**Curriculum Vitae**

**Hannah Jones-Gordils**

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Rochester, NY

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**EDUCATION**

2015- present University of Rochester

 Clinical and Social Sciences in Psychology

 Doctoral Graduate Student

2019 M.A. Developmental Psychology

 University of Rochester

2013 B.A. Psychology

Southern Connecticut State University

 Major: Psychology

GPA: 3.87

Psychology GPA: 3.96

**TEACHING EXPERIENCE**

2020 Instructor - University of Rochester

 PSY 276: Psychology of Parenting

2020 Instructor - University of Rochester

 PSY 171: Social and Emotional Development (Summer Course)

2020Instructor - University of Rochester

 Summer Teaching Workshop Series

2019 Instructor - University of Rochester

 PSY 209: Psychology of Human Sexuality (Summer Course)

**PUBLICATIONS**

Suor, J. H., Sturge-Apple, M. L., Davies, P.T., & **Jones-Gordils**, H. (2019). The Interplay Between Parenting and Temperament in Associations with Children's Executive Function. Journal of Family Psychology. 33(7), 841-850.

Sturge-Apple, M. L., Li, Z., Martin, M. J., **Jones-Gordils**, H. R., & Davies, P. T. (2020). Mothers' and fathers' self-regulation capacity, dysfunctional attributions and hostile parenting during early adolescence: A process-oriented approach. *Development and Psychopathology*, *32*(1), 229-241.

Suor, J. H., Sturge-Apple, M. L., & **Jones-Gordils**, H. R. (2019). Parsing profiles of temperamental reactivity and differential routes to delay of gratification: A person-based approach. *Development and psychopathology*, *31*(1), 341-360.

Johns, C. L., Jahn, A. A., **Jones**, H. R., Kush, D., Molfese, P. J., Van Dyke, J. A., Magnuson, J. S., Tabor, W., Mencl, W. E., Shankweiler, D. P., & Braze, D. Individual differences in decoding skill, print exposure, and cortical structure in young adults. *Language, cognition and neuroscience*, *33*(10), 1275-1295.

Sturge-Apple, M. L., **Jones, H. R**., & Suor, J. H. (2017). When stress gets into your head: Socioeconomic risk, executive functions, and maternal sensitivity across childrearing contexts. Journal of Family Psychology, 31(2), 160-169.

**MANUSCRIPTS IN PREP**

**Jones-Gordils, H**., Sturge-Apple, M.L., & Davies, P.T. (2019) Maternal Executive Functions, Maternal Discipline, and Children’s School Adjustment: A Process Oriented Approach. *Submitted January 2020.*

**POSTERS AND PRESENTATIONS**

**Jones-Gordils, H.,** Sturge-Apple, M. L., Martin, M., Li, Z., & Davies, P.T. (2019). Mother’s and father’s self-regulation capacity and hostile parenting during early adolescence: a process-oriented approach. Presented at the Society for Personality and Social Psychology Parenting Preconference, February 2019.

**Jones-Gordils, H.,** Sturge-Apple, M. L., & Davies, P.T. (2019). Delineating how maternal executive functions impact discipline strategies: implications or children’s school readiness. Presented at the Society for Research on Child Development, March, 2019.

**Jones-Gordils, H.,** Sturge-Apple, M. L., & Davies, P.T. (2018). The effect of interparental conflict on maternal implicit attitudes about children and discipline strategies. Presented at the Society for Personality and Social Psychology Parenting Preconference, March 2018.

**Jones, H.R.,** Sturge-Apple, M.A., Suor, J.H. (2016) The mediating role of maternal working memory and inhibitory control on the impact of socioeconomic risk on maternal sensitivity. Presented at the Society for Research on Child Development, April, 2016.

**Jones, H.R.,** Sturge-Apple, M.A., Martin, M.J., Davies, P.T. (2016) The role of self-regulation in mother’s and father’s scaffolding of adolescent functioning in stage-salient contexts. Presented at the Society for Research on Child Development, April, 2016.

Van Dyke, J. A., **Jones, H. R**., Frost, S. J., Molfese, P. J., Johns, C. L., Kush, D. Bontrager, M., Mencl, W.E., (2014). Neural basis of sensitivity to interference during sentence comprehension. Poster presented at the Neurobiology of Language Conference, Amsterdam, Germany, 28 August.

Johns, C. L., Braze, D., Molfese, P. M., Van Dyke, J. A., Kush, D., Magnuson, J. S., Tabor, W., Mencl, W. E., **Jones, H. R.**, & Shankweiler, D. P. (2014). Structural MRI reveals correlations between individual differences in language-related cognitive abilities and thickness of language-relevant cortical areas. Poster presented at the 21st annual meeting of the Cognitive Neuroscience Society, 4 April.

Van Dyke, J.A. Matsuki, K., **Jones, H.R.,** Molfese, P.J, Jahn, A., Johns, C.L., Kush, D. &. Bontrager, M.L. (2015). A Random Forests analysis of the relationship between reading-related skills and white matter tractography. Poster presented at the 75th Society for Neurobiology of Language Conference, Chicago, IL.

Jahn, A., **Jones, H.R**., Johns, C.L., Kush, D., Bontrager, M.L., Frost S. J., & Van Dyke, J.A., (2015). Neural basis of conflict resolution in encoding and retrieval interference. . Abstract presented at the 75th Society for Neurobiology of Language Conference, Chicago, IL.

**RESEARCH EXPERIENCE**

**Research Assistant**

University of Rochester

2016-present

**Responsibilities**: Worked under Dr. Melisa Sturge-Apple on a variety of projects investigating the neurocognitive correlates of parenting under high-risk contexts. Specific responsibilities include coding parent-child interactions, analyzing data, collecting a battery of measures, and creating paradigms to better assess parenting in laboratory settings.

**Research Assistant**

Haskins Laboratories

2013-2015

**Responsibilities**: Worked under Dr. Julie Van Dyke on an NIH funded project investigating the effects of semantic and syntactic interference in a non-college bound population. My specific responsibilities included collecting and analyzing MRI data using both AFNI and Freesurfer. I also assisted in administering an extensive cognitive battery, and created stimuli for experiments associated with the project.

**HONORS & AWARDS**

2016 Honorable Mention- National Science Foundation Graduate Student Research Fellowship

2013 *magna cum laude*

2012-2013 Member, Psi Chi

2009-2013 Dean’s List, College of Arts and Sciences

**PROFESSIONAL EXPERIENCE**

**Teacher**

Wallingford Community Daycare Center

2008-2013

**Responsibilities**: Manage infant/toddler classroom under NAEYC childcare standards, create and implement individualized and group lesson plans, taking detailed observations of children’s development, creating and implementing individualized and group lesson plans, collaborating with parents, social workers, and other teachers to optimize care for each child.