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- 2008 -Head, Program in Developmental Cognitive Neuroscience, Dept. of Psychiatry, UBC2007 2009Faculty 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, Graduate Program in Neuroscience, UBC
  - Member, Djavad Mowafaghian Centre for Brain Health (formerly the Brain Research Centre), UBC
  - Member, Human Early Learning Partnership (HELP)
  - Member, BC Children's Hospital Research Institute (BCCHR)

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- Member, 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 with Distinction), 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 38 countries across 6 continents. Her work has been cited over 65,000 times and has an h-index of 75. 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, the Huttenlocher Award from the international Flux Society for Developmental Cognitive Neuroscience (that society's most prestigious award), and Society of Experimental Psychologists, as well as honorary doctorates from Swarthmore College, Ben-Gurion Univ., Erikson Institute (Chicago), and Cambridge Univ.

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

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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	Postdoctoral	Neuroanatomy				
School of Medicine	Fellow, 1982-85	(Laboratory of Patricia Gold	man-Rakic)			
Harvard University	PhD, 1983	Psychology and Social Relations Dept. * Developmental Psychology (advisor, Jerome Kagan)				
Swarthmore College graduated Phi Beta Kappa wi	BA, 1975 th Distinction & with	Psycholog n highest honors in Course	y; Sociology & Anthropology			
London School of Economics	1972	Philosophy of Science (advi	sor, Imre Lakatos)			
* Member (1975-1978), Cross-Cultural Research Training Group, headed by Beatrice and John Whiting						

## and Robert LeVine

#### **RESEARCH INTERESTS**

My 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 <u>cognitive</u> 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.

I predict 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. I hypothesize 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, my 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, I 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, I 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 m	Diamond, 1985 onths.	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, & Morgan, Squire, 1989	Squire & Zola- 1983	Diamond, Zola Morgan, & Squire, 1989
Infant monkeys show a clear developmental pro- gression from 1½ -4 month	Diamond & Goldman-Rakic, <b>is.</b> 1986	Diamond & Goldman-Rakic, 1986	Diamond & Goldman-Rakic, 1986
5-month-old infant monkeys, who received lesions of dorsolateral prefrontal cortex at 4 monti	Diamond & Goldman-Rakic, 1986 ns, fail.	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

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brain-behavior relations was possible <u>in infants</u>, which people at that time still thought was impossible until my 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.

I 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 I 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 my career up to the present, I have actively connected people to one another and facilitated countless scientific collaborations and friendships.

2. In the 1990s, my team made two discoveries that led to worldwide improvements in the medical treatment for phenylketonuria (PKU), improving the lives of thousands of children. I identified the biological mechanism causing EF deficits in children treated for PKU. I 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?" I 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. I 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, I again turned to work in both humans and animals. My 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 [hyperphenyla-laninemia], 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). My 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]). My 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, I 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, I had to predict that retinal function would also be adversely impacted in children treated for PKU, so I ventured into vision science to investigate that together with pediatric optometrist, Dr. Chaya Herzberg. Sure enough, my 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), 62* (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.

My team had found converging evidence from two very different domains, vision and cognition, in support of my 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  $\mu$ mol/L). One discrepancy troubled me, 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 my 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 I 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.

My 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,** I have 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.

I 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, I next hypothesized that most children with ADHD are being overmedicated 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). I hypothesized that the MPH dose for controlling hyperactivity in patients with ADHD is too high for aiding patients' cognition. I 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, my 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 my 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 (IBRO) 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, my 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. I 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? I hadn't a clue. But again I 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). Thus, I predicted that COMT genotype

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would affect performance on tasks requiring working memory and inhibitory control (like my Hearts and Flowers task) but would not affect self-ordered pointing performance. To investigate this, I needed to add techniques in molecular genetics to my arsenal. The results confirmed my 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.

My 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, my 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). My 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<sup>158</sup> homozygotes performed better when mildly stressed than when calmer, while COMT-Met<sup>158</sup> 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 my 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.

My 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). I and my 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, my team, led by graduate student Jeanette Evans, found that the COMT gene variant usually associated with better EFs for men (COMT-Met<sup>158</sup>) is not the variant associated with better EFs for women, at least when their estrogen levels are high (instead COMT-Val<sup>158</sup> is).

My 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 homo-zygous 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<sup>158</sup> and COMT-Val<sup>158</sup> cognitive performance when stressed and when calmer. *Cerebral Cortex*, *31*, 1411-1426. doi:10.1093/cercor/bhaa276 [Epub 30 Oct. 2020 ahead of print.]
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- 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.
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**5.** I and my 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. My 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 publicschool 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). I 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 <u>markedly</u> better** than the same teachers obtained the year before *Tools* started and than closely-matched comparison teachers had in the same year.

I and my 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.

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#### 7. My 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, my 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, we 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, I and my colleagues 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, I and my 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.

I hypothesized that children with autism might have a similar problem in grasping the conceptual connections between physically unconnected things. I 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, my 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.

My 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, I and my 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). We 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.

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- 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.
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Diamond, A. & Gilbert, J. (1989). Development as progressive inhibitory control of action: Retrieval

of a contiguous object. Cognitive Development, 4, 223-249.

8. My work has fundamentally changed the way people think about cognitive development. I 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 my work, that naturally if you knew what you should do you would do it. I 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. I demonstrated that the biggest challenge for young children is not recall or recognition memory (they're excellent at that) but inhibiting prepotent responses.

I and my 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.

I have 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. My 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 earliermaturing. However, motor development shows as long a period of development as cognitive skills. In 2000, I published a seminal paper on close interrelations between the cerebellum and PFC and between motor development and cognitive development. I have 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 my work that motor development and cognitive development, far from being independent, are fundamentally intertwined. My 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).

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- 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 me and my colleagues of 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, we 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, we 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, I **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. I predict 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
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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.** I have deepened our understanding of interrelations between social and emotional function-ing and EFs. Since 2000, I have 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 my 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<sup>158</sup> and COMT-Val<sup>158</sup> cognitive performance when stressed and when calmer. *Cerebral Cortex, 31*, 1411-1426.
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Diamond, A. (2007). Interrelated and interdependent. Developmental Science, 10, 152–158.

11. Th international translational conference series (called 'Brain Development and Learning') that I created in 2006 and continued to organize and host for 7 more years was deeply significant in educating the public about scientific findings and providing evidence to help people make informed decisions in caring for children. The series clearly tapped an important need. People found these conferences extremely valuable (most said "the very best conference" they had ever attended) and folks came 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 was 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 could understand, see the immediate relevance of, and USE. It had a ripple effect, as those attending the meeting brought what they learned back to their communities and organizations and educated others.

These were **not** your typical scientific conferences, where scientists talk to scientists. I set a tone where learning went in both directions, not just from speakers to audience. The conferences were 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 was the informal interactions between presenters and conference attendee.

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.

I work 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 I helped were able to obtain visas. People from over 30 countries attended. My 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: braindevelopmentandlearning.com/oldbdl2006/BDL2006.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 Adele Diamond Talks

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:** braindevelopmentandlearning.com/oldbdl2008/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:** braindevelopmentandlearning.com/oldbdl2010/bdl2010.htmlml "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 leadingedge 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

#### 12. The 1-of-a-kind, interdisciplinary, translational, cross-cultural 4-day conference: '<u>A Joyous</u> <u>Celebration of Ideas, the Arts, Science, & Efforts to Make the World a Better Place</u>' (held July 17-

20, 2023 in Vancouver), attended by >400 from 45 countries & most Canadian provinces (plus many more online) that I conceived of, organized, and hosted. The 90 speakers included a Nobel Laureate, Commander of the British Empire, National Medal of Honor recipient, 3 Members of the Order of Canada, & several indigenous persons (Ktunaxa, Canada; Zuni, USA: Marma, Bangladesh; Maasai, Kenya). <u>Most</u> who attended found it the <u>best conference they'd ever been to</u>, <u>exceptionally beneficial/unforgettable/mind-expanding/game-changing</u> (a humbling, inspiring and priceless experience), and a <u>new model for interdisciplinary</u> creative processes (it set a standard for how we convene, how we share and learn from each other):

"I cannot express the magnitude of the gift you shared last week. The amazing collection of global leaders, scientists, artists, and practitioners assembling in Vancouver to present their work. I'm still reveling in the experience, just beginning to share ideas and contacts with colleagues, and imagine the learning will continue to unfold in the weeks and months ahead."

*"I'll never forget the conference. It has transformed me. I'll be processing insights gained for many years to come. Such a life-changing experience."* 

"Writing with immense gratitude and a heart filled with warmth after attending the extraordinary conference you orchestrated. I can't begin to express how deeply moved and inspired I am by the incredible event, bringing together people from various fields, expertise, and ways of knowing to celebrate humanity and explore fascinating intersections of arts, science, and education."

"I was truly impressed by the audience's richness and diversity, as well as the collaborative spirit that permeated the event."

**Many new collaborations emerged from the meeting** ("from your conference I have had several projects pop up. I am still marinating in the joy you created, the connections that manifest;" "left me with an indelible impression and some wonderful new colleagues with whom I plan to collaborate;" "I'm already following up with several people I met and hope we can find a way to collaborate going forward").

Many developed new connections with folks from other countries and/or fields ("The connections I made at the conference were very meaningful. It was an exceptional experience and I keep telling everyone about how special an event it was.")

**Ripple effects**: "I am inspired, humbled, and excited about joyfully sharing with others what I have learned and the amazing resources I learned about." "This was an event that is still reverberating and creating positive creative change in the world." "This has planted seeds of greatness in the hearts of those who came and in those whose words and actions they will influence."

Web Site: https://www.devcogneuro.com/Conf2023

#### **AWARDS & HONORS**

- 2025 Honorary Doctorate awarded a Doctor of Humane Letters Degree *honoris causa* from the Erikson Institute (a graduate school in child development in Chicago) (5 May)
  - The Distinguished Speaker chosen by the graduate students in the Neuroscience Program at the University of Southern California. (Each year, one distinguished neuroscientist is selected by

the neuroscience graduate students to give a talk and meet with them) (25 Feb.)

- 2024 Honorary Doctorate awarded a Doctor of Science Degree *honoris causa* from the University of Cambridge in the UK (19 Jun.)
- 2023 Faculty Merit Award, Faculty of Medicine, UBC
- 2022 Recipient of *The Huttenlocher Award*, the Flux Society for Developmental Cognitive Neuroscience's most prestigious award. This award honors a senior scientist who's made foundational, major contributions to the field. (8 Sept) https://fluxsociety.org/awards/huttenlocher-award

Faculty Merit Award, Faculty of Medicine, UBC Awarded Lifetime Membership in the American Psychological Association

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 Honorary Degree awarded a 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]
- 2018 Outstanding Academic Performance Award from UBC Faculty of Medicine Renewal (third)– seven years - of Tier 1 Canada Research Chair *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.

Adele Diamond Talks

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 paper, "Conclusions about interventions, programs, and approaches for improving executive functions that appear justified and those that, despite much hype, do not," published in 2016, has consistently been one of the 15 most-downloaded papers from the journal, Developmental Cognitive Neuroscience, since its publication through today (2022); it was <u>the most</u> downloaded paper from this journal in 2019 & the 2nd most cited paper in the journal in 2019 & 2020
- 2015 Honorary degree awarded a Doctor of Philosophy degree *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
- 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 Visiting Professor. Ben Gurion University, Beer Sheva, Israel Faculty Merit Award, Faculty of Medicine, UBC
- 2012 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-andprograms-that-improve-childrens-executive-functions/
  - Profiled in a textbook, *Child Psychology*, 3<sup>rd</sup> 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
  - Tier 1 Canada Research Chair renewed for another 7 years

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

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-tuesdayseptember-29th-2009/#clip217357 video: www.youtube.com/watch?v=kD2cWBGMVAg

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

- 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

2006 Elected a 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

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 H1 Connect

- 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 21<sup>st</sup> 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 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 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

- 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.

## **NAMED LECTURES, KEYNOTES, & PLENARY ADDRESSES** (other than named lectures, which appear in the section above)

- 2025 Commencement Keynote Address, Erickson Institute, Chicago, IL. Pontificia Universidad Católica de Chile, Santiago.
- 2024 Annual Mind & Society Dialogue Lecture. Brain Awareness Week. Lake Forest College, IL.
- 2023 Learning Together Conference, Child and Family Collaborative, York Region, ON. Online due to COVID-19.
   Arthur L. Benton Lecture. New York Neuropsychology Group.
- 2022 Parenting is Heart Work Conference, Child and Family Collaborative in York Region, ON. Online due to COVID-19.

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

Elsevier Distinguished Lecturer. Developmental Neurotoxicology Society.

#### Adele Diamond Talks

- 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. *The Bernice Grafstein Lecture in Neuroscience*, McGill University, Montreal, QC.
- 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. *Centennial Niemeyer Lecture*. Bank Street School for Children, NYC, NY

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

Gertrude Weigum Hinsz Lecture, North Dakota State University, Fargo, ND

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

*Pease Family Scholar Lecture*, Dept. of Kinesiology, Iowa State University, Ames, IA *Zangwill Lecture in Experimental Psychology*, Univ. of Cambridge, UK

- 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

Frijda Public Lecture in Cognitive Science, Cognitive Science Center, Amsterdam, Netherlands

Logan Lecture, Centennial Academy, Montreal, QC

Pickering Lecture, Carleton University, Ottawa, ON

- 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
  - 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

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

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 Commencement Address, the Eaton Arrowsmith School, Vancouver, BC

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

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*, International Neuropsychological Society (INS) Annual meeting, Buenos Aires, Argentina

- 2007 "HELP Workshop on Innovative Assessment Practices Supporting Families and Community," Vancouver, BC
- 2006 see Awards & Honors.
- Invited Addresses: Annual Meeting of the International Neuropsychological Society (INS) &
   17th European Conference on Neuro-Developmental Delay, Edinburgh, Scotland
   Henry Dunn Lecture, the Northwest Pacific Pediatric Neurology Society Annual Meeting
   Hira Panikkar Memorial Lecture, Child & Adolescent Psychiatry, BC Children's Hospital
- 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
 *Zlotowski Neuroscience Lecture*, Annual Retreat of the Zlotowski Center for Neuroscience, Ben
 Gurion Univ.

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) *Tjossem Memorial Lecture* at the University of Washington, Seattle, WA.
- 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)

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.

## TALKS & CONFERENCE PRESENTATIONS

Dr. Diamond has given invited addresses all across North America and abroad (including in Argentina, Australia, Austria, Belgium, Brazil, Bulgaria, Chile, Colombia, Czechoslovakia, Denmark, Ecuador, France, Germany, India, Indonesia (Bali & Java), Ireland, Israel, Italy, Lebanon, Mexico, The Netherlands, New Zealand, Peru, Poland, Portugal, Russia, South Africa, Spain, Sweden, Switzerland, Thailand, the UK (England, Scotland & Wales), and Uruguay]) 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 July 28, 2025). *The relationship between executive functions and social and emotional development*. Invited talk. KLC International Institute, Singapore.

Diamond, A. (to be presented July 29, 2025). *How teachers can detect signs of ADHD in their students and help students with ADHD to function better*. Invited talk. KLC International Institute, Singapore.

Diamond, A. (to be presented July 30, 2025). *The positive impact of motor skill development on executive functions*. Invited talk. KLC International Institute, Singapore.

Diamond, A. (to be presented July 31, 2025). *Strategies to nurture executive functions in school and at home*. Opening Keynote Address, International Early Childhood Education Conference, Singapore.

Diamond, A. (to be presented July 31, 2025). Practice-based Discussion with Prof. Adele Diamond.

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

Adele Diamond Talks

Invited workshop, International Early Childhood Education Conference, Singapore.

Diamond, A. (to be presented Aug. 2, 2025). *How to improve the executive functions of caregivers*. Invited talk. KLC International Institute, Singapore.

Diamond, A. (to be presented Oct. 8 - 10, 2025). *Title: tba.* Invited talk. Real Skills for Real Life, The School Superintendents Association (AASA) Summit, Washington, D.C.

Diamond, A. (to be presented May 1 - 4, 2026). *Title: tba*. International Montessori Congress 'Joyful Journey', Merida, Yucatan, Mexico.

## Talks Given

Diamond, A. (May 15, 2025). Invited 2-hr guest lecture. Prof. Maung Ting Nyeu's ED 126 (Social Connectedness, Motivation, & Self-Regulation in Education) course, UC Santa Barbara, CA. Delivered online.

Diamond, A. (May 5, 2025). Importance of believing in your students, listening to your students, and providing a classroom where the values of kindness and compassion, truth and honesty, valuing each person, and standing up for what's right are a daily lived reality. Commencement Keynote Address, Erickson Institute, Chicago, IL.

Diamond, A. (Feb. 25, 2025). *Executive functions: Intersection of cognitive neuroscience and social justice*. Invited talk. *The Distinguished Speaker Seminar* (chosen by the graduate students), Neuroscience Graduate Program, Univ. of Southern California, Los Angeles.

Diamond, A. (Jan. 28, 2025). Social-emotional well-being: Key to enhancing executive functions and school success. Invited talk. Pontificia Universidad Católica de Chile, Villarrica.

Diamond, A. (Jan. 22, 2025). An overview of executive functions: What they are and how we can foster them in the classroom. Keynote Address. Pontificia Universidad Católica de Chile, Santiago; in addition to having a packed in-person audience, was also live-streamed to a large audience. video: [in Spanish] https://www.youtube.com/live/ci\_axA2ST4Y?si=adT3fcNjLsIHETBY

Diamond, A. (Jan. 16, 2025). *What executive functions are and how teachers can foster them in the classroom*. Invited talk. El PAR Explora [a scientific dissemination project of the Univ. of Chile together with the Univ. of Santo Tomás], Univ. of Chile, Santiago.

Diamond, A. (Jan. 14, 2025). *Importance of reducing stress & increasing joy for people to be able to think clearly, creatively problem-solve, & exercise self-control.* Invited Talk at the invitation of the Senate of Chile. Congreso Futuro 2025 Conference, Santiago, Chile. video: https://youtu.be/KtBUn2iXNhM?si=8R2FiH7S0jyLBb4S

Diamond, A. (Nov. 19, 2024). *Creative ways to improve children's executive functions (working memory, selective attention, self-control, and creative problem-solving)*. Special Invited Seminar: 90-min talk. Hosted by the University Milan-Bicocca, Italy; attended by persons at universities throughout Italy and beyond. Delivered online.

Diamond, A. (Oct. 30, 2024). Translating neurobiological insights into how to aid children's

Adele Diamond Talks

*executive functions: Maria Montessori had much of this right. Annual Mind and Society Dialogue Lecture*, Brain Awareness Week. Sponsored by the Dept. of Education, Dept. of Psychology, Program in Neuroscience, & Psi Chi at Lake Forest College and the Forest Bluff Montessori School. Delivered at Lake Forest College, IL.

video: https://www.devcogneuro.com/videos/diamond\_lake\_forest\_college\_30oct2024.mp4

Diamond, A. (Oct. 24, 2024). *My specialty is something called "executive functions."* Invited brief talk and Q&A in virtual symposium entitled "Let's Talk Science of Learning," a collaborative effort between Let's Talk Science, Genome Canada, ArcticNet, Stem Cell Network, the Canadian Space Agency, and the Royal Society of Canada. Delivered online.

Link for the full 1-hour symposium (Adele Diamond's talk is 2nd, and the Q&A begins after the 3rd talk): https://youtu.be/s5OpPp6-jmU

Diamond, A. (Sept 26, 2024). *Ways to improve executive functions*. Invited talk. International Congress on Brain Sciences and Early Childhood Care and Education organized by UNESCO and the Babilou Family Foundation, at UNESCO Headquarters, Paris, France.

video: https://www.devcogneuro.com/videos/UNESCO\_on\_LinkedIn\_educationstartsearly\_26\_Sept\_2024.mp4

Diamond, A. (Sept 20, 2024). *Executive functions: Social justice and neurobiology are closely related*. Invited talk. International Conference on the Neuropsychology of Silence: Moving towards Peace. San Biagio, Italy.

video: https://www.devcogneuro.com/videos/diamond\_20\_sept\_2024\_moving\_towards\_peace\_san\_b iagio\_italy.mp4

Diamond, A. (July 17, 2024). *What research tells us about executive functions and how that can be translated into practical strategies for teachers in everyday classrooms*. Invited talk. Center for Transformative Teaching and Learning's virtual Science of Teaching and School Leadership Academy at St. Andrew's Episcopal School. Potomac, MD. Delivered online.

video: www.devcogneuro.com/videos/July\_17\_2024\_Deep\_Dive\_Sesson\_with\_Adele\_Diamond.mp4

Diamond, A. (May 18, 2024). *Translating neurobiological insights concerning prefrontal cortex and executive functions into practical implications*. Invited talk. Neuroscience MasterClass, Wumbox Learning Platform, Buenos Aires, Argentina. Delivered online.

Diamond, A. (April 13, 2024). *What educators can do to help improve the executive functions of their students*. Keynote Address. I Iberoamerican Conference on Innovation in Education. Colonia, Uruguay. Delivered online.

Diamond, A. (Feb. 27, 2024). Why social and emotional well-being is so critical for the best executive-function and school outcomes and some strategies for supporting it. Invited talk. NorCal Educational Leadership Consortium, Chico, CA. Online talk. Delivered online.

Diamond, A. (Feb. 16, 2024). *Executive functions and social and emotional needs: Implications for classroom design and learning*. Invited talk. District Wide Professional Learning Day for the Delta School District focused on Mental Health/Wellness for Staff and Students, Delta, BC.

Diamond, A. (Jan. 29, 2024). An overview of executive functions: What they are and how educators can foster them. Invited talk. NorCal Educational Leadership Consortium, Chico, CA. Delivered
online.

Diamond, A. (Nov. 15, 2023). *Why dance, music, storytelling, & sports might be so important for children's development and well-being*. Invited talk. Association Montessori Internationale, Amsterdam, The Netherlands. *Continuing Education credits provided*. Online talk. **video:** <u>www.youtube.com/watch?v=7U0X8G6cXzY</u>

- to be turned into an article by Ela Eckert in the German Montessori magazine DAS KIND (2025)

Diamond, A. (Nov. 11, 2023). *Interventions shown to aid executive function development in children*. Invited talk. Neuroscience MasterClass, Wumbox Learning Platform, Buenos Aires, Argentina. Spanish translation of talk. Online talk. **video:** https://youtu.be/s8x9b zs7WI

Diamond, A. (April 19, 2023). *Supporting your children as they transition into kindergarten*. Keynote Address. Learning Together conference, Child and Family Collaborative, York Region, ON. Online due to COVID-19.

Diamond, A. (March 25, 2023). Let's talk about renewing your sense of joy when working with children: A conversation between Silvia C. Dubovoy & Adele Diamond. Zoom webinar.

Diamond, A. (Jan. 9, 2023). *Translating neurobiological insights concerning prefrontal cortex and executive functions into clinical implications*. Invited talk. Arthur L. Benton Lecture. New York Neuropsychology Group. *Continuing Education credits provided*. Online due to COVID-19.

video: www.devcogneuro.com/videos/benton\_lecture\_new\_york\_neuropsychology\_group\_9\_jan\_2023.mp4

Diamond, A. (Nov. 8, 2022). *What young children need is you! You are enough*. Keynote Address. Parenting is Heart Work Conference, Child and Family Collaborative in York Region, ON. Online due to COVID-19.

video: www.devcogneuro.com/videos/diamond-Parenting-is-Heart-Work-Conf-8-nov-2022-small.mp4

Diamond, A. (Sept. 21, 2022). Some of the reasons why social and emotional well-being is so critical for the best executive-function and school outcomes. Invited talk. Creating Connections in Child Development: Linking Education and Executive Functions for 21st Century Skills in the Global South Webinar Series. Univ. of Cambridge.

video: www.devcogneuro.com/videos/Diamond\_Creating\_Connections\_in\_Child\_Development\_21\_S ept\_2022.mp4

Diamond, A. (Sept. 8, 2022). *The Huttenlocher Award Lecture*. Keynote Address by the recipient of The Huttenlocher Award, The Flux Society for Developmental Cognitive Neuroscience Annual Meeting, Grand Amphitheatre, Sorbonne University, Paris, France.

video: /www.devcogneuro.com/videos/Diamond\_Huttenlocher\_Award\_Lecture\_to\_the\_Flux\_Congres s\_Paris\_2022.mp4

Diamond, A. (July 30, 2022). *Stress and executive functions*. Invited talk. Neurogram Brain Fair Conference. (Neurogram is an organization run by high school and undergraduate students interested in neuroscience, psychology, and all things brain related). Online due to COVID-19.

Diamond, A. (July 20, 2022). *How can children's executive functions be improved?* Invited talk. Center for Transformative Teaching and Learning's virtual Science of Teaching and School Leadership Academy at St. Andrew's Episcopal School. Potomac, MD. Online due to COVID-19.

Diamond, A. (June 28, 2022). What improves, and what impairs, executive functions. Keynote Address.

Elsevier Distinguished Lecturer. Developmental Neurotoxicology Society. Online due to COVID-19. *Continuing Education credits provided.* 

Diamond, A. (June 23, 2022). *Overview of executive functions: What they are and how they can be improved*. Invited short talk. Webinar Series – Creating Connections in Child Development: Linking Education and Executive Functions for 21st Century Skills in the Global South. Univ. of Cambridge. Online due to COVID-19. video: https://youtu.be/MM-2eBZwW6k

Diamond, A. (April 19, 2022). *Implications of the unusual properties of the dopamine neurons that project to prefrontal cortex*. Invited talk. Integrative Center for Learning and Memory Symposium, UCLA, Los Angeles, CA. In-person lecture.

Diamond, A. (March 30, 2022). *The bidirectional relation between stress, on the one hand, and prefrontal cortex & executive functions*. Invited guest lecture. Graduate seminar (Neuroscience 501: Module on Disorders of Cognition, Communication and Emotion), Neuroscience Graduate Program, UBC. In-class 2-hour lecture.

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, Tucson, AZ. Online due to COVID-19. *Continuing Education credits provided*.

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\_Mag azine\_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: 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/national arts in education Ireland 15 nov 2021 videos added.mp4

Diamond, A. (Nov. 9, 2021). *What young children need is YOU! You are enough*. Keynote Address, Parenting is Heart Work Conference, Child and Family Collaborative in York Region, Toronto, ON. Online due to COVID-19.

Diamond, A. (Oct. 14, 2021). *Executive functions and stress in children*. Invited talk. 5<sup>th</sup> 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: 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. (June 6, 2021). *Social justice, serving others, & working to make the world a better place.* Invited talk. Remarks to Swarthmore graduates on the occasion of receiving an honorary degree, Swarthmore, PA.

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). *The bidirectional relation between stress and prefrontal cortex & executive functions*. Invited guest lecture. Graduate seminar (Neuroscience 501: Module on Disorders of Cognition, Communication and Emotion), Neuroscience Graduate Program, UBC. 2-hour lecture 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 organized by Google, O'Reilly, and Digital Science, with support from Nature. 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.

video: www.devcogneuro.com/videos/resurrection\_episcopal\_day\_school\_lecture\_21\_jan\_2021.mp4

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). *Prefrontal cortex: Unusual properties of the dopamine system in prefrontal cortex and executive functions: Why they're important, & what aids & impedes them.* Invited guest lecture. Graduate seminar (Neuroscience 501: Module on Disorders of Cognition, Communication and Emotion), Neuroscience Graduate Program, UBC. Due to COVID-19, this 2-hour lecture 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. 7<sup>th</sup> 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 2-hour 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. BrainTalks: Epigenetics and Early Life Experiences. Faculty of Medicine, 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 2-hour 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 2<sup>1</sup>/<sub>2</sub> 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 2<sup>1</sup>/<sub>2</sub> 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 provided*.

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.

**article:** www.devcogneuro.com/Publications/Diamond\_mercury\_bay\_informer\_whitianga\_new\_zealand\_2 4\_may\_2017\_page\_6.pdf

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 provided*.

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 2-hour 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 functions 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 functionstasks.* 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\_copresented\_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:** <u>www.devcogneuro.com/Publications/diamond\_2015\_talk\_in\_Temuco\_Chile\_in\_SPANISH.pdf</u> - the slides were shown in Spanish

pdf: www.devcogneuro.com/Publications/diamond\_2015\_talk\_in\_Temuco\_Chile\_in\_ENGLISH.pdf

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=g6d8rDRb8yU 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 'noncognitive' 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), Yogyakarta (Jogjakarta), 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 allday (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 functions 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 functionsskills*. 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 2-hour 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. 22<sup>nd</sup> 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. 103<sup>rd</sup> Arizona Town Hall, Grand Canyon, AZ.

Diamond, A. (Oct. 25, 2013). *Want excellent academic achievement? Simple, just nourish the human spirit.* Invited talk. 13<sup>th</sup> 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 2-hour 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 functionsdevelopment 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 development," 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 functions 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 2-hour 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 functions 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

To see listing of talks before 2012, go to the full CV: <u>http://www.devcogneuro.com/diamond\_vitae.pdf</u>

Adele Diamond Talks	- 62			
<u><b>GRANT SUPPORT</b></u> (continuous NIH /NSF support since 1975; continuous NIH R01 support 1986-2020)				
MindEDU: Donation to the Developmental Cognitive Neuroscier PI: Adele Diamond	nce Lab research projects			
Project period: $09/01/2024 - 03/31/2027$	Total direct costs: \$50,000 USD			
Natural Sciences and Engineering Res. Council (NSERC) Discov "Improving Executive Functions"	very Grant #RGPIN-2024-06908:			
PI: Adele Diamond				
Project period: 04/01/2024 – 03/31/2029	Total direct costs \$235,000 CAD			
Social Sciences and Humanities Research Council Insight Grant: une étude des fonctions exécutives et de leur rôle chez les jeu PI: Alexandra Matte-Landry	"Se développer, entre adversité et résilience : ines en contexte d'adversité"			
Collaborator: Adele Diamond				
Project period: 04/01/2024 - 03/31/2029	Total direct costs: \$297,745 CAD			
MindEDU: Donation to the Developmental Cognitive Neuroscier PI: Adele Diamond	nce Lab research projects			
Project period: $09/01/2023 - 03/31/2025$	Total direct costs: \$45,000 USD			
Danish Foundation TrygFonden: On Track 2.0 PI: Signe Vangkilde				
Co-investigator: Anne Marie Kristensen				
Collaborator: Adele Diamond				
Project period: 09/01/2023 - 08/31/2026	Total direct costs: \$826,890 CAD			
Bezos Family Foundation: Developmental Cognitive Neuroscien PI: Adele Diamond	ce Lab			
Project period: 07/01/2023 - 06/31/2024	Total direct costs: \$30,000 USD			
MindEDU: Donation to the Developmental Cognitive Neuroscier PI: Adele Diamond	nce Lab research projects			
Project period: 09/01/2022 – 08/31/2024	Total direct costs: \$100,000 USD			
<ul> <li>SSHRC Insight Development Grant: "L'évolution du fonctionner dans le cadre de leur suivi au Garage à Musique, un centre sp PI : Alexandra Matte-Landry, Delphine Collin-Vézina &amp; Isabelle Collaborators : Adele Diamond, Patrick Coiteux &amp; Hélène (Sioui Project period: 04/01/2022 – 03/31/2024</li> </ul>	nent des jeunes en situation de vulnérabilité vécialisé de pédiatrie sociale en communauté" e Ouellet-Morin i) Trudel Total direct costs: \$74,594 CAN			
Information and Communications Technology Council (ICTC): V Program's wage subsidy for a co-op student (WIL202021—0	Work Integrated Learning Digital 0000015920)			

PI: Adele Diamond

Adele Diamond Talks	- 63 -
Project period: 01/04/2022 - 04/29/2022	Total direct costs: \$7,500 CAN
The 21st Century Partnership for STEM Education: " Me" PI: Stenhen Weimar	EF+Math Program: Mathematical Thinkers Like
collaborators: Adele Diamond, Arthur Powell, Ann	Renninger, & Miriam Rosenberg-Lee
Project period: 2021 – 2024	Total direct costs: \$2,200,000 US
Natural Sciences and Engineering Research Council 06630: "Improving Executive Functions" PI: Adele Diamond	(NSERC) Discovery Grant #RGPIN- 2018-
Project period: $04/01/2018 - 03/31/2023*$ *plus a one-year extension (to $3/31/2024$ ) with fund	Total direct costs: \$235,000 CAN ing due to COVID-19
COVID-19 Emergency Funding PI: Adele Diamond NSERC Covid Grant Supplement (June 2020): \$ Canada Research Continuity Emergency Fund (N Bezos Family Foundation: "To Support Increased A PI: Adele Diamond	7,520 Nov 2020): \$2,477 dministrative Capacity for Research Studies"
Project period: 03/01/2017 – 02/28/2022	Total direct costs: \$100,000 US
Natural Sciences and Engineering Research Council "Environmental and Biological Influences on Ex PI: Adele Diamond	(NSERC) Discovery Grant #RGPIN-2017-05789: accutive Functions"
Project period: 04/01/2017 – 03/31/2018	Total direct costs: \$28,000 CAN
Vancouver Coastal Health Research Institute (VCHI "Effects of Low-dose versus Normal-dose Psych with Attention-Deficit Hyperactive Disorder" PI: Adele Diamond	RI) Innovation and Translational Research Award: ostimulants on Executive Functions in Children
Project period: $07/01/2016 - 06/30/2018$	Total direct costs: \$49,993 CAN
<ul> <li>Bezos Family Foundation: "Test of the Efficacy of N Outcomes of Infants in Neonatal Intensive Care"</li> <li>PI: Adele Diamond co-investigator: Daphne Ling collaborator : Anne Synnes Eli Puterman &amp; Liisa H</li> </ul>	Modified Kangaroo Care by a non-relative for
Project period: $03/01/2015 - 02/28/2018$	Total direct costs: \$100,000 US
Massachusetts Cultural Council: "Does a US-Based	El Sistema Music Program Improve Executive

Functions, Academic Achievement, and Affective Development in Young Children? A

Adele Diamond Talks	- 64
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
NIDA R01 #DA037285: "Differences by Sex and Genotype in th PI: Adele Diamond	e Effects of Stress on Executive Functions"
collaborators: Clemens Kirschbaum, Elizabeth Hampson, Weihor	ng Song
Project period: 01/01/2014 – 12/31/2020	Total direct costs: \$1,033,615 US
CIHR Operating Grant #325848: "Attention Bias and Executive I Prenatal Antidepressant Exposure"	Functions in 9-14 year olds following
collaborator: Rollin Brant Angela Devlin Ruth Grunau Joanne	Weinherg
collaborator: Adele Diamond	wennberg
Project period: 03/03/2014 – 03/03/2019	Total direct costs: \$1,170,840 CAN
UBC Grant for Catalyzing Research Clusters: "UBC Research Cl PI: Lara Boyd, Kimberly Schonert-Reichl & Rachel Weber collaborators: Adele Diamond, Kalina Cristoff, Debbie Giaschi, I Hymel, Tim Oberlander, Eva Oberle, Naznin Virji-Babul, Taylor Project period: 03/03/2014 – 03/03/2019	luster in Educational Neuroscience" Hagar Goldberg, Todd Handy, Shelly Webb, &Jill Zwicker 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
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)	\$65,000 CAN
Brain Research Centre, UBC	
The Human Early Learning Partnership (HELP)	
NeuroDevNet, Vancouver, BC	
NSERC Discovery Grant EG #1502: "Neurochemical and Environ Functions dependent on Prefrontal Cortex"	nmental Influences on the Cognitive
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"

Adele Diamond Talks	- 65 –
PI: Adele Diamond	
collaborator : Kim Schonert-Reichl & Laurie Ford	
Project period: 08/01/2011 - 08/31/2014	Total direct costs: \$200,000 CAN
<ul><li>UBC Hampton Research Endowment Fund #FAS F10-01301: "Us</li><li>Interventions to Promote Resiliency &amp; Positive Mental Health in Psychological, Biological, &amp; Contextual Processes"</li><li>PI: Kimberly Schonert-Reichl</li></ul>	sing Social & Emotional Learning Children & Teachers: Considering
co-investigator: Adele Diamond and Rob Roeser	
Project Period: 03/2010 – 03/2012	Total direct costs: \$25,500 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
Human Early Learning Partnership (HELP): "Workshop to Share Res and Pool Resources in Developing the Best Intervention for Your Executive Functions and School Achievement" Leader: Adele Diamond	sources, Learn from One Another, ng Children (ages 3-5) to Improve
Participants included: Helen Neville, Deborah Leong, Elena Bodrova Project Period: 08/05/2008 – 09/10/2008	Total direct costs: \$5,066 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 Br 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	ritish Columbia

Adele Diamond Talks - 66 -Research Institute. (BCMHHARI) at BC Children's Hospital Goldie Hawn Institute Department of Psychiatry in the Faculty of Medicine at UBC 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 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 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 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 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) \$120,000 CAN Brain Research Centre at UBC Department of Psychiatry in the Faculty of Medicine at UBC The Goldie Hawn Institute 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

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

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 DiamondCo-PI: Deborah Leong, Metropolitan State College of DenverProject Period: 03/01/2005 - 03/01/2006Total 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 #DA019685: "Development of Cognitive Functions Linked to Frontal Lobe"PI: Adele Diamondfunded continuously for 25 yearsProject Period: 09/10/2004 - 03/09/2011Total direct costs: \$1,352,614 US(from 1986 - 1997 this was funded by NIMH & from 1997-2004 this was funded by NICHD)

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

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 (08/31/2025) Total direct costs: \$4,200,000 CAN

Canada Foundation for Innovation (CFI) and partners: "Developmental Cognitive Neuroscience Laboratory"
PI: Adele Diamond
Project Period: 09/01/2004 - 03/31/2013
Total direct costs: \$500,220 CAN

Adele Diamond Talks - 68 -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 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 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 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 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 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 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 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

Adele Diamond Talks			- 69 –
Cognitive Fu	nctions in Children with Early-Trea	ted PKU"	
PI: Adele Diamo Project Period: (	ond )3/01/1990 – 2/28/1992		Total direct costs: \$49,460 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
BRSG S07 #RR( PI: Adele Diamo	07083-23: "Frontal Lobe Function i	n Infants and Presc	hoolers"
Project Period: (	04/01/1988 - 03/31/1989		Total direct costs: \$10,000 US
NICHD P30 #HI	D26979: "Mental Retardation Resea	arch Center"	
Center Grant, Pro Project Period: (	ogram Director: Mark Batshaw 208/01/1990 – 07/31/1995	Director, Neuropsyc T	chology Core: Adele Diamond otal direct costs: \$2,298,999 US
NIMH T32 #MH	117168: "Pre- and Postdoctoral Trai	ning in Behavioral	Neuroscience"
Project Period: (	)7/01/1989 – 06/30/1994		Total direct costs: \$370,000 US
Conference: "Development and Neural Bases of Higher Cognitive Functions"			
PI: Adele Diamo	ond )5/20/1989 – 05/24/1989		
NIMH, Cognitiv	e & Behavioral Neuroscience Resea	urch Branch	\$95,000 US
James S. McDon	Inell Foundation: \$15,000		
	Mai Protection Agency: \$4,100	Б. (°. Т. 1. 1.	
PI: Adele Diamo	ond	e Functions Linked	to Frontal Lobe"
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: (	)1/10/1986 - 12/31/1986		Total direct costs: \$14,000 US
1983-1986	NIMH Postdoctoral Fellowship #F3	32 MH09007	
1982-1983	982-1983 Sloan Foundation postdoctoral fellowship award		
1980-1982 1977-1978	NSF Doctoral Dissertation Grant #1	3NS 8013-4471978 Cross-Cultural Psyc	hological Res #MH14088-03
1711 1710	i internet i te doctorar franceship in v		

Adele Diamond Talks	
1975-1978	NSF Graduate Fellowship
1975-1982	Danforth Graduate Fellowship
1974-1975	Research Grant from the Philadelphia Fellowship Commission
1973	NIMH Undergraduate Research Fellowship

## TEACHING EXPERIENCE

often does a course ask you to do this?"

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

- "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 energy and 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**

2025:	Brianna Ragsdale, Integrated Sciences student, Directed Readings Course on impacts of stress due to social disadvantage and/or family dynamics and parenting styles on executive functions and mental and physical health. (PSYT 550)
2024-25:	Rachel Chung, Neuroscience student, Year-long Direct Studies project on the impact of music-based interventions on mood and cognition in older adults with mild cognitive decline: a qualitative analysis. (NSCI 448)
2024-25:	Saanvi Jassal, Neuroscience student, Year-long Capstone Project to create a website explaining executive functions, their core components, their neural bases, and disorders of executive functions in an engaging, easy-to-understand way. (NSCI 400)
2024-25:	Sarah Kuo, Biology and Neuroscience student, Year-long Capstone Project looking at the neural and cognitive benefits of dance. (NSCI 400)
2024:	Cerita Hartman, Cognitive Systems student, Interdisciplinary Research Project exploring the impact of music-based interventions on global cognition and executive functions in aging adults in early stages of cognitive decline: a multimodal investigation involving a systematic review and data analyses of verbal fluency performance. (COGS 402)
2024:	Cynthia Cui, Cognitive Systems student, Interdisciplinary Research Project analyzing flanker/reverse flanker task results from 1,000 children between the ages of 5-18 years. (COGS 402)
2023-24:	Ella Davidson, Psychology student, Honours Thesis where Ella led a double-blind, crossover-design randomized controlled trial on the effects of a low dose of methylphenidate (MPH) on the executive functions of stressed university students (PSYC 449)
2022-23:	Jonathon Naylor, Doctor of Pharmacy Candidate, The effect of stress and methylphenidate on executive functions in medical students. (Psychiatry 550)
2022:	Rachel Kortbeek, Cognitive Systems student: Completing the 'Concentration' study

Adele Diamond Talks	- 75 -
	(Cognitive Systems 402)
2021-22:	Priscilla Paz, Masters student in the School of Population and Public Health: "The relation of postural balance to executive functions" (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)

- Iris Xie, Psychology student: "The neurobiology behind why some approaches to 2019: 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)
- Ava Daeipour, Behavioral Neuroscience student: "Potential sex differences in the effects 2018-19: 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)
- Nicole Hemphill, Psychology student: "On the effects of joy and effects of stress on 2016-17: executive functions and health" (Psychiatry 366)
- Moza Dole, Psychology student: (Cognitive Systems COGS 402) 2016:
- 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)
- 2013-14: 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)
- Patricia Angkiriwang, Biophysics student: "Effects of aerobic exercise on the cognitive 2013-16 functions dependent on prefrontal cortex and frontal lobes" (Science One)
- 2013 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: "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 (2023 present) Jessie Chan, Neuroscience MSc program.
- Supervisor (2022 present) Priscilla Paz, School of Population and Public Health PhD program. Thesis project: *Can training balance improve not only balance, but also children's executive functions?*
- Supervisor (2021 present) Rabia Mir, Interdisciplinary Studies Graduate program (ISGP) PhD program. Thesis project: *Early childhood education and family programs for children in low income neighborhoods: Designing and evaluating programs through community participatory research*. Co-author with AD on paper *in prep*.

Recipient of the Doctoral Research Award: Canada Graduate Scholarship

Supervisor (2021 – 2025) — Fatimah Bahrami, Interdisciplinary Studies Graduate program (ISGP) – PhD program. Thesis topic: Study of the effects, and underlying mechanisms, of 9 months of an enriched traditional karate program (ETKP) on 7–12 year-old children's executive functions and social-emotional and academic skills.

Recipient of the UBC Faculty of Medicine Graduate Award

Co-supervisor (2021 – 2025) — Tonje Molyneux, Educational and Counselling Psychology, and Special Education PhD progam, Human Development, Learning, and Culture. Thesis topic: *Beyond learning math: A qualitative pilot study of the potential social-emotional benefits of the JUMP math curriculum* Supervised one of her PhD studies. Recipient of:

a) Killam Doctoral Scholarship

b) Canada Graduate (Doctoral) Scholarship-(2021-24).

c) UBC President's Academic Excellence Initiative PhD Award (2022)

d) Dean of Education Scholarship (2021)

e) UBC President's Academic Excellence Initiative PhD Award (2021)

f) UBC Four Year Doctoral Fellowship (4YF) (2021-24)

g) Tuey Graduate Scholarship (2021)

h) University of British Columbia Graduate Student Endowed Awards

i) Canada Graduate (Master's) Scholarship-(2020-21)

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) a prestigious UBC Four-Year Fellowship

b) UBC's Friedman Award for Scholars in Health

Co-Supervisor (2017 – present) — Rena Del Pieve Gobbi, Interdisciplinary Studies Graduate program (ISGP) PhD program. Thesis project: *Mental health disability and higher education: Stigma and resilience through the lenses of artography and autoethnographyn.* 

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 their annual meeting in Cairns, Australia
- e) World Congress Travel Grant from the International Brain Research Organisation (IBRO) to attend their annual meeting in Daegu, South Korea
- f) American Association for Anatomy travel award to Anatomy Connected, Washington, DC (refused)
- Supervisor (2020 2024) Leila Kosari, Neuroscience PhD program. Thesis project: Stress reduction and executive functions improvement by CALM: An innovative and comprehensive mindfulness-based treatment.
- Supervisor (2021 2022) 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 (2019 2022) 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 (2016 2021) 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 Award
- c) Graduate Support Initiative Award (GSI)
- d) Dana Brynelsen Education BursarySupervisor
- 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, Human Development, Learning, and Culture 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.
- Co-supervisor (2013 2018) Regina Lohndorf, Child & Family Studies, Univ. of Leiden PhD program. Thesis project: *Intercultural differences in attachment, child-rearing & cognitive development*.

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 (2015 – 2016) — Alyssa Ash, Neuroscience MSc program

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*.

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 – 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 – 2012) — 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

Chair (May 15, 2024) — Chaired the Doctoral Exam of Nikola Markovic, for the degree of Doctor of Musical Arts in the Faculty of Arts, dissertation entitled, "Between East and West - The Voice of Miloje Milojevic")

## Advising or Mentoring of students at UBC besides all those in her lab

- Mentoring undergrad Bonnie Chen (studying neuroscience, nutrition, and public health) in the UBC Integrated Science Mentor programme (2025)
- Mentoring undergrad Brianna Ragsdale (studying Biochemistry, Neuroscience, Social Justice, and Sustainability/Environmental Science) in the UBC Integrated Science Mentor programme (2023 -2025)
- 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)
- Advisor, helped to co-supervise Julie Sauve, on her Masters dissertation in the Human Development, Learning & Culture program, UBC, on "Building teacher resilience: Self-compassion as a mediator to reduce burnout." Recipient of: UBC Faculty of Education Graduate Award; UBC International Student Award; Award for Excellence in Teaching (2015 – 2017)
- Mentored Tinashe Chatora, a UBC undergraduate student from Zimbabwe (2007 2012)

## Advising or Mentoring students outside of UBC

- Co-supervisor for Patrícia Araújo de Sousa Lopes, Masters student, Physical Education, Federal Univ. of Maranhão (UFMA), Brazil. Thesis: "The impact of judo practice on the development of executive functions in children." (2024 present)
- Supervising Anna-Katharina Walpurgius, Masters student, Health Psychology, Univ. College London as a UBC Visiting International Research Student (VIRS) (1 July 2024 31 Aug 2024)
- Advising Anne Marie Kristensen, MSc, on her PhD thesis: "STEP IT: Strategic teacher education for academic, social, and emotional well-being through practice-oriented international research on learning and technology." Københavns Universitet (2024 )
- Since Feb 2023 part of APA Division 1's Mentoring Program in furtherance of its mission to support and encourage undergraduate and graduate students to pursue careers in Psychology (2023 )
- 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 – 2022)
- Mentor to PhD candidate Meingold Chan in Human Development and Family Science at the Ohio State Univ. APA Div 7 Mentoring Program (2021)
- 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." Guided her from initial conceptualization of the idea through planning all aspects of the study, gaining human subjects ethics approval, pretesting data collection, data collection, data analysis, and study write-up and presentation. Edith's project placed first in the Westchester Science & Engineering Fair in the behavioral category and third in the International Science & Engineering Fair. Edith was named one of the top 300 out of 1,805 students in the Regeneron Science Talent Search (STS) (the oldest and most prestigious science and math competition for high school seniors in the US). (2020 – 2022)

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)

- 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:
  - Syari Umam, MA, counseling psychology, Indonesia: help with writing her personal statement/SOP for an application to study in the US (2024 2026)
  - 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 – Deputy Division Director, Division of Behavioral & Cognitive Science, National Science Foundation (NSF), USA

Teresa Wilcox, PhD – Assoc. Provost of Academic Personnel, Florida Atlantic Univ., Boca Raton, FL.

- Susan Rivera, PhD Dean, College of Behavioral and Social Sciences, Univ. of Maryland
- Ruth Litovsky, PhD Academic Assoc. Dean of Natural & Biological Sci.s, U. of Wisc.–Madison Chair & Oros Family Chair Prof, Communication Sci.s & Disorders – jointly appointed in Surgery, Div. of Otolaryngology (Ruth made a major discovery in the assessment children's auditory attention, which was patented.)
- Michiel Westenberg, PhD Prof Emeritus & past Chair, Developmental Psychology, Leiden Univ.; past Scientific Director, National Inst. for the Study of Education and Human Dev., Netherlands

Jonathan Huppert, PhD – Prof. & past Chair, Dept. of Psychology, Hebrew Univ., Jerusalem

Kristin Shutts, PhD – Prof. & Assoc. Chair for Undergrad Studies, Dept. of Psychology, Univ. of Wisconsin - Madison

James Bailey, PhD – Prof., Organizational Behavior & Development, George Washington Univ.

Katharine Verdolini Abbott, PhD, CCC-SLP, MDiv – Prof., Communication Science & Disorders, Univ. of Delaware

- Anne Churchland, PhD Arnold Scheibel Inaugural Chair in Neuroscience & Prof. of Neurobiology, UCLA
- Natasha Kirkham, PhD Prof., Developmental Psychology, Birkbeck College, Univ. of London, & President of the International Congress of Infant Studies (ICIS)
- Dima Amso, PhD Prof., Dept. Psychology, Columbia Univ., NY.
- Elizabeth Donner, MD Assoc. Prof. & Michael Bahen Chair in Epilepsy Research, U. of Toronto & Director, Comprehensive Epilepsy Program, Neurology, Hospital for Sick Children
- Emily Jacobs, PhD Assoc. Prof., Psychology & Brain Sciences, Univ. of California Santa Barbara
- Lisa Briand, PhD Assoc. Prof., Dept. of Psychology and Neuroscience, Temple Univ., Philadelphia

Vivian Ciaramitaro, PhD - Assoc. Prof., Dept. of Psychology, Univ. of Massachusetts - Boston

Angela Low, PhD – Early Years Provincial Lead for the Provincial Health Services Authority of BC

Áurea Vericat – Provincial Coordinator, First Nations Pedagogies Network, West Vancouver, BC

Melanie Stollstorff, PhD – Ass't. Prof. in Cognitive Neuroscience, Dept. of Psychology, Florida Internat. Univ.

Matt Davidson, PhD - Ass't. Prof., Dept. of Psychology, Univ. of Massachusetts - Amherst

Glenda Callender, MD, FACS – Ass't Prof, Surgery, Yale Med. School

Regina Lohndorf, PhD – Ass't. Prof., Pontificia Univ. Católica de Chile, Santiago

Vanessa Scoon, MA – Instructor, Early Childhood Education, Douglas College, New Westminster, BC

Michele Sam, MSW - Lecturer, Indigenous Studies, College of the Rockies; member, Ktunaxa

Cole Wong, MD - Clinical Instructor, Dept. of Anesthesiology, Pharmacology and Therapeutics, UBC

- Nancy Wang, PhD Computer Vision Applied Scientist, Amazon, Berlin, Germany
- Sam Leutheusser, PhD Assoc. Research Scholar, Gravity Initiative, Princeton Univ.

Shahab Zareyan, MSc - Started his own statistical consulting co., Toronto

Sameer Varmani, MSc – Cancer Genetic Counselor, Sharp Healthcare, San Diego

Mery Prevor-Weiss, MD - Ophthalmologist in private practice

Kim Dilda Shaw, MD – Family Practice Physician at Moses H. Cone Memorial Hospital, Greensboro, NC

Jeanette Evans, MD, CCFP – Family Physician, Squamish, BC

James Choi, MD, MPH, FRCSC – Thoracic and Lung Transplant Surgeon, Vancouver Coastal Health Theresa (Leze) Zagreda, DO – Physician, Internal Medicine, Montefiore Medical Group, Bronx, NY Andy Wright, MD – Locum emergency physician and family doctor, working in rural BC Michelle Kozey-Hayes, PhD – Clinical Psychologist, The Wishing Star: Lapointe Developmental Clinic, Surrey, BC Kathleen Lee, PhD – Clinical Psychologist, The Red Oak Centre, Toronto Jennifer Kitil, PhD – Research Coordinator, WIST Study, Dept. of Psychology, Univ. of Illinois Chicago Priscilla Paz, MD – Neuropathology Resident, St. Paul's Hospital & Vancouver General Hospital Lucy (Ruxin) Miao, MD – Psychiatry Resident, Univ. of Calgary Ava Daeipour, MPH – Clinical Research Associate, INSERM (National Institute of Health and Medical Research), Paris Alexis Tennent, M. of Design – Social Innovation Fellow, Center for Changemaking & Social Innovation, Toronto, ON

**PROFESSIONAL ACTIVITIES** (see also university and departmental service below)

- Collaborator with Gabriela Martínez, Assoc. Prof., Dept. of Neurology and Neurosurgery & Alexia Nuñez, Ass't Prof., Dept. of Biology, Universidad de Chile, Santiago, to support an initiative to create a "Center of Education and Neuroscience Research (CiEN)" (2025 present)
- Invited panelist. A panel discussion on how can schools help students to thrive in today's world. District Wide Professional Learning Day for the Delta School District focused on Mental Health/Wellness for Staff and Students, Delta, BC. (16 Feb. 2024)
- Collaborator with, & Advisor to, Elayne Vollman, Assistant Professor of Psychology, Lake Forest College, on her project to explore how fraction knowledge might differ for Montessori students and students in traditional schools (2024 – present)
- Collaborator & Advisor: to Tobias Constien, PhD Candidate, Univ. College Dublin, & Michelle Downes, Assoc. Prof. & Ad Astra Fellow, School of Psychology, Univ. College Dublin, Ireland, on the project, "Identifying the shared developmental trajectory of pretense and executive abilities throughout the toddlerhood period." (2024 – present)
- Collaborator & Advisor: "Effects of a child-friendly traditional karate program on mental health, academic success, executive functions, character development, and physical fitness" with Fatimah Bahrami, Profs. Bassam El-Khoury & Armando Bertone (at McGill), and Sensei Alexandru Sorin, Canadian National Karate Team coach. (2024 – present)
- Collaborator & Advisor: Juthamas Haenjohn, PhD, Assoc. Prof., Burapha Univ., Thailand, for a large, normative study on the executive functions of Thai children and adolescents using a new executive function assessment tool developed in collaboration with Adele Diamond. (2023 present)
- Collaborator & Advisor: to Alexandra Matte-Landry (at Laval Univ.) on a SSHRC-funded research project, "Developing, between adversity and resilience: A study of executive functions and their role in young people in the context of adversity" (2022 present)
- Invited discussant. Transdisciplinary Training roundtable, Canadian Brain Research Strategy. Online due to COVID-19. (05 May 2022)
- 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 – 2022)
- 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. This research project is headed by Stephen Weimar. (2019 – present)
- Collaborator & Advisor with Associate Professor Juthamas Haenjohn of Burapha Univ., Thailand, on her project, "Development of an executive functions inventory and norm development for a computerized battery of executive functions tests for Thai children and adolescents: Screening and evaluation of executive functions interventions." (2021 - present)
- Co-leader: "A qualitative pilot study of the broader socioemotional benefits of the JUMP Math school program. Collaborators include Tonje Molyneux, John Mighton, & Kim Schonert-Reichl. (2020 2024)
- Invited discussant. Society for Psychophysiological Research meeting, Vancouver, BC. Online due to COVID-19. (15 Oct 2021)
- Collaborator with, & Advisor to, Paul Bangirana (Senior Lecturer, Makerere University, Kampala, Uganda, and with GlobalHealth Uganda) on a grant application to fund a randomized clinical trial on training in chess versus physical-exercise training to improve executive functions in child survivors of severe malaria (2021 2022)
- Collaborator & Advisor, helped to co-supervise Valter Fernandes, on his dissertation in the Neuroscience Exercise Laboratory, Federal University of Rio de Janeiro, Brazil, on "The effects of capoeira on children's executive functions" (2017 2022)
- Lunch chat with Adele Diamond. Next Wave Summit: What's next, what works. Center for Artistry and Scholarship, Boston, MA (19 Oct. 2019)
- Collaborator with, & Advisor to, Prof. Ricardo Rosas Díaz (PhD, Psychology, Pontificia Universidad Catolica de Chile, Santiago): for developing a Spanish-language executive-function test battery, *Yellow-Red*, which we make freely available to other researchers, has already been translated into 5 other languages, and is now being used in studies across 4 continents (2019 present)
- Collaborator & Advisor: to Jennifer Kitil, Postdoctoral Research Associate, Psychology Dept., Univ. of Illinois Chicago, on the research project, "Longitudinal relations of executive functions to academic achievement and well-being in adolescence." (2019 2024)
- Collaborated with Paul Collard (Chief Executive, Creativity, Culture and Education), Jasmine Wilson(of the Wayne McGregor Dance Co.), & Fotini Vasilopoulos (PhD student at Birkbeck College, Univ of London) on planning a large randomized control trial to study whether a school-based dance program that uses dance to express comp (2019 2020)
- Leader: NIH-funded research project, "Pharmacologically modeling sex differences in the effects of mild stress on executive functions." Collaborators include Elizabeth Hampson & Clemens Kirschbaum. (2018 present)
- Scientific Advisor, Executive Function Center of New York, NYC. EFCNY provided one-on-one, small and large group mentoring and coaching in Executive Function skill acquisition (2018 2019)

- 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 master class. *What does, and does not, improve executive functions, and why*. Executive Functions Master Class with Professor Adele Diamond. Faculty of Education, Univ. of Cambridge, UK. (12 June 2018)
- 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)
- Collaborator, Prof. Clemens Kirschbaum (Technische Universität Dresden [TUD]; Dean of the School of Science, TUD, Germany; President, International Society of Psychoneuroendocrinology [ISPNE]): Collaborator and co-author on our suite of studies looking at the how the effects of stress on EFs differ by sex and COMT genotype and looking at pharmacological models of those differences in effects (2014 – present)
- 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:**

Organizer (2023). A Joyous Celebration of Ideas, the Arts, Science, and Efforts to Make the World a Better

*Place*: A 4-day meeting of more than 400 people. It was a cross-cultural gathering that spanned the Arts, Humanities, Sciences, and Humanitarian and Social Justice Initiatives. It was designed to build community that crosses continents, cultures, and fields - bringing people from quite different backgrounds together to learn about and from one another, to form new friendships and understandings, to push people to think in new ways, see the need for different perspectives, and birth new insights. with the goal of trying to help make the world a better place where all children (indeed all people everywhere) can thrive. **See details under Significant Contributions #12** 

Organizer (2005 - present). International Biennial Conference Series, *Brain Development and Learning: Making Sense of the Science,* Vancouver. This is a service to the larger community of parents, policymakers, educators, physicians, psychologists, and allied health professions

## See #10 under Significant Contributions:

Brain Development & Learning 2013 Brain Development & Learning: Making Sense of the Science 2010 Brain Development & Learning: Making Sense of the Science 2008 Brain Development & Learning: Making Sense of the Science 2006

- Co-Organizer (2011). 2nd Annual Aspen Brain Forum, *Conference on the Cognitive Neuroscience of Learning and Education*, Aspen, CO, Sept. 22-24, 2011.
- Co-Organizer (2006). Peter Wall Institute of Advanced Studies Workshop on *Executive and Prefrontal Functions: Exploring Supervision and Volition in the Brain*, Vancouver.
- Organizer (1989). Conference, *Development and Neural Bases of Higher Cognitive Functions*, Philadelphia, PA. (proceedings published by the New York Academy of Sciences. This meeting was pivotal in establishing a new field of study, developmental cognitive neuroscience.)

## Symposia Organized:

- Chaired & helped organize session (2024) at the International Congress on Brain Sciences and Early Childhood Care and Education organized by UNESCO and the Babilou Family Foundation, at UNESCO Headquarters, Paris, France.
- Organizer & Chair (2012). Invited Symposium on *Diverse Methods of Facilitating Cognitive Development* for the Jean Piaget Society Annual Meeting, Toronto, ON.
- 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 (INS) Annual Meeting, 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 (CNS) Annual Meeting, *New York City, 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 (SRCD), 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 (SfN).

# Board and Committee Membership:

- Member (2025 present), Scientific Advisory Board, USC Center for Affective Neuroscience, Development, Learning, and Education (CANDLE). Advising on the Innovation Lab, a new initiative that integrates developmental science and pedagogical innovation to enhance secondary education by improving teaching practices and teacher training.)
- Member (2024 present), Global Executive Function Initiative, a network of international scholars committed to fostering greater research capacity to assess, study, and promote executive functions skills in children around the world, especially in low-resource settings.
- Member (2024 present), Scientific Advisory Board, The Marshmallow Project, an educational start-up company in Paris, France developing a new screen-free, vocal-based interactive device to develop children's executive functions, language, and social-emotional skills. (2024 present)
- Member (2024 present), Advisory Board, National Center for Montessori and Aging, Washington, DC.
- Member (2020 2023), 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, Niroga Institute, Oakland, CA, which uses an evidencebased, 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 2022), Advisory Board, Institute of Education Sciences' Exploration Grant on whether breaks benefit children's attention regulation and enhance learning (Brain Breaks): Karrie E. Godwin, PI & Amanda Moreno, Co-PI.
- Member (2019 2021), Expert Consortium set up Sylvain Laborde of the Institute of Psychology, German Sport University, Cologne.
- Member (2019 2021), 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 2021), Scientific Council, Educational Association for Human Development; founded by Anna Lucia Campos in Lima, Peru.
- 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 (2018 present), Scientific Advisory Board, Indaba Foundation, South Africa, which works to improve disadvantaged young children's capacity to develop and learn by providing worldclass, internationally-recognized, and accredited Montessori teacher training, materials, and educational infrastructure.

Member (2016 – present), College of Reviewers, Canadian Institutes of Health Research (CIHR) Scientific Advisor (2018 – 2019), Executive Function Center of New York, NYC. EFCNY provided

one-on-one, small and large group mentoring and coaching in Executive Function skill acquisition.

- Member (2016 2019), 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 2020), Advisory Board to the non-profit, "Insight: Independent Interview-Based Journal," Langley, BC
- Member (2014 2018), Expert Technical Review Panel for the Early Childhood Longitudinal Study, Kindergarten Class of 2010-11 (ECLS-K:2011)
- Member (2013 2020), 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, 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 2019), Scientific Advisory Group for Start2Finish, Burlington, ON, a Canadian nonprofit 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."
- Founding Member (2010 present), Centre for Interdisciplinary Res. & Collaboration in Autism, UBC
- Member (2010 present), Advisory Board, Kids Brain Health Network (formerly known as NeuroDevNet) dedicated to helping children overcome neurodevelopmental disorders
- Member (2010 2012). 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 2022), Scientific Advisory Board, KidCareCanada Society, Victoria, BC, which brings the science of early childhood development to new parents in a visual format (short online videos that are easy-to-understand) that show people who look like them (e.g., many of the videos show Indigenous parents and their children).
- Member (2010 2019), Scientific Advisory Board, Child Guidance Clinic, Sahyadri Hospital, Pune, India
- Member (2008 present), Steering Committee, 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), H1 Connect. The principal aim is to evaluate the vast life sciences literature. I am in the Cognitive Neuroscience section. It was originally called "Faculty of 1000", then renamed "Faculty Opinions", and in 2023 it was renamed again to "H1 Connect"
- Member (2001 present), College of Reviewers for the Canada Research Chairs program (a trigranting-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, 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, 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, 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 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 (2024 present) to LEGO Education, Billund, Denmark, on ways in which children's ability to pay attention and solve problems can be improved and on ways to increase the impact of hands-on learning with all learners.
- Consultant (2024 present) to KLC International Institute Pte Ltd, Singapore, on ways to facilitate the effective development of executive functions in young children.
- Consultant (2023), member of the OECD Schools + Informal Expert Consultation involved with review of existing evidence on pedagogy with the goal of illuminating common areas of need for policy and practice, Organization for Economic Co-operation and Development (OECD), Paris, France.
- Consultant (2022 2023), grant application (NIMH R61-R33,) "Preventing obsessive-compulsive disorder in children at high risk with real-time MEG Neurofeedback." PI: Kristina Rewin Ciesielski, PhD, Massachusetts General Hospital, Harvard Univ.
- Consultant and advisor (2022 2024), an R21 Project, "Development of an Assessment of Executive Function for Infants and Toddlers (EFIT)," PI: Susanne W. Duvall, PhD, Assoc. Prof., Pediatrics and Psychiatry, Oregon Health & Science Univ., Portland
- Advised the Palix Foundation / Alberta Family Wellness Initiative on ways to mobilize and connect scientific research about early brain and child development to improve policy and practice for the benefit of children and families. (21 Nov 2023)
- 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-schoolaged 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

## Scientific Editorial Board, Neuropsychology and Psychotherapy, 2022- present

#### 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 Alternative Medicine and Therapies (2023 - ) 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 **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

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 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

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 Education Frontiers in Human Neuroscience Frontiers in Psychiatry Frontiers in Psychology Frontiers in Public Health Frontiers in Science Human Movement Science Infancv Int. J. of Behavioral Development Int. J. of Educational Research Int. J. of Environmental Res. & Public Health Int. J. of Sport & Exercise Psychology JMIR Research Protocols J. of Applied Developmental Psychology J. of Aging and Physical Activity J. of Child and Family Studies

Neuroscience & Biobehavioral Reviews Neurotoxicology and Teratology 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 Psychiatry Research Psychological Assessment Psychological Bulletin Psychological Research Psychological Review Psychological Science Psychoneuroendocrinology Psychonomic Bulletin & Review *Psychopharmacology* Psychophysiology Science Scientific Reports Social Neuroscience 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, 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 Patricia Schulte, PhD, Professor, and new CRC Tier 1, Dept. of Zoology, UBC. Mentorship program is part of UBC's Canada Research Chair Equity, Diversity, and Inclusion Action Plan (July 2023 – present)
- Faculty Mentor to Regina Lohndorf, PhD, Assistant Professor, Faculty of Education, Pontificia Universidad Católica de Chile, Santiago (2020 present)
- Faculty Mentor to Prof. Lourdes DelRosso (Univ. of Washington & Seattle Children's Hospital) on how to study of executive functions and cognition in children with restless sleep disorder; that study was published in Brain Sciences (2021 – 2022)
- Faculty Mentor to Juthamas Haenjohn, Assoc. Prof., Burapha Univ., Thailand (2021 present)
- Faculty Mentor to Hagar Goldberg, PhD, Neuroscience Instructor, Undergraduate Program in Neuroscience, UBC (2018 present)
- Faculty Mentor to Ass't Prof. Amori Mikami, Psychology, UBC, in helping her to craft her application for a Jacobs Foundation Research Fellowship. (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:

- Organized a meeting with UBC Pres., Benoit-Antoine Bacon, Steven Point (UBC outgoing Chancellor), and UBC graduate students, to address ways students are hurting financially, ways UBC exacerbates that, and things UBC might do to ease students' financial burden. (Oct 15, 2024)
- Hosted UBC's honorary Doctor of Laws degree recipient: Dr. Izzeldin Abuelaish, Prof. of Global Health, Univ. of Toronto. In addition to hosting him over 3 days at UBC, independently of that I arranged for him to give two public talks and organized several meetings of Dr. Abuelaish with faculty, students, and others. (May 21-23, 2024)
- Invited Prof. Dustin Louie, Assoc. Prof. of Educational Studies, UBC, to a special lab meeting. Dustin is a member of the Dakelh people of Northern British Columbia and the director of the

Indigenous Teacher Education Program. Dustin spoke on Transformative Reconciliation to my lab and invited guests which included Michelle Downes, Assoc. Prof., Univ. College Dublin (March 25, 2024)

- 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 Anne Kelly, the world leader in Montessori methods for aged care and dementia, to travel from Australia to Vancouver. She gave talks to the community and physicians, including Neurology Grand Rounds at VGH, Psychiatry Educational Rounds at VGH, and Neuropsychiatry Grand Rounds at UBC Hospital (with 12 remote sites joining online). Additionally, she delivered 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 2022)
- 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 Evaluator (2025). Barbara Fanesi – for renewal of her Tier 2 Canada Research Chair in Science of Learning.

External Evaluator (2025). Michael Petrides - for a Killam Prize nomination.

External Evaluator (2024). Shawn Christ – for promotion to Prof. in the Dept. of Psychological Sciences, Univ. of Missouri, Columbia, MO.

External Evaluator (2024). Caterina Pesce – to be hired as Assoc. Prof. of Community-based Physical Activity Interventions, Department of Kinesiology, Michigan State University, East Lansing, MI,

US.

- External Evaluator (2024). Michelle Ellefson for promotion to Prof. in the Faculty of Education, Univ of CambridgeExternal Reviewer (2024 present) for the National Killam Program.
- External Evaluator (2023). Claire Hughes Independent assessment report on Claire Hughes for the British Academy.
- External Evaluator (2021). Claire Hughes for a newly established Professorship of Family Research, Cambridge Univ.

External Evaluator (2021). Karla Holmboe – for the Philip Leverhulme Prize, Oxford Univ.

External Evaluator (2021). Yi-Yuan Tang – for promotion to full Professor with Tenure, College of Health Solutions, Arizona State Univ., Tempe, AZ

- External Examiner (2021), Dissertation of PhD student Torbjörn Vestberg, Karolinska Institutet, Stockholm, Sweden.
- External Evaluator (2020.) Jonathan Schooler for promotion to Distinguished Prof., Dept. of Psych. & Brain Sciences, Univ. of Calif. Santa Barbara
- External Evaluator (2020). Kimberly Lakes for promotion to Professor of Clinical Psychiatry, Psychiatry & Neurosciences, Univ. of Calif. Riverside, School of Medicine
- External Evaluator(2019). Dima Amso for appointment as an Associate Professor with Tenure , Dept. of Psychology, Columbia Univ., NYC
- External Evaluator (2019). Yuko Munakata for promotion to full Professor, Dept. of Psychology, Univ. of Calif. Davis
- External Evaluator (2019). Regina Lohndorf for appointment as a tenure-track Assistant Professor, Pontificia Universidad Católica de Chile, Santiago
- External Evaluator (2019). Amy Lansing for appointment as Assistant Professor of Clinical Psychology, Dept. of Psychology, Univ. of Victoria
- External Evaluator (2018). Monica Testhlikai for promotion to Associate Professor with Tenure, Denny Sanford School of Social & Family Dynamics, College of Liberal Arts & Sciences, Arizona State Univ., Tempe, AZ
- External Evaluator (2015). Amy Lansing for promotion to Associate Professor, Dept. of Psychiatry, Univ. of Calif. San Diego
- External Evaluator (2015). Emily Goard Jacobs for promotion to Assistant Professor, Dept. of Psychological & Brain Sciences, Univ. of Calif. Santa Barbara
- External Evaluator (2014). Nate Riggs for promotion to Associate Professor with Tenure, Dept. of Human Development & Family Studies, Colorado State Univ.
- External Examiner (2014). Dissertation of Amanda J. Watson, PhD Candidate, Virginia Tech
- External Examiner (2014), Dissertation of Amanda J. Watson, PhD Candidate, Virginia Tech.
- External Evaluator (2013). Avishai Henik for the rank of Distinguished Professor, Dept. of Psychology, Ben-Gurion Univ. of the Negev, Beer-Sheva, Israel
- External Evaluator (2013). Dima Amso for promotion to Assistant Professor, Dept. of Psychology & Zuckerman Mind Brain Behavior Institute, Columbia Univ., NYC
- External Evaluator (2013). Kimberly Lakes for promotion to Associate Professor, Dept. of Pediatrics, Univ. of Calif. Irvine
- External Evaluator (2013). Patricia Jennings for appointment as Associate Professor with Tenure, Curry

School of Education, Univ. of Virginia, Charlottesville, VA

- External Evaluator (2013). Silvia Bunge for promotion to full Professor, Dept. of Psychology, Univ. of Calif. Berkeley
- External Evaluator (2013). Natasha Kirkham for promotion to Senior Lecturer, Birkbeck College, Univ. of London, UK
- External Evaluator (2012). Geoff Soloway for appointment as Assistant Professor, Dept. of Educational Studies, Faculty of Education, UBC
- External Evaluator (2012), Chandan J. Vaidya for promotion to full Professor, Georgetown Univ., Washington, DC
- External Examiner (2011). Dissertation of Sissela Bergman-Nutley, PhD Candidate, Dept. Neuroscience, Karolinska Institute, Stockholm, Sweden
- External Evaluator (2010). Andrea Berger for promotion to Associate Professor with Tenure, Dept. of Psychology, Ben-Gurion Univ. of the Negev, Beer-Sheva, Israel.
- External Evaluator (2009). Clifford Saron for promotion to Associate Research Scientist (Step 2,) Center for Mind and Brain, Univ. of Calif. Davis
- External Evaluator (2009). Evalued nomination of Helen Neville to be named a MacArthur Fellow (MacArthur Fellows Selection Committee)
- External Evaluator (2009). Stuart Marcovitch for promotion to Associate Professor with Tenure, Dept. of Psychology, Univ. of North Carolina at Greensboro
- External Evaluator (2008). Chris Jarrold for promotion to Full Professor, Dept. of Experimental Psychology, Univ. of Bristol, UK
- External Evaluator (2008). Silvia Bunge for promotion to Associate Professor with Tenure, Dept. of Psychology & Helen Wills Neuroscience Institute, Univ. of Calif. Berkeley
- External Evaluator (2008). Sarah Berger for promotion to Associate Professor, Dept. of Psychology, College of Staten Island, City Univ of NY
- External Examiner (2008). Dissertation of Afra Foroud, PhD Candidate, U. of Lethbridge, AB.
- External Evaluator (2006). Yuko Munakata for promotion to Full Professor, Dept. of Psychology, Univ. of Colorado, Boulder
- External Evaluator (2006). Andrea Berger for promotion to Senior Lecturer, Faculty of Humanities & Social Sciences, Ben Gurion Univ. of the Negev, Beer Sheva, Israel
- External Evaluator (2005). Kathleen Thomas for promotion to Associate Professor with Tenure, Institute of Child Development, Univ. of Minnesota, Minneapolis
- External Evaluator (2005). Jackie Liederman for promotion to Associate Professor with Tenure, Dept. of Psychology, Boston Univ.
- External Examiner (2005). Dissertation of Michelle Martin, PhD Candidate, York U., Toronto, ON.
- External Evaluator (2004). Stephanie Carlson for promotion to Associate Professor, Dept. of Psychology, Univ. of Washington, Seattle
- 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 2025 ...

- Interviewed by undergraduate student Mia Alvarez, DePaul University, for a class paper in "Conversations with Neuroscientists" and to learn more about a career in neuroscience (23 May)
- Mentoring undergrad Bonnie Chen (studying neuroscience, nutrition, and public health) in the UBC Integrated Science Mentor programme
- Mentoring John Burrell (Univ. of Connecticut) as part of the AERA Division C Graduate Student Mentoring (GSM) Program (2025)
- Advisor to Juthamas Haenjohn, Assoc. Prof., Burapha Univ., Thailand, who has received funding to conduct a research project through the Brain, Mind and Learning Research and Development Center in Eastern Region (BMLRC) with a focus on "Inhibitory control in brain and behavior of adolescents: Factor analysis, measurement development, and norms." (2025 present)

Beginning in 2024 ...

- Advising Tobias Constien, MSc, on his PhD thesis, "Identifying the shared developmental trajectory of pretense and executive abilities throughout the toddlerhood period," Univ. College Dublin, Ireland. (2024 present)
- Advising Mariyamawit Lulu, a senior at Colonial Forge High School in Stafford, VA, USA. She is in a special program (the Commonwealth Governor's School) that includes research as a part of the curriculum. I am advising her on her research project, "What Are the Best Ways to Mitigate the Effects of Acute Stress on Core Executive Functions?" (2024 present)
- Mentor to Patrícia Araújo de Sousa Lopes, Master's student in physical education, Federal Univ. of Maranhão (UFMA,) Brazil, to develop a research project focusing on martial arts and executive functions (2024 present)
- Interviewed by high school student Shayla Krogan, grade 11, Abraham Lincoln High School in San Francisco, for advice on a career in neuroscience. (14 Oct 2024)
- Arranged for Dr. Izzeldin Abuelaish, Prof. of Global Health, Univ. of Toronto, and author of the book, I Shall Not Hate, to give 2 talks: a talk at HELP (the Human Early Learning Partnership) at UBC and a talk at SFU's Wosk Centre for Dialogue in downtown Vancouver. (May 21, 2024)
- Arranged for meetings of UBC faculty and physicians at the BC Children's Hospital with Dr. Izzeldin Abuelaish. (May 23, 2024)
- Arranged for dinners on May 21 and 22, 2024 of UBC and SFU faculty with Dr. Izzeldin Abuelaish
- Advising Anne Marie Kristensen, MSc, on her PhD thesis: "STEP IT: Strategic teacher education for academic, social, and emotional well-being through practice-oriented international research on

learning and technology." Københavns Universitet (2024 - present )

- Mentoring with the paired APS Mentorship Program (2024 –present)
- Interviewed by high school student Mira Tsui, grade 11, Richmond Secondary School, for an oral history project (11 March 2024)
- Interviewed by high school student Manya Arora, grade 12, New Westminster Secondary School, regarding her graduating year capstone project (Feb 2024)
- Helped Mariana Jimenez (BA, Kinesology, UVic), founder of Commitment to Growth Resilience Coaching, "committed to mentoring young women who seek to cultivate resilience from the inside out," looking for a Masters program where she can focus on the mind-body connection, overcoming the effects of stress and early adverse events, resilience, mindfulness, and helping underprivileged youths, connect with possible graduate supervisors: Dzung Vo, Head of the Mindfulness Centre at BCCH; Eli Puterman, Kinesiology, UBC; Elissa Epel at UCSF; Al Kaszniak at the Univ. of Arizona; & Cindy Martel at Harvard. (2024)
- Helped Malana Loxam (Honours BSc, Natural Sciences, Univ. of Calgary; Valedictorian of her h.s., earned the largest STEM scholarship in Canada, a Univ. of Calgary Science Schulich Leader, has been practicing karate since she was 9 yrs old & has ADHD herself) who would like to do a graduate thesis on enriched traditional karate for kids with ADHD, with potential graduate supervisors: Armando Bertone, McGill; Peter Weber, Univ. of Basel; Marianna Alesi, Univ. of Murcia, Spain; & Kim Lakes, UC-Riverside. (2024)
- Helped Esther Glineur (MA in Cog. Sciences, Neuropsychology, & Clinical Neurosci., Lyon Univ.; Psychometrician Diploma from ISRP, Paris), looking for a PhD program that integrates research with clinical practice, to connect with possible PhD supervisors: Gemma Gebrael Matta, Directeur of the Institute of Psychomotricité; Univ. of Applied Sciences & Arts, Genève, Switzerland; & Keith Yates, Neuropsychology, Univ. of Calgary. (2024)
- Helped Laila Yakoub Agha (a final (6th) year student, Faculty of Medicine, Damascus Univ., Syria; coauthor on 10 publications, including one on a cognitive neuroscience RCT that she conducted from scratch on the effects of music on different types of memory in young people), looking for someone to supervise her in doing research for a Master's degree on the effects of cell phones and of social media dependency on the development of cognitive abilities of schoolchildren ("This is increasingly becoming an issue in the Syrian community, and I worry about the new genera-tion's cognitive abilities"), connect with possible graduate supervisors: Eveline Crone, Erasmus Univ. Rotterdam; Michelle Ellefson, Univ. of Cambridge; & Michelle Downes, Univ. College Dublin. (2024)
- Helped Peggy Adusei (BA with honours, Medical Imaging, Univ. of Health and Allied Sciences, Ghana), whose personal experience with PTSD during her final year of studies (surviving an attempted attack and robbery in her hostel) deepened her interest in understanding trauma and its impact on the brain, with potential graduate supervisors: David Knight, Univ. of Alabama; Ghazi Jowf, Maastricht Univ.; Ryan Herringa, Univ. of Wisc., School of Medicine & Public Health; & Rachel Yehuda, Icahn Sch. of Medicine at Mt Sinai. (2024)
- Helped Neerja Singh (PhD, Psychology & Aging, India, with considerable experience providing social support for care providers of persons with dementia, has been working to create a dementia awareness support system and recreational activities (dancing, singing, art) for persons with dementia in BC, to try to find a research position, connecting her to the 2 leaders of the Center for

Research on Personhood in Dementia (Deborah O'Connor, Social Work, & Alison Phinney Nursing) & Robin Hsiung, Neurology. (2024)

- Help Eshana Mishra (4th yr. undergrad, Psychology, UBC) who would like to work with immigrant girls of color, given that she herself is an immigrant girl of color (from Vietnam), with finding a job or volunteer placement with an agency or NGO in Vancouver, connecting her with Melinda Markey, Manager, Healthy Public Policy, Vancouver Coastal Health; Kate Hodgson, Coordinator, RayCam Cooperative Centre. (2024)
- Connected Asra Sajadi (PhD student, Univ. of Kurdistan) who asked for help in finding an expert on mindfulness to guide her in starting a research project on how mindful leadership can empower educational leaders and create a more positive and productive learning environment in Kurdistan, with Amishi Jha, Univ. of Miami; Elissa Epel, UCSF; Lisa Flook, UCLA; Patricia Jennings, Univ. of Virginia; Thupten Jinpa, McGill; & Cliff Saron, UC-Davis
- Connected Gabriela Roberta Rodríguez de Bukele, the First Lady of El Salvador (who I met at a UNESCO Conference in Paris), because of her strong commitment to early childhood education, and helping children's development and education, with:
- researchers working on that in S. America (Julia Hermida, National Univ. of Hurlingham, Argentina, & Regina Loehndorf, Univ. Católica de Chile, Santiago) and
- leaders of NGOs working on that in S. America (Anna Lucía Campos, Head of Asociación Educative par el Desarrollo Humano & Instituto Mente, Cerebro & Educación, Perú, & Constanza Carballo, Head of Fundación Argentina María Montessori).
- Connected Saad Ahmed, shortly after he was appointed Medical Director, Homelessness, Supported Housing, Complex Care Rehab, Vancouver Community, Vancouver Coastal Health, with:
- Judy Graves, the wisest person I know re: homelessness (1st Advocate in Vancouver City Hall for the homeless; although a h.s. drop-out, she holds 4 honorary doctorates)
- Chris Loock (Head of RICHER, the social pediatrics program in the DTES; Developmental Pediatrician, BCCH)
- Vijay Seethapathy (in our dept. (Psychiatry); Chief Medical Officer, BC Mental Health & Substance Use Services; he cares deeply about helping the most vulnerable and marginalized)
- Connected Vincent Larochelle (a lawyer in Whitehorse, Yukon), who has an indigenous client, just over 18 yrs old, charged with 1st degree murder) with BJ Casey (Prof., Columbia Univ., an expert on adolescent brain and its implications for the justice system).
- Connected Lucia Alcala (Ass't Prof., Calif. State Univ., Fullerton) with Maung Ting Nyeu (Ass't Prof., UC-Santa Barbara) because of their shared interests in developing culturally responsive executive function measures. Lucia is of Mayan descent and Maung is Marma, from the Chittagong Hill Tracts in Bangladesh.
- Connected Michelle Downes (Univ. College Dublin, Ireland) with:
- Lucia Alcala (Ass't Prof., Calif. State Univ., Fullerton)
- Mahsa Ershadi (Boston College)

because Lucia and Mahsa have been working on developing ecologically valid executive function measures and Michelle is interested in finding such measures.

Connected James Heckman (Prof., Univ. of Chicago; Nobel Laureate in Economics), at his request with

Terry Ford (Head of the Lumin Montessori school in Dallas, TX) & Lynne Lawrence (Exec. Director, Assoc. Montessori Internationale), because of Jim's interest in data showing the long-term benefits of early education, and Lumin's voluminous data records.

- Connected James Heckman (Prof., Univ. of Chicago; Nobel Laureate in Economics) with:
- Barry Forer (Scientific Lead on the EDI [ Early Development Instrument] at HELP [Human Early Learning Partnership], UBC & Lead Developer of the SES Index from Stats Canada data)
- Martin Guhn (Assoc. Prof., Sch. of Population & Public Health, & past-interim Head, HELP, UBC) because of Jim's interest in population-level data, like from the EDI, and other instruments that HELP has developed.
- Connected Dzung Vo (Director, Centre for Mindfulness at BCCH, & Head, Div. of Adolescent Health & Medicine, BCCH) with Jeffrey Proulx (Ass't. Prof., in Psychiatry and Human Behavior, in Native American and Indigenous Studies, & in the Mindfulness Center, Brown Univ.) who is addressing improving health in underserved (indigenous & minority) communities through culturally-adapted mindfulness that reflects the culture of the local people, indigenous wisdom, and community well-being, highlighting traditional cultural methods of living and healing that incorporate mindfulness practices, without ever calling them that. (Dzung has been working w/ Dr. Ellie Parton to "indigenize" the mindfulness programs at BCCH for youth and for parents/caregivers).
- Connected indigenous Ass't. Prof. at Brown Univ., Jeffrey Proulx, with some indigenous faculty at UBC:
- Daniel Justice (Prof. & UBC Distinguished Univ. Scholar, Institute for Critical Indigenous Studies)
- Steven Point (Prof. of Law, former BC lieutenant-governor & UBC Chancellor)
- Dustin Louie (Assoc. Prof. of Educational Studies).
- Connected Natalie Evie (an attendee at the Joyous Celebration Conference) with Valter Fernandes (a Capoeira master, who works with poor children in Rio de Janeiro's barrios). Natalie is providing coaching to help Valter with a strategy reset/ re-branding that speaks to donors to achieve the funding he needs so he can continue his program without struggling for funds & can grow it to help more children. Natalie wrote, "He's now got the beginnings of a new blueprint for his endeavours; I'll continue to support him for as long as he finds me useful."
- Connected Judith Black (an award-winning storyteller [including highest honest honor a storyteller can receive in the US], deeply committed to combating climate change) with Naomi Klein (Prof. of Climate Justice & Co-Director, Centre for Climate Justice, UBC, an award-winning journalist, and the author of 9 critically acclaimed books including This Changes Everything) because of their shared concerns about global warming and climate justice.
- Connected Usha Goswami (Prof., Cog. Developmental Neurosci., & Director, Centre for Neurosci. in Education, Univ. of Cambridge) with Hayes Greenfield (saxophonist & Creator of the early education school program, Creative Sound Play for Young Learners) because of Usha's groundbreaking research on the role of rhythm in language acquisition and dyslexia and Hayes's work using rhythm (as well as pitch, volume, duration, & silence) to help train young children's executive functions.
- Connected Regina Lohndorf (Ass't. Prof., Univ. Católica de Chile, Santiago) with Maung Nyeu (Ass't. Prof., UC-Santa Barbara & Founder & Exec. Director, Our Golden Hour, a non-profit that created an amazing children's book project in the indigenous languages of the Chittagong Hill Tracts,
Bangladesh) because Regina would like to help start a similar book project in the language of the indigenous Mapuche people of Chile.

- Connected Nicholas Fonte (Exec. Director, John XXIII Montessori Center, Virginia, a small, underresourced community, looking to help children in their school with disabilities (mild Autism, ADHD, and sensory-processing problems)) with experts on working with children with disabilities in Montessori settings:
- Silvia Dubovoy (Founder & Director of Training, Montessori Inst. of San Diego)
- Lynne Lawrence (Exec. Director, Assoc. Montessori Internationale)
- Donna Bryant Goertz (Founder, Austin Montessori School, TX, & author of the book, Children Who Are Not Yet Peaceful).
- Connected Jenny Mander (Prof., Univ. of Cambridge; Director, Studies in History & Modern Languages & of Studies in Modern & Medieval Languages, Co-Director, Centre for the Study of Global Human Movement, Univ. of Cambridge; who I met when Univ. of Cambridge awarded me an honorary degree) with Erica Frank (Prof., Sch of Public Health & Faculty of Medicine, UBC; Founder, NextGenU.org (which offers free education world-wide); past President, Physicians for Social Responsibility) because I thought they shared common interests though their specialties are quite different.
- Connected Jackie Steele (tenured Assoc. Prof., Law Faculty, Univ. of Tokyo, until she left to pursue what interested her more; CEO, Enjoi Innovation, Vancouver; Pres., FEW Japan (one of the longest running women's associations in Japan)) with interests in feminist / LGBTQ/ decolonizing legal studies, critical political theories of freedom and emancipation, and supporting those who are neurodiverse, who is looking to combine her entrepreneurial skills with academic research, with Janice Stewart, Deputy Provost & Prof. in Gender, Race, Sexuality & Social Justice Program, UBC.
- Connected 3 junior colleagues going through divorces with one another to support one another (one in Brighton, UK, one in Moreton in Marsh, Cotswolds, UK, & one in Vancouver).
- Connected Ira Khan (Founder & Director of the non-profit, Agatsu Fdn, India) with Ana Lúcia Villela (Founder & co- Pres. of the non-profit, Alana, & Head of Maria Farinha Films, Brazil), as they are both women whose families have great wealth and are both committed to doing good and helping children.
- Leader of efforts to save the life of a prominent and caring Palestinian child psychiatrist and his family. Dr. Owaida was the only child and adolescent Psychiatrist in Gaza for 3 decades. I brought together a coalition of folks in Vancouver and elsewhere in Canada to raise \$68,000 for he, his wife, and 6 children to get visas from Gaza into Egypt, have been sending Dr. Owaida \$2,000 each month since Mar. 2024 for living expenses as he is unable to work in Egypt, and have been working with Canadian Immigration Specialist, Majid Mir, to try to get Dr. Owaida and his family into Canada. (2024 - present)

### Beginning in 2023 ...

Mentored Charlotte Wong, a grade 9 student at Gladstone Secondary School, Vancouver. (2023) Mentored Soefae Chen, a grade 11 student at Collingwood School, West Vancouver. (2023 – 2024) Sat for an interview requested by high school student Mollie Faraguna - a grade 11 student at Ecole

Riverside Secondary School in Port Coquitlam, BC. (Nov 2023) Sat for an interview by a high school. student Reagan Boyer - a senior at a small Christian school in State College, Pennsylvania called Grace Prep. (7 Sept 2023)

Seven examples (out of many) of new connections and collaborations resulting from the 4-day Joyous Celebration conference (17-20 July 2023:

- Terry Ford, Head of the Lumin Montessori school in Dallas, TX, met w/ Nobel Laureate Jim Heckman at the mtg. Jim & one his mentees, Prof. Flávio Cunha at Rice Univ., followed up immediately & are keen to analyze the decades of data the school has been accumulating.
- 2) Natalie Evie, who attended the mtg, is now helping Valter Fernandes, a Capoeira master who spoke at the mtg, who works w/ poor kids Rio de Janeiro's barrios. Natalie is providing coaching to help Valter w/a strategy reset/ re-branding that speaks to donors to achieve the funding he needs. That way he can continue his program sans struggling for funds & can grow it to help more children. Natalie wrote, "He's now got the beginnings of a new blueprint for his endeavours; I'll continue to support him for as long Ashe finds me useful."
- 3) Speakers at the meeting, Ellen Galinsky, Laurie Faith, Carol-Ann Bush, & Jim Heckman, have already met since the meeting & will be meeting again to discuss collaborations.
- 4) Susan Stephenson & Anne Kelly (Head of the Dementia and Aging Training for the Internat'l Montessori Assoc [AMI]) hatched the idea to collaborate on a book at the meeting and the book, Glimpses of Elder Care through a Montessori Lens, is already available on Amazon in many countries.
- 5) Regina Lohndorf, who spoke at the mtg, is starting a children's book project in Brazil (w/ Damir Mar Prado, also at the mtg) in the Mapuche language, similar to the children book project in the indigenous languages of the Chittagong Hill Tracts, Bangladesh that Maung Nyeu reported on at the mtg.
- 5) Sarah Godoy, Head, St. James Music Academy in Vancouver (whose youngsters performed at the mtg), learned of Tim Mah, a local dance instructor, when a speaker pointed him out in the audience. SJMA wants to expand its curriculum to include dance, & Tim is absolutely thrilled that he now has 120 students there.
- 6) I met Ira Khan (Founder & Director of the non-profit, Agatsu Fdn) at the mtg. I connected her w/ Ana Lúcia Villela (Founder & co- Pres. of the non-profit, Alana, & Head of Maria Farinha Films, as they are both women whose families have great wealth & are both committed to doing good & helping children, I thought they might be good supports for one another
- Science advisor to Anne Marie Hastrup Kristensen's application to Danmarks Frie Forskningsfond [Independent Research Fund Denmark] for funding for a PhD in collaboration with a teacher education college (4 June 2023)
- Advising the international non-profit, Babilou Family group, on their work on "Sustainable Education". Babilou Family is a French multinational early education leader with a presence of 1000+ child care centers across 12 countries, welcoming over 12000 children in our network of nurseries everyday. (April 2023)
- Advisor to the 'On Track' intervention, a project of prospective PhD student Anne Marie Hastrup Kristensen of the Dept. of Psychology, Univ. of Copenhagen (21 Feb 2023)
- Connected Laurie Catteeuw, PhD, an education expert with the Babilou Family Group, working on a French version of basic principles, many from neuroscience, that are important for educators & parents to know with Grégoire Borst, Professeur de psychologie du développement et de

neurosciences cognitives de l'éducation (Université Paris Cité), to help her with accuracy and clarity, which he is doing. (2023)

- Archana Harit, who had been a secretary in our dept., contacted me about resources for a talented high school student interested in how to improve the ed. in high schools about understanding & recognizing mental illness. I contacted colleagues & psychiatrist Margaret Weiss, grad student Rena Del Pieve Gobbi, & dance movement therapist Lori Baudino sent an abundance of resources, & Dr. Ashok Krishnamoorthy said he would as well. (2023)
- When Gerard Gioia, Pediatric Neuropsychologist & co-author of the BRIEF®, contacted me about training youths in EFs to optimize sports performance & reduce sport-related injuries, I connected him with Marco Bettoni in Rome, Torbjörn Vestberg in Stockholm, & Steve Lawrence in Amsterdam, which led to a budding collaboration. (2023)
- Connected Radhika Bapat, an Indian psychologist in Pune, who treats poor & marginalised children, modifying Western psychotherapy to make it more culturally appropriate, with Ria Gupta, a UBC undergrad from Hyderabad, who designed a mental health intervention to support the wellbeing of >10,000 students in India. Radhika has since helped Ria a lot. (2023)
- Connected Holly Hartman of the non-profit, Unite for Literacy, with West Bank physician, Ahmad Samara, for Ahmad to translate children's books into Palestinian Arabic, which he's doing. (2023)
- When I learned from Will Panenka in my dept. about a large study in the DTES with people who have dementia & are homeless or at high risk of becoming homeless, I connected him with Judy Graves, the 1st advocate in Vancouver City Hall for the homeless. Will was blown away by Judy's thoughtful, sincere, & empathic response. (2023)
- I connected Brazilian pediatrician, Luiza Sandes (who has developed projects involving public health with vulnerable & minority children in Brazil) with Patricia Mota Guedes of Itaú Social to possibly provide funding &/or guidance to Luiza. 8) Stephen Bayley wrote, "The connections you fostered continue to bear fruit; last week Julia Hermida of the Nat'l Univ. of Hurlingham, Argentina, visited us at Cambridge and we set up a new collaboration." (2023)
- I connected Nati Beltran (an expert on non-violent communication, who is writing a piece on child abuse) with Bruce Perry, an expert on the effects of abuse & trauma on the developing child & how to help children. Bruce has been a great help to Nati. (2023)
- When PhD student, Rabia Mir, who works in the DTES at Ray-Cam Cooperative Centre, mentioned concerns that I thought the Office of the Representative for Children and Youth (RCYBC) might be able to help with, I connected her with Pippa Rowcliffe, Deputy Representative, RCYBC, and Pippa & Rabia have been brain-storming. (2023)
- When I learned of the existence of a Palestinian students' association at UBC, I connected them with role models, local Palestinian engineer, Sally Househ, and with the person who used to head mental health efforts for the WHO in Gaza, Dyaa Saymah. Sally regaled then with homemade Palestinian dishes. (2023)
- I received an email from Ruth Charlotte Entsuah of Ghana, who was hoping to do her PhD with me. I reached out to colleagues to try to find a mentor for her and a possible supervisor for her PhD. Both Delphine Collin-Vezina, the Nicolas Steinmetz and Gilles Julien Chair in Community Social Pediatrics and Director of the Centre for Research on Children and Families at McGill University, and Bruce Perry responded and met with Ruth. (2023)

Beginning in 2022....

Helped Chando Maye, a student studying in the Global Institute of Sports Business, Mumbai, India, by sending much material and references relevant to how soccer helps in the brain development of kids under the age of 10 (4 Dec 2022)

Sat for an interview by high school student, Raha Khoramshahi, on Neuroscience as a career (17 Oct. 2022)

- Responded to a set of written questions from high school student, Ava Seguin, on how the brain works and what neuroscientists do (30 Sept 2022)
- Consultant and advisor, to an R21 Project, "Development of an assessment of Executive Function for Infants and Toddlers (EFIT).", PI: Susanne W. Duvall, PhD, Assoc. Prof., Pediatrics and Psychiatry, Oregon Health & Science Univ., Portland (2022 – 24)
- Connected Carlo Pellegrini, Founder & Director of the Amazing Grace Youth Circus, with neuroscientists on the cutting edge of neuroimaging and with those using a driving simulator, like Adam Gazzaley, Randy Buckner, and others. (2022)
- Connected researchers in different parts of Brazil, who were not aware of one another, all interested in developing ways to improve executive functions, to one another (including Margherita Colacino & Daniela Ramos). And then connected this group with prominent researchers abroad, like Silvia Bunge. (2022)

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)
- Interviewed by Clara Carpintero, Barcelona, Spain, for an honors undergrad project on executive functions in 9-11 year old children (27 April 2021)
- Connected researchers and practitioners in diverse regions of Brazil, all of whom are interested in the possible benefits of physical activity and sports for executive functions (Valter Fernandes at the Universidade Federal do Rio de Janeiro; Maicon Albuquerque at the Universidade Federal de Minas Gerais; Iziane Castro Marques, previously a star in the WNBA, who coaches disadvantaged children in basketball in São Luis since 2017; and Gabriela Vorraber at the Universidade de Brasília). (2021)
- Connected two researchers interested in researching the executive function benefits of Niroga's dynamic mindfulness program and they have now submitted a grant together to research this (Jennifer Frank at Penn State and Kim Lakes at UC-Irvine). (2021)
- Connected two MD researchers interested in the possible benefits of psychedelics for underserved, vulnerable persons with addiction and/or chronic pain (Devon Christie & Fady Hannah-Shmouni). (2021)
- Connected two researchers at the University of California-Irvine, both interested in how to improve executive functions through physical activity who hadn't known about one another (Kim Lakes & Autumn Ivy). (2021)
- Torbjörn Vestberg at the Karolinska Inst. in Stockholm wanted to do a study with 3 cohorts: A group from mainland China, one from Taiwan, and one from Hong Kong. All 3 cultures are Chinese, but their experiences have been very different. I connected him with researchers in China, Taiwan, and Hong Kong so that he could do the study. (2021)

Beginning in 2020....

- 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)
- Advised 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 2022)
- Advised Laurie Faith, PhD, Educational Psychology, OISE, Univ. of Toronto, on the writing of her book: Faith, L., Bush, C.-A., Dawson, P. (2022). *Executive function skills in the classroom: Overcoming barriers, building strategies.* New York: The Guilford Press. ISBN: 978-1462548927 (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 (Caregiver Support Program at North Shore Community Resources, attended by staff from facilities across North & West Van; Cedarview Lodge, which provides a range of healthcare support and services for elders) and physicians (Neurology Grand Rounds, VGH; Psychiatry Educational Rounds, VGH; Neuropsychiatry Grand Rounds, UBC Hospital joined by 12 remote sites online). (Feb 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:
  - Syari Umam, MA, counseling psychology, Indonesia: help with writing her personal statement/SOP for an application to study in the US (2024 2026)
  - 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

- Connected Angela Duckworth, MacArthur Fellow & author of the book, Grit, with noted educator, Linda Nathan, author of the book, Grit is Not Enough. I knew they both care deeply about helping all children, regardless of background, succeed in school, and I knew they would find much common ground once they were able to talk together. Connected Ahmad Samara, a Palestinian physician on the West Bank, with Prof. Tamara Vanderwal, in our department. It worked! Ahmad has been accepted as a PhD student in the Neuroscience Program & will be coming as soon as travel is again permitted. (2020)
- Connected Saba Sagliker Kose with Dr. Gilles Julien, McGill Med Sch & Fondation Dr Julien. That led to Saba getting a clinical internship at Gilles' foundation. It is a unique opportunity to learn about children's rights, child protection, & community social peds. (2020)
- Connected the established non-profit, Mom2Mom, in Vancouver with the new non-profit, Nurture Seattle, since both have mentor parents help new parents. Connected the struggling Logan Memorial School, in a very low-income, Latino area of San Diego, which was slated to become the first prenatal to 12th grade public school in the US, with Silvia Dubovoy, a noted Montessori trainer who

is the Founder and Director Emerita of the Montessori Institute of San Diego. This is working so terrifically well. The school is completely transformed. Adriana Chavarin-Lopez, an education leadership PhD student at Harvard (herself the daughter of Mexican immigrants), is documenting the school before and after. (2020)

- Connected Prof. of Speech Pathology, Kittie Verdolini Abbott, newly arrived at the Univ. of Delaware with Prof. of Language Development, Roberta Golinkoff, at Univ. of Delaware, when Kittie approached me about who could help one of her grad students. Connected people studying executive functions in low-income countries with one another, including: Stephen Bailey, Cambridge Univ; Bruce Rawlings, Univ. of Texas- Austin; Regina Lohndorf, Pontificia Univ. Católica de Chile, Santiago; Mahsa Ershadi, Boston College; Sebastián Lipina, Unidad de Neurobiología Aplicada, Bueno Aires, Argentina; Irem Korucu, Purdue Univ.; Julia Hermida, National Univ. of Hurlingham, Argentina; & Jelena Obradovic, Stanford Univ. (2020)
- Connected Dr. Shazeen Suleman, graduate of UBC Med Sch now at Johns Hopkins, with Brandon Carone, honors undergrad at UCLA, because Shazeen started the Music Box program in the Downtown Eastside and Brandon is the Research Coordinator for Music Mends Minds & founded the UCLA chapter of Music & Memory. (2020)

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 2023)
- 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)
- I connected Tim McGeer (Principal of University Hill Secondary School, Vancouver) with Prof. Natalia Cadavid Ruiz (Pontificia Universidad Javeriana, Cali, Colombia). UHill high school students had discovered, to their surprise, that a great many of the students at UHill are extremely depressed, anxious, and feeling overwhelmed with stress. They have been coming up with ideas to help alleviate that. Natalia's university students have discovered to their surprise, that a great many of the students their university are extremely depressed, anxious, and feeling overwhelmed with stress. Now they are starting to think about what be able to be done to alleviate that. I thought the 2 groups could share ideas. (2019)
- I connected Scott Clark and other leaders of the Our Place community-led initiative in the DTES with researchers to document the benefits of the program. I pulled together Profs. Martin Guhr and Annalee Yassi in the School of Public Health to collaborate with me, and recruited Lisa Ritland, a recent Masters graduate of SPH to conduct the research. (2019)
- I connected faculty in UBC's Dept. of French, Hispanic and Italian Studies with Profs. Prof. Oscar Mora and/or Prof. Rafael Alberto Hernandez Cuesta in the Dept. of English at Pontificia Universidad Javeriana, Cali, Colombia so that UBC can take advantage of a program at their university where students at their university in Colombia talk one on one, face-to-face with North American students. Half of each session is in Spanish, to help the American Spanish-language learners, and half of each session is in English, to help the

Colombian English-language learners. (2019)

I connected researchers, NGOs, and social activists in several different Central and South American countries with one another to facilitate possible collaborations. (2019)

# 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)
- Mentored Stephen Bayley, Research Associate, Centre for Research on Play in Education, Development and Learning, Univ. of Cambridge, on his project: *Skills for adaptability in the global south: Researching children's executive functions in low-income contexts.* Stephen wrote: Thank you so much for all your support and encouragement for my workover the past 3-4 years. You've truly opened up so many doors for me! (2018 2023)

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 (<u>Nations</u>: Chile, Indonesia, Peru, & Ktunaxa First Nation [in the Okanagan]; <u>USA States</u>: 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."
- Lecture Performance co-presented with the children of the California Dance Institute at Semel Institute for Neuroscience & Human Behavior, UCLA, Los Angeles, CA (2016)

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 Lohndorf 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 2024....

Faculty Mentor (March 2024 – April 2024) to Michelle Downes during her sabbatical research. Assoc. Prof. & Ad Astra Fellow, School of Psychology, Univ. College Dublin (March 2024 – April 2024)

## Beginning in 2022....

Advised Brazilian researcher, Profa. Daniela Ramos, on developing games to improve executive functions (2022)

### Beginning in 2021....

Faculty Mentor to Maung Nyeu, Ed.D., Sr. Research Scientist & Lecturer, Steinhardt School of Culture, Education, & Human Development, NYU; Founder & Exec. Director, Our Golden Hour, an NGO committed, to extending educational opportunities for children in marginalized & underserved communities. (2021 – present)

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 - 2022)

### 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....

- 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]
- Mentored Professor Alessandra Gotuzo Seabra, PhD, Graduate Program Developmental Disorders, Universidade Mackenzie, São Paulo, Brazil (2012)

# 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. (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 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 communityled 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?)

## PUBLICATIONS: (ORCID ID: https://orcid.org/0000-0002-1453-6434)

(Google Scholar Citation as of 19 Feb 2025: 65,389 citations; h-index: 75)

## (\* = Student co-author; <sup>T</sup> = Res. Tech. [between undergrad. & grad.] or Postdoctoral co-author)

Faith, L., Bush C.-A., & Diamond, A. (*in prep.*) EFs2theRescue: An Early Years Resource for Executive Function Development to be published by *Cambridge University Press* in 2026

Molyneux\*, T.M. & Diamond, A. (*submitted*). Getting to the heart of JUMP Math: A multiple case study exploring the qualities of the math learning environment during JUMP Math lessons.

Ling\*, D.S. & Diamond, A. (submitted). A qualitative study of lived experience in children with ADHD.

Haenjohn, J., Supwirapakorn, W., Tongkhambanchong, S., Namyen, J., Charoenkittayawut, S. & Diamond, A. (*submitted*). Executive functions in Thai adolescents: Development of an inventory measure, its factors and norms.

Hutchison, S.M., Brain, U., Grunau, R.E., Diamond, A. & Oberlander, T.M. (*submitted*). Maternal perinatal depressive symptoms, prenatal maternal selective serotonin reuptake inhibitor antidepressants, and executive functions in children: A 12-year longitudinal study.

Kitil, M. J., Diamond, A., Guhn, M., & Schonert-Reichl, K. A. (2025). Longitudinal relations of executive functions to academic achievement and wellbeing in adolescence. *Frontiers in Education*, *10*. https://doi.org/10.3389/feduc.2025.1573107

Diamond, A. (2025). Insights from a career at the border of developmental psychology and cognitive neuroscience. *Annual Review of Developmental Psychology*, 7 <u>http://dx.doi.org/10.1146/annurev-devpsych-010923-114435</u> [Epub 23 Jan 2025 ahead of print]

DelRosso, L.M., Vega-Flores, G., Ferri, R., Mogavero, M. & Diamond, A. (2022). Assessment of executive and cognitive functions in children with restless sleep disorder: A pilot study. *Brain Sciences, 12:* 1289. <u>http://dx.doi.org/10.3390/brainsci12101289</u>

Diamond, A. (2022). Reflections on Montessori education – Opportunities and challenges. In Jaap de Brouwer & Patrick Sins (Eds.), *Perspectives on Montessori* (pp. 9-16). Lierderholthuis, Netherlands: Saxion Progressive Education University Press.

Diamond, A. (2022). How to sharpen executive functions: Activities to hone brain skills. *ADDitude Magazine*. <u>https://www.additudemag.com/how-to-improve-executive-function-adhd</u>

Diamond, A. (2022). Forward to Laurie Faith, Peg Dawson, & Carol-Anne Bush, *Executive function skills in the classroom: Overcoming barriers, building strategies* (pp. vii-viii). NY: Guildford Press. ISBN: 978-1462548927

- was supposed to be released in 2021, but supply-chain problems delayed the publisher.

Fernandes\*, V. R., Scipião-Ribeiro, M. L., Araújo, N. B., Mota, N. B., Ribeiro, S., Diamond, A., &

Deslandes, A. C. (2022). Effects of capoeira on children's executive functions: A randomized controlled trial. *Mental Health and Physical Activity*, *22*, 100451. <u>http://dx.doi.org/10.1016/j.mhpa.2022.100451</u>

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. http://dx.doi.org/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. http://dx.doi.org/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. <u>http://dx.doi.org/10.3389/fpsyg.2020.571891</u> PMID: 33488445

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. (2020). Peace is a state of mind: Activating our frontal lobes and our executive functions. In P. Paoletti & A. Diamond (eds.). *The Science of Education for Peace: Tools to Sow Peace in and around us* (p. 14-18). Assisi, Italy: Fondazione Patrizio Paoletti.

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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] <u>http://dx.doi.org/10.1093/cercor/bhz053</u>

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. http://dx.doi.org/10.1371/journal.pone.0222447 PMID: 31527919

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] <u>http://dx.doi.org/10.1016/j.dcn.2018.05.001</u> PMID: 29909061

- This article was chosen as 1 of the 2 "must-read" articles in 2018 for anyone interested in the association between chronic physical activity and cognition (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. <u>http://dx.doi.org/10.1123/pes.2019-0010</u>)

- Top 1 percentile for all articles cited in the journal in 2019

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 http://dx.doi.org/10.1093/oso/9780199974467.003.0008

This is the size of a monograph with 288 printed pages and another 154 pages of supplemental information online.

To access the review (with live links to the supplemental material):

https://www.devcogneuro.com/Publications/Diamond\_Ling\_2020\_efforts\_to\_improve\_EFs\_whole\_chapter.pdf

Note that the tables in the Diamond and Ling paper are more legible here than if you go to DOI link. To access the table of contents and abstract plus

overview: https://www.devcogneuro.com/Publications/diamond\_ling\_2020\_abstract\_table\_of\_con\_tents\_and\_overview\_v2.pdf

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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. https://www.brookings.edu/blog/future-development/2018/07/09/the-enormous-cost-of-toxic-stress-repairing-damage-to-refugee-and-separated-children

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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] <u>http://dx.doi.org/10.1007/s00737-017-0803-0</u> 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] http://dx.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: <u>http://tinyurl.com/goldlg4</u>

Diamond, A. (2016). Why improving and assessing 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.

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- 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
- Santa-Cruz, C. & Rosas, R. (2017). Mapping of executive functions/Cartografía de las funciones ejecutivas. *Estudios de Psicología, 38*, 284–310
- Colón-Díaz, K., Torres-Rodríguez, D., & García Coll, C. (2017). Conociendo el desarrollo desde la concepción hasta el periodo hasta el period preescolar. [Spanish: Knowing the development from conception through the preschool period.] In Cynthia García Coll & Nicole Vélez Agosto [Eds.], *Perspectiva en Desarrollo Humano: Prevención y Promoción en Niños y Adolescents*. [Spanish: Human Development Perspectives: Prevention and Promotion in Children and Adolescents,] Vol.1., Cayey, Puerto Rico: Publicaciones Gaviotao. ISBN: 978-1615052837

Diamond, A. & Ling<sup>T</sup>, 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] http://dx.doi.org/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 (2023)

- 3rd most downloaded paper in the journal in 2016 & 2023
- 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<sup>T</sup>, 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.

Ling<sup>T</sup>, D. S., Wong<sup>\*</sup>, 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] <u>http://dx.doi.org/10.1016/j.cogdev.2015.10.003</u> PMID: 26949287

Diamond, A. (2015). Research that helps us move closer to a world where each child thrives. *Research in Human Development, 12,* 288–294. (This is the "Just One Wish Issue" with guest editors Richard A. Settersten Jr. & Megan McClelland.) [Epub 27 Aug. 2015 ahead of print.] http://dx.doi.org/10.1080/15427609.2015.1068034 PMID: 26635510

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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. <u>http://dx.doi.org/10.5465/AMBPP.2015.18056abstract</u>

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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. PMID: 25360055 This paper was reprinted in 2015 in a book in Portuguese.

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Zarchi\*, O., Diamond, A., Weinberger, R., Abbott, D., Carmel, M., Frisch, A., Michaelovsky, E., Gruber, R., Green, T., Weizman, A., & Gothelf, D. (2014). A comparative study of the neuropsychiatric and neurocognitive phenotype in two microdeletion syndromes: Velocardiofacial (22q11.2 deletion) and Williams (7q11.23 deletion) syndromes. *European Psychiatry, 29*, 203–210. [Epub 17 Sept. 2013 ahead of print.] http://dx.doi.org/10.1016/j.eurpsy.2013.07.001 PMID: 24054518

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Diamond, A. (2013). Executive Functions. *Annual Review of Psychology, 64*, 135–168. [Epub 2013 Sep 27 ahead of print]. <u>http://dx.doi.org/10.1146/annurev-psych-113011-143750</u> PMID: 23020641

- - Though written back in 2013, this was among the 10 most downloaded papers in 2020 & 2021 from all Annual Reviews across all disciplines. As of 21 Feb 2025, this paper has been cited 18,102 times (source: Google Scholar).
- - Table 1 and Figure 4 translated into Italian in a book describing a motor program enriched with cognitive tasks for kindergarten children: Marianna Alesi, Claudia Galassi & Annamaria Pepi

(2016). *PMA. Programma motorio arricchito: Educare allo sviluppo motorio e allo sviluppo delle funzioni esecutive in età prescolare.* Bergamo, Italy: Edizioni Junior. ISBN: 978-8884347787

- - Figure 4 translated into Portuguese in: Ricardo Franco de Lima (2015). *Neuropsychological rehabilitation program in executive functions for students with developmental dyslexia: Elabora-tion and efficacy* (Unpublished doctoral thesis). University of Campinas (UNICAMP), Brazil.
- A close adaptation of Table 1 appears as Table 2 in: Cristofori, I., Cohen-Zimerman, S., & Grafman, J. (2019). Chapter 11 Executive functions. In M. D'Esposito & J. H. Grafman (Eds.), *Handbook of Clinical Neurology* (Vol. 163, pp. 197-219). Elsevier. https://doi.org/https://doi.org/10.1016/B978-0-12-804281-6.00011-2
- - Figure 4 to appear in PhD dissertation (2022) of Anne Elisabeth Brandt, St Olavs hospital, University hospital, Trondheim, Norway
- Figure 4 to appear in paper tentatively titled Executive functions in survivors of intimate partner violence: A systematic review for submission to Family Violence by clinical psychologist Lauren Beardsley, PhD, North Wales Clinical Psychology Programme
- - Xiayi Zhou, an Autism Spectrum Disorder (ASD) specialist in China, translated this article into Chinese in 2024 and posted it on her social blog to reach the educational and research community, especially those working with children with ASD in Chinese-speaking regions.
- Figure 4 included in the doctoral dissertation (2025) of Rui Zhang, School Psychology, Rutgers Univ.

Weikum, W. M.<sup>T</sup>, Grunau, R. E., Brain, U., Chau\*, C. M. Y., Boyce, W. <sup>T</sup>., 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. <u>http://dx.doi.org/10.3389/fncel.2013.00180</u> PMID: 24130516

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Green<sup>T</sup>, T., Weinberger<sup>T</sup>, R., Diamond, A., Berant<sup>T</sup>, M., Hirschfeld<sup>T</sup>, L., Frisch<sup>T</sup>, A., Zarchi<sup>T</sup>, O., Weizman, A., & Gothelf, D. (2011). The effect of methylphenidate on prefrontal cognitive functioning, inattention, and hyperactivity in velocardiofacial syndrome. *Journal of Child and* 

*Adolescent Psychopharmacology, 21*, 589–595. <u>http://dx.doi.org/10.1089/cap.2011.0042</u> PMID: 22149470

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Diamond, A. & Lee<sup>T</sup>, K. (2011). Interventions shown to aid executive function development in children 4-12 years old. *Science*, *333*, 959–964. <u>http://dx.doi.org/10.1126/science.1204529</u> PMID: 21852486

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Shing, Y. L.<sup>T</sup>, 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. <u>http://dx.doi.org/10.1080/87565641.2010.508546</u> NIHMS:249666 PMID:21038160

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- UN Committee on the Rights of the Child has circulated this to all its members.
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- See also: <u>http://www.devcogneuro.com/images/Pubs/National\_Scientific\_Council\_on\_the\_Developing\_C</u> <u>hild2009.pdf</u> <u>http://www.nytimes.com/2009/09/27/magazine/27tools-t.html?\_r=1</u>
- Reported in numerous news outlets, including: New York Times, Chicago Tribune, the UK Telegraph, BBC, & NPR
- Ignited an explosion of interest by funders & researchers in the possibility of intervening early to improve EFs
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