**GRACE BENNETT-PIERRE**

[grace.bennett-pierre@temple.edu](mailto:grace.bennett-pierre@temple.edu)

**EDUCATION**

**Doctoral Student, Temple University**,Philadelphia, PA 2019-present

Developmental Psychology

Advisor: Dr. Elizabeth Gunderson

**B.A., Wellesley College**, Wellesley, MA 2016

Psychology

Honors Thesis: *Memory for Imagined Relationships and the Connection Between Fantasy Orientation and Social Ability*

Advisor: Dr. Tracy Gleason

**AWARDS & HONORS**

Temple University Public Policy Lab Graduate Fellowship 2023-2024

Sigma Xi Society 2016

Wellesley College Provost’s Research Grant 2015

Wellesley College Science Center Student Travel Grant 2014

**PUBLICATIONS**

Bennett-Pierre, G., Weinraub, M., Newcombe, N. S., & Gunderson, E. A. (2023). This is hard!: Children's and parents' talk about difficulty during dyadic interactions. *Developmental Psychology*.

Bennett-Pierre, G., & Gunderson, E. A. (2023). Fiber Arts Require Spatial Skills: How a Stereotypically Feminine Practice Can Help Us Understand Spatial Skills and Improve Spatial Learning. *Sex Roles*, *88*(1-2), 1-16.

**MANUSCRIPTS UNDER REVIEW & IN PREPARATION**

Bennett-Pierre, G., Chernuta, T., Altamimi, R., & Gunderson, E. A. (in prep). Effects of Praise and “Easy” Feedback on Children’s Persistence and Self Evaluations.

**CONFERENCE PROCEEDINGS PAPERS**

Leonard, J. A., Bennett-Pierre, G., & Gweon, H. (2019). Who is better? Preschoolers infer relative competence based on efficiency of process and quality of outcome. In *CogSci* (pp. 639-645).

Yildirim, I., Saeed, B., Bennett-Pierre, G., Gerstenberg, T., Tenenbaum, J., & Gweon, H. (2019). Explaining intuitive difficulty judgments by modeling physical effort and risk. *arXiv preprint arXiv:1905.04445*.

Bennett-Pierre, G., Asaba, M., & Gweon, H. (2018). Preschoolers consider expected task difficulty to decide what to do and whom to help. *Proceedings of the 40th Annual Conference of the Cognitive Science Society.*

Gweon, H., Asaba, M., & Bennett-Pierre, G. (2017). Reverse-engineering the process: Adults and preschoolers’ ability to infer the difficulty of novel tasks. *Proceedings of the 39th Annual Conference of the Cognitive Science Society.*

**CONFERENCE PRESENTATIONS**

Bennett-Pierre, G., Chernuta, T., Altamimi, R., Gunderson, E. (2023) Effects of praise and “easy” feedback on children’s persistence after failure on an online puzzle. *Poster presented at the American Psychological Association 2023 Conference, Washington, DC.*

Chernuta, T., Bennett-Pierre, G., Altamimi, R., Gunderson, E. (2023) Gender similarities in parents’ motivational beliefs and children’s persistence after failure. *Poster accepted for the American Psychological Association 2023 Conference, Washington, DC.*

Bennett-Pierre, G., Weinraub, M., Newcombe, N., Gunderson, E. (2022) "This is hard!": Children and parents talk about difficulty during dyadic interactions in two observational datasets. *Poster presented at the Cognitive Development Society 2022 Conference, Madison, WI.*

Bennett-Pierre, G., Weinraub, M., Newcombe, N., Gunderson, E. (2021) "This is hard!": Children and parents talk about difficulty during a dyadic interaction. *Poster presented at the Society for Research in Child Development 2021 Conference, virtual.*

Ueki, P., Bennett-Pierre, G. & Gunderson, E. (2020) “This is hard!” Children’s statements about difficulty relate to duration of parent-child dyads’ task engagement. *Poster presented at the Eastern Psychological Association 2021 Conference, virtual.*

Bennett-Pierre, G., Asaba, M., & Gweon, H. (2017). Preschoolers consider expected task difficulty to decide what to do and whom to help*. Poster presented at the Cognitive Development Society 2017 Conference, Portland, OR.*

Bennett-Pierre, G. (2016). Memory for imagined relationships and the connection between fantasy and social ability. *Talk presented at the Ruhlman Conference at Wellesley College.*

Bennett-Pierre, G. (2016). Remembering the Imaginary: Memory for Imagined Relationships and the Connection between Fantasy Orientation and Social Ability in Adolescents*. Poster presented at the Fenway Psychology Research Conference at Emmanuel College, Boston, MA.*

Bennett-Pierre, G. (2015). Who Finished First?: Children's Understanding of the Relationship Between Physics, Effort and Time. *Talk presented at the Tanner Conference at Wellesley College.*

Bennett-Pierre, G., Elabbady, L., & Mahbub, M. (2014). Happy Today, Happy Tomorrow: Effects of Mood on Future Thinking. *Poster presented at the New England Psychological Association 2014 Conference, Lewiston, ME.*

**TEACHING EXPERIENCE**

Teaching Assistant for Psych 1003: Statistics for Psychology, Temple University Spring 2023

Teaching Assistant for Psych 2501: Behavioral Neuroscience, Temple University Spring 2022

Teaching Assistant for Psych 1003: Statistics for Psychology, Temple University Spring 2021

**SERVICE**

Colloquium Committee, Temple University

*Developmental Area Student Representative* December 2022-present

Temple University Graduate Student Association

*Strike Captain* October 2022-March 2023

*Director of Community Outreach* June 2021-June 2022

*Organizing Committee Member* May 2020-June 2021

Psychology Graduate Students for Inclusivity, Temple University

*Developmental Area Arm Co-Leader* September 2020-September 2022

**ADDITIONAL RESEARCH EXPERIENCE**

**Social Science Research Coordinator, Stanford University**, Stanford, CA 2016-2019

PI: Dr. Hyowon Gweon

**PROFESSIONAL AFFILIATIONS**

American Psychological Association 2023-present

Cognitive Development Society 2017-present

Society for Research in Child Development 2021-2022

Cognitive Science Society 2017-2018

Psi Chi Society 2016-present