & Esther Hartman, PhD, Center for Human Movement Sciences, Univ., of Groningen, Netherlands, for investigating the impact of physical activity during academic lessons on EF and academic achievement in primary school with focus on challenged children.

Brian M. Galla, PhD student, School of Ed. & Information Studies, Univ. of California -Los Angeles, CA, for examining the effectiveness of mindfulness training in promoting EFs in high poverty adolescents ages 11 to 13.

Alison Parker, PhD., Res. Assoc., Innovation Research & Training, Durham, NC., for evaluating the effectiveness of a mindfulness-based substance abuse prevention program on 4th and 5th grade student outcomes, including attention, EF, coping, and affect.

Susan Menkes, PhD student, Applied Developmental Psychology, Claremont Graduate Univ., Claremont, CA, for evaluating the influence of executive functioning skills on children's comprehension of media/story content across different platforms (i.e., television, computer, and

touchscreen technology).

Rikin Patel, Pediatrics Resident, Janeway Children's Health & Rehabilitation Centre, St. John's, NL, for evaluating the benefits of Kung Fu, looking at both clinical and psychological markers.

Annika Melinder, Director & Assoc. Prof., Cognitive Developmental Research Unit (EKIP), Univ. of Oslo, Norway, for investigating interventions aimed at facilitating cognitive development in preschool children at risk.

Carla Maria Carmona, PhD, Clinical Psychologist, Dept. of Genetics, Saúde Doutor Ricardo Jorge National Inst., Portugal, for evaluating EFs and other cognitive abilities in patients with PKU.

Alessandra Gotuzo Seabra, PhD, Developmental Disorders Dept., Mackenzie Univ., Brazil, for evaluating the effectiveness of EFs and self-regulation interventions on academic and social outcomes in preschoolers.

Roberta Golinkoff, PhD, H. Rodney Sharp Prof., Sch. of Education & Depts. of Psychology and Linguistics & Cog. Science, Univ. of Delaware, Newark, DE, for evaluating the benefits of play for EF development in 4-year-old, low SES children.

Sarah J. Short, PhD, Dept of Psychiatry, University of North Carolina School of Medicine, for assessing EFs (particularly inhibition of reward/gratification) across development in children 1, 2, 4, and 6 years of age.

Paul Skirrow, Clinical Psychologist, Learning Disabilities Service, Mossley Hill Hospital, Liverpool, for evaluating the presence of dementias and other neurological conditions in adults with global intellectual disabilities who have limited verbal language.

María Luisa García Gomar, PhD student, Psychology Dept. & Neurobiology Inst., Universidad Nacional Autónoma de México, for studying the neurodevelopment of working memory in infants and toddlers.

Rachel Weber, PhD student, School Psychology Dept., Texas A&M Univ., College Station, TX, for studying EFs in bilingual & monolingual Spanish-English speaking kindergartners.

Olivia Spiegler, PhD student & Birgit Leyendecker, PhD, Researcher, Psychology Dept., Ruhr Univ. Bochum, Germany, for assessing children's EFs in the NUBBEK study in Germany (National Study on Children's Education and Development in the preschool years).

Angela Duckworth, PhD, Ass't. Prof., Dept. of Psychology, Univ. of Penn., Phila., PA, for use in assessing the efficacy of a school curriculum intervention to improve self-control.

Eva van de Sande, PhD student, Behavioral Science Inst., Radboud Univ., Nijmegen, Netherlands, for evaluating the interaction between performance on EFs tasks and literacy in Kindergarten children, and how these are influenced by teachers & parents' education.

Mariana Maia Portoccarrero, student, Faculty of Psychology and Educational Sciences, Univ. of Coimbra, Portugal, for studying the efficacy & effectiveness of the *Tools of the Mind* program.

Kristen Spencer, PhD student, Psychology Dept., Auburn Univ., Auburn, AL, for comparing EFs performance across tasks.

Ronnie Weinberger, MA student, Behavioral Neurogenetics Center, Schneider Children's Medical Center of Israel, for testing EFs in adolescents with ADHD in a special-needs school.

Lex Wijnroks, Senior Lecturer, Utrecht Univ., Netherlands, for assessing EFs in preterm children ages 5 & 6, and how predictive early achievements on the delayed response task is of EFs 5 years later.

Isabella Hild, PhD student, Inst. for Psychology, Humboldt Universität zu Berlin, Germany, for evaluating EFs and the training of EFs in persons who are illiterate.

Kang Lee, PhD, Prof. & Director; Heidi Gordon, PhD, Postdoctoral Fellow; and Megan Brunet,

PhD Student, Inst. of Child Study, Univ. of Toronto, ON, for examining the relation between children's secret-keeping and lie-telling behaviors, and their executive functioning.

Feggy Ostrosky, Prof, & Head, Neuropsychology Lab, National Univ. of Mexico, Mexico City, for studying the effectiveness in improving EFs of (a) two training programs for preschool children and (b) a parent-child interaction program.

2009: Jessica Willard, Dept. of Developmental Psychology, Univ. of Bochum, Germany, for studying social integration of migrant children, uncovering family and school factors promoting resilience in 5-15 year old children.

Clyde Hertzman, PhD, HELP (Human Early Learning Project), for assessing EFs in the GECKO Project (Gene Expression Collaborative for Kids Only).

Lex Wijnroks, Senior Lecturer and Researcher, Utrecht Univ., Netherlands to study memory, task switching, and inhibition in 5 to 6 year olds.

Zvia Breznitz, PhD, Head, & Ronnie Weinberger, Research Ass't., Center of Brain & Behavior Research, Univ. of Haifa, Israel for testing EFs in adolescents with ADHD studying in a special-needs school.

Suncica Lah, PhD, Senior Lecturer, Clinical Neuropsychologist, School of Psychology, Univ. of Sydney, Australia, for a study of EFs in children who have sustained traumatic brain injuries prior to starting school.

Lisa Flook, PhD & Richard Davidson, PhD, Center for Investigating Healthy Minds, Waisman Lab for Brain Imaging & Behavior, Univ. of Wisc.-Madison, WI, for evaluating the effectiveness of mindfulness & lovingkindness training in educational settings on attention regulation in preschool & elementary-school children.

Birgit Leyendecker, PhD, & Arno Mueller, Dept. of Psychology, Ruhr Univ., Bochum, Germany, to develop pre-intervention measures for the NUBBEK study (National Study on Children's Education and Development in the pre-school years) in Germany to assess children's EFs.

Susan Carey, Prof.; Deborah Zaitchik, PhD & Yeshim Iqba, Dept. of Psychology, Harvard Univ., for studying the relation between EFs & the development of biological concepts & conceptual change.

Alain Berthoz, Prof., Collège de France, Paris, & Dr. Giovanni Cioni, Pisa, Italy, to investigate possible EF deficits in children with cerebral palsy.

Dr. Dana Tal Jacobi, Tel Hashomer Hospital, Israel, for a study of EFs in children who had brain tumors in their posterior fossa.

Rachel Weber, PhD student, School Psychology Program, Texas A&M Univ., for a study of EFs in bilingual and monolingual Spanish-English speaking kindergartners.

Zeynep Gültekin, PhD student, Educational Psychology, Ankara Univ., Turkey, for studying maternal scaffolding and development of hot and cold EFs in 3- to 5-year-olds.

Karin Brocki, PhD, Postdoc, Dept. of Psychology, Uppsala Univ., Sweden, for studying the structure and interrelations among components of EFs in children between 5-13 years of age.

Tracey Fay-Stammbach, PhD student, School of Health and Rehabilitation Sciences, Univ. of Queensland, Australia, to explore if parental attachment, organization of home routines, and the provision of child enrichment opportunities are associated with the emergence of self-regulatory (executive control) skills during the preschool years.

Caroline Kleeman, undergraduate in the lab of Monique Lebourgeois, PhD, Brown Univ., Providence, RI, to study how sleep and sleep deprivation affect cognitive abilities in young children.

Shinmin Wang, PhD student, Dept. of Psychology, Univ. of York, UK, for a study investigating

EFs profiles in children with reading difficulties.

Meghan McCormick, Manpower Demonstration Research Corporation (MDRC), New York City, NY, for EF assessments of 1,000's of children (3½-8½ years old) whose parents are participating in the Supporting Healthy Marriage Demonstration and Evaluation trial.

Isabelle Amado, MD, Marie Odile, PhD, & Térèse Jay, INSERM, Hospital Sainte Anne, Paris, for a study on ADHD, the prodromal symptoms of psychosis, and infants with pervasive development disorders.

Bev Wilson, Prof., Dept. of Clinical Psychology, Seattle Pacific Univ., WA, for a study with 3- to 6-year-old children with high functioning autism.

Tamar Mendelson, Ass't. Prof., Dept. of Mental Health, Johns Hopkins Univ. School of Public Health, Baltimore, MD, for evaluating the impact of a 12-week school-based yoga program on EFs in 5th and 6th graders in Baltimore City public schools.

Anat Prior, PhD, Lecturer, Dept. of Learning Disabilities, Univ. of Haifa, Israel, for evaluating the cognitive consequences of bilingualism for EFs in two populations of balanced and less-balanced Russian-Hebrew bilingual preschoolers compared to monolingual peers.

Brian M. Galla, PhD student, Education Dept., UCLA, for evaluating the effectiveness in promoting EFs of a mindfulness-based skills training program.

Jaswinder Ghuman, MD, Assoc. Prof., Univ. of Arizona College of Medicine, Tucson, for evaluating a pilot pharmacological study in preschool children with ADHD to assess if inhibitory control measures and electrophysiological measures can be used to study the efficacy of atomoxetine (stratera) treatment.

Prof. Wendy Thornton, Prof. Daniel Bernstein, Alisha Coolin, & Ashley Fischer, Clinical Psychology PhD students, Simon Fraser Univ., Vancouver, BC, for examining the relations among EF, hindsight bias, and theory of mind throughout the lifespan.

Kim Cornish, Prof., & Jacalyn Guy, PhD student, McGill Univ., Montreal, for a study of the development of response inhibition across visual and auditory modalities in preschool children.

Tom Boyce, MD, Prof., & Jelena Obradovic, PhD, Postdoc, Human Early Learning Partnership (HELP), UBC, Vancouver, for studying how social disparities contribute to epigenetic modifications & neurodevelopmental vulnerability, including in EF.

Tim Oberlander, MD, Assoc. Prof., & Ursula Brain, Research Manager, Dept. of Pediatrics, UBC & BC Children's Hospital, Vancouver, for measuring executive function longitudinally from early childhood in children who mothers were depressed and who were or were not exposed to anti-depressants (SSRIs) in utero.

Kimberly Schonert-Reichl, PhD, and staff (Molly Lawlor, Ahmed Rahim, Eva Oberle, Kim Thompson, Paula Andrews, Crystal McLennan, Anne Gadermann, & Angela Jaramillo), Dept. of Educational and Counseling Psychology, UBC, to investigate the effect of in-school mindfulness training on the development of social-emotional and cognitive regulation in elementary- school age children.

2008: Mitchell Schertz, MD, Director, Inst. for Child Development, Herzeliya, Israel, for research use in a community clinic for children with preschool ADHD symptomatology.

Kim Bishop, PhD, Principal Consultant, Global Pharma Consultancy, LLC, for use in an Alzheimer's Disease clinical trial.

Gail Ross, Assoc. Prof., Pediatrics, Weill Cornell Medical College, for a study on whether children of mothers with lupus display abnormalities of cortical function.

Steve Hughes, PhD, Ass't. Prof. of Pediatrics, Univ. of Minnesota Medical School, Minneapolis, for evaluating the effects of classical Montessori education on EFs and other aspects of cognitive development.

Jie He, Dept. of Psychology & Behavioral Sciences, Zhejiang Univ., China, for a study of angry youngsters' EF.

Prof. Gary Evans & Marianella Casasola, Human Dev., Cornell Univ., for studying the potential role of the intersection of socioemotional and cognitive processes during early childhood in the etiology of the income-achievement gap.

Robert Roeser, PhD, Assoc. Prof., Psychology Dept., Portland State Univ., for evaluating the effectiveness of meditative, stress-reduction training of teachers on student outcomes, such as students' EFs.

Tom Boyce, MD, Prof., & Jelena Obradovic, PhD, Postdoctoral Fellow, Human Early Learning Partnership (HELP), UBC, Vancouver, for studying epigenetic modifications & social disparities in neurodevelopmental vulnerability.

Prof. Sebastián Lipina, Unidad de Neurobiología Aplicada (UNA) (CEMIC-CONICET), Buenos Aires, Argentina, for EF measures to assess the effects of poverty and of interventions to alleviate it.

Greg Lewis & Stephen Porges, Director, Brain-Body Center, Univ. of Illinois, Chicago, for use in a comprehensive, portable neurophysiological assessment being ported to clinical settings to study cognitive and affective features of post-traumatic stress disorder, autism, & other psychiatric disorders.

Prof. Penny Hauser-Cram-& Ashley Woodman, Counseling, Developmental, & Educational Psychology Dept., Boston College, for an ongoing longitudinal investigation of children with developmental disabilities and their families.

Akram Ahangi, MA, Dept. of Psychology, Iran, for a study of color/object Stroop interference in Iranian children ages 3-6.

Brian M. Galla, MA, School of Ed. & Information Studies, Univ. of California, Los Angeles, for examining the effectiveness of mindfulness training in promoting EFs.

Alain Berthoz, PhD, Chair of Physiology of Perception & Action, Collège de France, Paris, for examining EFs in children between 4-5 to 16 years of age in Pisa, Italy (with Prof. Giovani Cioni).

Justin Wise, PhD, Dept. of Psychology, Georgia State Univ., for examining EFs in children between 4-6 years of age, looking at white matter integrity of prefrontal cortex in children with obstructive sleep apnea pre- and post-surgical treatment relative to typically developing children.

Karen Penner, PhD student, Univ. of Manitoba, for assessing EFs and higher-level visual perceptual skills in 4-year-old formerly high-risk infants.

Jamie Edgin, PhD & Lynn Nadel, Dept. of Psychology, Univ. of Arizona, Tucson, for the development of a neuropsychological battery for children with Down syndrome.

Janean E'guya Dilworth-Bart, PhD, Dept. of Human Development and Family Studies, School of Human Ecology, Univ. of Wisconsin, Madison, for a study on urban preschoolers at high sociodemographic risk.

Ruth Grunau, PhD, Janet Kidd, Ivan Cepeda, & Sarah Duncanson, Child & Family Research Inst., BC Children's & Women's Hospital, Vancouver - for a study on the cognitive abilities of children born pre-term.

Kathryn Lombardi, PhD student, Dept. of Psychology, Suffolk Univ., Boston, MA, for a study of the effects of dopamine levels in an aging population.

Jane Appleby, PhD student, Centre for Neurodevelopmental Disorders, School of Psychology, Univ. of Birmingham, for a study on the learning disabilities associated with Rubinstein Taybi Syndrome and Cri du Chat Syndrome.

Maartje Raijmakers, PhD, Dept. of Psychology, Univ. of Amsterdam, for use in studying the Dimensional Change Card Sort task.

Robert Pianta, PhD & Jason Downer, PhD, Center for Advanced Study of Teaching and Learning, Univ. of Virginia, for a study of the effects of teachers' behavior (e.g., warmth, feedback, management) on children's socioemotional and academic progress during children's early years.

Dennis Molfese, PhD, Prof. & Head, Developmental Neuroscience Lab, Univ. of Louisville, Louisville, KY, for a study on the effects of sleep restriction in children.

Karin Brocki, PhD, Developmental Imaging-Genetics, Mt. Sinai Sch. of Medicine, NYC, continued help in training and verifying accurate administration of our tasks for her study investigating ADHD children's performance on dopamine-dependent & dopamine-independent tasks.

Tim Oberlander, MD, Dept. of Pediatrics, UBC, & Ursula Brain, Research Manager, Healthy Starts Program, Centre for Community Child Health Research, Vancouver, for measures of EF with young children who were exposed to anti-depressants (SSRIs) in utero.

Julie Rusyniak, Juliana Mesa, Devin Carey, & Martyna Galazka, Kennedy Krieger Inst., Baltimore, MD, for investigating the effects of physical connectedness in aiding the grasp of conceptual connections in children with autism.

Angela Duckworth, PhD, Dept. of Psychology, Univ. of Penn., Phila., PA., for use in assessing the efficacy of a school curriculum intervention to improve self-control in school-age children.

Doron Gothelf, MD, Tel Aviv Univ., Israel, for a study of EF deficits in children with velocardiofacial syndrome (22q11.2 deletion syndrome) depending on their COMT genotype.

Deborah Dewey, PhD, Depts. of Pediatrics, Kinesiology, & Psychology, Univ. of Calgary & Alberta Children's Hospital, for a study of EF deficits in children with developmental motor delays.

Alessandra Geraci, PhD student, Dept. of Cognitive Sciences and Education, Rovereto, Italy, for a measure of inhibitory control in children.

Talia Leszcz, Research Ass't., Montreal, QC, for a study on the longterm effects of intervention on the cognitive development of children born prematurely to women affected by post-partum depression.

Kimberly Schonert-Reichl, PhD, and staff (Molly Lawlor, Ahmed Rahim, Eva Oberle, Kim Thompson, Paula Andrews, Crystal McLennan, Anne Gadermann, & Angela Jaramillo), Dept. of Educational and Counseling Psychology, UBC, to investigate the effect of in-school mindfulness training on the development of social-emotional and cognitive regulation in school-age children.

2007: Rivka Lifshitz, PhD student, Dept. of Education, Bar-Ilan Univ., Israel, for doctoral research on cognitive performance on the Day-Night task.

Jonathan Schooler, PhD, Dept. of Psychology, UBC, Vancouver, for studies on mindwandering in ADHD children.

Helen Neville, PhD, Brain Development Lab, Univ. of Oregon, Eugene, OR, for studies of cognitive development in 3 - 20 year-olds and in intervention studies with young children.

Lynn Nadel, PhD, and Jamie Edgin, Ph.D., Department of Psychology, Univ. of Arizona, Tucson, AZ, for a study on prefrontal cognitive development in children with down syndrome.

Isabelle Amado, MD, Marie Odile, Ph.D., & Térèse Jay, INSERM French Unit, Hospital Sainte Anne, Paris, France, for a study on ADHD, the prodromal symptoms of psychosis, and infants with pervasive development disorders.

Masa Vidmar, PhD student, Educational Research Inst., Ljubljana, Slovenia, for a study on the precursors of prosocial behavior and academic achievements in first years of schooling.

Amishi Jha, PhD, Univ. of Penn., Philadelphia, for an outcome evaluation study of the effects on student outcomes of training school teachers in mindfulness and stress-reduction techniques.

Tracy Dennis, PhD, Hunter College, New York, NY, for a study tracking the development of mood and anxiety symptoms in typically-developing children as a function of both neural (ERP) and behavioral measures of emotion-regulation and dysregulation.

Lisa Collis, PhD student, Sch. of Psychology, Univ. of Birmingham, UK, for a study on behavioral, cognitive, & emotional changes with age in more-able people with Cornelia de Lange syndrome.

Jeff Drayer, PhD student, Boston Univ., MA, for a study on the EF profiles of preschool children with autism.

Elina Mainela-Arnold, PhD, Communication Sciences and Disorders, Penn State Univ., PA, to investigate processes of attention, inhibition, & competition in children with specific language impairment.

Linda LaGasse PhD, Brown Center for the Study of Children at Risk, Women & Infants Hospital, Providence, RI, for a longitudinal, multi-site study of prenatal metamphetamine exposure and child outcome.

Philip Zelazo, PhD, Inst. of Child Development, Univ. of Minnesota, Minneapolis, MN, for the NIH Toolbox project to come up with open-access, public-domain EF measures that all NIH researchers might agree to use.

Akram Ahangi, MSc student, Iran, for a study of Color/Object interference in Iranian children.

Karin Brocki, PhD, Dev.al Imaging-Genetics, Mt. Sinai Sch. of Medicine, NYC, to investigate ADHD children's performance on dopamine-dependent & dopamine-independent tasks.

Tugay Yilyasoglu, MSc student, Bogazici Univ., Istanbul, Turkey, for a study comparing inhibitory control & theory of mind in 3½- and 4½-year-old bilingual & monolingual children.

Nick Zill, Westat Inc., for a study on which measures in EFs will be used to try to predict school and academic achievement outcomes.

Beate Sodian, Munich Center for Neurosciences-Brain & Mind, Munich, for a study on infant social cognitive development.

2006: Clancy Blair, PhD, Penn. State, PA, for the development of a comprehensive EFs battery for 3-5 year olds.

Anna Bodner, PhD student, Illinois State Univ., IL, for a study on effortful control and young children's emotional responses to competitive tasks.

Kim Cornish, PhD, and Shohreh Rezazadeh, PhD student, McGill Univ., Montreal, Quebec, for a study on the developmental trajectory of inhibition in typically developing boys.

Doron Gothelf, MD, Tel Aviv Univ., Israel, for a study of EF in children with velocardiofacial syndrome (22q11.2 deletion syndrome).

Ari Stevens, PhD student, Seattle Pacific Univ., Seattle, WA, for a study on social problem-solving and EF (particularly cognitive flexibility) in preschoolers.

Bev Wilson, PhD, Seattle Pacific Univ., Seattle, WA, for a measure of EF in low-income children 4½ to 5½ years-old in the Seattle Head Start preschool program.

Filipa Carrejolo, PhD student, Univ. of Coimbra, Portugal, for a study on effects of maltreatment inhibitory control and hyper-vigilance in Portuguese children.

Marian Verhallen, PhD, Leiden Univ., Netherlands, for a study on EFs and emergent reading abilities in young children.

Jeffrey Titus, PhD, St. Louis Children's Hospital/Washington Univ. Sch. of Medicine, St. Louis, MO, for EF evaluations in a study of cognitive, academic, behavioral, and emotional problems associated with medical and neurologic disorders.

Pratibha Reebye, D.P.M., BC Children's Hospital, Vancouver for a study on self-regulation in infants.

Bill Utendale, MA, Concordia Univ., Montreal, Quebec, for a study of the developmental trajectories of aggressive and non-aggressive children.

Grazyna Kochanska, Univ. of Iowa , Iowa City, IA, for the development of public domain battery of EFs.

2005: V.R. Brewer, PhD, Le Bonheur Children's Medical Center, Univ. of Tennessee, for studies of children with a wide range of disorders including epilepsy and TBI.

Joan Luby, MD, Washington Univ., St. Louis, MO, for an NIH-funded study of depressive symptoms in preschool-age children.

Sebastian Lipina, PhD, Program on Applied Neurobiology, Fundacion Conectar, Buenos Aires, Argentina, for studies of EF in children with neurological disorders and children from different socioeconomic levels.

Heidi Kiefer, Centre for Addiction and Mental Health, Toronto, ON, for studies on the relation between temperament (behaviorally inhibited to behaviorally uninhibited/ aggressive) and genetics.

Karen Toth, Autism Center, Univ. of Washington, Seattle, WA, for a study involving autistic and non-autistic children 18-24 month olds.

Bill Utendale, Concordia Univ., Montreal, QC, for a longitudinal study of childhood aggression.

Karen James, Indiana Univ., for functional neuroimaging (fMRI) studies with children.

2004: Margaret Fuchs, PhD student, Seattle Pacific Univ., WA, for a study of the role of EF in the development of social competence in first-graders.

Sharon Williams, Ass't. Prof., Child & Adolescent Psychiatry & Child Development, Stanford Univ. School of Medicine, for a study of sequelae of head injuries in school-age children.

Anca Domuta, Department of Psychology, Babes-Bolyai Univ., Cluj Napoca, Romania, for assessing ADHD preschoolers.

Mark Feinberg, Director, Prevention Research Center, Pennsylvania State Univ., for an intervention trial collecting indicators of EF in children 12-14 months old.

Karen Toth & Prof. Geraldine Dawson, Autism Center, Univ. of Washington, Seattle, WA, for a study involving autistic and non-autistic children 18-24 month olds.

Sandra Jacobson, Prof., Dept. of Psychiatry & Behavioral Neurosciences, Wayne State Univ., Detroit, MI, for a follow-up study of alcohol-exposed children in Cape Town, South Africa

Jennifer Martin & Prof. Nathan Fox, Univ. of Maryland, for their study of institutionalized children in Romania.

2003: Profs. Lynn & Doug Fuchs, Department of Special Education, Vanderbilt Univ., Nashville, TN, for assessments of first-grade students, ages 7-8.

Dr. Judy Gardner, NYS Inst. for Basic Research in Developmental Disabilities, Staten island, NY, for her Program Project Grant on early arousal and attention to look at inhibitory function in 5-7 year old children.

Katja Hülser, PhD student with Prof. Schölmerich, Fakultät für Psychologie, Ruhr-Universität Bochum, Germany, to study the development of children 2 to 6 years of age with congenital heart defects after deep hypothermic surgery in their first year of life.

Prof. Matthew Speltz, Clinical Director, Child & Adolescent Outpatient Psychiatry, Children's Hospital & Regional Medical Center, Seattle WA, & Dept. of Psychiatry & Behavioral

Sciences, Univ. of Washington School of Medicine, Seattle, for a study of children, 0-3 years of age, with various single-suture craniosynostoses.

Prof. Margaret Bendersky, Associate Director, Inst. for the Study of Child Development, New Brunswick, NJ, for fMRI studies of executive control in 10-year-old children.

Prof. Geraldine Dawson, Univ. of Washington Autism Center, Seattle, for a study of 9-year-old children with autism, both high and low functioning.

Lucy Cragg, an undergraduate at Oxford Univ., England, to study EF in children.

2002: Judy Auerbach, Prof. of Psychology, Ben-Gurion Univ., Beer Sheva, Israel, for follow-up assessments of infants at risk for ADHD.

Mary Dozier, Assoc. Prof. of Psychology, Univ. of Delaware, for studies of HPA & PFC functioning in foster children.

Krestin Radonovich, Postdoctoral Fellow, Division of Child and Adolescent Psychiatry, Johns Hopkins School of Medicine, to assess developmental progressions of children with different subtypes of ADHD.

Anne-Claire Beernick, PhD student, Univ. Medical Center Utrecht, Netherlands, met with her to review her videotapes of A-not-B & object retrieval testing.

Dante Cichetti, Director & Prof., Mt. Hope Family Center, Univ. of Rochester, Rochester, NY, for his analyses of Flat-Fist-Edge & Simultaneous Switch data.

Tony Simon, Ass't. Prof., Children's Hospital of Philadelphia & Univ. of Pennsylvania, for study of EF/psychopathology & COMT allele status in a 22q population.

2001: Geraldine Dawson, Director, Autism Research Program Project, Univ. of Washington, Seattle, to study ventro- & dorsolateral prefrontal function in children with autism & mental retardation.

Keri Nasdeo, graduate student, Bucknell Univ., Lewisburg, PA., to assess the impact of the PATHS program on impulsivity and self-control in kindergarten children.

Sandra Lou, UCLA, to assess working memory as part of a neurocognitive battery for a large study of ADHD in Finland.

Michael Abrams, fMRI Manager, Developmental Cognitive Neurology, Kennedy Krieger Inst., Johns Hopkins, for neuroimaging studies of inhibitory control in normal children.

Dafna Knittel-Keren, Div. of Clinical Pharmacology, Hospital for Sick Children, Toronto, ON for use in her study of object concept development in children whose mothers were occupationally exposed to organic solvents during pregnancy.

Dalit Himmelfarg, Graduate Student, Child Development Lab, Dept. of Human Development, Univ. of Maryland, to study source memory, frontal lobe functioning, and ERPs in 4-year-old children.

Lili Senman, Graduate Student, York Univ., Toronto, ON, to study inhibition of attention and theory of mind tasks in 3, 4, and 5 year olds.

Linda Ewing-Cobbs, Assoc. Prof. of Pediatrics, Univ. of Texas Houston Health Science Center, for use with children with traumatic head injuries.

Jaswinder Ghuman, MD, Kennedy Krieger Inst., Baltimore, MD., for his study assessing DSM IV ADHD symptoms in preschool children with PDD/Autism.

Bruce Pennington, Univ. of Denver, to assess prefrontal cognitive functions in his Down Syndrome project.

Tony Simon, Children's Hospital of Philadelphia, Philadelphia, PA, to investigate the COMT gene deletion in the 22q11.2 population as a possible basis for frontal cortex dysfunction.

Emily Siegel, graduate student, Div. of Human Nutrition, Johns Hopkins Sch of Hygiene & Public

Health, Baltimore, MD, to investigate the effect of zinc and iron supplementation on cognitive function in Nepali infants and children in Africa.

Phillippe Robaey, MD, PhD, Prof. of Psychiatry, Research Center of Ste. Justine Hospital, Montreal, QC, for his study of the effect of an early intervention on mother-child interaction in premature infants.

Celene Domitrovich, Ass't. Director, Penn State Prevention Resource Center, Univ. Park, PA, for an evaluation of a preschool version of the PATHS curriculum.

Diane St-Laurent, PhD, Dept. of Psychology, Univ. of Quebec, to study cognitive development in maltreated children.

2000: Caroline Zanni-Dansereau, PhD student, McGill Univ., Montreal, QC, to study attention difficulties in children of 5-6 years old.

Sebastian Lipina, National Research Council, Buenos Aires, Argentina, for evaluating EFs in children 3-5 years old from middle and lower socio-economic classes.

Ronald Seifer, Brown Univ. Sch. of Medicine, & Melissa Duncan Fallone, Infant Development Center, Providence, RI, for the Maternal Lifestyle Study, an NICHD and NIDA funded multi-site project investigating the effects of *in utero* cocaine and opiate exposure on the neurodevelopmental outcomes of 1400 children.

Prof. Miriam Levav, Bar-Ilan Univ., Israel, for a large, planned national study of children born prematurely.

Drs. Patricio Peirano & Cecilia Algarín, Laboratorio de Neurofisiologia, Universidad de Chile, Santiago, Chile, for their investigation of the effects of iron deficiency on children's cognitive development.

Rachel Peters, PhD student with Clancy Blair, Pennsylvania State Univ., Univ. Park, PA, for a set of EF measures to include in an assessment of Head Start preschoolers

Prof. Jeffrey Halperin, Queens College/CUNY, Flushing, NY, for his study of children 7 - 11 years old who have ADHD, reading disability, or both, and his study using fMRI to study adolescents who were previously diagnosed as ADHD.

1999: Dr. Peter Lewinsohn, Becky Lamoureux, & Patti Bear, Oregon Research Inst., Eugene, OR., to study infants of depressed mothers

Profs. Michael Lewis & Margaret Bendersky, Inst. for the Study of Child Development, UMDNJ-Robert Wood Johnson Med. Sch., New Brunswick, NJ., for their longitudinal study of 300 children who were exposed to cocaine in utero.

Profs. Dante Cicchetti, Sheree Toth, & Fred Rogosch, Mt. Hope Family Center, Univ. of Rochester, Rochester, NY., for their longitudinal study of maltreated infants.

Prof. Kimberly Andrews Espy, Southern Illinois Univ. Sch. of Medicine, Carbondale, Illinois, to study the development of EF abilities in toddlers and preschool children.

Prof. Cindy Stifter, Penn State Univ., College Park, PA, to integrate work on EF/ frontal lobe functioning into their emotion regulation conceptual framework.

Caroline Roncadin, PhD student with Maureen Dennis, Univ. of Toronto, ON, for research on working memory and inhibition in children who have sustained a closed head injury.

Anna Bullock Drummey, Postdoctoral Fellow with Prof. Nathan A. Fox, Univ. of Maryland, College Park, MD, for their behavioral and EEG investigation of which frontal lobe competencies may be related to the regulation of negative affect

1996: Betsy Lozoff, Center for Human Growth and Development, Univ. of Michigan, Ann Arbor, for

studies in Chile on the effects of iron deficiency on neuromaturation.
Katie Alcock, Partnership for Child Development, Oxford Univ., Oxford, UK, for work in Tanzania on the cognitive effects of parasitic infections

1995: Julie Quamma, Univ. of Washington, Seattle, for use with maltreated preschoolers.
Michele Mazzocco & Lisa Freund, Kennedy Krieger Inst., Johns Hopkins Univ., for use with young males with Fragile X.

1994: Dante Cicchetti, Univ. of Rochester, NY, for use with maltreated children.
Sandra Jacobson, Wayne State Univ., Detroit, MI, for use with children exposed to environmental toxins, such as PCBs, and alcohol and cocaine
Matthew Speltz, Univ. of Washington, Seattle, WA, for use with preschool boys who have conduct disorders
Agnes Schuler, Nat'l. Pediatric Inst., Budapest, Hungary, for use with PKU children
Bruce Pennington & Elizabeth Griffith, Univ. of Denver, CO, for use with autistic preschoolers and those who are developmentally delayed

1993: Geraldine Dawson & Andrew Meltzoff, Univ. of Washington, Seattle, for their studies on autism
Warren Eaton, Univ. of Manitoba, Winnipeg, MB, for his studies with preschool children
Helen Tager-Flusberg, Univ. of Massachusetts, Boston, for her studies with autistic and Williams Syndrome children
Tatiana Strogonova, Inst. of Brain Research, Moscow, Russia, for her studies of neuropsychological correlates of maturational changes in EEG activity
David Shucard & Ellen Banks, SUNY at Buffalo, Buffalo, NY, for their studies of neurophysiological (ERP) measures of cognitive functions
Douglas Ris & Wes Houston, Children's Hospital Medical Center, Cincinnati, OH, for their investigation of the efficacy of Ritalin for children with treated PKU

1990-94: Nathan Fox, Univ. of Maryland, College Park, MD, for his research on electro-physiological indices of frontal lobe development in infants

1990: Penny Glass, Children's Hospital NMC, Washington, DC, for use in her studies aimed at characterizing the developmental disabilities in ECMO infants and children

PROFESSIONAL AFFILIATIONS

American Association for the Advancement of Science (AAAS)
American Association of University Professors
American. Association of University Women
American Psychological Association (APA):

Division 1:	General	(Fellow since 2014)
Division 6:	Behavioral Neuroscience and Comparative Psychology	(Fellow since 1997)
Division 7:	Developmental Psychology	(Fellow since 1993)
Division 9:	Psychological Study of Social Issues (SPSSI)	
Division 27:	Community Research and Action - Community Psychology	
Division 32:	Humanistic Psychology	
Division 40:	Clinical Neuropsychology	

Association for Psychological Science (APS; previously, Am. Psychological Society)
(Charter Member & Fellow)

American Sociological Association

Canadian Society for Brain, Behavior and Cognitive Science (CSBBCS)

Canadian Psychological Association (CPA)

CIRCA (Centre for Interdisciplinary Research & Collaboration in Autism) at UBC

Cognitive Development Society (past Executive Bd. Member)

Cognitive Neuroscience Society (CNS)

Human Brain Mapping Organization

Kids Brain Health Network (formerly known as NeuroDevNet) dedicated to helping children overcome neurodevelopmental disorders Psychonomic Society

International Brain Research Organization (IBRO)

International Mind, Brain, And Education Society (IMBES)

International Neuropsychological Society (INS)
(past Governing Board Member)

International Society for Infant Studies (ISIS)

International Society for Research in Child & Adolescent Psychopathology

Memory Disorders Research Society

Royal Society of Canada (RSC) (Fellow since 2009)

Sigma Xi

Society for Canadian Women in Science & Technology

Society of Experimental Psychologists (SEP) (Fellow since 2010)

Society for Neuroscience

Society for Research in Aging

Society for Research in Child Development (SRCD)

Society for the Study of Human Development

PROFESSIONAL ACTIVITIES (see also university and departmental service below)

Collaborator & Advisor on a proposed randomized clinical trial headed by Paul Bangirana of Makerere University and Global Health Uganda on structured chess versus physical exercise training to improve executive functions in child survivors of severe malaria. (2021 – present)

Collaborator & Advisor on a longitudinal study headed by Tim Oberlander on executive functions in children, all of whose mothers have struggled with depressed affect and a subset of whom took SSRIs while pregnant. (2019 – present)

Collaborator & Advisor. "Mathematical Thinkers Like Me" (or MLM for short), is a project to develop a prototype math learning system that leverages executive function skill development. MLM is a program centered around online collaborative problem-solving that supports students' ongoing journey as mathematical thinkers. Student voice is at the center of MLM's educational process, focusing on student success with rich, high-quality mathematics. The EF+Math Program, which funded MLM, is an initiative that funds bold approaches to increase math outcomes for students in grades 3-8. Project headed by Stephen Weimar. (2019 – present)

Invited discussant. Society for Psychophysiological Research meeting, Vancouver, BC. Online due to COVID-19. (15 Oct 2021)

Lunch chat with Adele Diamond. Next Wave Summit: What's next, what works. Center for Artistry and Scholarship, Boston, MA (19 Oct. 2019)

Invited roundtable moderator. Conversation Round Table: Reconceptualizing the deficit model of executive functioning among poor children, SRCD Biennial Meeting, Baltimore, MD. (21 March 2019)

Invited informal discussion. Groupe d'Action en Neuropsychologie Développementale (GrAND), Quebec City, QC. (29 May 2018)

Invited event. *A discussion with Adele Diamond on executive function and its impact on child wellbeing.* Brain and Mind Centre, University of Sydney, Australia. (25 May 2017)

Brain Awareness Activity: Lab tour and demo for a group of eight high school students and their teacher, who is also the school principal, from the Pacific School of Innovation and Inquiry in Victoria, BC. (This included setting-up 9 computers so everyone could try taking a few of our neurocognitive assessment measures so that they could really understand them, as no simple description of them could do.) (29 Nov 2016)

Invited discussant. Symposium on "Risk factors in the development of executive functioning in children," at the International Neuropsychological Society (INS) Annual Meeting, Boston, MA. (6 Feb 2016)

Invited to chair forum. "Empowering Bedouin women in Israel: an inspiring story from Ben-Gurion University of the Negev." The Centre for Israel & Jewish Affairs , Vancouver, BC. (01 May 2015)

Invited respondent to 'Matching Adolescent Education with Brain Development' by Sarah Jayne Blakemore. 'Brain Matters! Vancouver: Brain Science and Social Responsibility' Conference, Vancouver, BC. (13 March 2014)

Invited discussant. Symposium: Controlling actions and acting together: Bidirectional links between executive function and social interaction in development. Society for Research in Child Development Annual Meeting, Seattle, WA. (20 April 2013)

Invited discussant. Symposium: Executive function: Basic science to intervention. Society for Research in Child Development Annual Meeting, Seattle, WA. (18 April 2013)

Invited roundtable participant. Round Table: Evidence based on the impact of toxic stress, 2nd Annual Symposium on Community-based Social Pediatrics, Montreal, QC. (11 April 2013)

External admissions interviewer (2010 – present), Harvard University

External admissions interviewer (2010 – present), Swarthmore College

Invited to be member of the 'distinguished panel' at a public dialogue on "A New Vision of Learning: Balancing Educating the Mind with Educating the Heart," Wosk Centre for Dialogue, Simon Fraser University, Vancouver, BC. (7 April, 2008).

Conferences Organized:

Co-organizer (2011). 2nd Annual Aspen Brain Forum, Conference on the Cognitive Neuroscience of Learning and Education, Aspen, CO, Sept. 22-24, 2011.

Organizer (2005 – present). International Biennial Conference Series, *Brain Development and Learning: Making Sense of the Science,* Vancouver, BC. This is a service to the larger community of parents, policymakers, educators, physicians, psychologists, and allied health professions

2013 Brain Development and Learning Meeting

2010 Brain Development and Learning Meeting

2008 Brain Development and Learning Meeting

2006 Brain Development and Learning Meeting
See #11 under Significant Contributions above

Organizer (1989). Conference, *Development and Neural Bases of Higher Cognitive Functions*, Philadelphia, PA. (proceedings published by the New York Academy of Sciences)

Symposia Organized:

Organizer & Chair (2012). Invited Symposium on *Diverse Methods of Facilitating Cognitive Development* for the Jean Piaget Society Annual Meeting, Toronto, ON. May 29, 2012

Organizer & Chair (2007). Invited Symposium on *Developmental Cognitive Neuroscience of the Executive Functions dependent on the Frontal Lobe: Challenging Long-held Beliefs* for the International Neuropsychological Society, Bilbao, Spain.

Organizer & Chair (2007). Symposium *on Perception and Action in Social and non-Social Domains in Children and Adults,* for the Jean Piaget Society Annual Meeting, Amsterdam, Netherlands.

Organizer & Chair (2007). Symposium on *Implications of Cognitive Neuroscience for Education,* for the Cognitive Neuroscience Society, *New York, NY.*

Organizer & Chair (2003). Symposium on *Cognitive Control: Developmental Changes over the Lifespan and Neural Underpinnings -- Dutch & US Perspectives* for the Biennial Meeting of the Society for Research in Child Development, Tampa, FL.

Organizer & Chair (2000). Symposium on *Developmental Cognitive Neuroscience,* for the Cognitive Neuroscience Society Annual Meeting - the first symposium devoted to development at a CNS mtg.

Organizer & Chair (1994). Symposium on *Neuroscience Implications of Inborn Errors of Metabolism,* for the Society for Neuroscience Annual Meeting.

Board and Committee Membership:

Member (2020 – present), Cross-Functional Design Team and Advisory Board for the Logan Memorial Educational Campus, San Diego Unified School District, the first public school to have prenatal thru 12th grade Montessori education.

Member (2020 – present), Advisory Board for the Niroga Institute, Oakland, CA, which uses an evidence-based, trauma-informed program with dynamic mindfulness (yoga) at its core that helps disadvantaged youth as well as incarcerated and formerly incarcerated individuals to strengthen their stress resilience, social-emotional well-being and mental health..

Member (2019 – present), Advisory Board for an Institute of Education Sciences (IES). Exploration grant project - whether breaks benefit children's attention regulation and enhance learning (Brain Breaks): Karrie E. Godwin, PI & Amanda Moreno, Co-PI.

Member (2019 – present), Expert Consortium set up Sylvain Laborde of the Institute of Psychology, German Sport University, Cologne.

Member (2019 – present), FLEX committee, Reading Bear Society, which has UBC medical students help with providing mentorship and reading resources to encourage early literacy, social wellbeing, & emotional health in Vancouver.

Member (2019 – present), scientific council, Educational Association for Human Development; founded by Anna Lucia Campos in Lima, Peru.

Member (2018 – present), Scientific Advisory panel for the Idaba Foundation, South Africa, which works to improve disadvantaged young African children's capacity to develop and learn by

providing world-class, internationally-recognized, and accredited Montessori teacher training, materials, and educational infrastructure.

Scientific Advisor (2018 – present), Executive Function Center of New York, NYC. EFCNY provides one-on-one, small and large group mentoring and coaching in Executive Function skill acquisition.

Member (2018 – present), Scientific Advisory Board, MindEDU. MindEDU (https://www.mindedu.com) is an online resource that provides research-based information and advice to parents and educators so that young children have the best chance at a happy, healthy life

Member (2016 – present), College of Reviewers, Canadian Institutes of Health Research (CIHR)

Member (2016 – present), Steering Committee for Ingenuity, a collaboration between a non-profit group and the University of Chicago to bring arts instruction to all of Chicago's schoolchildren

Member (2016 – present), Advisory Board to the non-profit, "Insight: Independent Interview-Based Journal," Langley, BC

Member (2014 – present), Expert Technical Review Panel for the Early Childhood Longitudinal Study, Kindergarten Class of 2010-11 (ECLS-K:2011)

Member (2013 – present), Advisory Committee for Lincos, a non-profit applied think tank working on improving children's capacity for learning in vulnerable areas of Peru

Member (2013 – present), Scientific Advisory Board to the Bezos Family Foundation and the Families and Work Institute, for their efforts to disseminate cutting-edge advances in neuroscience and child development in engaging ways (e.g., Vroom website: www.joinvroom.org)

Member (2012 – present), Scientific Advisory Group for Start2Finish, Burlington, ON, a Canadian non-profit committed to breaking the cycle of child poverty by providing ongoing educational support in reading and ongoing physical activity support in running to Canada's at risk children throughout their school years (nurturing mind, body and social health.) Silvia Ruegger, National Director of Start2Finish: "What is wonderful about your work Adele is that you are closing the gap between what we know and what we do – applying the research in a very tangible and practical way so that it makes a difference in the lives of children."

Member (2010 – present), Advisory Board, , Kids Brain Health Network (formerly known as NeuroDevNet) dedicated to helping children overcome neurodevelopmental disorders Psychonomic Society

Member (2010 - present). Distinguished Scientific Advisory Board, The Ultimate Block Party, non-profit founded and designed by a coalition of leading educators, scientists and cultural leaders to put play at the forefront of children's lives as a critical factor in the development of 21st century skills.

Member (2010 – present), Scientific Advisory Board, KidCareCanada Society, Victoria, BC, which takes the science of early childhood development and brings it to new parents in a visual format (online videos that are easy-to-understand and short) which show people who look like them (e.g., many of the videos show Indigenous parents and their children)

Member (2010 – present), Scientific Advisory Board, Child Guidance Clinic, Sahyadri Hospital, Pune, India

Member (2008 – present), Steering Committee of Early Childhood Interventions Subgroup of the Human Capital and Economic Opportunity Global Working Group (headed by Nobel Laureate, James Heckman) to foster high-level interaction & collaborations among economists & psychologists around systemic changes to improve early childhood programs

Nominator (2004 – present), Ad hoc referee for the MacArthur Fellows Program (sometimes called the 'Genius Award')

Member (2001 – present), Faculty of 1000 (now called Faculty Opinions). Its principal aim is to organize and evaluate the vast life sciences literature. In the Faculty of 1000 the entire field of

biology is divided into 17 Faculties. Diamond is in the Cognitive Neuroscience section.

Member (2001 – present), College of Reviewers for the Canada Research Chairs program (a tri-granting-council program of the Government of Canada)

Member (2014 – 2019), Advisory Board, NSF project headed by Prof. Alberto Rojo, Physics Dept., Oakland Univ., CA, which is producing *La Experiencia Dorada: A Video Series on Science and Art* targeted to Latino parents

Member (2014 – 2019), Advisory board of the Reading Bear Society, devoted to promoting early literacy and social & emotional health.

Member (2014 – 2015), Urie Bronfenbrenner and G. Stanley Hall Award Committees of the American Psychological Association (APA).

Member (2006 – 2015), Leadership Council on Contemplative Teaching and Learning (CTL), Garrison Institute, Garrison, NY

Member (2013 – 2014), Advisory Committee for Development 2014, a Canadian Conference on Developmental Psychology

Member (2011 – 2014), Scientific Panel for Phase II of the Early Childhood Longitudinal Study, National Center for Education Statistics (NCES), Washington, DC, providing guidance on the executive function measures proposed for the data collections from first and second grade children.

Member (2012), External Advisory Board, Neuroimaging Institute, Texas Tech University, Lubbock, TX

Member (2011 – 2012), Scientific Advisory Committee for The Learning Resource Network (L__rn), where experts offer a comprehensive look at a host of topics around child development

Member (2010 – 2012), Advisory Board for the Sage School, Hailey, Idaho, a small, independent school for Grades 6-12 that is committed to creating an environment where students thrive

Member (2010 – 2012), External Advisory Board, Project on "The Neural and Cognitive Effects of Poverty on Very Young Children," PI: Hallam Hurt, The Children's Hospital of Philadelphia, PA.

Member (2006 – 2012), Scientific Advisory Board, Family Life Project, Univ. of North Carolina, Chapel Hill

Member (2009 – 2011), External Advisory Board for a 3-year $950,000 NSF award directed toward using the ECLS-K and ECLS-B to explore the role of factors present prior to school entry that might predict math and science scores at 3rd, 5th and 8th grade. PI: David Grissmer, University of Virginia, Charlottesville, VA

Member (2006 – 2010), International Research Network on Imagination and Education

Member (2010), Conference Advisory Committee for Development 2010, A Canadian Conference on Developmental Psychology

Member (2010), External Advisory Board, Project proposal on "the neural and cognitive effects of poverty on very young children," PI: Hallam Hurt, The Children's Hospital of Philadelphia, PA.

Member (2010), Advisory Board, National Centre of Excellence in Brain Development, University of British Columbia & BC Children's Hospital, Vancouver, BC

Member (2010), Advisory Board, Centre for Interdisciplinary Research and Collaboration in Autism

Member (2007 – 2010), Research Advisory Committee, Down Syndrome Research Foundation, Burnaby, BC

Member (2006 – 2010), Scientific Advisory Board, Family Life Project, University of North Carolina, Chapel Hill

Member (2003 – 2010), Executive Governing Board, Cognitive Development Society

Member (2004 – 2009), External Advisory Committee, Program Project Grant on "Development of Arousal & Attention Regulation," PI: Judith Gardner, NYS Institute for Basic Research in

Developmental Disabilities
Member (2005 – 2008), Board of Governors, International Neuropsychological Society (INS)
Member (2004 – 2008), Fellows Committee of Division 7 (Developmental Psychology) of the American Psychological Association
Member (2008), Scientific Advisory Panel, the Franklin Institute Science Museum in Philadelphia's project to build a permanent exhibit about the human brain
Member (2008), National Advisory Board, Quest Academy (a Minnesota Public Charter School)
Member (1995 - 2008), External Advisory Committee, Learning Disabilities Research Center, Kennedy Krieger Institute, Johns Hopkins University
Member (2005 – 2006), External Review Committee evaluating the Department of Psychology and the Psychology Research Institute, Leiden University
Member (2001 – 2006), Senior Advisory Board, National Center for Developmental Science in the Public Interest
Member (1997 – 2005), National Scientific Advisory Committee, Program Project Grant on "Somatic Cell Genetic Studies of Down Syndrome," Denver University & Univ. of Colorado
Member (2005), Selection Committee for the Eleanor Maccoby Book Award
Member (2004), Selection Committee for winner of the McGuigan Prize of APA
Member (1996, 1997, 1999, 2003, 2004), NIH Site Visit Teams
Member (2000), NSF Grant Advisory Panel for Human Cognition and Perception
Member (1998-2000), Panel on "Perception, Attention, and Memory" for the McDonnell Foundation, Sackler Foundation Initiative on Centers on Human Brain Development
Member (1996), International Sientific Committee that planned the Congress in Geneva on "The Growing Mind: Interdisciplinary Approaches" on the centennial of Piaget's birth in 1996
Member (1991), NIH Study Section, Human Development & Aging-1 (AHR)
Member (1976 – 1983), Adams House Senior Common Room, Harvard University, Cambridge, MA

Consultant and Advisor

Consultant, an R21 Project (2021 – 2023), exploring executive function measure development for kids under 3, PI: Susanne W. Duvall, PhD, Assoc. Prof., Pediatrics and Psychiatry, Oregon Health & Science Univ., Portland
Expert Consultant/Reviewer (2020), Reviewed chapters of a new textbook, Fundamentals of Developmental Cognitive Neuroscience, by Heather Bortfeld & Silvia Bunge, to be published by Cambridge University Press
Consultant (2019), provide expert advice on children's early writing skills questionnaire for the Early Childhood Longitudinal Program–K:2023 of the National Center for Education Statistics (NCES)
Consultant, Panel of Experts (2016 – 2017), "Future research directions to elucidate the causal effects of physical activity (PA) on cognitive and academic performance in children: A survey of experts," Dept. of Public Health, VU Medical Center, Amsterdam, NL
Advisor to Government (2014 – present) on how to reform early childhood practices and early education, Minsterio de Desarrollo e Inclusión Social, Péru
Advisor to Government (2014 – present) on how to reform early childhood practices and early education, IDEA Institute, Ecuador
Advisor to Government on (2014 – present) how to reform early childhood practices and early education, Ministry of Education, Chile

Advisor to Government on how to reform early childhood practices and early education, Early Childhood Education Department, Indonesia

Advisor to Department of Education (2012 – present), State of Maryland

Advisor to Department of Education (2012 – present), State of Arizona

Advisor to Department of Early Education (2012 – present), Washington State

Consultant (2009 – 2016). NIDA project entitled, "A School-Based Mindfulness Intervention for Urban Youth," PI: Tamar Mendelson, Dept. of Mental Health, Johns Hopkins Bloomberg School of Public Health, Baltimore, MD.

Consultant (2009 – 2014). NIMH R21 MH085898-01 project entitled, "Training Executive, Attention, and Motor Skills (TEAMS): Preliminary Studies," PI: Jeffrey Halperin, Queens College, NY.

Consultant (2005 – 2012). NIH Program Project Grant on arousal-mediated attention in infants and young children, PI: Judith Gardner, NYS Institute for Basic Research in Developmental Disabilities, Staten Island, NY.

Consultant (2009 – 2012). NSF project & EAGER grant proposal, project entitled, "Math and Science Achievement Gaps of Minority and Disadvantaged Students: The Role of Developmental and Environmental Influences from Nine Months to 8th Grade," PI: David Grissmer, Center for the Advanced Study of Teaching and Learning, Univ. of Virginia, Charlottesville, VA.

Consultant (2000 – 2012). NIH R01 DA-06025 on prenatal cocaine exposure in 425 middle-school-aged children followed longitudinally since birth, PI: Linda Mayes, Yale Univ. Sch of Medicine

Consultant Researcher (2012) for a grant application by Alessandra Gotuzo Seabra, PhD, Prof. in the Graduate Program, Developmental Disorders Universidade Mackenzie São Paulo, Brazil, to assess and improve EFs in Brazilian school children.

Expert Consultant/Reviewer (2011). New edition of *Children* textbook by John Santrock

Consultant (2010 – 2011). NSF grant proposal, project entitled, "The Effect of Environment on Neural Development of the Prefrontal Cortex: A Randomized Controlled Trial of Kindergarten Intervention." PI: John Gabrieli, Dept. of Brain and Cognitive Sciences, Massachusetts Institute of Technology (MIT), Cambridge, MA.

Consultant (2002 – 2008). NIH application on HPA & PFC functioning in foster children, PI: Mary Dozier, Dept. of Psychology, Univ. of Delaware

Program Advisor (2004 – 2005). PBS series proposal on the emotional lives of girls

Consultant, NIH application to study whether children of mothers with lupus display abnormalities of cortical function, PI: Gail Ross, Assoc. Prof., Pediatrics, Weill Cornell Medical College, Cornell

Consultant, NIH Program Project application, "Center for the Translational Neuroscience of Developmental Nicotine Exposure," PI: Leslie Jacobson, MD, Associate Professor, Psychiatry and Pediatrics, Yale University School of Medicine

Consultant (1997 – 2001). 3 NIH grants on Autism: PIs: Geraldine Dawson, Dept. of Psychology, Univ. of Washington; Patricia Rodier, Dept. of Obstetrics-Gynecology, Univ. of Rochester Medical Center; Helen Tager-Flusberg, Dept. of Behavioral Sciences, Shriver Center

Consultant (1996 – 2000). NIH grant on Fragile X, awarded to Michelle Mazzocco, Behavioral Neurogenetics and Neuroimaging, Kennedy Krieger Institute, Johns Hopkins University

Consultant (1996 – 2000). NIH grant on the effect of PCB exposure on cognitive development, awarded to Joseph and Sandra Jacobson, Dept. of Psychology, Wayne State University

Reviewer of Grant Applications for:

Australian Research Council

Biotechnology and Biological Sciences Research Council (BBSRC), UK

BSF (United States-Israel Binational Science Foundation)

Bupa Foundation, which funds research into identifying and evaluating potential solutions to improve ealth outcomes at a population-level and reduce health inequalities (reviewed for them 2008 – 2013)

Canada Research Chairs Program (CRC)

College of Reviewers (College), Canadian Institutes of Health Research (CIHR)

Collaborative Health Research Partnerships (CHRP): A joint initiative between CIHR and NSERC

Department of Health and Human Services, State of Louisiana

Developmental Sciences Program, NSF

Economic and Social Research Council (ESRC) Training and Development Board: The UK's largest organization for funding research on economic and social issues.

EPA 2020 Science to Achieve Results (STAR) Grant

German Israeli Foundation (GIF) for Scientific Research and Development

Grand Challenges Canada – Saving Brains Program

Israel Ministry of Science, Technology and Space

Israel Science Foundation (ISF)

Medical Research Council (MRC) Neurosciences Board (UK)

National Institutes of Health (NIH)

Natural Sciences & Engineering Research Council of Canada (NSERC)

Netherlands Organisation for Scientific Research (NWO)

National Science Foundation (NSF)

New Frontiers in Research Fund (NFRF), Canada Research Coordinating Committee (CRCC)

Nuffield Foundation (UK): a charitable trust established in 1943 by William Morris, Lord Nuffield, the founder of Morris Motors

Ontario Mental Health Foundation

Ontario Ministry of Health

Rutherford Discovery Fellowship, Royal Society Te Apārangi, New Zealand

Social Sciences and Humanities Research Council of Canada (SSHRC)

Swiss National Science Foundation

Telethon Fondazione (Italy)

William T. Grant Foundation (USA)

Reviewer of Manuscripts for Juried Conferences since 1986:

Society for Research in Child Development
International Conference on Infant Studies

Reviewer of manuscripts since 1996 for:

American Psychological Association, Division 7
Reviewer for APA Dissertation Research Awards, 1997

Special Issue Editor, issue on Executive Functioning, ***Perspectives on Language and Literacy: A Quarterly Publication of the International Dyslexia Association*, 2014**

Special Issue Editor, issue on the Interplay of Biology and Environment broadly defined, targeting papers with the potential to change or challenge how developmental psychologists think, ***Developmental Psychology*** (issue appeared in Jan. 2009)

Review Editor, *Frontiers in Human Neuroscience*, 2007 – present

Review Editor, *Frontiers in Cognitive Neuroscience*, 2007 – 2021

Associate Editor, Developmental Science, 2002 – 2016

Associate Editor, Developmental Psychology, 2005 - 2010

Member of Editorial Boards:

Child Development (2005 -)
Cognitive Development (2004 –)
Developmental Psychology (2010 -)
(started as soon as term as Assoc. Editor ended)
Developmental Science (2016 -)
(started as soon as term as Assoc. Editor ended)
Journal of Applied Developmental Psychology (2002 -)
Neurocase (2004 -)
Neuropsychologia (2001 -)
Research on Early Education and Child Health (2005 -)
Trends in Neuroscience and Education (2011 -)

Past Member of Editorial Board of:

Brain and Mind, served from its inception – 2003
Developmental Neuropsychology, served 2003 - 2008
Developmental Psychobiology, served 1994 - 2000
Infancy, served from its inception – 2003
Infant Behavior and Development, served 1994 - 2004
Journal of the International Neuropsychological Society, served 2005 - 2009
Trends in Cognitive Sciences, served 2003 - 2006

Ad hoc Reviewer for:

Acta Pædiatrica
Acta Psychologica
AERA Open
American Journal of Medical Genetics
American Journal of Psychiatry
American Psychologist
Autism: Internat'l J. of Research & Practice
Behavioral and Brain Sciences
Behavioral Neuroscience
J. of Child Psychology and Psychiatry
J. of Cognition and Development
J. of Cognitive Neuroscience
J. of Comparative Psychology
J. of Exp. Child Psychology
J. of Exp. Psychology: General
J. of Exp. Psychology: Human Learning & Perform
J. of Exp. Psych.: Human Perception & Performance
J. of Exp. Psych.: Learning, Memory, & Cognition

BMC Psychiatry
Biological Psychiatry
BMC Psychology
Brain
Brain Sciences
Brain and Cognition
British Journal of Developmental Psychology
British Journal of Sports Medicine
Bulletin of the World Health Organization
Cerebral Cortex
Child Development
Child Development Perspectives
Child Neuropsychology
Child Psychiatry & Human Development
Children and Youth Services Review
Clinical Genetics
Clinical Psychological Science
Cognition
Cognitive Development
Cognitive Psychology
Cognitive Science
Contemporary Psychology
Communications Biology
Cortex
Current Directions in Psychological Science
Current Opinion in Behavioral Sciences
Developmental Brain Research
Developmental Neuropsychology
Developmental Psychology
Developmental Psychobiology
Developmental Review
Developmental Science
Early Childhood Research Quarterly
Early Education and Development
Educational Psychology Review
Educational Psychologist
European Child & Adolescent Psychiatry
European Journal of Developmental Science
European Journal of Sport Science
Frontiers in Human Neuroscience
Frontiers in Psychiatry
Frontiers in Psychology
Frontiers in Public Health
Frontiers in Science
Human Movement Science
Infancy
J. of Integrative Neuroscience
J. of the International Neuropsychological Society
J. of Neurology, Neurosurgery & Psychiatry
J. of Neurophysiology
J. of Neuroscience
J. of Pediatrics
J. of Sport and Health Science
Language and Cognitive Processes
Learning & Behavior
Language Learning and Development
Learning and Individual Differences
Learning and Instruction
Medicine & Science in Sports & Exercise
Mental Health & Physical Activity
Mind, Brain and Education
Mindfulness
Molecular Genetics and Metabolism
Molecular Psychiatry
Nature
Nature Reviews: Neuroscience
Neurobiology of Aging
NeuroImage
NeuroImage: Clinical
Neuropsychologia
Neuroscience
Neuroscience & Biobehavioral Reviews
New Directions for Child and Adolescent Development
Oxford Economic Papers
Paediatrics & Child Health
Pediatrics
Pediatric Exercise Science
Perceptual & Motor Skills
Perspectives on Psychological Science
PLoS ONE
Proceedings of the National Academy of Sciences
Progress in Neurobiology
Psychological Assessment
Psychological Bulletin
Psychological Research
Psychological Review
Psychological Science
Psychonomic Bulletin & Review
Psychopharmacology
Psychophysiology
Science
Scientific Reports

Int. J. of Behavioral Development
Int. J. of Educational Research
Int. J. of Environmental Res. & Public Health
JMIR Research Protocols
J. of Applied Developmental Psychology
J. of Aging and Physical Activity
J. of Child and Family Studies
Trends in Cognitive Science
Trends in Neurosciences

UNIVERSITY SERVICE:

University Service to University of British Columbia & BC Children's Hospital:

Organized or Co-Organized

Founder & Organizer, Annual Colloquium Series for the Institute of Mental Health (2006-2009)
Co-Organizer, Mental Health and Neurobiology Cluster, CFRI, Get-Acquainted Day (2006)
Co-Organizer, Peter Wall Institute of Advanced Studies Workshop on "Executive and Prefrontal Functions: Exploring Supervision and Volition in the Brain" (2005-2006)

Membership on Committees

Member, Curriculum Committee, UBC Neuroscience (2019 – present)
Member, NSERC Adjudication Committee for the UBC Internal Banting Competition (2017 – present)
Member, Departmental Advisory Committee, Psychiatry Department, UBC (2012 – present)
Member, Internal Reviewer, Vancouver Coastal Health Research Institute Innovation & Transitional Research Award (January 16-February 24, 2017)
Member, UBC Stage 2 Internal Review Committee (CIHR Foundation Scheme: 2014 1st Live Pilot Competition) (2014)
Member, the Canada Research Chair (CRC) Internal Review Committee, UBC (2006 - 2014)
Member-at-Large, Executive Committee, UBC Faculty Association (2008 - 2010)
Member, Search Committee for Leadership Chair in Child Psychiatry (2009)
Member, Membership Committee, Green College, UBC (2007 - 2009)
Member, Research Administration Committee, Div. of Child & Adolescent Psychiatry, BC Children's Hospital (2005- 2009)
Member, Search Committee for Leadership Chair in Child Psychiatry (2006)
Member, Canada Research Chair Tier II Review Committee, Faculty of Medicine, UBC (2005)
Member, Faculty Search Committee, Brain Research Centre, for a CRC Professor in Neuroimaging (2004 - 2005)

Mentoring of Faculty

Faculty Mentor to Hagar Goldberg, PhD, Instructor, Educational and Counselling Psychology, and Special Ed., UBC (2018 – 2020)
Faculty Mentor to Ass't Prof. Amori Mikami, Psychology, UBC, in helping her to craft her application for a Jacobs Foundation Research Fellowship. "*I really appreciate your suggestions and encouragement. I really owe you big time. I know this took a lot of time and effort, but it really shows…. I'm impressed with your level of thoughtfulness and detail"* (2015)
Faculty Mentor to Ass't Prof. Claudia Jacova, Div. of Neurology, UBC (2010 – 2013)
Faculty Mentor to Assoc. Prof. Naznin Virji-Babul, Dept. of Physical Therapy, UBC. Well into her first term at UBC, Naz could not yet access to the Start-up funds she had been awarded

and had no lab space. Diamond got her access to funds within 24 hours and lab space within a week. (2010 – 2013)

For Mentoring of non-UBC Faculty see Community Service

Other Service to the University

University Service, University of British Columbia:

Invited as complimentary faculty to the School & Applied Child Psychology (SACP) Program to attend the Canadian Psychological Association reaccreditation site visit (June 10, 2021)

Arranged for the world leader in Montessori Methods for aged care and dementia, Anne Kelly, to come to Vancouver from Australia to give talks to the community, Dept. of Neurology, and two talks to our department (Feb 10-12, 2020)

University Examiner, Nataliya Yuskiv's PhD thesis defense, Experimental Medicine Program, UBC (2020)

Led four groups, each with 8-10 Grade 6/7 students from Sir James Douglas Elementary School, through doing our Hearts & Flowers and Flanker tasks, as part of the Tween Neuro Advisors Workshop for the Educational Neuroscience & Healthy Child Development Cluster at UBC. (Dec. 7, 2018)

Internal Reviewer, Vancouver Coastal Health Research Institute Innovation & Transitional Research Award (January 16 – February 24, 2017)

University Examiner, J. Megan Gray's PhD thesis defense, Neuroscience Program, UBC. Supervisor: V. Viau (2012)

Guest lecturer, Neuroscience 501 graduate course, yearly lecture (2005 – present)

Guest lecturer, Faculty of Education graduate course, biennial lecture (2005 – present)

Teaching, without compensation, an undergraduate course (Psyc 205-006: The Lifespan Social, Emotional & Cognitive Development of the Person in its Social, Cultural, and Biological Context), offered every other year

Teaching, without compensation, a graduate seminar (PSYT 550A), Social, Emotional, and Cognitive Lifespan Development in Social, Cultural, and Biological Context

Teaching, without compensation, a graduate seminar (EPSE 604), Social, Emotional and Cognitive Development in Social, Cultural and Biological Context

Teaching, without compensation, a graduate seminar (PSYT 550), Prefrontal Cortex and Executive Functions

Member, an invited round table participant, Bending the Knotted Oak: Music Therapy and Music Cognition Research in Management of Neurological Disorders, UBC Peter Wall International Research Round Table, Vancouver, BC (May 10, 2014)

Chair, Student Presentations at Dept. of Psychiatry's Annual Research Day (June 24, 2010)

Invited judge at the First Vancouver Brain Bee: A competition for Vancouver high school students grades 10 – 12 (Mar. 28, 2009)

Gave invited short seminar Conceptual and strategic issues related to 19 years continuous success. NIH workshop for UBC faculty, The Health Research Resource Office, UBC (2009)

Consultant, Dean of Graduate Studies' plans to submit a CFI application for an Institute for Transdisciplinary Research (2008)

Trying to organize a week-long workshop for Physicists and Artists

Internal Reviewer, CIHR operating grant application by Linda Siegel (in Education Faculty):

"Long-Term Cognitive, Educational, Neuropsychological, and Behavioral Outcomes for Survivors of Childhood Acute Lymphoblastic Leukemia Treated with Chemotherapy" (2007)

Authored research grant for Dr. Margaret Weiss (Child & Adolescent Psychiatry, UBC & BC Children's) that got funded on, "Do children with ADHD, who respond well to amphetamine medication but not to methylphenidate, have allelic variants of the SNAP 25 gene?"

Internal Reviewer, applications from Psychiatry faculty for MSFHR Career Investigator award: Mark Lau: "Using Mindfulness-based Cognitive Therapy to reduce 'cognitive reactivity' – A psychological risk factor of depressive relapse" and Jeremy Seamans: "Dopamine modulation of prefrontal cortex network dynamics" (2006)

Host of Brain Research Centre neuroscience colloquium speakers, e.g. Sheila Innis & Steve Miller, MD

Interviewer for BCRICWH, Candidates for the SFU Leadership Chair in MEG (2006)

Member, Search Committee for an Assistant / Associate Professor, Child & Adolescent Psychiatry, UBC Dept. of Psychiatry and BC Children's Hospital (2006)

Heavily involved with recruitment of Dr. Amir Raz to UBC (2005 – 2006)

Judge, Student Presentations at Dept. of Psychiatry's Annual Research Day (April, 2005)

Invited lectures (2004- 2005), to classes in the Education Faculty, Neuroscience Graduate Program, & Cognitive Systems Undergraduate Program, & to the Vision Program within the Psychology Dept., Grand Rounds in Neuropsychiatry, Grand Rounds at Children & Women's in: Pediatrics, Neurology, and Psychiatry, and Mini-Med School at Children's & Women's

Authored article for departmental newsletter on Department's Annual Research Day

Promoted the work of neuroscience PhD student, Andy Shih (advisor: Tim Murphy) and tried to spearhead multi-site clinical trials based on the implications of Andy's work for minimizing the consequences of perinatal hypoxia/ischemia for the infant's brain:

Organized meeting at BC Children's Hospital for a discussion between Andy, Mary Connolly (Head Child Neurology), Philippe Chessex (Head, Div. of Neonatology), & David Holtzman (Head, Neurology, Washington University Medical School)

Arranged for Andy to present at the Combined Perinatal Rounds at BC Children's & Women's Press Conference Speaker, at BCRICWH with PM Paul Martin concerning the CRC Program (2004)

Eunice Kennedy Shriver Center, University of Massachusetts Medical School:

Director, Center for Developmental Cognitive Neuroscience, 1997-2004

Organizer, Center-Wide Colloquium Series, Biomedical & Psychological Sci.s, 1998-2002

Brain Awareness Week Presentation for groups of schoolchildren, 2001 & 2002

Yearly talk to the Leadership Education in Neurodevelopmental and Related Disabilities (LEND) Fellows on Project Development and Funding Opportunities & Strategies, 2001-2003

Adviser to Junior Faculty in Psychological Sciences, Shriver Center, 2001-2003

Member, Intercampus Neuroscience Group, 1999-2003

Departmental Service, University of Pennsylvania:

Committee to Review the Undergraduate Curriculum in Psychology, 1991-1992

Member, Graduate Admissions Committee, 1989-1991

Member, Committee to Review & Revise Curriculum in Biopsychology, 1989-1990

Member of three Study Groups (and chair of one) to consider potential candidates for openings at the senior level in the department, 1989-1990

Preregistration Advisor, 1989-1990

Head of Departmental Library, 1989-1990
Tour of Department Faculty for Incoming Graduate Students, 1989
Recording Secretary, 1988-1989

University Service, University of Pennsylvania:

Director, Neuropsychology and Behavior Analysis Core of the Mental Retardation Research Center, Children's Hospital, 1993-1995 (incl. Dev. Neuropsychology)
Director, Developmental Neuropsychology Section, Mental Retardation Research Center, Children's Hospital, 1990-1993
Member, Neuroscience Graduate Group, Mahoney Institute of Sciences, University of Pennsylvania School of Medicine, 1991-1995
Discussion Leader, *Einstein's Dream* seminar for incoming freshmen, 1994
Discussion Leader, *Bacchae* seminar for incoming freshmen, 1991
Member, Selection Committee for Lilly Foundation Teaching Fellows, 1990
Freshman Advisor, 1989-1990
Member, Committee on Individualized Studies (CIS), 1989-1991
Member, Site Visit Team for Center for Research in Cognitive Science grant (CIS), 1990 5-year grant awarded from NSF (#DIR 89-20230)
Member, Site Visit Team for Mental Retardation Res. Center Core grant (CHUP), 1989 5-year grant awarded from NICHD (#P30-HD-26979)
Member, Predoctoral Training in Behavioral Neuroscience 5-year Training Grant awarded from NIMH (#T32-MH-171688)

Departmental Service, Washington University:

Chair, Committee to Revise the Qualifying Examination, 1987-1988
Chair, Colloquium Committee, 1987-1988
Chair, Aging & Development Qualifying Examination Committee, 1986-1988
Member, Neuropsychology Qualifying Examination Committee, 1986-1988
Member, Committee on Evaluation of Teaching, 1987-1988

University Service, Washington University:

Freshman Advisor, 1986-1987
Member, Review Committee of Applicants to Special Program in Medicine (SPIM), 1986-88

OTHER PROFESSIONAL SERVICE

External Examiner (2021), Dissertation of PhD student Torbjörn Vestberg, Karolinska Institutet, Stockholm, Sweden.
External Examiner (2014), Dissertation of Amanda J. Watson, PhD Candidate, Virginia Tech.
External Evaluator (2012), Chandan J. Vaidya who was seeking promotion to full professor, Georgetown University, Washington, DC
External Examiner (2011). Dissertation of Sissela Bergman-Nutley, PhD Candidate, Dept. Neuroscience, Karolinska Institute, Stockholm, Sweden
External Examiner (2008). Dissertation of Afra Foroud, PhD Candidate, U. of Lethbridge, AB.
External Examiner (2005). Dissertation of Michelle Martin, PhD Candidate, York U., Toronto, ON.
External Examiner (2004). Dissertation of Toni Jones, PhD Candidate, U. of Queensland, Brisbane, AU

External Examiner (2008). Dissertation of Afra Foroud, PhD Candidate, U. of Lethbridge, AB.
External Examiner (2005). Dissertation of Michelle Martin, PhD Candidate, York U., Toronto, ON.
External Examiner (2004). Dissertation of Toni Jones, PhD Candidate, U. of Queensland, Brisbane, AU
External Examiner (2003). Dissertation of Daniela Kloo, PhD Candidate, U. of Salzburg, Austria
External Examiner (2002). Dissertation of Stephan Huijbregts, PhD Candidate, Vrije U., Amsterdam, NL
Invited expert (1989). NIMH Workshop on Neuropsychological and Neurological Assessment Battery for HIV Infected and AIDS Infants and Children, Bethesda, MD.
Invited expert (1989). McArthur Foundation Network 3 Miniconference on Risk and Protective Factors in the Development of Psychopathology, Minneapolis, MN.
Resident Tutor (1978-1983). Adams House, Harvard University
Area Coordinator (1975-1978). Danforth Fellows
Co-Area Coordinator (1975-1978). Society for Values in Higher Education

Community Service (since joining UBC in 2005)

Beginning in 2021….

Mentor to "Women in Control", whose aim is two-fold: 1) improve awareness of women who are cognitive control researchers, and 2) develop a mentoring network for women in control at any stage of their career (2021 – present)

Advised Gabriela Vorraber, PhD, Postdoctoral Fellow, Faculty of Physical Education, Univ. of Brasilia, Brazil, providing theoretical and methodological guidance in evaluating physical education activities designed to stimulate executive functions in elementary school children (2021 – present)

Mentor to PhD candidate Meingold Chan in Human Development and Family Science at the Ohio State Univ. APA Div 7 Mentoring Program (2021 – present)

Beginning in 2020….

Mentor and Research Supervisor to high school student, Edith Bachmann, Byram Hills High School, Armonk, NY, on a research project entitled, "The effects of storytelling versus story-reading on the executive functions of fourth graders," guiding through initial conceptualization of the idea through planning all aspects of the study, gaining human subjects ethics approval, pretesting data collection, data analysis, and study write-up and presentation. Edith was named to the top 300 out of 1,805 students in the Regeneron Science Talent Search (STS) (the oldest and most prestigious science and math- ematics competition for high school seniors in the US) (2020 – 2022)

Have been advising Corner of Hope Displaced Persons Camp in Kenya on how to do a study documenting the benefits of the Montessori School at the camp (2020 – present)

Advising researchers in Uganda on a study: Structured chess or physical exercise training to improve executive functions in child survivors of severe malaria (CHEX): A randomized clinical trial (2020 – present)

Advised Laurie Faith, PhD, Educational Psychology, OISE, Univ. of Toronto, on the writing of her book, Forward thinking: How teachers are using EF literacy to advance education, published by Guildford Press. Pub. date was 12/2020 (2020)

Advised Art Kleiner & Jeffrey Schwartz, authors of "The wise advocate: The inner voice of strategic leadership," published by Columbia Business School, on writing their article "Challenges of strategic leadership: Mastering executive function for the mindful leader." (2020)

Mentored Damir Mar Prado Troncoso, secondary school student in Santiago, Chile. Helped him develop a research plan & mentored him in writing his essays for college applications (2020)

Arranged for the world leader in Montessori Methods for aged care and dementia, Anne Kelly, to come to Vancouver from Australia to give talks to the community, Dept. of Neurology, and two talks to our department (2020)

Mentor in Project Short (Student Health Opportunities and Research Training) - provide pro-bono mentoring to first-GEN students from disadvantaged backgrounds who want to apply to graduate school, thus hopefully increasing diversity in STEM graduate programs (2020 – present)
Mentored:

Brandon Carone, an honors undergraduate student, Cognitive Science & Music, UCLA (2020) – now a PhD student at New York University (NYU)

Aastha Sharma, Master's student, Cognitive Science, Indian Inst. of Technology-Kanpur, India

Yuliya Zubak, Honors BSc, Neuroscience, Molecular Biology, & Biotechnology, Univ. of Toronto

Beginning in 2019….

Founded HealthLeads (modelled on the program in the US) in Vancouver's inner city, the Downtown Eastside (DTES). This trains and supervises UBC students and graduates to help DTES residents with the social stresses (such as a landlord who won't make repairs) that are the underlying causes for many health problems (2019 – present)

Applied for and obtained $50,000 grant from the Bezos Family Foundation for Educateurs sans Frontières to support First Nations and Native American educators to attend and participate in the summer 2020 Educateurs sans Frontières conference in Missoula, MT (22 July - 02 Aug 2020) [Postponed due to COVID-19]

Mentor to Sheila Threndyle, MA, Registered Speech-Language Pathologist, School District 44, BC, for help with her Speech Audiology Canada (SAC) clinical research grant proposal (2019 – 2020)

Beginning in 2018….

Enlisted 2 faculty members, Martin Guhn & Annalee Yassi, from UBC's School of Public Health, to collaborate in documenting the benefits of the Our Place (Promoting Local Access and Community Empowerment) program in Vancouver's Downtown Eastside (2018 – present)

Has been working to help indigenous Maasai children in Kenya be able to attend school, to gain a quality education while there, and to help girls rescued from early/forced marriage to realize their dreams through education (2018 – present)

Beginning in 2017….

Mentored Jessica Guler, PhD student, Clinical Child Psychology Program, Univ of Kansas, on her NIH F31 Application: "Internalizing and somatic psychopathology in Arab refugee parent-child dyads: The role of cognitive and social factors." (2017 – 2018)

Beginning in 2016….

Advisor to National and State Governments at no charge in their efforts to markedly change their early childcare and education programs to make them more developmentally appropriate, nurture executive functions, and make them more equitable across the SES spectrum (Nations: Chile, Indonesia, Peru, & Ktunaxa First Nation [in the Okanagan]; USA States: AZ, MD, & WA) (2016-2019)

Started a Mutual Support Network for Graduate Students who share a common commitment to be of service to their local and/or world community, to have a practical impact, and connected them to faculty members who Diamond thought could be role models for them (introducing people [virtually

via email]) to one another across 3 continents; 2016 – present)

Worked closely with 2 remarkable young women, Rena Del Pieve Gobbi & Lina Rothman, to help them plan their graduate programs: Helping them design their proposed research projects & helping them draft their applications to the Interdisciplinary Studies PhD program at UBC (2016)

Tried a novel way to try to get scientific concepts across to the public, which worked very well: Lecture – Performance, co-presented by Adele Diamond and the children of the California Dance Institute, Los Angeles, CA. "Insights from neuroscience to help every child thrive: How dance might aid brain development and critical cognitive skills."

Beginning in 2015….

Devoted much time and effort to helping Dyaa Saymah, PhD (who led the World Health Organization's mental health program in Gaza) to find employment in Vancouver (his specialty is mental health service development, especially with traumatized persons) (2015)

Beginning in 2013….

Helped Mapuche children in Chile get a better education: Introduced Regina who was studying the Mapuche people of Chile to Sandrine Mallet, Founder of KidsRfuture (which pairs up schools, one with more advantaged youth in the 1st world, the other with less advantaged youth in the 3rd world.) Sandrine was able to locate 2 schools in Europe that raised funds for advanced teacher training for a Mapuche teacher so she could return and train others.

Mentored Regina Lohndorf, PhD on her PhD studies, Child & Family Studies, Univ. of Leiden, NL [recipient of a Grant from Chilean National Commission on Scientific & Technological Research] (2013 – 2018)

Advised Marianna Staroselsky, PhD Candidate, U. of Chicago, on her dissertation (2012)

Beginning in 2011….

Met with aspiring Developmental Science PhD students at "Lunch with the Leaders" session, Biennial Meeting of the Society for Research in Child Development, Montreal, QC (2011)

Mentored Laura Ricci, MA student, Harvard Univ. Graduate School of Education, Cambridge, MA "*Perhaps you are, as you say, a professor from the Univ. of British Columbia - but to me, you are an angel sent from the very finest research laboratory in heaven. I truly cannot thank you enough for your generous help. Enormous appreciation.*" (2011 – 2012)

Mentored Carolyn Lye, a Grade 11 student from Sentinel Secondary, West Vancouver, BC. Carolyn went on to enter the dual MD/JD program at the Yale School of Medicine. Co-author on 2021 paper in PLoS ONE (2011 – 2013)

Mentored Deepali Prasad, a Grade 11 student from Crofton House School, Vancouver, BC. Co-author on 2021 paper in PLoS ONE (2011 – 2013)

Beginning in 2009….

Began an initiative to organize faculty homestays and welcomes for international students who begin UBC in midyear as undergraduates. UBC was leaving them to flounder on their own, without access to their dorm rooms until the night before classes began and no on-site access to advising until classes began (2009 – 2011)

Spearheaded a UBC program in collaboration with Al-Quds Univ., a Palestinian university then committed to peaceful engagement with Israeli Jews. This also united Vancouver Jewish and Muslim communities in helping to sponsor one graduate a year from Al-Quds at UBC (2009 – 2011)

Spearheaded a collaboration across multiple disciplines to create a Parent Resource Center that could benefit

parents throughout BC (2009 – 2010)

Tried to spearhead an initiative to help First Nations peoples through the psychological trauma uncovered by the Truth and Reconciliation Commission (2009 – 2010)

Sent eye charts to Nepal and the Tibetan community in India. When Diamond visited Dharamsala, the Headmaster of the Tibetan Children's Village School mentioned that many of the best children in the oldest grades wear eyeglasses. When she asked if children receive vision testing or screening, he indicated they did not. It seemed to her that more children could be successful if only they could receive the vision correction they needed. (2009)

Mentored Mio Tomisawa, a Grade 10 student at Steveston London Secondary, Richmond, BC on a research project consisting of creating a storybook to teach children about research on the brain (2009 – 2010)

Beginning in 2006….

Judge at the Annual Adakaar High School Dance Competition Awards in Surrey, BC (2006)

Interviewer of Candidates for the Simon Fraser Univ. Leadership Chair in Magnetoencephalography (2006)

Advising Junior Colleagues (Not at UBC and since joining UBC in 2005)

Beginning in 2020….

Mentor to Lourdes DelRosso, MD, Seattle Children's Hospital, on the assessment of executive functions in children with restless sleep disorder (2020 – present)

Beginning in 2018….

Faculty Mentor to Regina Lohndorf, PhD,
Ass't Prof., Faculty of Education, Pontificia Universidad Católica de Chile, Santiago (2019 – present)
Ass't Prof., Universidad de O'Higgins in Rancagua, Chile (2018 – 2019)

Beginning in 2015….

Mentored Regula Neuenschwander. PhD, Postdoctoral Fellow, Dept. of Pediatrics, UBC (2015 – 2017) [Now, Lecturer, Psychology Dept., Univ. of Bern, Switzerland.]

Beginning in 2012….

Mentored Professor Alessandra Gotuzo Seabra, PhD, Graduate Program - Developmental Disorders, Universidade Mackenzie, São Paulo, Brazil (2012)

Faculty mentor to Ass't Prof. Ziba Vaghri, Food, Nutrition and Health Program, & Human Early Learning Partnership (HELP), UBC (2012 – 2014) [Now, Ass't Prof., School of Public Health & Social Policy, Univ. of Victoria]

Beginning in 2011….

Mentored Professor Kimberley Lakes, PhD, Division of Clinical Sciences, Univ. of Calif.-Riverside (2011 – 2015)

Mentored Sarah Short, Dept. of Psychiatry, Univ. of North Carolina School of Medicine, in applying for her NIMH K Award (K01 Mentored Research Scientist Development Award from NIH) and throughout her postdoctoral fellowship funded by the K award, and then as she applied for faculty positions. ***"****I really appreciate how often you reach out to support/mentor/connect promising young scientists/people. You are a good example for the students and other educators."* (2011-2018) [Now, an Ass't Prof and the Dorothy King Chair in Educational Psychology, University of

Wisconsin-Madison.]

Mentored Shazeen Suleman, then a 4th-year UBC medical student, and now Staff Physician, Dept. of Pediatrics, St. Michael's Hospital, Univ. of Toronto. At the age of 16, she co-founded her first non-profit, MusicBox Children's Charity, which provides free music education to vulnerable children in six cities across Canada (2011 – 2012)

Beginning in 2010….

Mentored Monica Tsethlikai, then a graduate student and postdoc. She held a William T. Grant Scholar Award, a Native Children's Research Exchange Scholar and two Ford Fellowships "You're awesome! Should you ever need a letter documenting your dedication to helping an emerging scientist of Zuni heritage, count on me." (2010 – 2018) [Now, Ass't Prof., Sanford School of Social and Family Dynamics, Arizona State Univ.]

Beginning in 2009….

Mentored Radhika Bapat, PhD, Founder and Director, Child Guidance Centre, Sahyadri Specialty Hospital, Pune, India (2009 – 2011)

Mentored Ass't Prof. Tamar Mendelson, PhD, Dept. of Mental Health, Johns Hopkins Bloomberg School of Public Health, Baltimore, MD (2009 – 2014)

ACTIVE COLLABORATIONS

Alexandra Matte-Landry & Delphine Collin-Vézina (re: research project at Garage à Musique with the Fondation du Dr Julien)

Paul Bangirana & Chandy John (re: can structured chess or physical exercise training improve cognition in child survivors of severe malaria (CHEX)? A randomized clinical trial in Uganda)

Paul Collard, Jasmine Wilson, & Fotini Vasilopoulos (re: a large randomized control trial to study whether a school-based Dance program [that uses dance to express complex ideas and concepts through movement] improves Creativity and Executive Functions)

Sara Cordes & Ellen Winner (re: does a US-based in-school El Sistema music program improve EFs, academic achievement, and affective development in young children? A randomized study)

Gianluca Grimalda & Francesco Bogliacino (re: research on exposure to & recall of violence in Colombia)

Martin Guhn, Lisa Ritland, and Annalee Yassi (re: a study of the possible benefits of the community-led initiative called "Our Place" in Vancouver's Downtown Eastside)

Elizabeth Hampson, Clemens Kirschbaum, & Weihong Song (re: estrogen-mediated gender differences in cognition and prefrontal function)

Alexandra Matte-Landry & Delphine Collin-Vézina (re: research project at Garage à Musique with the Fondation du Dr Julien)

Tonje Molyneux , Kim Schonert-Reichl, & John Mighton (re: a qualitative pilot study of the broader socioemotional benefits of the JUMP Math school program)

Tim Oberlander, Ursula Brain, Joanne Weinberg, & Ruth Grunau (re: A longitudinal study of the effects on the children's EFs of maternal depression and mother's use of SSRIs during pregnancy, in interaction with the child's genotype)

Stephen Weimar, Ann Renninger, Miriam Rosenberg-Lee, & Darryl Adams (re: To study the EF benefits of 'Mathematical Thinkers Like Me: MLM')

Margaret Weiss (re: are many ADHD children being prescribed too high a dose of methylphenidate so that it impairs their EFs?)

TALKS & CONFERENCE PRESENTATIONS

Dr. Diamond has given invited addresses all across North America and abroad (including in Argentina, Australia, Austria, Belgium, Brazil, Bulgaria, Chile, Czechoslovakia, Denmark, Ecuador, France, Germany, India, Indonesia [Bali & Java], Israel, Italy, Mexico, the Netherlands, New Zealand, Peru, Poland, Portugal, Russia, South Africa, Spain, Sweden, Switzerland, Thailand, and the UK [England, Scotland, and Wales]) to audiences ranging from neurologists, psychiatrists, pediatricians, and neuropsychologists, educators, developmental psychologists, and early childcare providers, lawyers, administrators, and policymakers, cognitive scientists and neuroscientists, psychoanalysts, clinical psychologists, rehabilitation therapists, school psychologists, social workers, and parents, the White House and the Dalai Lama (3 times), and to visual artists, musicians, and dancers. In all, Adele Diamond has given almost 600 invited addresses.

INVITED TALKS

Upcoming Talks

Diamond, A. (to be presented June 2, 2023). *Title: tba*. Invited talk. Currey Ingram Academy, Nashville, TN.

Diamond, A. (to be presented Sept. 7-9, 2022). *Title:tba*. The Huttenlocher Lecture in Developmental Cognitive Neuroscience. The Flux Society meeting, Paris, France.

Diamond, A. (to be presented June 28, 2022). *What improves, and what impairs, executive functions*. Keynote Address. Elsevier Distinguished Lecturer. Developmental Neurotoxicology Society. Online due to COVID-19.

Diamond, A. (to be presented May 13, 2022). *Title: tba*. Keynote Address for parents. Brock University - Pathstone Mental Health "Accessibility to Mental Health Services for Children and Youth", Niagara Falls, ON. Online due to COVID-19.

Diamond, A. (to be presented May 14, 2022). *Title: tba*. Keynote Address for clinicians. Brock University - Pathstone Mental Health "Accessibility to Mental Health Services for Children and Youth" Conference, Niagara, ON. Online due to COVID-19.

Diamond, A. (to be presented April 18 or 19, 2022). *Implications of the unusual properties of the dopamine neurons that project to prefrontal cortex*. Invited talk. Integrative Center for Learning and Memory, UCLA, Los Angeles, CA.

Diamond, A. (to be presented March 30, 2022). *Frontal lobe and executive functions*. Invited guest lecture. Graduate seminar (Neuroscience 501: Module on Disorders of Cognition, Communication and Emotion), Neuroscience Graduate Program, UBC. Online due to COVID-19.

Diamond. A. (to be presented March 29, 2022). *Title:tba*. Keynote Address. Learning Together: Empowering Families through Transitions. York Region District School Board, ON. Online due to COVID-19.

Talks Given

Diamond, A. (Jan. 14, 2022). *Translating neurobiological insights into clinical implications and guidance for parents*. Plenary Address. American Professional Society of ADHD and Related Disorders (APSARD) 2022 Annual Conference, Tuscon, AZ. Online due to COVID-19.
video: www.devcogneuro.com/videos/Diamond_14_Jan_2022_APSARD_Conference.mp4

Diamond, A. (Dec. 14, 2021). *Optimizing executive functions in children and adults with ADHD*. Invited talk. ADDitude ADHD Expert Webinars, ADDitude Magazine. Continuing Education credits provided. Online due to COVID-19.
video: www.devcogneuro.com/videos/optimizing_executive_functions_in_children_ADDitude_Magazine_14_dec_2021.mp4

Diamond, A. (Dec. 3, 2021). *How educators can foster executive functions*. 90-minute guest lecture graduate course on Neuroeducation, Universidad San Francisco de Quito, Ecuador. Online due to COVID-19.

Diamond, A. (Nov. 20, 2021). *Bridging divides – Making connections between ideas, people, and fields of endeavor*. Invited 15-min talk. Annual International Conference (21 Minutes: Talks on the Future.) Patrizio Paoletti Foundation. Rome, Italy. Online due to COVID-19.
video: www.devcogneuro.com/videos/adele_diamond_21_minutes_2021_conference_20_nov_2021.mp4

Diamond, A. (Nov. 15, 2021). *How and why dance, music, and storytelling might well support critical cognitive development in children and youth*. Keynote Address. National Arts in Education Portal Conference, Galway, Ireland. *Continuing Education credits provided*. Online due to COVID-19.
video: devcogneuro.com/videos/diamond_nov_2021_how_and_why_dance_music_arts_in_education.mp4
There were a few glitches in the video about self-confidence during the talk. That video without those glitches can be viewed at:
video: devcogneuro.com/videos/new_self_confidence_10min_21sec_SPENCER.mp4

Diamond, A. (Nov. 9, 2021). *What young children need is YOU! You are enough*. Keynote Address, Parenting is Heart Work Conference, Family Day, Toronto, ON. Online due to COVID-19.

Diamond, A. (Oct. 14, 2021). *Executive functions and stress in children*. Invited talk. 5th Montessori Congress in Colombia. *Continuing Education credits provided*. Online due to COVID-19.

Diamond, A. (Oct. 12, 2021). *The essentials of executive functions*. Invited talk. Common Ground Speaker Series, San Francisco Bay Area, CA. Online due to COVID-19.
video: www.devcogneuro.com/videos/Common_Ground_Speaker_Series_Adele_Oct_2021.mp4

Diamond, A. (Oct. 1, 2021). *Aspects of the environment and genetics that affect executive functions for good and for ill*. Invited colloquium in "LaPsyDÉ Scientific Focus" Series, Laboratoire de Psychologie du Développement et de l'Éducation de l'Enfant, Université de Paris (Sorbonne), France. Online due to COVID-19.
video: www.devcogneuro.com/videos/Sorbonne_Paris_Adele_Diamond_Oct_1_2021.mp4

Diamond, A. (Sept. 15, 2021). *Some implications of unusual properties of the dopamine system in prefrontal cortex for stress vulnerability and treatment of ADHD*. Invited talk. Centre for Neuroscience Studies, Queen`s University, Kingston, ON. Online due to COVID-19.

Diamond, A. (Sept. 2, 2021). *A brief overview of executive functions: What they are, their neural basis, and what affects them*. Invited talk. Dept. of Clinical Neuroscience, Karolinska Institute, Stockholm, Sweden. Online due to COVID-19.

Diamond, A. (Aug. 27, 2021). *What does, and does not, improve executive functions, and why*. Invited talk. Second Biennial Conference in Cognitive and Clinical Neuropsychology, Chennai, India. Online due to COVID-19.

Diamond, A. (July 28, 2021). *How teens' executive functions (like self-control, selective attention, and working memory) can be improved*. Invited talk. Middle/High School Academy. Center for Transformative Teaching and Learning's virtual Science of Teaching and School Leadership Academy, Potomac, MD. Online due to COVID-19.

Diamond, A. (July 22, 2021). *How executive functions (like self-control, selective attention, and working memory) can be improved in young children*. Invited talk. Elementary Academy. Center for Transformative Teaching and Learning's virtual Science of Teaching and School Leadership Academy, Potomac, MD. Online due to COVID-19.

Diamond, A. (May 29, 2021). *The pandemic is showing in stark relief the wisdom of Montessori practices*. Invited talk. Fourth International Seminar on Neuroscience and Education (ISNE IV), Montessori Palau International Research and Training Center, Girona, Spain. Online due to COVID-19. (The pre-recorded video of the talk appeared online from May 25-28 with the discussion live on May 29.)

Diamond, A. (May 5, 2021). *Techniques for improving executive functions*. Invited talk. Neuropsychiatry Grand Rounds, UBC Hospital, Vancouver, BC. *Continuing Education credits provided*. Online due to COVID-19.

Diamond, A. (April 19, 2021). *Frontal lobe and executive functions*. Invited guest lecture. Graduate seminar (Neuroscience 501: Module on Disorders of Cognition, Communication and Emotion), Neuroscience Graduate Program, UBC. Online due to COVID-19. The online Q&A session is scheduled for April 23.
feedback: www.devcogneuro.com/Publications/Neuroscience_501_Graduate_Student_Feedback_2021_v2.jpg
video: www.devcogneuro.com/videos/(Lecture_Video)_Prefrontal_Cortex_And_Stress_Nrsc_501_001_2021-1.mp4

Diamond, A. (March 27, 2021). *Relationship between motor activity and executive functions*. Invited 3-hour Lecture. Past and present students in the Masters Program "Infanzia e Movimento: lo sviluppo da 0 a 6 anni," Università di Verona, Italy. Online due to COVID-19.

Diamond, A. (March 2, 2021). *Executive functions and mindful movement*. Invited talk. Niroga Institute's Advisory Board. Online due to COVID-19.

Diamond, A. (Feb. 24, 2021). *Relations between social and emotional well-being and executive functions: What the research shows*. Invited Public Lecture. Cognitive Science Seminar (Emotion and Cognition), Institute for Intelligent Systems, Univ. of Memphis, TN. Online due to COVID-19.

Diamond, A. (Feb. 20, 2021). *The science of attention and executive function: Joyful ways to improve thinking, reasoning, and self-control.* Keynote Address. Learning & the Brain Conference: Science of

Teaching at a Distance. *Continuing Education credits provided.* Online due to COVID-19.
video: www.devcogneuro.com/videos/adele_diamond_learning_brain_conf_20_feb_2021.mp4

Diamond, A. (Feb. 20, 2021). *Is even mild stress ever really a good thing?* Social Science Foo Camp 2021. Online due to COVID-19.

Diamond, A. (Feb. 18, 2021). *How stress affects executive functions and practical ways to improve EFs*. Invited talk for the 40 teachers finishing a Specialization in Neuroscience Applied to Education at Colégio Albert Sabin (a preK-12 School), São Paulo, Brazil. *Continuing Education credits provided*. Online due to COVID-19
video: www.devcogneuro.com/videos/as_funcoes_executivas_no_processo_de_aprendizagem-Colegio-Albert-Sabin-Sao-Paulo-Brazil_18_Feb_2021.mp4

Diamond, A. (Feb. 3, 2021). *What neuroscience says about how stress affects executive functions and how to minimize those effects*. Invited talk. Montessori México's XXVI Congress. *Continuing Education credits provided*. Online due to COVID-19.
video: www.devcogneuro.com/videos/adele_diamond_montessori_mexico_congress_3_feb_2021.mp4

Diamond, A. (Jan. 21, 2021). *Effects of stress on executive functions and joyful ways to improve executive functions*. Invited online talk to parents. Resurrection Episcopal Day School, New York City. Online due to COVID-19.

Most 2020 scheduled invited addresses & keynotes were re-scheduled due to COVID-19.

Diamond, A. (Dec. 12, 2020). *Effects of stress on prefrontal cortex, and factors that can help minimize negative effects and improve executive functions.* Invited talk. Los Angeles County Dept. of Mental Health - UCLA Early Childhood Fellowship. *Continuing Education credits provided.* Online due to COVID-19.

Diamond, A. (Dec 10, 2020). *Techniques for improving executive functions that teachers can use, and why doing so is so important for learning.* Invited talk. III Brazilian Symposium on Neuroscience. *Continuing Education credits provided.* Online due to COVID-19.

Diamond, A. (Oct. 25, 2020). *Photo-immunology to ward off, or reduce, the intense cytokine storm, the lethal aspect of COVID-19*. Lightning talk. Science Foo Virtual Conference organized by Google, O'Reilly, and Digital Science, with support from Nature. Online due to COVID-19.
video: www.devcogneuro.com/videos/Diamond_5-min_talk_Sci-Foo_on-UVB_for_Cytokine_Storms.wmv

Diamond, A. (Oct. 24, 2020). *Rethinking health & education from an interdisciplinary lens: Social, affective, cognitive, & physical components*. Invited talk. Science Foo Virtual Conference organized by Google, O'Reilly, and Digital Science, with support from Nature. Online due to COVID-19.

Diamond, A. (May 22, 2020). *Rethinking the benefits of stress, even if mild, for prefrontal cortex function and cognitive performance*. Invited ten-minute talk. Neuroscience Research Colloquium, Djavad Mowafaghian Centre for Brain Health, Online due to COVID-19.

Diamond, A. (March 25, 2020). *Frontal lobe and executive functions*. Invited guest lecture. Graduate seminar (Neuroscience 501: Module on Disorders of Cognition, Communication and Emotion), Neuroscience Graduate Program, UBC. Due to COVID-19, this was delivered online.

Diamond, A. (Dec. 16, 2019). *Leveraging what we've learned about executive functions and the brain*

so that each child can thrive. Invited talk. Center for Educational Justice at Pontificia Universidad Catolica de Chile, Santiago, Chile. *Continuing Education credits provided*.
video: https://youtu.be/cwp_H9VYJ58

Diamond, A. (Dec. 13, 2019). *Executive functions in children.* Invited talk. Sociedade Brasileira de Psicanálise de São Paulo, Brazil.

Diamond, A. (Dec. 12, 2019). *Ways to help children thrive.* Invited talk. Universidade Mackenzie, São Paulo, Brazil.

Diamond, A. (Dec. 10, 2019). *Insights from neuroscience & psychology into best practices for educating & raising children so they thrive.* Invited talk. Itaú Social Foundation, São Paulo, Brazil.
video: https://live.popcast.com.br/ciclodedebates2019

Diamond, A. (Dec. 3, 2019). *Insights from neuroscience & psychology into best practices for educating & raising children so they thrive*. Invited talk. Várzea Grande, state of Mato Grosso, Brazil.

Diamond, A. (Nov. 28, 2019). *Insights from neuroscience & psychology into best practices for educating & raising children so they thrive*. Invited talk. São Luís, state of Maranhão, Brazil.

Diamond, A. (Nov. 25, 2019). *Insights from neuroscience & psychology into best practices for educating & raising children so they thrive.* Invited talk. Aquirás, state of Ceará, Brazil.

Diamond, A. (Nov. 7, 2019). *Treating physical health, without also addressing social and emotional health is less efficient or effective*. Invited talk for the Dalai Lama Center for Peace and Education, at Terminal City Club, Vancouver, BC.

Diamond, A. (Oct. 28, 2019). *Reclaim the education of your children and the healing of yourself and others*. Invited workshop. Association of Iroquois and Allied Indians: Health & Wellness Conference, Niagara Falls, ON. *Continuing Education credits provided*.

Diamond, A. (Oct. 28, 2019). *Effects of early life trauma and scientific insights into what can help promote resilience*. Keynote Address. Association of Iroquois and Allied Indians: Health & Wellness Conference, Niagara Falls, ON. *Continuing Education credits provided*.

Diamond, A. (Oct. 25, 2019). *Some implications of the unusual properties of the dopamine neurons that project to prefrontal cortex*. The Bernice Grafstein Lecture in Neuroscience, McGill University, Montreal, QC. *Continuing Education credits provided*.
video: https://youtu.be/SSolQCi4Yos

Diamond, A. (Oct. 24, 2019). *Interrelations of executive functions with emotional, social, and physical well-being: How can we help more children thrive?* Invited talk, Centre for Research on Children and Families, McGill University, Montreal, QC. *Continuing Education credits provided*.

Diamond, A. (Sept. 18, 2019). *Addressing the seeming contradiction: People who are more physically active and better aerobically fit have better executive functions, but most aerobic-exercise and resistance-training interventions have produced little or no benefit to executive functions*. Keynote Address. German Society of Sport Science Conference, Humboldt-Universität, Berlin, Germany. *Continuing Education credits provided*.

Diamond, A. (Sept. 13, 2019). *What can be done to treat or prevent the sequelae of early life trauma?*

Keynote Address. 3rd Iberoamerican Neuropsychology Congress & 2nd Colombian Society of Neuropsychology Congress, Cali, Colombia. *Continuing Education credits provided*.

Diamond, A. (July 29, 2019). *Workshop on trauma*. Invited workshop. 7th Annual Assembly of Educateurs sans Frontières (EsF), Tepoztlán, Mexico. *Continuing Education credits provided*.

Diamond, A. (July 24, 2019). *What if Montessori principles were applied to more than just education?* Invited talk. 7th Annual Assembly of Educateurs sans Frontières (EsF), Tepoztlán, Mexico. *Continuing Education credits provided*.

Diamond, A. (July 9, 2019). *Unpredictable Twists and Turns in the Process of Scientific Discovery.* Keynote Address. 2019 Women Trainees in Neuroscience Conference, Chico Hot Springs, MT. *Continuing Education credits provided*.

Diamond, A. (June 1, 2019). Invited talk. Early Childhood Scientific Advisory Group meeting, Bezos Family Foundation, Sedona, AZ.

Diamond, A. (May 11, 2019). *What are executive functions and what works to help improve them?* Invited talk. Jornada de Neuroeducación, Oviedo, Spain. *Continuing Education credits provided*.

Diamond, A. (May 7, 2019). *What characteristics might physical and mental activities need so they yield the most benefit to executive functions*. Keynote Address. International Symposium presenting Patrizio Paoletti and Adele Diamond on Resilient Children: How to Help Our Children Become Responsible and Happy Adults - Neuroscientific, Psychological and Educational Perspectives, Monastero di San Biagio in Assisi, Italy. *Continuing Education credits provided*.
video: www.devcogneuro.com/videos/2019_05_07_Adele Diamond_BambiniResilienti.wmv

Diamond, A. (May 4, 2019). *How executive functions (like self-control, selective attention, and working memory) can be improved*. Keynote Address. Institut de Psychomotricité, Université Saint-Joseph, Beirut, Lebanon. *Continuing Education credits provided*.

Diamond, A. (May 3, 2019). *What executive functions are and their developmental course.* Invited guest lecture. 2-hour course for professionals as part of their continuing education, Institut de Psychomotricité, Université Saint-Joseph, Beirut, Lebanon. *Continuing Education credits provided*.

Diamond, A. (May 3, 2019). *Recent methods for evaluating executive dysfunction and interventions to improve executive functions*. Invited guest lecture. 2-hour course for professionals as part of their continuing education, Institut de Psychomotricité, Université Saint-Joseph, Beirut, Lebanon. *Continuing Education credits provided*.

Diamond, A. (April 27, 2019). *What can we learn from executive function research and the arts to help all children thrive*? Invited talk. The 3rd International Seminar of Neuroscience and Education, Girona, Spain. *Continuing Education credits provided*.

Diamond, A. (March 18, 2019). *Frontal lobe and executive functions.* Invited guest lecture. Graduate seminar (Neuroscience 501: Module on Disorders of Cognition, Communication and Emotion), Neuroscience Graduate Program, UBC.

Diamond, A. (Feb. 12, 2019). *Surprising approaches to boosting brain power for you and your kids*. Keynote Address. The Brain: An Owner's Guide Series, Center for Brain Health, Univ. of Texas, Dallas.

Diamond, A. (Jan. 10, 2019). Invited talk to Bill Gates along with some of his thought partners and technical advisors, Gates Foundation, Seattle, WA.

Diamond, A. (Nov. 15, 2018). *Insights from neuroscience and psychology: What we all need to thrive*. Invited talk. Innovations in Educational Neuroscience - Transforming Practice through Emerging Research Conference, UBC, Vancouver, BC.

Diamond, A. (Nov. 13, 2018). *What can I say that would be helpful to you?* Keynote Address. First Annual North America Educateurs sans Frontières Lecture. Crossways Community, Washington, DC.

Diamond, A. (Nov. 12, 2018). *Some potentially surprising insights into what aid and impair executive functions*. Invited talk. Center for Neurodevelopment and Imaging Research, Kennedy Krieger Institute, Baltimore, MD.

Diamond, A. (Nov. 8, 2018). *Tea and conversation with Adele Diamond*. Invited talk, Executive Function Center of New York, NY. **videos**: www.youtube.com/channel/UCsUOV6oRYOH316Wd8eOdeNw

Diamond, A. (Nov. 2, 2018). *Children need to feel proud of who they are*. Invited talk. Xwemelch'stn Etsimxwawtxw – Capilano Little Ones School, West Vancouver, BC.

Diamond, A. (Oct. 22, 2018). *Effects of early adverse experiences on the brain*. Invited talk. Brain Talks: Epigenetics and Early Life Experiences. Dept. of Psychiatry, UBC, Vancouver. *Continuing Education credits provided*. **video:** https://www.youtube.com/watch?v=GRNDbKgJgD4

Diamond, A. (Oct. 19, 2018). *Interrelations of executive functions with emotional, social, and physical health*. Keynote Address. Montessori Provincial Specialist Associations (PSA) Conference, Maple Ridge, BC. *Continuing Education credits provided.*

Diamond, A. (Oct. 16, 2018). *Understanding the mechanisms by which adverse childhood experiences can have long-term adverse consequences*. Keynote Address. National Native Alcohol and Drug Abuse Program (NNADAP) Conference, Sault Ste Marie, ON. *Continuing Education credits provided.*

Diamond, A. (Oct. 16, 2018). *Breaking the cycle: Methods and strategies for protecting children against, and recovering from, adverse childhood experiences and PTSD*. Invited workshop. National Native Alcohol and Drug Abuse Program (NNADAP) Conference, Sault Ste Marie, ON. *Continuing Education credits provided.*

Diamond, A. (Aug. 9, 2018). *Not just some of the children: All the children*. Keynote Address. Educateurs sans Frontières (EsF) Annual Conference, Stellenbosch, South Africa. *Continuing Education credits provided.*

Diamond, A. (July 26, 2018). *What executive functions are and some tests used to measure them*. Invited talk. Educational Neuroscience and Healthy Child Development Cluster Meeting, UBC.

Diamond, A. (June 18, 2018). *The importance of social and emotional health for brain health: The case of prefrontal cortex and executive functions*. 10th Annual Midsummer Public Lecture. University of Copenhagen and Elsass Institute, Copenhagen, Denmark.

Diamond, A. (June 14, 2018). *What are executive functions and why are they relevant in the 21st century?* Keynote Address. Connections in Mind Annual Summit, London, UK.

Diamond, A. (June 12, 2018). *What does, and does not, improve executive functions, and why.* Executive Functions Master Class with Professor Adele Diamond. Faculty of Education, University of Cambridge, UK

Diamond, A. (June 7, 2018). *Helping every child to succeed*. Keynote Address. Leggendo Metropolitano –

an International Arts Festival, Cagliari, Italy.

Diamond, A. (May 28, 2018). *Executive functions: What they are, how they unfold during development, how to assess them, and ways to improve them.* Invited all-day (6 hour) talk. Groupe d'Action en Neuropsychologie Développementale (GrAND), Quebec City, QC.

Diamond, A. (May 19, 2018). *Insights from psychology and neuroscience to help you succeed in university and on the job market*. Keynote Address. Connecting Minds 2018 North American Psychology Undergraduate Research Conference, Kwantlen Polytechnic University, Richmond, BC.

Diamond, A. (May 14, 2018). *The 'secret sauce' to honing the mind*. Keynote Address. "Brain Awareness Season," Oregon Health & Science University (OSHU) Brain Institute, Portland, OR. *Continuing Education credits provided*

Diamond, A. (May 3, 2018). *Executive functions in the early years*. Invited talk. Infant Mental Health Community Training Institute, Hospital for Sick Children, Toronto, ON. *Continuing Education credits provided* . Talk webcast to an external audience of >1000.
video: https://youtu.be/cto3swwoKDQ

Diamond, A. (April 21, 2018). *What executive functions are, their importance for education, and how to aid their development*. Invited talk. Maria Montessori Education Centre of Calgary, AB. *Continuing Education credits provided.*

Diamond, A. (April 20, 2018). *Listen. Relax. Love. Enjoy.* Invited evening talk to parents. Maria Montessori Education Centre of Calgary, AB.

Diamond, A. (April 4, 2018). *Frontal lobe and executive functions*. Invited guest lecture. Graduate seminar (Neuroscience 501: Module on Disorders of Cognition, Communication and Emotion), Neuroscience Graduate Program, UBC.

Diamond, A. (March 16, 2018). *Executive functions: What they are, why they're important, and how to improve them*. Invited talk. Learning Differences Conference at the Harvard Graduate School of Education, Cambridge, MA.

Diamond, A. (Feb. 20, 2018). *How you, personally, can help your child thrive by following just a few simple principles*. Keynote Address. Empowering and Promoting Healthy First Nation Communities, Dilico Anishinabek Family Care, Thunder Bay, ON. *Continuing Education credits provided*.

Diamond, A. (Feb. 13, 2018). *The cradle of executive functions: Supporting young children's emotional, social, and physical needs.* Invited talk. Institute for Early Childhood Education & Research (IECER) Graduate Student Brown Bag Lunch Series, UBC, Vancouver, BC.

Diamond, A. (Oct. 31, 2017). *The importance of engaging in non-academic pursuits to improve academic achievement*. Invited talk. Brock House Society. Vancouver, BC.

Diamond, A. (July 26, 2017). *Why youth act the way they do: The impacts of stress and trauma on child and youth brain development and behavior*. Invited talk. Stress-Resilience in Schools and Communities Conference, Niroga Institute, Oakland, CA. *Continuing Education credits provided*.

Diamond, A. (July 6, 2017). Morning: *Effects of early life trauma*. Invited 2½ hour talk. Grounding Trauma "Thrive" Conference, Come And Sit Together (CAST) Canada, Ottawa, ON. *Continuing*

Education credits provided.

Diamond, A. (July 6, 2017). Afternoon: *What we know about the brain and child development to help promote resilience*. Invited 2½ hour talk. Grounding Trauma "Thrive" Conference, Come And Sit Together (CAST) Canada, Ottawa, ON. *Continuing Education credits provided*.

Diamond, A. (May 26, 2017). *Effects of early life trauma and what we know about the brain and child development to help promote resilience.* Keynote Address. Children's Hospital Education Research Institute (CHERI), Sydney, Australia. *Continuing Education credits provide*d.

Diamond, A. (May 25, 2017). *Evidence-based strategies for improving executive functions and the relation of that to academic, health and well-being outcomes.* Keynote Address. Children's Hospital Education Research Institute (CHERI), Sydney, Australia. *Continuing Education credits provided*.

Diamond, Adele. (May 17, 2017). *How the arts and play can help improve executive functions*. Invited public talk. Mercury Bay Area School, Whitianga, New Zealand.

Diamond, A. (May 13, 2017). *How the arts and play can help improve the executive functions of our brains*. Invited talk. Turning Point: The New Zealand Educators' Neuroscience Conference, University of Auckland, New Zealand. *Continuing Education credits provide*d.

Diamond, A. (May 4, 2017). *Biochemical and environmental influences on executive functions and clinical implications.* Invited talk. Neuro Retreat, Karolinska Institute, Solna, Sweden.

Diamond, A. (April 27, 2017). *What executive functions are and why nurturing the whole child may be critical for achieving the academic outcomes we all want for our children.* Invited talk. Dept. of Human Sciences, Univ. of Verona, Italy.

Diamond, A. (April 21, 2017). *What executive functions are and how to aid their development.* Keynote Address. 2nd International Seminar on Neuroscience and Education as part of the Celebration for the 50th Anniversary of the Montessori-Palau School, Girona, Spain. *Continuing Education credits provided.*

Diamond, A. (April 20, 2017). *Development of executive functions in young children, and the importance of executive functions for learning.* Keynote Address. XXIX Institut Guttmann Annual Scientific Congress, the theme this time: Neuropsychology and School, Barcelona, Spain. *Continuing Education credits provided*
video: www.youtube.com/watch?v=SeCX8hJ7H_8

Diamond, A. (April 13, 2017). Invited public talk at press conference. *Federazione Italiana Sport Orientamento* [Italian; "Federation of Italian Orienteering"], Rome, Italy.
video: www.youtube.com/watch?v=o7h8MF0TMog

Diamond, A. (April 12, 2017). *What characteristics might physical activities need so they yield the most benefit to executive functions?* Invited talk. Università di Roma - Catholic Education University - (LUMSA), Rome, Italy.

Diamond, A. (March 31, 2017). *Frontal lobe and executive functions.* Invited guest lecture. Graduate seminar (Neuroscience 501: Module on Disorders of Cognition, Communication and Emotion), Neuroscience Graduate Program, UBC.
feedback: www.devcogneuro.com/Publications/Neuroscience_501_Graduate_Student_Feedback_2017.pdf

Diamond, A. (March 21, 2017). *Talk for the Behavioral Affective Science Seminar at UCSF*. Invited

talk. Dept. of Psychiatry, University of California-San Francisco, CA.

Diamond, A. (March 7, 2017). *Education that works: Serious business (like learning) can, and should, be joyful.* Invited talk. Stanley British Primary School, Denver, CO.

Diamond, A. (March 3, 2017). *Measuring and assessing executive function skills.* Invited talk. Human Capital and Economic Opportunity (HCEO) Working Group Conference "Measuring and Assessing Skills" at the University of Chicago, Chicago, IL.
video: www.youtube.com/watch?v=8mxjr_pE-DY

Diamond, A. (Feb. 25, 2017). *Interrelations of executive functions with emotional, social, and physical health.* Invited talk. Pacific Northwest Montessori Association, Seattle, WA. *Continuing Education credits provided.*

Diamond, A. (Feb. 22, 2017). *Insights from neuroscience and psychology to help you succeed at university and in life.* Invited talk to students and faculty. St. George's School, Vancouver, BC.

Diamond, A. (Feb. 21, 2017). *Beyond the books: The value of the arts, sports and free play for boys' cognitive development*. Invited evening talk to parents in the Boy O Boy Speaker Series. St. George's School, Vancouver, BC.

Diamond, A. (Feb. 16, 2017). *Neurobiological impacts of gonadal hormones, COMT genotype, and early life stress and adversity on prefrontal cortex and executive functions.* Invited talk. BC Children's Hospital, Vancouver, BC.

Diamond, A. (Jan. 17, 2017). *Principles and strategies for aiding the development of executive functions.* Invited talk. Psychology Dept. Colloquium, Hebrew University, Jerusalem, Israel.

Diamond, A. (Jan. 12, 2017). *Biological and psychological effects of early life trauma: What can be done to treat or prevent those sequelae?* Invited talk. Pediatrics Department Grand Rounds, Soroka Hospital, Beer Sheva, Israel. *Continuing Education credits provided.*

Diamond, A. (Jan. 10, 2017). *Biological and psychological effects of early life trauma: What can be done to treat or prevent those sequelae?* Invited talk. Beer Sheva Mental Health Center, Beer Sheva, Israel.

Diamond, A. (Jan. 9, 2017). *Environmental influences on the neurocognitive development of executive functions.* Invited talk. Edmond J. Safra Brain Research Center, University of Haifa, Israel.
video: www.youtube.com/watch?v=uWQqFsXajcM

Diamond, A. (Jan. 6, 2017). *Interactions between executive functions and language in preschool and school-age children*. Invited 3-hour Keynote Address. Continuing Education Program on "The Contribution of Executive Functions to Communication, Language and Learning among Children at Preschool and School-age," Schneider Children's Medical Center, Tel-Aviv University, Israel. *Continuing Education credits provided.*

Diamond, A. (Dec. 29, 2016). Invited guest Lecture. "Special Issues to be aware of with children 'at risk' and what they will need most from you as mentors," for a Seminar for undergraduates in their last year of the BA who are working with preschoolers 'at-risk,' Dept. of Psychology, Ben Gurion University, Beer Sheva, Israel

Diamond, A. (Dec. 28, 2016). *Understanding biological and environmental influences on executive functions.* Invited talk for Clinical Developmental Psychology Graduate Students and Faculty. Ben

Gurion University. Beer Sheva, Israel.

Diamond, A. (Dec. 28, 2016). *What have we learned from attempts to try to improve executive functions?* Invited talk. Psychology Department Colloquium, Ben Gurion University. Beer Sheva, Israel.

Diamond, A. (Nov. 26, 2016). *Education that works.* Keynote Address. Curricular Conversations Conference: A Forum for Educational Collaboration, Victoria, BC.

Diamond, A. (Oct. 6, 2016). *Leveraging what we've learned from neuroscience research: Why El Sistema music programs hold such promise for helping children thrive.* Keynote Address. Economic Mobility Pathways (EMPath; formerly the Crittenton Women's Union) Biennial Conference: 'Disrupting the Poverty Cycle', Boston, MA.

Diamond, A. (Sept. 10, 2016). *Leveraging what we have learned from neuroscience research: Why the arts are so important for brain development and for helping children thrive*. Invited talk. Houston Arts Partners Annual Conference, Alley Theater, Houston, TX. *Continuing Education credits provided.*

Diamond, A. (Aug. 4, 2016). *What executive functions are, and how the arts, play, & physical activity can aid their development*. Invited 3-hour workshop. Alumni of Teaching Fellows Institute, Charlotte, NC. *Continuing Education credits provided*.

Diamond, A. (Aug. 3, 2016). *Leveraging what we've learned from executive function research to help every child succeed: Why the arts, play, and physical activity aid cognitive development*. Invited all-day workshop. Teaching Fellows Institute, Charlotte, NC. *Continuing Education credits provided.*

Diamond, A. (Aug. 2, 2016). *The roles of the arts, play, and physical activity in the development of executive functions.* Invited evening talk to parents and the community. Teaching Fellows Institute, Charlotte, NC. *Continuing Education credits provided.*

Diamond, A. (Aug. 2, 2016). *Executive functions: What they are, their importance for education, and how to improve them*. Invited all-day workshop. Teaching Fellows Institute, Charlotte, NC. *Continuing Education credits provided.*

Diamond, A. (July 8, 2016). *Helping children with behavioral, learning, or physical challenges to be all they can be*. Keynote Address. Training Program in Developmental Disorders and Inclusive Education, Montessori Institute of San Diego, La Jolla, CA. Continuing Education credits provided.

Diamond, A. (June 9, 2016). *What characteristics does a physical activity need for it to improve cognition, including executive functions?* Keynote Address. Annual Meeting of the International Society of Behavioral Nutrition and Physical Activity (ISBNPA), Cape Town, South Africa.

Diamond, A. (May 13, 2016). *Relax, embrace yourself and life, and be there for others*. Keynote Address. Mindful Society Conference, Toronto, ON. *Continuing Education credits provided*.

Diamond, A. (May 3, 2016). *What children need most: What moms need so they have the emotional and cognitive resources to provide that.* Keynote Address. Mom2Mom Child Poverty Initiative, Vancouver, BC.

Diamond, A. (April 30, 2016). Invited talk. Operation Med School, a one-day conference run by, and for, a group of high school students aspiring to go to medical school, Vancouver, BC.

Diamond, A. (April 16, 2016). *What children need most and why executive functions are so important.* Keynote Address. Vancouver Island Montessori Association, Victoria, BC. *Continuing Education*

credits provided.

Diamond, A. (April 7, 2016). *Executive functions and the brain. What executive functions are, their importance for education, and how to aid their development.* Keynote Address. *Centennial Niemeyer Lecture*. Bank Street School for Children, NYC, NY.

Diamond, A. (April 7, 2016). Afternoon talk for teachers: *Practical talk about improving teaching practices*. Invited talk. Bank Street School for Children, New York, NY.

Diamond, A. (April 5, 2016). *The foundation children need to thrive in school and in life.* Invited talk. Resurrection Episcopal Day School (an AMI Montessori School), New York, NY.

Diamond, A. (March 22, 2016). *An in-depth look at executive functions and how to assess and improve them.* Invited guest lecture. Graduate course (EPSE 553: Theories of Cognitive Abilities), Dept. of Educational and Counselling Psychology, and Special Education, Faculty of Education, UBC.

Diamond, A. (March 18, 2016). *Building connections between people, communities, and disciplines.* Invited talk. Nexus Conference: Connecting Communities, Interdisciplinary Studies Graduate Program, UBC, Vancouver, BC.

Diamond, A. (March 17, 2016). *Seeing for yourself: Videos of children doing executive function tasks.* Invited guest lecture. Student Directed Seminar (ASTU400: Cognitive Neuroscience of Executive Functions), UBC.

Diamond, A. (March 10, 2016). *Unpredictable twists and turns in the process of scientific discovery*. Invited guest lecture. (SCIE 113: First Year Seminar in Science), UBC.

Diamond, A. (March 5, 2016). *Focusing exclusively on training cognitive skills is less efficient, and ultimately less successful, than also addressing children's emotional, social, and physical needs.* Invited talk. Vroom Scientific Advisory Meeting, Austin, TX.

Diamond, A. (March 3, 2016). *Serious business (like learning) can be joyful.* Keynote Address. California K-12 Superintendents, Assistant Superintendents and Principals Conference, Curriculum Associates, Los Angeles, CA.

Diamond, A. (Feb. 11, 2016). *What can be done to treat or prevent the sequelae of early life trauma*? Keynote Address. Afternoon Session of Conference on Early Trauma - Impact upon Brain and Psychological Development: Mechanisms and Interventions. Psychology Education Day 2016. Hospital for Sick Children, Toronto, ON. *Continuing Education credits provided.*

An additional 8 child and family support programs in Northern Ontario participated remotely.

Diamond, A. (Feb. 11, 2016). *Biological and psychological effects of early life trauma*. Keynote Address. Morning session of Conference on Early Trauma - Impact upon Brain and Psychological Development: Mechanisms and Interventions. Psychology Education Day 2016. Hospital for Sick Children, Toronto, ON. *Continuing Education credits provided.*

An additional 8 child and family support programs in Northern Ontario participated remotely.

Diamond, A. (Feb. 9, 2016). *To improve self-regulation, creativity and problem-solving: Have children play!* Invited talk. Boston Children's Museum, Boston, MA.
video: www.youtube.com/watch?v=k3nPmqj5Ilw

Diamond, A. (Feb. 5, 2016). *The development of executive functions: Principles and strategies for*

aiding that and differences by genotype and gender. Plenary Address. International Neuropsychological Society (INS) Annual Meeting, Boston, MA. *Continuing Education credits provided.*

Diamond, A. (Jan. 28, 2016). *The role of social and emotional factors in children's ability to exercise executive functions and do well in school.* Invited talk. Early Years Pre-Conference, Vancouver, BC.

Diamond, A. (Jan. 22, 2016). *Insights from neuroscience to help every child thrive: How dance might aid brain development and critical cognitive skills.* Lecture – Performance. Co-presented with the children of the California Dance Institute, Semel Institute for Neuroscience & Human Behavior, UCLA, Los Angeles, CA. www.devcogneuro.com/videos/2016_22_Jan_Lecture_Performance_co-presented_by_the_children.wmv

Diamond, A. (Jan. 16, 2016). *Playful ways to improve the brain's executive functions.* Invited 2- hour workshop. Children the Heart of the Matter Conference, Surrey, BC. *Continuing Education credits.*

Diamond, A. (Jan. 15, 2016). *Child development and the brain: What every child needs to succeed.* Keynote Address. Children the Heart of the Matter Conference, Surrey, BC. *Continuing Ed. credits.*

Diamond, A. (Nov. 19, 2015). *As scientists explore how we can best help children thrive, they are confirming the wisdom of traditional ways for promoting well-being.* Invited talk. Universidad Católica de Temuco, plus Universidad de La Frontera, Universidad Autónoma de Chile, & Universidad de Aconcagua, Temuco, Chile.
pdf: www.devcogneuro.com/Publications/diamond_2015_talk_in_Temuco_Chile_in_SPANISH.pdf
- the slides were shown in Spanish

Diamond, A. (Nov. 6, 2015). *Strategies and activities for aiding the development of executive functions and ways to assess executive functions.* Invited 3-hour workshop. British Columbia Association of School Psychologists (BCASP) Annual Conference, Vancouver, BC. *Continuing Education credits provided.*

Diamond, A. (Nov. 3, 2015). *What nourishes the whole child and the human spirit is also best for executive functions*. Invited talk. The 3rd Annual Simms/Mann Think Tank, Los Angeles, CA.
video: www.devcogneuro.com/videos/AD_EF_the_Simms_Mann_Institute_Think_Tank_Nov_2015.wmv
Group discussion: Whole Child Panel (50:44 min) https://youtube.com/watch?v=ot37LdUU_cI
Interview segments:

Are Executive Functions a Fixed Trait? (1:42 min) https://youtube.com/watch?v=_4QGaAVgxvU
What are Executive Functions? (2:45 min) https://youtube.com/watch?v=__8mV-7yAaE
Adele Diamond: EFs and the Whole Child (1:58 min) https://youtube.com/watch?v=bKTzoD8cDd4
How to Help Children Develop EFs (4:01 min) https://youtube.com/watch?v=pRB6gzgFa2s
What are Executive Functions (Short) (0:42 min) https://youtube.com/watch?v=J6vYxWbzpgU
The Importance of Whole Child (1:28 min) https://youtube.com/watch?v=g6d8rDRb8yU
How to Organize Your Child's World (1:04 min) https://youtube.com/watch?v=XQXynuPnQgc
Early Education does not Equal Academic Instruction (1:20 min)
https://youtube.com/watch?v=XQXynuPnQgc

Diamond, A. (Oct. 23, 2015). *Factors that aid and factors that hinder the development of executive functions*. Invited talk. Neuroplasticity and Education: Strengthening the Connection Conference,

Vancouver, BC.
pdf: www.neuroplasticityandeducation.com/wp-content/uploads/2015/10/adele-diamond.pdf
video: youtube.com/watch?v=fQCq-7tlqrE&feature=youtu.be

Diamond, A. (Oct. 22, 2015). *How can we help more children thrive (not simply survive, but flourish)?* Invited 4-hour talk. Social Venture Partners (SVP) 2015 Audacious Philanthropy Conference, Seattle, WA.

Diamond, A. (Oct. 22, 2015). *A counterintuitive approach to improving outcomes for children.* Invited talk. Social Venture Partners (SVP) 2015 Audacious Philanthropy Conference, Seattle, WA.

Diamond, A. (Oct. 17, 2015). *Bright young minds: Early learning and executive functions*. Keynote Address. Success by 6 / Okanagan Parent Conference, Kelowna, BC.

Diamond, A. (Oct. 6, 2015). *What values, principles, and policies make you particularly proud to be Canadian?* Requested by, and for, students to excite students about voting in the upcoming federal election by highlighting ways that the outcome could directly impact their lives. UBC campus, Vancouver, BC.

Diamond, A. (Sept. 18, 2015). *Research that helps us move closer to a world where each child thrives*. Invited brief talk. "Just One Wish for the Study of Human Development" webinar for the special issue of Research in Human Development.

Diamond, A. (Sept. 7, 2015). *Insights from neuroscience and from psychology of possible benefit to teachers*. Invited talk. Montessori School, Bilbao, Spain. *Continuing Education credits provided.*

Diamond, A. (Sept. 5, 2015). *Understanding executive functions (sometimes erroneously called 'non-cognitive' skills): Insights from neuroscience and psychology.* Keynote Address. Economic Science Association Annual European Meeting, Heidelberg, Germany.

Diamond, A. (August 10, 2015). *The importance of dance, music, and other related activities for the development of children.* Invited talk. 'Education for Social Change: Innovative Solutions' Conference, *Educateurs sans Frontières*, Khon Kaen, Thailand. *Continuing Education credits provided.*

Diamond, A. (July 30, 2015). *Insights and strategies from neuroscience and developmental science for early childhood education.* Invited talk. Indonesian Education University (UPI), Bandung, Indonesia.

Diamond, A. (July 28, 2015). *The conditions of learning: A neuroscience perspective*. Invited talk. Universitas Negeri Jakarta (State University of Jakarta), Jakarta, Indonesia.

Diamond, A. (July 25, 2015). Invited talk. Early childhood teachers, Gajah Mada University (UGM), Jogyakarta, Indonesia. *Continuing Education credits provided.*

Diamond, A. (May 29, 2015). Event of the Year Talk, California Dance Institute, Monrovia, CA.
video: www.youtube.com/watch?v=nMoUJRfGJxA

Diamond, A. (May 28, 2015). *Insights from neuroscience, social psychology, and developmental science for improving executive functions, with clinical implications.* Invited talk. Psychology Dept. Colloquium, University of California - San Diego, CA.

Diamond, A. (May 27, 2015). *Exercise without a cognitive component produces little or no cognitive benefit*. Invited talk. American College of Sports Medicine (ACSM) Annual Meeting, San Diego, CA. *Continuing Education credits provided.*

Diamond, A. (May 18, 2015). *Interrelations of executive functions with emotional, social, and physical*

health. Keynote Address. Developmental Behavioral Disorders & a Spectrum of Pediatric Challenges Meeting, Hilton Head Island, SC. *Continuing Education credits provided.*

Diamond, A. (May 11, 2015). *Insights from neuroscience and psychology to help our young people thrive.* Invited talk. *Zlotowski Neuroscience Lecture*, Ben-Gurion University of the Negev, Beer Sheva, Israel. **video:** www.youtube.com/watch?v=FMzHvZpb6X4

Diamond, A. (May 8, 2015). Invited talk. Friday Forum, Portland City Club, Portland, OR.

Diamond, A. (May 7, 2015). *Child development, executive functioning, and the role of the arts and physical activity among marginalized youth*. Invited talk. Portland State University (PSU), sponsored by the Oregon BRAVO El Sistema Orchestra and the Social Determinants of Health Initiative, PSU, Portland, OR.

Diamond, A. (May 5, 2015). *Executive functions: Practical insights with implications for psychiatric practice*. Invited talk. Psychiatry Regional Rounds, Vancouver General Hospital, Vancouver, BC. *Continuing Education credits provided.*

Diamond, A. (April 24, 2015). Invited brief talk. Social Venture Partners (SVP): Seeing is Believing Tour, Vancouver, BC.

Diamond, A. (April 20, 2015). *The critical role of executive functions in children and teens*. Invited all-day (5-hour) workshop. 4th Annual Grand Erie District School Board Professional Student Services Personnel Conference, Brantford, ON. *Continuing Education credits provided.*

Diamond, A. (April 17, 2015). *Research insights into promoting the well-being of children and their families.* Keynote Address. Mindful Families, Schools & Communities: Research-to-Practice Promoting Child Well-Being Meeting, Seattle, WA. *Continuing Education credits provided.*

Diamond, A. (March 24, 2015). *What do our children need to grow up strong, proud, kind, and fulfilled?* Invited talk. Success by 6 / Early Years Gathering and Training Event, Richmond, BC. *Continuing Education credits provided.*

Diamond, A. (March 9, 2015). *What executive functions are and their importance for education.* Invited guest lecture. Undergrad course on the Developing Brain (PSYC 208), Dept. of Psychology, UBC.

Diamond, A. (March 7, 2015). *Executive functioning and pediatric neuropsychology.* Invited talk. Pacific Northwest Neuropsychological Society, Seattle, WA. *Continuing Education credits provided.*

Diamond, A. (March 6, 2015). *Executive functions and prefrontal cortex: Genetic and neurochemical influences plus gender differences*. Invited talk. BC Neuroscience Day, Vancouver General Hospital, Vancouver, BC. *Continuing Education credits provided.*

Diamond, A. (Feb. 27, 2015). *What cognitive skills will children need to succeed in the 21st century?* Invited talk. 20th National Montessori Congress in Mexico: The Art of Educating, Puebla, Mexico. *Continuing Education credits provided.*

Diamond, A. (Feb. 26, 2015). *The caring relationship between the teacher and the children*. Invited talk. 20th National Montessori Congress in Mexico: The Art of Educating, Puebla, Mexico. *Continuing Education credits provided.*

Diamond, A. (Jan. 30, 2015). *How understanding what helps and hinders executive functions can help children thrive*. Keynote Address. Increasing Mindfulness and Self-awareness in Children with

Disorders of Executive Function, a joint conference of the University of California – Irvine, CA, Dept. of Pediatrics, the Center for Autism & Neurodevelopmental Disorders, the Chapman U. Abilities Project, the Orange County Health Care Agency, and the Orange County Dept. of Education, Costa Mesa, CA. *Continuing Education credits provided.*

Diamond, A. (Dec. 5, 2014). Invited talk. Norwegian School Readiness Intervention Workshop, Chicago, IL.

Diamond, A. (Nov. 22, 2014). *Executive functions: What they are, why they're important, and how to improve them.* Keynote Address. Cerebrum Conference, Lima, Peru. *Continuing Education credits.*

Diamond, A. (Nov. 22, 2014). *Some ways to assess executive functions*. Invited workshop. Cerebrum Conference, Lima, Peru. *Continuing Education credits provided.*

Diamond, A. (Nov. 14, 2014). *Two particularly wise educational approaches: Tools of the Mind and Montessori*. Invited workshop. Early Childhood Education Conference, IDEA Institute, Universidad San Francisco de Quito, Ecuador.

Diamond, A. (Nov. 14, 2014). *Strategies and activities for aiding the development of executive functions in children*. Keynote Address. Early Childhood Education Conference, IDEA Institute, Universidad San Francisco de Quito, Ecuador. *Continuing Education credits provided.*

Diamond, A. (Nov. 13, 2014). Invited guest lecture. Delivered an invited 2-hour course lecture for Prof. David Landsdale's graduate course, Universidad San Francisco de Quito, Ecuador. *Continuing Education credits provided.*

Diamond, A. (Nov. 6, 2014). *Recent insights from neuroscience and developmental science*. Invited talk. Sir Winston Churchill Secondary School International Baccalaureate (IB) Year 2 IBeyond Conference, Vancouver, BC.

Diamond, A. (Nov. 1, 2014). *Strategies and activities for aiding the development of executive functions*. Invited talk. Centre for ADHD Awareness in Canada (CADDAC) Annual Conference, Vancouver, BC. *Continuing Education credits provided.*

Diamond, A. (Oct. 29, 2014). *Benefits of the arts and physical activity for the brain*. Invited talk. Mini Med School (MMS), Child and Family Research Institute, Vancouver, BC.

Diamond, A. (Oct. 21, 2014). *Pros and cons of NIMH's research domain criteria (RDoC) for helping children with executive function deficits*. Keynote Address. 2014 Research Forum, American Academy of Child and Adolescent Psychiatry (AACAP) Annual Meeting, San Diego, CA. *Continuing Ed. credits.*

Diamond, A. (Oct. 19, 2014). *What abilities and skills will be needed for success in the 21st century?* Invited talk. Montessori Training Centre of San Diego, CA. *Continuing Education credits provided.*

Diamond, A. (Oct. 7, 2014). *Some thoughts on how we might better help more children to thrive*. Invited talk. Individual U, New York, NY.

Diamond, A. (Oct. 2, 2014). *What executive functions are, why they're important, and ways to improve them in young children*. Keynote Address. Symposium on 'Creativity, Flexibility, Self-Control, and Discipline: Building Executive Function Skills in Young Children: Practice & Policy, ' Lipsitt-Duchin lecture series co-sponsored by Brown University and Rhode Island KIDS COUNT, Providence, RI. *Continuing Education credits provided.*

Diamond, A. (Oct. 1, 2014). *Unintended consequences of seemingly rational actions: Often what produces the best short-term outcomes is different from what produces the best long-term outcomes.* Invited talk to White House staff of the Office of Management and Budget. Washington, DC.

Diamond, A. (Sept. 29, 2014). *Not losing sight of the goal of any mindfulness practice.* Invited talk. Mindfulness and Learning Research Symposium, Johns Hopkins University Science of Learning Institute, Baltimore, MA. *Continuing Education credits provided.*

Diamond, A. (Sept. 27, 2014). *New findings about the brain are turning some ideas on their head*. Invited TEDx talk. TEDxWestVancouverED: Rethinking Education, West Vancouver, BC.
video: www.youtube.com/watch?v=StASHLru28s

Diamond, A. (Sept. 12, 2014). *Interventions, programs, and approaches that appear promising for improving executive functions and those that, despite much hype, do not.* Keynote Address. FLUX Integrative Developmental Cognitive Neuroscience Annual Conference, Los Angeles, CA.
video: https://youtu.be/dJDB2aTVtlw

Diamond, A. (August 21, 2014). *Child development and the brain: Insights into reducing social inequalities and helping every child thrive*. Invited talk. Interdisciplinary Research in Education Conference, Santiago, Chile. *Continuing Education credits provided.*

Diamond, A. (August 9, 2014). *What do we know about the brain that can help inform early childhood programs?* Invited talk. Pacific Early Childhood Education Research Association (PECERA) Annual Conference, Bali, Indonesia. *Continuing Education credits provided.*

Diamond, A. (June 26, 2014). *Leveraging what we've learned from research to help every child succeed: Why the arts, play, and physical activity aid cognitive development*. Invited talk. 'Jean Piaget Conference: Theories of Development' in honor of the 40th anniversary of the Archives Jean Piaget, Université de Genève, Switzerland.

Diamond, A. (June 11, 2014). *Principles and strategies for improving executive function skills.* Invited webinar. Annie E Casey Foundation. *Continuing Education credits provided.*
video: ww.devcogneuro.com/videos/principles_and_strategies_for_improving_executive_function_skills.mp4

Diamond, A. (May 28, 2014). *What executive functions are and factors that affect them.* Invited Plenary Address. 17th Annual Welfare Research and Evaluation Conference of the Administration for Children and Families (ACF) of the US government, Washington, DC. *Continuing Education credits provided.*

Diamond, A. (May 20, 2014). *Neurochemical modulation of, and environmental interventions to improve, executive functions*. Invited talk. Joint Donders Institute for Brain, Cognition and Behaviour / Behavioural Science Institute, Radboud University Workshop on 'Enhancing Executive Functions in Education,' Nijmegen, Netherlands. *Continuing Education credits provided.*

Diamond, A. (May 19, 2014). *How executive functions foster educational development: Insights from today and perspectives on the future*. Invited talk. 'How Executive Functions Foster Educational Development' Conference, Behavioural Science Institute, Radboud University, Nijmegen, Netherlands.

Diamond, A. (May 16, 2014). *Interrelations between motor and cognitive development: Development of executive functions.* Keynote Address. 'Interrelations between Sensory, Motor, and Cognitive Abilities during Typical and Atypical Development Conference', Groningen University, Netherlands. *Continuing*

Education credits provided.

Diamond, A. (May 14, 2014). *Executive functions: Practical insights from neuroscience and developmental science for helping children*. Invited talk. Center for Human Movement Sciences, Groningen University, Netherlands. *Continuing Education credits provided.*

Diamond, A. (April 23, 2014). *Towards a major paradigm shift in how we treat our patients: Part 3 of 3.* Invited talk. Neuropsychiatry Grand Rounds, UBC Hospital, Vancouver, BC. *Continuing Ed. credits.*

Diamond, A. (April 16, 2014). *Towards a major paradigm shift in how we treat our patients: Part 2 of 3.* Invited talk. Neuropsychiatry Grand Rounds, UBC Hospital, Vancouver, BC. *Continuing Ed. credits.*

Diamond, A. (March 26, 2014). *Frontal lobe and executive functions.* Invited guest lecture. Graduate seminar (Neuroscience 501: Module on Disorders of Cognition, Communication and Emotion), Neuroscience Graduate Program, UBC.

Diamond, A. (March 22, 2014). *Environmental and biological effects on prefrontal cortex and executive functions.* Invited talk. 22nd Annual Butters-Kaplan West Coast Neuropsychology Conference, San Diego, CA. *Continuing Education credits provided.*

Diamond, A. (March 15, 2014). Invited talk. Mother and Baby Prison Health: Making Prison Mother Baby Units work in Canada Conference, Vancouver, BC. *Continuing Education credits provided.*

Diamond, A. (Feb. 18, 2014). *The importance of play*. Invited talk. Contemporary Art Gallery, Vancouver.

Diamond, A. (Jan. 17, 2014). All day (6-hour). Invited Presentation. Brainy Bunch Annual Meeting, Napa, CA.

Diamond, A. (Nov. 27, 2013). *Toward a major paradigm shift in how we treat our patients: Part 1 of 3*. Invited talk. Neuropsychiatry Grand Rounds, UBC Hospital, Vancouver, BC. *Continuing Education credits provided.*

Diamond, A. (Nov. 21, 2013). *Executive functions: What they are, genetic and environmental influences and clinical implication.* Invited talk. St. Paul's Hospital Continuing Medical Education Conference for Primary Care Physicians, Vancouver, BC. *Continuing Education credits provided*.

Diamond, A. (Nov. 20, 2013). *What do children need most?* Invited Featured Speaker. Cities Fit for Children Provincial Summit Pre-Conference: A special evening for parents and caregivers, Surrey, BC.

Diamond, A. (Nov. 13, 2013). *Understanding the roles of traditional activities and of 'executive function' abilities in nurturing strong, healthy citizens and communities*. Invited talk. Ktunaxa Nation Council Call to Gather Meeting, Cranbrook, BC.

Diamond, A. (Nov. 4, 2013). Keynote Address. 103rd Arizona Town Hall, Grand Canyon, AZ.

Diamond, A. (Oct. 25, 2013). *Want excellent academic achievement? Simple, just nourish the human spirit.* Invited talk. 13th International Meeting in Preschool and Early Education, Monterrey, Mexico. *Continuing Education credits provided*.

Diamond, A. (Oct. 20, 2013). *Neuroscience research and Montessori, Presentation 3:What nourishes the human spirit may also be best for executive functions and school outcomes*. Invited talk. Canadian Council of Montessori Administrators Annual Conference and Retreat, Richmond Hill, ON. *Continuing Education credits provided*.

Diamond, A. (Oct. 20, 2013). *Neuroscience research and Montessori, Presentation 2: The neuroscience of executive functions, including sex differences*. Invited talk. Canadian Council of Montessori Administrators Annual Conference and Retreat, Richmond Hill, ON. *Continuing Education credits.*

Diamond, A. (Oct. 20, 2013). *Neuroscience research and Montessori, Presentation 1: What children need most and why executive functions are important*. Invited talk. Canadian Council of Montessori Administrators Annual Conference and Retreat, Richmond Hill, ON. *Continuing Education credits.*

Diamond, A. (Oct. 19, 2013). *What we know about child development and the brain to help us nurture body, spirit, and mind: Part 2.* Invited workshop. 'It's Child's Play and it Matters' Annual Conference, Lindsay, ON. *Continuing Education credits provided*.

Diamond, A. (Oct. 18, 2013). *What we know about child development and the brain to help us nurture body, spirit, and mind: Part 1.* Invited workshop. It's Child Play and it Matters Annual Conference, Lindsay, ON. *Continuing Education credits provided*.

Diamond, A. (Oct. 10, 2013). *Development of executive functions*. Invited Plenary Address. European Society of Pediatric Research Annual Meeting, Porto, Portugal. *Continuing Education credits provided*.

Diamond, A. (Sept. 30, 2013). *The executive functions dependent on prefrontal cortex: Genetic and environmental influences and clinical implications.* Invited talk. NeuroDevNet Brain Development Annual Conference, Vancouver, BC.

Diamond, A. (August 26 & 27, 2013). *Executive functions 101 for early educators: Nurturing creativity, curiosity, reasoning, self-control, discipline, and self-confidence*. Invited talk. Talk repeated on two days, First Things First Early Childhood Summit. Phoenix, AZ. *Continuing Education credits provided*.

Diamond, A. (Aug 2, 2013). *Neuroscience (and psychology) research and Montessori.* Invited talk. AMI International Montessori Congress, Portland, OR. *Continuing Education credits provided*.
pdf: http://montessoricongress.org/wp/wp-content/uploads/Montessori-Congress-Portland-2013.pdf shown during talk **video:** www.devcogneuro.com/videos/circus_music_dance_v3.wmv

Diamond, A. (July 31, 2013). Invited talk. Trust for Learning Trust Funders' Collaborative Meeting, Portland, OR.

Diamond, A. (June 20, 2013). *Self-regulation and executive functions.* Invited talk. Centre for Advanced Study of Teaching and Learning (CASTL) and SRCD working meeting, Charlottesville, VA.

Diamond, A. (May 31, 2013). *Understanding executive functions: Strategies for supporting each student in realizing his or her potential and for preventing deficits.* Invited talk. Annual Meeting of the International Mind, Brain, and Education Society (IMBES), Quito, Ecuador. *Continuing Education credits provided*.

Diamond, A. (May 17, 2013). *Leveraging what we've learned from brain research to help every child succeed.* Keynote Address. Northwest Cognitive and Memory Conference, Kwantlen Polytechnic University, Surrey, BC.

Diamond, A. (May 17, 2013). *Child development and the brain: Promoting resilience and joy.* Invited webinar. New York State Mental Health Clinic. *Continuing Education credits provided*.

Diamond, A. (May 10, 2013). *Cultivating the mind.* Invited talk. Heart-Mind 2013 Conference: Helping Children Thrive, Vancouver, BC.

video: www.devcogneuro.com/videos/adele_diamond_NW.mov
Webpage with video of talk and downloadable notes: http://dalailamacenter.org/heart-mind-2013-helping-children-thrive/heart-mind-2013-presenters/adele-diamond

Diamond, A. (April 30, 2013). *Bright young minds: Early learning, play and executive functions.* Invited talk. ParentMap, Seattle, WA. *Continuing Education credits provided*.

Diamond, A. (April 27, 2013). *Executive functions and prefrontal cortex: Genetic and neurochemical influences, gender differences, and novel methods to help children become masters of their own behavior.* Invited talk. UBC Neuroscience Retreat, Whistler, BC.

Diamond, A. (April 12, 2013). *The role of prefrontal cortex in neurodevelopmental disorders.* Invited talk. 2nd Annual Symposium on Community-based Social Pediatrics, Montreal, QC.

Diamond, A. (March 25, 2013). *Frontal lobe and executive functions.* Invited guest lecture. Graduate seminar (Neuroscience 501: Module on Disorders of Cognition, Communication and Emotion), Neuroscience Graduate Program, UBC.

Diamond, A. (March 22, 2013). Insights from neuroscience and developmental science to help every child succeed. Keynote Address. *Gertrude Weigum Hinsz Lecture*, North Dakota State University, Fargo, ND.

Diamond, A. (March 11, 2013). *What will it likely take to be successful in the 21st century?* Invited webinar. Mind, Brain, Health and Education Psych 1609 course, Harvard University via webinar. *Continuing Education credits provided*.

Diamond, A. (March 7, 2013). *What can we do to help every child shine?* Keynote Address. Educare Learning Network's Annual Meeting, Phoenix, AZ.
video: www.youtube.com/watch?v=DTtYCE2QLuQ

Diamond, A. (March 5, 2013). *Listen. Relax. Love. Enjoy. Exercise.* Invited talk. Connect Health Centre for Integrative Medicine, Vancouver, BC.

Diamond, A. (Feb. 25, 2013). *Creating effective formal and informal learning communities.* Invited workshop. Nanaimo District Teachers' Association Professional Development (Pro-D) Day, Dover Bay Secondary School, Nanaimo, BC. *Continuing Education credits provided*.

Diamond, A. (Feb. 25, 2013). *Child development and the brain: Insights to help every child thrive.* Keynote Address. Nanaimo District Teachers' Association Professional Development (Pro-D) Day, Dover Bay Secondary School, Nanaimo, BC. *Continuing Education credits provided*.

Diamond, A. (Feb. 21, 2013). *Measures of executive function.* Invited workshop. Washington State Dept. of Early Learning, Seattle, WA. *Continuing Education credits provided*.

Diamond, A. (Feb. 21, 2013). *Reducing stress in children's lives and giving them tools to better manage stress.* Invited talk. Washington State Dept. of Early Learning, Seattle, WA. *Continuing Ed. credits.*

Diamond, A. (Feb. 19, 2013). *Interventions shown to aid executive function development in children 4-12 years old.* Invited talk. EdBag session - a PIER brown bag lunch series, Carnegie Mellon University, Pittsburgh, PA.

Diamond, A. (Feb. 18, 2013). *Applying what we know from neuroscience and developmental science to how schools can enhance EF development and academic achievement in their students.* Invited talk.

Program for Interdisciplinary Educational Research (PIER) Research Speaker Series, Carnegie Mellon University, Pittsburgh, PA. *Continuing Education credits provided*.

Diamond, A. (Feb. 8, 2013). *Cultivating the mind: How to improve self-regulation, creativity and problem-solving in children*. Invited 3-hour workshop. Sea to Sky Teachers' Association (District 48) Professional Development (Pro-D) Day, Whistler Secondary School, Whistler, BC. *Continuing Education credits provided*.

Diamond, A. (Feb. 7, 2013). *Insights from neuroscience and developmental science to help you succeed in university and the job market.* Invited talk. Quest University, Squamish, BC.

Diamond, A. (Dec. 13, 2012). *What we can do to help every child shine*. Invited talk. Montessori Institute of San Diego, San Diego, CA.

Diamond, A. (Nov. 29, 2012). *Benefits of exercise for success in school and career: How important are the social, emotional, and cognitive aspects of physical activity for these benefits?* Keynote Address. *Pease Family Scholar Lecture*, Dept. of Kinesiology, Iowa State University, Ames, IA.

Diamond, A. (Nov. 27, 2012). *Genetic and neurochemical influences, clinical implications, gender differences, and promising interventions.* Invited talk. Interdisciplinary Graduate Program in Neuroscience, University of Iowa, Iowa City, IA.

Diamond, A. (Nov. 19, 2012). *Leveraging knowledge about brain science and developmental science to help every child thrive.* Invited talk. Montessori Professional Development Day, Tyee Elementary School, Vancouver, BC. *Continuing Education credits provided.*

Diamond, A. (Oct. 26, 2012). *Effects of physical activity, and type of physical activity, on cognitive control.* Invited talk. "Key issues in Childhood Physical Activity Science," European Youth Heart Study Scientific Symposium, Madeira, Portugal. *Continuing Education credits provided.*

Diamond, A. (Oct. 24, 2012). *Helping children become masters of their own behavior: Novel methods for improving cognitive control.* Invited talk. First International Thoughts on Mind and Brain Conference at the Gonda Center for Multidisciplinary Brain Research, Bar-Ilan University, Ramat-Gan, Israel. *Continuing Education credits provided.*

Diamond, A. (Oct. 21, 2012). *The effects of stress and genotype on prefrontal cortex and executive functions and how those effects differ in males and females.* Invited talk. Ben Gurion University. Beer-Sheva, Israel.

Diamond, A. (Oct. 13, 2012). Afternoon talk: *Leveraging what we've learned from research to help every child succeed: Strategies and activities to aid the development of executive functions*. Second of 2 Invited talks. 5th Annual Family Information Session on Executive Function: Development and Facilitation in Children With Focus on Deaf/Hard of Hearing, Seattle Children's Hospital, Seattle, WA

Diamond, A. (Oct. 13, 2012). Morning talk: *Understanding executive functions*. First of 2 Invited talks. 5th Annual Family Information Session on Executive Function: Development and Facilitation in Children with a Focus on Deaf/Hard of Hearing, Seattle Children's Hospital, Seattle, Washington.
video: www/youtube.com/watch?v=rWBn9LOHjzA&index=5&list=PLTMQncsWPsq0AWUD titolyokayUJ0-04I

Diamond, A. (Sept. 7, 2012). *What executive functions are and ways to improve them in young children.* Invited talk. "Early Education: Interventions and interactions to promote social and cognitive develop-

ment," IVth IAB International Seminar, São Paulo, Brazil. *Continuing Education credits provided.*

Diamond, A. (August 29, 2012). *Leveraging knowledge about brain development and developmental science to help every child thrive*. Keynote Address. Biennial Meeting of the European Association for Research on Learning and Instruction, Utrecht, Netherlands. *Continuing Education credits provided.*

Diamond, A. (August 26, 2012). *What is key to teaching children so they flourish.* Keynote Address. Association Montessori Internationale (AMI) Annual General Meeting, Amsterdam, Netherlands. *Continuing Education credits.*

Diamond, A. (August 19, 2012). *Leveraging what we've learned from developmental and neuroscience research to help every child succeed.* Invited talk. First Things First Presummit Symposium on School Readiness, Phoenix, AZ. *Continuing Education credits provided.*

Diamond, A.(July 9, 2012). *Leveraging what we've learned from research to help every child succeed: What executive functions are, and strategies and activities to aid their development.* Invited talk. Board on Children, Youth, & Families. National Academies of Sciences Planning Meeting. Washington, DC.

Diamond, A. (June 12, 2012). *Child development and the brain: Insights to help every child thrive.* Invited talk. Garrison Institute Board of Trustees Luncheon, New York, NY.
video: www.youtube.com/watch?v=MQ_j1mjGLow

Diamond, A. (June 8, 2012). Afternoon talk: *Leveraging knowledge about brain development to help every child succeed: Programs and activities empirically demonstrated to aid executive function development in young children***.** Third of 3 Invited talks in an All-Day Workshop, Ottawa-Carleton District School Board, Ottawa, ON.

Diamond, A. (June 8, 2012). Midday talk: *Prefrontal cortex dysfunction in developmental neuropsychological disorders and how to assess executive functions in young children***.** Second of 3 Invited talks in an All-Day Workshop, Ottawa-Carleton District School Board, Ottawa, ON.

Diamond, A. (June 8, 2012). Morning talk: *Understanding executive functions and their developmental course***.** First of 3 Invited talks in an All-Day Workshop, Ottawa-Carleton District School Board, Ottawa, ON.

Diamond, A. (May 30, 2012). *The roles of the arts and physical activity in the development of executive functions.* Invited talk. Conference on Developmental Contemplative Science, Toronto, ON.

Diamond, A. (May 18, 2012). *What nourishes the human spirit may also be best for executive functions.* Invited talk. Psychiatry Grand Rounds, St. Paul's Hospital, Vancouver, BC. *Continuing Education credits provided.*

Diamond, A. (May 11, 2012). *Executive functions: Expanding the boundaries of our knowledge and using that to prevent disorders and help children.* Invited talk. Research Day Symposium, Alberta Children's Hospital, Calgary, AB. *Continuing Education credits provided.*

Diamond, A. (April 28, 2012). *How can we improve children's executive functions, and how much would that help children?* Invited talk in a workshop entitled, "Developmental Cognitive Neuroscience: A Forward Look," London, UK.

Diamond, A. (April 26, 2012). *Commonalities across diverse approaches shown to improve executive functions in young children***.** Invited talk. 3rd UK Paediatric Neuropsychology Symposium, London,

UK. *Continuing Education credits provided.*

Diamond, A. (April 23, 2012). *Development of executive functions during early childhood and their modulation by genes and environment***.** Invited talk. 3rd UK Paediatric Neuropsychology Symposium, London, UK. *Continuing Education credits provided.*
video: web.archive.org/web/20120615140724/http://www.ucl.ac.uk/neuropsych/InternationalSymposia

Diamond, A. (April 20, 2012). *Executive functions and prefrontal cortex: Genetic and neurochemical influences, gender differences, and novel methods to help children become masters of their own behavior.* Keynote Address. *Zangwill Lecture*. Experimental Psychology, University of Cambridge, UK.

Diamond, A. (March 23, 2012). *Frontal lobe and executive functions.* Invited guest lecture. Graduate seminar (Neuroscience 501: Module on Learning and Memory), Neuroscience Graduate Program, UBC.

Diamond, A. (March 22, 2012). *How and why dance, music, sports, and storytelling might well support critical cognitive development in children and youth.* Invited talk. BrainTalks series at Vancouver General Hospital, Vancouver, BC.

Diamond, A. (Feb. 24, 2012) *Executive functions: Genetic and neurochemical influences, gender differences, and strategies to help their development.* Invited talk. Adele Diamond Symposium, Department of Psychology, Leiden University, Netherlands.

Diamond, A. (Feb. 21, 2012). Afternoon talk: *Leveraging knowledge about brain development to help every child succeed**:** Programs and activities empirically demonstrated to aid executive function development.* Fourth of Four Invited talks. Catholic University of Louvain, Belgium. *Continuing Education credit provided.*

Diamond, A. (Feb. 21, 2012). Morning talk: *Executive functions: Genetic and neurochemical influences, gender differences, and interrelations of executive functions with emotions, and social and bodily needs***.** Third of Four Invited talks. Catholic University of Louvain, Belgium*. Continuing Education credit provided.*

Diamond, A. (Feb. 20, 2012). Afternoon talk: *Ways to assess and study executive functions in young children***.** Second of Four Invited talks. Catholic University of Louvain, Belgium. *Continuing Education credit provided.*

Diamond, A. (Feb. 20, 2012). Morning talk: *Understanding executive functions and their developmental course***.** First of Four Invited talks. Catholic University of Louvain, Belgium. *Continuing Education credit provided.*

Diamond, A. (Feb. 17, 2012). *Executive functions: Insights into genetic and neurochemical influences, gender differences, and strategies to help their development.* Plenary Address. Special Symposium at Leiden University in Honor of Prof. Leo de Sonneville, Leiden, Netherlands.

Diamond, A. (Feb. 8, 2012). *What we can do to help all children thrive.* Invited Public Lecture. UBC / Canada Foundation for Innovation Dialogues in connection with the American Association for the Advancement of Science (AAAS) meeting, Vancouver, BC.

Diamond, A. (Feb. 3, 2012). *Why the arts, play, and physical activity aid brain development and the development of skills critical for success in school and in life.* Invited talk. Department of Psychiatry Grand Rounds, Seattle Children's Hospital and the University of Washington, Seattle, WA. *Continuing Education credits provided.*

Diamond, A. (Jan. 30, 2012). *Effects of physical activity on executive functions.* Invited talk. Research

Unit for Sport, Health and Civic Society, University of Southern Denmark, Odense, Denmark.

Diamond, A. (Jan. 29, 2012). *What the evidence shows improves executive functions and academic outcomes.* Invited address. TrygFonden Multi-disciplinary Symposium, "Improving the well-being of children and youth," Copenhagen, Denmark.

Diamond, A. (Jan. 26, 2012). *Nourishing the body, spirit and mind: How to improve self-control, creativity and problem solving in children*. Invited Public Address. sponsored by the Dalai Lama Centre, Vancity Theatre,Vancouver, BC.

Diamond, A. (Jan. 20, 2012). *The importance of repeated practice*. Invited workshop. Early Childhood Education Research Forum, Maryland State Department of Education (MSDE), Towson, MD.

Diamond, A. (Jan. 20, 2012). *Executive functioning*. Keynote Address. Early Childhood Education Research Forum, Maryland State Department of Education (MSDE), Towson, MD. *Continuing Education credits provided.*
video: www.youtube.com/watch?v=P0W8Y9l1toE

Diamond, A. (Dec. 2, 2011). *Why Tools of the Mind and Montessori educational approaches may be particularly efficacious for developing executive function skills.* An Inaugural Speaker in Visiting Distinguished Scholar Program, Virginia Tech Carilion Research Institute & School of Medicine, Roanoke, VA.
video: http://research.vtc.vt.edu/events/2011/dec/01/why-tools-of-the-mind/
short **video:** www.youtube.com/watch?v=qgyUPH3a2Ss
slides: http://static.vtc.vt.edu/pdf/diamond_vtcri_public

Diamond, A. (Dec. 1, 2011). *Executive functions and prefrontal cortex: Genetic and neurochemical influences, gender differences, and practical activities and approaches to help.* Invited Research Lecture. Virginia Tech Carilion Research Institute and School of Medicine, Roanoke, VA.
pdf: static.vtc.vt.edu/pdf/diamond_vtcri_public.pdf

Diamond, A. (Nov. 17, 2011). *Effects of exercise on cognitive control: What is cognitive control and how important are the social, emotional, and cognitive aspects of physical activity?* Invited talk. American College of Sports Medicine (ACSM) Conference on Physical Activity, Cognitive Function, and Academic Achievement, Washington, DC.

Diamond, A. (Nov. 15, 2011). Invited talk. World Bank Global Partnership for Education, Washington, DC.

Diamond, A. (Nov. 11, 2011). *Pets can provide emotional, social, physical, and cognitive benefits.* Invited talk. Social Neuroscience of Human-Animal Interactions Workshop, Washington, DC.

Diamond, A. (Nov. 10, 2011). *Understanding executive functions: Strategies for supporting students' development and preventing deficits.* Invited Full-Day Workshop. Annual School Psychology Conference, Jewish Vocational Services, Toronto, ON. *Continuing Education credits provided*

Diamond, A. (Nov. 5, 2011). *Why disciplining the mind, reducing stress and loneliness, and increasing joy may be critical for children's academic success,* Invited address. Education Symposium, Garrison Institute, Garrison, NY.
video: www.youtube.com/watch?v=6wdFKPTEL2M

Diamond, A. (Oct. 31, 2011). *Insights from developmental cognitive neuroscience on ways to improve executive functions in young children and why that's important.* Invited talk. Inductive Development Systems Theory Conference, Penn. State University, University Park, PA.

Diamond, A. (Oct. 29, 2011). *Why the most effective and efficient strategy for educating the mind is to also educate the heart and body.* Invited talk. Cross-Cultural Symposium on Early Childhood Education: Educating the Heart, Body and Mind, Richmond, BC.

Diamond, A. (Oct. 22, 2011). *Insights into ways of improving cognitive control and self-regulation in young children***.** Invited talk. 37th Minnesota Symposium on Child Psychology, Minneapolis, MN.

Diamond, A. (Oct. 19, 2011). *Commonalities among programs that have shown great promise in working with ASD children*. Invited talk. Simons Initiative on Autism and the Brain. MIT, Cambridge, MA.

Diamond, A. (Sep. 24, 2011). *Applying what we know from scientific research in developmental cognitive neuroscience to how schools can enhance executive function development in young children*. Invited talk. 2nd Annual Aspen and New York Academy of Sciences Brain Forum, Aspen, CO.

Diamond, A. (August 23, 2011). *Commonalities across diverse non-computerized approaches that have shown promise in improving children's executive functions*. Invited talk. International Workshop on Cognitive and Working Memory Training, University of Maryland Center for Advanced Study of Language (CASL), College Park, MD.

Diamond, A (August 19, 2011). *Executive functions defined*. Invited talk. Symposium at the American Youth Circus Organization's Biennial Meeting, Sarasota, FL.

Diamond, A. (June 30, 2011). *Development, neurochemical modulation, and environmental interventions to improve inhibition of thought and action.* Keynote Address. *Frijda Public Lecture.* Cognitive Science Centre Amsterdam (CSCA) Summer School, Amsterdam, Netherlands.

Diamond, A. (June 30, 2011). *Relation of intention to action: Development of inhibitory control and interventions to help.* Invited 3-hour workshop. Cognitive Science Center Amsterdam (CSCA) Summer School, Amsterdam, Netherlands. *Continuing Education credits provided.*

Diamond, A. (June 9, 2011). *What is self-regulation? Why is it important for learning? What can we do to support students' self-regulation?* Invited talk. Kindergarten teachers at the Vancouver School Board, Vancouver. BC.

Diamond, A. (June 2, 2011). *Aspects of executive function.* Invited talk. Hospital for Sick Children, Toronto, ON. *Continuing Education credits provided.*

Diamond, A. (May 20, 2011). *What do we know about child development and the brain that can help promote resilience and help more children be strong and joyful?* Keynote Address. 22nd Annual Trauma Conference, Boston, MA. *Continuing Education credits provided.*

Diamond, A. (May 13, 2011). *Executive functions: Insights from neuroscience and developmental psychology.* Invited talk. Hershey Montessori Farm School, Huntsburgh, OH.

Diamond, A. (April 28, 2011). *Why focusing on only academic achievement or only executive functions might not be enough.* Invited talk. Karolinska Institute, Stockholm, Sweden.

Diamond, A. (April 20, 2011). *What nourishes the human spirit may also be best for executive functions*.

Invited talk. Neuropsychiatry Program Grand Rounds, Vancouver, BC.

Diamond, A. (April 11, 2011). *Leveraging knowledge about brain development to help every child succeed.* Invited talk. Centennial Academy, Montreal, QC.

Diamond, A. (April 11, 2011). *Insights from neuroscience and developmental science to help every child succeed.* Keynote Address. *Logan Lecture,* Centennial Academy, Montreal, QC.

Diamond, A. (March 28, 2011). *Insights from neuroscience and developmental science on ways to improve cognitive control and self-regulation in young children and why that's important.* Invited talk. Montessori Training Center, Minneapolis, MN.

Diamond, A. (March 9, 2011). *Frontal lobe and executive functions*. Invited guest lecture. Graduate seminar (Neuroscience 501: Module on Learning and Memory), Neuroscience Graduate Program, UBC.

Diamond, A. (March 4, 2011). *Teaching and raising children for creativity and fulfillment*. Keynote Address. The Roeper School, Bloomfield Hills, MI.

Diamond, A. (March 3, 2011). *Training the brain: Improving attention and self-regulation*. Keynote Address. *Pickering Lecture in Developmental Psychology*, Carleton University, Ottawa, ON.

Diamond, A. (Feb. 28, 2011). *Possible neural bases of gender differences in higher cognitive functions.* Invited talk. NIH/NIMH Sex Differences in Brain, Behavior, Mental Health and Mental Disorders Workshop, Rockville, MD.

Diamond, A. (Feb. 22, 2011). *The development of executive functions in children and adolescents*. Invited talk. Ethical Culture Fieldston School, New York, NY.

Diamond, A. (Feb. 17, 2011). *Why study executive functions? Pressing research questions and compelling research opportunities.* Plenary Address. Eunice Kennedy Shriver National Institute of Child Health and Human Development (NICHD) Vision Workshop on Behavior, Bethesda, MD.

Diamond, A. (Jan. 8, 2011). *What executive functions are, and strategies and activities for aiding their development.* Invited talk., Seeds of Empathy Aboriginal meeting, Comox, BC.

Diamond, A. (Jan. 8, 2011). *Love grows brains and shapes gene expression.* Invited talk. Seeds of Empathy Aboriginal meeting, Comox, BC.

Diamond, A. (Jan. 4, 2011). *Strategies and activities for aiding the development of executive functions in young children.* Invited talk. Child Guidance Centre, Sahyadri Specialty Hospital, Pune, India. *Continuing Education credits provided.*

Diamond, A. (Dec. 24, 2010). Invited Valedictory Address. Conference on Science, Spirituality, and Education, presided over by the Dalai Lama, to advise the Government of Sikkim in its endeavor to overhaul the provincial education system so that they educate not only the head but also the heart, Gangtok, Sikkim, India.

Diamond, A. (Dec. 23, 2010). *Insights from neuroscience, psychology, and teaching into how to educate the heart, and not only the head*. Invited talk. Conference on Science, Spirituality, and Education, presided over by the Dalai Lama, to advise the Government of Sikkim in its endeavor to overhaul the provincial education system so that they educate not only the head but also the heart, Gangtok, Sikkim, India.

Diamond, A. (Dec. 14, 2010). *Development of the executive functions dependent on prefrontal cortex:*

Genetic and neurochemical influences, and possible interventions to help children. Invited talk. Brains and Behaviors Program, Georgia State University, Atlanta, GA. *Continuing Education credits provided*.

Diamond, A. (Nov. 9, 2010). *Strategies and activities for aiding the development of executive functions in young children.* Invited talk. British Columbia Association of School Psychologists (BCASP) Conference, Vancouver, BC. *Continuing Education credits provided.*

Diamond, A. (Nov. 9, 2010). *Prefrontal cortex and executive functions: What School Psychologists might need to know.* Invited talk. British Columbia Association of School Psychologists (BCASP) Conference, Vancouver, BC. *Continuing Education credits provided.*

Diamond, A. (Nov. 6, 2010). *How the arts and play may aid human brain development.* Invited talk. 'Body Works and the Brain' exhibit at Science World, Vancouver, BC.

Diamond, A. (Nov. 4, 2010). *Prefrontal cortex and executive function development for K-12 educators.* Invited plenary address. "Making Connections Conference" organized by UBC School Psychology Program, Richmond, BC. *Continuing Education credits provided.*

Diamond, A. (Oct. 28, 2010). *Help millions, save billions: Invest wisely in early childhood to improve mental health.* Invited talk. "Open Minds Across Canada Mental Health Symposia," Vancouver, BC.

Diamond, A. (Oct. 22, 2010). *Executive functions in children and youth: How and why dance and storytelling might well support the development of these cognitive abilities.* Invited talk. Conference on Childhood and Society, Bregenz, Austria. *Continuing Education credits provided.*

Diamond, A. (Oct. 19, 2010). *The development of executive functions: Surprising ways in which children and adults are similar and different, and surprising interconnections between emotional, social, and physical well-being and executive function development.* Invited talk. Center for Lifespan Psychology Lecture Series, Max Planck Institute for Human Development, Berlin, Germany.

Diamond, A. (Sept. 22, 2010). *Executive functions and prefrontal cortex: Genetic and neurochemical influences, clinical implications, and possible interventions to help.* Invited talk. *Jane Holmes Bernstein Lecture in Developmental Neuropsychology*, Psychiatry Grand Rounds, Children's Hospital, Harvard University, Boston, MA. *Continuing Education credits provided*.

Diamond, A. (Sept. 17, 2010). *Evolution of how children's minds change as they grow up, and environmental and biological influences on that.* Invited 2-hour talk on neuropsychology. FRIENDS program trainers (an anxiety prevention program), Ministry of Children and Family Development (MCFD), Vancouver, BC. *Continuing Education credits provided*.

Diamond, A. (Sept. 11, 2010). *Genetic influences on prefrontal function and gender differences in that.* Invited talk. Workshop on the Computational Properties of the Prefrontal Cortex (PFC), Whistler, BC.

Diamond, A. (June 26, 2010). *Want to improve children's emotional and mental health? Consider an activity that requires discipline, sustained attention, and exercise*. Invited talk. Annual Canadian Paediatric Society Meeting, Vancouver, BC. *Continuing Education credits provided.*

Diamond, A. (June 19, 2010). *Possible ways to prevent or remediate executive function deficits during childhood, adolescence, and emerging adulthood.* Invited talk. 2010 Mind and Life Summer Research Institute, Garrison Institute, Garrison, NY. *Continuing Education credits provided.*

Diamond, A. (June 1, 2010). *Why the arts are important for the development of children prepared to succeed in school and in life.* Invited talk. 4th Annual Leadership Institute for Education In and Through the Arts, Greeley, CO. *Continuing Education credits provided.*

Diamond, A. (May 17, 2010). *What should an intelligent audience interested in a societal commitment to the early years know about prefrontal cortex development?* Invited talk. Council for Early Child Development Meeting, Toronto, ON.

Diamond, A. (May 7, 2010). *The effects of exercise on cognitive control: How important are the social, emotional, and cognitive aspects of the physical activity?* Invited talk. 3rd International Congress on Physical Activity and Public Health, Toronto, ON.

Diamond, A. (May 3, 2010). *Preschool program improves cognitive control.* Invited talk. NIDA Workshop on "Interventions Targeted at Improving Cognitive Control," Rockville, MD. *Continuing Education credits provided.*

Diamond, A. (April 30, 2010). *Coming full circle from the social end of psychology, to the neuroscience end, and back again*. Invited talk. Annual Meeting for the Society of Experimental Psychologists, Philadelphia, PA.

Diamond, A. (April 16, 2010). *Insights into selective attention, task switching, and response inhibition.* Invited talk. International Workshop on "Selection and Control Mechanisms in Perception and Action," Hebrew University, Jerusalem, Israel. *Continuing Education credits provided.*

Diamond, A. (April 10, 2010). *Why executive functions are important and how to aid their development*, Keynote Address. Annual General Meeting, Association Montessori Internationale, Amsterdam, Netherlands. *Continuing Education credits provided.*

Diamond, A. (Mar. 26, 2010). *Development of executive functions in preschool and school-age children.* Invited address. 20th Annual Butters-Kaplan West Coast Neuropsychology Conference, San Diego, CA. *Continuing Education credits provided*.

Diamond, A. (Mar. 19, 2010). *The executive functions dependent on prefrontal cortex: Genetic and environmental influences and educational and clinical implications*. Keynote Address. Royce Conference, University of Alberta, Edmonton, AB.

Diamond, A. (March 17, 2010). *Genetic and environmental influences on the expression of cognitive abilities dependent on prefrontal cortex.* Invited guest lecture. Graduate seminar (Neuroscience 501: Module on Learning and Memory), Neuroscience Graduate Program, UBC.

Diamond, A. (Mar. 9, 2010). *Development of cognitive functions dependent on prefrontal cortex, and genetic and environmental influences*. Invited talk. Javits Research Symposium, organized by Department of Education, National Research Center on the Gifted and Talented, and National Association for Gifted Children, Washington, DC.

Diamond, A. (Feb. 26, 2010). *Prefrontal cortex and education: Direct relevance of scientific discoveries to educational practice*. Invited talk. The Curry Education Research Lectureship Series, University of Virginia, Charlottesville, VA. *Continuing Education credits provided*.

Diamond, A. (Feb. 11, 2010). *Resonating with Robbie Case and continuing his legacy: Current approaches to optimizing all aspects of a child's development*. Keynote Address. *Robbie Case*

Memorial Lecture, Institute of Child Study, University of Toronto, Toronto, ON.
video: http://mediaspace.oise.utoronto.ca:8888/tinkerne/2010CaseLecture.mov

Diamond, A. (Jan. 20, 2010). *Insights from neuroscience and developmental science for elementary school teachers*. Invited talk. Waverley Elementary School. Vancouver, BC.
Continuing Education credits provided.

Diamond, A. (Dec. 17, 2009). *Prefrontal cortex and early child development*. Invited talk. Meeting on Early Childhood Education, Academia Brasileira de Ciencias (the Brazilian National Academy of Sciences), Rio de Janeiro, Brazil.
video: http://epge.fgv.br/childhood

Diamond, A. (Dec. 5, 2009). *What executive functions are, why they're important, and ways to improve them in young children*. Invited talk. Conference on Cultivating Human Capital, Economics Dept., University of Chicago, Chicago, IL.

Diamond, A. (Nov. 29, 2009). Invited talk. Royal Society of Canada, Ottawa, ON.

Diamond, A. (Nov.24, 2009). *Very little is fixed or unchangeable*, Invited talk. Phoenix Academy of Learning, Vancouver, BC.

Diamond, A. (Nov. 13, 2009). *Cognitive control and self-regulation in young children: Ways to improve that and why.* Keynote Address. Conference on "School Readiness and School Success: From research to policy and practice," co-sponsored by the Strategic Knowledge Cluster on Early Child Development and the Centre of Excellence for Early Childhood Development, Quebec City, QC.
Continuing Education credits provided.
pdf: www.skc-ecd.ca/documents/pdf/PresentationsPPT/Diamond_2009-11ANG.pdf

- The slide presentation was translated into Portuguese:

pdf: www.enciclopedia-crianca.com/sites/default/files/docs/textes-experts/adele_diamond_school_readiness_conference_2009-11_pt.pdf

- and appears as part of a Portuguese online anthology of EF resources:

pdf: www.enciclopedia-crianca.com/sites/default/files/dossiers-complets/pt-pt/funcoes-executivas.pdf

Diamond, A. (Nov. 6, 2009). *Prefrontal cortex executive functions: Genetic and environmental influences with clinical and educational implications*. Invited talk. University of Washington, Seattle, WA.

Diamond, A. (Nov. 5, 2009). *Interrelations between creativity and executive functions: Lessons from Psychology and Neuroscience for cultivating giftedness in young people*. Invited talk. Speaker series at Evergreen, hosted by the Evergreen School and the UW Psychology Dept., University of Washington, Seattle, WA.
pdf: www.evergreenschool.org/ftpimages/551/download/Diamond%20Presentation.pdf

Diamond, A. (Nov. 4, 2009). *Genetic and environmental influences on prefrontal cortex executive functions: Practical relevance and clinical implications.* Invited talk. Child Psychiatry Rounds, Glenrose Hospital, Edmonton, AB, *Continuing Education credits provided*.

Diamond, A. (Nov. 3, 2009). *ADD (ADHD without hyperactivity) is a neurobiologically and behaviorally distinct disorder from ADHD (that includes hyperactivity)*. Invited talk. Glenrose Hospital, Edmonton, AB. *Continuing Education credits provided*.

Diamond, A. (Oct. 20, 2009). *Insuring that all children and youth have the opportunities and resources to achieve their full potential and to participate in creating a better society.* Keynote Address. Honoring Our Advocacy Fundraiser for First Call: BC Child and Youth Advocacy Coalition, Vancouver, BC.

Diamond, A. (Oct. 6, 2009). *Strategies and programs to improve cognitive control and academic achievement in young children: What's joy got to do with it?* Invited talk. Positive Psychology Centre, University of Pennsylvania, Philadelphia , PA.

Diamond, A. (Oct. 2, 2009). *Prefrontal cortex executive functions: Genetic and environmental influences with clinical and educational implications*. Invited talk. Neuroscience and Cognitive Sciences Colloquium, University of Maryland at College Park, College Park, MD.

Diamond, A. (Sept. 29, 2009). *Heart-Mind Education: Enhancing academic, social, and emotional competence.* Invited talk. Educating the Heart with the Dalai Lama, presented by the Dalai Lama Center for Peace and Education at the Vancouver Peace Summit, Vancouver, BC.

Diamond, A. (Sept. 24, 2009). *Biological and social influences on cognitive control processes dependent on the frontal lobe.* Invited talk. European Science Foundation Research Conference, Sant Feliu de Guixols, Catalonia, Spain. *Continuing Education credits provided*.

Diamond, A. (Sept. 15, 2009). *Cognitive neuroscience relevant to acting early in children's lives to promote mental health and prevent mental illness*. Invited talk. Symposium on the Mental Health Promotion Considerations for the Pan-Canadian Healthy Living Strategy for the Public Health Agency of Canada (PHAC), Ottawa, ON.

Diamond, A. (Sept. 10, 2009). *Cognitive control and self-regulation in young children: Ways to improve it and why*. Keynote Address. British Psychological Society Annual Meeting, Developmental Section, Nottingham, UK. *Continuing Education credits provided*.

Diamond, A. (Sept. 6, 2009). *Cognitive neuroscience and the importance of the arts for educating children's minds, hearts, and bodies.* Invited talk. Cortona Week 2009 – an interdisciplinary conference of artists and scientists. Cortona, Tuscany, Italy.

Diamond, A. (August 7, 2009). *Strategies and programs that help to improve executive functions in young children.* Special session (Div. 7). Invited talk. American Psychological Association Annual Convention, Toronto, ON. *Continuing Education credits provided*.

Diamond, A. (August 6, 2009). *Prefrontal cortex and developmental neuropsychology: Practical relevance of what we know about genetic and environmental influences on prefrontal cortex.* Invited talk. Special session (Div. 40). American Psychological Association Annual Meeting, Toronto, ON. *Continuing Education credits provided*.

Diamond, A. (July 13, 2009). *Developmental change in, and environmental modulation of, cognitive control: Differences by gender and genetics.* Invited talk. University of California -Berkeley Conference on Neurocognitive Development, University of California - Berkeley, CA.
Frontiers in Human Neuroscience. Conference Abstract: doi: 10.3389/conf.neuro.09.2009.10.012

Diamond, A. (June 10, 2009). *Prefrontal cortex and developmental neuropsychology*: *Genetic and environmental influences.* Invited talk. MIND Institute, University of California - Davis, CA.
video: http://media.mindinstitute.org/video/dls/2009/mov/diamond_2009_dls_01.mov

Diamond, A. (June 10, 2009). *Cognitive control in young children and ways to improve it.* Invited community talk. MIND Institute, University of California - Davis, CA.
video: http://media.mindinstitute.org/video/dls/2009/mov/diamond_2009_dls_02.mov

Diamond, A. (May 8, 2009). *Practical relevance of what we know about genetic and environmental influences on prefrontal cortex.* Keynote Address. Australian Society for the Study of Brain Impairment (ASSBI) Annual Conference, Sydney, Australia.

Diamond, A. (May 7, 2009). *Strategies and programs to help improve executive functions in young children.* Invited half-day workshop. Australian Society for the Study of Brain Impairment (ASSBI) Annual Conference, Sydney, Australia. *Continuing Education credits provided*.

Diamond, A. (April 7, 2009). *Development of the refinement of attention, and some ways to aid its development.* Invited talk. "Mind and Life" Meeting on Attention and Memory, a five-day meeting with the Dalai Lama at his residence, Dharamsala, India.

Diamond, A. (March 30, 2009). Invited short talk. Board of Directors' Reception, Canada Foundation for Innovation (CFI). Vancouver, BC.

Diamond, A. (March 25, 2009). *Activities to improve executive functions in young children*. Invited talk. Lake Washington Literacy Council, Edmonds, WA. *Continuing Education credits provided*.

Diamond, A. (March 25, 2009). *Parents, play, and the brain*. Keynote Address. Annual Spring In-Service for Parent Educators, Organization of Parent Education Programs, Lake Washington Technical College Parent Education Program, Lake Washington, WA. *Continuing Education credits provided*.

Diamond, A. (March 18, 2009). *Frontal lobe and executive function.* Invited guest lecture. Graduate seminar (Neuroscience 501: Module on Disorders of Cognition, Communication & Emotion), Neuroscience Graduate Program, UBC.

Diamond, A. (Feb. 19, 2009). *Practical relevance of what we know about genetic and environmental influences on prefrontal cortex: Interventions to help improve executive functions in children.* Invited talk. 2009 Developmental Neurogenomic Seminar Series, Centre for Community Child Health Research, Children's and Women's Health Centre of British Columbia, Vancouver, BC.

Diamond, A. (Feb. 17, 2009). *The anatomy, development, genetic influences on, and cognitive abilities that depend upon prefrontal cortex.* Part of a series of four invited talks for Area Counsellors, Speech and Language Pathologists, and Psychologists with the Vancouver School Board. Vancouver, BC. *Pro D / CE credits provided for each talk*.

Diamond, A. (Feb. 17, 2009). *Interventions to improve executive functions in young children.* Part of a series of four invited talks for Area Counsellors, Speech and Language Pathologists, and Psychologists with the Vancouver School Board. Vancouver, BC. *Pro D / CE credits provided for each talk*.

Diamond, A. (Feb. 17, 2009). *Early cognitive development, especially the development of executive functions.* Part of a series of four invited talks for Area Counsellors, Speech and Language Pathologists, and Psychologists with the Vancouver School Board. Vancouver, BC. *Pro D / CE credits provided for each talk*.

Diamond, A. (Feb. 17, 2009). *Neurocognitive tests used to assess executive functions in young children*. Part of a series of four invited talks for Area Counsellors, Speech and Language Pathologists, and Psychologists with the Vancouver School Board. *Pro D / CE credits provided for each talk.*

Diamond, A. (Feb. 12, 2009). *Genetic and environmental influences on cognitive abilities dependent on prefrontal cortex: Practical relevance of what we know.* Keynote Address. The Helen H. Molinari Memorial Lecture in Neuroscience, Center for Neuropharmacology and Neuroscience, Albany Medical College, Albany, NY.

Diamond, A. (Jan. 15, 2009). *What are the tasks we claim are measuring working memory, inhibition, and switching really measuring?* Invited talk. Inaugural Conference of a series on "Executive Function and Dysfunction," University of Boulder, Boulder, CO.

Diamond, A. (Jan. 9, 2009). *Prefrontal cortex: Expanding the boundaries of our knowledge and using what we know to prevent disorders and help children*. Keynote Address. *John P. Zubek Memorial Lecture*, Dept. of Psychology, University of Manitoba, Winnipeg, MB.

Diamond, A. (Nov. 20, 2008). *Genetic and environmental influences on prefrontal cortex: Relevance of what we know to what can be done to help children.* Invited talk. Schneider Children's Medical Center, Faculty of Medicine, Tel Aviv University, Tel Aviv, Israel.

Diamond, A. (Nov. 17, 2008). *Relevance of what we know about genetic and environmental influences on prefrontal cortex to what can be done to help children.* Invited talk. Ben Gurion University, Beer Sheva, Israel.

Diamond, A. (Nov. 13, 2008). *Genetic and environmental influences on cognitive abilities dependent on prefrontal cortex: Practical relevance of what we know.* Invited talk. Hebrew University, Jerusalem, Israel.

Diamond, A. (Nov. 4, 2008). *Prefrontal cortex and developmental neuropsychiatry.* Invited talk. BC Children's Hospital Neuropsychiatry Rounds. Vancouver, BC. *Continuing Education credits provided.*

Diamond, A. (Oct. 20, 2008). *Neuroscience and education: Direct relevance of scientific discoveries to educational practice.* Invited public address. Day-long celebration of the 20th Anniversary of the journal, *Neuron.* A free public symposium, "The Impact of Neuroscience on Society," organized by Cell Press, Fondation Ipsen, and Massachusetts General Hospital, held at the Collège de France, Paris, France.

Diamond, A. (Sept. 10, 2008). *Improving executive functions in young children, and, gender differences in the PFC dopamine system in adults.* Invited talk. Neuropsychiatry Grand Rounds, at UBC Hospital and linked via video teleconference province-wide to 24 remote sites, Vancouver, BC. *Continuing Education credits provided.*

Diamond, A. (Sept. 5, 2008). *Genetic and environmental influences on the expression of cognitive abilities dependent on prefrontal cortex: Relevance of what we know to what can be done to help children.* Keynote Address. *RO Jones Memorial Lecture*, Canadian Psychiatric Association Annual Meeting, Vancouver, BC. *Continuing Education credits provided.*

Diamond, A. (July. 15, 2008). *Cognitive control in young children and ways to improve it.* Talk presented at the "Brain Development and Learning: Making Sense of the Science" Biennial Conference, Vancouver, BC. *Continuing Education credits provided.*

Diamond, A. (July 6, 2008). *Prefrontal cortex and developmental neuropsychology*. Invited special talk. Servicio de Clínicas Interdisciplinarias at the Hospital Nacional de Pediatría, Buenos Aires, Argentina. *Continuing Education credits provided.*

Diamond, A. (July 4, 2008). *Cognitive control in young children: Ways to measure it and to improve it.*

Keynote Address. *Birch Lecture*, International Neuropsychological Society Annual Meeting, Buenos Aries, Argentina. *Continuing Education credits provided.*

Diamond, A. (July 3, 2008). *Prefrontal cortex dysfunction in developmental neuropsychological disorders: Relevance of what we know to what can be done to help children*. Invited 3-hour workshop. International Neuropsychological Society Annual Meeting, Buenos Aries, Argentina. *Continuing Education credits provided.*

Diamond, A. (June 24, 2008). *Cognitive control (executive functions) in young children: Relevance of what we know to what can be done to help children.* Invited Plenary Address. Head Start National Research Conference, Washington, DC.

Diamond, A. (June 19, 2008). *Prefrontal cortex: Expanding the boundaries of our knowledge and using what we already know to prevent disorders and help children.* Invited talk. UBC Dept. of Psychiatry Research Day, Vancouver, BC. *Continuing Education Credits provided.*

Diamond, A. (June 19, 2008). Commencement Address. Eaton Arrowsmith School, Vancouver, BC.

Diamond, A. (June 5, 2008). *Improving children's lives, discipline, and cognitive skills through dance.* Invited talk. National Institute on Drug Abuse (NIDA) meeting on "Can Physical Activity and Exercise Prevent Drug Abuse? Promoting a Full Range of Science to Inform Prevention," Bethesda, MD.

Diamond, A. (May 29, 2008). *The neuroscience and cognitive science of executive functions: Where the translational and implementation opportunities lay.* Invited talk. National Scientific Council on the Developing Child, Washington, DC.

Diamond, A. (May 26, 2008). *For Disorders such as PTSD and ADHD: Relevance of what we know to what can be done to help children.* Invited 3-hour workshop. Vancouver Coastal Foster Care Support Services, Vancouver, BC. *Continuing Education Credits provided.*

Diamond, A. (May 25, 2008). *Executive function skills CAN be improved in low-income preschoolers at minimal expense: Implications for reducing ADHD incidence and achievement gap between richer and poorer children.* Invited talk. In a Symposium on "Understanding Executive Functions: Integrating Biological, Developmental, and Educational Perspectives" (chair: Adele Diamond), Association for Psychological Science Annual Meeting, Chicago, IL.

Diamond, A. (May 15, 2008). *Genetic and environmental influences on the expression of cognitive abilities dependent on prefrontal cortex.* Invited talk. Canadian Centre for Behavioral Neuroscience, University of Lethbridge, AB.

Diamond, A. (May 7, 2008). *For disorders such as PTSD, ADHD, and Autism: Relevance of what we know to what can be done to help children.* Invited 3-hour workshop. Ministry of Children and Family Development, Abbotsford, BC. *Continuing Education Credits provided.*

Diamond, A. (April 14, 2008). *Differential difficulty of inhibitory control and memory load at different periods of life*. Invited talk. In a Symposium on "The rise and fall of cognitive control: Lifespan development," Cognitive Neuroscience Society Annual Meeting, San Francisco, CA.

Diamond, A. (April 6, 2008). Invited talk. Conference on Developmental Issues in Contemplative Education, Garrison Institute, Garrison, NY.

Diamond, A. (March 31, 2008). *Genetic and environmental influences on the expression of cognitive abilities dependent on prefrontal cortex.* Invited talk. Neuroscience colloquium, University of Western Ontario, London, ON.

Diamond, A. (March 29, 2008). *Early cognition and cognitive development: Some lessons from 25 years of research.* Invited talk. International Conference on Infant Studies (ICIS) Biennial Meeting, Vancouver, BC.

Diamond, A. (March 19, 2008). *Genetic and environmental influences on the expression of cognitive abilities dependent on prefrontal cortex.* Invited guest lecture. Graduate seminar (Neuroscience 501: Disorders of Cognition), Neuroscience Graduate Program, UBC.

Diamond, A. (March 15, 2008). *Helping children become masters of their own behavior: Novel methods for improving cognitive control (executive functions) in young children and their relevance for disorders such as ADHD.* Keynote Address. *APS William James Distinguished Lecture*, annual meeting of the Eastern Psychological Association, Boston, MA. *Continuing Education credits provided.*

Diamond, A. (Jan. 18, 2008). *Prefrontal cortex dysfunction and developmental disorders: Relevance of what we know to what can be done to help children.* Invited talk. Cognitive Science colloquium, University of Arizona, Tucson, AZ.

Diamond, A. (Jan. 17, 2008). *Cognitive control (executive functions) in young children: Some things we've learned about it and about how to improve it.* Invited talk. College of Education, early childhood administrators and teachers, United Way personnel, University of Arizona, Tucson, AZ.

Diamond, A. (Nov. 9, 2007). *The development, neural basis, and techniques for assessment of self-regulation (executive functions): What early childhood educators should know.* Invited talk. National Association for the Education of Young Children (NAEYC) Annual Meeting, Chicago, IL.

Diamond, A. (Oct. 12, 2007). *Prefrontal executive functions: Genetic and environmental influences and clinical implications.* Invited talk. Inaugural Joint Meeting of the BC Pediatric and Neonatal Societies, Burnaby, BC. *CME credits provided.*

Diamond, A. (Sept. 3, 2007). *Three lessons from neuroscience relevant to education.* Keynote Address. Symposium on "Brains, learning and educational innovation," Maastricht University, the Netherlands

Diamond, A. (Sept. 3, 2007). *The future of learning: A neuroscience perspective.* Opening of the Academic Year Address. Maastricht University, Netherlands
video: www.youtube.com/watch?v=uU3RCUWmmHU

Diamond, A. (July 2, 2007). *Novel methods for improving and assessing executive functions in young children.* Presented in invited symposium. "Developmental Cognitive Neuroscience of the Executive Functions dependent on the Frontal Lobe: Challenging Long-held Beliefs" International Neuropsychological Society Annual Meeting, Bilbao, Spain. *Continuing Education credits provided.*

Diamond, A. (June 6, 2007). *Some things I've learned in 25 years: Some generalizations concerning cognition and cognitive development*. Invited talk. Colloquium, Dept. of Psychology, Stanford University, Palo Alto, CA.

Diamond, A. (May 29, 2007). *Some lessons from cognitive development for cognitive neuroscience, and some lessons from cognitive neuroscience for cognitive development.* Invited talk. Colloquium, Dept. of

Psychology, Leiden University, Leiden, Netherlands.

Diamond, A. (May 24, 2007). *Innovative practices: Supporting teachers as well as supporting students; addressing students' physical, artistic, and emotional needs as well as their cognitive ones; and some targeted ways to assess outcomes.* Closing Keynote Address. HELP Workshop on Innovative Assessment Practices – Supporting Families and Community, Vancouver, BC.

Diamond, A. (May 8, 2007). *Teaching cognitive control and emotional self-regulation to preschoolers and assessing their benefits.* Presented in a Symposium on "Implications of Cognitive Neuroscience for Education," Cognitive Neuroscience Society Annual Meeting, New York, NY.

Diamond, A. (April 25, 2007). *Brain research.* Invited talk. Student Support Services for the West Vancouver public schools (school psychologists, speech and language pathologists, and learning support teachers), West Vancouver, BC.

Diamond, A. (Jan. 11, 2007). *Brain research.* An invited workshop for Principals and Vice Principals, Secondary Education and Instructional Services, West Vancouver School District #45, West Vancouver, BC. *Continuing Education credits provided.*

Diamond, A. (Nov. 3, 2006). *Genes that affect dopamine (COMT, DAT1, and DRD4): Gender differences and disorder differences*. Invited TGIF talk, Centre for Molecular Medicine and Therapeutics, BC Children and Women's Health Centre, Vancouver, BC.

Diamond, A. (Nov. 1, 2006). *How children think.* Invited presentation, Mini-Med School (MMS) Series of the Child and Family Research Institute, Vancouver, BC. *Continuing Education credits provided.*

Diamond, A. (Oct. 31, 2006). *Developmental Cognitive Neuroscience.* Invited presentation, 4th year Biomedical students at UBC, Vancouver, BC.

Diamond, A. (Sept. 20, 2006). *Prefrontal cortex and neurodevelopmental disorders*. Grand Rounds, Alberta Children's Hospital, Calgary, for physicians, pediatric residents, and allied health care professionals, Calgary, AB, *Continuing Education credits provided.*

Diamond, A. (Sept. 20, 2006). *Genetic and environmental influences on the expression of cognitive abilities dependent on prefrontal cortex.* Medical Genetics Grand Rounds, Alberta Children's Hospital, Calgary, AB, *Continuing Education credits provided.*

Diamond, A. (Sept. 22, 2006). *Close interrelations of the development, and neural bases, of motor and cognitive functions.* Neuroscience Grand Rounds, Hotckiss Brain Institute, Calgary, AB, *Continuing Education credits provided.*

Diamond, A. (August 20, 2006). *(ADHD without Hyperactivity) is a neurobiologically and behaviorally distinct disorder from ADHD (with Hyperactivity).* Presentation, Brain Development and Learning: Making Sense of the Science Conference, Vancouver, BC. *Continuing Education credits provided.*

Diamond, A. (June 27, 2006). *Executive functions and prefrontal cortex*. Invited talk, Unilever 'Child Mental Development' Workshop, Rotterdam, Netherlands.

Diamond, A. (June 23, 2006). *Motor development and cognitive development during infancy*. Invited talk, Laboratory of Alain Berthoz, Collège de France, Paris, France.

Diamond, A. (June 16, 2006). *Development of inhibitory control, mental manipulation, and cognitive*

flexibility. Invited talk, Neurofunctional Imagery Group (GIN), Ciceron Brain and Cognition Center, Caen, France. *Continuing Education credits provided.*

Diamond, A. & Seamans, J. (June 9, 2006). *Clinical implications of recent work on prefrontal cortex function.* Invited workshop, Annual UBC Dept. of Psychiatry Clinical Day, Vancouver, BC. *Continuing Education credits provided.*

Diamond, A. (May 19, 2006). *Preschool training in self-regulation: Helping children help themselves.* Invited talk, Human Early Learning Partnership (HELP) Research Day, Vancouver, BC. *Continuing Education credits provided.*

Diamond, A. & Leong, D. (May 11, 2006). *Teaching cognitive and emotional self-regulation to preschoolers and assessing its benefits.* Invited workshop, Supporting Children's Social and Emotional Health: Assessment Tools, Research and Practice Conference, Vancouver, BC. *Continuing Education credits provided.*

Diamond, A. (May 4, 2006). *The prefrontal dopamine system and the periarcuate relational system.* Invited talk, conference on "Prefrontal Cortex, Working Memory, Flexible Behavior: In memoriam for Patricia S. Goldman-Rakic." Yale University School of Medicine, New Haven, CT.

Diamond, A. (May 3, 2006). *Some things I've learned in 25 years: Some generalizations concerning cognition and cognitive development.* Presentation, Current Work in Developmental Psychology series, Yale University, New Haven, CT.

Diamond, A. (May 2, 2006). Invited talk, Sackler Institute, Weill Medical College, Cornell University, New York, NY.

Diamond, A. (April 28, 2006). *Developmental change in, and environmental modulation of, cognitive control: Differences by gender and genetics.* Invited talk, "Executive and Prefrontal Functions: Exploring Supervision and Volition" in the Brain Workshop, Peter Wall Institute for Advanced Studies, UBC, Vancouver, BC.

Diamond, A. (April 19, 2006). *What are the principal unanswered research questions concerning executive functions and executive control of attention? Can these abilities be improved in children as young as 3-5 years and if so what are the benefits of doing do so?* Invited talk, Garrison Institute's Program on Contemplation and Education: Workshop on the role of attentional abilities in the social-emotional development of young children, Garrison, NY.

Diamond, A. (April 10, 2006). *The development and neural bases of cognitive flexibility and executive function*. Invited Presentation, American Educational Research Association Annual Meeting, San Francisco, CA.

Diamond, A. (March 31, 2006). Invited presentation, Workshop organized on behalf of the Jacobs Foundation, "Research Frontiers for Intervention and Assessment," Marbach Castle, Lake Constance, Germany.

Diamond, A, (Feb. 14, 2006). *Genetic and environmental influences on the expression of cognitive abilities dependent on prefrontal cortex.* Invited presentation, Gordon Conference on Genes and Behavior. Ventura, CA. *Continuing Education credits provided.*

Diamond, A. (Oct. 28, 2005). *Autism and grasping conceptual connections among physically connected and unconnected items*. Grand Rounds at Queen Alexandra Centre for Children's Health, Victoria, BC.

Continuing Education credits provided.

Diamond, A. (Oct. 27, 2005). *Some generalizations concerning cognition and cognitive development.* Colloquium to the Department of Psychology, University of Victoria, BC.

Diamond, A. (Sept. 9, 2005). *Prefrontal cortex and neurodevelopmental disorders.* Dr. Hira Panikkar Memorial Lecture, Child and Adolescent Psychiatry, BC Children's Hospital, Vancouver, BC. *Continuing Education credits provided.*

Diamond, A. (June 1, 2005). *Autism and grasping connections between items physically unconnected.* Division of Developmental Pediatrics. Education/Research Rounds at Sunny Hill Centre, Vancouver, BC. *Continuing Education credits provided.*

Diamond, A. (May 6, 2005). *Frontal lobe dysfunction in young children and environmental interventions that improve children's frontal lobe functioning.* Keynote Address, *Henry Dunn Lecture*, Northwest Pacific Pediatric Neurology Society Annual Meeting, Vancouver, BC.
Continuing Education credits provided.

Diamond, A. (April 27-29, 2005). *Cognitive flexibility: Its development and its modulation by genes and environment.* Invited presentation, Conference on Advances in Developmental Cognitive Neuroscience. Amsterdam, Netherlands.

Diamond, A. (April 20, 2005). *ADD (ADHD without hyperactivity), a neurobiologically and behaviorally distinct disorder from ADHD (with hyperactivity).* Invited presentation, Mini-Med School (MMS) Series at BC Research Institute for Children's and Women's Health, Vancouver, BC.

Diamond, A. (April 3-4, 2005). *Neurochemistry and early childhood education: Genetic and environmental influences on the development of executive function.* Invited presentation, Emory Cognition Project Conference on Developmental Cognitive Neuroscience, Atlanta, Georgia. www.psychology.emory.edu/ECPC_DCN

Diamond, A. (March, 2005). *Selective cognitive and neurobiological effects from a global insult to the brain*. Invited guest lecture. Graduate seminar (Neuroscience 501: Disorders of Cognition), Neuroscience Graduate Program, UBC.

Diamond, A. (March 19-20, 2005). *Interrelations between motor development and cognitive development, between "motor" and "cognitive" brain regions, and between "motor" and "cognitive" disorders*. Invited address, 17th European Conference on Neuro-Developmental Delay, Edinburgh, Scotland. www.inpp.org.uk/2005_INPP-conference-specific-learning-difficulties-speakers.html

Diamond, A. (March, 2005). *Interrelations between cognition, perception, and action, similarities between young and old, and effects of neurochemistry and early childhood education.* Psychology Department Colloquium, McMaster University, Hamilton, ON.

Diamond, A. (March, 2005). *Prefrontal cortex involvement in normal development and in developmental disorders*. Psychiatry Grand Rounds, 2005 Brain Awareness Week Lecture for the Department of Psychiatry and Behavioral Neurosciences, Department of Psychology; and the Brain-Body Institute, McMaster University, Hamilton, ON.
http://dailynews.mcmaster.ca/worthmentioning.cfm?ID=2151
http://www.fhs.mcmaster.ca/psychiatryneuroscience/education/psych_rounds/march_2005.htm#item4

Diamond, A. (March, 2005). *Treated phenylketonuria: Deficits in cognition and vision, and why.* Keynote Address, Annual Celebration of Research, BC Research Institute for Children's & Women's Health, Vancouver, BC.
see also: www.apa.org/research/action/pku.aspx
http://www.bcricwhtraining.bc.ca/research%20week%20posters%202205/Peds%20research%20day%202005.doc

Diamond, A. (March, 2005). *Selective attention, negative priming, and task switching*. Colloquium to the Vision Group, Department of Psychology, UBC, Vancouver, BC.

Diamond, A. (Feb., 2005). *Diamond's laws of cognition and cognitive development.* Invited guest lecture. Undergraduate course, Cognitive Systems Guest Lecture Series (COGS 401: Cognitive Systems), UBC.
see also: http://ling75.arts.ubc.ca/cogs401/news/lectures/diamond_2-22.htm

Diamond, A. (Feb., 2005). *Prefrontal cortex and neurodevelopmental disorders.* Invited address, International Neuropsychological Society Annual Meeting, St. Louis, MO.

Diamond, A. (Jan., 2005). *Behavioral tasks that assess prefrontal functioning in infants under one year of age*. Invited guest lecture. Graduate course, Dept. of Educational and Counselling Psychology, and Special Education, Faculty of Education, UBC.

Diamond, A. (Jan., 2005). *Prefrontal cortex involvement in normal development and in developmental disorders.* Invited address, Colloquium, Dept. of Psychology, York University, Toronto, ON.

Diamond, A. (Jan., 2005). *Measures of frontal lobe function for children and adults.* Neuropsychiatry Grand Rounds, UBC Department of Psychiatry, Vancouver, BC.

Diamond, A. (July, 2004). *The development of prefrontal cortex and executive control functions: Genetic, biochemical, and environmental modulation*. Invited Workshop, joint INS/ASSBI conference, Brisbane, Australia.

Diamond, A. (April, 2004). *Insights into Executive Functions and the development of cognitive control.* Keynote Address, Biennial Conference on Human Development, Washington, DC.

Diamond, A. (March, 2004). *The development of prefrontal cortex and executive control functions: Genetic, biochemical, and environmental modulation.* Invited Plenary Address, Annual Research Day, Department of Psychiatry, Faculty of Medicine, UBC, Vancouver, BC.

Diamond, A. (March, 2004). *Neuropsychological assessment of executive control functions in school age children.* Invited presentation, 14th Annual Nelson Butters' West Coast Neuropsychology Conference, San Diego, CA.

Diamond, A. (March, 2004). *Assessing inhibitory control and cognitive flexibility during early childhood.* Invited address, Meeting on "Emerging Self-Regulation: The Measurement of Executive Function during Early Childhood." Penn. State University, State College, PA.

Diamond, A. (Feb., 2004). *Development, neural basis, and neurochemical modulation of inhibitory control*. Yale University School of Medicine. New Haven, CT.

Diamond, A. (June, 2003). *Development, and neurochemical modulation, of inhibition and cognitive*

flexibility. Invited talk, NIH (NINDS, NIMH, NIDA, NIA and NIAAA) interagency Meeting (Satellite Meeting of 2003 Human Brain Mapping) on Executive Function, New York, NY.

Diamond, A. (May, 2003). *Insights into executive function and prefrontal cortex: Genetics, biochemistry, and behavior.* Neuroscience Grand Rounds, Faculty of Medicince, UBC, Vancouver, BC.

Diamond, A. (May, 2003). *Prefrontal cortex involvement in normal development and in developmental disorders*. Department of Psychiatry, UBC Hospital, Vancouver, BC.

Diamond, A. (April, 2003). *Developmental behavioral and fMRI results on inhibition and task switching, varying memory demands, in 4-13 year-olds and young adults*. Biennial Meeting of the Society for Research in Child Development (Tampa, FL), in the Symposium on *Cognitive Control: Developmental Changes over the Lifespan and Neural Underpinnings -- Dutch & US Perspectives* (chair: Adele Diamond).

Diamond, A. (April, 2003). *Longitudinal and cross-sectional data on interrelations among executive function tests in children 4-12 years old*. Biennial Meeting of the Society for Research in Child Development (Tampa, FL), in the Symposium on *Developmental Perspectives on Executive Function and Social Cognition* (chair: Stephanie Carlson).

Diamond, A. (March, 2003). *Perspectives on motor and cognitive development.* Invited address, Annual Conference on the Movement Sciences, Teachers College, Columbia University, NY.

Diamond, A. (March, 2003). "*Developmental cognitive neuroscience" and* "*Relation of intention to action: Prefrontal cortex and early cognitive development*," Invited presentations, Co-sponsored by the W.M. Keck Foundation Center for Integrative Neuroscience, the Neuroscience Graduate Program, and the Psychiatry Department, University of California, San Francisco, CA.

Diamond, A. (March, 2003). "*Role of prefrontal cortex and its dopamine projection in neurodevelopmental disorders"* and "*Relation of intention to action: Development of cognitive control*." Invited presentations. Co-sponsored by the Waisman Center (a Center of Excellence in Developmental Disabilities), the W.M. Keck Laboratory for Functional Brain Imaging and Behavior, and Department of Psychology of the University of Wisconsin-Madison.

Diamond, A. (2003). Keynote Address, Conference on ADHD and Apraxia, Annual Meeting on Movement Sciences, Columbia University, NYC, NY.

Diamond, A. (2003). Invited presentation, NIH Inter-agency Conference on Prefrontal Cortex and Executive Function, NYC, NY.

Also invited talks during 2002-2003 at:

University of Texas, El Paso
Dept. of Psychology, Stanford University, Palo Alto, CA.
Cognitive Neuroimaging, Martinos MGH-NMR Center, Harvard Medical School, Charlestown, MA.
Child Clinical Neuropsychology, Boston University, MA.

Diamond, A. (Dec., 2002). *Development of executive functions.* Opening Keynote Address, Conference on Cognitive Development and Learning Impairment: "Développement cognitif et troubles des apprentissages: Evaluer, comprendre, rééduquer et prendre en charge," Strasbourg, France.

Diamond, A. (Dec, 2002). *Interdisciplinary; Inclusive; Community.* Invited address, Peter Wall Institute of Advanced Studies, UBC, Vancouver, BC.

Diamond, A. (Oct. 25, 2002). *The relation of intention to action: Prefrontal cortex and early cognitive development*. Invited presentation, part of a Distinguished Speaker Series at Cornell University, Ithaca, NY.

Diamond, A. (June, 2002). *Development of motor systems: Role in motor and cognitive development.* Invited presentation, International Meeting of Developmental Neurology on "The Clumsy Child - Aetiology, Pathophysiology and Treatment," Groningen, Netherlands.

Diamond, A. (May, 2002). *Vision matures earlier than cognition: Importance of early initiation of dietary treatment for PKU.* Invited presentation, International Meeting on "PKU: Brain-Behavior Sequelae," Amsterdam, Netherlands.

Diamond, A. (May, 2002). *Genetic and neurochemical modulation of prefrontal cognitive functions in children*. Presentation, International Society for Behavioral Neuroscience Annual Meeting, Pointe-á-Pic, QC.

Diamond, A. (Feb., 2002). *The neuropsychology of treated PKU.* Invited workshop, International Neuropsychological Society (INS) Annual Meeting, Toronto, ON.

Diamond, A. (Feb., 2002). *Prefrontal cortex and early cognitive development: Development of "cognitive flexibility" needed to overcome "Attentional Inertia."* Invited presentation, American Association for the Advancement of Science (AAAS) Annual Meeting, in Symposium on "The Prefrontal Cortex and Cognition: New Insights into Willful Behavior," chaired by Earl Miller, Boston, MA.

Diamond, A. (2002). "Self-Control in Young Children." Invited talk. Early Childhood Education Dept., Cuyahoga Community College, Cleveland, OH

Also invited talks during 2001-2002 at:
Cognitive Psychology Colloquium Series, Universiteit Leiden, Netherlands.
Evolutionary Ethics, Harvard University, Cambridge, MA.
Behavioral Neuroscience, MIT, Cambridge, MA.
Child Clinical Neuropsychology, Boston University, MA.

Diamond, A. (June, 2001). *Infants' understanding of the concept of contiguity and of the relation between stimulus and reward*. Invited presentation at conference on "Foundations of Human Knowledge Acquisition: New Evidence from Infant Research and Neuroscience," Hanse Institute, Delmenhorst, Germany.

Diamond, A. (June, 2001). *Brain-behavior relationships in cognitive development*. Invited talk at Intercampus Neuroscience Symposium, University of Massachusetts, Brudnick Neuropsychiatric Institute, UMass Medical School, Worcester, MA.

Diamond, A. (April, 2001). *Prefrontal cortex involvement in normal development and in developmental disorders*. Invited lecture presented at "Nelson Butters' West Coast Neuropsychology Conference," San Diego, CA.

Diamond, A. (April, 2001). *The relation of intention to action: Prefrontal cortex and early cognitive development.* Keynote Address presented in "The Developing Child: Brain and Behavior" symposium series co-sponsored by the Erikson Institute and the University of Chicago, Chicago, IL.

Diamond, A. (April, 2001). *The prefrontal dopamine system: Its development and its roles in cognitive and affective functions.* Presented at Invited NIDA Symposium on "Neurotransmitters in Brain and Behavioral Development," Biennial Meeting of the Society for Research in Child Development,

Minneapolis, MN.

Diamond, A. (April, 2001). *Different functions of dorsolateral and ventrolateral prefrontal cortex in children.* Invited presentation at Symposium on the "Development and Organization of Prefrontal Function," Biennial Meeting of the Society for Research in Child Development, Minneapolis, MN.

Also invited talks during 2000-2001 at:

Psychology, University of Wales, Bangor, UK.
Cognitive & Neural Systems, Boston University, MA.
Psychology, University of Delaware, Newark
Neuroscience, University of Massachusetts, Amherst
Psychology, Harvard University, Cambridge, MA.
Brain & Cognitive Science, MIT, Cambridge, MA.

Diamond, A. (Nov., 2000). *A tale of two differences: Working memory vs. inhibition; Dorsolateral vs. ventrolateral prefrontal cortex*. Invited presentation, invited symposium on "Use of Imaging Techniques in Developmental Research," International Society for Developmental Psychobiology Annual Meeting, New Orleans, LA.

Diamond, A. (Oct. 19, 2000). *Executive functions: Their development and neural basis.* Invited presentation, NIAAA Workshop on "Cognitive Rehabilitation of Chronic Alcoholics and Children at Risk," Georgetown, MD.

Diamond, A. (Oct. 16, 2000). *Recent research findings on the effects of age at diet initiation on the visual system*. Invited presentation, NIH Consensus Development Conference on "Phenylketonuria (PKU): Screening and Management," Bethesda, MD.

On the basis of this presentation, US national guidelines for when dietary treatment for PKU should begin changed from by 14-21 days of age to "*as soon as possible, and no later than 7-10 days after birth*."

Diamond, A. (Oct. 12, 2000). *Relation between intention and action during early development*. Invited Plenary Address, ZERO TO THREE Leadership Development Initiative, New Orleans, LA.

Diamond, A. (Sept. 24, 2000). *Prefrontal cortex and early cognitive development*. Invitational Address, 42nd Congress of the German Psychological Society, Jena, Germany.

Diamond, A. (May 31, 2000). The *Prefrontal Dopamine System: Human development, cognitive functions, dissociations, and sex differences*. Keynote Address, NIDA Meeting on "Pediatric Neuroimaging and Drug Research," Rockville, MD.

Diamond, A. (May, 2000). *Different neural mechanisms and different developmental timetables for the working memory and inhibitory control abilities associated with dorsolateral prefrontal cortex*. Invited presentation, Conference on "The Relation of Prefrontal Cortex Development to Children's Cognitive and Social Behavior," Philadelphia, PA.

Diamond, A. (April, 2000). *Development of the working memory and inhibitory control functions dependent on prefrontal cortex*. Presented, Annual Cognitive Neuroscience Society Meeting. San Francisco, CA.

Diamond, A. (March, 2000). *When different functions dependent on the frontal lobes come on-line, and how they interact during development.* Invited presentation, Rotman Research Institute Conference on

"The Frontal Lobes 2000." Toronto, ON.

Diamond, A. (Feb., 2000). *The neural basis of some of the cognitive advances early in life*. Keynote Address, Annual Retreat of the Zlotowski Center for Neuroscience, Ben Gurion University, held in Ma'ale Hamisha, Israel.

Also invited talks during 1999-2000 at:

Hebrew University, Jerusalem, Israel.
Rockefeller University & the Sackler Institute, Cornell Medical School, NYC, NY.
Denver University, CO.
University of Colorado, Boulder.
Boston University Medical School, MA.
Human Development, Brown University, Providence, RI.
Neuroscience, Brown University, Providence, RI.

Diamond, A. (June, 1999). *Selective effects on the dopamine systems in prefrontal cortex and the retina in children treated early and continuously for PKU*. Invited presentation, 4th Meeting of the International Society for Neonatal Screening, Stockholm, Sweden.

Diamond, A. (Jan., 1999). *Development of cognitive functions linked to prefrontal cortex*. Invited presentation, Johnson & Johnson Pediatric Round Table: The Role of Early Experience in Infant Development, Palm Beach, FL.

Diamond, A. (1999). *Selective visual deficits at the ages of 10-20 years from an amino acid imbalance in the first month of life.* Invited talk, International Society for Behavioral Neuroscience Annual Meeting, Santorini, Greece.

Diamond, A. (1999). Invited talk, Conference on "Making a Difference by Learning Early," Sayre, PA.

Diamond, A. (1999). Keynote Address, "Learning & the Brain" Conference, Boston, MA.

Also invited talks during 1998-1999 at:

Rijksuniversiteit Groningen, Groningen, Netherlands.
Boston University, MA.
Penn State University, State College, PA.
Harvard University, Cambridge, MA.

Diamond, A. (Nov., 1998). *Current issues in the development of frontal lobe functions*. Invited presentation in, "Workshop on Executive Control and the Frontal Lobe," Hanse Institute for Advanced Study, Delmenhorst, Germany.

Diamond, A. (August, 1998). *Memory development, and its neural basis, during the first two years of life*. Keynote Address, University of Otago Symposium on Memory Mechanisms of the Brain, Dunedin, New Zealand.

Diamond, A. (August, 1998). *Cognitive neuroscience issues to consider when developing or interpreting assessments of competencies*. Invited presentation, Board on Behavioral, Cognitive, and Sensory Sciences, Commission on Behavioral and Social Sciences and Education, National Research Council, National Academy of Sciences, Washington, DC.

Diamond, A. (June 17-20, 1998). *Principles and findings concerning the neural basis of cognitive*

development of potential relevance to the legal profession. Invited presentation, 7th Annual Gruter Institute Conference: "Neurobiology, Human Behavior, and the Law," Squaw Valley, CA.

Diamond, A. (April, 1998). *A cognitive neuroscience perspective on children's perseverative errors*. Presentation, International Conference on Infant Studies Biennial Meeting, Atlanta, GA.

Diamond, A. (March 16, 1998). *Dopamine alterations and their effects on neuropsychological testing.* Invited talk, Society for Inherited Metabolic Disorders, Asilomar, CA.

Also invited talks during 1997-1998 at:
Brandeis University, Waltham, MA.
Tufts University, Medford, MA.
Suffolk University, Boston, MA.
Massachusetts Neuropsychological Society, Boston.

Diamond, A. (1997). Invited talk, Distinguished Scientific Lecture sponsored by the American Psychological Association, Eastern Psychological Association Annual Meeting, Washington, DC.

Diamond, A. (1997). Invited talk, Distinguished Scientific Lecture sponsored by the American Psychological Association, Western Psychological Association Annual Meeting, Seattle, WA.

Diamond, A. (1997). Keynote Address, Lehigh University, Bethlehem, PA.

Diamond, A. (1997). Invited talk, Conference on "Executive Function & Developmental Psychopathology," Toronto, ON.

Diamond, A. (1997). Invited talk, joint NIH/APA Conference on "Prevention: Contributions from Basic and Applied Research," Chicago, IL.

Diamond, A. (1997). Invited talk, Montreal Neurological Institute Meeting, "Neuropsychology: Beyond the Millenium," Montreal, QC.

Also invited talks during 1996-1997 at:
Biomedical Science Division, Eunice Kennedy Shriver Center.
University of Massachusetts, Amherst, MA.
Behavioral Science Division, Eunice Kennedy Shriver Center.

Diamond, A. (Dec. 7-8, 1996). *The neural basis of some early cognitive advances, such as connecting thought and deed*. Invited presentation, Zero-to-Three Conference on "Frontiers of Science: Early Brain Development and Behavior," Washington, DC.

Diamond, A. (Sept. 9-12, 1996). *The neural bases for some of the cognitive developmental changes observed by Piaget*. Invited Plenary Address, Conference L'Evolution de la Pensee, on the Centennial of Birth of Jean Piaget, Geneva, Switzerland.

Diamond, A. (August 9-13, 1996). *Prefrontal cortex function in young children*. Invited talk, American Psychological Association Annual Meeting (Division 40: Clinical Neuropsychology), Toronto, ON.

Diamond, A. (June 12-15, 1996). *Frontal lobe development and dysfunction in children: Dissociations between intention and action*. Invited Plenary Address, Cognitive Science Society Annual Meeting, San Diego, CA.

Diamond, A. (June 22-27, 1996). *Frontal lobe function in PKU*. Invited presentation, Wiley-Liss Symposium on "Brain Development," Teratology Society Annual Meeting, Keystone, CO.

Diamond, A. (March 27-28, 1996). *Deficits in the cognitive abilities dependent upon prefrontal cortex in children treated early and continuously for phenylketonuria (PKU)*. Invited presentation, Royal Society meeting, "Executive and Cognitive Functions of the Prefrontal Cortex," London, UK.

Diamond, A. (1996). Invited talk, National Academy of Sciences, Washington, DC.

Also invited talks during 1995-1996 at:

Robotics Group, MIT, Cambridge, MA.
Dept of Psychology, Harvard University, Cambridge, MA.
New England College of Optometry, Boston, MA.
Memory Disorders Unit, Boston VA.
Family Resource Center, MIT, Cambridge, MA.
Mouse Behavioral Analysis Course, Cold Spring Harbor Laboratory, NY.
Behavioral Neuroscience Seminar Series. Harvard Medical School, Cambridge, MA.

Diamond, A. (Sept. 21-22, 1995). *The "PKU mouse*." Invited presentation, NICHD Conference, "Animal models for the study of mental retardation," Bethesda, MD.

Diamond, A. (June, 1995). *Prefrontal involvement in treated phenylketonuria*. Invited presentation, Advanced Course in Pædiatric Epilepsy, Institute for Child Health, University of London, London, UK.

Diamond, A. (June, 1995). *Effect of a modest tyrosine deficiency on cognition*: *Children treated early and continuously for PKU*. Presentation, Welcome Trust & McDonnell Foundation conference, "The Relationship between Cognitive Function and Physical Illness," Worcestershire, UK.

Diamond, A. (April 1, 1995). *Dissociations between knowledge and action: Inhibitory problems in children 3½-7 years of age.* Presented the Master Lecture on Developmental Cognitive Neuroscience at the Biennial Meeting of the Society for Research in Child Development, Indianapolis, IN.

-…"A Master Lecture is intended as a sort of tutorial in a particular field....The individuals invited to deliver these major addresses are people who are widely recognized as leaders in their fields...."

Diamond, A. (1995). Invited Plenary Address, Southeast Regional Genetics Meeting, Atlanta, GA

Also invited talks during 1994-1995 at:

MRC Cognitive Development Unit, London, UK.
Royal Hospital for Sick Children, Yorkhill, Glasgow, UK.
Massachusetts Institute of Technology (MIT), Cambridge, MA.
Wellesley College, Wellesley, MA.
Hospital of the University of Pennsylvania, Philadelphia.
University of Michigan, Ann Arbor.
Yerkes Primate Research Center, Emory University, Atlanta, GA.
New York University, New York City.
Center for Neural & Cognitive Sciences, University of Maryland, College Park.
American Academy of Neurology course on Behavioral Neurology, Seattle, WA.

Diamond, A. (Oct. 2-4, 1994). *Prefrontal cortex: A developmental perspective.* Keynote Address, Prefrontal cortex symposium, Mujimba Beach, Queensland, Australia.

Diamond, A. (Oct. 2-4, 1994). Presented day-long workshop on "Child Neuropsychology: Cognitive Development & Disorders," in Brisbane, at invitation of the Australian Psychological Society.

Diamond, A. (Sept. 19-20, 1994). *Prefrontal cortex functions early in childhood: Anatomical, neurochemical, and behavioral evidence*. Presentation, NICHD Conference, "The prefrontal cortex: Evolution, neurobiology, and behavioral development." Rockville, MD.

Diamond, A. (May 1994). *Nature and causes of cognitive deficits in phenylketonuria (PKU) even with dietary treatment: Longitudinal study and animal model*. Invited presentation at the Phenylketonuria Symposium, Elsinore, Denmark.

Diamond, A. (April, 1994). *Early-treated PKU: Deficits in cognition and vision, and why*. Invited address at the Biennial Conference on Human Development, Pittsburgh, PA.

Diamond, A. (1994). Invited talk, PKU Parents Conference, Walnut Creek, CA.

Diamond, A. (1994). Invited talk, Tjossem Memorial Lecture at the University of Washington, Seattle, WA.

Also invited talks during 1993-1994 at:

Harvard Science & Technology Course, Harvard Medical School & MIT, Boston, MA.
Cooper Hospital, University Medical Center, Camden, NJ.
Graduate Center, City University of New York, NY.
Lincoln University, Lincoln, PA.
Wesleyan University, Middleton, CT.
Yale University, New Haven, CT.

Diamond, A. (March, 1993). *Nature and causes of cognitive deficits in phenylketonuria (PKU) even with dietary treatment: Longitudinal study and animal model*. Special Lecture, Biennial Meeting of the Society for Research in Child Development, New Orleans, LA.

Diamond, A. (1993). *Neurology of memory*. Invited talk, American Psychoanalytic Association, NYC, NY.

Diamond, A. (1993). *Cognitive deficits in early-treated PKU*. Invited talk, Western Regional Meeting of the Society for the Study of Inborn Errors of Metabolism, Chicago, IL

Also invited talks during 1992-1993 at:

Ontario Institute for Studies in Education, Toronto, ON.
Montreal Neurological Institute, QC.
Brown University, Providence, RI.
Department of Neurobiology, Harvard Medical School, Boston, MA.
Hospital for Sick Children, Toronto, ON.
Center for Molecular and Behavioral Neuroscience, Newark, NJ.

Diamond, A. (1992). *Developmental issues in frontal lobe functioning*. Invited talk, Australian Society for the Study of Brain Impairment (ASSBI), Sydney, Australia

Diamond, A. (1992). *Behavioral neuroscience and neurotoxicology*. Invited talk, Neurobehavioral Teratology Society Meeting, Boca Raton, FL

Also invited talks during 1991-1992 at:

Pasteur Institute, Paris, France.

Institute of Physiology, Czechoslovak Academy of Sciences, Prague.
Carnegie Mellon University, Pittsburgh, PA.
Committee on Human Development, University of Chicago, IL.
Children's Hospital of Pennsylvania, Philadelphia.
Cognitive Neuroscience Discussion Group, Hahnemann University, Philadelphia, PA.
University of Massachusetts, Amherst.

Diamond, A. (1991). *Cognitive development*. Invited talk, Science Weekend, American Psychological Association Annual Convention, San Francisco, CA

Diamond, A. (1991). *Child neuropsychology: Cognitive development & disorders*. Invited talk, Annual Conference of New York Neuropsychology Group, New York City, NY.

Also invited talks during 1990-1991 at:
Université de Genève, Geneva, Switzerland.
Laboratoire de Psycho-Biologie de l'Enfant, CNRS, Paris, France.
Laboratory of Neuropsychology, NIMH, Rockville, MD.
Neurosciences Center, St. Elizabeth's Hospital, Washington, DC.
Children's Hospital National Medical Center, Washington, DC.
University of Delaware, Newark
Swarthmore College, Swarthmore, PA
University of California, Berkeley
University of British Columbia, Vancouver
Veterans Administration Hospital, Martinez, CA
University of California, Davis

Diamond, A. (July 25-28, 1990). *The planning, execution, and inhibition of movement during infancy.* Invited talk, Conference of the Cognitive Science Society. Cambridge, MA.

Also invited talks during 1989-1990 at:
Institute of Psychology, USSR Academy of Sciences, Moscow, USSR.
Nencki Institute of Experimental Biology, Warsaw, Poland.
University of Arizona, Tucson, AZ.
Cornell University, Ithaca, NY.
Institute of Neurological Sciences Retreat, University of Pennsylvania.
Haverford College, Haverford, PA.

Diamond, A. (April 1988). *Involvement of prefrontal cortex in cognitive changes during the first year of life.* Invited talk, International Conference on Infant Studies, Washington, DC.

Diamond, A. (1988). *Neuropsychological insights into the meaning of object concept development*. Invited Plenary Speaker, Jean Piaget Symposium, June, Philadelphia, PA.

Diamond, A. (April 1987). *Involvement of prefrontal cortex in cognitive changes during the first year of life*. Invited talk, Pasteur Institute, Paris, France.

JURIED PRESENTATIONS AT CONFERENCES:

Ling, D. S., Bhuiyan, I., Hughes, A., Hwang, A., & Diamond, A. (*submitted*). *Science communication: Using pop culture to teach children about the brain and behaviour*. Poster submitted to the International Behavioural Neuroscience Society Annual Meeting, Glasgow, Scotland, June 7-11, 2022.

Ling, D. S., Hwang, A., Bhuiyan, I., Hughes, A., & Diamond, A. (*submitted*). *Dopamine: A tale of two cities*. Poster submitted to the International Behavioural Neuroscience Society Annual Meeting, Glasgow, Scotland, June 7-11, 2022.

DelRosso, L., Flores, G.V., & Diamond, A. (to be presented May 7-10, 2022). *Association between iron levels and neurocognitive functions in children with restless sleep disorder*. Poster was accepted for the 24th Biennial Meeting of the International Society for Developmental Neuroscience, Vancouver, BC.

Kitil, M.J., Guhn, M., Diamond, A. & Schonert-Reichl, K. A. (scheduled for May 20, 2020 but meeting was cancelled due to COVID-19). *Longitudinal relations of executive functions to academic achievement and well-being in adolescence*. Poster was accepted for the Society for Research on Adolescence (SRA) Biennial Meeting, San Diego, CA.

Ling, D. S., Balce, K., Weiss, M., Murray, C., & Diamond, A. (September 23, 2019). *Patients with ADHD are being overmedicated (for optimal cognitive performance).* Poster presented at the International Brain Research Organisation World Congress of Neuroscience Meeting, Daegu, South Korea. DOI:10.1016/j.ibror.2019.07.212

Ling, D. S., Mitchell, J. R., & Diamond, A. (June 26, 2019). *'Tis a mystery: People who are more physically fit have better executive functions, but most physical activity interventions have failed to produce benefits to executive functions*. Poster presented at the International Behavioural Neuroscience Society, Cairns, Australia. DOI:10.13140/RG.2.2.17027.84007

Ling, D. S., Balce, K., Weiss, M., Murray, C., & Diamond, A. (June 25, 2019). *Effects of low-dose versus normal-dose psychostimulants on executive functions in children with attention-deficit / hyperactivity disorder*. Poster presented at the International Behavioural Neuroscience Society, Cairns, Australia. DOI:10.13140/RG.2.2.13672.39681

Ling, D. S., Mitchell, J. R., & Diamond, A. (May 25, 2019). *Is a positive human relationship key to whether a program or intervention improves executive functions?* Poster presented at the Association for Psychological Science (APS) Annual Convention, Washington, DC. DOI:10.13140/RG.2.2.20383.28325

Hutchison, S., Chau, C.M.Y., Weikum, W., Brain, U., Grunau, R.E., Diamond, A. & Oberlander, T.F. (May 6, 2018). *Prenatal serotonin reuptake inhibitor (SRI) antidepressant exposure influences executive functions at 12 years of age.* Poster presented at the Pediatric Academic Society (PAS) meeting, Toronto, ON.

One of only 20 abstracts to be shared with the media in advance of the meeting.

Bichin, M., Chau, C.M.Y., Ranger, M., Miller, S.P., Garg, A., Beg, M.F., Fitzpatrick, K., Bjornson, B., Synnes, A.R., Diamond, A. & Grunau, R.E. (May 7, 2017). *Early pain exposure and region specific brain cortical thickness interact to predict executive function at 8yrs in children born very preterm*. Poster presented at the Pediatric Academic Societies Meeting, San Francisco, CA.

Hogan, J., Cordes, S., Diamond, A. & Winner, E. (April 8, 2017). *The effects of intensive general music class on kindergartners' executive functioning and self-perception*. Poster presented at the Society for

Research in Child Development Biennial Meeting, Austin, TX.

Neuenschwander, R, Hookenson, K., Brain, U., Grunau, R.E., Devlin, A.M., Weinberg, J., Diamond, A. & Oberlander, T.F. (April 7, 2017). *Does children's stress regulation mediate the association between prenatal stress and child executive function?* Paper presented at Society for Research in Child Development Biennial Meeting, Austin, TX.

Balce, K., Ling, D.S., Murray, C., Weiss, M. & Diamond, A. (March 22, 2017). *The optimal dose of psychostimulants for the behavioral problems in ADHD appears to be too high to help the cognitive problems*. Poster presented at UBC Multidisciplinary Undergraduate Research Conference, Vancouver, BC.

Bichin, M., Chau, C.M.Y., Ranger, M., Miller, S.P., Garg, A., Beg, M.F., Fitzpatrick, K., Bjornson, B., Diamond, A., Synnes, A.R., & Grunau, R.E. (May 25, 2016). *Early pain exposure and region specific brain cortical thickness interact to predict executive function at 8yrs in children born very preterm*. Poster presented at the Canadian Pain Society Meeting, Vancouver, BC.

Bichin, M., Chau, C.M.Y., Ranger, M., Miller, S.P., Diamond, A., Garg, A., Beg, M.F., Fitzpatrick, K., Bjornson, B., Synnes, A.R., & Grunau, R.E. (Sept. 20, 2015). *Interaction of neonatal pain-related stress and regional brain cortical thickness associated with executive function in children born very preterm at 8 yrs.* Poster presented at the Brain Development Conference, Ottawa, ON.

Kay, A., Skarlicki, D. P., Diamond, A., & Soloway, G., (Aug., 2015). *Reducing interpersonal conflict through mindfulness training: Emotion regulation as mediator*. Paper presented at the Academy of Management Annual Conference, Vancouver, BC.

Davis, J.L., Agans, J.P., Vazou, S., Jarus, T., & Diamond, A. (August, 2014). *The results are IN! from the Circus & ME: AYCO Youth Circus Study*. Poster presented at the Biennial Conference of American Circus Educators (AYCO), Montreal, QC.

Ling, D., Wong, C., & Diamond, A. (Oct. 18, 2013). *Double dissociation: Integrating color/shape aids conditional discrimination but separating them aids card sorting in 3-year-olds*. Poster presented at the Cognitive Development Society Biennial Meeting, Memphis, TN. DOI:10.13140/RG.2.1.1748.2726

Ling, D., Wong, C., & Diamond, A. (May 17, 2013). *Young children benefit from more time when performing the Day-Night task.* Poster presented at Northwest Cognition and Memory Conference, Kwantlen Polytechnic University, Surrey, BC.

Ling, D., Wong, C. & Diamond, A. (May 17, 2013). *Double dissociation: Integrating color/shape aids conditional discrimination but separating them aids card sorting in 3½-yr-olds*. Poster at Northwest Cognition and Memory Conference, Kwantlen Polytechnic University, Surrey, BC.

Ling, D., Wong, C., & Diamond, A. (April 19, 2013). *Young children benefit from extra time when performing tasks requiring inhibitory control*. Poster presented at the Society for Research in Child Development Annual Meeting, Seattle, WA. DOI:10.13140/RG.2.1.2534.7042

Oberlander, T., Grunau, R., Brain, U., Chau, C. & Diamond, A. (Oct 3, 2012). *Prenatal serotonin reuptake inhibitor (SRI) antidepressant exposure and serotonin transporter promoter genotype (SLC6A4) influence executive functions at 6 years of age*. Poster presented at the International Biennial Congress of the Marcé Society, Paris, France.

Thomas, J.P., Oberlander, T.F, Synnes, A., Diamond, A., Chau, C. & Grunau, R. (April 28, 2012).

Infant focused attention predicts attention and executive functions in very preterm children at 7 years. Poster presented at the Pediatric Academic Societies Annual Meeting, Boston, MA.

Chau, C., Doesburg, S., Cheung, T., Ribary, U., Herdman, T., Moiseev, A., Cepeda, I., Diamond, A., Synnes, A., Miller, S.P. & Grunau, R.E. (April 28, 2012). *Executive functions are related to altered magneto-encephalographic spectral structure in school-age children born very preterm*. Poster presented at the Pediatric Academic Societies Annual Meeting, Boston, MA.

Oberlander, T., Grunau, R., Brain, U., Chau, C. & Diamond, A. (April 28, 2012). *Prenatal serotonin reuptake inhibitor (SRI) antidepressant exposure and serotonin transporter promotor genotype (SLC6A4) influence executive functions at 6 years of age*. Poster presented at the Pediatric Academic Societies Annual Meeting, Boston, MA.

Herman, D., Mass, C., Landa, R., & Diamond, A. (May 20, 2010). *Performance by children with ASD, developmental delay, and typical development on delayed non-matched to sample task*. Poster presented at the International Meeting for Autism Research (IMAR), Philadelphia, PA.

Markey, M., Diamond, A. & Somers, J. (Sept. 24, 2009). *British Columbia inventory of parenting programs and services*. Poster presented at Simon Fraser University, Burnaby, BC.

Evans, J.W., Fossella, J., Hampson, E., Kirschbaum, C., & Diamond, A. (May 25, 2009). *Gender differences in the cognitive functions sensitive to the level of dopamine in prefrontal cortex.* Poster presented at the Association for Psychological Science Annual Meeting, San Francisco, CA. doi: 10.13140/RG.2.1.4833.0720

Munro, S. & Diamond, A. (April 3, 2009). *Developing executive function skills for school success in preschoolers.* Presented in the symposium, "Promoting Executive Functions in Young Children: The Role of Family and Child Characteristics and Early Education," Society for Research in Child Development Biennial Meeting, Denver, CO.

Munro, S. & Diamond, A. (April 2, 2009). *Outcome of a Vygotskian approach to improving executive functions in preschoolers.* Presented in the symposium, "Mediating Mechanisms: Building Knowledge of Young Children's Social-Emotional Development from Three Preschool Efficacy Trials," Society for Research in Child Development, Denver, CO.

Evans, J.W., Fossella, J., Hampson, E., Kirschbaum, C., & Diamond, A. (Jan. 15, 2009). *Gender differences in the cognitive functions sensitive to the level of dopamine in prefrontal cortex*. Poster presented at the Inaugural Conference of a series on "Executive Function and Dysfunction," University of Boulder, Boulder, CO.

Diamond, A. & Wu, Y. (June 1, 2007). *Development of a social 'Simon' effec*t. Presented in a symposium entitled, "Perception and Action in Social and non-Social Domains in Children and Adults: Re-thinking Theory of Mind, Stimulus-Response Compatibility, and Intentionality," at Jean Piaget Society Annual Meeting, Amsterdam, Netherlands.

Diamond, A., Leong, D., & Bodrova, E. (March 31, 2007). *Helping children become masters of their own behavior: A preschool curriculum that improves executive functions.* Presented in a Symposium entitled, "Promoting the Development of Self-Regulation in Young Children Through Innovative Curricula and Teacher Interactions," Biennial Meeting of the Society for Research in Child Development, Boston, MA.

Feng, X., Bialystok, E., & Diamond A. (March 31, 2007). *Manipulating information in working memory - an advantage for bilinguals.* Presented at Society for Research in Child Development Biennial Meeting, Boston, MA.

Munro, S., Chau, C., Gazarian, K. & Diamond, A. (April 9, 2006). *Dramatically larger Flanker effects (6-fold elevation).* Poster presented at Cognitive Neuroscience Society Annual Meeting, San Francisco, CA. doi: 10.13140/RG.2.1.4289.8402

Feng, X., Diamond, A., & Bialystok, E. (Oct. 22, 2005). *Executive functions in monolingual and bilingual children: separating working memory and inhibitory control.* Poster presented at Cognitive Development Society Biennial Meeting, San Diego, CA . doi: 10.13140/RG.2.1.4322.6082

Diamond, A., Molfese, D., Ratajczak, E. & Fonaryova-Key, A.P. (March, 2003). *An investigation of whether assumptions underlying the use of Functional Magnetic Resonance Imaging (fMRI) can validly be applied to children.* Paper presented at the Annual Cognitive Neuroscience Society Meeting, NYC, NY. doi: 10.13140/RG.2.1.1373.4883

Diamond, A. & Kirkham, N. (Oct., 2001). *Card sorting by children of 3 and 4 years and task switching by older children: Inhibition needed to overcome "Attentional Inertia."* Paper presented at the Symposium on "Rule use through the Lens of the Dimensional Change Card Sort: What develops?," Cognitive Development Society Biennial Meeting, Virginia Beach, VA.

Amso, D. Gehlbach, L.N., & Diamond, A. (May, 2001). *What underlies negative priming*? Contributions of memory to the negative priming effect. Paper presented at the South Carolina Bicentennial Symposium on Attention, University of South Carolina, Columbia. doi: 10.13140/RG.2.1.2487.6000

Cohen, S., Bixenman, M., Meiran, N. & Diamond, A. (May, 2001). *Task switching in children: A developmental study*. Paper presented at the South Carolina Bicentennial Symposium on Attention, University of South Carolina, Columbia. doi: 10.13140/RG.2.1.3470.6403

Shutts, K., Ross, E., Hayden, M., & Diamond, A. (April, 2001). *Grasping that one thing is related to another: Contributions of spatial contiguity, temporal proximity, and physical connection*. Poster presented at Child Development Biennial Meeting, Minneapolis, MN. doi: 10.13140/RG.2.1.2665.7768

Shutts, K., Ross, E., Hayden, M., & Diamond, A. (April, 2001). *Appearance matters -- but not to young infants: Development of spatial and visual discrimination learning from 9-21 months.* Poster presented at Society for Research in Child Development Biennial Meeting, Minneapolis, MN. doi: 10.13140/RG.2.2.30783.92329

Ross, E., Shutts, K., & Diamond, A. (Jan., 2000). *Spatial or temporal contiguity: Factors underlying infants' understanding of the relation between stimulus and reward*. Paper presented at New England Mini-Conference on Infant Studies. Worcester, MA.

Shutts, K., Ross, E., & Diamond, A. (Jan., 2000). *Spatial and visual discrimination in infants: When do they attend to spatial location and when do they attend to object appearance?* Paper presented at New England Mini-Conference on Infant Studies. Worcester, MA.

Savoy, R.L., O'Craven, K.M., Davidson, M., & Diamond, A. (1999). *Memory load and inhibition in dorsolateral prefrontal cortex*. Paper presented at International Conference on Functional Mapping of the Human Brain, Dusseldorf, Germany.

Kirkham, N. & Diamond, A. (April., 1999). *Integrating competing ideas in word and action*. Paper presented at Society for Research in Child Development Biennial Meeting, Albuquerque, NM.

Davidson, M., Cruess, L., Diamond, A., O'Craven, K.M., & Savoy, R.L. (April, 1999). *Comparison of executive functions in children and adults using directional Stroop tasks*. Paper presented at the Society for Research in Child Development Biennial Meeting, Albuquerque, NM.

Badali, S., Izvorski, R., Ozawa, K., Diamond, A., & Ullman, M. (April, 1999). *Phenylketonuria as a model for investigating the role of dorsolateral prefrontal cortex in language*. Paper presented at the Cognitive Neuroscience Society Annual Meeting, Washington, DC.

Diamond, A., O'Craven, K.M., Davidson, M., Cruess, C., Bergida, R., & Savoy, R.L. (April, 1999). *Further fMRI-based studies of memory and inhibition in prefrontal cortex of adults*. Paper presented at the Cognitive Neuroscience Society Annual Meeting, Washington, DC.

O'Craven, K.M., Savoy, R.L., & Diamond, A. (June, 1998). *Working memory and inhibition in dorsolateral prefrontal cortex*. Paper presented at the Human Brain Mapping Annual Meeting, Montreal, QC.

Diamond, A., O'Craven, K.M., & Savoy, R.L. (April, 1998*). An fMRI-based study of working memory and inhibition in prefrontal cortex*. Paper presented at the Cognitive Neuroscience Society Annual Meeting, San Francisco, CA.

Churchland, A. & Diamond, A. (April 3-6, 1997). *Temporal and spatial separation as limiting factors in infants' ability to grasp relationships*. Paper presented at Society for Research in Child Development Biennial Meeting, Washington, DC.

Prevor, M., & Diamond, A. (March 30, 1995). *Color-form interference effects in young children*. Paper presented at the Society for Research in Child Development Biennial Meeting, Indianapolis, IN.

Diamond, A. (May 20-24, 1989). *Developmental time course in infants and infant monkeys, and the neural bases of, A-not-B and delayed response performance.* Paper presented at the Conference on the Development and Neural Bases of Higher Cognitive Functions, Philadelphia, PA.

Diamond, A. & Boyer, K. (May 20-24, 1989). *Developmental progression in infants' and young children's performance on a version of the Petrides-Milner temporal order memory task: Multiple boxes.* Paper presented at the Conference on the Development and Neural Bases of Higher Cognitive Functions, Philadelphia, PA.

Diamond, A. (May 20-24, 1989). *Developmental time course in infants and infant monkeys, and the neural bases of, inhibitory control in reaching.* Paper presented at the Conference on the Development and Neural Bases of Higher Cognitive Functions, Philadelphia, PA.

Diamond, A. (May 20-24, 1989). *Performance of infants and young children on visual paired comparisons, delayed non-match to sample (direct), and delayed non-match to sample (indirect)*. Paper presented at the Conference on the Development and Neural Bases of Higher Cognitive Functions, Philadelphia, PA.

Diamond, A. (April 1987). *Differences between adult and infant cognition: Is the crucial variable presence or absence of language?* Paper presented at the Fyssen Symposium on Thought without Language, Versailles, France.

Diamond, A. (1985). *Frontal lobe involvement in cognitive changes in the first year of life*. Paper presented at the Social Science Research Council Conference on Brain and Behavioral Development: Biosocial Dimensions, May, Elkridge, MD.

Diamond, A. (June 1983). *Comparison of errors in the guidance of behavior associated with parietal and frontal cortex in rhesus monkeys and errors seen in 8-10 month old infants*. Paper presented at the NATO Advanced Study Institute on Brain Mechanisms and Spatial Vision, Lyon, France.

Diamond, A. (May 1981). *The A-not-B error: A reinterpretation.* Paper presented at the Eleventh Annual Jean Piaget Symposium, Philadelphia, PA.

PUBLICATIONS: (ORCID ID: https://orcid.org/0000-0002-1453-6434)

(Google Scholar Citation as of 18 Jan 2022: 47,092 citations; h-index: 70;)

(* = Student co-author; ^{T} = Res. Tech. [between undergrad. & grad.] or Postdoctoral co-author)

Fernandes*, V. R., Scipião-Ribeiro, M. L., Araújo, N. B., Ribeiro, S., Mota, N. B., Diamond, A., & Deslandes, A. C. (*submitted*). Effects of Capoeira on children´s executive functions, academic achievement and motor skills: A randomized controlled trial.

Kay*, A., Skarlicki, D., Diamond, A., & Soloway, G. (submitted). Opening up to it: Mindfulness reduces conflict avoidance through acceptance-based emotion regulation.

Diamond, A. (*in press*, 2022). Title: tba. In Jaap de Brouwer & Patrick Sins (Eds.), *Perspectives on Montessori*. Lierderholthuis, Netherlands: Saxion Progressive Education University Press.

Diamond, A. (2022, Feb 23). How to sharpen executive functions: Activities to hone brain skills. *ADDitude Magazine*. https://www.additudemag.com/how-to-improve-executive-function-adhd

Diamond, A. (2022). Preface to Laurie Faith, Peg Dawson, & Carol-Anne Bush, *Executive function skills in the classroom: Overcoming barriers, building strategies*. NY: Guildford Press.
– was supposed to be released in 2021, but supply-chain problems delayed the publisher.

Zareyan*, S., Zhang*, H., Wang, J., Song, W., Hampson, E., Abbott, D., & Diamond, A. (2021). First demonstration of double dissociation between COMT-Met^{158} and COMT-Val^{158} cognitive performance when stressed and when calmer. *Cerebral Cortex, 31*, 1411-1426. doi:10.1093/cercor/bhaa276 [Epub 30 Oct. 2020 ahead of print.]

Diamond, A., Lye*, C.T., Prasad*, D., Abbott, D. (2021) One size does not fit all: Assuming the same normal body temperature for everyone is not justified. *PLoS ONE, 16*: e0245257. doi:10.1371/journal.pone.0245257 PMID: 33534845

Ling*, D. S., Wong*, C. D., & Diamond, A. (2021). Children only 3 years old can succeed at conditional "if, then" reasoning much earlier than anyone had thought possible. *Frontiers in Psychology, 1,* 571891. doi:10.3389/fpsyg.2020.571891 PMID: 33488445

Paoletti, P. & Diamond, A. (2020). *The science of education for peace: Tools to sow peace in and around us* [24-page Booklet]. Assisi, Italy: Fondazione Patrizio Paoletti.

Diamond, A. (2020). Executive functions. In J.L. Michaud, C. Bulteau, D. Cohen, & A. Gallagher

(Eds.), *Handbook of clinical neurology, 173,* 225-240. Amsterdam: Elsevier. ISBN:978-0444641502

Diamond, A. & Ling*, D. S. (2019). Review of the evidence on, and fundamental questions about, efforts to improve executive functions, including working memory. In J. Novick, M.F. Bunting, M.R. Dougherty & R. W. Engle (Eds.), *Cognitive and working memory training: Perspectives from psychology, neuroscience, and human development* (pp. 143-431). NYC, NY: Oxford University Press. ISBN:978-0199974467

- This is the size of a monograph with 288 printed pages and another 154 pages of supplemental information online.
- Supplemental online material: www.devcogneuro.com/tables/supplemental.html

Diamond, A., Lee*, C., Senften*, P., Lam*, A., & Abbott, D. (2019). Randomized control trial of Tools of the Mind: Marked benefits to kindergarten children and their teachers. *PLoS ONE, 14*, 1-27. doi.org/10.1371/journal.pone.0222447 PMID: 31527919

Singh, A., Saliasi, E., van den Berg, V., Uijtdewilligen, L., de Groot, R.H.M., Jolles, J., Andersen, L.B., Bailey, R., Chang, Y.-K., Diamond, A., Ericsson, I., Etnier, J.L., Fedewa, A.L., Hillman, C.H., McMorris, T., Pesce, C., Puehse, U., Tomporowski, P.D., & Chinapaw, M.J.M. (2019). Effects of physical activity interventions on cognitive and academic performance in children and adolescents: A novel combination of a systematic review and recommendations from an expert panel. *British Journal of Sports Medicine, 53*, 640-647. [Epub 30 July 2018 ahead of print]. doi:10.1136/bjsports-2017-098136

Ciesielski, K.T.R., Stern, M.E., Diamond, A., Khan, S., Busa, E.A., Goldsmith, T.E., van der Kouwe, A., Fischl, B., & Rosen, B.R. (2019). Maturational changes in human dorsal and ventral visual networks. *Cerebral Cortex,* 1-19. [Epub 30 March 2019 ahead of print] doi.org/10.1093/cercor/bhz053

Diamond, A. & Ling*, D. S. (2019b). Aerobic-exercise and resistance-training interventions have been among the least effective ways to improve executive functions of any method tried thus far. *Developmental Cognitive Neuroscience, 37*, 1-14. [Epub 14 June 2018 ahead of print] doi.org/10.1016/j.dcn.2018.05.001 PMID: 29909061

- This article was chosen as 1 of 2 "must-read" articles from 2018 for anyone interested in the association between chronic physical activity and cognition by Eliakim et al. (2019). Expert's Choice: 2018's Most Exciting Research in the Field of Pediatric Exercise Science. *Pediatric Exercise Science, 31*, 1-27. doi.org/10.1123/pes.2019-0010

Neuenschwander, R., Hookenson, K., Brain, U., Grunau, R.E., Devlin, A.M., Weinberg, J., Diamond, A., & Oberlander, T.F. (2018). Children's stress regulation mediates the association between depressed and anxious prenatal maternal mood and children's executive functions for boys, but not girls. *Developmental Psychopathology, 30*, 953 - 969. doi:10.1017/S095457941800041X PMID: 30068413

Hirsh-Pasek, K., Aber, J. L., Bezos, J., Blair, C. B., Brotman, L. M., Diamond, A., Fernald, A., Galinsky, E., Gopnik, A., Gunnar, M., Kuhl, P. K., McClelland, M., Meltzoff, A. N., Shonkoff, J. P., & Zelazo, P. D. (2018). The enormous cost of toxic stress: Repairing damage to refugee and separated children [statement on behalf of the Scientific Advisory Group, Early Childhood of the Bezos Family Foundation]. *Future Development Blog*. Washington, DC: The Brookings Institution. www.brookings.edu/blog/future-development/2018/07/09/the-enormous-cost-of-toxic-stress-repairing-damage-to-refugee-and-separated-children

Park, M., Brain, U., Grunau, R. E., Diamond, A., & Oberlander, T. F. (2018). Maternal depression trajectories from pregnancy to 3 years postpartum are associated with children's behavior and executive functions at 3 and 6 years. *Archives of Women's Mental Health, 21,* 353-363. [Epub 16 Jan 2018 ahead of print] doi:10.1007/s00737-017-0803-0 PMID: 29340801

Hogan, J., Cordes, S., Holochwost, S., Ryu, E., Diamond, A., & Winner, E. (2017). Is more time in general music class associated with stronger extra-musical outcomes in kindergarten? *Early Childhood Research Quarterly,45*, 238-248. [Epub 19 Dec 2017 ahead of print] doi.org/10.1016/j.ecresq.2017.12.004

Diamond, A. (2016). Developing and supporting "executive function." *The World Ensemble: Newsletter for the Worldwide El Sistema Movement, 3*, 1.

- Simultaneously published in Spanish for Latin America.
- Version with footnotes: http://tinyurl.com/goldlg4

Diamond, A. & Ling^{T}, D. S. (2016). Conclusions about interventions, programs, and approaches for improving executive functions that appear justified and those that, despite much hype, do not. *Developmental Cognitive Neuroscience, 18*, 34–48. [Epub 7 Dec 2015 ahead of print] doi:10.1016/j.dcn.2015.11.005 NIHMS 743147 PMID:26749076

Consistently in the top 15 most downloaded papers from this journal since publication through today

- 3rd most downloaded paper in the journal in 2016
- 1st most downloaded paper in the journal in 2019
- 2nd top-rated paper in the journal in 2016
- 2nd most cited paper in the journal in 2019 & 2020

Ling^{T}, D. S., Kelly, M., & Diamond, A. (2016). Human-animal interaction and the development of executive functions. In L.S. Freund, S. McCune, L. Esposito, N.R. Gee, & P. McCardle (Eds.), *Social Neuroscience of Human-Animal Interaction* (pp. 51–72). Washington, DC: American Psychological Assoc.

Diamond, A. (2016). Why assessing and improving executive functions early in life is critical. In P. McCardle, L. Freund, & J. A. Griffin (Eds.), *Executive Function in Preschool-age children: Integrating Measurement, Neurodevelopment, and Translational Research* (pp. 11–43). Washington, DC: American Psychological Association.

The figure for the model of EFs appears in:

- Barbara A. Wilson, Jill Winegardner, Caroline M. van Heugten, & Tamara Ownsworth [Eds.] (2017). *Neuropsychological rehabilitation: The international handbook*. Florence, KY: Taylor & Francis (Psychology Press). ISBN: 978-1138643116
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