

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 Research Scientist, 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

9/2020 - 7/2021	4-VA Research grant <i>Social understanding in the development of executive function</i> Role: PI, co-I: Angeline S. Lillard \$25,100
6/2019 - 12/2019	National Science Foundation, BCS #1854402 <i>Reproducible Developmental Science: Why and How</i> Role: PI, co-I: Michael C. Frank \$6,418
09/2014 – 08/2018	National Institute of Child Health and Human Development F32HD079191 <i>Relations among transitions in private and inner speech and proactive control</i> Role: PI, Sponsors: Yuko Munakata, Akira Miyake, Al Kim \$158,374

PEER-REVIEWED PUBLICATIONS

*Indicates trainee

1. **Doebel, S.** (2020). Rethinking executive function development. *Perspectives on Psychological Science*, 15, 942–956
2. **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.
3. 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.
4. **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.
5. **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.
6. **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.
7. **Doebel, S.**, *Andersen-Green, C., & Munakata, Y. (2017). Talking to ourselves to engage control? Testing developmental relations between self-directed speech, cognitive control and talkativeness. *Proceedings of the 39th Annual Meeting of the Cognitive Science Society*.
8. **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
9. **Doebel, S.** & Zelazo, P. D. (2016). Seeing conflict and engaging control: Experience with contrastive language benefits executive function in preschoolers. *Cognition*, 157, 219-226.

10. **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.
11. **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.
12. **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.
13. **Doebel, S. & Koenig, M. A.** (2013). Children's use of moral behavior in selective trust: Discrimination versus learning. *Developmental Psychology, 49*, 462-469.
14. 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.
15. 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

16. *Stucke, N., Stoet, G., & **Doebel, S.** Why is Children's Time in Less-Structured Activities Associated with Executive Function? A Study of Children at Home During the COVID-19 Pandemic. Manuscript under review.
17. **Doebel, S. & Lillard, A.S.** How Does Play Shape Executive Function? A New Proposal. Manuscript under review.

BOOK CHAPTERS

18. 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.
19. 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: Oxford University Press.

20. 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. (2019, Chair). Open Developmental Science. Full day preconference held prior to the 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

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| 2021 | Department of Human Development and Quantitative Methods, University of Maryland College Park (postponed to Fall 2021) |
| 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, Charlottesville, VA. |
| 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

*Stucke, N. & **Doebel, S.** What Are the Kids Doing? Children's Time Use and Relations with Executive Function During the COVID-19 Pandemic. Presented at the 2021 Meeting of the Association for Psychological Science.

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.** A Meta-Analysis of Early Childhood Executive Function and Concurrent and Future Outcomes. Presented at the 2021 Meeting of the Association for Psychological Science.

*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. 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

“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/>

PROFESSIONAL SOCIETIES

American Psychological Association

Society for Research in Child Development

Cognitive Development Society

Association for Psychological Science

TEACHING AND MENTORING

Teaching Interests and Competencies

Developmental psychology; cognitive development; executive function; developmental research methods;

Course Taught

PSYC461/PSYC592: Executive function

PSYC313: Child development

PSYC566: Cognitive and perceptual development

Guest Lectures

Why developmental psychology, George Mason 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

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

URSP mentor to Fielder Wise (GMU), 2020

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

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

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

REU Program graduate student mentor to Lourdes Reyes (U Puerto Rico), 2011

REU Program graduate student mentor to Sheina Rowell (Florida Atlantic U), 2010

AD HOC REVIEWING

AERA Open; Child Development; Developmental Psychology; Development and Psychopathology; Developmental Science; Developmental Neuropsychology; 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

SERVICE

Peer Review Committee, Society for Research in Child Development, 2020-2021

Mentoring Committee, Psychology Department, GMU, 2020-

Women in psychology postdoc group co-organizer, 2014 – 2018

Research committee, Institute of Child Development, 2012 – 2014

Social committee, Center for Cognitive Sciences, 2013 – 2014

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

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

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

Institute of Child Development Visiting Colloquia Committee, 2009 – 2011

Center for Cognitive Sciences Colloquia Committee, 2010 – 2011

Council of Graduate Students Department Representative, 2009