

SARAH R. LYTLE, PH.D.

EXPERIENCE

EXECUTIVE DIRECTOR

2021 - PRESENT

Ultimate Block Party, Inc., dba Playful Learning Landscapes Action Network (PLLAN)

Lead PLLAN in working with communities to transform public space like corner lots, laundromats, and bus stops into playful learning installations that provide equitable learning opportunities for all children.

REPRESENTATIVE ACTIVITIES

- Secured more than \$1M in grant funding (2023)
- Delivered a presentation at the SXSWedu conference on playful learning in communities and selected to serve as a SXSWedu mentor for attendees (2022)
- Partner on a winning bid to remodel and integrate playful learning into a public housing complex with 1,000+ units in New York City (2021)

DIRECTOR OF OUTREACH AND EDUCATION

2013 - 2021

Institute for Learning & Brain Sciences, University of Washington

Led I-LABS Outreach and Education division in communicating the latest science of child development and human learning to teachers, parents, and policymakers.

REPRESENTATIVE ACTIVITIES

- Senior partner on the National Center on Early Childhood Development, Teaching, and Learning; developed resources and trainings for Head Start and Early Head Start teachers (2015-2021)
- Created an online library of professional development resources for early learning providers and developed content in English, Spanish, Vietnamese, & Somali (2014-2021)
- Consultant for the American Academy of Pediatrics on children's media policy (2015)

OUTREACH SPECIALIST

2011 - 2013

Institute for Learning & Brain Sciences, University of Washington

Deliver keynotes, trainings, and workshops to promote the importance of early learning for children's brain development. Develop analogies, videos, and graphics to illustrate complex scientific concepts.

POSTDOCTORAL FELLOW

2010 - 2013

Institute for Learning & Brain Sciences, University of Washington

Designed, conducted, analyzed, and published more than a dozen peer-reviewed studies of children's language and brain development in journals such as *Child Development* and *Psychological Science*.

ADDITIONAL EXPERIENCE

READY NATION BRAIN SCIENCE SPEAKER'S BUREAU

2015 - PRESENT

Present to national audiences on the importance of early investment for children's brain development.

ZERO TO THREE FELLOW

2014 - 2016

Studied the principles of Collective Impact and advanced public knowledge of child development.

EDUCATION

Ph.D., Developmental Psychology

2005 – 2011

Temple University, Philadelphia, PA

B.A., Psychology; B.A., Spanish

2001 – 2005

University of Notre Dame, Notre Dame, IN

PEER-REVIEWED PUBLICATIONS

Fletcher, K.K., Scott, M., **Lytle, S.**, & Hirsh-Pasek, K. (2023). Combating the summer slide: The city as a (learning) playground. www.brookings.edu/articles/combating-the-summer-slide-the-city-as-a-learning-playground/

Todaro, R., Hassinger-Das, B., Zosh, J., **Lytle, S.R.**, Golinkoff, R. M., Hirsh-Pasek, K. (2022). Playful Learning Landscapes: Promoting literacy through youth engagement and culturally relevant design. *Afterschool Matters*, 35, 9-16.

Ferjan Ramirez, N., **Lytle, S.R.**, & Kuhl, P.K. (2020). Parent coaching increases conversational turns and advances infant language development. *Proceedings of the National Academy of Sciences*. DOI: 10.1073/pnas.1921653117.

Ferjan Ramirez, N., **Lytle, S.R.**, Fish, M., & Kuhl, P.K. (2018). Parent coaching at 6 and 10 months improves language outcomes at 14 months: A randomized control trial. *Developmental Science*. DOI: 10.1111/desc.12762.

Lytle, S.R., Garcia-Sierra, A., & Kuhl, P.K. (2018). Two are better than one: Infant language learning from video improves in the presence of peers. *Proceedings of the National Academy of Sciences*. DOI: 10.1073/pnas.1611621115.

Lytle, S.R. & Kuhl, P.K. (2017). Social interaction and language acquisition: Towards a neurobiological view. In E.M. Fernandez and H. Cairns (Eds.) *Handbook of Psycholinguistics*.

Zosh, J., **Lytle, S.R.**, Hirsh-Pasek, K. & Golinkoff, R.M. (2017). Putting the education back in educational apps: How content and context interact to promote learning. In R. Barr and D.N. Linebarger (Eds.) *Media exposure during infancy and early childhood* (pp. 259-282). New York, NY: Springer.

Stahl, A., Romberg, A.R., **Roseberry, S.**, Golinkoff, R. M., & Hirsh-Pasek, K. (2014). Infants segment continuous events using transitional probabilities. *Child Development*, 85, 1821-1826.

Roseberry, S., Hirsh-Pasek, K. & Golinkoff, R.M. (2014). Skype me! Contingent interactions facilitate toddler's language learning. *Child Development*, 85, 956-970.

Pruden, S.M., **Roseberry, S.**, Göksun, T., Hirsh-Pasek, K., & Golinkoff, R.M. (2013). Infant categorization of path relations during dynamic events. *Child Development*, 84, 331-345.

Roseberry, S., Göksun, T., Hirsh-Pasek, K., & Golinkoff, R.M. (2012). Carving categories in a continuous world: Infants discriminate categorical changes before distance changes in dynamic events. *Journal of Spatial Cognition and Computation*, 12, 231-251.

- Pruden, S.M., Göksun, T., **Roseberry, S.**, Hirsh-Pasek, K., & Golinkoff, R.M. (2012). Find your manners: How do infants detect the invariant manner of motion in dynamic events? *Child Development*, 83, 977-991.
- Roseberry, S.**, Ritchie, R., Hirsh-Pasek, K. & Golinkoff, R.M. (2011). Babies catch a break: 7-to 9-month olds track statistical probabilities on continuous, dynamic events. *Psychological Science*, 22, 1422-1424.
- Roseberry, S.**, Hirsh-Pasek, K., Parish-Morris, J., & Golinkoff, R. M. (2009). Live action: Can young children learn verbs from video? *Child Development*, 80, 1360-1375.
- Roseberry, S.**, Göksun, T., & Hirsh-Pasek, K. (2009). In season? A review of "Young Minds in Social Worlds." *Journal of Child Language*, 36, 225-233.

SELECT ACADEMIC CONFERENCE PRESENTATIONS

- Zosh, J.M., Hassinger-Das, B., Fabiano, R., **Lytle, S.R.**, & Young, A. (2023, October). The Playful Learning Ambassador Program: Interacting, learning, and thriving through play in community settings. Paper presented at the Society for the Study of Human Development, Philadelphia, PA.
- Ramirez, Naja Ferjan, **Lytle, S.R.**, Fish, M., & Kuhl, P.K. (2017, November). Can parent coaching affect parent-child language interactions and improve outcomes? Paper presented at the Boston University Conference on Language Development, Boston, MA.
- Lytle, S.R.** (2017, February). Where science meets the road: Communicating science with practitioners. American Association for the Advancement of Science (AAAS). Boston, MA.
- Roseberry, S.** & Kuhl, P.K. (2013, April). Two are better than one: Infant language learning in the presence of peers. Paper presented in C. Sims (chair) *Language learning and screen media: Investigating the nature of and support for children's learning from video*. The Society for Research in Child Development, Seattle, WA.
- Roseberry, S.**, Hirsh-Pasek, K. & Golinkoff, R.M. (2013, April). Skype me! Contingent interactions help toddlers learn language. Paper presented in J. DeLoache (chair) *Children's learning from interactive screen media*. The Society for Research in Child Development, Seattle, WA.
- Roseberry, S.**, Reed, J., Hirsh-Pasek, K. & Golinkoff, R.M. (2012, November). Call me! Toddler's language learning from contingent and interrupted conversations. Poster presented at the 37th annual Boston University Conference on Language Development, Boston, MA.
- Roseberry, S.**, Ritchie, R., Hirsh-Pasek, K., & Golinkoff, R.M. (2011, March). Babies catch a break: 7- to 9-month-olds track statistical probabilities in continuous, dynamic events. Paper presented in A. Stahl and **S. Roseberry** (chairs) *Carving events for word learning: Discovering the mechanisms behind infant event segmentation*. The Society for Research in Child Development, Montreal, Canada.
- Roseberry, S.**, Hirsh-Pasek, K., & Golinkoff, R.M. (2010, March). Honey, we shrunk the Sesame characters! Going beyond symbols to increase language learning. Paper presented in **S. Roseberry** and K. Hirsh-Pasek (chairs) *Why can't young children learn from television? Two potential explanations*. The XVIIth International Conference on Infant Studies, Baltimore, MD.

- Roseberry, S.**, Göksun, T., Hirsh-Pasek, K., Golinkoff, R.M., Misitzis, Y. (2010, March). Categorization of space: Relational and distance changes in dynamic events. Paper presented in **S. Roseberry** and T. Göksun (chairs) *When representational systems collide: Aligning space and language*. The XVIIth International Conference on Infant Studies, Baltimore, MD.
- Hirsh-Pasek, K. & **Roseberry, S.** (2009, April). Discussant for J. Scofield & G. Troseth (chairs), *Do “viewers in diapers” learn language from video?* Symposium at the Society for Research in Child Development, Denver, CO.
- Roseberry, S.**, Hirsh-Pasek, K., Golinkoff, R.M., Pruden, S.M. (2008, July). Finding the path: Infants notice path not distance in dynamic displays. Paper presented in T. Göksun and S. Pruden (chairs) *Foundations for processing events and learning relational terms*. International Association for the Study of Child Language, Edinburgh.

SELECT PRESENTATIONS TO LAY AUDIENCES

- Lytle, S.R.** (2023, October). Playful Learning Landscapes. Presentation for the Basics conference, Greensboro, NC.
- Lytle, S.R.** (2023, September – October). Designing for Playful Learning. Series of lectures for AIA, Philadelphia, PA.
- Lytle, S.R.** & Bustamante, A. (2022, March). Co-Designing Communities for Playful Learning. Presentation at SXSWedu, Austin, TX.
- DeMelo, J., **Lytle, S.R.**, & Hadani, H. (2022, September). How to create vibrant spaces for playful learning. Presentation at the National Recreation and Parks Association conference, Phoenix, AZ.
- Hirsh-Pasek, K., Kanyoka, Z., Wilson-Prangley, G., **Lytle, S.R.**, & Hadani, H. (2021, October). Playful Learning Landscapes: Putting SDG4 in the Public Square. Presentation at the LEGO Ideas Conference.
- Lytle, S.R.** (2021, May). Playful Learning By Design. Presentation at the Association of Children’s Museums Conference.
- Lytle, S.R.** (2020, February). How Children Learn Language(s). Webinar presentation for the Campaign for Grade Level Reading.
- Lytle, S.R.** (2019, October). Brain Science: How Early Experiences Shape the Brain. Presentation to the National Conference of State Legislatures Kansas Early Learning Forum. Wichita, KS.
- Lytle, S.R.** (2018, September). The Science of Early Childhood. Keynote presented to the National Association of Latino Elected and Appointed Officials (NALEO) Conference, Miami, FL.
- Lytle, S.R.** (2018, March). From Research to Practice. Webinar for the US Center for Disease Control.
- Lytle, S.R.** (2017, June). Plugging into the digital age: Libraries engaging and supporting families with today’s literacy. Invited panelist for the President’s Program, American Library Association. Chicago, IL.
- Lytle, S.R.** (2016, September). Foundations of early childhood education. Keynote presented for

- the Bainum Family Foundation's Birth-to-Three Policy Alliance meeting. Washington, D.C.
- Lytle, S.R.** (2016, May). Foundations of early childhood education. Keynote presented at the National Association for Latino Elected and Appointed Officials (NALEO) Arizona Statewide Education Convening. Tempe, AZ.
- Lytle, S.R.** (2016, March). Tots and TVs. SXSWedu Conference, Austin, TX.
- Lytle, S.R.,** McElroy, M. (2015, December). Early learning in the news: Best practices in communicating early learning science to the media. Panel at the Zero To Three National Training Institute. Seattle, WA.
- Lytle, S.R.** (2015, October). Research on the impact of digital media in early childhood. Invited panelist at the Sackler Colloquia of the National Academy of Sciences, University of California, Irvine.
- Lytle, S.R.** (2015, September). Strategies for engaging parents and caregivers about the importance of early childhood. Presentation for the Children's Defense Fund, Knoxville, TN.
- Lytle, S.R.** (2015, May). Social brains and screen media. Presentation given at the American Academy of Pediatrics Screen Media Conference, Chicago, IL.
- Lytle, S.R.** (2015, April-May). Building baby brains: The importance of early experiences. Keynotes given at the regional orientation meetings for the Early Head Start/Child Care Partnership grantees, Boston, MA and Atlanta, GA.
- Lytle, S.R.** (2015, March). Brain science and early learning. Presentation given at the SXSWedu Conference, Austin, TX.
- Lytle, S.R.** (2014, June). The science of early learning. Keynote given to the National School Board Association Regional Meeting, Seattle, WA.
- Lytle, S.R.** (2014, April). The science of Vroom. Community workshop given to community-based organizations partnering with Vroom, Tukwila, WA.
- Lytle, S.R.** (2014, April, June, September, November) Webinar-based professional development for Save the Children's Early Steps to School Success Program.
- Lytle, S.R.** (2013, November). Early experiences as the building blocks of learning. Invited presentation given at the Blue School Early Learning Conference, New York, NY.
- Lytle, S.R.** (2013, June). The first 2,000 days: Early learning sets the stage. Briefing given to the Seattle City Council on the importance of early learning. Seattle, WA.
- Lytle, S.R.** (2012, October). The science of early learning: Connecting brain and behavioral research. Invited keynote given to the United Way of Thurston County, Olympia, WA.
- Roseberry, S.** (2012, June). Learning from the screen: How social information can "Mediate Media." Webinar given to the Save the Children Foundation.
- Roseberry, S.** (2010, June). Panelist for "The youngest viewers: Infants & television". Event hosted by Women in Children's Media.
- Roseberry, S.,** Hirsh-Pasek, K., Parish-Morris, J. & Golinkoff, R.M. (2008, May). Live action: Do children learn verbs from television? Invited talk given to Sesame Workshop, New York, NY.

HOST FOR PLLAN WEBINAR SERIES

"Playful Learning Conversations: Community Engagement" (2023, October). Webinar hosted by

Sarah Lytle with guests Julia Salazar and Maria Anderson.
“Playful Learning Conversations: Playful Learning Landscapes Certification” (2023, April).
Webinar hosted by **Sarah Lytle** with guests Annelise Pesch and Amy Kronberg.

CONTRIBUTOR TO I-LABS ONLINE TRAINING MODULES

- Institute for Learning & Brain Sciences. (2014). Module 1: Introduction to I-LABS [online module]. University of Washington. <https://doi.org/10.6069/m4vj-5a21>
- Institute for Learning & Brain Sciences. (2014). Module 2: Why the First 2,000 Days Matter [online module]. University of Washington. <https://doi.org/10.6069/rbtr-q590>
- Institute for Learning & Brain Sciences. (2014). Module 3: The Importance of Early Interactions [online module]. University of Washington. <https://doi.org/10.6069/trxn-kx52>
- Institute for Learning & Brain Sciences. (2014). Module 4: The Power of Learning through Imitation [online module]. University of Washington. <https://doi.org/10.6069/mgbt-9a74>
- Institute for Learning & Brain Sciences. (2014). Module 5: Understanding Emotions [online module]. University of Washington. <https://doi.org/10.6069/s6rx-4g89>
- Institute for Learning & Brain Sciences. (2015). Module 6: Language Development: Learning the Sounds of Language [online module]. University of Washington. <https://doi.org/10.6069/xey8-qt95>
- Institute for Learning & Brain Sciences. (2016). Module 7: Development of Attachment [online module]. University of Washington. <https://doi.org/10.6069/va4m-bp08>
- Institute for Learning & Brain Sciences. (2016). Module 8: Attachment in Practice [online module]. University of Washington. <https://doi.org/10.6069/pzw3-1311>
- Institute for Learning & Brain Sciences. (2016). Module 9: Sharing Attention During Early Childhood [online module]. University of Washington. <https://doi.org/10.6069/g401-mx87>
- Institute for Learning & Brain Sciences. (2016). Module 10: Language Development: From Listening to Speaking [online module]. University of Washington. <https://doi.org/10.6069/zjmf-en16>
- Institute for Learning & Brain Sciences. (2016). Module 11: Bilingual Language Development [online module]. University of Washington. <https://doi.org/10.6069/hvay-an94>
- Institute for Learning & Brain Sciences. (2016). Module 12: Temperament [online module]. University of Washington. <https://doi.org/10.6069/wsvg-df08>
- Institute for Learning & Brain Sciences. (2016). Module 13: Race Today: What Kids Know as They Grow [online module]. University of Washington. <https://doi.org/10.6069/vkg5-yf54>
- Institute for Learning & Brain Sciences. (2016). Module 14: “Racing” Towards Equality: Why Talking to Your Kids About Race is Good for Everyone [online module]. University of Washington. <https://doi.org/10.6069/9pwd-jr78>
- Institute for Learning & Brain Sciences. (2017). Module 15: Early Music Experience

[online module]. University of Washington. <https://doi.org/10.6069/vmpy-6x27>
 Institute for Learning & Brain Sciences. (2017). Module 16: Foundations of Literacy
 [online module]. University of Washington. <https://doi.org/10.6069/tpkz-4b04>
 Institute for Learning & Brain Sciences. (2017). Module 17: Development of Literacy
 [online module]. University of Washington. <https://doi.org/10.6069/9hf1-7p47>
 Institute for Learning & Brain Sciences. (2017). Module 18: Learning to Make Things
 Happen: How Children Learn Cause-and-Effect [online module]. University of
 Washington. <https://doi.org/10.6069/0f0y-yy49>
 Institute for Learning & Brain Sciences. (2017). Module 19: Early STEM Learning
 [online module]. University of Washington. <https://doi.org/10.6069/ghhn-v147>
 Institute for Learning & Brain Sciences. (2019). Module 20: Early Numeracy [online module].
 University of Washington. <https://doi.org/10.6069/XE19-ZV21>
 Institute for Learning & Brain Sciences. (2019). Module 21: Spatial Skills and Reasoning [online
 module]. University of Washington. <https://doi.org/10.6069/8K91-6X47>
 Institute for Learning & Brain Sciences. (2019). Module 22: How Play Helps Math Learning
 [online module]. University of Washington. <https://doi.org/10.6069/T0EZ-A557>
 Institute for Learning & Brain Sciences. (2019). Module 23: Math Stereotypes [online module].
 University of Washington. <https://doi.org/10.6069/09MT-Z618>

TEACHING AND MENTORING EXPERIENCE

UW Speech and Hearing Sciences Honors Program	Academic Year 2012-2013
<i>Mentor for Lindsay Wilson</i>	
Infant Lab Collaborative Research (PSY 3791/3891)	Fall 2006 – Spring 2010
<i>Mentor for Temple University undergraduate research experience</i>	
Infant Lab Summer Research Internship	Summers 2006 - 2010
<i>Mentor for competitive undergraduate summer research experience</i>	
Foundations in Statistical Methods (PSY 1167), Temple University	Summer 2010
<i>Primary Instructor</i>	
Developmental Psychology (PSY 2301), Temple University	Summer 2009
<i>Primary Instructor</i>	
Foundations in Statistical Methods (PSY 1167), Temple University	Fall 2007
<i>Teaching Assistant</i>	
Prevention Topics in Youth and Adolescence (PSY W373), Temple University	Spring 2007 & Fall 2006
<i>Teaching Assistant</i>	
Research Methods (W123), Temple University	Spring 2006
<i>Teaching Assistant</i>	
Psychology as a Natural Science (PSY 67), Temple University	Fall 2005
<i>Teaching Assistant</i>	

ADDITIONAL TRAINING

- Communications Training by Karen Lisko 2017
- Public Speaking Training by Christine Jahnke 2015
- Adaptive Leadership Training by Cambridge Leadership Associates 2015

- Media Training by 7 November 2013
- The Art of Storytelling by Pyramid Communications 2013

MAJOR FUNDING RECORD

Grant from the William Penn Foundation	2023 - 2025
Funding to develop tools and resources to support Playful Learning Landscapes implementation, \$395/2 years, PI: Lytle	
Grant from the William Penn Foundation	2023 - 2025
Funding for technical assistance for the Play Everywhere Philly 2 program, \$199,275/18 months, PI: Lytle	
Grant from the William Penn Foundation	2022 - 2024
Partnership with Drexel University and Watchdog to develop a university-level course for architecture and design students, \$343,946/2 years, PI: Lytle	
Grant from Heising-Simons Foundation	2021 – 2023
Partnership with UCI to develop an app to accompany Playful Learning Landscapes, \$798,634/3 years, PI: Lytle	
Grant from The Boeing Company	2020 – 2021
<i>Finding Math</i> in Communities, \$85,000/1 year, PI: Lytle	
National Center on Early Childhood Development, Teaching and Learning	2020 – 2025
One of 5 partners with Zero To Three charged with developing and disseminating resources for childcare providers across the country, \$2 million/5 years, PI: Lytle	
Grant from The Boeing Company	2019 – 2020
Funding for the expansion of the <i>Finding Math</i> program, \$85,000/1 year, PI: Lytle	
Grant from The Boeing Company	2018 – 2019
Funding for the development of the <i>Finding Math</i> program, \$70,000/1 year, PI: Lytle	
National Center on Early Childhood Development, Teaching and Learning	2015 – 2020
One of 6 partners with Zero To Three charged with developing and disseminating resources for childcare providers across the country, \$2.5 million/5 years, PI: Lytle	
Grant from the Overdeck Family Foundation	2016 – 2019
Funding to investigate the effect of parent coaching on children’s language development, \$484,000/3 years, PI: Kuhl, Co-PI: Lytle	
Grant from The Boeing Company	2017 – 2018
Funding for the development of online modules on children’s early math learning, \$70,000/1 year, PI: Lytle	
Grant from the Stolte Family Foundation	2017 – 2018
Funding to support travel to national conferences and speaking engagements and the continued development of online modules, \$50,000/1 year, PI: Lytle	
National Center on Parent, Family, and Community Engagement	2016 – 2017
Funding to conduct a landscape review of technologies that support parent engagement around children’s language and literacy, \$154,000/15 months, PI: Lytle	
Grant from The Boeing Company	2016 – 2017
Funding for the creation of parent handouts for the online modules, \$70,000/1 year, PI: Lytle	

Grant from The Boeing Company 2014 – 2016
Funding for online module translation, voice-over, animations, and videos, \$300,000/2 years, PI: Lytle

Grant from the Hearst Foundation 2014 – 2016
Funding to create the Hearst Fellowship at I-LABS, giving researchers exposure to science communication and content development, \$250,000/2 years, PI: Lytle

SELECT MEDIA COVERAGE

"From bus stops to laundromats, cities embrace play to help kids learn" on The 74 Million (July 6, 2023).

"A day trip to Philadelphia shows what playful learning is – and isn't" on Early Learning Nation (May 23, 2023).

"How to build your toddler's STEM skills at home" on Lovevery's podcast (October 7, 2020).

"Decoding the mysteries of a child's developing brain" in Washington Post (September 1, 2017).

"Can screen time be educational for toddlers?" on Child Mind Institute (2017).

"The role of screen media and child development" on Q13, a Seattle/Tacoma Fox News affiliate (November 6, 2015).

"Adjectives, social cues, screens and more: What scientists know about baby brains" on Education Week (March 13, 2015).

"Babies' brains practice words long before they can speak" on ScienceNews.com (July 23, 2014).

"I-LABS unveils online training" on SeattlesChild.com (June 30, 2014).

"Wash. scientists cheer docs' push to read to kids starting at birth – or earlier" on KPLU.com (June 24, 2014).

"Video chats can teach toddlers new words" in the Wall Street Journal research report (June 17, 2014).

Panelist on KSPS "Health Matters: The Brain" (May 15, 2014).

"Bilingual education holds cognitive, social, and health benefits" on HuffPost.com (October 5, 2013).

"Video chat may help language learning" on CNN.com (September 24, 2013).

Interviews with Clear Channel Radio personalities on the importance of early learning and Thrive by Five's "Love. Talk. Play." campaign to air on Mother's Day 2013 (May 12, 2013).