

Dr. Dipl.-Psych. Lorenz Grolig, M.A.

[Research Scientist](#)

[Health Psychology and Applied Biological Psychology](#)

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Psychological Psychotherapist

[Psychological Practice](#)

Cognitive Behavioral Therapy
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Research and professional interests

Cognitive behavioral therapy and schema therapy

Developmental, cognitive, and educational psychology

Ethics in psychotherapy research

Early learning environments: Effects of shared reading, numeracy games, and music activities on development in early childhood

Evidence-based assessment and intervention in school psychology and psychotherapy

Application of psychological science in learning and psychotherapy contexts

Employment

2023–	Psychological psychotherapist, private practice, Berlin
2022–	Research scientist, project iSleep well, Health Psychology and Applied Biological Psychology, Leuphana University Lüneburg
2020–2022	Clinical psychologist, outpatient clinic, Deutsche Gesellschaft für Verhaltenstherapie, Berlin-Charlottenburg
2018–2020	School psychologist, Senate Department of Education, Youth, and Family, Berlin (2018–2019: Steglitz-Zehlendorf, since 2019 tenured position in Charlottenburg-Wilmersdorf)

2019–2020	Clinical psychologist, Clinic for Psychiatry and Psychosomatics, Department of Psychiatry, Park-Klinik Sophie Charlotte, Berlin
2018–2019	Clinical psychologist, Clinic for Sleep and Chronomedicine, St. Hedwig hospital, Berlin
2015–2017	Research scientist, project MusiCo „Transfer effects of musical training on cognitive and reading development of preschoolers“, Research Group „Reading Education and Development“, Max Planck Institute for Human Development Berlin
2014–2015	School psychologist, Weilburg
2006–2011	Undergraduate research assistant, Cognitive Neuroscience Lab and Department of German, University of Giessen

Education

2018–2023	Psychological psychotherapist (cognitive behavioral therapy, schema therapy), training centre of the Deutsche Gesellschaft für Verhaltenstherapie (DGVT), Berlin <i>Very good</i>
2016–2020	Ph.D. (Dr. phil.) in psychology, Free University Berlin <i>Supervisors:</i> Prof. Y. Anders and Prof. S. Schroeder <i>Magna cum laude</i>
2007–2013	Diploma (Master of Science) in psychology Justus Liebig University Giessen <i>Very good</i>
2003–2011	Master of Arts in comparative literature, english literature and culture, and psychology Justus Liebig University Giessen <i>With distinction</i>

Awards

05/2025	Listenplatz W2-Professorship for Clinical Psychology, Department of Social Sciences, Rosenheim Technical University of Applied Sciences
08/2023	Finalist, Reviewer of the Year 2022, <i>School Psychology</i>
06/2022	Listenplatz W2- Professorship for Psychology and Mental Health, Department of Social Work, Faculty of Social Work, Fulda University of Applied Sciences
03/2022	Listenplatz W2-Professorship for Psychology, Faculty of Social Work, Catholic University Eichstätt-Ingolstadt

01/2020 Springer Research Highlights 2019. "[Top downloaded journal article](#)": Grolig et al. (2019). Effects of Preschoolers' Storybook Exposure and Literacy Environments on Lower Level and Higher Level Language Skills. *Reading and Writing: An Interdisciplinary Journal*, 32(4), 1061–1084.
[doi:10.1007/s11145-018-9901-2](#)

Research projects

02/2026– [MindMatters](#), funded by BARMER and Unfallkassen (Prof. S. Schiemann, Prof. D. Lehr), Health Psychology and Applied Biological Psychology, Leuphana University Lüneburg

09/2022–01/2026 [iSleep well](#), funded by German Research Foundation (Prof. K. Spiegelhalter, Prof. D. Lehr, et al.), Health Psychology and Applied Biological Psychology, Leuphana University Lüneburg

01/2018–10/2021 [TRT-Mathe-K](#) "Development of an objective assessment tool for the Home Numeracy Environment", with Prof. Frank Niklas (LMU München), Dr. Simone Lehl (University Bamberg), Dr. Valérie-Danielle Berner (University Eichstätt)

2015–2016 [Development of print exposure checklists for German-speaking preschoolers and adult](#), Research Group „Reading Education and Development“, Max Planck Institute for Human Development, Berlin, Dr. Sascha Schroeder [[OSF project with test materials and postprints](#)]

01/2015–12/2017 [MusiCo](#) „Transfer effects of early music education on cognition and reading development“, Research Group „Reading Education and Development“, Max Planck Institute for Human Development, Berlin, Dr. Sascha Schroeder
Funded by Rat für Kulturelle Bildung e. V. and Mercator Foundation

Publications (peer-reviewed)

Grolig, L., Brückner, H., Heimes, H., Buntrock, C., Hempeler, C., Spiegelhalter, K., & Lehr, D. (2026). Time to take the Declaration of Helsinki seriously? A systematic review of comparison conditions in clinical trials on internet-delivered cognitive behavioral therapy for insomnia. *Sleep Medicine Reviews*, 85, 102224.
<https://doi.org/10.1016/j.smr.2025.102224> [open access]

Benz*, F., Grolig*, L., Hannibal, S., Buntrock, C., Cuijpers, P., Domschke, K., Ebert, D. D., Ell, J., Janneck, M., Jenkner, C., Johann, A. F., Josef, A., Kaufmann, M., Koß, A., Mallwitz, T., Mergan, H., Morin, C. M., Riemann, D., Riper, H., ... Lehr, D. (2024). Investigating non-inferiority of internet-delivered versus face-to-face cognitive behavioural therapy for insomnia (CBT-I): a randomised controlled trial (iSleep well). *Trials*, 25(1).
<https://doi.org/10.1186/s13063-024-08214-6> [open access]
*shared first authorship

Niklas, F., Ogrissek, L., Lehl, S., Grolig, L., & Berner, V.-D. (2023). Mathematikspiele in der Familie. Erfassung des Anregungsgehalts mathematischer Lernumwelten mit dem mathematischen Titelrekognitionstest für das Kindergartenalter (TRT-Mathe-K)

- [Mathematical Games in the Family. Assessment of the Quality of the Mathematical Learning Environments Using the Title Recognition Test for Kindergarten Children (TRT-Mathe-K)]. *Diagnostica*, 69(3). [doi:10.1026/0012-1924/a000310](https://doi.org/10.1026/0012-1924/a000310) [open access]
- Grolig, L. (2020) Shared storybook reading and oral language development: A bioecological perspective. *Frontiers in Psychology*, 11, 1818. [doi: 10.3389/fpsyg.2020.01818](https://doi.org/10.3389/fpsyg.2020.01818) [open access]
- Grolig, L., Tiffin-Richards, S. P., & Schroeder, S. (2020). Print exposure across the reading life span. *Reading and Writing: An Interdisciplinary Journal*, 33(6), 1423–1441. [doi:10.1007/s11145-019-10014-3](https://doi.org/10.1007/s11145-019-10014-3) [open access] [[test materials, data, & analyses](#)]
- Grolig, L., Cohrdes, C., Tiffin-Richards, S. P., & Schroeder, S. (2020). Narrative dialogic reading with wordless picture books: A cluster-randomized intervention study. *Early Childhood Research Quarterly*, 51, 191–203. [doi:10.1016/j.ecresq.2019.11.002](https://doi.org/10.1016/j.ecresq.2019.11.002) [[PDF](#)] [[supplemental materials](#)]
- Grolig, L., Cohrdes, C., Tiffin-Richards, S. & Schroeder, S. (2019). Effects of Preschoolers' Storybook Exposure and Literacy Environments on Lower Level and Higher Level Language Skills. *Reading and Writing: An Interdisciplinary Journal*, 32(4), 1061–1084. [doi:10.1007/s11145-018-9901-2](https://doi.org/10.1007/s11145-018-9901-2) [open access]
- Cohrdes, C., Grolig, L., & Schroeder, S. (2019). The development of music competencies in preschool children: Effects of a training program and the role of environmental factors. *Psychology of Music*, 47(3), 358–375. [doi:10.1177/0305735618756764](https://doi.org/10.1177/0305735618756764) [[PDF](#)]
- Grolig, L., Cohrdes, C., & Schroeder, S. (2017). Der Titelrekognitionstest für das Vorschulalter (TRT-VS): Erfassung des Lesevolumens von präkonventionellen Lesern und Zusammenhänge mit Vorläuferfertigkeiten des Lesens [The Title Recognition Test for Kindergarteners (TRT-VS): Assessment of Preconventional Readers' Print Exposure and Its Relations to Precursors of Reading]. *Diagnostica*, 63, 309-319. [doi:10.1026/0012-1924/a000186](https://doi.org/10.1026/0012-1924/a000186) [[PDF](#)] [[test materials](#)]
- Cohrdes, C., Grolig, L. & Schroeder, S. (2016). Relating language and music skills in young children: a first approach to systemize and compare distinct competencies on different levels. *Frontiers in Psychology*, 7(1616), 1-11. [doi:10.3389/fpsyg.2016.01616](https://doi.org/10.3389/fpsyg.2016.01616) [open access]

Publications (without peer-review)

- Grolig, L. (2026). Entwicklung und Förderung von Literacy in Grund- und Sekundarstufe. In: Kaiser, S. & Fröhlich-Gildhoff, K. (Eds.). *Entwicklungspsychologie der mittleren und späten Kindheit. Grundwissen für pädagogische Fach- und Lehrkräfte*. Kohlhammer.
- Grolig, L. (2020). *Shared storybook reading and the development of oral language skills*. Doctoral dissertation, Freie Universität Berlin. [doi:10.17169/refubium-27532](https://doi.org/10.17169/refubium-27532) [[PDF](#)]
- Schroeder, S. & Grolig, L. (2018). Fostering language skills in preschool using musical training: Opportunities and challenges. In: Rat für Kulturelle Bildung e.V. (Hrsg.) *Research on Impacts of Arts Education. German-Dutch perspectives*. Rat für Kulturelle Bildung und Bildungsministerium für Bildung und Forschung: Essen und Berlin. [PDF](#)
- Grolig, L., Cohrdes, C., & Schroeder, S. (2017). Transfereffekte von musikalischer Frühförderung auf Kognition und Leseentwicklung [Transfer effects of early music education on cognition and reading development]. In: Rat für Kulturelle Bildung e.V. (Hrsg.) *Wenn. Dann. Befunde zu den Wirkungen Kultureller Bildung* [Evidence from

studies on the effects of cultural education]. Rat für Kulturelle Bildung: Essen, 56-65. [PDF](#)

Grolig, L. (2007). Narrative Konstruktion, Bild und Photographie in Jonathan Safran Foers "Extremely Loud & Incredibly Close". *Komparatistik Online*, 5-9. [Full text](#)

Selected presentations

Grolig, L., Brückner, H., Kalon, L., & Lehr, D. (2025, September) Effekte digitaler achtsamkeitsbasierter Interventionen auf die Schlafqualität: Systematisches Review und Meta-Analyse. Paper presented at the 17th German Health Psychology Congress, Salzburg.

Grolig, L., Brückner, H., Kalon, L., Schneider, E. & Lehr, D. (2025, April) Effekte achtsamkeitsbasierter digitaler Interventionen auf die Schlafqualität von Erwachsenen in RCTs: Systematisches Review und Meta-Analyse. Paper presented at the 4th German Psychotherapy Congress, Berlin.

Grolig, L., Hannibal, S. C., Benz, F., Spille, L., Spiegelhalder, K. & Lehr, D. (2024, June) Mindsleep: Protokoll für eine kontrolliert-randomisierte Studie zur Wirksamkeit von internetbasierter KVT für Insomnie im Vergleich zu einer Achtsamkeits-App. Paper presented at the 3rd German Psychotherapy Congress, Berlin.

Grolig, L., Brückner, H., Heimes, H. & Lehr, D. (2024, June) Internetgestützte Kognitive Verhaltenstherapie für Insomnie: Entsprechen Vergleichsbedingungen in Wirksamkeitsstudien den internationalen Leitlinien-Goldstandards? Eine qualitative Evaluationsstudie. Poster presented at the 3rd German Psychotherapy Congress, Berlin. [PDF](#)

Grolig, L., Hannibal, S. C., Benz, F., Schmid, S., Spille, L., Spiegelhalder, K. & Lehr, D. (2023, May) iSleep well: Protokoll für eine Multicenter-Studie zur Nichtunterlegenheit von internetbasierter KVT-I im Vergleich zu KVT-I vor Ort. Poster presented at the 2nd German Psychotherapy Congress, Berlin. [PDF](#)

Grolig, L., Cohrdes, C. & Schroeder, S. (2017, September). Effects of a combined language intervention, early music education and home literacy environment on precursors of reading. Paper presented at the 17th Meeting of the sections Developmental Psychology and Educational Psychology of the German Society for Psychology, Münster.

Grolig, L., Cohrdes, C. & Schroeder, S. (2017, July). Relative effects of a combined language intervention and storybook exposure on preschoolers' emergent literacy skills. Paper presented at the 24th Annual Meeting of the Society for the Scientific Study of Reading, Halifax.

Grolig, L., Cohrdes, C. & Schroeder, S. (2016, June). Shared reading is related to lower and higher verbal abilities in kindergarten children. Paper presented at the Special Interest Group 5 (Learning and Development in Early Childhood) meeting of the European Association for Research on Learning and Instruction, Porto.

Invited talks and symposia

Grolig, L. (2020, July). Shared storybook reading and the development of oral language skills. Talk presented at the colloquium of the department of educational psychology, University of Göttingen (Prof. S. Schroeder).

- Grolig, L. (2020, February). Frühkindliche Sprachentwicklung – Zusammenhänge mit Leseumwelten und Lesevolumen, Effekte von narrativem dialogischem Lesen [Language development in early childhood – Connections with literacy environments and reading volume, effects of narrative dialogic reading]. Talk presented at Fröbel Forschungs- und Hochschulnetzwerk, Haus des Lehrers, Berlin.
- Grolig, L. (2018, June). Effekte informeller Leseumwelten und des dialogischen Lesens auf die Sprachentwicklung in der frühen Kindheit [Effects of informal literacy environments and dialogic reading on language development in early childhood]. Paper presented at the colloquium of the developmental psychology group at Bochum university (Prof. Birgit Leyendecker).
- Grolig, L., Cohrdes, C. & Schroeder, S. (2017, August). Effekte von Sprach- und Musikförderung sowie häuslicher Leseumwelt auf Vorläuferfertigkeiten des Lesens [Effects of language and music interventions and the home literacy environment on precursors of reading]. Presentation at the Fröbel child care center Lützelsteiner Weg, Berlin.
- Symposium “Fostering language abilities of kindergarten children: Interventions in child care centers and families” (2017, September), 17th Meeting of the sections Developmental Psychology and Educational Psychology of the German Society for Psychology, Münster.
- Contributions:
- F. Niklas & W. Schneider: Intervention in the home literacy environment and kindergarten children’s vocabulary and phonological awareness.
 - S. Kempert et al.: The earlier the better? Training of literacy-related skills in preschool children with phonological and musical training programs
 - L. Grolig et al.: Effects of a combined language intervention, early music education and home literacy environment on precursors of reading
 - E. Vaahtoranta et al.: Elaborative interactive storytelling: A randomised controlled language intervention in preschool
 - Discussant: R. van Steensel, Free University Amsterdam and Erasmus University, Rotterdam.
- Schroeder, S. & Grolig, L. (2017, April). Fostering language skills in preschool using musical training: Opportunities and challenges. Paper presented at the 1st German-Dutch Colloquium on Research into Impacts of Arts Education, Amsterdam.

Teaching and supervision

2025	Advanced level certificate in teaching in higher education (Berlin Certificate of Teaching Internationally), Berlin Centre for Higher Education
2024–	2 Seminars „Clinical Psychology and Psychotherapy“, Bachelor Psychology, Module „Mental Health & Society: Therapy and Prevention“, Leuphana University Lüneburg
2024–2025	Courses „Reflection on Practical Work“, Parts I +II, Bachelor Social Work, Module „Areas, Target Groups and Organisations of Social Work“, Alice Salomon University of Applied Sciences Berlin
2023–2024	3 Seminars „Klinische Psychologie – Psychische Störungen, Erklärungs- und Therapieansätze“ Bachelor Social Work,

Module „Besondere Lebenslagen: Soziale Arbeit mit psychisch erkrankten Menschen“, Protestant University of Applied Science Berlin

- 2023–2024 Basic level certificates in teaching in higher education („Lehre am Start“, „Intercultural Teaching Competence“), Leuphana University Lüneburg
- 2023– Supervisor of Psychology BA students (Hannah Heimes, Selma Sautter, Yannik Flemming, Eric Schneider, Melia Herzog, Anna Spauschus), Leuphana University Lüneburg
- 10/2020 Seminar „Aufwachsen und Lernen in der Familie“, Berufsbegleitende Weiterbildung für pädagogische Fachkräfte, Fachbereich Sozial- und Bildungswissenschaften und Zentrale Einrichtung Weiterbildung, University of Applied Sciences Potsdam
- 2015–2017 Co-supervisor of three interns (Johanna Braun, Ann-Katrin Hosch, Iuna Hoffmann) and one MA student (Anna Walther), Max Planck Institute for Human Development
- 2007–2011 3 tutorial courses “Writing and presentation”, Department of German, University of Giessen
2 tutorial courses „Introduction to literature studies“, Department of English, University of Giessen

Editorships, editorial boards and ad-hoc reviewer

Editor of Clinical Psychology at In-Mind journal (2025–)
Member of editorial board: School Psychology (2021–)
Reviewer for 20+ psychology and medicine journals, for example: Child Development Perspectives; European Journal of Psychology of Education; Frontiers in Psychology; Journal of Medical Internet Research – Serious Gaming; Journal of Child Language; Journal of Educational Psychology; Journal of Sleep Research; PLOS One; Review of Educational Research

Memberships and service in professional organization

Deutsche Gesellschaft für Psychologie (DGPs; sections: Educational psychology, Clinical psychology and psychotherapy, Health psychology)
Deutsche Gesellschaft für Verhaltenstherapie (DGVT)
Berlin Association of School Psychologists (treasurer 2019–2021)
Psychotherapeutenkammern Berlin and Niedersachsen (psychotherapist chambers)

Outreach activities

- 2025– Editor for Clinical Psychology at [In-Mind](#) (science communication journal for psychology topics)
- 2023 Article about [relaxation techniques](#) (FAZ)
- 2022 Article about [sleep-facilitating behavior](#) (Süddeutsche Zeitung)

- 2022 [Article](#) about effects of poverty on mental health (Spiegel)
- 2020 [Interview](#) about workplace bullying (Apotheken Umschau)
- 2017 [Final report](#) of MusiCo for Foundation Mercator (German)
- 2017 [Video](#) about project MusiCo (German)