

Michael Mrazek

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Publications

JOURNAL ARTICLES

1. Mrazek, A. J., Mrazek, M. D., Brown, C. S., Karimi, S. S., Ji, R. R., Ortega, J. R., Maul, A., Carr, P. C., Delebard, A. M., Kirk, A. C., & Schooler, J. W. (2022). Attention training improves the self-reported focus and emotional regulation of high school students. *Technology, Mind, and Behavior*, 3(4). <https://doi.org/10.1037/tmb0000092>
2. Mrazek, A. J., Mrazek, M. D., Ortega, J. R., Ji, R. R., Karimi, S. S., Brown, C. S., Alexander, C. A., Khan, M., Panahi, R., Sadoff, M., Scott, A., Tyska, J. E., & Schooler, J. W. (2021). Teenagers' smartphone use during homework: An analysis of beliefs and behaviors around digital multitasking. *Education Sciences*, 11(11), 713. <https://doi.org/10.3390/educsci11110713>
3. Bauer, C. C. C., Rozenkrantz, L., Caballero, C., Nieto-Castanon, A., Scherer, E., West, M. R., Mrazek, M., Phillips, D. T., Gabrieli, J. D. E., & Whitfield-Gabrieli, S. (2020). Mindfulness training preserves sustained attention and resting state anticorrelation between default-mode network and dorsolateral prefrontal cortex: A randomized controlled trial. *Human Brain Mapping*, 41(18), 5356–5369. <https://doi.org/10.1002/hbm.25197>
4. Mrazek, A. J., Mrazek, M. D., Carr, P. C., Delebard, A. M., Ding, M. G., Garcia, D. I., Greenstein, J. E., Kirk, A. C., Kodama, E. E., Krauss, M. J., Landry, A. P., Stokes, C. A., Wickens, K. D., Wong, K., & Schooler, J. W. (2020). The feasibility of attention training for reducing mind-wandering and digital multitasking in high schools. *Education Sciences*, 10(8), 201. <https://doi.org/10.3390/educsci10080201>
5. Mrazek, A. J., Mrazek, M. D., Maul, A., Mrazek, K. L., & Schooler, J. W. (2020). Taking charge: Characterizing the rapid development of self-regulation through intensive training. *Journal of Health Psychology*, 26(12), 2304–2319. <https://doi.org/10.1177/1359105320909856>
6. Mrazek, A. J., Mrazek, M. D., Calcagnotto, L. A., Cloughesy, J. N., Holman, A. M., Masters-Waage, T. C., & Schooler, J. W. (2020). Familiarity, attitudes, and self-regulatory challenges related to mindfulness. *Mindfulness*, 11(5), 1218–1225. <https://doi.org/10.1007/s12671-020-01332-7>

PREPRINTS

BOOKS

BOOK CHAPTERS

Professional Presentations

Conference Abstracts

Honors

Funding

Enhancing Learning by Reducing Distraction

FUNDING: \$1,997,156

United States Department of
Education, R305A220435
2022 - 2025

Scalable Multimedia Mindfulness Training for Youth

FUNDING: \$1,379,390

United States Department of
Education, R305A170445
2017 - 2020

Service

Mentoring and Teaching

MENTORING

