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<http://www.pi.uni-tuebingen.de/arbeitsbereiche/schulpsychologie/arbeitsbereich.html>

Education

02/2012 Habilitation (venia legendi Psychologie) at Goethe-University Frankfurt:
09/2005 Promotion (Dr. rer. nat.) at University of Konstanz
10/2002 Diplom (Dipl. Psych.) Philipps-University Marburg

Research Experience

Since 2013 Professor (W3) School Psychology University Tübingen
Since 2013 Associated Member of the IDeA Center Frankfurt
2009-2013 Assistant Professor (W1) IDeA Center & DIPF Frankfurt
2008 Research stay at Universidad Academia de Humanismo Cristiano, Chile
Between 2007 & 2008 Research stays at New York University, USA
2006 Research stay at Columbia University, USA
2005-2009 Research Associate University of Hamburg
2002-2005 Research Associate at University of Konstanz

Academic & Board Functions (last 5 years)

Since 2022 Member in the Faculty Council of the Faculty of Science (01/2022-09/2022 full member)
Since 2021 Member and speaker of the DGPs & BDP committee "*Mehr Psychologie in die Schule*"
Since 2020 Member of the "*Medizinisch-psychologischer Beirat des ZSL*"
2016-2022 Member of the Postgraduate Affairs Board of the Faculty of Science
Since 2013 Head of the Selection Committee for M.Sc. School Psychology
2013-2023 Dean of Studies & Head of the Examination Committee for M.Sc. School Psychology
Since 2012 Member of AcademiaNet (Robert Bosch Foundation)
2016-2019 Head of the Ethics Committee for Psychological Research

PI in Coordinated Research Programs

Since 2021 Principal Investigator of the German Center for Mental Health in Tübingen
Since 2016 Member of the Tübingen School of Education
Since 2013 Principal Investigator of the LEAD Graduate School ('Learning, Educational Achievement, and Life Course Development: An Integrated Research and Training Program' at University of Tübingen)

Third-Party Funding (last five years)

- 2024-2027 DFG „*The Role of Modal and Amodal Representations in Uncontrolled Eating*“ (within the research unit 2718)
- 2020-2023 DFG „*The Role of Modal and Amodal Representations in Uncontrolled Eating*“ (within the research unit 2718)
- 2020-2022 Stiftung Kinder forschen „*DIALOG — Untersuchung von Interaktion und Kommunikation beim Entdecken und Forschen in Kitas im Rahmen des „KiQ“-Modellprogramms*“
- 2019-2023 Robert Bosch Stiftung „*Digitale Binnendifferenzierung: Integration sprachlicher & kognitiver Maße zur adaptiven Förderung (DigBinDiff)*“
- 2017-2020 Leibniz-WissenschaftsCampus Tübingen (WCT2) „*Digits grasp Digits – Development and Evaluation a Digital App for Self-Regulated Training of Finger-Based Numerical Strategies*“
- 2016-2019 DFG „*Adaptive dynamics of cognitive and behavioral variability in children with Attention Deficit Hyperactivity Disorder: Long-term effects, neural bases, and susceptibility to intervention*“
- 2015-2018 DFG „*Maintenance and switching between task-specific sets of stimulus selection in neurologically normal persons and ADHD patients*“

Journal Articles (with peer review)

2024

- Eppinger-Ruiz de Zarate, A. , Powell, D., Kühnhausen, J., Allan, J. L., Johnstone, A., Crabtree, D. R., Buosi, W., Fyfe, C. L., McMinn, D., McCavour, B, Gawrilow, C., Stadler, G. (2024). Free-living physical activity and executive function: A multi-study analysis of age groups and times of day. *International Journal of Clinical and Health Psychology* 24 (2024) 100425. <https://doi.org/10.1016/j.ijchp.2023.100425>
- Ostende, M. M. v. d. H., Schwarz, U., Gawrilow, C., Kaup, B., & Svaldi, J. (2024). Practice makes perfect: Restrained eaters' heightened control for food images. *European Eating Disorders Review*, 32(1), 90–9. <https://doi.org/10.1002/erv.3023>

2023

- Eppinger Ruiz de Zarate, A., Thiel, A., Sudeck, G., Dierkes, K., John, J. M., Nieß, A. M., & Gawrilow, C. (2023). Well-Being of Adolescents During the COVID-19 Pandemic. *Zeitschrift Für Psychologie*, 231(2), 83–92. <https://doi.org/10.1027/2151-2604/a000518>
- Finkbeiner, M., Wahl, LM., Kühnhausen, J., Schmid, J., Hellwig, L., Brenner, V., Dürrwächter, U., Conzelmann, A., Kelava, A, Renner T. J. & Gawrilow, C.. Patients' well-being during the transition period after psychiatric hospitalization to school: insights from an

intensive longitudinal assessment of patient–parent–teacher triads. *BMC Psychol* 11, 182 (2023). <https://doi.org/10.1186/s40359-023-01197-0>

- Kaup, B., Ulrich, R., Bausenhardt, K. M., Bryce, D., Butz, M. V., Dignath, D., Dudschig, C., Franz, V. H., Friedrich, C., Gawrilow, C., Heller, J., Huff, M., Hütter, M., Janczyk, M., Leuthold, H., Mallot, H., Nürk, H.-C., Ramscar, M., Said, N., Svaldi, J., Wong, H. Y. (2023). Modal and amodal cognition: An overarching principle in various domains of psychology. *Psychological Research*. <https://doi.org/10.1007/s00426-023-01878-w>
- Schmid, J., Moschko, T., Riccio, M., Snyder, K. A., Gawrilow, C., & Stadler, G. (2023). Self-control fluctuates from day to day and is linked to subjective well-being within and between persons. *Applied Psychology: Health and Well-Being*, 1–19. <https://doi.org/10.1111/aphw.12482>
- Steigleder, J., Buhr, L., Ehm, J.-H., Gawrilow, C., von Suchodoletz, A. (2023). Changes in subjective stress experiences and self-efficacy beliefs of preschool teachers in Germany: A longitudinal study during 12 months of the COVID-19 pandemic. *Teaching and Teacher Education*, Vol. 124, April 2023, 104015. <https://doi.org/10.1016/j.tate.2023.104015>
- Ulitzka, B., Schmidt, H., Daseking, M., Julia Karbach, Gawrilow, C. & Kerner, J. auch Koerner, J. (2023). EF Touch – Testbatterie zur Erfassung der exekutiven Funktionen bei 3- bis 5- Jährigen - Übersetzung und psychometrische Überprüfung der deutschen Version. *Diagnostica*, 0 (2023). <https://doi.org/10.1026/0012-1924/a000314>

2022

- Buhr, L., Moschko, T., Eppinger Ruiz de Zarate, A., Schwarz, U., Kühnhausen, J., & Gawrilow, C. (2022). The association of self-reported ADHD symptoms and sleep in daily life of a general population sample of school children: An inter- and intraindividual perspective. *Brain Sciences*, 12(4), 440. <https://doi.org/10.3390/brainsci12040440>
- Finkbeiner, M., Kühnhausen, J., Schmid, J., Conzelmann, A., Dürrwächter, U., Wahl, L.-M., Kelava, A., Gawrilow, C., Renner, T. J. (2022). E-Mental-Health aftercare for children and adolescents after partial or full inpatient psychiatric hospitalization: study protocol of the randomized controlled DigiPuR trial. *Trials* 2022 Aug 26;23(1):713. <https://doi.org/10.1186/s13063-022-06508-1>
- Gigl, J., Stark, R., & Gawrilow, C. (2022). Wie stehen (angehende) Lehrpersonen zum Pornografiekonsum von Schüler:innen? Kompetenzen und Ressourcen im Umgang von (angehenden) Lehrpersonen mit Pornografiekonsum von Schüler:innen. *MedienPädagogik: Zeitschrift für Theorie Und Praxis Der Medienbildung*, 2022(Occasional Papers), 260–281. <https://doi.org/10.21240/mpaed/00/2022.12.15.X>
- Haas, P., Sudeck, G., Kelava, A., Cattarius, M., Meibohm, M., Schmid, J., Kistoglidou, E., & Gawrilow, C. (2022). Acute effects of a motor coordination intervention on executive functions in kindergartners: a proof-of-concept randomized controlled trial. *Pilot and Feasibility Studies*, 8, 185. <https://doi.org/10.1186/s40814-022-01125-w>
- Kerner auch Körner, J., Daseking, M., & Gawrilow, C. (2022). Eine Längsschnittstudie zur Vorhersage von ADHS-Symptomen und Schulleistungen in der 1. Klasse durch

exekutive Funktionen im Vorschulalter. *Kindheit und Entwicklung*, 31(3), 144-154 <https://doi.org/10.1026/0942-5403/a000383>.

- Moschko, T., Stadler, G., & Gawrilow, C. (2022). Fluctuations in children's self-regulation and parent-child interaction in everyday life: An ambulatory assessment study. *Journal of Social and Personal Relationships*. <https://doi.org/10.1177/02654075221116788>
- Nemati, P., Kühnhausen, J., Mehri, A. Schmid, J., Mohammadi, Z., Nuerk, H.-C. & Gawrilow, C. (2022). Delay of Gratification in Iranian and German Preschool Children. *Child Youth Care Forum*. <https://doi.org/10.1007/s10566-022-09710-z>
- Schmidt, H., Daseking, M., Gawrilow, C., Karbach, J., & Kerner auch Koerner, J. (2022). Self-regulation in preschool: Are executive function and effortful control overlapping constructs? *Developmental Science*, e13272. <http://doi.org/10.1111/desc.13272>

2021

- Blume, F., Dresler, T., Gawrilow, C., Ehlis, A. C., Goellner, R., & Moeller, K. (2021). Examining the relevance of basic numerical skills for mathematical achievement in secondary school using a within-task assessment approach. *Acta Psychologica*, 215, 103289. <https://doi.org/10.1016/j.actpsy.2021.103289>
- Reuter, M., Kühnhausen, J., Kleinhansl, M., Henn, L., & Gawrilow, C. (2021). Children's daily time in natural spaces during spring/summer time: Within-person restoration and the role of environmental attitude. *Umweltpsychologie*, 25(2), 169-189. <https://umps.de/php/artikeldetails.php?id=780>

2020

- Barrocas, R., Roesch, S., Gawrilow, C., & Moeller, K. (2020). Putting a finger on numerical development – Reviewing the contributions of kindergarten finger gnosis and fine motor skills to numerical abilities. *Frontiers in Psychology*, 11, 1012. <https://doi.org/10.3389/fpsyg.2020.01012>
- Blume, F., Quixal, M., Hudak, J., Dresler, T., Gawrilow, C., & Ehlis, A.-C. (2020). Development of reading abilities in children with ADHD following fNIRS-neurofeedback or EMG-biofeedback. *Lernen und Lernstörungen*, 9(3). <https://doi.org/10.1024/2235-0977/a000302>
- Dignath, D., Wirth, R., Kühnhausen, J., Gawrilow, C., Kunde, W., & Kiesel, A. (2020). Motivation drives conflict adaptation. *Motivation Science*, 6(1), 84–89. <https://doi.org/10.1037/mot0000136>
- Hilger, K., Sassenhagen, J., Kühnhausen, J., Reuter, M., Schwarz, U., Gawrilow, C., & Fiebach, C. J. (2020). Neurophysiological markers of ADHD symptoms in typically-developing children. *Scientific Reports*, 10(1), 1-15. <https://doi.org/10.1038/s41598-020-80562-0>
- Mack, I., Reiband, N., Etges, C., Eichhorn, S., Schaeffeler, N., Zurstiege, G., Gawrilow, C., Weimer, K., Peeraully, R., Teufel, M., Blumenstock, G., Giel, K.E., Junne, F., & Zipfel, S. (2020). The kids obesity prevention program: Cluster randomized controlled trial to evaluate a serious game for the prevention and treatment of childhood obesity. *Journal of medical Internet research*, 22(4), e15725. <https://doi.org/10.2196/15725>
- Nemati, P., Gawrilow, C., Nuerk, H.-C., & Kühnhausen, J. (2020). Self-regulation and

mathematics performance in German and Iranian students of more and less math-related fields of study. *Frontiers in Psychology*, 2021. <https://doi.org/10.3389/fpsyg.2020.489371>

- Neubauer, A., Nemati, P., Schmid, J., Gawrilow, C., & Hasselhorn, M. (2020). Prosocial motivation and behavior in children with and without Turkish immigrant background in Germany and in Turkish children in Turkey. *Journal for educational research online* 12(1), 5-25. <https://doi.org/10.25656/01:19116>
- Reuter, M., Kühnhausen, J., Haas, P., & Gawrilow, C. (2020). Within-person relationship between daily time spent in natural spaces and affect as well as inattention in children's daily life. *Umweltpsychologie*, 24(2), 176-199.

2019

- Blume, F., Göllner, R., Moeller, K., Dresler, T., Ehlis, A.-C., & Gawrilow, C. (2019). Do students learn better when seated close to the teacher? A virtual classroom study considering individual levels of inattention and hyperactivity-impulsivity. *Learning and Instruction*, 61, 138–147. <https://doi.org/10.1016/j.learninstruc.2018.10.004>
- Blume, F., Kuehnhausen, J., Reinelt, T., Wirth, A., Rauch, W. A., Schwenck, C., & Gawrilow, C. (2019). The interplay of delay aversion, timing skills, and impulsivity in children experiencing attention-deficit/hyperactivity disorder (ADHD) symptoms. *ADHD Attention Deficit and Hyperactivity Disorders*, 11(4), 383-393. <https://doi.org/10.1007/s12402-019-00298-4>
- Schwarz, U., & Gawrilow, C. (2019). Measuring and compensating for deficits of self-regulation in school children via ambulatory assessment. *Psychology in Russia: State of the Art*, 12(4), 8-22. <https://doi.org/10.11621/pir.2019.0401>
- Voswinkel, I., Spranz, S., Langguth, N., Stangier, U., Gawrilow, C., & Steil, R. (2019). Suppression, reappraisal, and acceptance of emotions: a comparison between Turkish immigrant and German adolescents. *Journal of Cultural Cognitive Science*, 3(1), 91-101. <https://doi.org/10.1007/s41809-019-00031-7>

2018

- Luna-Rodriguez, A., Wendt, M., Kerner auch Koerner, J., Gawrilow, C., & Jacobsen T. (2018). Selective impairment of attentional set shifting in adults with ADHD. *Behavioral and Brain Functions*, 14(1), 1-10. <https://doi.org/10.1186/s12993-018-0150-y>

2017

- Blume, F., Hudak, J., Dresler, T., Ehlis, A.-C., Kühnhausen, J., Renner, T. J., & Gawrilow, C. (2017). NIRS-based neurofeedback training in a virtual reality classroom for children with attention-deficit/hyperactivity disorder: Study protocol for a randomized controlled trial. *Trials*, 18(41), 1–16. <https://doi.org/10.1186/s13063-016-1769-3>
- Haas, P., Schmid, J., Stadler, T., Reuter, M., & Gawrilow, C. (2017). Zooming into daily life: Within-person links between physical activity and affect in young adults. *Psychology & Health*, 32(5), 588-604. <https://doi.org/10.1080/08870446.2017.1291943>.
- Hudak, J., Blume, F., Dresler, T., Haeussinger, F., Renner, T., Fallgatter, A., Gawrilow, C., & Ehlis, A.C. (2017). Near-infrared spectroscopy-based frontal lobe neurofeedback integrated in virtual reality modulates brain and behavior in highly impulsive adults. *Frontiers in human neuroscience*, 425. <https://doi.org/10.3389/fnhum.2017.00425>

- Hung, S. J. R., Gawrilow, C., Hsieh, M. H., & Gau, S. S. F. (2017). The effects of methylphenidate on the go/nogo performance in children with attention-deficit/hyperactivity disorder. *Taiwanese Journal of Psychiatry*, 31(1), 49-59. <https://doi.org/10.29478/TJP>
- Mack, I., Bayer, C., Schäffeler, N., Reiband, N., Brölz, E., Zurstiege, G., Fernandez-Aranda, F., Gawrilow, C., & Zipfel, S. (2017). Chances and limitations of video games in the fight against childhood obesity—A systematic review. *European Eating Disorders Review*, 25(4), 237-267. <https://doi.org/10.1002/erv.2514>
- Nemati, P., Schmid, J., Soltanlou, M., Krimly, J. T., Nuerk, H.-C., & Gawrilow, C. (2017). Planning and self-control, but not working memory, directly predict multiplication performance in adults. *Journal of Numerical Cognition*, 3(2), 441-467. <https://doi.org/10.23668/psycharchives.1457>
- Wirth, A., Reinelt, T., Gawrilow, C., Schwenck, C., Freitag, C. M., & Rauch, W. A. (2017). Examining the relationship between children's ADHD symptomatology and inadequate parenting: The role of household chaos. *Journal of Attention Disorders*, 23(5), 451-462. <https://doi.org/10.1177/1087054717692881>

2016

- Ehm, J. H., Kerner auch Koerner, J., Gawrilow, C., Hasselhorn, M., & Schmedek, F. (2016). The association of ADHD symptoms and reading acquisition during elementary school years. *Developmental psychology*, 52(9), 1445. <https://doi.org/10.1037/dev0000186>
- Gawrilow, C., Stadler, G., Langguth, N., Naumann, A., & Boeck, A. (2016). Physical activity, affect, and cognition in children with symptoms of ADHD. *Journal of Attention Disorders*, 20(2), 151-162. <https://doi.org/10.1177/1087054713493318>
- Langguth, N., Schmid, J., Gawrilow, C., & Stadler, G. (2016). Within-person link between depressed affect and moderate-to-vigorous physical activity in adolescence: An intensive longitudinal approach. *Applied Psychology: Health and Well-Being*, 8(1), 44-63. <https://doi.org/10.1111/aphw.12061>
- Merkt, J., & Gawrilow, C. (2016). Health, dietary habits, and achievement motivation in college students with self-reported ADHD diagnosis. *Journal of attention disorders*, 20(9), 727-740. <https://doi.org/10.1177/1087054714523127>
- Schmid, J., Stadler, G., Dirk, J., Fiege, C., & Gawrilow, C. (2016). ADHD symptoms in adolescents' everyday Life: Fluctuations and symptom structure within and between individuals. *Journal of Attention Disorders*, 24(8), 1169-1180. <https://doi.org/10.1177/1087054716629214>

2015

- Bugl, P., Schmid, J., & Gawrilow, C. (2015). Ambulantes Assessment in der Schule: Den schulischen Alltag erfahrbar machen. *Lernen und Lernstörungen*, 4(4), 261-268. <https://doi.org/10.25656/01:13990>
- Langguth, N., Könen, T., Matulis, S., Steil, R., Gawrilow, C., & Stadler, G. (2015). Barriers to physical activity in adolescents. *Zeitschrift für Gesundheitspsychologie*, 23(2), 47-59. <https://doi.org/10.1026/0943-8149/a000136>
- Matulis, S., Loos, L., Langguth, N., Schreiber, F., Gutermann, J., Gawrilow, C., & Steil, R. (2015). Reliability, factor structure, and validity of the German version of the trauma

symptom checklist for children in a sample of adolescents. *European Journal of Psychotraumatology*, 6(1), 27966. <https://doi.org/10.3402/ejpt.v6.27966>

- Nuerk, H.-C., Zürcher, A., & Gawrilow, C. (2015). Schulpsychologische Diagnostik: Eine Einführung. *Lernen und Lernstörungen*, 4(4), 233-243. <https://doi.org/10.25656/01:16957>
- Wirth, A., Reinelt, T., Gawrilow, C., & Rauch, W. A. (2015). Selbstkontrolle in der Schule: Der Zusammenhang von geringer Selbstkontrolle und schlechten Schulleistungen bei Kindern mit ADHS. *Lernen und Lernstörungen*, 4(4), 245-259. <https://doi.org/10.25656/01:16949>

2014

- Ehm, J. H., Merkt, J., Gawrilow, C., & Hasselhorn, M. (2014). Selbstkonzept und Schulleistungen von Grundschulern mit ADHS-Symptomen. *Zeitschrift für Entwicklungspsychologie und Pädagogische Psychologie*, 46(2), 79-88. <https://doi.org/10.1026/0049-8637/a000102>
- Gawrilow, C., Fäsche, A., Guderjahn, L., Gunzenhauser, C., Merkt, J., & von Suchodoletz, A. (2014). The impact of self-regulation on preschool mathematical achievement. *Child Indicators Research*, 7(4), 805-820. <https://doi.org/10.1007/s12187-013-9201-y>
- Gawrilow, C., Kühnhausen, J., Schmid, J., & Stadler, G. (2014). Hyperactivity and motoric activity in ADHD: characterization, assessment, and intervention. *Frontiers in psychiatry*, 5, 171. <https://doi.org/10.3389/fpsy.2014.00171>
- Neubauer, A., Gawrilow, C., & Hasselhorn, M. (2014). Selbstkontrolle bei Vorschulkindern unterschiedlicher kultureller Herkunft. *Frühe Bildung*, 3(3), 146-154. <https://doi.org/10.25656/01:12342>
- Rauch, W. A., Gawrilow, C., Schermelleh-Engel, K., & Schmitt, K. (2014). Dispositionelle Selbstkontrollkapazität bei Kindern. *Diagnostica*, 60(2), 61-72. <https://doi.org/10.1026/0012-1924/a000099>
- von Suchodoletz, A., Gawrilow, C., Gunzenhauser, C., Merkt, J., & Hasselhorn, M. (2014). Erfassung der Selbstregulation vor dem Schuleintritt. *Psychologie in Erziehung und Unterricht*, 61(3), 165-174. <https://doi.org/10.2378/peu2014.art13d>

2013

- Gawrilow, C., Morgenroth, K., Schultz, R., Oettingen, G., & Gollwitzer, P. M. (2013). Mental contrasting with implementation intentions enhances self-regulation of goal pursuit in schoolchildren at risk for ADHD. *Motivation and Emotion*, 37(1), 134-145. <https://doi.org/10.1007/s11031-012-9288-3>
- Gawrilow, C., Petermann, F., & Schuchardt, K. (2013). ADHS im Vorschulalter. *Kindheit und Entwicklung*, 22, 189-192. <https://doi.org/10.1026/0942-5403/a000116>
- Guderjahn, L., Gold, A., Stadler, G., & Gawrilow, C. (2013). Self-regulation strategies support children with ADHD to overcome symptom-related behavior in the classroom. *ADHD Attention Deficit and Hyperactivity Disorders*, 5(4), 397-407. <https://doi.org/10.1007/s12402-013-0117-7>
- Merkt, J., Singmann, H., Bodenbug, S., Goossens-Merkt, H., Kappes, A., Wendt, M., & Gawrilow, C. (2013). Flanker performance in female college students with ADHD: a diffusion model analysis. *ADHD Attention Deficit and Hyperactivity Disorders*, 5(4), 321-

341. <https://doi.org/10.1007/s12402-013-0110-1>

2012

- Neubauer, A., Gawrilow, C., & Hasselhorn, M. (2012). The Watch-and-Wait Task: On the reliability and validity of a new method of assessing self-control in preschool children. *Learning and Individual Differences*, 22(6), 770-777. <https://doi.org/10.1016/j.lindif.2012.05.006>
- Rohlf, H., Jucksch, V., Gawrilow, C., Huss, M., Hein, J., Lehmkuhl, U., & Salbach-Andrae, H. (2012). Set shifting and working memory in adults with attention-deficit/hyperactivity disorder. *Journal of Neural Transmission*, 119(1), 95-106. <https://doi.org/10.1007/s00702-011-0660-3>

2011

- Gawrilow, C.^{*}, Gollwitzer, P. M., & Oettingen, G. (2011). If-then plans benefit delay of gratification performance in children with and without ADHD. *Cognitive Therapy and Research*, 35(5), 442-455. <https://doi.org/10.1007/s10608-010-9309-z>
- Gawrilow, C.^{*}, Gollwitzer, P. M., & Oettingen, G. (2011). If-then plans benefit executive functions in children with ADHD. *Journal of Social and Clinical Psychology*, 30(6), 616. <https://doi.org/10.1521/jscp.2011.30.6.616>
- Gawrilow, C., Merkt, J., Goossens-Merkt, H., Bodenbug, S., & Wendt, M. (2011). Multitasking in adults with ADHD. *ADHD Attention Deficit and Hyperactivity Disorders*, 3(3), 253-264. <https://doi.org/10.1007/s12402-011-0056-0>
- Gawrilow, C., Schmitt, K., & Rauch, W. (2011). Kognitive Kontrolle und Selbstregulation bei Kindern mit ADHS. *Kindheit und Entwicklung*, 20(1), 41-48. <https://doi.org/10.1026/0942-5403/a000039>

2010

- Paul-Jordanov, I., Bechtold, M., & Gawrilow, C. (2010). Methylphenidate and if-then plans are comparable in modulating the P300 and increasing response inhibition in children with ADHD. *ADHD Attention Deficit and Hyperactivity Disorders*, 2(3), 115-126. <https://doi.org/10.1007/s12402-010-0028-9>

2008

- Gawrilow, C.^{*}, & Gollwitzer, P. M. (2008). Implementation intentions facilitate response inhibition in children with ADHD. *Cognitive Therapy and Research*, 32(2), 261-280. <https://doi.org/10.1007/s10608-007-9150-1>

2007

- Paul, I., Gawrilow, C., Zech, F., Gollwitzer, P., Rockstroh, B., Odenthal, G., Kratzer, W., & Wienbruch, C. (2007). If-then planning modulates the P300 in children with attention deficit hyperactivity disorder. *NeuroReport*, 18(7), 653-657. <https://doi.org/10.1097/WNR.0b013e3280bef966>

* PhD thesis (Dissertation), University of Konstanz

2003

- Hanke, C., Lohaus, A., Gawrilow, C.⁺, Hartke, I., Köhler, B., & Leonhardt, A. (2003). Preschool development of very low birth weight children born 1994–1995. *European Journal of Pediatrics*, 162(3), 159-164. <https://doi.org/10.1007/s00431-002-1127-1>

⁺ Diploma thesis (Diplomarbeit), University of Marburg

Monographs

- Gawrilow, C. (2005). *Action control in ADHD children: Do implementation intentions improve self-regulation?* (Dissertation). <http://nbn-resolving.de/urn:nbn:de:bsz:352-opus-16371>
- Gawrilow, C. (2009). *Aufmerksamkeitsdefizit-/Hyperaktivitätsstörung*. UTB.
- Gawrilow, C. (2016). *Lehrbuch ADHS* (2., aktualisierte Auflage). Ernst Reinhardt Verlag München.
- Gawrilow, C., Guderjahn, L., & Gold, A. (2018). *Störungsfreier Unterricht trotz ADHS: Mit Schülern Selbstregulation trainieren – ein Lehrermanual* (2. Auflage). Ernst Reinhardt Verlag München.

Book Chapters

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Edited Works

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Teaching & Supervisor Experience

Caterina Gawrilow has given lectures, seminars, and empirical courses on educational, cognitive, and school psychology in English and German for under-graduate and graduate students. Since 2013 she has been responsible for the Master of Science program in School Psychology at the University of Tübingen (<https://uni-tuebingen.de/de/108312>). She has been the main supervisor of 15 PhD students who have completed their PhD. Currently, she is the main supervisor of 5 PhD students.