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POSITIONS HELD

Associate Professor, (August 2021--)
Assistant Professor, (August 2017—August 2021)
George Mason University
Department of Psychology
Applied Developmental Psychology

Assistant Professor, Pace University (January 2013 - August 2017)
Department of Psychology

Post Doctoral Research Fellow, Yale University (August 2010 - December 2012)
Department of Psychology
Supervisor: Paul Bloom

EDUCATION

Ph.D., Boston College (May, 2010)
Graduate School of Arts and Sciences, Chestnut Hill, MA
Developmental Psychology
Advisor: Ellen Winner
Dissertation: *The Effects of Acting Training on Theory of Mind, Empathy, and Emotion Regulation.*

M.A., Boston College (May, 2007)
Graduate School of Arts and Sciences, Chestnut Hill, MA
Developmental Psychology
Advisor: Ellen Winner
Thesis: *Effects of Music Training on Children's Cognitive Growth: Disentangling Music Lessons from Effects of Foreign Language Lessons.*

B.A., Cornell University (May, 2002)
College of Arts and Sciences, Ithaca NY
Psychology
Cum Laude in Psychology, *With Distinction* in All Subjects
Advisor: Thomas Gilovich
Thesis: *Night v. Day: Temporal Influences on Ruminative Thought.*

PEER REVIEWED PUBLICATIONS

* denotes student author

- Goldstein, T.R.**, *Thompson, B.N., & *Kanumuru, P. (in press). Do Embodiment and Fictionality Impact Young Children's Learning? *Journal of Experimental Child Psychology*.
- *Stutesman, M., Havens, J., & **Goldstein, T.R.** (in press). Developing Creativity and Other 21st Century Skills through Theatre Classes. *Translational Issues in Psychological Science*
- Holochwost, S.J., **Goldstein, T.R.**, & Wolf, D.P. (2021). Delineating the Benefits of Arts Education for Children's Socioemotional Development. *Frontiers in Psychology*. <https://www.frontiersin.org/articles/10.3389/fpsyg.2021.624712/full>
- *Chlebuch, N., **Goldstein T. R.**, & Weisberg, D.S. (2021). Fact or Fiction? Investigating the Relationship between Reading and Improvement of Social Skills. *Scientific Study of Language*.
- McDonald, B., **Goldstein T.R.**, & Kanske, P. (2020) Could Acting Training Improve Social Cognition and Emotional Control? *Frontiers in Psychology*. <https://www.frontiersin.org/articles/10.3389/fnhum.2020.00348/full?utm>
- *Kou, X., Konrath, S. & **Goldstein, T.R.** (2020). The Relationship among Different Types of Arts Engagement, Empathy, and Prosocial behavior. *Psychology of Aesthetics, Creativity, and the Arts*, <https://doi.org/10.1037/aca0000269>
- *DeBettingnes, B. & **Goldstein, T. R.** (2020). Improvisational Theatre Classes Improve Children's Self-Concept. *Psychology of Aesthetics, Creativity, and the Arts*. <https://doi.org/10.1037/aca0000260>
- *Celume, M. P., **Goldstein, T.R.**, Besançon, M., & Zenasni, F. (2020). Developing Children's Socio-Emotional Competencies Through Drama Pedagogy Training: An Experimental Study on Theory of Mind and Collaborative Behavior. *Europe's Journal of Psychology*, 16(4), 707-726.
- *Kapitany, R., Nelson, N., **Goldstein, T. R.**, & Burdett, E. (2020). The Child's Pantheon: Children's Rational Belief Structure in Real and Fictional Characters. *PLoS One*. <https://doi.org/10.1371/journal.pone.0234142>
- Goldstein, T. R.**, & *Alperson, K. (2020). Dancing Bears and Talking Toasters: A Content Analysis of Supernatural Elements in Children's Media. *Psychology of Popular Media*, 9(2), 214–223. <https://doi.org/10.1037/ppm0000222>
- Goldstein, T.R.**, *Young D.L. & *Thompson, B. (2020) It's All Critical: Acting Teachers' Beliefs about Theatre Classes. *Frontiers in Psychology*, 11, 775. doi: [10.3389/fpsyg.2020.00775](https://doi.org/10.3389/fpsyg.2020.00775)
- *Thompson, B., & **Goldstein, T.R.** (2019). Disentangling Pretend Play Measurement: Defining the Essential Elements and Developmental Progression of Pretense. *Developmental Review*, 52, 24-41. <https://doi.org/10.1016/j.dr.2019.100867>
- *Thompson, B., & **Goldstein, T.R.** (2019). Children Learn From Both Embodied and Passive Pretense: A Replication and Extension. *Child Development*, 91, 1364–1374. <https://doi.org/10.1111/cdev.13309>
- Goldstein, T.R.** Lerner, M.D., Paterson, S., *Jaggi, L., Toub, T.S., Hirsh-Pasek, K., Golinkoff, R.M. (2019). Stakeholder Perceptions of the Effects of a Public School-Based Theatre

- Program for Children with ASD. *Journal of Learning Through the Arts*.
<https://doi.org/10.21977/D915136948>
- Kapstein, A. & **Goldstein, T.R.** (2019). Developing Wonder: Teaching Theatre for the Very Young Through Collaboration with Developmental Psychology. *Youth Theatre Journal*, 33, 52-69. doi.org/10.1080/08929092.2019.1580648
- Arora, P. G., *Levine, J. L., & **Goldstein, T. R.** (2019). School Psychologists' Interprofessional Collaboration with Medical Providers: An Initial Examination of Training, Preparedness, and Current Practices. *Psychology in the Schools*, 56,4, 554-568.
<https://doi.org/10.1002/pits.22208>
- *Sawyer, J. & **Goldstein, T.R.** (2019). Can Guided Play and Storybook Reading Promote Children's Drawing Development? *Empirical Studies in the Arts*, 37, 32-59.
<https://doi.org/10.1177/0276237418777946>
- Goldstein, T.R.** (2018). The Development of a Dramatic Pretend Play Game Intervention. *American Journal of Play*, 10, 290-308.
- Goldstein, T.R.** & Lerner, M. (2018). Dramatic Pretend Play Games Uniquely Improve Emotional Control in Young Children. *Developmental Science*, 21(4).
doi.org/10.1111/desc.12603
*Top 20 Downloaded article, 2017-2018.
- Goldstein, T. R.**, Lerner, M., D., & Winner, E. (2017). The Arts as a Venue for Developmental Science: Realizing a Latent Opportunity. *Child Development*, 88, 1505-1512.
doi.org/10.1111/cdev.12884
- Goldstein, T. R.** & *Filipe, A. (2017). The Interpreted Mind: Understanding Acting. *Review of General Psychology*, 22, 220-229. <http://dx.doi.org/10.1037/gpr0000116>
- Goldstein, T.R.** (2017). Live Theatre as Exception and Test Case for Experiencing Negative Emotions in Art. *Behavioral and Brain Sciences*, e362.
<https://doi.org/10.1017/S0140525X17001704>
- *Ershadi, M., **Goldstein, T.R.**, Pochedly, J., & Russell, J.A. (2017). Facial expressions as Performances in Mime. *Cognition and Emotion*. 1-10.
doi.org/10.1080/02699931.2017.1317236
- *Panero, M.E., Weisberg, D.S, *Black, J., **Goldstein, T.R.**, Barnes, J., Winner, E., Brownell, H. (2017). No Support for the Claim that Literary Fiction Uniquely and Immediately Improves Theory of Mind: A Reply to Kidd and Castano's Commentary on Panero, Weisberg, Black, Goldstein, Barnes, Brownell, & Winner (2016). *Journal of Personality and Social Psychology*, 112, e5-e8. doi.org/10.1037/pspa0000079
- *Panero, M.E., Weisberg, D.S, *Black, J., **Goldstein, T.R.**, Barnes, J., Winner, E., Brownell, H. (2016). Does Reading a Single Passage of Literary Fiction Really Improve Theory of Mind? An Attempt at Replication. *Journal of Personality and Social Psychology* 111(5), e46-e54. <http://dx.doi.org/10.1037/pspa0000064>
- Goldstein, T.R.** & Woolley, J. (2016). Ho! Ho! Who? Parent Promotion of Belief In and Live Encounters With Santa Claus. *Cognitive Development* 39, 113-137.
<https://doi.org/10.1016/j.cogdev.2016.04.002>
- Arora, P., *Kelly, J, & **Goldstein, T.R.** (2016). Current and Future School Psychologists' Preparedness to Work with LGBT Students: Role of Education and Gay-Straight Alliances. *Psychology in the Schools*, 53, 722-735.
<https://doi.org/10.1002/pits.21942>
- *Panero, M.E., **Goldstein, T.R.**, Rosenberg, R., *Hughes, H., & Winner, E. (2016). Do Actors

- Posses Traits Associated with High Hypnotizability? *Psychology of Aesthetics, Creativity and the Arts*, 10, 233-239. <http://dx.doi.org/10.1037/aca0000044>
- Feldman, D., Ward, E., Handley, S. & **Goldstein, T. R.** (2015). Evaluating Drama Therapy in School Settings: A Case Study of the ENACT Program. *Drama Therapy Review*, 1, 127-145. https://doi.org/10.1386/dtr.1.2.127_1
- Goldstein, T.R.** (2015). Predictors of Engagement In and Transfer from Acting Training. *Psychology of Aesthetics, Creativity and the Arts*, 9, 266-273. <https://doi.org/10.1037/a0039106>
- Goldstein, T.R.** & Bloom, P. (2015). Is it Oscar-worthy? Children's Metarepresentational Understanding of Acting. *PLOS One* 10(3). E0119604, <doi.org/10.1371/journal.pone.0119604>
- Goldstein, T.R.** & Bloom, P. (2015). Characterizing Characters: How Children Make Sense of Realistic Acting. *Cognitive Development, Special Issue: Cognizing the Unreal*, 34, 39-50. <doi:10.1016/j.cogdev.2014.12.001>
- Goldstein, T.R.**, Tamir, M., & Winner, E. (2013). Expressive Suppression and Acting. *Psychology of Aesthetics, Creativity and the Arts*, 7, 191-196. <https://doi.org/10.1037/a0030209>
- Goldstein, T.R.**, & Winner, E. (2012). Enhancing Empathy and Theory of Mind. *Journal of Cognition and Development*, 13, 19-37. <doi.org/10.1080/15248372.2011.573514>
- Goldstein, T.R.** & Winner, E. (2012). Sympathy for a Character's Plight: Sex differences in Response to Theatre. *Empirical Studies in the Arts*, 30, 129-141. <https://doi.org/10.2190/EM.30.2.b>
- Goldstein, T.R.** & Bloom, P. (2011). The Mind Onstage: Why Cognitive Scientists Should Study Acting. *Trends in Cognitive Science*, 15, 141-142. <https://doi.org/10.1016/j.tics.2011.02.003>
- Goldstein, T.R.** (2011). Correlations Among Social-Cognitive Skills in Adolescents Involved in Acting (vs. Arts) Classes. *Mind, Brain and Education*, 5, 97-103. <https://doi.org/10.1111/j.1751-228X.2011.01115.x>
- Goldstein, T.R.** & Winner, E. (2010-2011). Engagement in Role Play, Pretense and Acting Classes Predict Advanced Theory of Mind Skill in Middle Childhood. *Imagination, Cognition, and Personality*, 30, 249-258. <https://doi.org/10.2190/IC.30.3.c>
- Goldstein, T.R.** (2009). The Pleasure of Pure Unadulterated Sadness: Experiencing Sorrow in Fiction, Nonfiction and In Our Own Lives. *Psychology of Aesthetics, Creativity, and the Arts*, 3, 232-237. <https://doi.org/10.1037/a0015343>
- Goldstein, T.R.** & Winner, E. (2009). Living in Alternative and Inner Worlds: Early Signs of Acting Talent. *Creativity Research Journal*, 21, 117-124. <https://doi.org/10.1080/10400410802633749>
- Goldstein, T.R.** (2009). Psychological Perspectives on Acting. *Psychology of Aesthetics, Creativity, and the Arts*, 3, 6-9. <https://doi.org/10.1037/a0014644>
- Goldstein, T.R.**, *Wu, K. & Winner, E. (2009-2010) Actors are Experts in Theory of Mind but Not Empathy. *Imagination, Cognition, and Personality*, 29, 115-133. <https://doi.org/10.2190/IC.29.2.c>
- *Dalebroux, A., **Goldstein, T.R.**, & Winner, E. (2008). Short-term Mood Repair Through Art-Making: Attention Redeployment is More Effective than Venting. *Motivation and Emotion*, 32(4), 288-295.

CHAPTERS, CONFERENCE PROCEEDINGS, BOOKS, AND CRITIQUES

- Goldstein, T. R.** (2021). Children's Appreciation of Art. In Vartanian, O., & Nadal, M. (eds). *Oxford Handbook of Empirical Aesthetics*. Oxford University Press. doi: 10.1093/oxfordhb/9780198824350.013.39
- Goldstein, T. R.,** & *Hayes, K. (2020). Embodiment and Containment: Flexible Pathways to Flourishing in Theatre. In L. Tay & J. O. Pawelski (Eds.). *Oxford Handbook of Positive Psychology on the Arts and Humanities*. Oxford University Press.
- Goldstein, T.R.,** & Drake, J. (2020). Editors' Introduction to the Special Issue Honoring Ellen Winner. *Empirical Studies of the Arts*.
<https://doi.org/10.1177/0276237419868962>
- Goldstein, T. R.** (2019). Scientific Truth, Artistic License, Fiction, and Reality. In Shaughnessy, N. & McConachie, B. (ed). *Performing Psychologies: Imagination, Creativity and Dramas of the Mind*, UK: Bloomsbury Methuen. pp.161-163.
- Goldstein, T. R.** (2018). From Banana Phones to the Bard: The Developmental Psychology of Acting and Performance. In B. McConachie & R. Kemp (eds.) *The Routledge Companion to Theatre, Performance, and Cognitive Science*. Routledge. pp. 157-169.
- Goldstein, T.R.** & Levy, A. (2017). The Constricted Muse: Acting and Creativity. *Cambridge Handbook of Creativity Across Domains*, J. Kaufman, V. Glaveanu & J. Baer, Eds. Cambridge, UK: Cambridge University Press.
- Goldstein, T.R.** (2015). Understanding and Feeling the Emotions of Your Character: Commentary on Heisel. *Empirical Musicology Review*. 10 (2).
- Goldstein, T.R.** (2014). I'm Not a Doctor, but I Play One on TV: Children and Adult's Understanding of Acting. *Conference Proceedings of the 2014 Biennial Congress of the International Association for Empirical Aesthetics*.
- Goldstein, T.R.** & *Yasskin, R. (2014). Another Pathway to Understanding Human Nature: Theatre and Dance. In P. Tinio and J. Smith (Eds.), *Cambridge Handbook of the Psychology of Aesthetics and the Arts*. Cambridge, U.K.: Cambridge University Press.
- Winner, E. **Goldstein, T.R.,** & Vincent-Lancrin, S. (2014). Does Arts Education Foster Creativity? The Evidence So Far. In L. O'Farrell, S. Schonmann & E. Wagner (eds). *International Yearbook for Research in Arts Education, Vol 2*. New York: Waxmann.
- Winner, E. & **Goldstein, T.R.,** Vincent- Lancrin, S. (2013). Art for Art's Sake? The Impact of Arts Education. *OECD Publishing*. DOI: 10.1787/9789264180789-en
*Featured review, *PsychCritiques* (2014), 59(12)
*Translations: Japanese, Spanish, Chinese, French, German
- Goldstein, T.R.** (2013). Responses To and Judgments of Acting on Film. In J. C. Kaufman and D. K. Simonton (Eds.), *The Social Science of Cinema*. New York: Oxford University Press.
- Canovas, C. P., Gerrig, R., **Goldstein, T.R,** Steen, F., & Tobin, V. (2011). Fictional Worlds and Cognitive Science. In *Proceedings of the Cognitive Science Society* (33)
- Goldstein, T.R.** & Winner, E. (2010). A New Lens on the Development of Social Cognition: The Study of Acting. In C. Milbrath & C. Lightfoot (Eds.), pp. 221 – 247. *The Arts and Human Development*. New York: Taylor and Francis.

GRANTS AWARDED

- 2021-2022 When Honesty is Discouraged: Understanding Culturally-Endorsed Parental Lies. *Wake Forest University, The Science of Honesty*. (\$133,418). Co-PI. The John Templeton Foundation.
- 2021-2023 National Endowment for the Arts. *Positive Effects of Marching Arts on Feelings of Belongingness, Social Bonding, and Inclusivity for Minority Students*. PI. Grant #1879108-38. (\$25,000).
- 2020-2022 National Endowment for the Arts: Research Labs. *The George Mason University Arts Research Center Renewal ("MasonARC")*. Co-PI. (\$150,419). Grant #1881377-38-20.
- 2020-2021 Alan Alda Center for Science Communication. *Acting Techniques Study*. PI. (\$5000).
- 2019-2020 National Science Foundation, SBE Directorate, Science of Learning. *Conference "Learning through Play and Imagination"* Co-PI. (subaward: \$11,308 of \$49,999). Grant #1940560.
- 2019 George Mason University. *Early Leadership Development: The influence of Leader Memes and an Enabling Family Environment on the Construction of Developmental Templates in Children and Young Adults*. Co-I. (\$13,280).
- 2018-2020 National Endowment for the Arts: Research Labs. *The George Mason University Arts Research Center ("MasonARC")*. Co-PI. (\$149,951). Grant #118037.
- 2017-2019 National Endowment for the Arts: Art Works. *Theatrical Thinking: The Habits of Mind Taught in Theatre Classes*. PI (\$20,000). Grant #17-980096
- 2017-2018 Caplan Foundation for Early Childhood. *Puppets, Dolls, and Costumes: Embodiment and Representation when Constructing Knowledge through Play*. PI. (\$40,000).
- 2015-2018 Arts Connection. *Theatre in School to Promote Youth with Autism*. Co-PI. (\$199,937).
- 2017 Pace University Kenan Faculty Development Award. *To present at Association for Psychological Science Conference*. PI. (\$1,368).
- 2014-2016 The John Templeton Foundation. *Training Empathy and Compassion Through Engagement with Fictional Worlds*. PI. (\$187,860). Grant #47592
- 2015 Dyson College 2015 Faculty Summer Research Grant. *Behavioral Coding Guidelines for a Preschool Aged Play Intervention Project*. PI (\$1,000)
- 2014 Pace University Scholarly Research Council. *Participation in Arts Integration Programs on Students' Executive Function and Self Perceptions*. PI (\$2,411).
- 2010-2012 National Science Foundation, Minority Postdoctoral Research Fellowship. *To support two years of postdoctoral training*. PI. (\$120,000).
- 2008-2010 National Science Foundation, SBE Directorate. *Does Training in Acting Foster Theory of Mind, Empathy, and Emotion Regulation?* Grant awarded to Ellen Winner as PI to support dissertation research.

- 2008-2009 (\$199,570). Grant #0841047
Esther Katz Rosen Dissertation Fellowship. *Social Cognitive Giftedness and Acting Training*. PI. (\$25,000).
- 2007 Boston College Graduate Student Association Grant. *To support travel to present paper at Literature and Theory of Mind Conference*. West Lafayette, IL. PI. (\$250).
- 2006 Boston College Graduate Student Association Grant. *To support Acting Ability and Emotional Intelligence: Is There a Link?* PI. (\$475).
- 2005-2008 Department of Homeland Security Graduate Fellowship. *To support three years of tuition and stipend*. PI. (\$82,800).
- 2001 University-wide Cornell University Einhorn Discovery Grant. *Temporal Influence on Ruminative Thought*. PI. (\$500).
- 2001 Cornell Undergraduate Research Forum Award *Temporal Influence on Ruminative Thought*. PI. (\$800).

AWARDS

- 2020 Scholar-in-Residence Fellowship, *Society for Research in Child Development*.
- 2019 Outstanding Undergraduate Faculty Award, Department of Psychology, *George Mason University*.
- 2018 Stearns Center for Teaching and Learning "Thank-a-Teacher" Program, *George Mason University*
**Nominated for 2019 Mason Teaching Excellence Award, but not yet eligible*
- 2016 Daniel E. Berlyne Award for Outstanding Research by an Early Career Scholar, *APA Division 10*
- 2010 Donald J. White Teaching Excellence Award, *Boston College*
- 2009 Frank X. Barron Award, for Outstanding Research by a Student, *APA Division 10*
- 2009 Student Travel Award, *Society for Research in Child Development Biennial Conference*
- 2008 Best Student Paper Award, *IGEL Conference*.

CONFERENCES AND SPEAKER SERIES ORGANIZED

+Denotes Postponed Due to COVID-19 Closures

- +2020: Weisberg, D.S., **Goldstein, T.R.**, & Schatz, J. (planned for March 2022) Society for Research in Child Development, *Learning Through Play and Imagination* Special Topics Meeting.
- 2019: Mason Arts Research Center Biennial Convening (October 18, 2019). *MasonARC2019: Making Connections for Arts Education Research, Policy, and Practice*
- 2019: Student Showcase, Division 10, APA Annual convention, Chicago IL, August 2019
- 2015: Prosocial Development Conference (June 5, 2015). A small one day

conference spanning the range of current research on children's prosocial development. Attended by academics, parents and the general public. *Pace University, New York City*. Speakers: Dr. Paul Bloom, Dr. Brendan Gaesser, Dr. Sarah Konrath, Dr. Matthew Lerner, Dr. Jay Greene.

2014-2015: Prosocial Development Speaker Series, Pace University.
Speakers: Dr. Joshua Aronson, Dr. Jay VanBavel, Dr. Tricia Striano, Dr. Maurice Elias, Dr. Todd Pittinsky, Dr. Elise Cappella, Dr. Michael Cunningham

NATIONAL CONFERENCE SYMPOSIA ORGANIZED AND CHAIRED

Goldstein, T.R. (2021). Coughing Santa, Tooth Fairy Glitter, Presents from Elves: Children's Beliefs and Skepticism Towards Fictional Characters. *Society for Research in Child Development*, (with Candice Mills, Rohan Kapitany, and Jessica Sullivan, Jacqueline Woolley, Discussant). Online Conference.

Goldstein, T. R., Lerner, M. D., & Paterson, S. (2017, June). *Levels of Engagement: Imagination, Drama and Children*. Symposium Co-organizer and co-chair. Cognitive Futures in the Arts and Humanities. (with Matthew Lerner, Sarah Paterson, Ilona Roth, Nicola Shaughnessy and Melissa Trimmingham). Stony Brook, NY.

Goldstein, T.R. (2014, March). *Characterizing Characters: Children's Social Cognitive Reasoning about Fictional Characters*. Symposium organizer and chair. Society for Research in Human Development (with Alison Shawber Sachet, Jacqueline Woolley, Rebekah Richert, Marjorie Taylor, Allison Molly Schlesinger). Austin, TX.

Goldstein, T. R. (2010, July). *Fiction, Acting, Empathy, and Theory of Mind*. Symposium organizer and chair. IGEL Conference (with Keith Oatley, Gerard Steen and Raymond Mar). Utrecht, The Netherlands.

Goldstein, T.R & Winner, E. (2009, April). *Expertise in Theory of Mind: Does it Exist?* Symposium organizer and chair. Society for Research in Child Development (with Sandra Bosacki, Alan Leslie, Kate L. Harkness, Mark A. Sabbagh, Jill A. Jacobson, David Duong), Denver, CO. **SRCD Student Travel Award Winner**.

Goldstein, T.R & Winner, E. (2007, March). *Understanding Representational Diversity: One Achievement Early or Several Achievements Over Time?* Symposium organizer and chair. Society for Research in Child Development (with Paul Bloom, Deena Skolnik Weisberg, Jennifer Van Reet, Angeline Lillard, and Michael Chandler), Boston MA.

CONFERENCE PRESENTATIONS

*Denotes Student

+Denotes Cancelled/Postponed Due to COVID-19 Closures

Goldstein, T.R. (2021, September). Teaching Body Awareness and Self Understanding Through Acting Classes in Adolescence. Presented as part of the symposium *Self and body awareness in theatre and dance practice*, at the XXVI International Association for Empirical Aesthetics, Virtual Conference, London, UK.

Goldstein, T.R. (2021, August). Embodiment and Containment as Pathways to Wellbeing Through Theatre. Presented as part of the symposium: "*Creativity, Stress and Resilience: A Multiple Levels-of-Analysis Perspective*" at the American Psychological Association Annual Convention (Division 10), Virtual Conference, San Diego, CA.

- Felsman, P., Jeffery, B. X., & **Goldstein, T. R.** (2021, August). Actors' self perceptions, character perceptions, and acting theory. Poster presented at the American Psychological Association Annual Convention (Division 10), Virtual Conference, San Diego, CA.
- Mills, C., **Goldstein, T.R.**, Stagni, A., *Kanumuru, P. (2021). The Process of Disbelief: Santa Claus as a Model. Presentation as part of Coughing Santa, Tooth Fairy Glitter, Presents from Elves: Children's Beliefs and Skepticism Towards Fictional Characters, *Society for Research in Child Development*, Online Conference.
- *Thompson, B., **Goldstein, T.R.**, & *Hnatczuk, L. (2021). Observing the Developmental Progression of Pretend Play Across the Preschool Years. *Society for Research in Child Development*, Online Conference.
- *Stutesman, M., & **Goldstein T.R.** (2021). Children's Gesture Use in Embodied Pretend Play and Learning Outcomes. *Society for Research in Child Development*, Online Conference.
- *Poshka, V., Nguyen, M., & **Goldstein T.R.** (2021). Transferring Moral Information Across the Fiction-Reality Boundary in Early Childhood. *Society for Research in Child Development*, Online Conference.
- *Stapleton, D., *Cruz, K., *Kanumuru, P., *Thompson, B., & **Goldstein T.R.** (2021). The Role of Embodiment and Fantasy Judgments in Learning from Pretend Play. *Society for Research in Child Development*, Online Conference.
- *Stutesman, M., & **Goldstein, T.R.** (2021). Children's Theatre Classes and 21st Century Skill Development: A Longitudinal Analysis of Skill Growth. Poster roundtable presented virtually at *American Educational Research Association*.
- Goldstein, T.R.** (2020, August). Invited Participant, *Cognitive Futures in Theatre Conference*.
- *Thompson, B. & **Goldstein, T. R.** (2020, June⁺). Pretend play: Novel measurement strategy to capture its developmental progression. Poster virtually presented at *The Administration for Children and Families' National Research Conference on Early Childhood*, Arlington, VA
- *Kanumuru, P., *Thompson, B & **Goldstein, T.R.** (Postponed⁺). The Role of Embodiment and Fantasy Judgments in Learning from Pretend Play. Poster to be Presented at *SRCD Special Topics Meeting: Learning Through Play and Imagination*.
- Goldstein, T.R.**, (Postponed⁺). The Role of Embodiment in Learning through Pretend Play. Poster to be Presented at *SRCD Special Topics Meeting: Learning Through Play and Imagination*.
- *Stutesman, M., **Goldstein, T.** (2020, August). Children's theatre and 21st century skills: Longitudinal analysis of skill growth and variance in teacher ratings. Poster to be presented at the *American Psychological Association Annual Convention*, Washington, DC, USA.
- Goldstein, T.R.** & *Young, D. (2019, August). Theatrical Thinking: A Mixed Methods Study of Teacher Perceptions and Actual Classroom Strategies. *American Psychological Association Annual Convention*, Chicago, IL.
- *Kou, X., Konrath, S., & **Goldstein, T.R.** (2019, August). Arts engagement, prosocial traits, and prosocial behaviors. *American Psychological Association Annual Convention*, Chicago, IL.
- Goldstein, T.R.**, *Thompson, B. (2019, July). The Role of Embodiment in Learning and Understanding Pretend Play: A Replication and Extension. *Poster presented at the*

- Guided Playful Learning Workshop at the Cognitive Science Society Conference.* Montreal, Canada. ***Poster Award Winner.**
- *Thompson, B. & **Goldstein, T. R.** (2019, April) Pretend play: A systematic review of definitions, components, and measurement. *Poster presented at the Society for Research in Child Development.* Baltimore, MD
- *Thompson, B. & **Goldstein, T. R.** (2019, April) Embodiment and Representation when Constructing Knowledge through Play—A Registered Replication and Extension. *Poster presented at the Society for Research in Child Development.* Baltimore, MD.
- Goldstein, T. R.** & *Thompson, B. &. (2019, April) The Cognitive, Social, and Emotional Skills Taught in an Adolescent Theatre Classroom. *Poster presented at the Society for Research in Child Development.* Baltimore, MD.
- *Thompson, B. & **Goldstein, T. R.** (2018, November). Pretend play in early childhood programs: A case for evidence-based program implementation and researcher-practitioner partnerships. *Poster presented at Association for Public Policy Analysis and Management, Fall Research Conference, Washington, D.C.*
- *Kou, X., Konrath, S., & **Goldstein, T.** Arts engagement, prosocial traits, and prosocial behavior, Poster presented at *ARNOVA conference, November 2018, Austin, TX.*
- Goldstein, T. R.** (2018, November). Arts Education in the United States: National Education Policies for Arts Education and Studies on the Impact of Arts Education Experiences for Youth Development Using Cross-Sectional, Longitudinal, and Randomized Control Methods. Discussant. *Association for Public Policy Analysis and Management, Research Conference.* Washington, DC.
- Goldstein, T.R.** (2018, September). Learning from Two National Endowment for the Arts Research Labs. *Arts Education Partnership Annual Convening.* Indianapolis, Indiana.
- Goldstein, T.R.** (2018, August). Acting and Pretending: The Effects of Embodied Imagination on Social Skills. As part of the Symposium: *Engaging the Body 2020: Setting an Embodiment Agenda in Psychology, American Psychological Association, Annual Convention, Division 10, San Francisco, CA.*
- Goldstein, T. R.** & *Thompson, B. (2018, August). Ensemble building within youth theater programs: Alignment of research and practice. *American Psychological Association, Annual Convention, Division 10, San Francisco, CA.*
- *Oberndorf, M. & **Goldstein, T.R.** (2018, August) Creating, maintaining, and releasing character: predicting burnout in actors. Poster presented at the *American Psychological Association.* ***Best Student Paper Award Winner**
- *Young, D., Rosenthal, L., & **Goldstein, T.R.** (2018, August). Psychosocial Trajectories of Change Across A Drum Corps Marching Season. Poster presented at the *American Psychological Association.*
- *Thompson, B. & **Goldstein, T. R.** (2018, May). Ensemble Building in Educational Contexts: What Can We Learn from Theater Instruction? Poster presented at the *Association for Psychological Science, Annual Convention, San Francisco, CA.*
- Paterson, S. J., Lerner, M. D., **Goldstein, T. R.**, Toub, T. S., Golinkoff, R., & Hirsh-Pasek, K. (2018, May). Acting out in Public School: How a Theatre Program Can Impact Imitation Skills in Children with ASD. Poster presented at the *International Society for Autism Research Annual Meeting, Rotterdam, Netherlands.*
- Goldstein, T.R.** (2018, January). Explanation and disbelief in children's understanding of live versions of fictional characters. Poster presented at the *Budapest CEU*

- Conference on Cognitive Development, Budapest, Hungary.*
- Goldstein, T.R. & *Alperson, K.** (2017, August). Meeting Cinderella and Elmo: The Enactment of Fictional Characters. Individual Paper Presentation. *American Psychological Association, Annual Convention, Division 10*, Washington DC.
- Goldstein, T.R.** (2017, August). Imagination, Methods, Measures, and Achievements. Discussant for the symposium: The power of imagination: building emotion and creativity skills through art and play interventions. *American Psychological Association, Annual Convention, Division 10*, Washington DC.
- Goldstein, T.R.** (2017, June). The Development of a Drama Game Based Intervention for Improving Children's Emotional Control. As part of the symposium: Levels of engagement: Imagination, Drama, and Children. *Cognitive Futures in the Arts and Humanities*, Stony Brook, NY.
- Weisberg, D.S., & **Goldstein, T.R.** (2017, June). Fact or Fiction? Clarifying the Role of Reading in the Improvement of Social Skills. Poster presented at the *Society for Philosophy and Psychology*. Baltimore, MD.
- Goldstein, T. R.** (2017, May). Meeting Superman and Cinderella: Children's Judgments of Live Versions of Fictional TV Characters. As part of the symposium: Reality Versus Fantasy: Fiction Exposure and Real-World Understanding. *Association for Psychological Science Annual Convention*, Boston, MA.
- Goldstein, T.R.,** Lerner, M.D., Paterson, S., Toub, T.S., Hirsh-Pasek, K., & Golinkoff, R. (2017, May). Stakeholder perceptions of the effects of a theatre program for children with ASD. Poster presented at the *Association for Psychological Science Annual Convention*. Boston, MA.
- *Boyle, A. & **Goldstein, T.R.** (2017, April). Interactive Block Play and Spatial Skill Development. Poster presented at the *Society for Research in Child Development Biennial Convention*. Austin, TX.
- *Kapitany, R., Nelson, N., & **Goldstein T. R.** (2017, April). Understanding the realness of Santa, Spongebob & Spacemen: An exploration of Reality status attributions in children and adults. *Brain, Belief and Behavior Seminar*. Coventry University.
- *DeBettignies, B. & **Goldstein, T. R.** (2016, August). Educational Theatre and Children's Self-Concept. Poster presented at the *American Psychological Association, Annual Convention, Division 10*, Denver, Colorado. ***Best Student Paper Award Winner.**
- Goldstein, T.R. & *Harford, L.** (2016, August). Unpacking the Link between Social Skills and Acting. As part of the symposium: Becoming a Character: Unpacking the Link between Association and Acting. *American Psychological Association, Annual Convention, Division 10*, Denver, Colorado.
- Goldstein, T.R., *Rodriguez, M., & *Sandrock, P.** (2016, August). The Effects of a RCT of Three Types of Play on Drawing Creativity. As part of the symposium: The Development of Creativity in Children. *American Psychological Association, Annual Convention, Division 10*, Denver, Colorado.
- *Filipe, A. & **Goldstein, T.R.** (2016, August). I am Ironman: How Adults Understand Acting. Poster presented at the *American Psychological Association, Annual Convention, Division 10*, Denver, Colorado.
- Goldstein, T.R.** (2016, July). The effects of a RCT of drama games on Social Emotional Skills in low SES 4 year old children. Poster presented at the *Administration for Children and Families' (ACF) 2016 National Research Conference on Early Childhood (NRCEC)*,

- Washington, DC.
- *Hartman, L., *Minelli, G., Godfrey, C. & **Goldstein, T.R.** (2016, May) Is 12 Minutes of Mindfulness Enough to Lower Math Anxiety in College Students? *Pace University Psychology Conference*, NY, NY
 - *Levine, J., **Goldstein, T.R.**, & Arora, P. (2016, Feb). School Psychologists' Training, Preparedness, and Attitudes Toward Interprofessional Collaboration. Poster presented at the *National Association of School Psychologists*, New Orleans, LA.
 - Goldstein, T.R.** (2015, October). The Effects of a RCT of Dramatic Pretend Play on Social Cognition and Self Control. Poster presented at the *Cognitive Development Society*, Columbus, OH.
 - Goldstein, T.R.** (2015, August). The effects of a RCT of drama games on Social Emotional Skills. *American Psychological Association, Annual Convention, Division 10*, Toronto, Canada
 - Goldstein, T. R.** (2015, May). The Development of Social Cognitive Reasoning in the Arts. As part of the symposium "Current Research on the Psychology of Creativity, Aesthetics, and the Arts" *Association for Psychological Science*, New York, NY.
 - *Boyle, A., & **Goldstein, T.R.** (2015, March) Cultural Differences in Young Children's Prosocial Reactions. Poster presented at the *Society for Research in Child Development*, Philadelphia, PA.
 - *Henry, A., & **Goldstein, T. R.** (2015, March) The Role of Affect in Childhood Pretend Play and Role Play. Poster presented at the *Society for Research in Child Development*, Philadelphia, PA.
 - Goldstein, T.R.**, & Woolley, J., (2015, March) Parental Promotion and Children's Understanding of Live Santas. Poster presented at the *Society for Research in Child Development*, Philadelphia, PA.
 - *Garcia, A., & **Goldstein, T.R.** (2015, March) Expressive Suppression and Acting Classes. As part of the symposium "The Art of Child Emotion Regulation" *Society for Research in Child Development*, Philadelphia, PA.
 - *Panero, M.E., **Goldstein, T.R.**, Rosenberg, R., Hughes, H., & Winner, E. (2015, February). Do Actors Possess Traits Associated with High Hypnotizability? Poster presented at the *Society for Personality and Social Psychology*, Long Beach, CA.
 - Goldstein, T.R.** (2014, August) Children's (Mis)Understanding of Realistic Acting *American Psychological Association, Division 10*, Washington, DC.
 - Goldstein, T.R.** (2014, August). I'm not a doctor, but I play one on TV: Children and adult's understanding of acting. *International Association of Empirical Aesthetics*, New York, NY.
 - *Kierce, J., & **Goldstein, T.R.** (2014, August). Empathy in Roots of Empathy Instructors. Poster presented at the *American Psychological Association*, Washington, DC.
 - *Garcia, A., & **Goldstein, T.R.** (2014, August). Psychological Well-Being in Roots of Empathy Instructors. Poster presented at the *American Psychological Association*, Washington, DC.
 - Goldstein, T.R.** (2014, July). Emotion regulation and theatre training. *American Association of Theatre Educators*, Denver, CO.
 - *Kierce, J., & **Goldstein, T.R.** (2014, May). Empathy in Roots of Empathy Instructors. *Pace University Undergraduate Psychology Conference*, New York, NY.
 - *Henry, A. & **Goldstein, T.R.** (2014, May). The Mediating Role of Affect on Childhood

- Pretend and Role Play *Pace University Undergraduate Psychology Conference*, New York, NY.
- *Nason, R. & **Goldstein, T.R.** (2014, May). Theatre Increases Creativity. *Pace University Undergraduate Psychology Conference*, New York, NY.
- Goldstein, T.R.** (2014, March). Children's (Mis)Understanding of Realistic Enactment. *Society for Research in Human Development*, Austin, TX.
- Goldstein, T.R.** (2014, February). Helping Heroes, Hurting Villains: How Engagement with Interactive Narratives Affects Children's Altruism. As part of the symposium "Not Just A Story: The Social Consequences of Narrative Information." *Society for Personality and Social Psychology*, Austin, TX.
- Goldstein, T.R.** & Woolley, J. (2013, October). Ho!Ho!Who? Children's Reasoning about Live Santa Claus. Poster presented at the *Cognitive Development Society*, Memphis, TN.
- Goldstein, T.R.** (2013, April). Social Cognition and Imagination. *Pace-Wide Research Day*, Pace University, NY, NY.
- Goldstein, T.R.** (2013, January). Understanding Acting as a New Lens on Social Cognitive Development. As part of the symposium "Scientific Findings on the Benefits of Literary Study and Performance: Establishing the Foundations". *Modern Languages Association Convention*, Boston, MA.
- Goldstein, T.R.** & Bloom, P. (2011, October). Children's Understanding of Acting v. Pretense. Poster presented at the *Cognitive Development Society*, Philadelphia, PA.
- Goldstein, T.R.** (2011, July). Acting and Social Cognition. As part of the symposium "Fictional Worlds and Cognitive Science". *Cognitive Science Conference*, Boston, MA.
- Goldstein, T.R.** & Winner, E. (2011, March). Enhancing Empathy and Theory of Mind. As part of the symposium "The Neural Basis of Empathy and Theory of Mind" *Eastern Psychological Association Conference*, Cambridge, MA.
- Goldstein, T.R.** (2010, July). Acting Classes Enhance Social Cognitive Skills. *IGEL*, Utrecht, The Netherlands.
- Goldstein, T.R.** & Tamir, M. (2010, May). When Emotions are Tools of the Trade: Acting and Emotional Acceptance. Poster presented at the *Association for Psychological Science*. Boston, MA.
- Goldstein, T.R.** (2009, April). Teaching Theory of Mind Through Acting Classes. *SRCD Conference*, Denver CO.
- Goldstein, T.R.** (2009, February). Acting Training, Theory of Mind, and Empathy. *Symposium on Theatre and Cognitive Studies*, University of Pittsburgh, PA.
- Goldstein, T.R.** (2009, October.) Children's Understanding of Physical and Psychological Trait Constancy in Pretense. Poster presented at the *Cognitive Development Society*, San Antonio, TX.
- Goldstein, T.R.** (2009, May). Invited poster. Learning, Arts, and the Brain Summit. *Johns Hopkins University Neuro-Education Initiative*. Baltimore, MD.
- Goldstein, T.R.** (2008, August). Why Do We Cry at Sad Films? Identification and Fiction. *American Psychological Association Annual Convention*, Boston, Massachusetts. (Chair of Session).
- Goldstein, T.R.** (2008, July). Finding the Mind's Construction in the Face: Acting and Theory of Mind. *International Society for the Empirical Study of Literature and Media (IGEL)*, Memphis, Tennessee. **Best student paper award winner.**
- Goldstein, T.R.** & Winner, E. (2008, June). Engendering Empathy: Lessons from Adolescent

- Theatre Performers and Audience Members. *Jean Piaget Society*, Quebec, Canada.
- *Jacobson, G., **Goldstein, T.R.**, & Winner, E. (2008, May). Compassion or Emotion Matching? A Study of Empathy and Theatre. Poster presented at the *Association for Psychological Science*, Chicago, Illinois.
- Goldstein, T.R.**, & Winner, E. (2007, Nov). Bringing Literature to Life: Acting Strategies and Theory of Mind. *Literature and Theory of Mind conference*, Purdue University, West Lafayette, Indiana.
- Goldstein, T. R.**, & Winner, E. (2007, Oct). Advances in Advanced Theory of Mind: Can Acting Help? Poster presented at the *Cognitive Development Society*, Santa Fe, New Mexico.
- Goldstein, T.R.** (2007, July). Improvisation and Disaster Response: Links between Psychology and Disaster Research. Invited presentation, *Natural Hazards Workshop*, Boulder, Colorado.
- Goldstein, T.R.**, & Winner, E. (2007, May). "My Conscience Hath a Thousand Several Tongues" (Richard III, 5.3): Empathy and Acting Strategies. Poster presented at the *Jean Piaget Society*, Amsterdam, Holland.
- Goldstein, T.R.** (2007, May). Extroversion, Imitation, and Emotion Regulation: Early Predictors of Acting Talent. Poster presented at the *Association for Psychological Science*, Washington, DC.
- Goldstein, T. R.** (2007, March). Does Acting Training Foster the Development of Special Talent in Theory of Mind? Poster presented at the *Society for Research in Child Development*, Boston, Massachusetts.
- Tierney, K., Sutton, J., Stapleton, S., Kuligowski, E. & **Goldstein, T.R.** (2006, June). Community Field Studies and Analyses of Preparedness Networks. *National Consortium for the Study of Terrorism and Responses to Terrorism (START)*. College Park, Maryland.
- Goldstein, T.R.**, Iida, M., & Johnson, K.L. (2006, May). Stomp! How Lay Theories Affect Group Creativity. Poster presented at the *Association for Psychological Science*, New York, New York.

INVITED SCHOLARLY PRESENTATIONS

+Denotes Cancelled Due to COVID-19 Closures

- 2021: Opening plenary discussion, Arts Education Partnership Virtual Gathering;
- 2020: +University of Wisconsin, Madison; +University of Kent, England, UK; +Rene Descartes, Paris, France; +Abertay University, Dundee, Scotland, UK.
- 2019: Keynote Speaker, American Alliance on Theatre Education; University of Virginia; Humanities and Human Flourishing Project, University of Pennsylvania, Scientist Meeting; Keynote Speaker, Conference on Pretend Play and E-Cognition, Antwerp, Belgium; Keynote Speaker and Panel Speaker, Arts in Education Conference, Department of Education
- 2018: Interagency Task Force on the Arts & Human Development, National Endowment for the Arts; Invited Scholar, The Humanities and Human Flourishing Project, University of Pennsylvania, Theatre Meeting; St. Mary's College of Maryland; Marisco Visiting Scholar, University of Denver; MindChamps Singapore Early Childhood Conference; Trinity College, The University of Dublin, Neurohumanities

- Lecture Series; University of Maryland School of Education
2017: Cognitive Futures Conference
2016: Hunter College; CUNY Graduate Center
2015: APA; Pace University; NYU
2014: University of Arkansas; Stony Brook University
2013: Roots of Empathy; Brooklyn College
2011: Bouchet Series, Yale University; Myrifield Institute for Cognition and the Arts;
Cornell University; Wellesley College
2010: Ettore Majorana Foundation and Centre for Scientific Culture; Golby Lab, Harvard
Medical School
2009: Wheelock College; McLean Hospital; Jonathan Levy Child Drama Symposium,
Arizona State University
2008: Learning and the Brain Conference; APA; Art, Creativity, and Learning, NSF
Workshop
2006: Institute for Behavioral Studies, University of Colorado

NONACADEMIC PUBLICATIONS AND PRESENTATIONS

- ONGOING: Psychologytoday.com: <http://www.psychologytoday.com/blog/the-mind-stage>
Career Night: Arts Careers in the Real World (April, 2019). *Madeira School*.
Pretend Play, Imagination, and Social Development (September, 2018). *Knollwood
Preschool Academic Year Kick off*.
All Their World's a Stage! Engaging Children with Drama and Pretend Play (April 21, 2018).
George Mason Child Development Center Professional Development Day.
The Psychology of Art, Fiction, and Imagination. (January, 2018). Osher Lifelong Learning
Institute, George Mason.
"Skype a Scientist!" (October, 2017). Skype sessions with two 11th grade classrooms in
Bogota, Colombia, and one 7th grade classroom on how research is conducted in
developmental psychology and imagination.
Questions of Realness (August, 2017). Blog for *Junkyard of the Mind*.
<https://junkyardofthemind.com/blog/2017/8/14/questions-of-realness>
Violence, Kids and Killing Toasters. (December, 2016). Blog for *The Huffington Post* co-
authored with Robera Golinkoff [http://www.huffingtonpost.com/author/roberta-
michnick-golinkoff](http://www.huffingtonpost.com/author/roberta-michnick-golinkoff)
Creating their own Worlds: Arts and Learning. (May, 2016). Blog for *The Brookings
Institute*. [https://www.brookings.edu/blog/education-plus-
development/2016/06/03/creating-their-own-worlds-arts-and-learning/](https://www.brookings.edu/blog/education-plus-development/2016/06/03/creating-their-own-worlds-arts-and-learning/)
How can Imaginative Role Play develop Character? (March 20, 2015) Essay for
BigQuestionsOnline.com for The John Templeton Foundation.
[https://www.bigquestionsonline.com/2015/03/17/how-can-childrens-
imaginative-play-develop-character/](https://www.bigquestionsonline.com/2015/03/17/how-can-childrens-imaginative-play-develop-character/)
Invited Panelist "Social Transformation/ Swap your shoe." (February 9, 2015) *Permanent
Mission of Germany to the United Nations*, New York, NY.
LearnNow.Org: The Arts. (February 4, 2014). Co-editor with Ellen Winner.
<http://www.learnnow.org/topics/arts>

TEACHING

George Mason University

Nominated for 2018-2019 George Mason University Teaching Excellence Award

Emotional Bases of Behavior (Developed Course for George Mason University; Graduate and Undergraduate)

Life Span Development (Graduate)

Social and Emotional Development (Graduate)

Psychology of Creativity and Innovation (Undergraduate)

Multiple Independent Study (Undergraduate)

Multiple Directed Readings (Graduate)

Pace University

Mentored Lab Class (Developed Course for Pace University; Graduate and Undergraduate)

Developmental Psychology (Undergraduate)

Viewpointing Emotion: Psychological Theory and Theatrical Reality (Developed Course for Pace University; Undergraduate, Learning Communities Class)

Developing Wonder: Theatre for the Very Young and Child Developmental Psychology (Developed Course for Pace University; Undergraduate, Learning Communities Class)

Developmental Psychology (Graduate)

Cognitive Psychology (Graduate)

Advanced Developmental Psychology (PsyD)

Yale University

Mentor: Student Undergraduate Research Fellowship

Boston College

Cognitive Development (BA Level)

Social Psychology (BA Level)

CONSULTING/ ADVISORY BOARDS

2020-- 2020	Fellow, <i>MindChamps World Advisory Board</i> Learning, educational Achievement, and Life Course Development Graduate School & Research Network Mentor, <i>University of Tübingen</i> .
2020	Team Member, <i>The Art of Understanding & The Heresy of Paraphrase: Toward a Science of Art's Irreducibility</i>
2020	Centers for Disease Control, The Martinsburg Initiative
2019	Disney/ Warner Brothers Mickey Mouse Project
2019--	Consultant, John F. Kennedy Center for the Performing Arts.
2018--	Advisory Board Member, <i>Humanities and Human Flourishing Project</i> , University of Pennsylvania, Positive Psychology Center.
2016-2019	Consultant, NEA Funded Grant, <i>The Effect of Multiple Arts Experiences on the Long-Term Social/Emotional Outcomes of Urban Elementary</i>

2017 *School Students*. PI: Jay Greene, Ph.D., University of Arkansas
Consultant, MindChamps Preschool Program, Singapore
2015--2019 Mini-School Advisory Committee, Astoria Mini-School, Astoria, NY
2012-2013 Statistics Advisor, *Theatre in Secondary Schools Landscape Study* (PI:
Matt Omasta, Department of Theatre Arts, Utah State University)
2010- 2011 Research Advisor, ENACT.
2008- 2010 Grant Advisor, Youth Science Theatre Project, MIT Kavli Institute for
Astrophysics and Space Research (MKI).

EDITORIAL POSITIONS

Editor, *Psychology of Aesthetics, Creativity, and the Arts* (2017--2023).
Associate Editor (2015--2017).
Editorial Board Member (2013--2015).
Editorial Board Student Member (2006--2010).

Editorial Board Member, *Empirical Studies in the Arts* (2015--)
Editorial Board Member, *Imagination, Cognition and Personality* (2015--)
Editorial Board Member, *Creativity Research Journal* (2022--)

Ad-Hoc Reviewer, Journals: *British Journal of Developmental Psychology, BioMed Central Psychology, Canadian Journal of Behavioral Science, Child Development, Child Development Perspectives, Developmental Psychology, High Ability Studies, Emotion, Journal of Applied Developmental Psychology, Journal of Cognition and Development, Journal of Experimental Social Psychology, Journal of Personality, Personality and Individual Differences, PLOS One, Psychology and Aging, Psychology of Popular, Social Development, Swiss Journal of Psychology, , WIREs Cognitive Science, American Journal of Play Media, Psychonomic Bulletin and Review, Psychological Reports*

Ad-Hoc Reviewer, Granting Agencies: *The John Templeton Foundation; The National Science Foundation Development and Learning Sciences (SBE); Institute of Education Sciences; The Wallace Foundation*

Ad-Hoc Reviewer, Presses: *Oxford University Press, Routledge, Taylor and Francis Books*

Ad-Hoc Reviewer, Conferences: *Society for Research in Child Development; IGEL*

Assistant Book Editor, *Learning from Catastrophe: Quick Response Research in the Wake of Hurricane Katrina*. Natural Hazard Center, Special Publication #40. (2006).

PROFESSIONAL MEMBERSHIPS AND SERVICE

APA Division 10: Affiliate (2005-).

Co-Chair, Recruitment and Membership Committee (2008-2010).

Executive Committee Member-At-Large (2011-2014).

Domain Agent, Empirical Studies of Theatre, *International Society for the Empirical Study of Literature* (IGEL)

Member: APA President Nadine Kaslow's Arts Advisory Group

Member: Association for Psychological Science, Society for Research in Child Development, Jean Piaget Society, Cognitive Development Society

UNIVERSITY AND DEPARTMENTAL SERVICE

George Mason University:

University Service:

ARIT Consulting Committee (2021--)

CHSS Service:

Dean's Challenge Award Selection Committee (2019)

Department of Psychology Service:

Co-Chair, Department Diversity, Equity, and Inclusion (DEI) Committee (2020--)

Member, Department of Psychology Diversity Committee (2017--2020)

Applied Developmental Psychology Faculty Search Committee (2018-2019)

Psychology Term Teaching Faculty Search Committee (2018-2019)

Pace University:

University-wide Kenan Faculty Development Fund, Pace University (2015--2017)

University-wide Salary Review Board, Pace University (2015--2017)

University-wide Institutional Review Board, Pace University (2013--2017)

IRB Reviewer for PSY 380-381 Projects (2013--2017)

University-wide Scholarly Research Committee (2013--2015)

Undergraduate Curriculum Committee, Pace University, Department of Psychology (2013--2017)

Developmental Psychology group leader

M.A. Curriculum Committee, Pace University, Department of Psychology (2013--2017)

Strategic Planning Committee, Pace University, Department of Psychology (2013--2017)

Space and Resources Committee, Pace University, Department of Psychology (2013--2017)

SONA System Undergraduate Research Pool Committee, Pace University, Department of Psychology (2015--2017)

Various grade and dismissal appeal committees, 2013--2017

Chair, Social Psychology Search Committee, Pace University, Department of Psychology (2013)

Quantitative Position Search Committee, Pace University, Department of Psychology (2013)

PRIMARY ADVISEES

PhD:

Entered 2020 Darian Stapleton

Entered 2019 Megan Stutesman

Entered 2018 DaSean Young

2017-2020 Brittany Thompson

**2019 Winner of Osher Lifelong Learning Institute Scholarship*

**2020 Winner of Provost's Dissertation Completion Grant*

**2020 Winner of the 3MT CHSS Competition*

MA:

Entered 2020 Ny'Asia Reid
2019-2021 Karlan Cruz
2018-2020 Bailey Hill
2018-2020 Kaylee Chulla

DISSERTATION COMMITTEES

George Mason University:

Thompson, B. (2019-2020). Pretend Play across the Preschool Years: Defining and Observing its Developmental Progression. *Dissertation Chair*.
Greenburg, J. (2020-2021). Investigating the "Gift of Time": Predictors and Outcomes Associated with Delayed School Entry and Kindergarten Retention. *Dissertation Committee Member*.

Pace University:

Boyle, A. (2016-2017). Social versus Solitary Block Play and Spatial Skills. *Dissertation Supervisor*.
Rao, A. (2016-2107). The acceptability and effectiveness of a one-session parent psychoeducational training on parent-adolescence communication. *Dissertation Consultant*.
Levine, J. (2015-2016). School Psychologists' Training, Preparedness, and Current Practices Related to Interprofessional Collaboration with Medical Professionals. *Dissertation Consultant*.
Myers, R. (2014-2015). Prospection in Actors versus Non-Actors. *Dissertation Supervisor*.
Harford, L. (2014-2015). Participation in ENACT and Students' Self Perceptions. *Dissertation Supervisor*.
Richardson, E. (2013-2014). Personality and Creative Writing. *Dissertation Consultant*.
Kelly, J. (2013-2014). School Psychologists' Knowledge and Attitudes Regarding Gays, Lesbians and Bisexuals. *Dissertation Consultant*.

External Reader:

Celume, M. (2019-2020). Theatre and Emotional Intelligence. *Universite Paris Descartes*.
Brown, G. (2017-2018). Blurred Lines Between Role and Reality: A Screen Actor Study. *Antioch University*.
Corwin, H. (2012-2015). The Relationship Between Emotional Intelligence and the Sanford Meisner Acting Method. *The Chicago School of Professional Psychology*.

COMPREHENSIVE EXAM COMMITTEES

Vjosa Poshka, 2021
Jordan Greenberg, 2020
Brittany Thompson, 2019

M.A. THESIS SUPERVISION & COMMITTEE MEMBERSHIP

George Mason University:

- Tucker, T. (2020-2021). Who Takes Music With Them When They Transition to High School?
- White, N. (2020-2021). Developmental changes in social needs across adolescence: examining associations between social relationships and loneliness
- Whitmore, S. (2020-2021). Examining the Role of Social-Cognitive Appraisals as a Mechanism Linking Friendship & Dislike Networks to Loneliness in Adolescence.
- Chulla, K. (2020-2021). Development and Portrayal of Emotion in Childhood. *Thesis Chair.*
- Alegrado, A. (2020-2021). Academic outcomes associated with enrollment in middle school music among low-income, ethnically diverse students. *Thesis Committee Member.*
- Greenberg, J. (2018-2019). "Catch Them While They're Young"?: Associations between Early Grade Retention and Later Academic Outcomes. *Thesis Committee Member.*
- Williams, A. (2017-2018) Longitudinal Follow-Up of Ethnically Diverse Children with ASD in Public School Pre-K Programs: Predictors of Success Through 5th Grade. *Thesis Committee Member.*

Pace University:

- Henry, A. (2013-2014). The Mediating Role of Affect on Childhood Pretend and Role Play. *Thesis Advisor.*
- Kierce, J. (2013-2014). Empathy in *Roots of Empathy* Instructors. *Thesis Advisor.*
- Garcia, A. (2013-2014). Wellbeing in *Roots of Empathy* Instructors. *Thesis Advisor.*

UNDERGRADUTE HONORS THESIS SUPERVISION

George Mason University:

- Lilly, L. (2020-2021) Do Actors Think That They Are Learning Social Cognitive Skills *Project not completed.*
- Gonzaga, J. (2020-2021). Classical Guitarists And Non-Musicians: Assessing Pitch Discrimination And Absolute Pitch.
- Martin, E. (2020-2021). Can Self-Concept Be Taught By Teachers in Theatre Courses?
- Kunumuru, P. (2018-2019). Transitioning to Nonbelief: Santa Claus as a Model.
- Artiles Rodriguez, R. (2018-2019). Roll For Insight: How Enjoyment And Other Factors Affect Empathy Towards A Fictional Character In Dungeons And Dragons.
- Jones, K. (2017-2018). Reading Emotions from Improvised and Choreographed Dance. *Project not completed.*

Pace University:

- Orberndorf, M. (2016-2018). Acting is Psychology: Why you need therapists on set.
- Filipe, A. (2015-2016), Do Adults Believe Characters Transfer back to Actors?
**Presented at the Dyson Society of Fellows*
- DeBettingnies, B. (2015-2017). Educational Theater and its effects on children and their self-development and self-concept.
- Nason, R. (2013-2014). Theatre Increases Creativity: A Pilot Study and Study proposal.

Yale University:

- Blackwell, E. (2012-2013). The Cognitive Science of Linguistic and Nonlinguistic Comedy.

Boston College:

- Jacobson, G. (2009-2010). To know an evil character: Empathy, Perspective Taking and Acting.
- DeLuca, J. (2008-2009). Exploring Verbal Memory Effects in Acting: Acting in Character vs. Speaking Out loud.
- Fielden, T. (2008-2009). Hooked on Fiction Case Studies. *(Co-advised with Bath University)*.
- Hughes, H. (2008-2009). Individual differences in susceptibility to hypnosis. *(Co-advised with Bath University)*.
- Wu, K. (2007-2008). Do Adult Actors Show Advanced Levels of Theory of Mind and Empathy?
- Kroog, K. (2007-2008). Perceiving Emotion in Music: Domain Specific or Domain General?

MEDIA COVERAGE

- Podcast Interview “The Actor’s Mind” <https://soundcloud.com/theactorsmind/season-4-episode-1-the-science-of-acting#c=61&t=0:00>
- Podcast Interview, “Embracing Arts Arlington”. <https://embracing-arlington-arts.org/dr-thalia-goldstein-applied-developmental-psychology-department-george-mason-university/>
- Interviewed for “Generation Alpha” response to COVID19 Quarantine. *Canvas X*. <https://library.canvas8.com/content/2020/04/09/gen-alpha-covid.html>
- Featured Guest (January 10, 2020), WNPR “Where We Live”. Nurturing Creativity in Children and Adults too! <https://www.wnpr.org/post/nurturing-creativity-children-and-adults-too>
- Interviewed for WHY Y radio story on actors falling in love with each other. (December 4, 2019). <https://why.org/episodes/the-pulse-goes-to-the-movies/>
- Work featured on NPR’s Hidden Brain “You 2.0: Empathy Gym.” (July 29, 2019) <https://www.npr.org/templates/transcript/transcript.php?storyId=744195502>
- Featured on CHSS Website on Scholar-in-Residence. <https://chss.gmu.edu/articles/13252>
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