

CURRICULUM VITAE

Sascha Hein, Ph.D.

Contact Information

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CURRENT POSITION

Professor 06/2019 - present
Department of Education and Psychology
Freie Universität Berlin (Free University of Berlin)

PREVIOUS POSITIONS

Assistant Professor (Tenure Track) 09/2015 - 05/2019
Department of Psychological, Health, and Learning Sciences
University of Houston, College of Education

Post-doctoral Fellow 07/2014 - 07/2015
Yale University, School of Medicine, Child Study Center

Post-doctoral Research Associate 08/2012 - 06/2014
Yale University, School of Medicine, Child Study Center

Adjunct Post-doctoral Research Associate 02/2012 - 07/2015
Department of Educational Science, Goethe-University, Germany

Graduate Research Associate 10/2008 - 02/2012
IDeA-Center, Goethe-University, Germany

Undergraduate Research Assistant 04/2007 - 10/2008
Institute of Special Education, Goethe-University, Germany

EDUCATION

Goethe University, Germany 10/2008 - 02/2012
Doctor of Philosophy, Educational Science

Goethe University, Germany 04/2003 - 04/2009

Teaching Degree, Special Education

Goethe University, Germany
Diploma (M. Ed.), Educational Science

04/2003 - 10/2008

PUBLICATIONS

(Most recent listed first)

Public Google Scholar profile: <https://scholar.google.com/citations?user=wrJT9s8AAAAJ&hl=en>

+ These authors contributed equally to this work.

* Graduate student

Peer-Reviewed Journal Articles

- Bena Kuno, C.*, **Hein, S.**, Frankel, L., & Kim, H. (2021). Children's schooling status: Household and individual factors associated with school enrollment, non-enrollment and dropping out among Ugandan children. *International Journal of Educational Research Open*, 2-2, 100033. <https://doi.org/10.1016/j.ijedro.2021.100033>
- Britto, P. R., Hanöz-Penney, S., Ponguta, L. A., Sunar, D., Issa, G., **Hein, S.**, Conceição do Rosário, M., Almuneef, M. A., Korucu, I., Togo, Y., Kurbonov, J., Choibekov, N. Phan, H. T. T., Fallon, N. S., Artukoğlu, B. B., Hartl, F. J., Salah, R., Fitzpatrick, S., Connolly, P., Dunne, L., Miller, S., Pruett, K., & Leckman, J. F. (2021). Pathways to a more peaceful and sustainable world: The transformative power of children in families. *Development and Psychopathology*, 33, 409-420. <http://dx.doi.org/10.1017/S0954579420000681>
- Clayton, R.*, **Hein, S.**, & Gonzalez, J. E. (2021). Associations between social skills, inattention, and emergent vocabulary skills of preschool Latino English language learners. *Journal of Research in Childhood Education*.
- Gonzalez Ballesteros, L. M., Flores, J. M., Ortiz Hoyos, A. M., Londono Tobon A., **Hein, S.**, Bolivar, F., Gómez, O., & Ponguta, L. A. (accepted). A resilience-promotion program for caregivers of young children affected by the armed conflict in Colombia. *Journal on Education in Emergencies*.
- Kovalenko, J. D., Kulesz, P. A., **Hein, S.**, Quintana, D., Shelton, M. & Grigorenko, E. L. (2021). The unspecified residual category of the DSM-5: the challenges of a catch-all diagnosis. *Current Psychology*. <https://doi.org/10.1007/s12144-021-02077-9>
- Li, N., Fan, W., Wiesner, M., Arbona, C., & **Hein, S.** (2021). Adapting the Utrecht-Management of Identity Commitments Scale to assess engineering identity formation. *Journal of Engineering Education*. <https://doi.org/10.1002/jee.20417>
- Shelton, C., **Hein, S.**, & Phipps, K. A. (2021). Positive and proactive leadership: Disentangling the relationships between stress, resilience, leadership style and leader satisfaction/wellbeing. *International Journal of Organizational Analysis*. Vol. ahead-of-print No. ahead-of-print. <https://doi.org/10.1108/IJOA-05-2020-2221>
- Zhukova M. A., Kilani H., Garcia J. L., Tan M., Parell P. D., **Hein S.**, & Grigorenko E.L. (2020). How Do Toddlers Experience Digital Media? A Case Study of a 28-Month Old Child

- Learning to Use iPad. *Modelirovanie i analiz dannykh = Modelling and Data Analysis*, 10(3), 5-23. DOI: <https://doi.org/10.17759/mda.2020100301>
- Barbot, B., **Hein, S.**, Trentacosta, C., Beckmann, J. F., Bick, J., Crocetti, E., Liu, Y., Fernandez Rao, S., Liew, J., Overbeek, G., Ponguta, L. A., Scheithauer, H., Super, C., Arnett, J., Bukowski, W., Cook, T., Côté, J., Eccles, J., Eid, M., Hiraki, K., Johnson, M., Juang, L., Landi, N., Leckman, J., McCardle, P., Mulvey, K. L., Piquero, A., Preiss, D., Siegler, R., Soenens, B., Yousafzai, A., Bornstein, M., Cooper, C., Goossens, L., Harkness, S., & van IJzendoorn, M. (2020). Manifesto for New Directions in Developmental Science. *New Directions for Child and Adolescent Development*, 172, 135-149. <https://doi.org/10.1002/cad.20359>
- Barbot, B., & **Hein, S.** (2020). Identity distress, parental response, and problem behaviors in juvenile justice involved boys. *Criminal Justice and Behavior*, 48(7), 884-901. <https://doi.org/10.1177/0093854820968880>
- Hein, S.**, Weeland, J., Square, A., Haefel, G. J., Chapman, J., Macomber, D., Lee, M., Foley Geib, C., & Grigorenko, E. L. (2020). Effectiveness of a social problem solving training in youth in detention or on probation: An RCT and pre-post community implementation. *International Journal of Law and Psychiatry*, 72, 101626. <https://doi.org/10.1016/j.ijlp.2020.101626>
- Hein, S.**, Bick, J., Issa, G., Aoude, L., Maalouf, C., Awar, A., Nourallah, S., Zonderman, A. L., Householder, S., Katsovich, L., Khoshnood, K., Moore, C., Salah, R., Britto, P. R., Leckman, J. F., & Ponguta, L. A. (2020). Maternal perceptions of father involvement among refugee and disadvantaged families in Beirut, Lebanon. *PLOS ONE*, 15(3), e0229670. doi: <https://doi.org/10.1371/journal.pone.0229670>
- Hong, J. H.*+, **Hein, S.**+, Slaughter, A. M.*, Foley Geib, C., Gopalakrishnan, A., & Grigorenko, E. L. (2020). The roles of race, ethnicity, gender, and mental health in predicting truancy recidivism. *Criminal Justice and Behavior*, 46(6), 649-667. DOI: <https://doi.org/10.1177/0093854820910185>
- Moore, K., Varghese, D., Sethi, K., Al-Soleiti, M., Tenjiwe Kabwe, A., **Hein, S.**, & Ponguta, A. (2020). A snapshot of the Early Childhood Development and Education in Emergencies (ECDEiE) sector and inclusion: Signals for practitioners. *Enabling Education Review*, 9, 32-34.
- Ponguta, L.A., Aragon, C. A., Ramirez Varela, L., Moore, K., **Hein, S.**, & Cerezo, A. (2020). Sector-wide Analysis of Early Childhood Development and Education in Emergencies in Colombia and Considerations to strengthen systems globally. *New Directions for Child and Adolescent Development*, 172, 103-123. <http://dx.doi.org/10.1002/cad.20367>
- Ponguta, L. A., Issa, G., Aoudeh, L., Maalouf, C., **Hein, S.**, Bick, J., Zonderman, A. L., Kastovich, L., Khoshnood, K., Awar, A., Nourallah, S., Householder, S., Moore, C. C., Salah, R., & Leckman, J. F. (2020). Effects of the Mother-Child Education Program on Parenting Stress and Disciplinary Practices Among Refugee and Other Marginalized Communities in Lebanon: A Randomized Controlled Trial. *Journal of the American Academy of Child and Adolescent Psychiatry*, 59(6), 727-738. DOI: <https://doi.org/10.1016/j.jaac.2019.12.010> ** This paper has won the 2020 Norbert and

Charlotte Rieger Award for Scientific Achievement by the American Academy of Child and Adolescent Psychiatry

- Slaughter, A. M.* , **Hein, S.**, Mire, S. S., & Grigorenko, E. L. (2020). Criminality, interactions with law enforcement, and potential correlates of juvenile justice-involvement among youth with autism. *Encyclopedia of Autism Spectrum Disorders*.
https://doi.org/10.1007/978-1-4614-6435-8_102390-2
- Snodgrass Rangel, V., **Hein, S.**, Rotramel, C., & Marquez, B. (2020). A research-practitioner agenda for studying and supporting youth re-entering school after involvement in the juvenile justice system. *Educational Researcher*, 49(3), 212-219. DOI:
<https://doi.org/10.3102/0013189X20909822>
- Hein, S.**, & Weeland, J. (2019). Introduction to the special issue: Randomized controlled trials (RCTs) in clinical and community settings: Challenges, alternative, and supplementary designs. In S. Hein and J. Weeland (Eds.), *Randomized Controlled Trials (RCTs) in Clinical and Community Settings: Challenges, Alternatives and Supplementary Designs*. *New Directions for Child and Adolescent Development*, 167, 7-15. DOI:
<https://doi.org/10.1002/cad.20312>
- Grigorenko, E. L., Hart, L., **Hein, S.**, Kovalenko, J.* , & Naumova, O. Yu. (2019). Improved educational achievement as a path to desistance. *New Directions for Child and Adolescent Development*, 165, 111-135. DOI: <https://doi.org/10.1002/cad.20290>
- Li, N.*+ , **Hein, S.**+ , Ye, L., & Liu, Y. (2019). Social decision-making mediates the association between anger and externalizing problems in Chinese adolescents. *International Journal of Psychology*, 54(4), 501-509. DOI: <https://doi.org/10.1002/ijop.12489>
- Shelton, C., **Hein, S.**, & Phipps, K. A. (2019). Resilience and spirituality: A mixed methods exploration of executive stress. *International Journal of Organizational Analysis*, 28(2), 399-416. DOI: <https://doi.org/10.1108/IJOA-08-2019-1848>
- Slaughter, A.*+ , **Hein, S.**+ , Hong, J. H.* , Mire, S. S., & Grigorenko, E. L. (2019). Criminal behavior and school discipline in juvenile justice-involved youth with autism. *Journal of Autism and Developmental Disorders*, 49, 2268-2280. DOI:
<https://doi.org/10.1007/s10803-019-03883-8>
- Hein, S.**+ , Thomas, T. *+ , Naumova, O., Luthar, S. S., & Grigorenko, E. L. (2019). Negative parenting modulates the association between mother's DNA methylation profiles and adult offspring depression. *Developmental Psychobiology*, 61(2), 304-310. DOI:
<https://doi.org/10.1002/dev.21789>
- Li, N. * , & **Hein, S.** (2019). Parenting, autonomy in learning, and development during adolescence in China. *New Directions for Child and Adolescent Development*, 163, 1-14. DOI: <https://doi.org/10.1002/cad.20272>
- Hein, S.**, Röder, M., & Fingerle, M. (2018). The role of emotion regulation in situational empathy-related responding and prosocial behavior in the presence of negative affect. *International Journal of Psychology*, 56(3), 477-485. DOI:
<https://doi.org/10.1002/ijop.12405>
- Hein, S.**, Stone, L.* , Tan, M.* , Barbot, B., Luthar, S. S., & Grigorenko, E. L. (2018). Child internalizing problems and mother-child discrepancies in maternal rejection: Evidence for

- bidirectional associations. *Journal of Family Psychology*, 32(2), 229-239. DOI: <https://doi.org/10.1037/fam0000358>
- Haeffel, G., **Hein, S.**, Square, A., Macomber, D., Lee, M., Chapman, J., & Grigorenko, E. L. (2017). Evaluating a social problem solving intervention for juvenile detainees: Depressive outcomes and moderators of effectiveness. *Development and Psychopathology*, 29(3), 1035-1042. DOI: <https://doi.org/10.1017/S0954579416001000>
- Haeffel, G., Hershenberg, R., Goodson, J. T., **Hein, S.**, Square, A., Grigorenko, E. L., & Chapman, J. (2017). The hopelessness theory of depression: Generalizability and clinical utility. *Cognitive Therapy and Research*, 41(4), 543-555. DOI: <https://doi.org/10.1007/s10608-017-9833-1>
- Hein, S.**, Barbot, B., Square, A., Chapman, J., Foley Geib, C., & Grigorenko, E. L. (2017). Violent offending among juveniles: A 7-year longitudinal study of recidivism, desistance, and associations with mental health. *Law and Human Behavior*, 41(3), 273-283. DOI: <https://doi.org/10.1037/lhb0000241>
- Hein, S.**, Tan, M.*, Rakhlin, N., Doyle, N., Hart, L., Macomber, D., Ruchkin, V., & Grigorenko, E. L. (2017). Psychological and sociocultural adaptation of children adopted from Russia and their associations with pre-adoption risk factors and parenting. *Journal of Child and Family Studies*, 26(10), 2669-2680. DOI: <https://doi.org/10.1007/s10826-017-0782-9>
- Rakhlin, N., **Hein, S.**, Doyle, N., Hart, L., Koposov, R., Macomber, D., Ruchkin, V., Strelina, A., Tan, M.*, & Grigorenko, E. L. (2017). Sources of heterogeneity in developmental outcomes of children with past and current experiences of institutionalization in Russia: A four-group comparison. *American Journal of Orthopsychiatry*, 87(3), 242-255. DOI: <https://doi.org/10.1037/ort0000146>
- Mourgues, C. V., Tan, M.*, **Hein, S.**, Al-Harbi, K., Aljughaiman, A., & Grigorenko, E. L. (2016). The relationship between analytical and creative cognitive skills from middle childhood to adolescence: Testing the threshold theory in the Kingdom of Saudi Arabia. *Learning and Individual Differences*, 52, 137-147. DOI: <https://doi.org/10.1016/j.lindif.2015.05.005>
- Mourgues, C. V., Tan, M.*, **Hein, S.**, Elliott, J. G., & Grigorenko, E. L. (2016). Using creativity to predict future academic performance: An application of Aurora's five subtests for creativity. *Learning and Individual Differences*, 51, 378-386. DOI: <https://doi.org/10.1016/j.lindif.2016.02.001>
- Barbot, B.⁺, Krivulskaya, S.*⁺, **Hein, S.**, Reich, J., Thuma, P. E., & Grigorenko, E. L. (2016). Identifying learning profiles of children at risk for specific reading disability. *Developmental Science*, 19(3), 402-418. DOI: <https://doi.org/10.1111/desc.12313>
- Hein, S.**, Reich, J., Marks, S., Thuma, P. E., & Grigorenko, E. L. (2016). Getting something out of nothing: Analyzing patterns of null responses to improve data collection methods in sub-Saharan Africa. *Learning and Individual Differences*, 46, 11-16. DOI: <https://doi.org/10.1016/j.lindif.2014.11.024>
- Hein, S.**, Tan, M.*, Reich, J., Thuma, P. E., & Grigorenko, E. L. (2016). School effects on non-verbal intelligence and nutritional status in rural Zambia. *Learning and Individual Differences*, 46, 25-37. DOI: <https://doi.org/10.1016/j.lindif.2015.04.004>

- Mourgues, C., **Hein, S.**, Tan, M.*, Diffley III, R., & Grigorenko, E. L. (2016). The role of non-cognitive factors in predicting academic trajectories of high school students in a selective private school. *European Journal of Psychological Assessment, 32*, 84-94. DOI: <https://doi.org/10.1027/1015-5759/a000332>
- Mourgues, C. V., Tan, M.*, **Hein, S.**, Ojanan, E., Reich, J., Lyytinen, H., & Grigorenko, E. L. (2016). Paired associate learning tasks and their contribution to reading skills. *Learning and Individual Differences, 46*, 54-63. DOI: <https://doi.org/10.1016/j.lindif.2014.12.003>
- Naumova, O. Y., **Hein, S.**, Suderman, M., Barbot, B., Lee, M., Raefski, A., Dobrynin, P. V., Brown, P., Szyf, M., Luthar, S. S., & Grigorenko, E. L. (2016). Epigenetic patterns modulate the connection between developmental dynamics of parenting and offspring psychosocial adjustment. *Child Development, 87*(1), 98-110. DOI: <https://doi.org/10.1111/cdev.12485>
- Tan, M.*, Mourgues, C. V., **Hein, S.**, MacCormick, J., Barbot, B., & Grigorenko, E. L. (2015). Differences in judgment of creativity: How do academic domain, personality, and self-reported creativity influence novice judges' evaluations of creative productions? *Journal of Intelligence, 3*(3), 73-90. DOI: <https://doi.org/10.3390/jintelligence3030073>
- Hein, S.**, Tan, M.*, Aljughaiman, A., & Grigorenko, E. L. (2015). Gender differences in and school influences on three indicators of general intelligence: Evidence from Saudi Arabia. *Journal of Educational Psychology, 107*(2), 486-501. DOI: <http://dx.doi.org/10.1037/a0037519>
- Rakhlin, N., **Hein, S.**, Doyle, N., Hart, L., Macomber, D., Ruchkin, V., Tan, M.*, & Grigorenko, E. L. (2015). Language development of internationally adopted children: adverse early experiences outweigh the age of acquisition effect. *Journal of Communication Disorders, 57*, 66-80. DOI: <https://doi.org/10.1016/j.jcomdis.2015.08.003>
- Röder, M., **Hein, S.**, & Fingerle, M. (2015). The Child Attachment Interview: Application in a German-speaking sample and its correlations with personality and aggression. *Child Indicators Research, 8*(4), 789-799. DOI: <https://doi.org/10.1007/s12187-014-9273-3>
- Barbot, B., **Hein, S.**, Luthar, S., & Grigorenko, E. (2014). Capturing age-group differences and developmental change with the BASC Parent Rating Scales. *Journal of Applied Developmental Psychology, 35*, 294-303. DOI: <https://doi.org/10.1016/j.appdev.2014.04.003>
- Graf, F. A., Grumm, M., **Hein, S.**, & Fingerle, M. (2014). Improving parental competencies: Subjectively perceived usefulness of a parent training matters. *Journal of Child and Family Studies, 23*, 20-28. DOI: <https://doi.org/10.1007/s10826-012-9682-1>
- Graf, F. A., Röder, M., **Hein, S.**, Müller, A. R., & Ganzorig, O. (2014). Cultural influences on socialization goals and parenting behaviors of Mongolian parents. *Journal of Cross-Cultural Psychology, 45*, 1317-1327. DOI: <https://doi.org/10.1177/0022022114537702>
- Hein, S.**, Reich, J., Thuma, P. E., & Grigorenko, E. L. (2014). Physical growth and non-verbal intelligence: Associations in Zambia. *The Journal of Pediatrics, 165*, 1017-1023.e1. DOI: <https://doi.org/10.1016/j.jpeds.2014.07.058>
- Hein, S.**, Tan, M.*, Aljughaiman, A., & Grigorenko, E. L. (2014). Characteristics of the home context for the nurturing of gifted children in Saudi Arabia. *High Ability Studies, 25*, 23-33. DOI: <https://doi.org/10.1080/13598139.2014.906970>

- Müller, A. R., Röder, M., **Hein, S.**, Fingerle, M. & Maisch, E. (2014). Preventing child sexual abuse: Web-based training as a promising step. *Psychology and Education*, 51, 14-25.
- Reich, J., **Hein, S.**, Krivulskaya, S., Hart, L., Gumkowski, N., Learning Disabilities Project: Zambia, & Grigorenko, E. (2013). Associations between household responsibilities and academic competencies in the context of education accessibility in Zambia. *Learning and Individual Differences*, 27, 250-257. DOI: <https://doi.org/10.1016/j.lindif.2013.02.005>
- Grumm, M., **Hein, S.** & Fingerle, M. (2013). Schulische Präventionsprogramme: Ein Onlinebefragung an hessischen Grundschulen zu Nutzung und Beurteilung [School-based prevention programs: an online survey on use and rating at elementary schools in Hesse]. *Psychologie in Erziehung und Unterricht*, 2/2013, 81-93. DOI: <http://dx.doi.org/10.2378/peu2013.art07d>
- Grumm, M., **Hein, S.** & Fingerle, M. (2013). Improving prevention programs: First results on the relation between subjectively perceived levels of usefulness and social competencies. *European Journal of Psychology of Education*, 28, 121-131. DOI: <https://doi.org/10.1007/s10212-012-0105-x>
- Grumm, M. & **Hein, S.** (2013). Correlates of teachers' ways of handling bullying. *School Psychology International*, 34(3), 299-312. DOI: <https://doi.org/10.1177/0143034312461467>
- Grumm, M., **Hein, S.**, & Fingerle, M. (2013). Measuring acceptance of prevention programs in children. *European Journal of Developmental Psychology*, 10(3), 410-416. DOI: <https://doi.org/10.1080/17405629.2012.707311>
- Graf, F. A., Grumm, M., **Hein, S.**, & Fingerle, M. (2012). Elterliches Kompetenzgefühl als Mediator zwischen wahrgenommenem kindlichen Problemverhalten und Erwartungen an ein Elterntaining [Parenting sense of competence as mediator between perceived child problem behavior and expectations towards a parent training]. *Kindheit und Entwicklung*, 21, 114-121. DOI: <https://doi.org/10.1026/0942-5403/a000070>
- Grumm, M., **Hein, S.**, & Fingerle, M. (2012). Children's subjective perceptions of an aggression prevention program. *International Journal of Developmental Science*, 6, 97-106. DOI: <https://doi.org/10.3233/DEV-2012-11071>
- Grumm, M., **Hein, S.** & Fingerle, M. (2011). Predicting aggressive behavior in children with the help of measures of implicit and explicit aggression. *International Journal of Behavioral Development*, 35, 352-357. DOI: <https://doi.org/10.1177/0165025411405955>
- Hein, S.**, Grumm, M. & Fingerle, M. (2011). Is contact with people with disabilities a guarantee for positive implicit and explicit attitudes? *European Journal of Special Needs Education*, 26, 509-522. DOI: <https://doi.org/10.1080/08856257.2011.597192>
- Graf, F. A., Grumm, M., **Hein, S.**, & Fingerle, M. (2010). Zum Einfluss von Akzeptanz- und Nützlichkeitsurteilen auf die antizipierte Umsetzung eines Elterntainingsprogramms [The influence of acceptance and usefulness ratings on the anticipated implementation of a parent training program]. *Empirische Sonderpädagogik*, 4, 25-35. DOI: <http://nbn-resolving.de/urn:nbn:de:0111-opus-93521>

Book Chapters

- Rodriguez, M.*, **Hein, S.**, & Frankel, L. (2018). The Im(Possible)Dream. In T. Heinz Housel (Ed.), *First-generation college student experiences of intersecting marginalities* (pp. 51-69). Peter Lang Publishing.
- Aljughaiman, A., Nofal, M., & **Hein, S.** (2015). Gifted education in Saudi Arabia. In D. Y. Dai & C. C. Kuo (Eds.), *Gifted Education in Asia: Problems and Prospects* (pp. 191-212). Charlotte: Information Age Publishing.
- Hein, S.**, Reich, J., & Grigorenko, E. L. (2015). Cultural manifestation of intelligence in formal and informal learning environments during childhood. In L. A. Jensen (ed.), *The Oxford Handbook of Human Development and Culture: An Interdisciplinary Perspective*. (pp. 214-229). New York, NY: Oxford University Press.
<https://doi.org/10.1093/oxfordhb/9780199948550.013.14>
- Grumm, M., **Hein, S.**, & Fingerle, M. (2012). Effektivität und Wirksamkeit von Präventionsangeboten – Welche Rolle spielt die soziale Validität? [Efficacy and effectiveness of prevention programs – What is the role of social validity?]. In M. Fingerle & M. Grumm (Eds.), *Prävention von Verhaltensstörungen bei Kindern und Jugendlichen – Programme auf dem Prüfstand* [Prevention of conduct disorders in children and adolescents – Programs put to the test] (pp. 157-172). München: Ernst Reinhardt Verlag

Reports and White Papers

- Hein, S.** & Ponguta, L. A. (2019). *Caregiver well-being: A systematic review of research in low and middle-income countries between 2008 and 2018*. Commissioned by ChildFund International.

FUNDED GRANTS AND CONTRACTS

1. Federal Office for Migration and Refugees Germany / International Rescue Committee
Title: Vor-Sprung
Goals: This project focuses on the development and evaluation of a program aimed to promote the transition of refugee children from preschool to elementary school in four states in Germany.
Principal Investigators: International Rescue Committee (overall) & Sascha Hein (program evaluation)
Funding Information: 70,000 €
2. National Institutes of Health, 1P20HD091005 01/01/2017 – 12/01/2020
Title: *Severe LD in juvenile delinquents: Presentation, course, and remediation*
Goals: The research proposal focuses on the overall Specific Aim 2, i.e., (1) identifying a subgroup of juvenile offenders placed in residential settings who are characterized by severe LDs using big data approaches; (2) carrying out a novel mixed media (person-to-person plus person-to-computer) academic therapy; and (3) differentiating responders from non-responders to academic therapy by tracking neurophysiological and epigenetic markers.
Principal Investigator: Elena L. Grigorenko (University of Houston)

Co-Investigators: Sascha Hein, Oksana Naumova (University of Houston), Lesley Hart (University of Houston), Sergey Kornilov (Baylor College of Medicine), Sam Marshall (MindTrust Labs, Inc.)

Funding Information: Direct and indirect costs (all years): \$1,167,860

COMPLETED GRANTS AND CONTRACTS

1. Institute of Education Sciences, R305A160233 09/01/2016 – 08/31/2020
Title: *Uno, Dos, Tres, Listos! Monitoring Kindergarten Readiness Bilingually*
Goals: The purpose of this research is to develop and validate a classroom-based, bilingual (Spanish/English), computerized adaptive and dynamic assessment (BELLA, Bilingual English Language Learner Assessment), for monitoring kindergarten readiness (KR) in preschoolers covering knowledge and skills appropriate to accepted notions of KR and the Connecticut Preschool Curriculum Framework. BELLA will be designed for delivery to Spanish ELL children in a child-friendly format on a touchscreen tablet device.
Principal Investigator: Elena L. Grigorenko (University of Houston)
Co-Principal Investigators: Sascha Hein & David Francis (University of Houston)
Collaborators and Consultants: Nancy Eisenberg (Arizona State University), Elizabeth Peña (University of Texas at Austin), Han van der Maas (University of Amsterdam), The E-luminatus Group, LLC (a software design company located in North Haven)
Funding Information: Direct and indirect costs (all years): \$1,399,252
2. Harris County Juvenile Probation Department (HCJPD) / Houston Endowment
Title: *PACT Outcome Evaluation* 07/01/2017 – 04/30/2020
Goals: The goal of this study is to evaluate the system-wide implementation of the Positive Achievement Change Tool (PACT) in Harris County. The PACT is a strength-based assessment of risk and protective factors of youth involved in the juvenile justice system.
Principal Investigator: Sascha Hein
Funding Information: Direct and indirect costs: \$105,000
3. ChildFund International, Research Consultancy 11/02/2018 - 06/31/2019
Title: *Caregiver well-being: A systematic review of research in low and middle-income countries between 2008 and 2018*
Goals: The goal of this project is to conduct a systematic review of the literature on caregiver well-being and how it relates to developmental outcomes in children, particularly those living in low- and middle-income countries and in humanitarian settings.
Principal Investigator: Sascha Hein
Consultant: L. Angelica Ponguta
Funding information: Total costs: \$24,952
4. University of Houston 06/01/2017 – 08/30/2018
Grants to Enhance and Advance Research (GEAR)
Title: *Lace up and Move: Structured After School Exercise Intervention for Hispanic and African American Youth*
Goals: The purpose of this study is to test the efficacy of Lace Up and Move (LUAM), a structured after-school exercise intervention, designed to increase moderate-to-vigorous

physical activity (MVPA) and enhance sleep quality among Hispanic and African American (AA) boys and girls.

Principal Investigator: Norma Olvera (University of Houston)

Co-Investigators: Sascha Hein, Lisa Ostrin (University of Houston)

Funding Information: Direct and indirect costs: \$30,000

5. Faculty Stimulus Research Grant Award, \$10,000 09/01/2016 – 08/31/2017
College of Education, University of Houston
Title: *Educating delinquent students in Houston's Independent School District: A mixed-methods analysis of the educational landscape*
Goals: The project's aim is to understand the mechanisms by which juvenile justice and education system stakeholders currently facilitate delinquent youth's reintegration into the community.
Principal Investigator: Sascha Hein
Co-Investigators: Virginia Snodgras Rangel (University of Houston)
Funding Information: Direct and indirect costs: \$10,000

6. New Faculty Research Program Award 02/01/2016 – 01/31/2017
University of Houston
Title: *Widening the spotlight: The role of positive traits and life experiences for the remediation of juvenile delinquency*
Goals: The goal of this project is to establish the groundwork for the development of better tools for predicting which students are at risk for (re-)engaging in crime in time to prevent delinquency and subsequent detention. To accomplish this goal, I will develop a resource-oriented alternative to deficit and pathology-focused research on juvenile delinquency, to identify the positive traits and positive life experiences of delinquent youth.
Principal Investigator: Sascha Hein
Funding Information: Direct and indirect costs: \$5,999

7. Alley Theatre / Menninger Foundation 08/01/2017 – 07/31/2018
Title: *Intersections: Arts + Social Emotional Learning in Under-performing, High Poverty Schools*
Goals: The objective of this project is to create a local and national game-changing trifecta of Arts Learning + Social-Emotional Learning (SEL) competencies + Positive Behavioral Intervention and Supports (PBIS) strategies. The program's objectives are to develop, implement and measure embedded Arts+SEL (A+SEL) rich strategies and language in Arts Learning and to train Teaching Artists who understand and can assist schools in recognizing, mentoring, and helping students experience and practice positive behaviors.
Principal Investigator: Alley Theatre Houston
Co-Investigators: Sascha Hein (Program Evaluation, direct costs: \$25,000), Houston Ballet, Houston Symphony
Funding Information: Direct and indirect costs \$90,000

RESEARCH FELLOWSHIPS

1. Yale School of Medicine, Brown-Coxe Fellowship 07/01/2014 - 06/30/2015

Title: *Pathways into Delinquency Among Children with Special Educational and Mental Health Needs*

Goals: The goals of this study are (1) to establish educational and mental health profiles among all court-involved juveniles in Connecticut from the years 2006 to 2012 ($N = 58,678$) and investigate their validity for the prediction of criminal pathways; and (2) to study multiple levels of effects (i.e., neighborhoods, educational and juvenile justice settings) on the criminal and educational trajectories of court-involved juveniles with distinct profiles of special educational and mental health needs.

Principal Investigator: Sascha Hein

Funding Information: Direct and indirect costs: \$42,000

RESEARCH EXPERIENCE

* This section contains research conducted through current and completed grants and contracts as a post-doctoral researcher

1. National Center for Assessment (Qiyas) 01/20/2015 - 01/19/2018

Kingdom of Saudi Arabia

Title: *ALIF-YA: An A-to-Z Assessment Battery of Cognitive Processing*

Goals: The goal of this project is to develop a computerized adaptive assessment of cognitive processing that is suitable for individuals between 5-18 years of age and will be delivered in a one-on-one format by a trained educator or clinician.

My responsibilities: I am responsible for the development of the adaptive item selection and ability estimation algorithm, and for building and testing (multidimensional) item response theory models to serve as the foundation of the measurement of multiple cognitive skills.

Principal Investigator: Elena L. Grigorenko (University of Houston)

Co-Investigator: Abdullah Aljughaiman (King Faisal University, Saudi Arabia)

Funding Information: Direct and indirect costs (all years): \$1,800,000

2. National Institute of Justice, 2013-JF-FX-0018 01/01/2014 - 12/31/2014

Title: *Trends in Juvenile Criminal Case Processing and Education*

Goals: The goals of this research are to (1) estimate the effect of juvenile versus criminal jurisdiction on recidivism and educational outcomes in Connecticut, and (2) describe developmental cascades among educational outcomes and recidivism as well as linear and non-linear growth trajectories in rates of recidivism and educational outcomes from early to late adolescence.

My responsibilities: As the project director, I had a major role in writing the grant application and in strengthening the collaborative efforts between two large state agencies: the Connecticut State Department of Education (CSDE) and the Connecticut Judicial Branch, Court Support Services Division (CSSD). As the project director, I am responsible for (1) all aspects related to merging large datasets from CSDE and CSSD; (2) analyzing the compiled dataset using techniques of longitudinal modeling and data mining; and (3) disseminating the results to practitioners working at CSDE and CSSD and to researchers in different scientific communities.

Principal Investigator: Elena L. Grigorenko (University of Houston)

Funding Information: Direct and indirect costs (all years): \$39,976

3. Institute of Education Sciences, R305H140050 09/01/2014 - 08/31/2015
Title: *Foundation for Alliance for Education*
Goals: The Connecticut State Department of Education (CSDE), the Connecticut Judicial Branch, Court Supported Youth Services Division (CSSD), and Yale University's Child Study Center (YCSC) form the foundation for an alliance (AllEd) of agencies and organizations in Connecticut to examine the educational experiences of court-involved youth and identify areas for improvement in educational services. The primary goals of this project are to: (1) collect and share data on court-involved youth, (2) develop a blueprint for the cross-agency partnership, and (3) use research findings to inform policy and practice regarding the delivery of appropriate educational services for juveniles in detention.
My responsibilities: As the project director, I am responsible for (1) supervising the efforts of CSDE and CSSD to create a common electronic data sharing platform; (2) collecting qualitative data from court-involved youth and the adults who work with them to identify areas for educational improvement; and (3) organizing and conducting quarterly meetings with leaders of detention centers, other stakeholders and expert consultants in the fields of education and juvenile delinquency.
Role: Project Director
Principal Investigator: Elena L. Grigorenko (University of Houston)
Funding Information: Direct and indirect costs (all years): \$399,963

AWARDS, PROFESSIONAL HONORS AND RECOGNITION

- | | |
|---|------------------------|
| Provost's Travel Award, \$900
University of Houston | Spring 2019 |
| Top Student Research Committee Award, \$500
University of Houston,
Department of Psychological, Health, and Learning Sciences | 2018 & 2019 |
| Fellowship
German Scholars Organization (GSO), Leadership Academy | 2017 |
| Research Excellence Award, \$1,250
University of Houston, College of Education | 2016- 2017 |
| Provost's Travel Award, \$1,200
University of Houston | Summer 2017 |
| Scholarship, IDeA-Center, Frankfurt am Main, Germany
<i>Visiting scholar at the laboratory of Prof. Nancy Eisenberg.</i>
<i>Department of Psychology at Arizona State University</i> | 2010 |
| Scholarship, ASA-Program, InWEnt gGmbH, Germany
<i>Conducted a project that aimed at improving methods for teaching students</i> | 2006 |

with intellectual and physical disabilities in Malaysia.

COURSE INSTRUCTION (SELECTED)

Department of Education and Psychology since 06/2019
Freie Universität Berlin

Assessment and diagnostics in childhood and adolescence Summer 2021
Emotional and social development in childhood and adolescence (Lecture) Fall 2019
Emotional and social development in childhood and adolescence (Seminar) Fall 2019
Interventions in childhood and adolescence with an emphasis on emotional and social development (Lecture) Fall 2019
Emotional and social development in childhood and adolescence (Seminar) Summer 2019

Department of Psychological, Health, and Learning Sciences 2015-2019
University of Houston

Educational Disparities and Social Injustice (PHLS 8311) Spring 2019
Research Methods in Human Development and Family Studies (HDFS 2320) Spring 2019
Research Methods in Human Development and Family Studies (HDFS 2320) Fall 2018
Seminar in Advanced Topics in Human Development (EPSY 8335) Spring 2018
Research Methods in Human Development and Family Studies (HDFS 2320) Spring 2018
Research Methods in Human Development and Family Studies (HDFS 2320) Fall 2017
Special Problems (PHLS 8398; Independent Study) Fall 2017
Educational Disparities and Social Injustice (PHLS 8397) Spring 2017
Research Methods in Human Development and Family Studies (HDFS 2320) Fall 2016
Research Methods in Psychological and Educational Research (PHLS 8302) Fall 2016
Independent Study (HDFS 4398) Summer 2016
Candidacy Research (EPSY 7398) Spring 2016
Seminar in Advanced Topics in Human Development (EPSY 8335) Spring 2016
Research Methods in Education (EDRS 8380) Fall 2015

Department of Educational Sciences, Goethe-University, Germany 2010-2012
Five semesters (total of 135 hours as graduate student and post-doctoral associate)

Fostering Social-Emotional Competencies in the School Context 2012 (summer semester)
Prevention of Social Conflicts – Evidence-based Development of a Counseling Concept for Elementary School Students 2012 (summer semester)
Quantitative Research Methods – An Introduction with Practical Exercises 2011 (winter semester)
Quantitative Research Methods – An Introduction with Practical Exercises 2011 (summer semester)
Introduction to Research Methodology – Conceptualization, Implementation and Analysis of Empirical Studies 2010 (winter semester)
Scientific Methods: Literature Research, Layout of Scientific Texts, 2010 (summer semester)

Quantitative Research Methods, Questionnaire Development

INVITED PRESENTATIONS

1. **Hein, S.** (2019, September). *The role of caregiver well-being for early childhood development*. Invited by UNICEF to present at the Education Quality Conference, Damascus, Syria.
2. **Hein, S.** (2019, September). *Social-emotional learning and early childhood development*. Invited by UNICEF to present at the Education Quality Conference, Damascus, Syria.
3. **Hein, S.** (2018, November). *Path analysis introduction: How baseline data can be analyzed and for what purposes?* Presented at the meeting of the NIHR Global Health Research Group, Yale University.
4. **Hein, S., Bick, J., Leckman, J., & Ponguta, A.** (2018, June). *The potential to use biomarkers in ECD research*. Presented at the meeting of the NIHR Global Health Research Group, Brussels, Belgium.

CONFERENCE PRESENTATIONS

* Graduate student

1. Olvera, N., **Hein, S.**, Arbona, C., & Li, N.* (2019, July). *Lace up and Move: An exercise and nutrition intervention for Latino and African American youth*. Paper presented at the biannual 37th Interamerican Congress of Psychology, Havana, Cuba.
2. **Hein, S.**, Ghassan, I., Aoude, L., Maalouf, C., Awar, A., Nourallah, S., Zonderman, A. L., Householder, S., Katsovich, L., Khoshnood, K., Moore, C., Salah, R., Britto, P. R., Leckman, J., & Ponguta, L. A. (2019, March). *Mothers' parenting practices, well-being and father engagement among refugee and disadvantaged families in Lebanon*. Presented at the 2019 SRCD Biennial Meeting, Baltimore, MD, USA.
3. **Hein, S.** (2018, August). *The effects of raising the age of juvenile jurisdiction in Connecticut*. Presented at the 126th Annual conference of the American Psychological Association, San Francisco CA.
4. Sahrifi, Y., Karabatek, M., **Hein, S.**, Ponguta, A., Kastovich, L., Issa, G., Maalouf, C., Aoudeh, L., Khoshmood, K., & Leckman, J. (2018, March). *Food Insecurity Status and Indicators of Malnutrition among Children in Palestinian Refugee Camps, Lebanon: a Cross-Sectional Study*. Presented at the Lancet Palestinian Health Alliance, American University of Beirut, Lebanon.
5. Hong, J.*, **Hein, S.**, Slaughter, A.*, & Grigorenko, E. L. (2017, October). The roles of race/ethnicity, gender, and mental health in predicting truancy recidivism. Presented at the 2017 Diversity Challenge, Boston College, Boston, MA.
6. **Hein, S.**, Weeland, J., Square, A., Haeffel, G., Barbot, B., Macomber, D., Lee, M., & Grigorenko, E. L. (2017, June). *Moderators of effectiveness of a social problem solving training in juvenile offenders*. 18th Biennial Scientific Meeting of the International Society for Research in Child and Adolescent Psychopathology (ISRCAP), Amsterdam, The Netherlands.
7. **Hein, S.**, Naumova, O., Barbot, B., Watson, K. A., Lee, M., Luthar, S., & Grigorenko, E. L. (2015, July). *Early adversity, epigenome and psychosocial adjustment: A 15-year longitudinal study*. 17th Biennial Scientific Meeting of the International Society for Research in Child and Adolescent Psychopathology (ISRCAP), Portland, OR, USA.
8. Rakhlin, N., **Hein, S.**, & Grigorenko, E. (2014, November). *Language Development of Internationally Adopted Children: Length of institutionalization outweighs age-of-acquisition effects*. Boston University Conference on Language Development 39, Boston, MA, USA.

9. Rakhlin, N, **Hein, S.**, Hart, L., Bick, J., & Grigorenko, E. (2013, June). *The impact of early institutionalization on cognitive and psychological development*. International Society for the Study of Behavioral Development (ISSBD), Regional Workshop, Moscow, Russia.
10. Grumm, M., **Hein, S.**, & Fingerle, M. (2012, July). *Linking Social Validity and Effectiveness of Aggression Prevention*. 30th International Congress of Psychology, Cape Town.
11. **Hein, S.**, Grumm, M., & Fingerle, M. (2012, May). *Aggressionsprävention an Schulen: Eine Studie zu sozialer Validität aus Sicht von Grundschulern und Lehrkräften* [Aggression prevention at schools: a study on social validity from the perspective of elementary school children and teacher]. Dozententagung für Pädagogik bei Verhaltensstörungen, Würzburg.
12. **Hein, S.**, Grumm, M., & Fingerle, M. (2011, September). *Die Rolle empathischer Reaktionen und Fähigkeiten zur Emotionsregulation bei prosozialen Verhaltenstendenzen* [The role of empathy and emotion regulation skills for prosocial behavior]. Vortrag im Rahmen der Arbeitsgruppe „Prosoziales Verhalten in der Kindheit“ auf der 20. Fachtagung der Entwicklungspsychologie der DGPs, Erfurt [20th Conference of the Division of Developmental Psychology, German Psychological Association].
13. Graf, F., Grumm, M., **Hein, S.**, & Fingerle, M. (2011, July). *The MonteBaRo Parent Training: Effectiveness and differential effects*. 12th European Congress of Psychology, Istanbul.
14. **Hein, S.** & Grumm, M. (2011, July). *Temperament in adulthood: Assessing the structure of the German Adult Temperament Questionnaire (ATQ)*. 12th European Congress of Psychology, Istanbul.
15. **Hein, S.**, Grumm, M., & Fingerle, M. (2010, September). *Empathie im Kinder- und Elternbericht: Welche Komponenten zeigen sich?* [Components of empathy in child- and parent-report]. 47th Congress of Psychology, German Psychological Association, Bremen.
16. Grumm, M., **Hein, S.**, & Fingerle, M. (2010, September). *Aggressionsprävention an Schulen: Eine Studie zu Alltagsnähe und subjektivem Nutzenerleben* [Aggression prevention at schools: a study on appropriateness for every-day life and subjective experience of usefulness]. 47th Congress of Psychology, German Psychological Association, Bremen.
17. Grumm, M., **Hein, S.**, & Fingerle, M. (2010, July). *How is the subjectively perceived usefulness of a violence prevention program related to social competencies?* 19th

Conference of the “International Society for Research on Aggression”, University of Connecticut, USA.

18. Grumm, M., **Hein, S.**, & Fingerle, M. (2009, November). *The prevention of aggression from the target group's point of view: What do children transfer into their everyday life?* 14th Workshop Aggression, Bonn.
19. Grumm, M., **Hein, S.**, & Fingerle, M. (2009, September). *Schulbasierte Gewaltprävention: Eine Untersuchung der Akzeptanz des Faustlos-Programms* [School-based violence prevention: a study on the acceptance of the Faustlos-Program]. 19th Conference of the Division of Developmental Psychology, German Psychological Association, University Hildesheim.
20. Grumm, M., Fingerle, M., & **Hein, S.** (2009, September). *Der Einfluss eines Gewaltpräventionsprogramms auf normative Überzeugungen und Annahmen zur Kontinuität von aggressivem Verhalten bei Grundschulkindern* [The influence of a violence prevention program on normative beliefs and continuity of aggressive behavior of elementary school students]. 12th Conference of the Division of Social Psychology, German Psychological Association, University Luxembourg.
21. **Hein, S.** & Fingerle, M. (2009, August). *Implicit and explicit attitudes towards people with disabilities: Is contact a predictor of attitude extremity?* 13th Conference of the European Association for Research on Learning and Instruction (EARLI), University of Amsterdam.
22. Grumm, M., Fingerle, M., & **Hein, S.** (2009, August). *Preventing violence in elementary school children: Is it a question of fit between program contents and children's expectations?* 14th European Conference of Developmental Psychology (ECDP), Vilnius.
23. Grumm, M., Fingerle, M., & **Hein, S.** (2009, July). *Faustlos, a school-based violence prevention programme: What are the conditions for success?* 11th European Congress of Psychology (ECP), Oslo.
24. Grumm, M., Fingerle, M., & **Hein, S.** (2009, June). *Was nützt dir Faustlos? Eine Studie mit hessischen Grundschulkindern* [How useful is Faustlos? A study with elementary school students in Hesse, Germany]. Arbeitstagung Empirische Sonderpädagogische Forschung (AESF), Frankfurt am Main.

POSTER PRESENTATIONS

* Graduate student

1. Slaughter, A. M., Dragomir-Davis, M., **Hein, S.**, & Grigorenko, E. L. (2019, August). School discipline, academic achievement, and mental health among juvenile justice-involved youth with learning disabilities. Poster session presented at the American Psychological Association Convention, Chicago, IL.
2. Slaughter, A. M.*., Dragomir-Davis, M.*., & **Hein, S.** (2019, August). *School discipline, academic achievement, and mental health among juvenile justice-involved youth with learning disabilities*. Poster session accepted for the American Psychological Association Convention, Chicago, IL.
3. Truong, D. M.*., Mire, S. S., **Hein, S.**, Kochel, R. P., Keller-Margulis, M., & Yoshida, H. (2019, May). *Relationships among restricted interests and repetitive behaviors, internalizing and externalizing symptoms, and oral language in ASD*. Poster session accepted for presentation at the International Society for Autism Research 2019 Annual Meeting, Montreal, Canada.
4. Turner, S.*., Hughes, L.*., Soltis, D.*., & **Hein, S.** (2019, February). *Comparing implicit and explicit measures of optimism, hope, and well-being for Hispanic and Non-Hispanic students*. Poster presented at the Annual Conference of the Society for Personality and Social Psychology, Portland, Oregon.
5. Clayton, R. J.*., **Hein, S.**, & Gonzalez, J. E. (2019, February). *Social skills, inattention, and emergent vocabulary in preschool Latino ELLs* Poster presented at the 2019 convention of the National Association of School Psychologists (NASP).
6. Slaughter, A. M.*., **Hein, S.**, Hong, J. H.*., Mire, S. S., & Grigorenko, E. L. (2019, February). *Criminal behavior among students with Autism: Is school discipline related?* Poster presented at the 2019 convention of the National Association of School Psychologists (NASP).
7. **Hein, S.**, Bick, J., Issa, G., Aoude, L., Maalouf, C., Awar, A., Nourallah, S., Zonderman, A. L., Householder, S., Kastovich, L., Khosmood, K., Moore, C., Salah, R., Britto, P. R., Leckman, J. F., & Ponguta, L. A. (2018, August). *Father involvement, maternal well-being, and parenting among refugees in Beirut, Lebanon*. Poster presented at the 2018 meeting of the American Psychological Association, San Francisco, CA.
8. Li, N. *, **Hein, S.**, Ye, L., & Liu, Y. (2018, August). *Social decision-making mediates the association between anger and externalizing problems in Chinese adolescents*. Poster presented at the 2018 meeting of the American Psychological Association, San Francisco, CA.

9. Slaughter, A.*, **Hein, S.**, & Grigorenko, E. L. (2018, August). *Recidivism and school discipline in juvenile justice-involved youth with autism*. Poster session accepted at the 2018 meeting of the American Psychological Association, San Francisco, CA.
10. Al Abdul Raheem, Y.*, Slaughter, A.*, & **Hein, S.** (2018, May). *Special Education Classification: Does a Change Matter for Juvenile Justice Involved Youth's Attendance and Offense Rates?* Poster presented at the 2018 meeting of the American Psychological Society, San Francisco, CA.
11. Hughes, L*., Turner, S*., & **Hein, S.** (2018, April). *Implicit and Explicit Measures of Optimism and Their Relation to Positive Mental Health*. Poster presented at the Research Symposium of the Department of Psychological, Health, and Learning Sciences, University of Houston, Houston, TX.
12. Slaughter, A.*, Dragomir-Davis, M*., & **Hein, S.** (2018, April). *Educational Outcomes and School Misbehavior in Juvenile Justice-Involved Youth with Learning Disabilities*. Poster presented at the Research Symposium of the Department of Psychological, Health, and Learning Sciences, University of Houston, Houston, TX. **Note: This poster was awarded 2nd place among the Graduate Student Poster awards.**
13. Turner, S*., Slaughter, A*., & **Hein, S.** (2018, April). *Mental Health and School Achievement in Juvenile Justice-Involved Youth with Learning Disabilities*. Poster presented at the Research Symposium of the Department of Psychological, Health, and Learning Sciences, University of Houston, Houston, TX. **Note: This poster was awarded 1st place among the Graduate Student Poster awards.**
14. Potthast, M., Mergi, T., **Hein, S.**, & Tan, M.* (2017, October). *The Development of a Psychometric Scoring System for Assessing Role-taking Abilities in Children*. Poster presented at the Undergraduate Research Day at the University of Houston, Houston, TX.
15. Thomas, T*., **Hein, S.**, Barr, C., Naumova, O., & Grigorenko, E. (2017, June). *Epigenetic patterns associated with internalizing problems in mother-child dyads*. Poster presented at the Annual Conference of the American Academy of Clinical Neuropsychology (AACN), Boston, MA.
16. Thomas, T*., **Hein, S.**, Barr, C., Naumova, O., & Grigorenko, E. (2017, May). *Epigenetic patterns associated with internalizing problems in mother-child dyads*. Poster presented at the Annual Clinical Research Day, University of Houston, Houston, TX.
17. Slaughter, A*., **Hein, S.**, Hong, J*., & Grigorenko, E. L. (2017, November). *Criminal behavior patterns and school discipline in juvenile justice-involved youth with Autism (AU)*. Poster presented at the 2017 Annual Convention of the Texas Psychological Association, Houston, TX.

18. Slaughter, A.*, **Hein, S.**, Hong, J.*, & Grigorenko, E. L. (2017, October). Criminal behavior patterns and school discipline in juvenile justice-involved youth with Autism (AU). Poster presented at the 2017 Diversity Challenge, Boston College, Boston, MA.
19. Dragomir-Davis, A. M.*, & **Hein, S.** (2017, October). *The role of protective factors in predicting recidivism in youth in detention*. Poster presented at the 2017 Annual Convention of the Texas Psychological Association, Houston, TX.
20. Dragomir-Davis, A. M.*, & **Hein, S.** (2017, April). *The role of protective factors in predicting recidivism in youth in detention*. Poster presented at the annual College of Education Research Symposium at University of Houston, Houston, TX. **Note: This poster was awarded the College of Education Graduate Student Poster award.**
21. Li, N.*, Liu, Y., & **Hein, S.** (2017, April). *Social decision-making mediates the association between anger and behavior problems in Chinese adolescents*. Poster presented at the annual College of Education Research Symposium at University of Houston, Houston, TX.
22. Rakhlin, N., **Hein, S.**, Tan, M. *, & Grigorenko, E. (2015, June). *Sources of homogeneity and heterogeneity in language development of children institutionalized in early childhood*. The Symposium On Research in Child Language Disorders (SRCLD 2015), Madison, Wisconsin, USA.
23. Chen, L., Rakhlin, N., & **Hein, S.** (2014, July). *What contributes to psychological distress of parents of internationally adopted children?* Annual poster presentation at the Child Study Center, Yale University.
24. Fradkin, P. & **Hein, S.** (2014, July). *Genetic variation in BDNF, socio-economic status and cognitive performance in Zambia*. Annual poster presentation at the Child Study Center, Yale University.
25. Poudel, S. & **Hein, S.** (2014, July). *The relation between childhood adversities and psychiatric problems*. Annual poster presentation at the Child Study Center, Yale University.
26. Stone, L., **Hein, S.**, & Bick, J. (2014, July). *Studying genetic variants of Oxytocin (OXT) and receptor (OXTR) in regards to parenting*. Annual poster presentation at the Child Study Center, Yale University.
27. **Hein, S.**, Reich, J., Tan, M., Thuma, P. E., & Grigorenko, E. L. (2014, February). *Variations in the COMT gene modulate the effect of schooling on reading and mathematics*. Frontiers in Neuroscience for Global Health: 10th Anniversary BRAIN Disorders in the Developing World Symposium, National Institute of Health

28. Tan, M. *, Reich, J., **Hein, S.**, Thuma, P. E., & Grigorenko, E. L. (2014, February). *Differences in mathematics performance between in-school and out-of-school children: Informal contributions to mathematical thinking*. Frontiers in Neuroscience for Global Health: 10th Anniversary BRAIN Disorders in the Developing World Symposium, National Institute of Health
29. **Hein, S.**, Grumm, M., & Fingerle, M. (2013, May). *Empathy and prosocial behavior: The role of emotion regulation*. Training Program in Childhood Neuropsychiatric Disorders (T32), Child Study Center, Yale University
30. Grumm, M., Graf, F., **Hein, S.**, Krieger, K. & Fingerle, M. (2012, März). *Project PaSS. Prevention at school: A study on individual perceptions of aggression prevention*. Joseph Sandler Psychoanalytic Research Conference 2012, Frankfurt am Main.
31. Losert, N., Grumm, M. & **Hein, S.** (2012, March). *Project Konni – Learning and developing social skills*. Joseph Sandler Psychoanalytic Research Conference 2012, Frankfurt am Main.
32. Grumm, M., **Hein, S.** & Fingerle, M. (2011, July). *Measuring social competencies in elementary school children*. 12th European Congress of Psychology (ECP), Istanbul.
33. Graf, F., Fingerle, M., Grumm, M., & **Hein, S.** (2010, July). *Assessing acceptance judgment of newly trained Montebardo-Training service providers*. JURE 2010 Conference, Frankfurt am Main.
34. **Hein, S.**, Grumm, M. & Fingerle, M. (2009, September). *Eine Studie zu Effekten eines Präventionsprogramms in Bezug auf fremd- und selbsteingeschätzte adaptive Ressourcen sowie Kompetenzen im Umgang mit Emotionen* [A study on the effects of a prevention program on other- and self-reported adaptive resources and competencies in coping with emotions]. 12th Conference of the Division of Social Psychology, German Psychological Association, University Luxembourg.
35. **Hein, S.**, Grumm, M. & Fingerle, M. (2009, September). *Elterliche Einschätzungen zur Empathiefähigkeit ihrer Kinder: Welche Komponenten nehmen sie wahr?* [Parent ratings of children's empathy: what components do they perceive?]. 19th Conference of the Division of Developmental Psychology, University Hildesheim.

INSTITUTIONAL SERVICE

Research committee

College of Education, University of Houston

2017-2019

Faculty advisor for Graduate Research and Scholarship Projects (GRaSP) College of Education, University of Houston	2015
Member of the Committee for the Protection of Human Subjects (CPHS) University of Houston	2016-2019
Strategic Planning Committee , Member for Strategy 3 (Research Expenditures) College of Education, University of Houston	2016-2017

DEPARTMENT SERVICE

Human Development and Family Studies, Search Committee, member Department of Psychological Health & Learning Sciences, University of Houston	2018 - 2019
Measurement and Quantitative Methods, Search Committee, member Department of Psychological Health & Learning Sciences, University of Houston	2016 - 2017
Health Disparities, Search Committee, member Department of Psychological Health & Learning Sciences, University of Houston	2016 - 2017
Committee member, “Campus carry law” workgroup Department of Psychological, Health, and Learning Sciences	2015
Representative of Post-doctoral Researchers Center for Methods of Empirical Social Research, Goethe-University, Germany	2012

PROFESSIONAL SERVICE

Member , Fachbeirat “Inklusion” Senatsverwaltung für Bildung, Jugend und Familie, Berlin	since 2019
Mentor , „Academics in Solidarity“ program Mentoring two scholars from refugee communities in Germany	since 2020

Editorial Services

Associate Editor, <i>New Directions for Child and Adolescent Development</i>	since 2020
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Journal Services (Ad-hoc reviewer)

American Journal of Orthopsychiatry
BMC Psychology
Child Development

European Journal of Psychology of Education
International Journal of Behavioral Development
Journal of Early Childhood Research
Journal of Family Studies
Journal of Personality Assessment
Journal of Psychologists and Counsellors in Schools
Journal of Social Work in Disability & Rehabilitation
Learning and Individual Differences
Learning and Instruction
Mind, Brain and Education
New Directions for Child and Adolescent Development
Personality and Individual Differences
PLoS One
Social Development
Youth & Society

Conference Reviewer

Society for the Psychological Study of Scientific Issues (SPSSI), Pittsburgh **2018**

Memberships

American Psychological Association (APA), Member **2017-2018**
American Psychological Association (APA), Division 7 Member **2017 - present**
International Society for Research in Child and
Adolescent Psychopathology (ISRCAP) **2017-2018**
Society for Research on Child Development (SRCD), Member **2019 - present**
Deutsche Gesellschaft für Erziehungswissenschaft (DGfE) **2020 - present**