

Sabine Doebel, Ph.D.

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EMPLOYMENT

2019-	Assistant Professor Department of Psychology George Mason University
2014-2019 (mat leave 2017/18)	Postdoctoral Researcher, University of Colorado Boulder Department of Psychology and Neuroscience Advisor: Yuko Munakata

EDUCATION

2009-2014	Ph.D., Child Psychology University of Minnesota Advisors: Philip D. Zelazo, Melissa A. Koenig
1996-2001	Bachelor of Arts, Psychology York University

AWARDS AND HONORS

2018	Open Science Framework Preregistration Challenge Prize (\$1000)
2013	Institute of Child Development Small Grant Award (\$1200)
2013	Dissertation Travel Award, University of Minnesota (\$1200)
2013	Dissertation Fellowship, University of Minnesota (\$25000)
2011, 2012	NRSA institutional predoctoral fellowship (\$102,138)

RESEARCH SUPPORT

	NSF BCS #2012489 (subaward for participant payment), <i>Innovating Developmental Science with an Online, Scalable Meta-Science Platform for Investigating Cognitive Development During Early Childhood</i> \$1500
7/2022 – 8/2023	4-VA (Virginia) Research grant <i>How Does Experience Support Working Memory Development in Early Childhood?</i> Role: PI, co-I: Angeline S. Lillard \$25,000
7/2022 – 8/2023	George Mason University Office of Research, Innovation, and Economic Impact, Building the Foundation Early-Stage Research Funding <i>Exploring How Cues to Age-Related Dependence Foster Learning in Childhood</i> Role: PI \$50,000
9/2020 - 7/2021	4-VA(Virginia) Research grant

Social understanding in the development of executive function

Role: PI, co-I: Angeline S. Lillard

\$25,100

6/2019 - 12/2019

National Science Foundation, BCS #1854402

Reproducible Developmental Science: Why and How

Role: PI, co-I: Michael C. Frank

\$6,418

09/2014 – 08/2018

National Institute of Child Health and Human Development
F32HD079191

Relations among transitions in private and inner speech and proactive control

Role: PI, Sponsors: Yuko Munakata, Akira Miyake, Al Kim

\$158,374

PEER-REVIEWED PUBLICATIONS

*Indicates undergraduate or graduate trainee

1. **Doebel, S.** & Mueller, U. (2023.) The future of research on executive function and its development: An introduction to the special issue. *The Journal of Cognition and Development*.
2. **Doebel, S.** & Lillard, A.S. (2023). How does play foster development? A new executive function perspective. *Developmental Review*. <https://doi.org/10.31234/osf.io/q5mdc>
3. **Doebel, S.** & Munakata, Y. (2023). Unraveling the nature of children's self-directed speech: the role of social processes in five- and six-year-olds' overt and partially covert speech on three tasks. *Collabra*. <https://doi.org/10.1525/collabra.57543>
4. **Doebel, S.**, *Stucke, N.J., *Pang, S. (2022). Kindchenschema and cuteness elicit interest in caring for and playing with young children, but less so when children are masked. *Scientific Reports*, 12, 11903.
5. *Stucke, N. J., Stoet, G., & **Doebel, S.** (2022). What are the kids doing? Exploring young children's activities at home and relations with externally cued executive function and child temperament. *Developmental Science*, e13226.
6. Munakata, Y., & **Doebel, S.** (2021). Developing executive functioning through less-structured time. *Science*, 374(6563), 27-28.
7. **Doebel, S.** (2020). Rethinking executive function development. *Perspectives on Psychological Science*, 15, 942–956.
8. **Doebel, S.**, Michaelson, L. E., & Munakata, Y. (2020). Good things come to those who wait: Delaying gratification likely does matter for later achievement. Commentary on Watts,

- Duncan, & Quan: 'Revisiting the Marshmallow Test: A Conceptual Replication Investigating Links Between Early Delay of Gratification and Later Outcomes'. *Psychological Science*, 97–99.
9. Munakata, Y., Yanaoka, K., **Doebel, S.**, Guild, R., Michaelson, L., & Saito, S. (2020). Group Influences on Children's Delay of Gratification: Testing the Roles of Culture and Personal Connections. *Collabra: Psychology*, 6(1), 1.
 10. **Doebel, S.** & Munakata, Y. (2018). Group influences on self-control: Children delay gratification and value it more when their in-group delays and their out-group doesn't. *Psychological Science*, 29, 738-748.
 11. **Doebel, S.**, Michaelson, L. E., & Munakata, Y. (2018). Beyond personal control: The role of developing self-control abilities in the behavioral constellation of deprivation. Commentary on G. Pepper and D. Nettle, 'The behavioural constellation of deprivation: causes and consequences.' *Behavioral and Brain Sciences*, 40.
 12. **Doebel, S.**, Dickerson, J. P., *Hoover, J. D., & Munakata, Y. (2017). Using language to get ready: Familiar labels help children engage proactive control. *Journal of Experimental Child Psychology*, 166, 147-159.
 13. **Doebel, S.**, Barker, J., Chevalier, N., Michaelson, L., Fisher, A. V. & Munakata, Y. (2017). Getting ready to use control: Advances in the measurement of young children's use of proactive control. *PLOS ONE*. 12 (4), e0175072
 14. **Doebel, S.** & Zelazo, P. D. (2016). Seeing conflict and engaging control: Experience with contrastive language benefits executive function in preschoolers. *Cognition*, 157, 219-226.
 15. **Doebel, S.**, *Rowell, S. F., Koenig, M. A. (2016). Young children detect and avoid logically inconsistent sources: The importance of communicative context and executive function. *Child Development*, 87, 1956–1970.
 16. **Doebel, S.** & Zelazo, P. D. (2015). A meta-analysis of the Dimensional Change Card Sort: Implications for developmental theories and the measurement of executive function in children. *Developmental Review*, 38, 241-268.
 17. **Doebel, S.** & Zelazo, P. D. (2013). Bottom-up and top-down dynamics in young children's executive function: labels aid 3-year-olds' performance on the Dimensional Change Card Sort. *Cognitive Development*, 28, 222-232.
 18. **Doebel, S.** & Koenig, M. A. (2013). Children's use of moral behavior in selective trust: Discrimination versus learning. *Developmental Psychology*, 49, 462-469.

19. O'Byrne, M.R., Sing Au, K., Morrison, A.C., Lin, J., Fletcher, J., Ostermaier, K.K., Tyerman, G., **Doebel, S.**, & Northrup, H. (2010). Association of folate receptor (folr1, folr2, folr3) and reduced folate carrier (slc19a1) genes with meningomyelocele. *Birth Defects Research*, 88, 689-694.
20. Sing Au, K., Tran, P., Tsai, C., O'Byrne, M., Lin, J., Morrison, A., Hampson, A., Cirino, P., Fletcher, J., Ostermaier, K., Tyerman, G., **Doebel, S.**, & Northrup, H. (2008). Characteristics of a spina bifida population including North American Caucasian and Hispanic individuals. *Birth Defects Research*, 82, 692-700.

MANUSCRIPTS UNDER REVIEW OR IN PREPARATION

21. *Stucke, N.J., **Doebel, S.** Does preschool executive function predict concurrent and later social, health and behavioral outcomes? A meta-analysis. Under revised review, *Psychological Bulletin*.
22. **Doebel, S.** & Frank, M.C. Broadening convenience samples to advance theoretical progress and reduce bias in developmental science. *Journal of Cognition and Development* (diversifying cognitive developmental science). Under revised review. doi: 10.31234/osf.io/s8zxm
23. **Doebel, S.** Lillard, A.S., & *Hassani, J. The role of knowledge in childhood working memory. In preparation.
24. **Doebel, S.**, *Hassani, J., & Buckwalter, W. How do psychological scientists evaluate research findings? In preparation.

BOOK CHAPTERS

25. Zelazo, P. D. & **Doebel, S.** (2015). The role of reflection in promoting adolescent self-regulation. In G. Oettingen & P. Gollwitzer (Eds), *Self-regulation in adolescence*. Cambridge University Press.
26. Koenig, M. A., & **Doebel, S.** (2013). Young children's understanding of unreliability: Evidence for a negativity bias. In M.R. Banaji & S.A. Gelman (Eds.), *Navigating the social world: What infants, children, and other species can teach us*. New York: OUP.
27. Corrow, S. L., Cowell, J., **Doebel, S.**, & Koenig, M. A. (2012). How children understand and use other people as sources of knowledge: Children's selective use of testimony. In A. Pinkham, T. Kaefer & S. Neuman (Eds.), *Knowledge development in early childhood*. New York: Guilford Press.

CHAired SYMPOSIA AND CONFERENCES

Doebel, S. (2022, Chair). *Beyond deficit models of children's cognitive development: Advances in research considering culture, context, and knowledge in how children develop cognitive skills.* Symposium held at the 2022 Biennial Meeting of the Cognitive Development Society in Madison, WI.

Doebel, S. (2019, Chair). *Open Developmental Science.* Full day preconference held prior to the 2019 Biennial Meeting of the Cognitive Development Society in Louisville, KY.

Doebel, S. (2017, Chair). *The Interaction of executive function and knowledge in the preschool years.* Symposium conducted at the 2017 Biennial Meeting of the Society for Research in Child Development, Austin, TX.

Doebel, S., Barker, J. E. (2015, Chairs). *New directions in research exploring links between executive function and experience.* Symposium conducted at the 2015 Biennial Meeting of the Society for Research in Child Development, Philadelphia, PA.

Doebel, S., Koenig, M. A. (2015, Chairs). *New insights into relations between conceptual development and executive function.* Symposium conducted at the 2015 Biennial Meeting of the Society for Research in Child Development, Philadelphia, PA.

INVITED TALKS

2022	Department of Human Development and Quantitative Methods, University of Maryland College Park
2022	Developmental colloquium, Department of Psychology, University of Virginia
2021	Department of Psychological Science, Missouri University of Science and Technology
2021	Updates on the study of self-regulation, cognitive control, and self-regulation (organizers: Sebastian Lepina, Nicolas Chevalier, and Soledad Segretin).
2020	Fairfax County Public Library quarterly meeting
2019	Lillard Lab, University of Virginia
2019	University of California San Diego, Department of Psychology
2019	George Mason University, Department of Psychology
2019	Williams College, Psychology
2018	University of North Carolina Greensboro, Department of Psychology
2018	University of Kentucky, Department
2017	University of Toronto Mississauga, Department of Psychology
2017	University of California Irvine, Cognitive Sciences

CONFERENCE PAPERS

*Indicates trainee

Doebel, S. The role of knowledge in the development of executive function. Talk presented at the Annual Convention of the American Psychological Association, Washington, DC.

Doebel, S., *Hassani, J., & Buckwalter, W. (2023, May). Prior beliefs about hypotheses affect psychological scientists' and undergraduates' evaluations of hypothetical research findings. Talk presented at the Association for Psychological Science Annual Convention, Washington, DC.

Doebel, S., & *Hassani, J. (2023, March). How does the home environment shape working memory development? An exploration of home learning practices. Talk presented at the Biennial Meeting of the Society for Research in Child Development, Salt Lake City, Utah.

Doebel, S., *Stucke, N., & *Wise, F. (2022, April). Young children use social knowledge to regulate exploration. Talk presented at the 2022 Biennial Meeting of the Cognitive Development Society, Madison, Wisconsin.

***Foss, S. & Doebel, S.** (2022, April). Do children respond accurately to syllogisms in playful context without reasoning deductively? Talk presented at preconference on possibility at the Biennial Meeting of the Cognitive Development Society, Madison, WI.

***Stucke, N. & Doebel, S.** (2021, May). What are the kids doing? children's time use and relations with executive function during the COVID-19 pandemic. Presented at the 2021 APS Convention.

Doebel, S. (2019, Oct). Preregistering your developmental research: or, how I learned to stop worrying and love preregistration. Talk presented at the 2019 Biennial Meeting of the Cognitive Development Society, Louisville, KY.

Doebel, S. & Munakata, Y. (2017, April). Social influences on self-control: Children delay gratification when their group does. In S. Doebel (Chair), *The Interaction of executive function and knowledge in the preschool years*. Symposium conducted at the 2017 Biennial Meeting of the Society for Research in Child Development, Austin, TX.

Doebel, S. & Zelazo, P. D. (2015, March). The role of language in the development of conflict detection and executive function: A training study. In S. Doebel and J. Barker (Chairs), *New directions in research exploring links between executive function and experience*. Symposium conducted at the Biennial Meeting of the Society for Research in Child Development, Philadelphia, PA.

Doebel, S., Rowell, S., Koenig, M. A., & Zelazo, P. D. (2015, March). The relation between children's understanding of inconsistency and executive function in early childhood. In S. Doebel and M. Koenig (Chairs), S. Carey (Discussant), *New insights into relations between conceptual development and executive function*. Symposium conducted at the 2015 Biennial Meeting of the Society for Research in Child Development, Philadelphia, PA.

Doebel, S. & Zelazo, P. D. (2013, October). The role of conceptual knowledge in the development of executive function in early childhood. Paper presented at the 2013 Biennial Meeting of the Cognitive Development Society, Memphis, TN.

Doebel, S. & Zelazo, P. D. (2012, June). Conceptual knowledge and the development of cognitive control in early childhood. Paper presented at the 42nd Annual Meeting of the Jean Piaget Society, Toronto, Canada.

Doebel, S. & Zelazo, P. D. (2011, June). Insights into executive function in early childhood: A meta-analysis of the dimensional change card sort. Paper presented at the 41st Annual Meeting of the Jean Piaget Society, Berkeley, CA.

Koenig, M. A., & **Doebel, S.** (2011). Evidence for a positive-negative asymmetry in children's selective trust. In M. Koenig & V. Jaswal (Chairs), A. Woodward (Discussant), The Nature of the Negativity Bias in Development: Emotional Expressions, Face Memory and Selective Trust. Paper presented at the Biennial Meeting of the Society for Research in Child Development, Montreal, Canada.

SELECT CONFERENCE POSTERS

*Stucke, N. & **Doebel, S.** Do preschoolers regulate exploratory play in light of an onlooker's evaluations? Poster submitted for presentation at the Biennial Meeting of the the Society for Research in Child Development, to take place in Salt Lake City, Utah.

*Stucke, N. & **Doebel, S.** (2022, April). Does childhood executive function predict social, health and behavioral outcomes? A meta-analysis. Poster presented at the Biennial Meeting of the Cognitive Development Society, Madison, WI.

*Hassani, J. & **Doebel, S.** (2022, April). Exploring the nature of children's number and letter reversals. Poster to be presented at the Biennial Meeting of the Cognitive Development Society, Madison, WI.

*Stucke, N. & **Doebel, S.** Proposal: A meta-analysis of early childhood executive function and concurrent and future outcomes. Presented at the 2021 APS Virtual Convention. ***Associated talk awarded 3rd place in APS's Pitch Perfect competition.*

*Stucke, N. & **Doebel, S.** (2021, April). Social self-awareness and executive function. Poster presented at the Biennial Meeting of the Society for Research in Child Development, virtual conference.

*Farquhar, L. & **Doebel, S.** (2021, April). Children's Understanding of Positive and Negative Valence in Sounds, Abstract Images, and Faces. Poster presented at Biennial Meeting of the Society for Research in Child Development, virtual conference.

Doebel, S., *Stucke, N., Carlson, S.M., & Zelazo, P.D. (2019, October). Exploring socioeconomic status differences in executive function across development. Poster presented at the Biennial Meeting of the Cognitive Development Society, Louisville, KY.

Doebel, S. & Munakata, Y. (2017, October). Using language to get ready: Familiar labels help children engage proactive control. Poster presented at the Biennial Meeting of the Cognitive Development Society, Portland, OR.

Doebel, S., Andersen-Green, C., & Munakata, Y. (2017, July). Talking to ourselves to engage control? Testing developmental relations between self-directed speech, cognitive control and talkativeness. Poster presented at the 39th Annual Meeting of the Cognitive Science Society, London, UK.

Doebel, S., Barker, J., Chevalier, N., Michaelson, L. & Munakata, Y. (2015, October). Getting ready to use control: Advances in measuring a key developmental transition in how children engage executive function. Poster presented at the Biennial Meeting of the Cognitive Development Society, Columbus, Ohio.

Zelazo, P. D. & **Doebel, S.** (2014, June). The role of negation in flexible rule use. Paper presented at the 44th Annual Meeting of the Jean Piaget Society. San Francisco, CA.

Doebel, S. & Zelazo, P. D. (2013, April). Bottom-up and top-down dynamics in young children's executive function: Effects of labeling on the dimensional change card sort. Poster presented at the 2013 Biennial Meeting of the Society for Research in Child Development, Seattle, WA.

Doebel, S. & Zelazo, P. D. (2012, May). Bottom-up influences of language on executive function: Labeling helps and hinders performance on the DCCS. Poster presented at the Convention of the Association for Psychological Science, Chicago, Illinois.

Doebel, S. & Koenig, M. A. (2011, April). Children's use of moral information to assess a speaker's testimony: evidence for a negativity bias. Poster presented at the 2011 Biennial Meeting of the Society for Research in Child Development, Montreal, QC.

Doebel, S., Koenig, M. A. & Rowell, S. (2011, April). Young children detect logical inconsistency. Poster presented at the 2011 Biennial Meeting of the Society for Research in Child Development, Montreal, QC.

Jaswal, V., Koenig, M. A. & **Doebel, S.** (2011, April). Evidence for a positive-negative asymmetry in children's selective trust. Paper presented at the 2011 Biennial Meeting of the Society for Research in Child Development, Montreal, QC.

Dennis, M., Cirino, P., **Doebel, S.**, Jewell, D., & Fletcher, J. (2009, March). Reaction time in younger and older adults with spina bifida. Poster presented at the First World Congress on Spina Bifida Research and Care, Florida.

Doebel, S. & Astington, J. W. (2009, October). Psychological and deontic concepts in children's understanding of promising. Poster presented at the Sixth Biennial Meeting of the Cognitive Development Society, San Antonio, TX.

PUBLIC ENGAGEMENT

Full prefrontal podcast, May 2021. Interview with Sucheta Kamath, title TBD.
<https://podcasts.apple.com/us/podcast/full-prefrontal/id1256689090>

TED Radio Hour, August 2019. How can we make better decisions to help us live better lives.
<https://www.npr.org/2019/08/02/747337851/sabine-doebel-how-can-we-make-better-decisions-to-help-us-live-better-lives>

Medium, April 2019. Did the marshmallow test really get debunked?
<https://medium.com/@sabine.doebel/did-the-marshmallow-test-really-get-debunked-5d58ee1ad486>

TEDx MileHigh Speaker, December, 2018. The importance of context for understanding and improving executive function.
https://www.ted.com/talks/sabine_doebel_how_your_brain_s_executive_function_works_and_how_to_improve_it

Child Trends News Service, December, 2018. Self-control in kids.
<https://www.childtrends.org/videos/self-control-in-kids>

The Conversation, May 2018. Identifying with others who control themselves could strengthen your own self-control. <https://theconversation.com/identifying-with-others-who-control-themselves-could-strengthen-your-own-self-control-96159> (This article was republished by Thrive Global, Salon, Intellectual Takeout, Foundation for Economic Education, and others.)

MEDIA COVERAGE

Le test du Chamallow ou la résistance à la frustration mise à l'épreuve. *Le Monde*. Stephanie Chayet, 2023.

"The ongoing controversy over the marshmallow test". *Medium*. Erman Misirlisoy, 2019.

"Kids' self-control is influenced by their peer group: just belonging to a group can affect a child's self-control." *Psychology Today*. Art Markman, June, 2018.

<https://www.psychologytoday.com/us/blog/ulterior-motives/201806/kids-self-control-is-influenced-their-peer-group>

"Self-control shaped by your 'in-group' as early as preschool". *CU Boulder Today*. Lisa Marshall, May 3, 2018. <https://www.colorado.edu/today/2018/05/03/self-control-shaped-your-group-early-preschool>

"Revisiting the Marshmallow Test." *Pacific Standard*. Tom Jacobs, April, 2018. <https://psmag.com/news/revisiting-the-marshmallow-test>

"New research shows that preschoolers detect logical inconsistencies." *CEHD News*. Steven Baker, July 13, 2016. <http://news.cehd.umn.edu/new-research-shows-that-preschoolers-can-detect-logical-inconsistencies/>

"Even a four-year-old can tell when you're contradicting yourself (and now they won't trust you)." *The British Psychological Society Research Digest*. Christian Jarrett, July, 2016. <https://digest.bps.org.uk/2016/07/04/even-a-four-year-old-can-tell-when-youre-contradicting-yourself-and-now-they-wont-trust-you/>

MEMBERSHIPS TO PROFESSIONAL SOCIETIES

American Psychological Association

Society for Research in Child Development

Cognitive Development Society

Association for Psychological Science

Society for the Improvement of Psychological Science

TEACHING AND MENTORING

Teaching Interests and Competencies

Developmental psychology; cognitive development; executive function; culture and development

Course Taught

PSYC461/PSYC592: Executive Function

PSYC461/PSYC566: Cognitive and Perceptual Development

PSYC313: Child Development
PSYC211: Lifespan Development

Guest Lectures

Executive Function, Institute of Child Development, graduate seminar in cognitive development, Fall 2021

My Career in Developmental Psychology, George Mason University Honor's Seminar, Spring 2020, 2021

Developmental Psychology (undergraduate): Executive Function Development, 2018

Brain and Cognitive Development (undergraduate): Critical Thinking, 2016

Cognitive Development (undergraduate): Infant Cognition & Moral Reasoning, 2013

Infancy Development (undergraduate): Cognitive Development (4 lectures), 2013

Graduate Proseminar in Cognition, Brain, and Behavior: Language and Thought, 2012

Cognitive Development (undergraduate): Moral Reasoning, 2012

Cognitive Development (undergraduate): Folk Knowledge (2 lectures), 2011

Language Development (undergraduate): Language and Thought (2 lectures), 2010

Formal Undergraduate Mentoring

Honor's Thesis advisor to Scarlett Bird-Guerra, 2022-2023

Honor's Thesis advisor to Jasmine Sea, 2022-2023

Undergraduate Research Scholars Program advisor to Jordan Hassani and Sydney Foss, 2021

Summer internship advisor to Lynn Farquhar (Bowdoin College), 2020

Undergraduate Research Scholars Program mentor to Fielder Wise (GMU), 2020

Honors thesis advisor to Cleo Andersen-Green (CU Boulder), 2017

Honors thesis advisor to Marina Blum (CU Boulder), 2016

Honors thesis advisor to Morgan Blaker (CU Boulder), 2015

National Science Foundation Research Experiences for Undergraduates Program graduate student mentor to Lourdes Reyes (U Puerto Rico), 2011

National Science Foundation Research Experiences for Undergraduates Program graduate student mentor to Sheina Rowell (Florida Atlantic U), 2010

SERVICE

Ad Hoc Reviewing

AERA Open; Infant and Child Development; Behavioral Methods; Child Development; Cognition; Biennial Meeting of the Cognitive Development Society; Developmental Psychology; Development and Psychopathology; Developmental Science; Developmental Neuropsychology; Journal of Cognition and Development; Journal of Experimental Child Psychology; PLOS ONE, Mind, Brain, and Education; Perspectives on Psychological Science; Psychological Science; Cognitive Science Society; SRCD Dissertation Awards; SRCD Biennial Meeting; Scientific Reports.

Professional service

NSF reviewer, 2023

Associate Editor, *Collabra: Psychology*, 2022-

Partner, *Innovating Developmental Science with an Online, Scalable Meta-Science Platform for Investigating Cognitive Development During Early Childhood* (NSF 2012489), 2022-

Editorial board member, *Journal of Cognition and Development*, 2021-

SRCD Equity and Inclusion in Peer Review Committee, 2020-2021

Chair, pre-conference on 'Open Developmental Science' (NSF 1854402) October 2019

Departmental service

Co-chair, Mentoring Committee, Psychology Department, GMU, 2020-

Long-range Planning committee, Psychology Department, GMU, 2021-

Women in Psychology postdoc group co-organizer, CU Boulder, 2014 – 2018

Research Committee, Institute of Child Development, U of M, 2012 – 2014

Social Committee, Center for Cognitive Sciences, U of M, 2013 – 2014

Chair, Center for Cognitive Sciences Spring Research Day Committee, U of M, 2012 – 2013

Student Representative, Center for Cognitive Sciences Executive Council, U of M, 2011 – 2013

Co-chair, Center for Cognitive Sciences Spring Research Day Committee, U of M, 2011 – 2012

Institute of Child Development Visiting Colloquia Committee, U of M, 2009 – 2011

Center for Cognitive Sciences Colloquia Committee, U of M, 2010 – 2011

Council of Graduate Students Department Representative, U of M, 2009