

Brian Spitzer

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Education

New York University, Developmental Psychology
Ph.D. candidate, Department of Applied Psychology
Expected Graduation: May 2018
Advisor: Dr. Joshua Aronson

California State University, Chico

B.A. in Psychology, 2010
B.A. in Child Development with honors, 2010

Peer-Reviewed Publications

Li, V., **Spitzer, B.**, & Olson, K. R. (2013). Preschoolers Reduce Inequality While Favoring Individuals With More. *Child development*.

Pauker, K., Apfelbaum, E. P., Ambady, N., & **Spitzer, B. J.** (under review). The race talk dilemma for racial minority children.

Yeager, D.S., Paunesku, D., Sidney, D., **Spitzer, B. J.** & Duckworth, A. (under review). It's boring but it matters: A beyond-the-self purpose for learning raises construal level and promotes academic self-regulation.

Yeager, D. S., **Spitzer, B. J.**, Johnson, R. & Dweck, C. S. (under review). Combatting the belief that people are fixed reduces stress and improves achievement.

Professional Presentations (Selected)

Spitzer, B. J. (2013). *Theories about the malleability of emotional development: A longitudinal study and intervention*. Annual Cross-University Collaborative Mentoring Conference, New York University, NY

Yeager, D. S., **Spitzer, B. J.**, Johnson, R. & Dweck, C. S. (2011). *It gets better: Teaching adolescents that people can change reduces stress and improves achievement*. Biennial Meeting of the Society for Research on Child Development, Montreal, Quebec, Canada

Herringer L., Miller-Herringer T., & **Spitzer, B. J.** (2009). *Feeling grateful: The influences of need, cost, and gender*. APS Association for Psychological Science: Annual Convention, San Francisco, CA

Mortensen, C., Schwartz, N., **Spitzer, B. J.**, Kiss, J. (2009). *Decorative graphics as visual Metaphors: Their influence on passage theme*. Annual meeting of the European Association for Learning and Instruction, Amsterdam, Netherlands.

Spitzer, B. J., Luu P., Corey K., Scholfield V., Bushmeyer K., (2009). *Health, diet, and physical activity beliefs and behaviors*. Ninth Annual Stanford Undergraduate Psychology Conference, Stanford, CA

Spitzer, B. J. (2008). *How to promote optimism in young children*. CHLD Individual Inquiry Investigations at California State University, Chico

Spitzer, B. J., Cabrera, N., Schallberger, N., Scholfield, V., Alfaro, N., Luu, P., Kaur, R., Cabrera, N. (2008). *Mexican attitudes about health, diet, and physical activity*. Eighth Annual Stanford Undergraduate Psychology Conference, Stanford, CA

Research Experience (Selected)

2011 - 2012 **Research Assistant**, PERTS, Stanford University

We develop, administer, and rigorously test Internet-based interventions that enable researchers to easily conduct randomized controlled interventions in classrooms. These programs have changed how students think about school in ways that produce higher engagement, achievement, and resiliency.

Faculty Advisor – Dr. Carol Dweck; Dr. Greg Walton; Dr. Dave Paunkesku

2011 - 2012 **Research Assistant**, Stanford University

We conduct longitudinal, randomized field experiments to better understand adolescents' academic motivation and reactions to peer exclusion. We have successfully lowered stress and raised achievement in racial minority adolescents at the transition to high school.

Faculty Advisor – Dr. Carol Dweck; Dr. David Yeager

2011 - 2012 **Research Assistant**, Stanford University

This line of research focuses on how to encourage positive interracial interactions in children. We are tracking children's developing emerging racial knowledge (including attitudes, stereotypes, and understanding of discrimination) as antecedents to interracial anxiety. By evaluating consequences of this emerging anxiety, we can better understand changes in interracial friendships and motivation for future interaction.

Faculty Advisor – Dr. Carol Dweck; Dr. Kristin Pauker

2009 **Research Assistant**, The Social Cognitive Development Lab; Yale University

In three studies we examined the Justice Paradox - children's preferences toward egalitarianism and the advantaged. We found that children prefer to share with a less fortunate recipient, but judged a more fortunate recipient as nicer.

Faculty Advisor – Dr. Kristina Olson

2008 – 2009 **Child Development Honors Thesis**

The purpose of this study was to understand early adolescents' perceptions of risk and protective factors associated with their freshman school experience and, 2) to examine how the quality of peer relationships and specific psychological constructs (i.e., self-esteem, feelings of mastery) are related to school adjustment.

2008 **Research Assistant**, Stanford Learning Lab; Stanford University

In a series of studies with 4-10 month old infants, we were trying to understand two central questions about infant perception. First, before infants have any formal knowledge about numbers and quantity, how precisely do they perceive quantity (e.g., do 2 and 3 tones sound identical to a young infant)? Second, how do young infants make predictions about patterns that appear in their environment (e.g., if a set of keys are hidden twice in one location and once in a second location, where will they look for the keys on the next trial)?

Faculty Advisor - Dr. Kirkham & Dr. Michael Ramscar

Academic Awards

2009 Summer Research Grant awarded by Psi Chi the National Psychological Honor Society

2008 Dr. Cindy Ratekin Child Development Scholarship

Offered to one student each year to “*support promising child development majors toward completing their educations and becoming skilled professionals in the field of early childhood education*”

2008 Psi Chi – Honorable Mention

2008 – Dean's List
2010

Affiliations

Psi Chi
Child Development Student Association
APA Student Affiliate
APS Student Affiliate

Software

SPSS, Nvivo qualitative coding, InqScribe, MaxQDA, E-Prime, 4th Dimension, Microsoft Office, Microsoft Movie-Maker, Adobe