

Heather Bailey  
(formerly Heather Roth)  
(785) 532-0807  
[hbailey@ksu.edu](mailto:hbailey@ksu.edu)

## EDUCATION

- 2009-2013 Washington University in St. Louis: Postdoctoral fellow  
Mentor: Jeffrey Zacks
- 2005-2009 Kent State University: Ph.D., Cognitive Psychology, August 2009  
Mentor: John Dunlosky
- 2003-2005 Wake Forest University: M.A., Experimental Psychology, 2005  
Mentor: Dale Dagenbach
- 1999-2002 Southern Illinois University Edwardsville, B.S., Psychology, 2002; Magna Cum Laude  
Mentor: Stephen Tuholski

## FUNDING

National Institute of Health: "Situation model updating in young and older adults" (PI), \$170,128, 2011-2014.

Wichita State University and Kansas State University, COBRE project development grant: "Transfer effects of perceptual learning on driving-related cognitive tasks", \$12,100, 2013.

## PUBLICATIONS

### *Peer-Reviewed Journal Articles*

- Bailey, H.**, Dunlosky, J., & Hertzog, C. (in press). The effects of strategy training on age-related deficits in working-memory span performance. *Gerontology*.
- Bailey, H.**, Kurby, C. A., Giovannetti, T., & Zacks, J. M. (in press). Action perception predicts action performance. *Neuropsychologia*.
- Sargent, J. Q., Zacks, J. M., Hambrick, D. Z., Zacks, R. T., Kurby, C. A., **Bailey, H.**, Eisenberg, M. L., & Beck, T. M. (in press). Event segmentation ability uniquely predicts memory across the lifespan. *Cognition*.
- Bailey, H.**, Zacks, J. M., Hambrick, D. Z., Zacks, R. T., Head, D., Kurby, C. A., & Sargent, J. Q. (2013). Medial temporal lobe volume predicts elders' everyday memory. *Psychological Science*, 24, 1113-1122.
- Bailey, H.** (2012). Computer-Paced versus Experimenter-Paced Working Memory Span Tasks: Are They Equally Reliable and Valid? *Learning and Individual Differences*, 22, 875-881.

- Was, C. A., Dunlosky, J., **Bailey, H.**, & Rawson, K. A. (2012). The unique contributions of the facilitation of procedural memory and working memory to individual differences in intelligence, *Acta Psychologica*, *3*, 425-433.
- Was, C. A., Rawson, K. A., **Bailey, H.**, & Dunlosky, J. (2011). Content-embedded tasks beat complex span for predicting comprehension, *Behavioral Research Methods*, *43*, 910-915.
- Bailey, H.**, Dagenbach, D., & Jennings, J. M. (2011). The locus of the benefits of repetition lag memory training, *Aging, Neuropsychology, and Cognition*, *18*, 577-593.
- Bailey, H.**, & Zacks, J. M. (2011). Literature and event understanding. *Scientific Study of Literature*, *1*, 72-78.
- Bailey, H.**, Dunlosky, J., & Kane, M. J. (2011). Contribution of strategy use to performance on complex and simple span tasks. *Memory & Cognition*, *39*, 447-461.
- Bailey, H.**, Dunlosky, J., & Hertzog, C. (2010). Self-regulation training at home: Does it improve older adults' learning? *Gerontology*, *56*, 414-420.
- Ariel, R., Dunlosky, J., & **Bailey, H.** (2009). Agenda-based regulation of study-time allocation: When agendas override item-based monitoring. *Journal of Experimental Psychology: General*, *138*, 432-447.
- Bailey, H.**, Dunlosky, J., & Hertzog, C. (2009). Does differential strategy use account for age-related differences in working-memory performance? *Psychology & Aging*, *24*, 82-92.
- Bailey, H.**, Dunlosky, J., & Kane, M. J. (2008). Why does working memory span predict complex cognition? Testing the strategy-affordance hypothesis. *Memory & Cognition*, *36*, 1383-1390.
- Dunlosky, J., Cavallini, E., **Roth, H.**, McGuire, C. L., Vecchi, T., & Hertzog, C. (2007). Do self monitoring interventions improve older adult learning? *Journals of Gerontology: Series B*, *62B*, 70-76.

### Chapters

- Sargent, J. Q., Zacks, J. M., & **Bailey, H.** (in press). Perceptual segmentation of naturalistic events: Methods and applications.
- Dunlosky, J., **Bailey, H.**, & Hertzog, C. (in press). Memory enhancement strategies: A review and update of the latest techniques and findings. In P. E. Hartman-Stein & A. La Rue (Eds). *Handbook for the Development of Community-based Programs*.

### PUBLICATIONS UNDER REVIEW

- Bailey, H.**, Kurby, C. A., Sargent, J. Q., & Zacks, J. M. (under review). Be careful what you pay attention to: The effects of attentional focus on segmentation and event model updating.

**Bailey, H.,** Sargent, J. Q., Flores, S., Zacks, J. M., Nowotony, P., & Goate, A. (under review). APOE  $\epsilon$ 4 genotype status predicts everyday memory.

**Bailey, H.,** & Zacks, J. M. (under review). Situation model updating in young and older adults: Global versus incremental mechanisms.

## **PUBLICATIONS IN PREPARATION**

**Bailey, H.,** Flores, S., & Zacks, J. M. (in prep). No age-related differences in BOLD response to reading about situational changes in narrative texts.

## **PRESENTATIONS**

**Bailey, H.,** Sargent, J. Q., Flores, S., Zacks, J. M., Nowotony, P., & Goate, A. (2013, May). APOE  $\epsilon$ 4 genotype status predicts everyday memory. Talk given at the Annual Meeting of the Midwestern Psychological Association Conference, Chicago, IL.

**Bailey, H.,** Kurby, C. A., Giovannetti, T., & Zacks, J. M. (2012, November). Action perception predicts action performance. Poster presented at the 52<sup>nd</sup> Annual Meeting of the Psychonomic Society, Minneapolis, MN.

**Bailey, H.,** Sargent, J. Q., Flores, S., Zacks, J. M., Nowotony, P., & Goate, A. (2012, September). *APOE  $\epsilon$ 4 genotype status predicts everyday memory.* Poster presented at the Annual Washington University Neuroscience Retreat.

**Bailey, H.,** Hambrick, D. Z., Zacks, R. T., Head, D., Kurby, C. A., & Zacks, J. M. (2012, April). *Event perception and medial temporal lobe atrophy in cognitively normal aging and early stage Alzheimer's disease.* Poster presented at the 2012 Cognitive Aging Conference, Atlanta, GA.

**Bailey, H.,** Dunlosky, J., & Hertzog, C. (2010, May). *Effects of strategy training on age-related deficits in working memory performance.* Talk given at the Annual Meeting of the Midwestern Psychological Association Conference, Chicago, IL.

**Bailey, H.,** Dunlosky, J., & Kane, M. J. (2009, May). *The differential role of strategy use in complex and simple span tasks.* Talk given at the Annual Meeting Midwestern Psychological Association Conference, Chicago, IL.

**Bailey, H.,** Dunlosky, J., & Kane, M. J. (2008, November). *Contribution of strategy use to performance on complex and simple span tasks.* Poster presented at the 49<sup>th</sup> Annual Meeting of the Psychonomic Society, Chicago, IL.

**Roth, H.,** Dunlosky, J., & Kane, M. J. (2008, May). *Why does working memory span predict complex cognition? Testing the strategy-affordance hypothesis.* Talk given at the Annual Meeting Midwestern Psychological Association Conference, Chicago, IL.

**Roth, H.,** Dunlosky, J. & Hertzog, C. (2008, April). *The contribution of strategy use in the age-related deficit in working-memory performance.* Poster presented at the 2008 Cognitive Aging Conference, Atlanta, GA.

- Roth, H.**, Dunlosky, J., & Hertzog, C. (2007, November). *Does differential strategy use account for age-related differences in working-memory performance?* Poster presented at the 48<sup>th</sup> Annual Meeting of the Psychonomic Society, Long Beach, CA.
- Roth, H.**, Dagenbach, D., & Jennings J. M. (2006, November). *Insights into the basis of gains associated with the Repetition-Lag memory training procedure.* Poster presented at the 47<sup>th</sup> Annual Meeting of the Psychonomics Society, Houston, TX.
- Dagenbach, D., **Roth, H.**, Jennings, J. M. (2006, February). *The locus of the benefits of repetition-lag memory training.* Paper presented at the Annual Meeting of the North Carolina Cognition Group, Greensboro, NC.
- Roth, H.**, Dagenbach, D., & Jennings J. M. (2005, November). *What gets trained in the repetition-lag memory training procedure?* Poster presented at the 46<sup>th</sup> Annual Meeting of the Psychonomics Society, Toronto, Canada.
- Dagenbach, D., **Roth, H.** & Jennings, J. M. (2005, February). *Insights into the basis of gains associated with the Repetition-Lag memory training procedure.* Paper presented at the Annual Meeting of the North Carolina Cognition Group, Raleigh, NC.
- Roth, H.**, Dagenbach, D., & Jennings, J. M. (2004, November). *Undoing a good deed: Using study and test interference to isolate the basis of gains in a memory-training paradigm.* Poster presented at the 45<sup>th</sup> Annual Meeting of the Psychonomics Society, Minneapolis, MN.
- Nichols, M. & **Roth, H.** (2002, May). *Butterflies in your stomach: The effects of state anxiety and audience on performance.* Poster presented at the annual meeting of Midwestern Psychological Association, Chicago, IL.
- Nichols, M & **Roth, H.** (2001, May). *Computer-based vs. classroom-based learning.* Poster presented at the annual meeting of Midwestern Psychological Association, Chicago, IL.

## **CHAired SESSIONS**

- Bailey, H.** (2010, May). Session moderator. Cognitive Aging Session conducted at the annual meeting of the Midwestern Psychological Association, Chicago, IL.

## **PROFESSIONAL AFFILIATIONS**

### Journal Reviews:

Behavioral Research Methods  
 Journal of Experimental Psychology: Learning, Memory, and Cognition  
 Journal of Gerontology: Psychological Sciences  
 Learning & Individual Differences  
 Memory  
 Memory & Cognition

### Memberships:

Association for Psychological Sciences (APS)  
 International Association for Metacognition (IAM)  
 Midwestern Psychological Association (MPA)

Psychonomic Society

**RESEARCH EXPERIENCE**

- 2009-2013            Post-Doctoral Fellow  
Mentor: Jeffrey Zacks (Washington University in St. Louis)
- 2005-2009            Research Assistant, Working Memory & Aging  
Mentor: John Dunlosky (Kent State University)
- 2003-2005            Research Assistant, Memory & Aging  
Mentor: Dale Dagenbach (Wake Forest University)
- 2003-2005            Research Coordinator, Mild Cognitive Impairment  
Mentor: Janine Jennings (Wake Forest University)

**TEACHING EXPERIENCE**

- PSYC 21621, Instructor, Quantitative Methods, Kent State University, Fall 2007
- PSYC 21621, Instructor, Quantitative Methods, Kent State University, Spring 2008
- PSYC 102, Instructor, Introduction to Psychology Seminar, Washington University, Spring 2011
- PSYC 3261, Instructor, Psychological Changes in Late Adulthood, Washington University, Spring 2011
- PSYC 102, Instructor, Introduction to Psychology Seminar, Washington University, Fall 2011
- PSYC 102, Instructor, Introduction to Psychology Seminar, Washington University, Spring 2012
- PSYC 102, Instructor, Introduction to Psychology Seminar, Washington University, Fall 2012
- PSYC 102, Instructor, Introduction to Psychology Seminar, Washington University, Spring 2013