

# Jenna E. Finch

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## ACADEMIC APPOINTMENT

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2018 – Present    Assistant Professor, Department of Psychology  
University of Nebraska–Lincoln

## EDUCATION

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2018                Ph.D., Developmental and Psychological Sciences  
Graduate School of Education, Stanford University

2013                B.A., Psychology and Mathematics with Honors, *summa cum laude*  
Georgetown University

## HONORS AND AWARDS

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2021, 2023        Certificate of Recognition for Contributions to Students  
*University of Nebraska-Lincoln Teaching Council and Parents Association*

2019                Paul R. Pintrich Outstanding Dissertation Award  
*American Psychological Association (Division 15: Educational Psychology)*

2013                J.P. Guilford National Undergraduate Research Award (1<sup>st</sup> place)  
*Psi Chi Honor Society*

2013                Phi Beta Kappa  
*Georgetown University*

2013                Sebastian Brenninkmeijer Medal in Psychology  
*Georgetown University*

2013                Pi Mu Epsilon, National Mathematics Honorary Society  
*Georgetown University*

2012 – 2013        Psi Chi Honor Society in Psychology, President  
*Georgetown University Chapter*

## GRANTS

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### Current

2023 – 2028        **Inspiring Outcomes for Children through Equitable Early Childhood Education Experiences**  
*Role: Co-Investigator (PI: Lisa Knoche; co-PIs: Susan Sheridan, Holly Hatton; Co-Is: Carrie Clark, Dipti Dev, Nkenge Friday, Kathleen Gallagher, Jemalyn Griffin, Kelli Hauptman, Soo-Young Hong, Natalie Koziol, Jennifer Leeper-Miller, Jennifer*

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PeeksMease, Susan Sarver, Rachel Schnachter, Julia Torquati, Changmin Yan, HyeonJin Yoon)

*Funding Source:* University of Nebraska – Lincoln

*Total Budget:* \$ 3,955,830

2023 – 2025 **All in a Day's Work: The Effects of Daily Schooling Experiences on Children's Executive Function Skills**

*Role:* Principal Investigator

*Funding Source:* American Educational Research Association – National Science Foundation (AERA-NSF) Research Grant

*Total Budget:* \$ 35,000

**Past**

2020 – 2022 **Self-regulation and Motivation In Learning Environments (SMILE): A Longitudinal Study on the Transition to Third Grade**

*Role:* Principal Investigator

*Funding Source:* Layman Seed Grant (University of Nebraska-Lincoln)

*Total Budget:* \$ 10,000

2020 – 2022 **Family Environments and Child Development during the COVID-19 Pandemic**

*Role:* Principal Investigator

*Funding Source:* University of Nebraska-Lincoln COVID-19 Rapid Response Grant Program

*Total Budget:* \$ 16,750

2019 – 2020 **Building the Infrastructure for Early Childhood Executive Function Research in Nebraska**

*Role:* Co-Principal Investigator (PI: Carrie Clark, Co-Is: Danae Dinkel, Marc Goodrich, Jolene Johnson, Natalie Koziol, Philip Lai, Amy Napoli, Timothy Nelson, Abbie Raikes, Helen Raikes, Anne Schutte, Timothy Nelson, Yingying Wang, Amanda Witte)

*Funding Source:* University of Nebraska-Lincoln Planning and Proposal Generation Grants

*Total Budget:* \$ 19,999

**FELLOWSHIPS AND TRAVEL AWARDS**

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2023 Society for Research in Child Development Early Career Travel Award

2021 – 2022 Nebraska Academy for Early Childhood Research Policy Fellowship

2019 – 2021 AERA-SRCD Early Career Fellowship in Middle Childhood Education and Development

2019 Society for Research in Child Development Early Career Travel Award

2018 – 2019 Research Development Fellow, University of Nebraska-Lincoln

2017 – 2018 Karr Family Fellowship, Center for Education Policy Analysis, Stanford University

2016 – 2017 Additional Insights International Research Fellow, New York University/ World Bank

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2015, 2017	Society for Research in Child Development Graduate Student Travel Award
2014 – 2016	Institute of Education Sciences Fellowship, Stanford Interdisciplinary Doctoral Training Program in Quantitative Education Policy Analysis
2014	South Asian Graduate Student Research Fellowship, Stanford University
2013 – 2018	William R. and Sara Hart Kimball, Stanford Graduate Fellow
2012	Undergraduate Summer Research Grant, Psi Chi Honor Society
2012	Georgetown Undergraduate Research Opportunities Program Summer Fellowship

## PUBLICATIONS

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### Peer-Reviewed Journal Articles

\* Denotes graduate mentee authors

+ Denotes undergraduate mentee authors

1. **Finch, J. E.**, \*Saavedra, A., & Obradović, J. (in press) Academic motivation and self-regulated classroom behaviors in middle childhood: Moderation by parental education. *Journal of Child and Family Studies*.
2. **Finch, J. E.**, \*Akhavain, K., Patwardhan, I., & Clark, C. A. C. (2023). Teachers' self-efficacy and perceptions of school climate are uniquely associated with students' externalizing and internalizing behavior problems. *Journal of Applied Developmental Psychology*, 85, 101512. <https://doi.org/10.1016/j.appdev.2023.101512>
3. **Finch, J. E.**, Wolf, S., & Lichand, G. (2022) Executive functions and motivation uniquely predict children's academic development in Côte d'Ivoire. *Developmental Psychology*, 58(12), 2287-2301.  
*Pre-registration:* [https://osf.io/y9emz/?view\\_only=5656570cce1b4c27896f01807612ee36](https://osf.io/y9emz/?view_only=5656570cce1b4c27896f01807612ee36)
4. Obradović, J., **Finch, J. E.**, Connolly, C., Siyal, S., & Yousafzai, A. (2022) The unique relevance of executive functions and self-regulation behaviors for understanding early childhood experiences and preschoolers' outcomes in rural Pakistan. *Developmental Science*, 25(6), e13271. <https://doi.org/10.1111/desc.13271>
5. Latham, S., **Finch, J. E.**, Reardon, S., & Waldfogel, J. (2021) Increases in income-based disparities in early elementary school obesity, 1998 to 2014. *Academic Pediatrics*, 21(2), 304-311. <https://doi.org/10.1016/j.acap.2020.11.021>
6. Sulik, M. J., **Finch, J. E.**, & Obradović, J. (2020). Moving beyond executive functions: Challenge Preference as a predictor of academic achievement in elementary school. *Journal of Experimental Child Psychology*, 198. <https://doi.org/10.1016/j.jecp.2020.104883>
7. \*Armstrong-Carter, E., **Finch, J. E.**, Siyal, S., Yousafzai, A., & Obradović, J. (2020). Biological sensitivity to context in Pakistani preschoolers: Hair cortisol and family wealth interactively predict girls' cognitive skills. *Developmental Psychobiology*, 62(8), 1046-1061. <https://doi.org/10.1002/dev.21981>

8. **Finch, J. E.** (2019). Do schools promote executive functions? Differential working memory growth across the school-year and summer months. *AERA Open*, 5(2), 1-14. <https://doi.org/10.1177/2332858419848443>
9. **Finch, J. E.**, Garcia, E. B., Sulik, M. J., & Obradović, J. (2019). Peers matter: Links between classmates' and individual students' executive functions in elementary school. *AERA Open*, 5(1), 1-14. <https://doi.org/10.1177/2332858419829438>
10. Johnson, A.D., **Finch, J. E.**, & Phillips, D. A. (2019). Associations between child care experiences and kindergarten readiness in a low-income sample: Moderation by child temperament. *Developmental Psychology*, 55(3), 623-636. <https://doi.org/10.1037/dev0000651>
11. Obradović, J., **Finch, J. E.**, Portilla, X., Rasheed, M., Tirado-Strayer, N., & Yousafzai, A. (2019). Early executive functioning in a global context: Developmental continuity and family protective factors. *Developmental Science*, 22(5), e12795. <https://doi.org/10.1111/desc.12795>
12. **Finch, J. E.**, Yousafzai, A., Rasheed, M., & Obradović, J. (2018). Measuring and understanding social-emotional behaviors in preschoolers from rural Pakistan. *PLOS ONE*, 13(11). <https://doi.org/10.1371/journal.pone.0207807>
13. Obradović, J., Sulik, M., **Finch, J. E.**, & Tirado-Strayer, N. (2018). Assessing students' executive functions in the classroom: Validating a scalable group-based procedure. *Journal of Applied Developmental Psychology*, 55, 3-14. <https://doi.org/10.1016/j.appdev.2017.03.003>
14. **Finch, J. E.**, & Obradović, J. (2017). Unique effects of socioeconomic and emotional parental challenges on children's executive functions. *Journal of Applied Developmental Psychology*, 52, 126-137. <https://doi.org/10.1016/j.appdev.2017.07.004>
15. **Finch, J. E.**, & Obradović, J. (2017). Independent and compensatory contributions of executive functions and challenge preference for students' adaptive classroom behaviors. *Learning and Individual Differences*, 55, 183-192. <https://doi.org/10.1016/j.lindif.2017.03.002>
16. Brown, N., **Finch, J. E.**, Obradović, J., & Yousafzai, A. (2017). Maternal care mediates the effects of nutrition and responsive stimulation interventions on young children's growth. *Child: Care, Health, and Development*, 43(4), 577-587. <https://doi.org/10.1111/cch.12466>
17. Obradović, J., & **Finch, J. E.** (2017). Linking executive function skills and physiological challenge response: Piecewise latent growth curve modeling. *Developmental Science*. <https://doi.org/10.1111/desc.12476>
18. Obradović, J., Yousafzai, A., **Finch, J. E.**, & Rasheed, M. (2016). Maternal scaffolding and home stimulation: Key mediators of early intervention effects on children's cognitive development. *Developmental Psychology*, 52(9), 1409-1421. <https://doi.org/10.1037/dev0000182>
19. Bassok, D., **Finch, J. E.**, Lee, R. H, Reardon, S. F., & Waldfogel, J. (2016). Socioeconomic gaps in early childhood experiences, 1998 to 2010. *AERA Open*, 2(3), 1-22. <https://doi.org/10.1177/2332858416653924>
20. **Finch, J. E.**, Johnson, A. D., & Phillips, D. A. (2015). Is sensitive caregiving in child care associated with children's early effortful control skills? An exploration of linear and threshold effects. *Early Childhood Research Quarterly*, 31(2), 125-134. <https://doi.org/10.1016/j.ecresq.2014.12.007>

Updated: October 6, 2023

21. \*Akhavein, K., Clark, C. A. C., Nelson, J. M., Espy, K. A. & **Finch, J. E. (last author as project lead)** (in press). The contributions of preschool executive functions and early math abilities to arithmetic skills in elementary school. *Cognitive Development*.

Pre-registration: [https://osf.io/9d8p2/?view\\_only=2109b65568494aff9ce7904d1907cad0](https://osf.io/9d8p2/?view_only=2109b65568494aff9ce7904d1907cad0)

### Manuscripts Under Review at Peer-Reviewed Journals

1. +Johnson, R. & **Finch, J. E.** (revision under review) Academic achievement and engagement during the transition to middle childhood: Comparisons by learning disability status. *Learning Disability Quarterly*.

Pre-registration: [https://osf.io/f7ksn/?view\\_only=fe12102ff0814c6cb90c66b2725f15b2](https://osf.io/f7ksn/?view_only=fe12102ff0814c6cb90c66b2725f15b2)

2. Votruba, A. M. & **Finch, J. E.** (revise & resubmit) Trends and considerations in teaching introductory quantitative coursework in psychology graduate programs. *Scholarship of Teaching and Learning in Psychology*.
3. **Finch, J. E.**, Garcia, E. B., & Obradović, J. (under review) Back to school: Teachers' initial perceptions of students' executive function behaviors are important for teacher-student relationships and executive function development.

Code & data: [https://osf.io/drqfc/?view\\_only=50fefb443d574c1696ca11f4c3822e3c](https://osf.io/drqfc/?view_only=50fefb443d574c1696ca11f4c3822e3c)

4. \*Akhavein, K., Clark, C. A. C., Nelson, J. M., Espy, K. A. & **Finch, J. E. (last author as project lead)** (under review) Children's arithmetic strategy use: The predictive roles of executive functions and socio-demographic characteristics

### Manuscripts In Preparation

1. \*Starr, E.J., \*Akhavein, K., Hatton, H., & **Finch, J. E. (last author as project lead)** (invited submission of full manuscript to special section on Family Conversations) Parent-child conversations as coping socialization during the COVID-19 pandemic: The role of parent stress on fear learning and child outcomes. *Developmental Psychology*.
2. **Finch, J.E.** & \*Akhavein, K. Mathematical activities in the classroom support executive function development in elementary school.
3. **Finch, J.E.**, \*Akhavein, K., \*Starr, E., \*Barnes, J. & +Chamberlain, N. The chronicity of adverse pandemic experiences: Links to young children's development and wellbeing.
4. **Finch, J.E.**, \*Phillips, E., +Henrichs, A., +Borcyk, N., & Brock, R. Transactions among mother and child self-regulation, parenting stress, and dynamic mother-toddler interaction quality.
5. Votruba, A. M., +Bloemker, M., +Parolek, G., & **Finch, J. E. (last author as project lead)** Parent-child conflict resolution: The role of parents' conflict styles and active listening.
6. **Finch, J. E.**, +Parolek, G., +Bloemker, M., & Votruba, A. M. The joint roles of parent and child executive functions for parent-child conflict resolution.

### Pre-Registrations

1. \*Akhavein, K. & **Finch, J. E.** Executive functions and on-task behaviors: The moderating role of parental control.

Updated: October 6, 2023

Pre-registration: [https://osf.io/3t5cz/?view\\_only=0f0c3ade9e7e4ae89666b74f892a9c40](https://osf.io/3t5cz/?view_only=0f0c3ade9e7e4ae89666b74f892a9c40)

2. +Johnson, R. & **Finch, J. E.** Examining the protective role of motivation for children with learning difficulties' academic achievement.

Pre-registration: <https://archive.org/details/osf-registrations-jdtp5-v1>

## Book Chapters

1. **Finch, J. E.**, & Obradović, J. (2017). Adversity and stress: Implications for the development of executive functions. In S. Wiebe & J. Karchach (Series Eds.), *Lifespan Development and Plasticity of Executive Functions*. Psychology Press (Taylor & Francis).

## Book Reviews

1. **Finch, J. E.** (2014). 1+1=0? Why a strong evidence base on early care and education does not add up to change. [Review of the book *The Pre-K Debates: Current Controversies and Issues*, edited by E. Zigler, W.S. Gilliam, & S.W. Barnett]. *Early Childhood Research Quarterly*, 29(2), 227-229.

## CONFERENCE ROUNDTABLE PRESENTATIONS

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1. **Finch, J.E.** (2023, March 23 – 25). *Defining the self-regulatory classroom environment: What is it and how do we measure it?* [Panelist]. Society for Research on Child Development biennial conference, Salt Lake City, UT, United States.

## CONFERENCE PAPER PRESENTATIONS

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\* Denotes graduate mentee authors

+ Denotes undergraduate/post-baccalaureate mentee authors

1. **Finch, J.E.** & \*Akhavain, K. (2023, March 23 – 25). *Mathematical activities in the classroom support executive function development in elementary school* [Paper presentation]. Society for Research on Child Development biennial conference, Salt Lake City, UT, United States.
2. \*Akhavain, K., **Finch, J.E.**, Clark, C.A.C., Nelson, J.M., Espy, K.A. (2023, March 23 – 25). *Do preschool executive functions relate to strategy use and problem-solving performance into elementary school?* [Paper presentation, chair]. Society for Research on Child Development biennial conference, Salt Lake City, UT, United States.
3. \*Akhavain, K., Jiang, Q., Avari, P., **Finch, J.E.**, Parra, G., Clark, C.A.C., Hatton-Bowers, H. (2023, March 23 – 25). *Teacher emotion dysregulation and job stress: Predictors of preschoolers' executive functions* [Paper presentation, chair]. Society for Research on Child Development biennial conference, Salt Lake City, UT, United States.
4. **Finch, J.E.**, \*Akhavain, K., \*Boohar, E., \*Starr, E.J., & +Barnes, J. (2022, April 13). *Chronicity of Household Stress and Children's Behavioral Problems during the COVID-19 Pandemic*. [Paper presentation] Nebraska Center for Child, Youth, Families, and Schools (CYFS) Summit on Research in Early Childhood, Lincoln, NE.
5. **Finch, J. E.**, Wolf, S., & Lichand, G. (2021, April 7–9) *Executive functions and motivation uniquely predict children's academic development in Côte d'Ivoire* [Paper presentation, chair]. Society for Research on Child Development biennial conference.

6. \*Akhavain, K., Clark, C. A. C., Nelson, J. M., Espy, K. A. & **Finch, J. E.** (2021, April 7–9) The unique contributions of executive functions and mathematical ability to sign switching in mathematics [Paper presentation, chair]. Society for Research on Child Development biennial conference.
7. +Johnson, R. & **Finch, J. E.** (2021, April 7–9) *Examining the protective role of motivation for children with learning disabilities' academic achievement* [Paper presentation]. Society for Research on Child Development biennial conference.
8. **Finch, J. E.**, Garcia, E. B., & Obradović, J. (2020, August 6–9). *The importance of teacher-child conflict for directly-assessed and teacher-reported executive functions* [Paper presentation]. American Psychological Association annual convention, Washington, D.C., United States.
9. **Finch, J. E.** (2019, April 5–9). *Do schools promote executive functions? Differential working memory growth across school year and summer months* [Paper presentation]. American Educational Research Association annual meeting, Toronto, Canada.
10. **Finch, J. E.**, Garcia, E. B., Sulik, M., & Obradović, J. (2019, April 5–9). *Peers matter: Links between classmates' and individual students' executive functions in elementary school* [Paper presentation]. American Educational Research Association annual meeting, Toronto, Canada.
11. **Finch, J. E.**, Garcia, E. B., & Obradović, J. (2019, March 21–23). *The importance of the teacher-child relationship for teachers' perceptions of students' executive functions* [Paper presentation]. Society for Research on Child Development biennial conference, Baltimore, MD, United States.
12. **Finch, J. E.**, Garcia, E. B., Sulik, M. J., & Obradović, J. (2019, March 21–23). *Peers matter: Links between classmates' and individual students' executive functions in elementary school* [Paper presentation]. Society for Research on Child Development biennial conference, Baltimore, MD, United States.
13. \*Armstrong-Carter, E., **Finch, J. E.**, & Obradović, J. (2019, March 21–23). *Hair cortisol and wealth: Direct and interactive effects on cognitive and social-emotional skills in Pakistani preschoolers* [Paper presentation]. Society for Research on Child Development biennial conference, Baltimore, MD, United States.
14. **Finch, J. E.** (2018, October 4–6). *Children's working memory development during school year and summer months: A nationally-representative sample* [Paper presentation]. Use of Secondary and Open Source Data in Developmental Science special topic meeting, Phoenix, Arizona, United States.
15. **Finch, J. E.**, & Yoshikawa, H. (2017, April 6–8). *Pre-academic stimulation moderates the effects of a preschool intervention for at-risk Chilean children* [Paper presentation]. Society for Research on Child Development biennial conference, Austin, TX, United States.
16. **Finch, J. E.**, & Obradović, J. (2017, April 6–8). *Classroom quality and academic achievement in middle childhood: Mediation by executive functioning skills* [Paper presentation]. Society for Research on Child Development biennial conference, Austin, TX, United States.
17. Obradović, J., Yousafzai, A., **Finch, J. E.**, & Rasheed, M. (2017, April 6–8). *Maternal scaffolding and home stimulation: Key mediators of early intervention effects on children's cognitive development* [Paper presentation]. Society for Research on Child Development biennial conference, Austin, TX, United States.

18. Obradović, J., Sulik, M., & **Finch, J. E.** (2017, April 6–8). *Assessing executive functions in the classroom context using tablet-based tasks* [Paper presentation]. Society for Research on Child Development biennial conference, Austin, TX, United States.
19. **Finch, J. E.**, & Yoshikawa, H. (2017, March 1–4). *Compensatory effects of a preschool intervention for at-risk Chilean children: Moderation by pre-academic stimulation* [Paper presentation]. Society for Research on Educational Effectiveness spring conference, Washington, D.C., United States.
20. **Finch, J. E.**, & Obradović, J. (2017, March 1–4). *Executive functioning skills mediate associations between classroom quality and academic achievement in elementary school* [Paper presentation]. Society for Research on Educational Effectiveness spring conference, Washington, DC.
21. Obradović, J., Sulik, M., **Finch, J. E.**, & Tirado-Strayer, N. (2017, March 1–4). *Group assessment of executive functions in the classroom context: Implications for academic achievement* [Paper presentation]. Society for Research on Educational Effectiveness spring conference, Washington, DC, United States.
22. **Finch, J. E.**, Obradović, J., & Yousafzai, A. (2016, March 2–5). *Home environment quality mediates the effects of an early intervention on children's social-emotional development in rural Pakistan* [Paper presentation]. Society for Research on Educational Effectiveness spring conference, Washington, DC, United States.
23. Bassok, D., **Finch, J. E.**, Lee, R., Reardon, S. F., & Waldfogel, J. (2016, March 2–5). *Are early childhood disparities narrowing? The changing nature of early childhood and its link to narrowing school-entry achievement gaps* [Paper presentation]. Society for Research on Educational Effectiveness spring conference, Washington, DC, United States.
24. **Finch, J. E.**, Johnson, A. D., & Phillips, D. A. (2015, November 12–14). Publicly funded preschool and school readiness for low-income children: The moderating role of child temperament. In **J. E. Finch** (Chair), *Publicly funded preschool: Impacts across early- and middle-childhood* [Symposium]. Society for Research on Child Development biennial conference, Association for Public Policy Analysis and Management annual conference, Miami, FL, United States.
25. **Finch, J. E.**, & Obradović, J. (2015, March 19–21). *Importance of executive function skills for regulating physiological arousal: Piecewise latent growth curve modeling* [Paper presentation]. Society for Research on Child Development biennial conference, Philadelphia, PA, United States.
26. Johnson, A. D., Markowitz, A. J., **Finch, J. E.**, Hill, C., & Phillips, D. A. (2013, November 7–9). *How does high-quality public pre-K influence academic gains?* [Paper presentation] Association for Public Policy Analysis and Management annual conference, Washington, D.C., United States.
27. Johnson, A. D., **Finch, J. E.**, & Phillips, D. A. (2013, April 18–20). *Associations between caregiving quality and problem behavior in early childhood: Change over time and moderation by temperament* [Paper presentation]. Society for Research on Child Development biennial Conference, Seattle, WA, United States.

## CONFERENCE POSTER PRESENTATIONS

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\* Denotes graduate mentee authors

+ Denotes undergraduate or post-baccalaureate mentee authors

2. +Bittner, I., \*Akhavein, K., & **Finch, J.E.** (2023, March 23 – 25). *The intergenerational transmission of intrinsic motivation: The mediating role of negative and controlling parenting behaviors* [Poster presentation]. Society for Research on Child Development biennial conference, Salt Lake City, UT, United States.
3. +Starlin, M., Akhavein, K., & **Finch, J.E.** (2023, March 23 – 25). *Parent mathematics anxiety: Implications for parental control during homework and child mathematics self-concept skills* [Poster presentation]. Society for Research on Child Development biennial conference, Salt Lake City, UT, United States.
4. +Burks, I. & **Finch, J.E.** (2023, March 23 – 25). *Persistence during an unmonitored task: Associations with elementary school students' self-regulation and academic skills* [Poster presentation]. Society for Research on Child Development biennial conference, Salt Lake City, UT, United States.
5. \*Boohar, E., \*Akhavein, K., \*Starr, E., & **Finch, J.E.** (2022, November 17–20). *Examining the chronicity of caregiver mental health challenges during the COVID-19 pandemic: Links to the familial environment and child behavior problems* [Poster presentation]. Association for Behavioral and Cognitive Therapies annual convention, New York City, NY, United States.  
  
*Pre-registration:* [https://osf.io/hvsfj/?view\\_only=78f8f61a08004251ad2767cdc11ac9df](https://osf.io/hvsfj/?view_only=78f8f61a08004251ad2767cdc11ac9df)
6. \*Akhavein K., \*Boohar, E., & **Finch, J.E.** (2022, April 13). *Families' schooling experiences during the COVID-19 pandemic* [Poster presentation]. Nebraska Center for Child, Youth, Families, and Schools (CYFS) Summit on Research in Early Childhood, Lincoln, NE, United States.
7. Patwardhan, I., **Finch, J.E.**, Akhavein, K., & Clark, C.A.C. (2022, February 1–4). *Teachers' ratings of student emotional and behavioral problems: Contributions of student executive function, teacher self-efficacy, and perceived school climate* [Poster presentation]. Council for Exceptional Children Convention and Expo, Orlando, FL, United States.
8. \*Akhavein, K., Starr, E. J., & **Finch, J. E.** (2021, August 12–14) "We might not survive": Parents' fear highlighted in COVID-19 explanations [Poster presentation]. American Psychological Association annual convention.
9. \*Akhavein, K. & **Finch, J. E.** (2021, April 7–9) *Executive functions and on-task behaviors during mathematics homework: The moderating role of parental control* [Poster presentation]. Society for Research on Child Development biennial conference.
10. \*Starr, E. & **Finch, J. E.** (2021, April 7–9) "It's okay to feel scared": A content analysis of parents' COVID-19 explanations to their children [Poster presentation]. Society for Research on Child Development biennial conference.
11. +Nguyen, V., \*Akhavein, K., & **Finch, J. E.** (2021, April 7–9) *Associations between employment change and parental mental health during the COVID-19 pandemic* [Poster presentation]. Society for Research on Child Development biennial conference.

12. +Harris, A. C., \*Akhavain, K., & **Finch, J. E.** (2021, April 7–9) *Learning difficulties and parental control during homework help: The moderating role of socioeconomic status* [Poster presentation]. Society for Research on Child Development biennial conference.
13. +Olson, N. & **Finch, J. E.** (2021, April 7–9) *Family instability during the transition to schooling and links to children's social-emotional skills* [Poster presentation]. Society for Research on Child Development biennial conference.  
*Pre-registration:* [https://osf.io/5u7h2/?view\\_only=cb6d24dd5f7542bbaf0ca545c9d50761](https://osf.io/5u7h2/?view_only=cb6d24dd5f7542bbaf0ca545c9d50761)
14. +Johnson, R. & **Finch, J. E.** (2021, April 7–9) *Motivation, persistence, and past success as predictors of students' achievement: Moderation by learning disability status* [Poster presentation]. Society for Research on Child Development biennial conference.
15. \*Saavedra, A., **Finch, J. E.**, & Obradović, J. (2019, March 21–23). *Motivation and self-regulated classroom behaviors in middle childhood: Moderation by parental education* [Poster presentation]. Society for Research on Child Development biennial conference, Baltimore, MD, United States.
16. Sulik, M., **Finch, J. E.**, & Obradović, J. (2017, March 1–4). *Teacher rankings of executive function: A high-quality, low-cost alternative to rating scales?* [Poster presentation]. Society for Research on Educational Effectiveness spring conference, Washington, D.C. , United States.
17. **Finch, J. E.**, & Obradović, J. (2015, March 19–21). *Separating socioeconomic and emotional adversity: Links between early life stress and children's executive functioning skills* [Poster presentation]. Society for Research on Child Development biennial conference, Philadelphia, PA, United States.
18. +Haft, S., **Finch, J. E.**, & Obradović, J. (2015, March 19–21). *Executive function and beyond: Challenge preference as a motivator for children's success in school* [Poster presentation]. Society for Research on Child Development biennial conference, Philadelphia, PA, United States.
19. +Haft, S., **Finch, J. E.**, & Obradović, J. (2015, March 19–21). *Linking executive function and fine motor skills in middle childhood: Implications for academic achievement* [Poster presentation]. Society for Research on Child Development biennial conference, Philadelphia, PA, United States.
20. Johnson, A. D., **Finch, J. E.**, & Phillips, D. A. (2015, March 19–21). *Child care experiences and school readiness for low-income children: Moderation by child temperament* [Poster presentation]. Society for Research on Child Development biennial conference, Philadelphia, PA, United States.
21. **Finch, J. E.**, Johnson, A. D., & Phillips, D. A. (2013, April 18–20). *Predicting self-regulation in kindergarten from early child care quality* [Poster presentation]. Society for Research on Child Development biennial conference, Seattle, WA, United States.
22. **Finch, J. E.**, Johnson, A. D., & Phillips, D. A. (2013, March 1–3). *Associations between child care experiences, behavior problems, and temperamental reactivity* [Poster presentation]. Eastern Psychological Association annual meeting, New York City, NY.
23. Zachary, C., **Finch, J. E.**, Zimmerman, L., Oot, E., Fenstermacher, S., Linebarger, D., & Barr, R (2012, June 7–9). *Parent-infant interactions in low-income minority families* [Poster presentation]. XVIII Biennial International Conference on Infant Studies, Minneapolis, MN, United States.

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24. Linebarger, D. L., Barr, R., Piotrowski, J. T., Lapierre, M. A., & **Finch, J. E.** (2012, June 7–9) *Relations among early television exposure, parental supervision during that exposure, and temperament* [Poster presentation]. XVIII Biennial International Conference on Infant Studies, Minneapolis, MN, United States.

## **TEACHING AND MENTORING EXPERIENCE**

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### **Courses Taught**

#### ***University of Nebraska-Lincoln***

PSYC 932: Quantitative Methods for the Behavioral Sciences II  
PSYC 289: Developmental Psychology  
PSYC 392: Data Management and Analysis for the Social Sciences  
PSYC 971: Data Management  
PSYC 971: Graduate Writing Group

#### ***San Jose State University***

CHAD 165: Risk and Resilience in a Community Context

#### ***Stanford University***

EDUC 465: Developmental and Psychological Sciences Faculty Student Seminar, Stanford University

### **Training**

Summer Institute for Online Teaching (SIOT), University of Nebraska-Lincoln, 2020

### **Doctoral Students, University of Nebraska-Lincoln**

#### ***Supervisory/Dissertation Committees***

Kimia Akhavein (primary advisor, Developmental Psychology)  
Meredith Cartwright (Developmental Psychology)  
Anna Johnson Dammann (Clinical Psychology)  
Lauren Laifer (Clinical Psychology)  
Erin Ramsdell (Clinical Psychology)  
Cassidy Spraldin (Educational Psychology)

#### ***Masters Equivalency Research Project Committees***

Kimia Akhavein (primary advisor)  
Erika Boohar (primary advisor)  
Meredith Cartwright

#### ***Graduate Research Supervision***

Kimia Akhavein (primary advisor)  
Pearl Avari  
Erika Boohar  
Kymberly Caddell  
Emily Starr

## **Undergraduate Students, University of Nebraska-Lincoln**

### ***Undergraduate Creative Activities and Research Experience (UCARE) Students Advised***

2023 – 2024	Malia Bloemker, Amber Gryga, Grace Parolek
2022 – 2023	Isis Burks, Madalyn Stock, Makenzie Starlin, Haley Witthuhn
2021 – 2022	Ali Benda, Riley Bittner, Isis Burks, Peyton Geiser, Nate McQueen
2020 – 2021	Rachelle Johnson, NaKeysha Olson
2019 – 2020	Amyia Harris, Rachelle Johnson

### ***Ronald E. McNair Scholars Advised***

2021 – 2023	Isis Burks
2020 – 2022	Haley Witthuhn
2019 – 2021	Amyia Harris, Vivian Nguyen

### ***Undergraduate Thesis Advisor***

2023 – 2024	Malia Bloemker (secondary), Amber Gryga (primary), Grace Parolek (primary)
2022 – 2023	Isis Burks (primary), Makenzie Starlin (primary), Haley Witthuhn (primary)
2021 – 2022	Ali Benda (primary), Peyton Geiser (primary)
2020 – 2021	Amyia Harris (primary), Rachelle Johnson (primary)
2019 – 2020	Elizabeth Hamik (primary)

### ***Undergraduate and Post-Baccalaureate Research Supervision***

Naomi Chamberlain	Ella Hansen	Tracy Nguyen
Saba Ghaffar	Maicee Ingwerson	Grace Parolek
Amber Gryga	Riya Kannapareddy	Madelyn Stock

### ***Past Undergraduate and Post-Baccalaureate Research Assistants (first position after graduation)***

Jenna Barnes (*Ph.D. student in School Psychology, University of South Florida*)  
Ali Benda (*Specialist degree, Northern Illinois University*)  
Riley Bittner (*Lab Manager, University of Nebraska-Lincoln*)  
Karly Boehm (*Occupational Therapy doctorate program, University of Nebraska - Medical Center*)  
Erika Boohar (*Ph.D. student in Clinical Psychology, University of Nebraska-Lincoln*)  
Isis Burks (*Ph.D. student in School Psychology, Arizona State University*)  
Nicole Borcyk (*Occupational Therapy doctorate program, Colorado State University*)  
Caylin Eastridge (*Masters student in Counseling Psychology, University of Nebraska-Lincoln*)  
Jayden Falldorf (*Masters student in Social Work, North Carolina State University*)  
Peyton Geiser (*Youth Treatment Specialist, Hopespoke*)  
Elizabeth Hamik (*Clinical research coordinator, Cincinnati Children's Hospital*)  
Amyia Harris (*Ph.D. student in Counseling Psychology, Texas A&M University*)  
Alysha Henrichs (*Masters student in Speech-Language Pathology, University of Illinois Urbana-Champaign*)  
Rachelle Johnson (*Ph.D. student in Developmental Psychology, Florida State University*)  
Sara Kemp  
Sophia Lanphier (*Masters student, University of Bath*)  
Logan Larsen  
Olivia Maras (*Ph.D. student in Development Psychology, Arizona State University*)  
Nate McQueen (*Masters student in Counseling Psychology, University of Nebraska – Omaha*)  
Vivian Nguyen (*Masters student in Clinical Mental Health Counseling, University of Nebraska – Omaha*)

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NaKeysha Olson (*Child/Family Services Specialist Trainee, Nebraska DHHS*)

Brady Pham (*Masters student in Public Health, Columbia University*)

Carsyn Poppe (*Ph.D. student in School Psychology University of Tennessee*)

Drake Seibel

Emily Shurtliff (*Masters student in Counseling Psychology, University of Nebraska-Lincoln*)

Makenzie Starlin (*M.D. student, University of Nebraska – Medical Center*)

Emily Starr (*Ph.D. student in Child, Youth, and Family Studies, University of Nebraska-Lincoln*)

Colin Thieszen

Claire Watson

Haley Witthuhn (*Behavioral health technician, Boys Town National Research Hospital*)

Duncan Works (*M.D. student, University of Nebraska – Medical Center*)

### ***Undergraduate Internship Supervision***

Eastyn Klink

## **PROFESSIONAL AFFILIATIONS AND SERVICE POSITIONS**

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### **University Service**

#### ***Department of Psychology, University of Nebraska-Lincoln***

2022 – 2023 Executive Committee, member

2022 – 2023 Grievance Committee, member

2021 – 2023 Diversifying Psychology Weekend, committee member/faculty participant

2021 – present Graduate Executive Committee

2020 – present Inclusive Excellence Workgroup (Graduate Training Coordinator)

2019 – 2023 Newsletter Committee

#### ***Graduate School of Education, Stanford University***

2017 – 2018 Center for Educational Policy Analysis Mentorship Program

2015 – 2017 Graduate School of Education Mentorship Program

2015 – 2016 Stanford Graduate School of Education Student Guild, Financial Chair

2014 – 2017 Developmental and Psychological Sciences, Student Representative

### **Professional Memberships**

American Education Research Association

American Psychological Association

Society for Research in Child Development

### **Ad Hoc Journal Reviewer**

Archives of Disease in Childhood

Child Development

Cognitive Development

Developmental Science

Developmental Psychology

Early Education and Development

European Journal of Developmental Psychology

European Journal of Psychology of Education

Family Process

Journal of Early Adolescence

Journal of Applied Developmental Psychology

Journal of Experimental Child Psychology

International Journal of Behavioral

Development

PLOS ONE

Social Science Research