

CURRICULUM VITAE

Dr. phil. Regula Neuenschwander

PERSONAL PROFILE

Name Regula Neuenschwander
Born April 7, 1978, Chania, Greece
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Private address Flurstrasse 4, 3014 Bern, phone: +41 78 729 44 24
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EDUCATION

DEGREES

2012 Doctor of Philosophy in Developmental Psychology, University of Bern, Switzerland
Dissertation: *The development of children's self-regulation around transition to school: Effects of early academic contexts and prediction of adaptation to school*
2008 Licentiate (equivalent to a master's degree) in Developmental Psychology, Developmental Psychopathology, Forensics; Minor in Criminal Law, University of Bern, Switzerland

PROFESSIONAL TRAINING

2009-12 Teaching in Higher Education (Hochschuldidaktik, University of Bern, Switzerland)

ACADEMIC POSITIONS

2017- Lecturer, Department of Psychology, University of Bern, Switzerland
2016-17 Postdoctoral Research Fellow, Prof. Dr. Tim Oberlander, University of British Columbia, Vancouver, Canada
2012-15 Postdoctoral Researcher (Visiting Scholar), Prof. Dr. Clancy Blair, New York University, USA
2012 Lecturer, Prof. Dr. Marlise Küng, University of Applied Sciences (Pädagogische Hochschule, Fachhochschule Nordwestschweiz), Switzerland
2008-12 Research Assistant, Prof. Dr. Claudia Roebbers, University of Bern, Switzerland
2006-08 Teaching Assistant, Prof. Dr. Margit Oswald, University of Bern, Switzerland

RESEARCH FOCI

- Development and promotion of child self-regulation (executive function, stress regulation)
- Mindfulness in children and adolescents
- Neurodiversity

RESEARCH FUNDING

- 2017-22 *Funding for Early Career Researchers*
University of Bern, Faculty of Human Sciences, Intramural funding (CHF >50,000)
Role: PI
- 2017-23 *Funding for Female Early Career Researchers (Förderung von Habilitandinnen)*
University of Bern, Faculty of Human Sciences, Intramural funding (CHF >40,000)
Role: PI
- 2022 *Intervention Study "Mindfulness in Primary School": Effects of a Mindfulness-based Training on Students' Socio-Emotional Skills*
Ernst Göhner Foundation, Switzerland (CHF 20,000)
Role: Co-PI (together with Detlev Vogel & Cécile Tschopp)
- 2017 *Child and adolescent placebo studies: Neurobiological underpinnings – Genetic variants and executive functions*
BCCHR Clinical & Translational Research Seed Grant (CAD \$5,000)
Role: PI
- 2016 *Developmental origins of stress and self-regulation and implications for interventions to improve childhood behavior*
Brain Canada and NeuroDevNet (current name: Kids Brain Health Network),
Developmental Neurosciences Research Training Awards (CAD \$100,000)
Role: PI
- 2014 *Challenges to children's self-regulation*
Swiss National Science Foundation, Research Fellowship Advanced Postdoc.
Mobility" (US \$103,800)
Role: PI
- 2012 *Self-regulation in children*
Swiss National Science Foundation, Research Fellowship for Prospective Researchers
(US \$61,800)
Role: PI

PUBLICATIONS

PEER-REVIEWED JOURNAL ARTICLES

Mayer, I. F. ^{*,+}, Käser I. ^{*,+} & **Neuenschwander, R.** (2026). Exploring facilitators and barriers to self-compassion in neurodivergent university students: A qualitative pilot study on shared and group-specific factors in autism and ADHD. *Research in Neurodiversity*, 2, 100031. <https://doi.org/10.1016/j.rin.2026.100031>

Rohner, K. ^{*,+}, **Neuenschwander, R.** ⁺, Vogel, D., & Tschopp, C. (2026). Effectiveness of mindfulness-based training on teachers' mindfulness and well-being: Disentangling training effects. *Journal of Educational and Developmental Psychology*, 16, 1-18. <http://doi.org/10.5539/jedp.v16n1p1>

Neuenschwander, R., Brüniger, P. ^{*}, & Fellmann, C. ^{*} (2025). Personalization effects on child involvement during shared book reading: Do children of color benefit most? *European Journal of Psychology of Education*, 40, 132. <https://doi.org/10.1007/s10212-025-01026-5>

Neuenschwander, R., & von Gunten, F. O. ^{*} (2025). Self-compassion in children and adolescents: A systematic review of empirical studies through a developmental lens. *Current Psychology*, 44, 755–783. <https://doi.org/10.1007/s12144-024-07053-7>

Preisig, D.* & **Neuenschwander, R.** (2025). Mindfulness training in Swiss elementary schools: Effectiveness and role of implementation quality in a block-randomized trial. *Child & Youth Care Forum, 54*, 149–185. <https://doi.org/10.1007/s10566-024-09810-y>

Putnam, S. P., Sehic, E., French, B., Gartstein, M.A., Lira Luttges, B. & **489 Members of the Global Temperament Project** (2024). The Global Temperament Project: Parent-reported temperament in infants, toddlers and children from 59 nations. *Developmental Psychology*. <https://doi.org/10.1037/dev0001732>. (Member of Global Temperament Project).

Tschopp, C., **Neuenschwander, R.**, & Vogel, D. (2023). Mit Achtsamkeit die Emotionsregulation von Kindern fördern. *Schweizerische Zeitschrift für Heilpädagogik, 29*, 22-28.

Weik, E., **Neuenschwander, R.**, Jensen, K., Oberlander, T. F., & Tipper, C. (2023). Conditioning induced placebo- and nocebo-like effects of thermal discomfort in adults but not in youth. *British Journal of Pain, 17*, 342-351.

Weik, E., **Neuenschwander, R.**, Jensen, K., Oberlander, T. F., & Tipper, C. (2022). Placebo and nocebo effects in youth: Subjective thermal discomfort can be modulated by a conditioning paradigm utilizing mental states of low and high self-efficacy. *British Journal of Pain, 16*, 60-70.

Neuenschwander⁺, R., Weik⁺, E., Tipper, C. M., Jensen, K., & Oberlander, T. F. (2020). Conditioned placebo- and nocebo-like effects in adolescents: The role of conscious awareness, sensory discrimination, and executive function. *Frontiers in Psychiatry, 11*, 586455.

Neuenschwander, R., Hookenson, K., Brain, U., Grunau, R., Devlin, A., Weinberg, J., Diamond, A., & Oberlander, T. (2018). Children's stress regulation mediates the association between prenatal maternal mood and child executive functions for boys, but not girls. *Development and Psychopathology, 30*, 953-969.

Neuenschwander, R., Friedman-Krauss, A., Raver, C., & Blair, C. (2017). Teacher stress predicts child executive function: Moderation by poverty level of school. *Early Education and Development, 28*, 880–900.

Neuenschwander, R., & Blair, C. (2017). Zooming in on children's behavior during delay of gratification: Disentangling impulsogenic and volitional processes underlying self-regulation. *Journal of Experimental Child Psychology, 154*, 46-63.

Neuenschwander, R., Roebers, C. M., & Blair, C. (2014). Being optimally aroused matters: Effects of a weak stress manipulation on children's executive functions are moderated by temperament and age. *Journal of Educational and Developmental Psychology, 4*, 194-208.

Roebers, C. M., Röthlisberger, M., **Neuenschwander, R.**, Cimeli, P., Michel, E., & Jäger, K. (2014). The relation between cognitive and motor performance and their relevance for children's transition to school: A latent variable approach. *Human Movement Science, 33*, 284-297.

Neuenschwander, R., Cimeli, P., Röthlisberger, M., & Roebers, C. M. (2013). Personality factors in elementary school children: Contributions to academic performance over and above executive functions? *Learning and Individual Differences, 25*, 118-125.

Röthlisberger, M., **Neuenschwander, R.**, Cimeli, P., & Roebers, C. M. (2013). Executive functions in 5- to 8-year-olds: Developmental changes and relationship to academic achievement. *Journal of Educational and Developmental Psychology, 3*, 153-167.

Cimeli, P., Röthlisberger, M., **Neuenschwander, R.**, & Roebers, C. M. (2013). Stellt ein niedriges Selbstkonzept einen Risikofaktor für Anpassungsprobleme nach dem Schuleintritt dar? [Is a low self-concept a risk factor for children's poor adjustment in elementary school?]. *Kindheit und Entwicklung, 22*, 105-112.

Cimeli, P., **Neuenschwander, R.**, Röthlisberger, M., & Roebbers, C. M. (2013). Das Selbstkonzept von Kindern in der Schuleingangsphase: Ausprägung und Struktur sowie Zusammenhänge mit frühen kognitiven Leistungsindikatoren [Self-concept of children at school entry: Mean level, structure, and relations to indicators of early cognitive achievement]. *Zeitschrift für Entwicklungspsychologie und Pädagogische Psychologie*, 45, 1-13.

Michel, E., Cimeli, P., Röthlisberger, M., **Neuenschwander, R.**, & Roebbers, C. M. (2013). Entwicklung von Handkoordination, exekutiven Funktionen und Schulleistungen bei Kindern mit Auffälligkeiten in der Handgeschicklichkeit [Development of manual dexterity, executive functions and scholastic achievement in children at risk for developmental coordination disorders]. *Zeitschrift für Entwicklungspsychologie und Pädagogische Psychologie*, 45, 191-206.

Neuenschwander, R., Röthlisberger, M., Cimeli, P., & Roebbers, C. M. (2012). How do different aspects of self-regulation predict successful adaptation to school? *Journal of Experimental Child Psychology*, 113, 353-371.

Roebbers, C. M., Cimeli, P., Röthlisberger, M., & **Neuenschwander, R.** (2012). Executive functioning, metacognition, and self-perceived competence in elementary school children: An explorative study on their interrelations and their role for school achievement. *Metacognition and Learning*, 7, 151-173.

Röthlisberger, M., **Neuenschwander, R.**, Cimeli, P., Michel, E., & Roebbers, C. M. (2012). Improving executive functions in 5- and 6-year-olds: Evaluation of a small group intervention in prekindergarten and kindergarten children. *Infant and Child Development*, 21, 411-429.

Roebbers, C. M., Röthlisberger, M., Cimeli, P., Michel, E., & **Neuenschwander, R.** (2012). School enrolment and executive functioning: A longitudinal perspective on developmental changes, the influence of learning context, and the prediction of pre-academic skills. *European Journal of Developmental Psychology*, 8, 526-540.

Michel, E., Röthlisberger, M., **Neuenschwander, R.**, & Roebbers, C. M. (2011). Development of cognitive skills in children with motor coordination impairments at 12 month follow-up. *Child Neuropsychology*, 17, 151-172.

Neuenschwander, R., Röthlisberger, M., Michel, E., & Roebbers, C. M. (2011). Unterschiede in ausgewählten Bereichen der Schulfähigkeit: Ein Vergleich von Kindergarten und einem neuen Schuleingangsmodell in der Schweiz [Differences in various domains of school readiness as a function of preschool context: A comparison of Kindergarten and a new frame of flexible school enrolment in Switzerland]. *Psychologie in Erziehung und Unterricht*, 58, 30-40.

Röthlisberger, M., **Neuenschwander, R.**, Michel, E., & Roebbers, C. M. (2010). Exekutive Funktionen: Zugrundeliegende kognitive Prozesse und deren Korrelate bei Kindern im späten Vorschulalter [Executive function and their correlates in late preschool children]. *Zeitschrift für Entwicklungspsychologie und Pädagogische Psychologie*, 42, 99-110.

⁺ shared first authorship

* Co-authored with master student trainee

PEER-REVIEWED CONFERENCE PROCEEDINGS

Tschopp, C., Vogel, D. & **Neuenschwander, R.** (2023). Effekte von Achtsamkeit auf die sozio-emotionalen Kompetenzen der Schüler:innen: *Die Lehrperson im Fokus. 15. Konferenz der Dozierenden im Förderschwerpunkt Emotionale und Soziale Entwicklung*, Universität Paderborn - doi:10.17605/OSF.IO/YNX94

Neuenschwander, R., & Blair, C. (2017). Exploring the emotional memory bias in children: The role of adrenergic activation. *Psychoneuroendocrinology*, 83, 30.

Neuenschwander, R., Cimeli, P., Röthlisberger, M. & Roebbers, C. M. (2010). The role of executive functions for reading and writing in 2nd grade children. *Front. Neurosci. Conference Abstract: EARLI SIG22 - Neuroscience and Education*. doi:10.3389/conf.fnins.2010.11.00024

Cimeli, P., **Neuenschwander, R.,** Röthlisberger, M., & Roebbers, C. M. (2010). Executive functions and the early acquisition of mathematical skills. *Front. Neurosci. Conference Abstract: EARLI SIG22 - Neuroscience and Education*. doi:10.3389/conf.fnins.2010.11.00008

CHAPTERS

Neuenschwander, R., & Oberlander, T. F. (2017). Developmental origins of self-regulation: Prenatal maternal stress and psychobiological development during childhood. In K. Deater-Deckard & R. K. Panneton (Eds.), *Parental stress and early child development: Adaptive and maladaptive outcomes* (pp. 127-156). Springer.

POPULAR SCIENCE PUBLICATIONS (NON-PEER-REVIEWED)

Neuenschwander, R., (in press). Exekutive Funktionen spielend fördern. Fokuspublikation Spiel.

Neuenschwander, R. (2023). Mum and her offspring: A psychobiological perspective on attachment. *4bis8 – Fachzeitschrift für Kindergarten und Unterstufe*, 2, 30-31.

Neuenschwander, R. (2022). Mindfulness in School and Education. *Akzente – Das Magazin der Pädagogischen Hochschule Zürich*, 4, 4.

Neuenschwander, R. (2019). Born with: Is the ability to concentrate innate or does it need to be nurtured? *4bis8 – Fachzeitschrift für Kindergarten und Unterstufe*, 8, 28-29.

Roebbers, C. M., Roethlisberger, M., **Neuenschwander, R.,** & Cimeli, P. (2014). *Nele and Noa in the rain forest: Bernese protocols to enhance child executive function*. 3rd, revised edition (2023). Ernst Reinhardt Verlag.

RESEARCH PAPERS (FORSCHUNGSBERICHTE)

Neuenschwander, R., Preisig, D., & Vögeli, R. (2022). *Achtsamkeit in der Schule: Bericht zur Evaluation von zwei achtsamkeitsbasierten Interventionen auf der Primarstufe - Forschungsbericht für die Programmentwicklerinnen von Binja und BTP*. Universität Bern.

Neuenschwander, R., Bründler, J., & Anthamatten, N. (2021). *Wissenschaftliche Evaluation des neuen Schulfaches „ICH“: Einfluss einer achtsamkeitsbasierten Intervention auf die Achtsamkeit, die Selbstregulation, den Selbstwert und die sozialen Kompetenzen von 1. – 3. Klässlern - Forschungsbericht für die Schulen Fraubrunnen*. Universität Bern.

CONFERENCE PRESENTATIONS (SELECTED)

Neuenschwander, R., Aerne, L., Vogel, D., & Tschopp, C. (2025, August). *Evaluating a school-based mindfulness training: Adding children's voices to a block-randomized trial*. Paper presented at the Annual Meeting of the European Association for Research on Learning and Instruction (EARLI), Graz, Austria.

Neuenschwander, R. (Discussant) (2025, June). *Beziehungsqualität fördern und auffälliges Verhalten reduzieren: drei Interventionsstudien* (Chairs: C. Tschopp & D. Vogel). Symposium at

the Konferenz Schweizerische Gesellschaft für Bildungsforschung (SGBF), Lucerne, Switzerland.

Neuenschwander, R., Eberhart, J., & Bryce, D. (2024, June). *Mindfulness and metacognitive monitoring accuracy in young meditators compared to non-meditators*. Paper presented at the Annual Conference of the International Society for Contemplative Research (ISCR), Padova, Italy.

Neuenschwander, R., Tschopp, C., & Vogel, D. (2024, January). *Evaluating school-based mindfulness trainings in Switzerland: Lessons learned*. Poster presented at the Annual Meeting of the Swiss Society for Early Childhood Research (SSECR), St. Gallen, Switzerland.

Neuenschwander, R. (2023, October). *Evaluating school-based mindfulness trainings in Switzerland: What works and what have we learnt?* Poster presented at Tag der Forschung Phil.-hum Fakultät, University Bern, Switzerland.

Neuenschwander, R., Vogel, D., & Tschopp, C. (2023, September). *Wirkung eines achtsamkeitsbasierten Trainings auf die sozio-emotionalen Kompetenzen von Primarschüler*innen*. Paper presented at the Mindfulness in School and Education Conference, Leipzig, Germany.

Rohner, K. *, **Neuenschwander, R.,** Vogel, D., & Tschopp, C. (2023, September). *Effekte eines achtsamkeitsbasierten Trainings auf die Achtsamkeit und das Wohlbefinden von Lehrpersonen in der Primarschule*. Paper presented at the Mindfulness in School and Education Conference, Leipzig, Germany.

Fellmann, C. *, Brüniger, P., & **Neuenschwander, R.** (2023, June). *Personalisation effects on involvement during shared book reading: Do children of colour benefit most?* Paper presented at the Annual Meeting of the Jean Piaget Society (JPS), Madrid, Spain.

Neuenschwander, R. & Buholzer, A. (2023, June). *Parental and child coping strategies and emotions in response to physical and social pain*. Poster presented at the Annual Meeting of the Jean Piaget Society (JPS), Madrid, Spain.

Neuenschwander, R. & Oeri N. (2023, March). *Primary school teachers' perception, characterization, and understanding of sensitive children: A qualitative study*. Paper presented at the Society for Research in Child Development (SRCD) Biennial Meeting, Salt Lake City, USA.

Neuenschwander, R. (2023, March). *Everyday pain in children: Parental and child coping strategies in response to physical and social pain*. Poster presented at the Society for Research in Child Development (SRCD) Biennial Meeting, Salt Lake City, USA.

Neuenschwander, R. (2022, September). *Differentielle Effekte zweier achtsamkeitsbasierter Interventionen in der Primarschule*. Paper presented at the Mindfulness in School and Education Conference, Zurich, Switzerland.

Anthamatten, N.* & **Neuenschwander, R.** (2022, September). *Wissenschaftliche Evaluation des neuen Schulfachs «ICH»: Einfluss einer achtsamkeitsbasierten Intervention auf die Achtsamkeit, die Selbstregulation und den Selbstwert*. Paper presented at the Mindfulness in School and Education Conference, Zurich, Switzerland.

Neuenschwander, R. (Discussant) (2022, September). *Achtsamkeit in der Primarschule: Wirksamkeit und Implementationsqualität ausgewählter Programme in der Schweiz* (Chairs: R. Neuenschwander & D. Vogel). Symposium at the Konferenz Schweizerische Gesellschaft für Bildungsforschung (SGBF), Lausanne, Switzerland.

Neuenschwander, R. & Schatz, J. (2022, September). *Wirksamkeit achtsamkeitsbasierter Interventionen in der Primarschule: Die Rolle der Lehrpersonenmerkmale Achtsamkeit und Selbstmitgefühl*. Paper presented at the Konferenz Schweizerische Gesellschaft für Bildungsforschung (SGBF), Lausanne, Switzerland.

Preisig, D.* & **Neuenschwander, R.** (2022, September). *Achtsamkeitsbasierte Interventionen für Primarschüler*innen in der Schweiz: Effekte auf soziales und emotionales Wohlbefinden sowie die Selbstregulation und die Rolle der Implementationsqualität*. Paper presented at the Konferenz Schweizerische Gesellschaft für Bildungsforschung (SGBF), Lausanne, Switzerland.

Neuenschwander, R. (2022, July). *Executive functions and mindfulness in young children: A developmental perspective on their interplay and the effect of a mindfulness-based curriculum*. Paper presented at the International Mind, Brain and Education Society (IMBES), Montréal, Canada.

Edgington, B., Weik, E., **Neuenschwander, R.**, Oberlander, T. F. & Tipper, C. (2020, April). *Does body awareness mediate the relationship between anxiety and nocebo?* Poster presented at the Psychology Undergraduate Research Conference, UBC, Vancouver, BC, Canada.

Neuenschwander, R., Buholzer, A., Weik, E., & Oberlander, T. F. (2019, July). *Investigating parents' approaches of how to shape their children's mind: A pilot study on harnessing placebo effects in day-to-day life*. Poster presented at the Society for Interdisciplinary Placebo Studies (SIPS) Conference, Leiden, Netherlands.

Neuenschwander, R., Weik, E., Tipper, C., Jensen, K., & Oberlander, T. F. (2019, June). *Placebo effects in children: Sensory perception, executive function, and potential applications in the clinical setting*. Paper presented at the International Symposium on Pediatric Pain (ISPP), Basel, Switzerland.

Neuenschwander, R., Hupfeld, J., & von Gunten, F. (2019, March). *Self-compassion in children and adolescents: A systematic review of empirical studies*. Poster presented at the Society for Research in Child Development (SRCD) Biennial Meeting, Baltimore, USA.

Neuenschwander, R. (Discussant) (2018, June). *Teachers' social-emotional and relational competencies in teacher-students' interactions* (Chairs: J. Spilt & H. Koomen). Symposium at the EARLI SIG 11: Teaching and Teacher Education, Kristiansand, Norway.

Neuenschwander, R. (2018, June). *Development of mindful awareness of breathing and thinking in young children: Underlying cognitive processes of children's meta-awareness*. Paper presented at the Annual Meeting of the Jean Piaget Society (JPS), Amsterdam, Netherlands.

Weik, E., **Neuenschwander, R.**, Tipper, C., J., Jensen, K., & Oberlander, T. F. (2018, May). *Internal states of low self-efficacy can induce learned nocebo effects on thermal sensation in youth*. Poster presented at the Annual Canadian Neuroscience Meeting, Vancouver, BC, Canada.

Neuenschwander, R., & Blair, C. (2017, August). *Exploring the emotional memory bias in children: The role of adrenergic activation*. Poster presented at the Annual Meeting of the International Society of Psychoneuroendocrinology (ISPNE), Zurich, Switzerland.

Neuenschwander, R., Hookenson, K., Brain, U., Grunau, R. E., Devlin, A., Weinberg, J., Diamond, A., & Oberlander, T. F. (2017, April). *Does children's stress regulation mediate the association between prenatal stress and child executive function?* Paper presented at the Society for Research in Child Development (SRCD) Biennial Meeting, Austin, USA.

Neuenschwander, R., Weik, E., Tipper, C., Koechlin, H., Kossowsky, J., Jensen, K., & Oberlander, T. F. (2017, April). *Classical conditioning of thermal perception in youth: The role*

of awareness, attention bias to threat, and executive function. Poster presented at the Society for Interdisciplinary Placebo Studies (SIPS) Conference, Leiden, Netherlands.

★ one of 5 best posters

Neuenschwander, R., Hookenson, K., Brain, U., Grunau, R. E., Devlin, A., Weinberg, J., & Oberlander, T. F., (2016, November). *Prenatal stress exposure predicts 6-year-olds' stress regulation: Disentangling maternal depression and exposure to antidepressants.* Paper presented at the Annual Meeting of the International Society of Developmental Psychobiology (ISDP), San Diego, USA.

Chau, C., **Neuenschwander, R.,** Brain, U., Devlin, A., Diamond, A., Grunau, R. E., & Oberlander, T. F. (2016, May). *Prenatal serotonin reuptake inhibitor antidepressant exposure and COMT genotype shapes relationships between maternal mood and executive function at 6 years of age.* Paper presented at the Annual Meeting of the Pediatric Academic Societies (PAS), Baltimore, USA.

Neuenschwander, R., Friedman-Krauss, A., Raver, C., & Blair, C. (2015, September). *Teacher stress predicts children's executive function: Moderation by poverty level of school.* Paper presented at the European Conference of Developmental Psychology (ECDP), Braga, Portugal.

Neuenschwander, R. & Blair, C. (2015, June). *Stress effects on children's emotional memory: Does high arousal enhance memory of negative stimuli in 6- to 8-year-olds?* Poster presented at the Mind and Life Summer Research Institute, Garrison, USA.

Neuenschwander, R., Eberhart, J., Wang, S., & Blair, C. (2015, March). *A Stress manipulation suited for field studies: Reactivity on multiple stress indices and behavioral coping strategies.* Paper presented at the Society for Research in Child Development (SRCD) Biennial Meeting, Philadelphia, USA.

Neuenschwander, R. & Klemfuss, J. (2015, March). Experimental methods for studying stress in children: What have we learned, where are we going? Symposium organized at the Society for Research in Child Development (SRCD) Biennial Meeting, Philadelphia, USA.

Neuenschwander, R., Eberhart, J., Wang, S., Santa Cruz Leyton, C., & Blair, C. (2015, March). *Zooming in on children's behavior during delay of gratification: What do difficulties in delay tell us?* Poster presented at the Society for Research in Child Development (SRCD) Biennial Meeting, Philadelphia, USA.

Neuenschwander, R., Eberhart, J., & Blair, C. (2014, October). *Challenging children's self-regulation: Does stress influence children's performance on executive function tasks?* Poster presented at the Internationale Konferenz der exekutiven Funktionen, Stuttgart, Germany.

Neuenschwander, R., Loher, S., Roebers, C. M., & Blair, C. (2013, November). *Individual and developmental differences in affective decision making: Evidence from a simplified and "hotter" version of the Iowa Gambling Task.* Poster presented at the Biennial Meeting of the Society of the Study on Human Development (SSHHD), Ft. Lauderdale, USA.

Kolly, A. *, **Neuenschwander, R.,** Roebers, C. M., & Blair, C. (2013, September). *Being optimally aroused matters: Effects of a stress manipulation on children's executive functions.* Poster presented at the European Conference of Developmental Psychology (ECDP), Lausanne, Switzerland.

Neuenschwander, R., Röthlisberger, M., & Cimeli, P. (2012, June). *The role of executive functions and negative emotionality in children's adaptation to school.* Poster presented at the Annual Meeting of the Jean Piaget Society (JPS), Toronto, Canada.

Neuenschwander, R., Röthlisberger, M., Cimeli, P., & Roebbers, C. M. (2011, September). *Exploring the relationship between executive functions, temperament, and academic achievement in young school children*. Paper presented at the International Conference on Memory (ICOM5), York, Great Britain.

Neuenschwander, R., Cimeli, P., Röthlisberger, M., & Roebbers, C. M. (2011, April). *Big Five personality factors, temperament, executive functions and early academic performance*. Poster presented at the Society for Research in Child Development (SRCD) Biennial Meeting, Montréal, Canada.

Neuenschwander, R., Cimeli, P., Röthlisberger, M., & Roebbers, C. M. (2011, April). *The relationship of executive functions, effortful control, and motivation with math and reading/writing achievement in 5- to 8-year-olds*. Paper presented at the Society for Research in Child Development (SRCD) Biennial Meeting, Montréal, Canada.

Neuenschwander, R., Cimeli, P., Röthlisberger, M., Michel, E., & Roebbers, C. M. (2010, September). *Längsschnittstudie zur Entwicklung von Arbeitsgedächtnisfunktionen im Alter von 5-8 Jahren*. Paper presented at the Congress of the Deutsche Gesellschaft für Psychologie (DGPS), Bremen, Germany.

Neuenschwander, R., Cimeli, P., Röthlisberger, M., & Roebbers, C. M. (2010, June). *The role of executive functions for reading and writing in 2nd grade children*. Poster presented at the EARLI SIG22 Meeting "Educational Neuroscience: Is it a field?", Zurich, Switzerland.

Neuenschwander, R., Röthlisberger, M., Michel, E., & Roebbers, C. M. (2009, September). *Selbstregulation bei 6- und 7-jährigen Kindern: Differentielle Zusammenhänge zwischen Exekutiven Funktionen und Temperamentsdimensionen*. Poster presented at the Meeting of the Professional Group of Developmental Psychology, Hildesheim, Germany.

Neuenschwander, R., Röthlisberger, M., Michel, E., & Roebbers, C. M. (2009, April). *Influence of socioeconomic status on executive functions among kindergarten children*. Poster presented at the Society for Research in Child Development (SRCD) Biennial Meeting, Denver, USA.

*master student trainee

INVITED TALKS

Neuenschwander, R. (2024, December). *How do genes and environments interact in child development?* Berner Generationenhaus, Bern, Switzerland.

Neuenschwander, R. (2024, June). *Evaluating school-based mindfulness trainings in Switzerland: Selected findings and lessons learned*. Forschungskolloquium, Philosophisch-Sozialwissenschaftliche Fakultät, University of Augsburg, Germany.

Neuenschwander, R. (2022, September). *Mindfulness in children: What are we missing?* Keynote at Mindfulness in School and Education Conference, Zurich, Switzerland.

Neuenschwander, R. (2022, March). *Mindfulness in children: Exploring underlying cognitive factors*. Cognitive Development SIG, Department of Psychology, University of Tübingen, Germany.

Neuenschwander, R. (2019, November). *Effectiveness of mindfulness-based interventions in educational contexts*. Netzwerk Achtsamkeit in Schule und Bildung, PH Zurich, Switzerland.

Neuenschwander, R. (2019, October). *Developmental origins of self-regulation: Prenatal maternal stress and psychobiological development during childhood*. Research Seminar in

Health Sciences, Department of Health Sciences and Medicine, University of Lucerne, Switzerland.

Neuenschwander, R. (2018, November). *The importance of the teacher-child relationship and classroom quality for children's self-regulation*. Keynote at Schulpsychologie Kongress, Schweizerische Vereinigung für Kinder und Jugendpsychologie (SKJP), Biel, Switzerland.

Neuenschwander, R. (2018, February). *Harnessing parents' knowledge of how to shape their children's mind: Healing social and physical pain*. Pediatric Placebo Meeting (CIHR Planning Meeting), Boston, USA.

Neuenschwander, R. (2017, March). *Prenatal maternal mood and children's self-regulation: Does children's stress regulation mediate the association between prenatal stress and child executive function?* TGIF BC Children's Hospital Research Seminar Series, Vancouver, BC, Canada.

Neuenschwander, R. (2015, November). *Zooming in on children's behavior during delay of gratification*. NYU Neuroscience and Education Laboratory Undergraduate Seminar, New York, USA.

Neuenschwander, R. (2015, April). *Developmental psychology: A brief introduction from a self-regulatory perspective*. Fox Lane High School Science Symposium, Bedford, NY, USA.

Neuenschwander, R. & Roebbers, C. M. (2009, March). *Ist die Basisstufe eine sinnvolle Alternative zum Kindergarten?* 175th Anniversary of the University of Bern, Switzerland.

AWARDS

- 2021/22 Teaching Awards, University of Bern, Switzerland
- 2017 SIPS Conference Leiden, one of 5 best posters
- 2016 *Self-regulation in chronic pain in children and youth: Harnessing the placebo effect for therapeutic benefit*
Jacobs Foundation, Marbach Castle Residence Program 2016
- 2016 ISDP Travel Award
- 2015 Mind and Life Summer Research Institute Fellowship
- 2009 SRCD Travel Award

PROFESSIONAL ACTIVITIES

ASSOCIATE EDITOR

Child & Youth Care Forum (2025 -)

AD HOC REVIEWING (* = more than one; ** = more than five)

Journals

Child Development* | Development and Psychopathology | Developmental Psychobiology | Biological Psychology | Experimental Child Psychology* | Early Childhood Research Quarterly | British Journal of Educational Psychology | School Psychology | Research in Childhood Education | Family Psychology | Psychological Research | Learning and Individual Differences* | Cognition | Current Psychology* | Children and Youth Services Review | Child & Youth Care Forum | Journal of Research on Adolescence | Child and Adolescent Psychiatry and Mental Health | BMC Psychiatry | Applied Psychology: Health and Well-Being | Journal of Happiness Studies | Self and Identity | PLOS ONE | Frontiers in Psychology, section Developmental Psychology**; section Child and Adolescent Psychiatry; section Educational Psychology |

Frontiers in Endocrinology** | Journal of Visualized Experiments | Zeitschrift für Pädagogische Psychologie | Frühe Bildung

Conferences

- Mindfulness in School and Education, second international conference, PH Zurich, 2022 – Co-organizer
- Society for Research in Child Development, Biennial Meeting 2017 – accepted invitation to review
- NeuroDevNet, Brain Development Conference, Annual Meeting 2016 – accepted invitation to review

Grants

- Deutsche Forschungsgemeinschaft (DFG)
- Swiss National Science Foundation (SNSF)
- National Institute of Education Singapore (NIE)*
- Research Foundation – Flanders (FWO)

PROFESSIONAL AFFILIATIONS

- Society for Research in Child Development (SRCD)
- Kids Brain Health/ Brain Canada (Training Fellow)
- German Psychological Society (DGPs) (Section Developmental Psychology)
- Swiss Society for Early Childhood Research (SSECR)
- Mind and Life Europe (MLE)
- European Association for Research on Learning and Instruction (EARLI)

BOARDS AND COMMITTEES (ACADEMIC SELF-ADMINISTRATION)

- | | |
|----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2026 | Member of search committee for lecturer position in Social Neurosciences, University of Bern |
| 2022-25 | Representative of Faculty of Human Sciences in Intermediate Staff Association (MVUB), University of Bern |
| 2021-23
/26 | Representative of mid-level faculty (höherer Mittelbau) in Faculty Meetings (Fakultäts- und Dekanatskonferenz), Faculty of Human Sciences, University of Bern |
| 2021-24 | Member of Committee for Excellence in Teaching |
| 2018/22 | Member of Committee for Best Practice Paper for Promoting Young Researchers, Faculty of Human Sciences, University of Bern |
| 2017-24 | Member of “better science” initiative, Office for Gender Equality, University of Bern |
| 2017-22 | Member and coordinator of Committee on Diversity and Gender Equality, Faculty of Human Sciences, University of Bern |

PROFESSIONAL SERVICES

- | | |
|-------|-------------------------------------------------------------------------------------------------------|
| 2025- | Examiner for " <i>Cantonal Matura Examinations, Subject: Pedagogy/Psychology</i> ", Bern, Switzerland |
| 2024- | Auditor for “ <i>Swiss Society for Early Childhood Research</i> ” (SSECR) |

OUTREACH EDUCATIONAL ACTIVITIES & KNOWLEDGE TRANSLATION

- | | |
|------|----------------------------------------------------------------------------------------------------------------------------|
| 2026 | Workshop for teaching staff “ <i>Neurodivergence in Higher Education</i> ”, Hochschule der Künste Bern (HKB), Switzerland. |
|------|----------------------------------------------------------------------------------------------------------------------------|

- 2026 Workshop for university teaching staff “*Neurodivergence in Higher Education*”, University of Bern, Switzerland.
- 2023 Talk and workshop “*Why is it difficult to think about nothing and how this relates to mindfulness*”, Kinderuniversität Bern, University of Bern, Switzerland
- 2023 Interview in Podcast «Grosse Pause» (<https://open.spotify.com/episode/12Yf1g2FmAphPGvgCUAkZE>) in Schulverlag plus
- 2023 Interview in Video «Schulfach ICH» (<https://www.youtube.com/watch?v=XKELaKmm5zs&t=2s>) in Pädagogische Dialoge, Kanton Bern, Switzerland
- 2021 Talk for professionals in teacher education: “*Hochschulkultur neu denken – «Better Science» in der Lehre?*”, PH Luzern, Switzerland
- 2018 Workshop for primary school teachers: “*Die Bedeutung von Exekutiven Funktionen im Klassenzimmer [Executive Function in a classroom context]*”, Schule Bergdietikon, Switzerland
- 2018 Interview “*Featured Trainee*” in Kids Brain Health Network Trainee Newsletter (October edition)
- 2017 Research Profiles “*Can stress affect a child’s development?*” Brain Canada Annual Report 2016

VOLUNTEER WORK

- 2023- Member of Savoir public (<https://www.savoirpublic.ch/experts/regula-neuenschwander>)
- 2019-20 Expert “Schweizer Jugend forscht (SJf)” (online)

TEACHING

Master’s Studies Level (Seminars, University of Bern)

- Mindfulness and child development (spring 2026; spring 2025; spring 2024; spring 2023; spring 2022, course instructor)
- Development of self-regulation: At the intersection of emotion and cognition (spring 2022; spring 2021; spring 2020, course instructor)
- Adolescence: Vulnerabilities and opportunities of the teenage brain (fall 2026; fall 2025; fall 2024; fall 2023; fall 2022; fall 2021; fall 2020; fall 2019, course instructor)
- Placebo effects in children and youth (spring 2021; spring 2020; spring 2019; spring 2018, course instructor)
- Psychobiological development: Child development and stress (fall 2026; fall 2025; fall 2024; fall 2023; fall 2022; fall 2021; fall 2020; fall 2019; fall 2018; fall 2017, course instructor)
- Adverse Childhood Experiences (ACEs): Childhood trauma and resilience (spring 2026; spring 2025; spring 2024; spring 2023, course instructor)
- Children’s development from birth to age 3 (spring 2011; spring 2010, course instructor)

Bachelor’s Studies Level (Proseminars, lectures, eLearning courses, University of Bern and University of Applied Science, Solothurn and Basel)

- Wissenschaftliches Schreiben fördern: Integrierte E-Learningkurse an der PhilHum (spring 2025, co-project leader and co-developer, University of Bern, Förderung Innovative Lehre Fakultäre LehrEntwicklung, FILFLE)

- Introduction into developmental psychology (spring 2019, lecturer, University of Bern)
- Development of aggression: Prevention and intervention (spring 2026; spring 2025; spring 2024; spring, 2023; spring 2022; spring 2021; spring 2020; spring 2018, course instructor, University of Bern)
- Infancy: Children's development from birth to age 3 (fall 2026; fall 2025; fall 2024; fall 2023; fall 2022; fall 2021; fall 2020; fall 2019; fall 2018; fall 2017, course instructor, University of Bern)
- Introduction into developmental psychology (spring 2012, course instructor, University of Applied Science, Solothurn and Basel)
- Children's social development (spring 2009, course instructor, University of Bern)

SUPERVISED STUDENTS

- *PhD External Examiner (University of York, UK):* Q. Wang (2025) (supervisor: Dusana Dorjee)
- *PhD Student Mentoring (University of Bern, Switzerland):* K. Kolloff (2022-2024); N. Seewer (2021-2023)
- *Master's Thesis (NYU, in collaboration with Ludwig Maximilian University, Munich, Germany, 2014)*
- *Master's Thesis (University of Bern, Switzerland; 2009-2026; 54 students in total/ 9 ongoing)*
- *Bachelor's Thesis (University of Bern, Switzerland; 2017-2026; 48 students in total/ 5 ongoing)*
2017; 2018; 2019; 2020 (Mindfulness and child development)
2021; 2022; 2023; 2024 (Emotion regulation in children and adolescents)
2025; 2026 (Neurodiversity)
- *Supervision Internships in Research (Forschungspraktikum University of Bern, Switzerland; 2018-2026; 6 students in total/ 2 ongoing)*