

Jenna E. Finch

Department of Psychology · University of Nebraska–Lincoln
223 Burnett Hall · Lincoln, NE · 68588
Phone: (402) 472 - 5123 · Email: jenna.finch@unl.edu

ACADEMIC APPOINTMENT

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

EDUCATION

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

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

GRANTS AND FELLOWSHIPS

Current

2021 – 2022 Nebraska Academy for Early Childhood Research Policy Fellowship

2020 – 2022 Layman Seed Grant (University of Nebraska-Lincoln)
Role: Principal Investigator (\$10,000)

2020 – 2022 University of Nebraska-Lincoln COVID-19 Rapid Response Grant Program
Role: Principal Investigator (\$16,750)

2019 – 2020 University of Nebraska-Lincoln Planning and Proposal Generation Grants
Role: Co-Principal Investigator (\$19,999), PI: Carrie Clark, Co-Is: Danae Dinkel, Marc Goodrich, Jolene Johnson, Natalie Koziol, Philip Lai, Amy Napoli, Timothy Nelson, Abbie Raikes, Helen Raikes, Anne Schutte, Timothy Nelson, Yingying Wang, Amanda Witte

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

Past

2019 Society for Research in Child Development Early Career Travel Award (\$500)

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

2017 – 2018 Karr Family Fellowship, Center for Education Policy Analysis, Stanford University (\$4,800)

2016 – 2017 Additional Insights International Research Fellow, New York University/ World Bank (\$5,000)

2015, 2017 Society for Research in Child Development Graduate Student Travel Award (\$300)

2014 – 2016 Institute of Education Sciences Fellowship, Stanford Interdisciplinary Doctoral Training Program in Quantitative Education Policy Analysis (\$30,000/year)

2014 South Asian Graduate Student Research Fellowship, Stanford University (\$1,000)

2013 – 2018 William R. and Sara Hart Kimball, Stanford Graduate Fellow (\$41,700/year)

2012 Undergraduate Summer Research Grant, Psi Chi Honor Society (\$5,000)

2012 Georgetown Undergraduate Research Opportunities Program Summer Fellowship (\$3,000)

HONORS AND AWARDS

2021	Certificate of Recognition for Contributions to Students (given by the UNL Teaching Council and the UNL Parents Association)
2019	Paul R. Pintrich Outstanding Dissertation Award, American Psychological Association (Division 15: Educational Psychology)
2013	J.P. Guilford National Undergraduate Research Award (1 st place), Psi Chi Honor Society
2013	Phi Beta Kappa, Georgetown University
2013	Sebastian Brenninkmeijer Medal in Psychology, Georgetown University
2013	Pi Mu Epsilon, National Mathematics Honorary Society, Georgetown University
2012 – 2013	Psi Chi Honor Society in Psychology President: Georgetown University Chapter

PUBLICATIONS

Peer-Reviewed Journal Articles

* Denotes undergraduate and graduate mentee authors

1. Latham, S., **Finch, J. E.**, Reardon, S., & Waldfogel, J. (2021) Changes in income-based disparities in early elementary school obesity, 1998 to 2010. *Academic Pediatrics, 21*(2), 304-311.
2. Sulik, M. J., **Finch, J. E.**, & Obradović, J. (2020). Moving beyond executive functions: Challenge Preference as a predictor of academic achievement in elementary school. *Journal of Experimental Child Psychology, 198*.
3. *Armstrong-Carter, E., **Finch, J. E.**, Siyal, S., Yousafzai, A., & Obradović, J. (2020). Biological sensitivity to context in Pakistani preschoolers: Hair cortisol and family wealth interactively predict girls' cognitive skills. *Developmental Psychobiology, 62*(8), 1046-1061.
4. **Finch, J. E.** (2019). Do schools promote executive functions? Differential working memory growth across the school-year and summer months. *AERA Open, 5*(2), 1-14.
5. **Finch, J. E.**, Garcia, E. B., Sulik, M. J., & Obradović, J. (2019). Links between classmates' and individual students' executive functions in elementary school. *AERA Open, 5*(1), 1-14.
6. Johnson, A.D., **Finch, J. E.**, & Phillips, D. A. (2019). Associations between child care experiences and kindergarten readiness in a low-income sample: Moderation by child temperament. *Developmental Psychology, 55*(3), 623-636.
7. Obradović, J., **Finch, J. E.**, Portilla, X., Rasheed, M., Memon, U., Tirado-Strayer, N., & Yousafzai, A. (2019). Assessing early executive functioning in a global context: Family factors and developmental correlates in rural Pakistan. *Developmental Science, 22*(5), e12795.
8. **Finch, J. E.**, Yousafzai, A., Rasheed, M., & Obradović, J. (2018). Measuring and understanding social-emotional behaviors in preschoolers from rural Pakistan. *PLOS ONE, 13*(11).
9. Obradović, J., Sulik, M., **Finch, J. E.**, & Tirado-Strayer, N. (2018). Assessing students' executive functions in the classroom: Validating a scalable group-based procedure. *Journal of Applied Developmental Psychology, 55*, 3-14.
10. **Finch, J. E.**, & Obradović, J. (2017). Unique effects of socioeconomic and emotional parental challenges on children's executive functions. *Journal of Applied Developmental Psychology, 52*, 126-137.

11. **Finch, J. E.**, & Obradović, J. (2017). Independent and compensatory contributions of executive functions and challenge preference for students' adaptive classroom behaviors. *Learning and Individual Differences*, 55, 183-192.
12. Brown, N., **Finch, J. E.**, Obradović, J., & Yousafzai, A. (2017). Maternal care mediates the effects of nutrition and responsive stimulation interventions on young children's growth. *Child: Care, Health, and Development*, 43(4), 577-587.
13. Obradović, J., Yousafzai, A., **Finch, J. E.**, & Rasheed, M. (2016). Maternal scaffolding and home stimulation: Key mediators of early intervention effects on children's cognitive development. *Developmental Psychology*, 52(9), 1409-1421.
14. Obradović, J., & **Finch, J. E.** (2016). Importance of executive function skills for regulating physiological arousal: Piecewise latent growth curve modeling. *Developmental Science*.
15. Bassok, D., **Finch, J. E.**, Lee, R. H, Reardon, S. F., & Waldfogel, J. (2016). Socioeconomic gaps in early childhood experiences, 1998 to 2010. *AERA Open*, 2(3), 1-22.
16. **Finch, J. E.**, Johnson, A. D., & Phillips, D. A. (2015). Is sensitive caregiving in child care associated with children's early effortful control skills? An exploration of linear and threshold effects. *Early Childhood Research Quarterly*, 31(2), 125-134.

Manuscripts Under Review at Peer-Reviewed Journals

1. **Finch, J. E.**, Wolf, S., & Lichand, G. (under review) Executive functions and motivation uniquely predict children's academic development in Côte d'Ivoire.
2. **Finch, J. E.**, *Akhavain, K., Patwardhan, I., & Clark, C. A. C. (under review) Associations between teacher self-efficacy, perceived work environment, and students' executive functions and behavioral problems.
3. **Finch, J. E.**, *Saavedra, A., & Obradović, J. (under review) Motivation and self-regulated classroom behaviors in middle childhood: Moderation by parental education.
4. Obradović, J., **Finch, J. E.**, Connolly, C., Siyal, S., & Yousafzai, A. (revise & resubmit) Relevance of executive functions and self-regulation behaviors for multi-systematic adaptation in preschoolers from rural Pakistan. *Developmental Science*.

Manuscripts In Preparation

1. **Finch, J. E.**, Yoshikawa, H., Rolla, A., & Leyva, D. Effects of a preschool intervention on Chilean children's school readiness: Moderation by home learning activities.
2. **Finch, J. E.**, Garcia, E. B., & Obradović, J. Teacher-child relationships and executive functions: What matters more, direct assessments or teacher reports?
3. Obradović, J., **Finch, J. E.**, Tirado-Strayer, N., & Bardack, S. Classroom effects on the growth of executive function skills in middle childhood.
4. **Finch, J. E.**, Bassok, D., Reardon, S. F., & Waldfogel, J. Understanding narrowing achievement gaps at school entry: The role of children's early life experiences.

Book Chapters

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

Book Reviews

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

CONFERENCE PAPER PRESENTATIONS

* Denotes graduate mentee authors

+ Denotes undergraduate mentee authors

1. **Finch, J. E.**, Wolf, S., & Lichand, G. (April, 2021) Executive functions and motivation uniquely predict children's academic development in Côte d'Ivoire. In **J. E. Finch** (Chair), *The importance of executive functions and social-emotional skills for students' academic success in Sub-Saharan Africa*. Symposium to be presented at the Society for Research on Child Development biennial conference.
2. *Ahkavein, K., Clark, C. A. C., Nelson, J. M., Espy, K. A. & **Finch, J. E.** (April, 2021) The unique contributions of executive functions and mathematical ability to sign switching in mathematics. In J. E. Finch (Chair), *Unpacking the complexities of bi-directional associations between executive functions and math*. Symposium to be presented at to the Society for Research on Child Development biennial conference.
3. +Johnson, R. & **Finch, J. E.** (April, 2021) *Examining the protective role of motivation for children with learning disabilities' academic achievement*. Paper to be presented at the Society for Research on Child Development biennial conference.
4. **Finch, J. E.**, Garcia, E. B., & Obradović, J. (August, 2020). *The importance of teacher-child conflict for directly-assessed and teacher-reported executive functions*. Paper presented at the American Psychological Association annual convention, Washington, D.C.
5. **Finch, J. E.** (April, 2019). *Do schools promote executive functions? Differential working memory growth across school year and summer months*. Paper presented at the American Educational Research Association annual meeting, Toronto, Canada.
6. **Finch, J. E.**, Garcia, E. B., Sulik, M., & Obradović, J. (April, 2019). *Peers matter: Links between classmates' and individual students' executive functions in elementary school*. Paper presented at the American Educational Research Association annual meeting, Toronto, Canada.
7. **Finch, J. E.**, Garcia, E. B., & Obradović, J. (March, 2019). *The importance of the teacher-child relationship for teachers' perceptions of students' executive functions*. Paper presented at the Society for Research on Child Development biennial conference, Baltimore, MD.
8. **Finch, J. E.**, Garcia, E. B., Sulik, M. J., & Obradović, J. (March, 2019). *Peers matter: Links between classmates' and individual students' executive functions in elementary school*. Paper presented at the Society for Research on Child Development biennial conference, Baltimore, MD.
9. *Armstrong-Carter, E., **Finch, J. E.**, & Obradović, J. (March, 2019). *Hair cortisol and wealth: Direct and interactive effects on cognitive and social-emotional skills in Pakistani preschoolers*. Paper presented at the Society for Research on Child Development biennial conference, Baltimore, MD.
10. **Finch, J. E.** (October, 2018). *Children's working memory development during school year and summer months: A nationally-representative sample*. Paper presented at the Use of Secondary and Open Source Data in Developmental Science special topic meeting, Phoenix, Arizona.
11. **Finch, J. E.**, & Yoshikawa, H. (April, 2017). *Pre-academic stimulation moderates the effects of a preschool intervention for at-risk Chilean children*. Paper presented at the Society for Research on Child Development biennial conference, Austin, TX.

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

CONFERENCE POSTER PRESENTATIONS

* Denotes graduate mentee authors

+ Denotes undergraduate mentee authors

1. *Ahkavein, K. & **Finch, J. E.** (April, 2021) *Executive functions and on-task behaviors during mathematics homework: The moderating role of parental control*. Poster to be presented at the Society for Research on Child Development biennial conference.

2. *Starr, E. & **Finch, J. E.** (April, 2021) *"It's okay to feel scared": A content analysis of parents' COVID-19 explanations to their children.* Poster to be presented at the Society for Research on Child Development biennial conference.
3. +Nguyen, V., *Akhavain, K., & **Finch, J. E.** (April, 2021) *Associations between employment change and parental mental health during the COVID-19 pandemic.* Poster to be presented at the Society for Research on Child Development biennial conference.
4. +Harris, A. C., *Akhavain, K., & **Finch, J. E.** (April, 2021) *Learning difficulties and parental control during homework help: The moderating role of socioeconomic status.* Poster to be presented at the Society for Research on Child Development biennial conference.
5. +Olson, N. & **Finch, J. E.** (April, 2021) *Family instability during the transition o schooling and links to children's social-emotional skills.* Poster to be presented at the Society for Research on Child Development biennial conference.
6. +Johnson, R. & **Finch, J. E.** (April, 2021) *Motivation, persistence, and past success as predictors of students' achievement: Moderation by learning disability status.* Poster to be presented at the Society for Research on Child Development biennial conference.
7. *Saavedra, A., **Finch, J. E.**, & Obradović, J. (March, 2019). *Motivation and self-regulated classroom behaviors in middle childhood: Moderation by parental education.* Poster presented at the Society for Research on Child Development biennial conference, Baltimore, MD.
8. Sulik, M., **Finch, J. E.**, & Obradović, J. (March, 2017). *Teacher rankings of executive function: A high-quality, low-cost alternative to rating scales?* Poster presented at the Society for Research on Educational Effectiveness spring conference, Washington, DC.
9. **Finch, J. E.**, & Obradović, J. (March, 2015). *Separating socioeconomic and emotional adversity: Links between early life stress and children's executive functioning skills.* Poster presented at the Society for Research on Child Development biennial conference, Philadelphia, PA.
10. +Haft, S., **Finch, J. E.**, & Obradović, J. (March, 2015). *Executive function and beyond: Challenge preference as a motivator for children's success in school.* Poster presented at the Society for Research on Child Development biennial conference, Philadelphia, PA.
11. +Haft, S., **Finch, J. E.**, & Obradović, J. (March, 2015). *Linking executive function and fine motor skills in middle childhood: Implications for academic achievement.* Poster presented at the Society for Research on Child Development biennial conference, Philadelphia, PA.
12. Johnson, A. D., **Finch, J. E.**, & Phillips, D. A. (March, 2015). *Child care experiences and school readiness for low-income children: Moderation by child temperament.* Poster presented at the Society for Research on Child Development biennial conference, Philadelphia, PA.
13. **Finch, J. E.**, Johnson, A. D., & Phillips, D. A. (April, 2013). *Predicting self-regulation in kindergarten from early child care quality.* Poster presented at the Society for Research on Child Development biennial conference, Seattle, WA.
14. **Finch, J. E.**, Johnson, A. D., & Phillips, D. A. (March, 2013). *Associations between child care experiences, behavior problems, and temperamental reactivity.* Poster presented at the Eastern Psychological Association annual meeting, New York City, NY.
15. Zachary, C., **Finch, J. E.**, Zimmerman, L., Oot, E., Fenstermacher, S., Linebarger, D., & Barr, R (June, 2012). *Parent-infant interactions in low-income minority families.* Poster presented at XVIII Biennial International Conference on Infant Studies, Minneapolis, MN.

16. Linebarger, D. L., Barr, R., Piotrowski, J. T., Lapierre, M. A., & Finch, J. E. (June, 2012) *Relations among early television exposure, parental supervision during that exposure, and temperament*. Poster presented at XVIII Biennial International Conference on Infant Studies, Minneapolis, MN.

TEACHING AND MENTORING EXPERIENCE

Training

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

Courses Taught

PSYC 289: Developmental Psychology, University of Nebraska-Lincoln

PSYC 392: Data Management and Analysis for the Social Sciences, University of Nebraska-Lincoln

PSYC 971: Data Management, University of Nebraska-Lincoln

PSYC 971: Graduate Writing Group, University of Nebraska-Lincoln

CHAD 165: Risk and Resilience in a Community Context, San Jose State University

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

Doctoral Students, University of Nebraska-Lincoln

Supervisory/Dissertation Committees

Anna Johnson

Lauren Laifer

Erin Ramsdell

Cassidy Spraldin (Educational Psychology)

Graduate Research Supervision

Kimia Akhavein (primary advisor)

Pearl Avari

Kymberly Caddell

Emily Starr

Undergraduate Students, University of Nebraska-Lincoln

Undergraduate Creative Activities and Research Experience (UCARE) Students Advised

2021 – 2022 Ali Benda, Riley Bittner, Isis Burks, Peyton Geiser, Nate McQueen

2020 – 2021 NaKeysha Olson

2019 – 2021 Rachelle Johnson

2019 – 2020 Amyia Harris

Ronald E. McNair Scholars Advised

2021 – 2023 Isis Burks

2020 – 2022 Haley Witthuhn

2019 – 2021 Amyia Harris, Vivian Nguyen

Undergraduate Thesis Advisor

2021 – 2022 Ali Benda, Peyton Geiser, Anna Trofholz
2020 – 2021 Amyia Harris, Rachelle Johnson
2019 – 2020 Elizabeth Hamik

Undergraduate and Post-Graduate Research Supervision

Jenna Barnes, Ali Benda, Riley, Bittner, Karly Boehm, Nicole Borczyk, Isis Burks, Peyton Geiser, Alysha Henrichs, Sophia Lanphier, Logan Larsen, Nate McQueen Grace Parolek, Drake Seibel, Makenzie Starlin, Emily Shurtliff, Madelyn Stock, Robin Tipton, Claire Watson, Haley Witthuhn, Duncan Works

Past Undergraduate and Post-Graduate Research Assistants

Erika Boohar (Ph.D. student in Clinical Psychology, University of Nebraska-Lincoln), Jayden Falldorf, Elizabeth Hamik, Amyia Harris, Rachelle Johnson (Ph.D. student in Developmental Psychology, Florida State University), Sara Kemp, Olivia Maras (Ph.D. student in Development Psychology, Arizona State University), Vivian Nguyen, NaKeysha Olson, Brady Pham, Carsyn Poppe (Ph.D. student in School Psychology), Clarice Santos, Emily Starr (Ph.D. student in Child, Youth, and Family Studies, University of Nebraska-Lincoln)

Undergraduate Internship Supervision

Eastyn Klink

PROFESSIONAL AFFILIATIONS AND SERVICE POSITIONS

University Service

Department of Psychology, University of Nebraska-Lincoln

2020 – present Inclusive Excellence Workgroup (Graduate Training Coordinator)
2021 – present Graduate Executive Committee
2019 – present Newsletter Committee

Graduate School of Education, Stanford University

2017 – 2018 Center for Educational Policy Analysis Mentorship Program
2015 – 2017 Graduate School of Education Mentorship Program
2015 – 2016 Stanford Graduate School of Education Student Guild, Financial Chair
2014 – 2017 Developmental and Psychological Sciences, Student Representative

Professional Memberships

American Education Research Association	Society for Research in Child Development
American Psychological Association	Society for Research on Educational Effectiveness
Association for Public Policy Analysis and Management	

Ad Hoc Journal Reviewer

Archives of Disease in Childhood	European Journal of Developmental Psychology
Child Development	European Journal of Psychology of Education
Cognitive Development	Journal of Early Adolescence
Developmental Science	International Journal of Behavioral Development
Early Education and Development	PLOS ONE