

Sarah H. Eason, Ph.D.

Purdue University, Human Development and Family Science
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ACADEMIC APPOINTMENTS

Assistant Professor, Purdue University 2019 - present
Department of Human Development and Family Science

EDUCATIONAL BACKGROUND

Postdoctoral Scholar, Department of Psychology, University of Chicago 2015 - 2019
Ph.D., Human Development, University of Maryland 2015
M.S., Clinical Psychology, Loyola University Maryland 2006
B.S., Psychology, University of Maryland Baltimore County 2003

PUBLICATIONS ^(9 graduate student author)

Refereed Journal Articles

- Eason, S. H.**, Leech, K. A., ⁹Anderson, K. L., & Pedonti, S. (2023). Family math engagement with preschoolers in rural contexts. *Journal of Applied Developmental Psychology*, 89. <https://doi.org/10.1016/j.appdev.2023.101600>
- ⁹Carkoglu, C., **Eason, S. H.**, Purpura, D. J. (2023). Building the Parent and Child Math Anxiety Network Model from empirical evidence. *Child Development Perspectives*. <https://doi.org/10.1111/cdep.12484>
- Eason, S. H.**, Kerr, K., Hurst, M. A., Foley, A., Claessens, A., & Levine, S. C. (2022). Enhancing parent and child spatial talk through puzzle play. *Cognitive Development*, 64. <https://doi.org/10.1016/j.cogdev.2022.101250>
- Eason, S. H.**, Scalise, N., Berkowitz, T., Ramani, G. B., & Levine, S. C. (2022). Widening the lens of family math engagement: A conceptual framework and systematic review. *Developmental Review*, 66. <https://doi.org/10.1016/j.dr.2022.101046>
- Hurst, M. A., Greene, A., **Eason, S. H.**, Claessens, A., & Levine, S. C. (2022). Children's interpretation of relational language for numerical comparisons. *Cognitive Development*, 63. <https://doi.org/10.1016/j.cogdev.2022.101214>
- ⁹Westerberg, L., Schmitt, S. A., **Eason, S. H.**, & Purpura, D. J. (2022). Home science interactions and their relation to children's science core knowledge in preschool. *Journal of Experimental Child Psychology*, 222. <https://doi.org/10.1016/j.jecp.2022.105473>
- Dearing, E., Casey, B., Davis-Kean, P. E., **Eason, S.**, Gunderson, E., Levine, S. C., Laski, E. V., Libertus, M., Lu, L., Lombardi, C. M., Nelson, A., Ramani, G., & Susperreguy, M. I. (2022). Socioeconomic variations in the frequency of parent number talk: A meta-analysis. *Education Sciences*, 12(5). <https://doi.org/10.3390/educsci12050312>
- Hornburg, C. B., Borriello, G.A., Kung, M., Lin, J., Litkowski, E., Cosso, J., Ellis, A., King, Y., Zippert, E., Cabrera, N., Davis-Kean, P., **Eason, S. H.**, Hart, S. A., Iruka, I., LeFevre, J.-A.,

Simms, V., Susperreguy, M. I., Cahoon, A., Chan, W. W. L., Cheung, S. K., Coppola, M., De Smedt, B., Elliot, L., Estévez-Pérez, N., Gallagher-Mitchell, T., Gardner-Neblett, N., Gilmore, C., Leyva, D., Maloney, E. A., Manolitsis, G., Melzi, G., Mutaf-Yıldız, B., Nelson, G., Niklas, F., Pan, Y., Ramani, G. B., Skwarchuk, S.-L., Sonnenschein, S., & Purpura, D. J. (2021). Next directions in measurement of the home mathematics environment: An international and interdisciplinary perspective. *Journal of Numerical Cognition, 7*.
<https://doi.org/10.5964/jnc.6143>

Eason, S. H., ⁹Nelson, A. E., Dearing, E., & Levine, S. C. (2021). Facilitating young children's numeracy talk in play: The role of parent prompts. *Journal of Experimental Child Psychology, 207*. <https://doi.org/10.1016/j.jecp.2021.105124>

⁹Clements, L., ⁹LeMahieu, R., ⁹Nelson, A. E., **Eason, S.**, & Dearing, E. (2021). Associations between parents' number talk and management language with their young children. *Journal of Applied Developmental Psychology, 73*. <https://doi.org/10.1016/j.appdev.2021.101261>

Eason, S. H., & Ramani, G. B. (2020). Parent-child math talk about fractions during formal learning and guided play activities. *Child Development, 91*(2), 546-562.
<https://doi.org/10.1111/cdev.13199>

Zippert, E., **Eason, S. H.**, Marshall, S., & Ramani, G. B. (2019). Preschool children's math exploration during play with peers. *Journal of Applied Developmental Psychology, 73*. <https://doi.org/10.1016/j.appdev.2019.101072>

Daubert, E. N., Ramani, G. B., Rowe, M. L., **Eason, S. H.**, & Leech, K. A. (2018). Sum thing to talk about: Caregiver-preschooler math talk in low-income families from the United States. *Bordón, 70*(3), 115-130.

Eason, S. H., & Ramani, G. B. (2017). Parental guidance and children's executive function: Working memory and planning as moderators during joint problem solving. *Infant and Child Development, 26*, 1-24.

Ramani, G. B., Rowe, M. L., **Eason, S. H.**, & Leech, K. A. (2015). Math talk during parent-child interactions in Head Start families. *Cognitive Development, 35*, 15-33.

Eason, S. H., Sabatini, J. P., Goldberg, L. F., Bruce, K. M., & Cutting, L. E. (2013). Examining the relationship between word reading efficiency and oral reading rate in predicting comprehension among different types of readers. *Scientific Studies of Reading, 17*, 199-223.

Eason, S. H., Goldberg, L. F., Young, K. M., Geist, M. C., & Cutting, L. E. (2012). Reader-text interactions: How differential text and question types influence cognitive skills needed for reading comprehension. *Journal of Educational Psychology, 3*, 515-528.

Clements-Stephens, A. M., Materek, A. D., **Eason, S. H.**, Scarborough, H. S., Pugh, K. R., Rimrodt, S., Pekar, J. J., & Cutting, L. E. (2011). Neural circuitry associated with two different approaches to novel word learning. *Developmental Cognitive Neuroscience, 2*, 99-113.

Locascio, G., Mahone, E. M., **Eason, S. H.**, & Cutting, L. E. (2010). Executive dysfunction among children with reading comprehension deficits. *Journal of Learning Disabilities, 43*, 441-454.

Sesma, H. W., Mahone, E. M., Levine, T., **Eason, S. H.**, & Cutting, L. E. (2009). The contribution of executive skills to reading comprehension. *Child Neuropsychology, 15*, 232-246.

Book Chapters and Encyclopedia Entries

Ellis, A., Westerberg, L., King, Y., **Eason, S. H.**, O'Rear, C. D., Purpura, D. J. (2022). To home literacy and beyond: Discussing subdomains of the home learning environment. In A. Betts & K. P. Thai (Eds.) *Handbook of Research on Innovative Approaches to Early Childhood Development and School Readiness*. IGI Global.

Ramani, G. B., & **Eason, S. H.** (2015). Zone of proximal development. In G. W. Scarlett (Ed.), *Classroom management: An A-to-Z guide* (pp. 885-886). Thousand Oaks, CA: Sage Publications.

Eason, S. H. & Cutting, L. E. (2009). Examining sources of poor comprehension in older poor readers: Preliminary findings, issues, and challenges. In R. K. Wagner, C. Schatschneider, & C. Phythian-Sence (Eds.), *Beyond decoding: The behavioral and biological foundations of reading comprehension* (pp. 263-286). New York, NY: Guilford.

Cutting, L. E., **Eason, S. H.**, Young, K. M., & Alberstadt, A. L. (2009). Reading comprehension: Cognition and neuroimaging. In K. Pugh & P. McCardle (Eds.), *How children learn to read: Current issues and new directions in the integration of cognition, neurobiology and genetics of reading and dyslexia research and practice* (pp. 195-214). Philadelphia, PA: Lawrence Erlbaum.

Invited Articles

Eason, S. H., & Levine, S. C. (2017, May). Math learning begins at home. *Zero to Three*, 29-37.

Ramani, G. B. & **Eason, S. H.** (2015). It all adds up: Learning early math through play and games. *Phi Delta Kappan*, 96(1), 27-32.

White Papers

Eason, S. H., Scalise, N., Berkowitz, T., Ramani, G. B., & Levine, S. C. (2020). *Reviewing the family math literature: Recommendations for practice, policy, and research* [White paper]. Family Math Roadmap Implementation Project. https://education-first.com/wp-content/uploads/2020/06/FamilyMathReview_WhitePaper.pdf

Manuscripts Under Review

Grose, G. E., Muenks, K., **Eason, S. H.**, Miele, D. B., Rowe, M. L., & Ramani, G. B. (under review). The role of parents' ability mindsets on parent-child interactions during math and reading activities.

Leech, K. A., **Eason, S. H.**, Pedonti, S., & ⁹Anderson, K. L. (under review). Examining the contexts where families engage in literacy using variable- and person-centered analysis.

MANUSCRIPTS IN PREPARATION (^p postdoctoral supervisee author, ⁹ graduate student author)

⁹Carkoglu, C., & **Eason, S. H.** (in preparation). Parents' guidance in response to children's errors and correct responses during mathematics learning activities.

Eason, S. H., ⁹Carkoglu, C., ⁹Zhang, S., & ^pVazquez, S. R. (in preparation). Developing an early math engagement resource for families, with families.

^pO'Rear, C. D., Clark, E., Donegan, S., Varnell, S., Woten, C., Ellis, A., **Eason, S. H.**, & Purpura, D. J. (in preparation). Factors related to the questions parents ask during book reading: A replication and extension.

PRESENTATIONS (⁹ graduate student author; *presenting author)

Paper Presentations

- Clark*, E., O'Rear, C. D., Donegan, S., Varnell, S., Woten, C., Ellis, A., **Eason, S. H.**, & Purpura, D. (2023, June). The association between book features and parent questions during number book reading. Paper to be presented at the 2023 meeting of the Mathematics Cognition and Learning Society, Loughborough, United Kingdom.
- Eason, S. H.**, Zhang*^g, S., & Leech, K. A. (2023, June). Caregivers' recognition of math learning opportunities for preschoolers. In M. DePascale (Chair), *Perspectives and influences on math engagement in early childhood: The role of family math*. Paper presented at the 2023 meeting of the Mathematics Cognition and Learning Society, Loughborough, United Kingdom.
- Carkoglu*^g, C., **Eason, S.** (2023, March). Supporting children's numeracy skills in families and school: How does activity context relate to parents' responses to preschoolers' mathematical errors? In **S. Eason** (Chair), *Looking beyond quantity: Using surveys and observations to examine the nature of parents' mathematical engagement*. Paper presented at the 2023 meeting of the Society for Research in Child Development, Salt Lake City, UT.
- Westerberg*^g, L., Ellis, A., Schmitt, S., **Eason, S.**, & Purpura, D. (2023, March). The factor structure of the early home science environment. In A. Ellis (Chair), *The home learning environment: Where are we now?* Paper presented at the 2023 meeting of the Society for Research in Child Development, Salt Lake City, UT.
- Beltran-Grimm*, S., O'Rear, C., Ehrman, P., Ellis, A., Paes, T., **Eason, S.**, Purpura, D. (2023, March). U.S. Latine parents' perceptions and preferences for using digital devices to read to young children. In S. Beltran-Grimm (Chair), *Children's media and technology: What context and content reveal about children's development and learning*. Paper presented at the 2023 meeting of the Society for Research in Child Development, Salt Lake City, UT.
- King*^g, Y. A., **Eason, S. H.**, Duncan, R. J., Borovsky, A., & Purpura, D. J. (2022, June). The factor structure of parents' math-related talk and its relation to children's early academic skills. In R. McGregor (Chair), *Let's talk about math: Math language input in books and parent-child interactions*. Paper presented at the 2022 annual meeting of the Mathematics Cognition and Learning Society, Antwerpen, Belgium.
- Dearing*, E., Casey, B., Davis-Kean, P., **Eason, S.**, Gunderson, E., Levine, S., Lombardi, C., Nelson, A., Ramani, G., & Susperreguy, M. I. (2021, April). Synthesizing mixed evidence on associations between parent number talk and SES. In M. Libertus (Chair), *How and why are socioeconomic status and young children's math skills linked?* Symposium conducted at the 2021 biennial meeting of the Society for Research in Child Development (virtual meeting).
- Leslie*, D., Levine, S., Bates, M., & **Eason*, S. H.** (2019, November). Becoming a Math Family: Developing and studying a math-focused website for families with young children. Presentation at the third biennial meeting of Promising Math, Erikson Institute Early Math Collaborative, Chicago, IL.
- Eason*, S. H.**, Kerr, K., Hurst, M. A., Foley, A., Claessens, A., & Levine, S. C. (2019, March). How do puzzle features influence parent and child spatial talk? In S. H. Eason (Chair), *Supports for facilitating parent-child math engagement during home activities*. Symposium conducted at the 2019 biennial meeting of the Society for Research in Child Development, Baltimore, MD.
- Hurst*, M. A., Greene, A., Praus-Singh, T., **Eason, S. H.**, Mazzocco, M., Claessens, A., & Levine, S. C. (2019, March). Quantity and variety of children's relational language during a

semi-structured counting activity. In M. A. Hurst (Chair), *Relational language and math: Variation across types of language and math activities*. Symposium conducted at the 2019 biennial meeting of the Society for Research in Child Development, Baltimore, MD.

Claessens*, A., Farran, D., **Eason, S.**, Mowrey, S., Rainey, L., & Leonard, S. (2017, April). Math in preschool: A review of the mathematics activities in the most widely used preschool curricula. In M. Engel (Chair), *Expanding and understanding: Evidence on classroom processes and taking early childhood interventions to scale*. Symposium conducted at the annual meeting of the American Educational Research Association, San Antonio, TX.

Eason*, S. H., Nelson, A., Leonard, S., Dearing, E., Levine, S. C. (2017, April). Parents' math anxiety and talk about numbers during pretend play with preschoolers. In C. M. Lombardi & E. Dearing (Chairs), *Parent and early educator support of children's early mathematics learning*. Symposium conducted at the 2017 biennial meeting of the Society for Research in Child Development, Austin, TX.

Eason*, S. H., & Ramani, G. B. (2017, April). Parents' and preschoolers' talk about fractions during playful and didactic activities. In M. Libertus (Chair), *Understanding variability in early home numeracy and its impact on children's math abilities*. Symposium conducted at the 2017 biennial meeting of the Society for Research in Child Development, Austin, TX.

Foley*, A., **Eason, S. H.**, Leonard, S., Kerr, K., Claessens, A., & Levine, S. C. (2017, April). Do demands on executive function enhance or hinder preschoolers' learning from a math game? In A. Ribner (Chair), *Underlying executive function mechanisms for math learning*. Symposium conducted at the 2017 biennial meeting of the Society for Research in Child Development, Austin, TX.

Claessens*, A., Farran, D., **Eason, S.**, Mowry, S., Rainey, L., & Leonard, S. (November, 2016). Math in preschool: A review of the mathematics activities in the most widely used preschool curricula. Paper session presented at 38th annual fall research conference of the Association for Public Policy Analysis and Management, Washington, DC.

Ramani*, G. B., **Eason, S.**, Zippert, E., Daubert, E., & Brooke, N. (2015, October). Improving numeracy skills in early childhood. Paper session presented at the ninth biennial meeting of the Cognitive Development Society, Columbus, OH.

Daubert*, E. N., Ramani, G. B., Rowe, M. L., **Eason, S. H.**, & Leech, K. A. (2015, March). Math talk between caregiver-preschooler dyads during three informal play activities. Paper session presented at the meeting of the Society for Research in Child Development, Philadelphia.

Ramani*, G. B., Rowe, M. L., **Eason, S. H.**, & Leech, K. A. (2013, April). Parent talk about math during informal learning activities in Head Start families. Paper presented at the 2013 biennial meeting of the Society for Research in Child Development, Seattle, WA.

Poster Presentations and Flash Talks

Carkoglu*⁹, C., Duncan, R. J., **Eason, S.**, Purpura, D., & Schmitt, S. (2023, June). Classroom peer effects on preschool children's mathematics learning. Poster session presented at the 2023 meeting of the Mathematics Cognition and Learning Society, Loughborough, United Kingdom.

Woten*, C., O'Rear, C., Clark, E., Donegan, S., Ellis, A., **Eason, S.**, & Purpura, D. (2023, March). Parents' preferences for mathematics content in children's picture books. In K. Chen (Chair), *1-2-3! Supporting children's numeracy skills in families*

and schools. Flash talk presented at the 2023 meeting of the Society for Research in Child Development, Salt Lake City, UT.

- Grose*, G. E., Muenks, K., **Eason, S. H.**, Miele, D. B., Rowe, M. L., & Ramani, G. B. (2022, June). The role of parents' ability mindsets on parent-child interactions during math activities. Poster presented at the 2022 annual meeting of the Mathematics Cognition and Learning Society, Antwerpen, Belgium.
- Carkoglu*^g, C., Ehrman, P., **Eason, S.**, Schmitt, S., & Purpura, D. (2022, June). Does math language targeted intervention generalize to parent and child use of mathematical and number words during joint book reading? Poster presented at the 2022 annual meeting of the Mathematics Cognition and Learning Society, Antwerpen, Belgium.
- Anderson*^g, K. L., **Eason, S. H.**, Leech, K. A., & Pedonti, S. (2022, April). Experiences of rural families during the COVID-19 pandemic. Poster presented at the annual meeting of the Midwestern Psychological Association. Chicago, IL.
- Eason*, S. H.**, Leech, K. A., ^gAnderson, K. L., & Pedonti, S. (2022, February). Opportunities for family math engagement among rural families in the United States. Flash talk presented at the fourth annual meeting of the Mathematical Cognition and Learning Society (virtual meeting).
- Eason*, S. H.** (2020). Creating effective resources to promote family math engagement. Poster session accepted for the third annual meeting of the Mathematical Cognition and Learning Society. Meeting was cancelled due to COVID-19 pandemic.
- Hurst*, M. A., **Eason, S. H.**, Claessens, A., & Levine, S. C. (2019, October). Children's understanding of quantitative relations across stimulus formats. Poster session presented at the eleventh biennial meeting of the Cognitive Development Society, Louisville, KY.
- Greene*, A., **Eason, S. H.**, Hurst, M., Kerr, K., Claessens, A., & Levine, S. C. (2019, April). Home-based caregivers' attitudes about children's learning. Poster session presented at the annual meeting of the Midwestern Psychological Association, Chicago, IL.
- Kerr*, K., **Eason, S.**, Hurst, M., Foley, A., Claessens, A., & Levine, S. (2018, July). When less is more: Fewer shape types results in higher quality parent-child shape talk. Poster session presented at the 40th annual meeting of the Cognitive Science Society, Madison, WI.
- Pantoja*^g, N., **Eason, S.**, & Levine, S. C. (2017, October). How does parents' use of large number words develop over time and relate to children's number knowledge? Poster session presented at the tenth biennial meeting of the Cognitive Development Society, Portland, OR.
- Eason*, S.**, Nelson^g, A., Dearing, E., & Levine, S. (2017, September). How does parents' math anxiety relate to the quality of parent-child talk about number during pretend play? Poster session presented at the 2017 International Science of Learning Conference, Brisbane, Australia.
- Eason*, S. H.**, Muenks, K., Ramani, G. B., Miele, D., & Rowe, M. L. (2015, March). Parents' domain-specific ability mindsets influence support during reading and math tasks with preschoolers. Poster session presented at the 2015 biennial meeting of the Society for Research in Child Development, Philadelphia, PA.
- Zippert*, E., **Eason, S. H.**, Marshall, S., & Ramani, G. B. (2015, March). How do preschoolers explore math during play? Poster session presented at the 2015 biennial meeting of the Society for Research in Child Development, Philadelphia, PA.

- Eason*, S. H., & Ramani, G. B.** (2014, May). "What do you think they should do next?" Preschoolers' problem-solving strategies during cooperative play. Poster session presented at the 2014 annual meeting of the Jean Piaget Society, San Francisco, CA.
- Eason*, S. H.,** Leech, K. A., Ramani, G. B., & Rowe, M. L. (2013, April). Children's executive function relates to the frequency and quality of shared book reading with parents. Poster session presented at the 2013 biennial meeting of the Society for Research in Child Development, Seattle, WA.
- Eason*, S. H., & Ramani, G. B.** (2013, April). How is the effectiveness of parental guidance influenced by children's executive function? Poster session presented at the 2013 biennial meeting of the Society for Research in Child Development, Seattle, WA.
- Ramani*, G. B., Rowe, M. L., **Eason, S. H., & Leech, K. A.** (2011, October). Count on it? Math talk during parent-child interactions in Head Start families. Poster session presented at the seventh biennial meeting of the Cognitive Development Society, Philadelphia, PA.
- Goldberg*, L. F., **Eason, S. H.,** Ryan, M., & Cutting, L. E. (2010, June). Combining the simple view of reading with fluency, world knowledge, and reading strategies to predict comprehension. Poster session presented at the annual meeting of the American Academy of Clinical Neuropsychology, Chicago, IL.
- Eason*, S. H.,** Geist, M., Goldberg, L. F., & Cutting, L. E. (2009, February). Reader-text interactions in reading comprehension. Poster session presented at the annual meeting of the International Neuropsychological Society, Atlanta, GA.
- Eason*, S. H.,** Alberstadt, A., Sabatini, J., Bruce, K., & Cutting, L. E. (2008, February). Children with specific reading comprehension impairments: Deficits in contextual but not isolated word reading speed? Poster session presented at the annual meeting of the International Neuropsychological Society, Waikoloa, HI.
- Ryan*, M., Cutting, L. E., **Eason, S.,** Materek, A., & Mahone, E. M. (2008, February). Elithorn mazes in children: What does it measure? Poster session presented at the annual meeting of the International Neuropsychological Society, Waikoloa, HI.
- Rivera*, B., **Eason, S.,** Cowdry, H., & Graham, A. (2007, March). Correlations between Rorschach variables and the Eating Disorder Inventory-3 (EDI-3). Poster session presented at 2007 Society for Personality Assessment Mid-Winter Meeting.

GRANTS

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| <p>National Science Foundation
 <i>A Longitudinal Multi-Method Approach to Understand the Early Development of Math Anxiety</i>
 Role: Co-Principal Investigator, Z. Wang (PI); Total Award \$2,053,729;
 Subcontract \$383,415</p> | <p>08/01/2023-
07/31/2028</p> |
| <p>FSSA: Family and Social Services Administration
 <i>Identifying Key Ingredients of High-Quality Preschool Programs in Indiana</i>
 Role: Co-Investigator, J. Finders (PI); Award \$2,020,646</p> | <p>11/01/2022-
06/30/2026</p> |
| <p>FSSA: Family and Social Services Administration
 <i>Assessing Evidence-Based Curricular Use in a Broad Spectrum of Early Care and Education Programs</i>
 Role: Co-Investigator, J. Finders (PI); Award \$1,209,190</p> | <p>11/01/2022-
07/31/2025</p> |
| <p>National Science Foundation
 <i>STEM Ed PRF: The PURPOSE Postdoctoral Training Initiative</i></p> | <p>11/01/2022-
10/31/2025</p> |

Role: Co-Investigator, D. Purpura (PI); Award \$1,250,000

Heising-Simons Foundation

Math Language and Dual Language Learners: A family-implemented intervention

Role: Co-Investigator; D. Purpura (PI); Award \$1,630,513

08/01/2021-
07/31/2025

Clifford B. Kinley Trust

Parents As Partners: A Collaboration to Enhance Family Math Engagement

Role: Principal Investigator; Award \$20,000

05/01/2021-
05/31/2022

NewSchools Venture Fund

My Math Stores: Taking My Place in Our Mathematical World

Role: Co-Investigator; C. Hornburg/D. Purpura (PI); Award \$2,000,000

08/01/2020-
07/31/2023

Heising-Simons Foundation

Reviewing the Family Math Literature: Recommendations for Practice, Policy, and Research

Role: Principal Investigator; S. Levine (Co-PI); Award \$54,581

04/15/2019-
07/31/2020

TEACHING EXPERIENCE

Purdue University

Graduate Student Colloquium

Working With Parents

Language, Literacy, and Social Studies in Preschool and Primary Grades

2021 – 2022

2019 – 2023

2019 – 2022

Instructor of Record, University of Maryland

Human Development and Societal Institutions

2012 - 2014

RESEARCH EXPERIENCE

Graduate Research Assistant

Early Childhood Interaction Lab, University of Maryland

2010 - 2015

Research Coordinator

Developmental Cognitive Neurology, Kennedy Krieger Institute, Baltimore, MD

2008 - 2010

Research Psychology Associate

Developmental Cognitive Neurology, Kennedy Krieger Institute, Baltimore, MD

2007 - 2008

Research Assistant

Loyola University Counseling Center, Baltimore, MD

2005 - 2006

HONORS AND AWARDS

Teaching for Tomorrow Fellow

Purdue University

2022-2023

Award for Exceptional Teaching and Instructional Support During the COVID-19 Pandemic

Human Development and Family Studies, Purdue University

2021

Semi-Finalist for National Academy of Education/Spencer Postdoctoral Fellowship	2020
National Science Foundation Science of Learning Delegation Member <i>Attended International Science of Learning Conference in Brisbane and participated in post-conference workshop with Australian Science of Learning Centre to develop international research collaborations</i>	2017
Outstanding Dissertation Award <i>College of Education, University of Maryland</i>	2016
Postdoctoral Fellow <i>Committee on Education, University of Chicago</i> <i>Participate in interdisciplinary workshops on education research</i>	2015 - 2019
Distinguished Graduate Student Teaching Award <i>Center for Teaching Excellence, University of Maryland</i>	2014
Support Program for Advancing Research & Collaboration (SPARC) Grant <i>College of Education, University of Maryland; \$1,000 to support dissertation research</i>	2014
Hugh Perkins Award <i>Human Development and Quantitative Methodology, University of Maryland; \$10,000 for outstanding scholarship during graduate career</i>	2014
Jacob K. Goldhaber Travel Grant <i>Graduate School, University of Maryland (Received twice)</i>	2013 - 2014
Departmental Fellowship <i>Human Development and Quantitative Methodology, University of Maryland; (Received 4 consecutive summers)</i>	2011 - 2014
Graduate Student Travel Award <i>Human Development and Quantitative Methodology, University of Maryland; (Received 3 times)</i>	2011 - 2014
University Fellowship <i>University of Maryland</i>	2010 - 2011

OUTREACH

2021 Virtual Pennsylvania Migrant Education Conference <i>Presented a workshop titled, "Working With Families to Support Early Math Learning" at conference by the Center for Schools and Communities, sponsored by the Pennsylvania Department of Education</i>	2021
Ready, Set, Teach! <i>Organized and presented a workshop titled, "From School to Home: How Teachers Can Support Family Math Engagement" at the sixth annual Ready, Set, Teach! Summer Institute, 2018: A Conference for Early Childhood Professionals, Chicago, IL.</i>	2018
Science of Learning Network: A Research-Practice Collaboration <i>Participated in a series of sessions attended by University of Chicago researchers and local educators and school- and district-level leaders aimed at facilitating communication and collaboration among researchers and practitioners in order to improve student achievement in urban schools</i>	2015 - 2016

Blog Posts for Development and Research in Early Math Education (DREME) Network

- Eason, S.**, & Levine, S. (2020). Family math in research and practice: Where do we go from here? <https://dreme.stanford.edu/news/family-math-research-and-practice-where-do-we-go-here>
- Eason, S. H.**, Hurst, M., Oswald, M., Kerr, K., Greene, A., Levine, S., & Claessens, A. (2019). Math with paper: Fold some math into your day! <https://dreme.stanford.edu/news/math-paper-fold-some-math-your-day>
- Eason, S. H.**, & Levine, S. C. (2017). Spatial reasoning: Why math talk is about more than numbers. <https://dreme.stanford.edu/news/spatial-reasoning-why-math-talk-about-more-numbers>
- Nelson, A., **Eason, S.**, Dearing, E., & Levine, S. (2017). Making the most of talk about numbers. <https://dreme.stanford.edu/news/making-most-talk-about-numbers>

INVITED TALKS

- Eason, S. H.** (2022, October). *Understanding and supporting family math engagement in early childhood*. Developmental Brown Bag, Department of Psychology, University of Illinois at Urbana-Champaign.
- Eason, S. H.** (2021, October). *Promoting early math learning through family engagement*. Developmental Science Colloquium, Department of Human Development and Quantitative Methodology, University of Maryland, College Park.
- Eason, S. H.** (2020, January). *Promoting children's math learning through family engagement*. Cognitive Psychology Colloquium, Purdue University, West Lafayette, IN.
- Eason, S. H.** (2018, September). *Update on UChicago Caregiver Engagement in Early Math projects*. Meeting of Development and Research in Early Mathematics Education Network, University of Minnesota - Minneapolis.
- Eason, S. H.** (2018, March). *Promoting early math engagement and learning*. Children's Learning Institute, University of Texas, Houston.
- Eason, S. H.** (2018, February). *Promoting early math engagement and learning*. Developmental Brownbag Series, Department of Psychology, University of Chicago, IL.
- Eason, S. H.**, & Bates, M. (2018, January). *"Becoming a Math Family": An online resource for family math engagement*. Presentation for delegation of administrators and math educators from Fridley Public Schools, University of Chicago, IL.
- Eason, S. H.**, & Foley, A. (2017, May). *Ongoing DREME research projects and findings*. Presentation for Deputy Ministers from the Ontario Ministry of Education, University of Chicago, IL.
- Eason, S. H.**, & Nelson, A. E. (2017, January). *Parent-child number talk during pretend play*. Meeting of Development and Research in Early Mathematics Education Network, University of California Los Angeles.
- Eason, S. H.**, & Foley, A. (2017, January). *Executive function demands during a math activity for preschoolers*. Meeting of Development and Research in Early Mathematics Education Network, University of California Los Angeles.
- Eason, S. H.**, Foley, A., & Leonard, S. (2016, June). *Update on UChicago DREME research projects*. Meeting of Development and Research in Early Mathematics Education Network, Boston College, MA.

Eason, S. H. (2015, October). *Preliminary findings and plans for observational data of parent-child number talk during play.* Meeting of Development and Research in Early Mathematics Education Network, Vanderbilt University, Nashville, TN.

Eason, S. H. (2014, December). *The role of parents in young children's math learning.* Department of Human Development and Family Studies, Penn State Altoona.

PROFESSIONAL EXPERIENCE, SERVICE, AND MEMBERSHIPS

Editorial and Review Work

Consulting Reviewer for Child Development

2022-present

Ad Hoc Reviewer (2013-present)

Child Development Perspectives
Developmental Psychology
Early Childhood Research Quarterly
Educational Psychologist
Emotion
Frontiers in Psychology
Health & Social Care in the Community
Infant and Child Development
International Journal of Educational Research
Journal of Cognition and Development
Journal of Educational Psychology
Journal of Experimental Child Psychology
Journal of Research in Childhood Education
Learning and Individual Differences
Parenting: Science and Practice
Social Development
Teaching and Teacher Education

Conference Reviewer

Society for Research in Child Development (SRCD) Biennial Meeting
For 2023 Meeting: Panel #4: Cognitive Processes
For 2021 Meeting: Panel #8: Education, Schooling
For 2019 Meeting: Panel #18: School Readiness/Childcare
For 2017 Meeting: Panel #8: Family Context & Processes

American Educational Research Association (AERA) Annual Meeting
For 2017 and 2018 Meetings: Division L – Educational Policies and Politics, Section 3: Curriculum and Instruction

Grant Reviewer

Reviewer, Purdue AgSEED Internal Grant Competition, 2021

Memberships and Affiliations

Member of Society for Research in Child Development (SRCD)

Member of Mathematics Cognition and Learning Society (MCLS)

Affiliate of Development and Research in Early Math Education (DREME) Network (2015-2019)

Service***Department of Human Development and Family Studies, Purdue University***

- Administrative Review Committee for HDFS Department Head, 2023
- Ad Hoc Committee for Graduate Mentoring Guidelines, 2022-present
- Search Committee for position in Diversity in Developmental Science, 2022-2023
- Chair, Professional Development and Family/Community Engagement, Center for Early Learning, 2022-present
- Diversity, Equity, and Inclusion Committee, 2021-present
- Faculty Leadership Council, Center for Early Learning, 2020-present
- Search Committee for position in Family Diversity and Human Development, 2020-2021
- Diversity, Equity, and Inclusion Taskforce, 2020-2021
- Early Childhood Education & Exceptional Needs Committee, 2019-present

College of Health and Human Science

- Reviewer, HHS DEI Science Consortium Paper Award, 2023
- HDFS Representative, Honors Program Coordinating Committee, 2020-present