

CURRICULUM VITAE

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Education

1982 Ph.D. Developmental Psychology
 Institute of Child Development, University of Minnesota, Minneapolis, Minnesota
 1974 B.S. with High Distinction, Psychology
 University of Michigan, Ann Arbor, Michigan

Academic Positions

1982 – present Assistant, Associate, & Full Professor, University of Pittsburgh
 2010 – present Chair, Graduate Program in Developmental Psychology
 1999 – 2008 Director of Graduate Studies, Department of Psychology
 1990 – 1999 Chair, Graduate Program in Developmental Psychology
 1979 – 1982 Instructor, University of South Carolina
 1978 – 1979 Lecturer, University of Minnesota, Institute of Child Development

Honors & Awards

Fellow, American Psychological Association, Division 7
 Fellow, Association for Psychological Science
 Secretary, Division 7, American Psychological Association
 University of Queensland Visiting Scholar Award
 University of Pittsburgh Provost Award for Excellence in Mentoring
 Nominee, University of Pittsburgh Tina & David Bellet Undergraduate Teaching Excellence Award
 Foundation for Child Development, Award for Young Scholars in Social & Affective Development

Editorial Activities

2018 – 2020 Section editor, *Encyclopedia of Infant & Early Childhood Development*
 2011 - 2012 Guest editor, *Infancy*, Special Issue, *New Directions in Research on Early Prosocial Development*
 2005 - 2011 Associate Editor, *Infancy*
 2002 - present Editorial Board, *Social Development*
 1984 -1990; 2006 – 2009 Editorial Board, *Child Development*
 1998 - 2008 Editorial Board, *Journal of School Psychology*
 1999 - 2005 Editorial Board, *Infancy*
 2004 - 2005 Chair, Peer Relationships Review Panel, Society for Research in Child Development Biennial Meeting

- 1999 Guest editor, *Early Education and Development*, Invited Special Issue, Early Peer Relations
- 1993 Chair, Social & Personality Review Panel, Conference on Human Development Biennial Meeting
- 1991 Guest editor, *Developmental Review*, Special Issue, Early Self Development
- 1988 Co-chair, Division C, Section 2, AERA Annual Meeting

Professional Memberships

American Psychological Association (Division 7, Developmental Psychology)
 Association for Psychological Science
 International Society for Infant Studies
 Jean Piaget Society
 Society for Research in Child Development

Publications

* current or former student (undergraduate, graduate, or post-doctoral student)

Brownell, C., *Petkova, A., *Satlof-Bedrick, E., & *Hutchinson, E. (under review). Be nice! Toddlers who prefer to imitate positive actions are more prosocial than those who prefer to imitate harmful actions.

Dahl, A. & Brownell, C. (invited, under review). The social origins of prosociality. *Current Directions in Psychological Science*.

*Petkova, A. & Brownell, C. (invited chapter). I feel, you feel, we feel: The role of emotion in early prosocial behavior.

Campbell, S., Mahoney, A., & Brownell, C. (in press). Parents' use of internal state language with toddlers at high and low genetic risk for autism spectrum. *Journal of Autism & Developmental Disorders*.

*Hammond, S. & Brownell, C. (2018). Happily unhelpful: Infants' everyday helping and its connections to early prosocial development. *Frontiers in Psychology*. (online only; doi: [10.3389/fpsyg.2018.01770](https://doi.org/10.3389/fpsyg.2018.01770))

Brownell, C. & *Drummond, J. (2018). Early child care and family experiences predict development of prosocial behavior in first grade. *Early Child Development and Care* (published online in advance of print; doi: [10.1080/03004430.2018.1489382](https://doi.org/10.1080/03004430.2018.1489382))

Campbell, S., Moore, E., *Northrup, J., & Brownell, C. (2018). Developmental changes in empathic concern and self-understanding in toddlers at genetic risk for autism spectrum disorder. *Journal of Autism and Developmental Disorders*, 47, 2690-2702.

Campbell, S., *Mahoney, A., *Northrup, J., Moore, E., *Leezenbaum, N., & Brownell, C. (2018). Developmental changes in pretend play from 22- to 34-months in younger siblings of children with autism spectrum disorder. *Journal of Abnormal Child Psychology* 46, 639 – 654.

*Waugh, W. & Brownell, C. (2017). "Help Yourself!" What can toddlers' helping failures tell us about the development of prosocial behavior? *Infancy*, 22, 665-680.

- Dahl, A., *Satlof-Bedrick, E., *Hammond, S., *Drummond, J., *Waugh, W., & Brownell, C. (2017). Explicit scaffolding increases simple helping in younger infants. *Developmental Psychology, 53*, 407–416.
- *Drummond, J., *Satlof-Bedrick, E., *Waugh, W., *Hammond, S., & Brownell, C. (2017). Helping the one you hurt: Toddlers' rudimentary guilt, shame, and prosocial behavior after harming another. *Child Development, 88*, 1382-1397.
- Brownell, C. & the *Early Social Development Research Lab (2016). Prosocial behavior in infancy: The role of socialization. *Child Development Perspectives, 10*, 222 – 227.
- Campbell, S., *Leezenbaum, N., Schmidt, E., Day, T., & Brownell, C. (2016). Pretend play and social engagement in toddlers at high and low genetic risk for Autism Spectrum Disorder. *Journal of Autism & Developmental Disorders, 46*, 2305–2316.
- Brownell, C., Lemerise, E., Pelphrey, K., & Roisman, G. (2015). Measuring socioemotional behavior and development. In R. Lerner (Editor), *Handbook of Child Psychology and Developmental Science (7th edition), vol. 3, Social and Emotional Development (volume editors, M. Lamb & C. Garcia-Coll)*. (pp. 11 - 56). NY: Wiley.
- Campbell, S., *Leezenbaum, N., Schmidt, E., Day, T., & Brownell, C. (2015). Concern for another's distress in toddlers at high and low genetic risk for Autism Spectrum Disorder. *Journal of Autism & Developmental Disorders, 45*, 3594-3605.
- *Drummond, J., *Waugh, W., *Hammond, S., *Satlof-Bedrick, E., & Brownell, C. (2015). Prosocial behavior in infancy. In H. Keller (volume editor), *International Encyclopedia of Social & Behavioral Sciences, 2e*. Elsevier Ltd.
- *Gross, R., *Drummond, J., *Satlof-Bedrick, E., *Waugh, W., *Svetlova, M., & Brownell, C. (2015). Individual differences in toddlers' social understanding & prosocial behavior: Disposition or socialization? *Frontiers in Psychology, 6*:600. doi: 10.3389/fpsyg.2015.00600
- *Hammond, S. & Brownell, C. (2015). Prosocial behavior. In R. Tremblay, M. Boivin, & R. DeV. Peters (Eds.), *Encyclopedia on Early Childhood Development*.
- *Hammond, S., *Waugh, W., *Satlof-Bedrick, E., & Brownell, C. (2015). Early development of prosocial behavior in context. To appear in H. Keller (volume editor), *International Encyclopedia of Social & Behavioral Sciences, 2e*. Elsevier Ltd.
- *Nichols, S., *Svetlova, M., & Brownell, C. (2015). Toddlers' responses to infants' positive and negative emotions. *Infancy, 20*, 70 - 97.
- Peterson, C., Slaughter, V., & Brownell, C. (2015). Children with Autism Spectrum Disorder are skilled at reading emotion body language. *Journal of Experimental Child Psychology, 139*, 35 - 50.
- *Waugh, W. & Brownell, C. (2015). Development of body part vocabulary in toddlers in relation to self-understanding. *Early Child Development and Care, 185 (7)*, 1166 – 1179.
- *Waugh, W., Brownell, C., & *Pollock, B. (2015). Early socialization of prosocial behavior: How parents encourage toddlers' helping in an everyday household task. *Infant Behavior & Development, 39*, 1 –

10.

- *Drummond, J., *Paul, E., *Waugh, W., *Hammond, S., & Brownell, C. (2014). Here, there, and everywhere: Emotion and mental state talk in different social contexts predicts empathic helping in toddlers. *Frontiers in Psychology, 5*:361. doi: 10.3389/fpsyg.2014.00361
- *Ramani, G. & Brownell, C. (2014). Preschoolers' cooperative problem solving: Integrating play and problem solving. *Journal of Early Childhood Research, 12*, 92 - 108.
- Brownell, C. (2013). Early development of prosocial behavior: Current perspectives. *Infancy, 18*, 1-9.
- Brownell, C., *Iesue, S., *Nichols, S., & *Svetlova, M. (2013). Mine or yours? Development of sharing in toddlers in relation to ownership understanding. *Child Development, 84*, 906-920.
- Brownell, C., *Nichols, S., & *Svetlova, M. (2013). Converging developments in prosocial behavior and self-other understanding in the second year of life: The second social-cognitive revolution. In M. Banaji & S. Gelman (Eds.), *Navigating the social world: What infants, children, and other species can teach us*. NY: Oxford University Press.
- Brownell, C., *Svetlova, M., *Anderson, R., *Nichols, S., & *Drummond, J. (2013). Socialization of early prosocial behavior: Parent talk about emotions is associated with sharing and helping in toddlers. *Infancy, 18*, 91-119. [the journal's most downloaded paper in 2013]
- *Pettygrove, D. M., *Hammond, S. I., *Karahuta, E. L., *Waugh, W. E., & Brownell, C. A. (2013). From cleaning up to helping out: Parental socialization and children's early prosocial behavior. *Infant Behavior and Development, 36*, 843-846.
- Brownell, C., *Svetlova, M., & *Nichols, S. (2012). Emergence & early development of the body image. In V. Slaughter & C. Brownell, (Eds.) *Early development of body representations*. Cambridge, UK: Cambridge Press.
- Slaughter, V. & Brownell, C. (Eds.) (2012). *Early development of body representations*. Cambridge, UK: Cambridge Press.
- Brownell, C. (2011). Early developments in joint action. *Review of Philosophy & Psychology, 2*, 193 – 211.
- Brownell, C., *Nichols, S., *Svetlova, M., *Zerwas, S. & *Ramani, G. (2010). The head bone's connected to the neck bone: When do toddlers represent their own body topography? *Child Development, 81*, 797 – 810.
- *Nichols, S., *Svetlova, M. & Brownell, C. (2010). Toddlers' understanding of their peers' emotions. *Journal of Genetic Psychology, 171*, 35 - 53.
- *Ramani, G., Brownell, C. & Campbell, S. (2010). Peer social competence and self-regulation in the preschool years. *Journal of Genetic Psychology, 171*, 218-250.
- *Svetlova, M., *Nichols, S. & Brownell, C. (2010). Toddlers' prosocial behavior: From instrumental to empathic to altruistic helping. *Child Development, 81*, 1814 - 1827.

- Brownell, C. (2009). Children's peer groups. In J. Levine & M. Hogg (Eds.), *Encyclopedia of Group Processes & Intergroup Relations*. Thousand Oaks, CA: Sage Publications.
- Brownell, C., *Svetlova, M. & *Nichols, S. (2009). To share or not to share: When do toddlers respond to another's needs? *Infancy*, *14*(1), 117 - 130.
- Brownell, C. & *Zerwas, S. (2009). Families. In J. Levine & M. Hogg (Eds.), *Encyclopedia of Group Processes & Intergroup Relations*. Thousand Oaks, CA: Sage Publications.
- *Nichols, S., *Svetlova, M. & Brownell, C. (2009). The role of social understanding and empathic disposition in young children's responsiveness to distress in parents and peers. *Cognition, Brain, Behavior: An Interdisciplinary Journal*, *4*, 448 - 478.
- NICHD Early Child Care Research Network. (2009). Family-peer linkages: The mediational role of attentional processes. *Social Development*, *18*, 875-895.
- NICHD Early Child Care Research Network. (2008). Social competence with peers in third grade: Associations with earlier peer experiences in childcare. *Social Development*, *17*, 419 - 453.
- NICHD Early Child Care Research Network. (2008). Mothers' and fathers' support for child autonomy and early school achievement. *Developmental Psychology*, *44*, 895-907
- Brownell, C., *Zerwas, S. & *Ramani, G. (2007). "So Big": The development of body self-awareness in toddlers. *Child Development*, *78*, 1426 - 1440.
- Brownell, C. & Kopp, C. (Eds.) (2007) *Transitions in Early Socioemotional Development: The Toddler Years*. New York: Guilford Press.
- Brownell, C. & Kopp, C. (2007). Transitions in toddler socioemotional development: Behavior, understanding, relationships. In C. Brownell & C. Kopp (Eds.), *Transitions in Early Socioemotional Development: The Toddler Years*. New York: Guilford Press.
- Brownell, C., *Ramani, G. & *Zerwas, S. (2006). Becoming a social partner with peers: Cooperation and social understanding in one- and two-year-olds. *Child Development*, *77*, 804 - 821.
- Brownell, C., *Nichols, S. & *Svetlova, M. (2005). Early development of shared intentionality with peers. (Invited commentary) *Behavioral & Brain Sciences*, *28*, 693-694.
- NICHD Early Child Care Research Network. (Eds.). (2005). *Child care and child development: Results from the NICHD Study of Early Child Care and Youth Development*. New York: Guilford Press.
- Campbell, S., Brownell, C., *Hungerford, A., et al. (2004). The course of maternal depressive symptoms and maternal sensitivity as predictors of attachment security at 36 months. *Development and Psychopathology*, *16*, 231-252
- *Zerwas, S., *Balaraman, G. & Brownell, C. (2004). Constructing an understanding of mind with peers. (Invited commentary) *Behavioral & Brain Sciences*, *27*, 130-131.
- NICHD Early Child Care Research Network. (2004) Trajectories of physical aggression from toddlerhood to middle childhood: Predictors, correlates, and outcomes. *SRCD Monographs*, *69* (4), Serial No. 278.

- NICHD Early Child Care Research Network. (2004). Affect dysregulation in the mother-child relationship in the toddler years: Antecedents and consequences. *Development and Psychopathology, 16*, 43-68.
- Brownell, C. & *Gifford-Smith, M. (2003). Context & development in children's school-based peer relations: Implications for research and practice. *Journal of School Psychology, 41*, 305 - 310.
- *Gifford-Smith, M. & Brownell, C. (2003). Childhood peer relationships: Social acceptance, friendships & peer networks. *Journal of School Psychology, 41*, 235 – 284. (Invited target article; *JSP*'s most downloaded article, 2003)
- NICHD Early Child Care Research Network. (2003). Social functioning in first grade: Associations with earlier home and child care predictors and with current classroom experiences. *Child Development, 74*, 1639 -1662.
- Brownell, C., *Zerwas, S., & *Balaraman, G. (2002). Peers, cooperative play, and the development of empathy in children. (Invited commentary). *Behavioral & Brain Sciences, 25*, 28-30.
- NICHD Early Child Care Research Network. (2001). Child care and children's peer interaction at 24 and 36 months: The NICHD Study of Early Child Care. *Child Development, 72*, 1478-1500.
- *Hungerford, A., Brownell, C., & Campbell, S. (2000). Infant child care in the 1990's: Implications for infant mental health. In C. Zeanah (Ed.), *Handbook of infant mental health* (2nd Edition). New York: Guilford. (pp. 519-532)
- *Kelley, S., Brownell, C., & Campbell, S. (2000). Mastery motivation and self-evaluative affect in toddlers: Longitudinal relations with maternal behavior. *Child Development, 71*, 1061-1071.
- NICHD Early Child Care Research Network. (2000). The relation of child care to cognitive and language development. *Child Development, 71*, 960-980.
- Brownell, C. & Hazen, N. (1999). Early peer interaction: A research agenda. *Early Education and Development, 10*, 403- 413.
- Hazen, N. & Brownell, C. (1999). Peer relationships in early childhood: Current trends and future directions. *Early Education and Development, 10*, 233-240.
- Brownell, C. & Hazen, N. (Eds) (1999). *Early Peer Relations*, invited special issue of *Early Education and Development, 10* (3).
- NICHD Early Child Care Research Network. (1998). Early child care and self-control, compliance and problem behavior at twenty-four and thirty-six months. *Child Development, 69*, 1145-1170.
- *DeCooke, P., & Brownell, C. (1995). Young children's help-seeking in mastery-oriented contexts. *Merrill-Palmer Quarterly, 41*, 229-246.
- Brownell, C., & *Brown, E. (1992). Peers and play in infants and toddlers. In V. Van Hasselt & M. Hersen (Eds.), *Handbook of social development*. NY: Plenum.
- Brownell, C., & Kopp, C. (1991). Common threads, diverse solutions: Concluding commentary.

Developmental Review, 11, 288-303.

Kopp, C., & Brownell, C. (1991). Introduction to the development of self: The first 3 years. *Developmental Review*, 11, 195-197.

Kopp, C., & Brownell, C. (Eds.). (1991). The development of self: The first three years. Invited special issue of *Developmental Review*, 11(3).

Brownell, C., & Carriger, M. (1991). Collaborations among toddler peers: Individual contributions to social contexts. In L. Resnick, J. Levine, & S. Teasley (Eds.), *Perspectives on socially shared cognition*. Washington, D.C.: APA.

(1998) Reprinted in M. Woodhead, D. Faulkner, & K. Littleton (Eds), *Cultural Worlds of Early Childhood*. London: Routledge Press.

Brownell, C. (1990). Peer social skills in toddlers: Competencies and constraints illustrated by same-age vs. mixed-age interaction. *Child Development*, 61, 838-848.

Brownell, C., & Carriger, M. (1990). Changes in cooperation and self-other differentiation during the second year. *Child Development*, 61, 1164-1174.

Brownell, C. (1989). Socially shared cognition: The role of social context in the construction of knowledge. In L.T. Winegar (Ed.), *Social interaction and the development of children's understanding*. Norwood, NJ: Ablex.

Hartup, W., & Brownell, C. (1988). Early social development: Transitions & concordances. *Eta Evolutiva*, 29, 5-17.

Brownell, C. (1988). Combinatorial skills: Converging developments over the second year. *Child Development*, 59, 675-685.

Brownell, C. (1986). Convergent developments: Cognitive-developmental contributions to the growth of toddler peer skills. *Child Development*, 56, 275-286.

Brownell, C. (1986). Cognitive correlates of infant social development. In G. Whitehurst (Ed.), *Annals of Child Development*, vol. 3, 1-51. Connecticut: JAI Press.

Maloni, J., Stegman, C., Brownell, C., & Taylor P. (1986). Validation of infant behavior identified by neonatal nurses. *Nursing Research*, 35, 133-138.

Brownell, C., & Strauss, M. (1984). Infant stimulation and development: Conceptual and empirical considerations. *Journal of Children in Contemporary Society*, 17, 109-130.

(1985). Reprinted in M. Frank (Ed.), *Infant Intervention Programs: Truths & Untruths*. New York: Haworth.

Strauss, M., & Brownell, C. (1984). A commentary on infant stimulation and intervention. *Journal of Children in Contemporary Society*, 17, 133-139.

(1985). Reprinted in M. Frank (Ed.). *Infant Intervention Programs: Truths & Untruths*. New York:

Haworth.

Brownell, C., & Hartup, W. (1981). Indeterminate and sequential goal structures in relation to task performance in children's small groups. *Child Development, 52*, 651-659.

Pick, A., Unze, M., Brownell, C., Drozdal, J., & Hopmann, M. (1978). Young children's knowledge of word structure. *Child Development, 49*, 669-680.

French, D., Brownell, C., Graziano, W., & Hartup, W. (1977). Effects of cooperative, competitive, and individualistic sets on performance in children. *Experimental Child Psychology, 24*, 1-10.

Miller, S., Brownell, C., & Zukier, H. (1977). Cognitive certainty in children: Effect of concept, developmental level, and method of assessment. *Developmental Psychology, 13*, 236-245.

Graziano, W., French, D., Brownell, C., & Hartup, W. (1976). Peer interaction in same and mixed-age triads in relation to chronological age and incentive condition. *Child Development, 47*, 707-714.

Miller, S.A. & Brownell, C.A. (1975). Peers, persuasion, and Piaget: Dyadic interaction between conservers and nonconservers. *Child Development, 46*, 992-997.

(1977). Reprinted in Hetherington, E.M. and Parke, R.D. (Eds.), *Contemporary Readings in Child Psychology*. New York: McGraw-Hill Book Company.

NICHD Study of Early Child Care

Note: I was a member of the NICHD Early Child Care Research Network from its inception. The papers listed in the prior section represent those on which I functioned as a primary author. The papers listed below are those on which I was a contributing author. The Network originally published all research pertaining to its core hypotheses under the corporate banner rather than by individually named authors, in recognition of the collaborative nature of the study. Subsequently, the primary authors of a paper were listed first, before the corporate author. Currently, papers from this data set are published under individual authors.

McCartney, K., Burchinal, M., Clarke-Stewart, A., Bub, K., Owen, M., Belsky, J., & NICHD Early Child Care Research Network. (2010). Testing a Series of Causal Propositions Relating Time in Child Care to Children's Externalizing Behavior. *Developmental Psychology, 46* (1), 1-17.

Vandell, D., Belsky, J., Burchinal, M., Steinberg, L., Vandergrift, N., & NICHD Early Child Care Research Network. (2010). Do Effects of Early Child Care Extend to Age 15 Years? Results From the NICHD Study of Early Child Care and Youth Development. *Child Development, 81* (3), 737-756.

Roisman, G. I., Booth-LaForce, C., Cauffman, E., Spieker, S., & NICHD Early Child Care Research Network. (2009). The developmental significance of adolescent romantic relationships: Parent and peer predictors of quality and engagement at age 15. *Journal of Youth and Adolescence, 38* (10), 1294-1303.

NICHD Early Child Care Research Network. (2008). Mothers' and fathers' support for child autonomy and early school achievement. *Developmental Psychology, 44*(4), 895-907.

- Belsky, J., Vandell, D. L., Burchinal, M., Clarke-Stewart, K. A., McCartney, K., Owen, M. T., & NICHD Early Child Care Research Network. (2007). Are there long-term effects of early child care? *Child Development, 78*(2), 681-701.
- NICHD Early Child Care Research Network. (2007). Age of entry to kindergarten and children's academic and socioemotional development. *Early Education and Development, 18*, 337-368.
- Campbell, Spieker, Burchinal, Poe, and NICHD ECCRN. (2006). Trajectories of aggression from toddlerhood to age 9 predict academic and social functioning through age 12. *Journal of Child Psychology and Psychiatry, 47*, 791-800.
- NICHD Early Child Care Research Network. (2006). Infant-mother attachment: Risk and protection in relation to changing maternal caregiving quality over time. *Developmental Psychology, 42*, 38-58.
- NICHD Early Child Care Research Network. (2006). Child care effect sizes for the NICHD Study of Early Child Care and Youth Development. *American Psychologist, 61*, 99-116.
- NICHD Early Child Care Research Network. (2005). Predicting individual differences in attention, memory, and planning in first graders from experiences at home, child care, and school. *Developmental Psychology, 41*, 99-114.
- NICHD Early Child Care Research Network. (2005). A day in third grade: A large-scale study of classroom quality and teacher and student behavior. *The Elementary School Journal, 105*, 305-323.
- NICHD Early Child Care Research Network. (2005). Pathways to reading: The role of oral language in the transition to reading. *Developmental Psychology, 41*, 428-442.
- NICHD Early Child Care Research Network. (2005). Duration and developmental timing of poverty and children's cognitive and social development from birth through third grade. *Child Development, 76*, 795-810.
- NICHD Early Child Care Research Network. (2005). Early child care and children's development in the primary grades: Follow-up results from the NICHD Study of Early Child Care. *American Educational Research Journal, 42*, 537-570.
- NICHD Early Child Care Research Network. (2004). Father's and mother's parenting behavior and beliefs as predictors of child social adjustment in the transition to school. *Journal of Family Psychology, 18* (4), 628-638.
- NICHD Early Child Care Research Network. (2004). Does class size in first grade relate to changes in child academic and social performance or observed classroom processes? *Developmental Psychology, 40*, 651-664.
- NICHD Early Child Care Research Network. (2004). Type of child care and children's development at 54 months. *Early Childhood Research Quarterly, 19*, 203-230.
- NICHD Early Child Care Research Network. (Spring 2004). Multiple pathways to early academic achievement. *Harvard Educational Review, 1-29*.

- NICHD Early Child Care Research Network. (2004). Are child developmental outcomes related to before- and after-school care arrangements? Results from the NICHD Study of Early Child Care. *Child Development, 75*, 280-295.
- NICHD Early Child Care Research Network (2003). Families matter—even for kids in child care. *Journal of Developmental and Behavioral Pediatrics, 24*, 58-62.
- NICHD Early Child Care Research Network. (2003). Child care and common communicable illnesses in children aged 37 to 54 months. *Archives of Pediatrics & Adolescent Medicine, 157*, 196-200.
- NICHD Early Child Care Research Network. (2003). Frequency and intensity of activity of third-grade children in physical education. *Archives of Pediatrics & Adolescent Medicine, 157*, 185-190.
- NICHD Early Child Care Research Network. (2003) Does quality of child care affect child outcomes at age 4 ½? *Developmental Psychology, 39*, 451-469.
- NICHD Early Child Care Research Network. (2003). The NICHD Study of Early Child Care: Contexts of development and developmental outcomes over the first seven years of life. In J. Brooks-Gunn & L. J. Berlin (Eds). *Early childhood development in the 21st century*. (pp. 182-201). New York: Teachers College Press.
- NICHD Early Child Care Research Network. (2003). Do children's attention processes mediate the link between family predictors and school readiness? *Developmental Psychology, 39*, 581-593.
- NICHD Early Child Care Research Network. (2003). Does amount of time spent in child care predict socioemotional adjustment during the transition to kindergarten? *Child Development, 74*, 976-1005.
- NICHD Early Child Care Research Network & Duncan, G. J. (2003). Modeling the impacts of child care quality on children's preschool cognitive development. *Child Development, 74*, 1454-1475.
- NICHD Early Child Care Research Network (2003). Early child care and mother-child interaction from 36 months through first grade. *Infant Behavior and Development, 26*, 345-370.
- NICHD Early Child Care Research Network. (2003). Child care in the world--past and present: Does amount of time spent in child care predict socioemotional adjustment during the transition to kindergarten? *The Journal of the Japan Society for Child Health, 62*, 418-431.
- NICHD Early Child Care Research Network. (2002). Structure>Process>Outcome: Direct and indirect effects of caregiving quality on young children's development. *Psychological Science, 13*, 199-206.
- NICHD Early Child Care Research Network. (2002). The relation of first grade classroom environment to structural classroom features, teacher, and student behaviors. *The Elementary School Journal, 102*, 367-387.
- NICHD Early Child Care Research Network. (2002). The interaction of child care and family risk in relation to child development at 24 and 36 months. *Journal of Applied Developmental Science, 6*, 144-156.
- NICHD Early Child Care Research Network (2001). Child care and common communicable illnesses. *Archives of Pediatrics & Adolescent Medicine, 155*, 481-488.

- NICHD Early Child Care Research Network. (2001). Parenting and family influences when children are in child care: Results from the NICHD Study of Early Child Care. In J. Borkowski, S. Ramey, & Bristol-Power, M. (Eds.), *Parenting and the child's world: Influences on intellectual, academic, and social-emotional development* (99-124). Mahwah, NJ: Erlbaum.
- NICHD Early Child Care Research Network. (2001). Nonmaternal care and family factors in early development: An overview of the NICHD Study of Early Child Care. *Journal of Applied Developmental Psychology, 22*, 559-579.
- NICHD Early Child Care Research Network. (2001). Child care and family predictors of MacArthur preschool attachment and stability from infancy. *Developmental Psychology, 37*, 847-862.
- NICHD Early Child Care Research Network. (2001). Before Head Start: Income and ethnicity, family characteristics, child care experiences and child development. *Early Education and Development, 12*, 545-576.
- NICHD Early Child Care Research Network. (2000). Factors associated with fathers' caregiving activities and sensitivity with young children. *Journal of Family Psychology, 14*, 200-219.
- NICHD Early Child Care Research Network. (2000). Characteristics and quality of child care for toddlers and preschoolers. *Applied Developmental Science, 4*, 116-135.
- NICHD Early Child Care Research Network. (1999). Child outcomes when child care center classes meet recommended standards for quality. *American Journal of Public Health, 89*, 1072-1077.
- NICHD Early Child Care Research Network. (1999). Chronicity of maternal depressive symptoms, maternal sensitivity, and child functioning at 36 months. *Developmental Psychology, 35*, 1297-1310.
- NICHD Early Child Care Research Network. (1999). Child care and mother-child interaction in the first three years of life. *Developmental Psychology, 35*, 1399-1413.
- NICHD Early Child Care Research Network. (1998). Relations between family predictors and child outcomes: Are they weaker for children in child care? *Developmental Psychology, 34*, 1119-1128.
- NICHD Early Child Care Research Network. (1997). Poverty and patterns of child care. In J. Brooks-Gunn & G. Duncan (Eds.), *Consequences of Growing up Poor* (pp. 100-131). New York: Russell-Sage.
- NICHD Early Child Care Research Network. (1997). Familial factors associated with the characteristics of nonmaternal care for infants. *Journal of Marriage and the Family, 59*, 389-408.
- NICHD Early Child Care Research Network. (1997). Child care in the first year of life. *Merrill-Palmer Quarterly, 43*, 340-360.
- NICHD Early Child Care Research Network. (1997). The effects of infant child care on infant-mother attachment security: Results of the NICHD Study of Early Child Care. *Child Development, 68*, 860-879.
- NICHD Early Child Care Research Network. (1996). Characteristics of infant child care: Factors contributing to positive caregiving. *Early Childhood Research Quarterly, 11*, 269-306.

NICHD Early Child Care Research Network. (1994). Child care and child development: The NICHD Study of Early Child Care. In S. L. Friedman and H. C. Haywood (Eds.), *Developmental follow-up: Concepts, domains, and methods* (pp. 377-396). New York: Academic Press.

NICHD Early Child Care Research Network. (1993). Child-care debate: Transformed or distorted? *American Psychologist*, 48, 692-693.

Recent Conference Presentations (2008 – present)

Dahl, A. & Brownell, C. (2018). Everyday social interactions are essential to the ontogeny of prosocial behavior. To be presented at the *International Conference on Infant Studies*, Philadelphia, PA

Petkova, A., Aguilar, N., Le Gall, C., Dundore, L., Ruhl, E., Dawdani, A., & Brownell, C. (2018) Don't hurt the bunny: Toddlers' selective harm avoidance. To be presented at the *International Conference on Infant Studies*, Philadelphia, PA.

Probst, S., Petkova, A., Satlof-Bedrick, E., & Brownell, C. (2018). From feelings to actions: Emotion understanding and prosocial behavior in toddlers. To be presented at the *International Conference on Infant Studies*, Philadelphia, PA.

Drummond, J. & Brownell, C. (2017). Promoting social competence in ECE: Predicting the development of prosocial behavior from early experiences in child care and families. Presented at *Society for Research in Child Development*, Austin, TX.

Gross, R., Waugh, W., Satlof-Bedrick, E., Hammond, S., Drummond, J., Dahl, A., & Brownell, C. (2017). Infants' non-helping behaviors in simple helping tasks. Presented at *Society for Research in Child Development*, Austin, TX.

Hutchinson, E., Petkova, A., Waugh, W., Drummond, J., Satlof-Bedrick, E., & Brownell, C. (2017). Helping & sharing: Not all prosocial behaviors are socialized the same way in toddlerhood. Presented at *Society for Research in Child Development*, Austin, TX.

Petkova, A., Hutchinson, E., Satlof-Bedrick, E., Waugh, W., Drummond, J., & Brownell, C. (2017). Do toddlers become more prosocial at home after participating in a study of prosocial helping? Presented at *Society for Research in Child Development*, Austin, TX.

Petkova, A., Hutchinson, E., Satlof-Bedrick, E., Drummond, J., Waugh, W., & Brownell, C. (2017). Be Nice! Toddlers who prefer to imitate nice behavior are more prosocial than those who prefer to imitate mean behavior. Presented at *Society for Research in Child Development*, Austin, TX.

Satlof-Bedrick, W., Brownell, C., & Stepp, S. (2017). Cognitive and affective theory of mind in children with callous-unemotional traits. Presented at *Society for Research in Child Development*, Austin, TX.

Drummond, J. & Brownell, C. (2016). How early care and education settings may promote prosocial development during infancy and childhood. *NAEYC: National Institute for Early Childhood Professional Development*, Baltimore, MD.

Drummond, J. & Brownell, C. (2016). The role of childcare in prosocial development over infancy and

- childhood. *International Conference on Infant Studies*, New Orleans, LA
- Drummond, J., Campbell, S., & Brownell, C. (2016). Stability of attachment security moderates associations between maternal characteristics in infancy and subsequent social behavior. *International Conference on Infant Studies*, New Orleans, LA
- Drummond, J., Satlof-Bedrick, E., Waugh, W., Hammond, S. & Brownell, C. (2016). Emotion and mental state discourse: A causal mechanism in early prosocial development. *International Conference on Infant Studies*, New Orleans, LA
- Satlof-Bedrick, E., Waugh, W., Drummond, J., & Brownell, C. (2016). Can infants match emotion expressions to social events? *International Conference on Infant Studies*, New Orleans, LA.
- Brownell, C. & Shaw, D. (2015). Development of Developmental Psychopathology: The legacy of Susan B. Campbell. Co-chair, symposium presented at the *Society for Research in Child Development*, Philadelphia, PA.
- Brownell, C. (2015). New methods in research on young children's prosocial behavior. Symposium presentation, *Society for Research in Child Development*, Philadelphia, PA.
- Dahl, A., Satlof-Bedrick, E., Hammond, S., Drummond, J., Waugh, W., & Brownell, C. (2015). Combining naturalistic and experimental methods to explain infant helping. Poster presented at *Society for Research in Child Development*, Philadelphia, PA.
- Drummond, J., Campbell, S., & Brownell, C. (2015). Prosocial behavior from infancy to adolescence: Coherence, stability, and moderators of growth trajectories. Paper presented at *Society for Research in Child Development*, Philadelphia, PA.
- Drummond, J., Waugh, W., Satlof-Bedrick, E., Hammond, S., Brownell, C. (2015) Promoting prosociality in toddlers by training parents to use emotion and mental state talk. Poster presented at *Society for Research in Child Development*, Philadelphia, PA.
- Hammond, S. & Brownell, C. (2015). Using Amazon MTurk to explore young children's helping in the home. Co-chair, symposium presented at the *Society for Research in Child Development*, Philadelphia, PA.
- Mahoney, A., Lockyer, P., Brownell, C., Campbell, S. (2015). Development of pretend play in toddlers at high and low genetic risk for Autism Spectrum Disorder. Poster presented at the *Society for Research in Child Development*, Philadelphia, PA.
- Satlof-Bedrick, E., Waugh, W., Drummond, J., Brownell, C. (2015). Parental socialization of early prosocial behavior at home. Poster presented at the *Society for Research in Child Development*, Philadelphia, PA.
- Satlof-Bedrick, E., Drummond, J., Waugh, W., Brownell, C. (2015). What happened to Beans? Do early low levels of guilt and empathy relate to later callous-unemotional traits in a low-risk sample? Poster presented at the *Society for Research in Child Development*, Philadelphia, PA.
- Waugh, W., Satlof-Bedrick, E., Drummond, J., Gross, R., Moore, E. & Brownell, C. (2015). Impediments

to toddler helping: Age differences in non-helping behavior. Poster presented at the biennial meeting of the *Society for Research in Child Development*, Philadelphia, PA.

Brownell, C., Satlof-Bedrick, E., Marchitelli, A., & Richmond, D. (2014). Body image development in infants and young children. Presented at the meetings of the *International Conference on Infant Studies*, Berlin, Germany.

Drummond, J., Paul, E., Waugh, W., Hammond, S., Satlof-Bedrick, E., & Brownell, C. (2014). Let's talk about it: the role of parents' emotion and mental state talk in the socialization of early prosocial behavior. Presented at the meetings of the *International Conference on Infant Studies*, Berlin, Germany.

Drummond, J., Hammond, S., Waugh, W., Satlof-Bedrick, E., & Brownell, C. (2014). Helping the one you hurt: Toddlers' emotional responses and prosocial behavior after harming another. Presented at the meetings of the *International Conference on Infant Studies*, Berlin, Germany.

Drummond, J., Waugh, W., Satlof-Bedrick, E., Paul, E., & Brownell, C. (2013). Emotion contexts of early helping. Presented at the meetings of the *Jean Piaget Society*, Chicago, IL

Drummond, J., Hammond, S., Waugh, W., Dlugos, A., & Brownell, C. (2013). Sociomoral emotions in early prosociality: Empathy, guilt and shame. Presented at the meetings of the *Jean Piaget Society*, Chicago, IL

Paul, E., Drummond, J., Hammond, S., Waugh, W., Satlof-Bedrick, E., & Brownell, C. (2013). Choosing words wisely: Effects of maternal mental state talk on toddler prosocial behavior. Presented at the meetings of the *Jean Piaget Society*, Chicago, IL

Pierotti, S., Waugh, W., Nichols, S., Svetlova, M., & Brownell, C. (2013). Helping hands: How toddlers assist their caregivers. Presented at the meetings of the *Jean Piaget Society*, Chicago, IL

Waugh, W., Pollock, B., Nichols, S., Svetlova, M., & Brownell, C. (2013). Encouraging prosocial behavior: How parents socialize toddlers' helping in an everyday task. Presented at the meetings of the *Jean Piaget Society*, Chicago, IL

Waugh, W., Satlof-Bedrick, E., Drummond, J., Marchitelli, A., Brownell, C. (2013). Emotion priming influences prosocial behavior in toddlers. Presented at *the Society for Research in Child Development*, Seattle, WA.

Waugh, W., Satlof-Bedrick, E., Drummond, J., Marchitelli, A., Brownell, C. (2013). Happy or sad: basic emotions influence prosocial behavior in toddlers. Presented at *the Society for Research in Child Development*, Seattle, WA

Drummond, J., Hammond, S., Waugh, W., Dlugos, A., Brownell, C.. (2013). Feeling bad and doing good: Guilt & shame in toddlers in relation to prosocial behavior. Presented at *the Society for Research in Child Development*, Seattle, WA.

Svetlova, M., Nichols, S. & Brownell, C. (2013). Equality vs. Empathy: how understanding others' needs influences children's resource allocation. Presented at *the Society for Research in Child Development*,

Seattle, WA

Svetlova, M., Nichols, S., & Brownell, C. (2013). Fair or nice? Preschoolers prefer fair partners, but only when it doesn't affect their own interests. Presented at the *Society for Research in Child Development*, Seattle, WA

Schmidt, N., Leezenbaum, N., Fox, S., Brownell, C., Campbell, S. (2013). Toddlers at high genetic risk for autism are less responsive to an infant's distress. Presented at the *Society for Research in Child Development*, Seattle, WA.

Mohoney, A., Leezenbaum, N., Brownell, C., & Campbell, S. (2013). The use of inner state language by parents of toddlers at high and low genetic risk for autism. Presented at the *Society for Research in Child Development*, Seattle, WA

Nichols, S., Brownell, C. & Shaw, D. (2013). High quality sibling play in early childhood predicts later psychiatric health for low-income boys. Presented at the *Society for Research in Child Development*, Seattle, WA.

Waugh, W., Marchitelli, A., Drummond, J., Satlof-Bedrick, E., & Brownell, C. (2012). Happy or Sad: Priming Basic Emotions Influences Prosocial Behavior in Infants. Presented at the meetings of the *Jean Piaget Society*, Toronto, Ont

Waugh, W., Nichols, S., Svetlova, M., & Brownell, C. (2012). "Where's your nose?" Developments in toddlers' body-part vocabulary in relation to self-other understanding. Presented at the meetings of the *International Society for Infant Studies*, Minneapolis, Mn

Waugh, W., Pollock, B., Svetlova, M., Nichols, S., & Brownell, C. (2012). Socialization of prosocial behavior: How parents encourage their toddlers to help. Presented at the meetings of the *International Society for Infant Studies*, Minneapolis, Mn

Brownell, C., Sivers, S., Svetlova, M. & Nichols, S. (2011) How do parents socialize prosocial behavior in toddlers? Presented at *Society for Research in Child Development*, Montreal, Quebec.

Svetlova, M., Nichols, S. & Brownell, C. (2011). Toddlers' understanding of their own body topography as a distinct dimension of self-awareness. Invited symposium presentation, *Society for Research in Child Development*, Montreal, Quebec.

Svetlova, M., Anderson, R., Khatami, M., Nichols, S. & Brownell, C. (2011). Parental emotion talk and children's prosocial responding: What matters at what age? Invited symposium presentation, *Society for Research in Child Development*, Montreal, Quebec.

Brownell, C., Sivers, S., Nichols, S., & Svetlova, M. (2010). Yours & mine: Sharing in 1- & 2-year olds in relation to possession and ownership understanding. Presented at *International Conference on Infant Studies*, Baltimore, MD.

Nichols, S., Svetlova, M. & Brownell, C. (2010). "No, Mine!": Development of empathy, sharing, and helping in the second year. Invited symposium presentation, *International Conference on Infant Studies*, Baltimore, MD.

Nichols, S., Sivers, S., Svetlova, M., & Brownell, C. (2010). My brother's keeper: Relations between

social understanding, siblings, and sharing in the second year. Presented at *International Conference on Infant Studies*, Baltimore, MD.

Brownell, C. (2009). Development of cooperation among toddler peers: Joint action & self-other differentiation. Invited presentation for *Conference on Joint Action: New Perspectives from Cognitive Neuroscience*. Amsterdam, Netherlands.

Brownell, C. (2009). Perspectives on the early development of collaboration. Invited symposium discussant, *Society for Research in Child Development*, Denver, CO.

Nichols, S., Svetlova, M., Henderson, C., Khatami, M., Posti, E., & Brownell, C. (2009). Baby, I Feel Your Pain: Development of Toddlers' Empathic Responses to a Peer's Distress. Presented at *Society for Research in Child Development*, Denver, CO.

Svetlova, M., Nichols, S. & Brownell, C. (2009). When My Loss Is Your Gain: Do Toddlers Help at a Cost to Themselves? Invited symposium presentation, *Society for Research in Child Development*, Denver, CO.

Svetlova, M., Anderson, R., Nichols, S., & Brownell, C. (2009). "What Does She Need to Make Her Happy?": Relations Between Parental Mental State Language and Prosocial Responsiveness in Toddlers. Presented at *Society for Research in Child Development*, Denver, CO.

Brownell, C. (2009). Developmental and Individual Differences in Early Social Understanding and Prosocial Behavior. Invited presentation, *Eastern Psychological Association Annual Conference*, Pittsburgh, PA.

Brownell, C., Svetlova, M. & Nichols, S. (2009). You, me & we: Transformations in early prosocial behavior. Invited symposium presentation, *Experimental Psychology Society Conference*, London, UK.

Nichols, S., Svetlova, M., Posti, E., Henderson, C. & Brownell, C. (2008). Twelve-month-olds understand fear in adults, but not in children. Presented at the *International Conference for Infant Studies*, Vancouver.

Svetlova, M., Nichols, S. & Brownell, C. (2008). Prosocial behavior in toddlers: Developments in empathic responsiveness, sharing, & helping. Invited symposium presentation, *International Conference for Infant Studies*, Vancouver.

Svetlova, M., Nichols, S., Anderson, R., Khatami, M., & Brownell, C. (2008). Helping behavior in the second year: Actions vs. emotions. Presented at the *International Conference for Infant Studies*, Vancouver.

Recent Invited Presentations (2008 – present)

Dahl, A. & Brownell, C. (2018). Everyday social interactions are essential to the ontogeny of prosocial behavior. Invited symposium presentation, *International Conference on Infant Studies*, Philadelphia, PA

Brownell, C. (2016). Prosociality and socialization in infants and toddler. Invited presentation, Westminster College, New Wilmington, PA.

- Brownell, C. (2014). The Cradle of Compassion: Socialization of prosociality. Keynote address, Society for Research in Human Development, Austin, TX
- Brownell, C. (2012). Caring about others: The early ontogeny of prosociality. Invited presentation, University of Queensland, Department of Psychology, Brisbane, Australia
- Brownell, C. (2011). The cradle of compassion: Early developments in caring about others. Invited presentation, Tufts University, Department of Psychology, Medford, MA.
- Svetlova, M., Nichols, S. & Brownell, C. (2011). Toddlers' understanding of their own body topography as a distinct dimension of self-awareness. Invited symposium presentation, *Society for Research in Child Development*, Montreal, Quebec
- Svetlova, M., Anderson, R., Khatami, M., Nichols, S. & Brownell, C. (2011). Parental emotion talk and children's prosocial responding: What matters at what age? Invited symposium presentation, *Society for Research in Child Development*, Montreal, Quebec
- Nichols, S., Svetlova, M. & Brownell, C. (2010). "No, Mine!" Development of empathy, sharing, and helping in the second year. Invited symposium presentation, *International Conference on Infant Studies*, Baltimore, MD.
- Brownell, C. (2009). The cradle of compassion: Early developments in prosocial behavior. Invited presentation, University of Maryland, Department of Human Development.
- Brownell, C. (2009). Development of cooperation among toddler peers: Joint action & self-other differentiation. Invited presentation, *Conference on Joint Action: New Perspectives from Cognitive Neuroscience*. Amsterdam, Netherlands.
- Brownell, C. (2009). Perspectives on the early development of collaboration. Invited symposium discussant, *Society for Research in Child Development*, Denver, CO.
- Brownell, C. (2009). Developmental and individual differences in early social understanding and prosocial behavior. Invited presentation, *Eastern Psychological Association Annual Conference*, Pittsburgh, PA.
- Brownell, C., Svetlova, M. & Nichols, S. (2009). You, me & we: Transformations in early prosocial behavior. Invited presentation, *Experimental Psychology Society*, London, UK.
- Svetlova, M., Nichols, S. & Brownell, C. (2009). When My Loss Is Your Gain: Do Toddlers Help at a Cost to Themselves? Invited symposium presentation, *Society for Research in Child Development*, Denver, CO.
- Svetlova, M., Nichols, S. & Brownell, C. (2008). Prosocial behavior in toddlers: Developments in empathic responsiveness, sharing, & helping. Invited symposium presentation, *International Conference for Infant Studies*, Vancouver.

Grants and Fellowships Awarded

ACF/OPRE. Promoting social competence in early childhood education: Predicting development of

prosocial behavior from early experiences in child care and families. PI: C. Brownell. 9/15 – 2/18 (NCE). TDC: \$98,000.

NICHD. Early social and emotional development in toddlers at genetic risk for autism. Co-investigator. (PI: S. B. Campbell). 5/10 – 4/15. TDC: \$1,250,000.

NICHD. The Cradle of Compassion: Early development of prosocial behavior. PI: C. Brownell. 1/11 – 11/13. TDC: \$275,000.

NICHD. Early development of body self-awareness. PI: C. Brownell. 2/08 – 12/10. TDC: \$275,000.

NICHD. Study of Early Child Care & Youth Development. Co-PI. (PI: S. B. Campbell). 1/05 – 12/07, TDC: \$708,235.

NICHD. Social skills & social understanding in toddlers. PI: C. Brownell. 9/03 – 8/06. TDC: \$100,000.

NICHD. Study of Early Child Care & Youth Development. Co-PI. (PI: S. B. Campbell). 1/00-12/04, TDC: \$2,165,637.

NICHD. Study of Early Child Care. Co-PI. (PI: S. B. Campbell). 7/95-12/99, TDC: \$1,510,384.

NICHD. Study of Early Child Care. Co-PI. (PI: J. Belsky). 1/90-6/95, TDC: \$1,101,766.

University of Pittsburgh, Research Development Fund. Infant socioemotional development. 7/87 - 6/88. \$5,000.

University of Pittsburgh, Faculty of Arts & Sciences. Infant/Toddler Social Cognition. 7/87 - 6/88. \$2,500.

March of Dimes. Social and emotional development of fetally malnourished infants. PI: C. Brownell. 8/85 - 2/90. \$64,000 TDC.

Health Research & Services Foundation. Socioemotional development of fetally malnourished infants. PI: C. Brownell. 2/85 - 1/87. \$20,046.

Foundation for Child Development, Award for Young Scholars in Social & Affective Development. Toddler Peer Interaction and Self-Other Differentiation. 6/84 - 6/85. \$15,000.

Additional Professional Activities

Ad hoc reviewer:

American Educational Research Journal
British Journal of Developmental Psychology
Child Development
Child Development Perspectives
Cognition
Cognitive Development
Current Directions in Psychological Science
Developmental Psychology
Developmental Neuropsychology

Developmental Science
Early Development & Parenting
Early Education & Development
Human Development
Infancy
Infant and Child Development
Infant Behavior & Development
International Journal of Behavioral Development
Journal of Applied Developmental Psychology
Journal of Experimental Child Psychology
Journal of Experimental Social Psychology
Journal of Family Psychology
Journal of Genetic Psychology
Merrill-Palmer Quarterly
Monographs of the Society for Research in Child Development
Psychological Bulletin
Psychological Review
Psychological Science
Science
Social Development
Trends in Cognitive Science

Grant reviews: NICHD, CHHD-H: Biobehavioral & Behavioral Sciences Subcommittee (2014 - 2016)

Grant Reviews (ad hoc): NICHD; NSF; NIAAA; Social Sciences and Humanities Research Council (SSHRC), Canada; Western Psychiatric Institute & Clinic (Pittsburgh, PA); Marsden Fund, New Zealand; Netherlands Organization for Scientific Research (NOW); Vidi National Research Awards (Netherlands).

Conference review panels: Society for Research in Child Development; International Conference on Infant Studies; Conference on Human Development; American Educational Research Association Conference

APA, Division 7: Division 7 Fellows Selection Committee; Eleanor Maccoby Book Award Selection Committee; Dissertation Award Selection Committee

Teaching & Advising

Graduate courses: Foundations of Developmental Psychology; Social Development; Advanced Seminars in Infant Social Development (various topics)

Undergraduate courses: Developmental Psychology; Honors Developmental Psychology; Honors Research Seminar; Research Methods in Experimental Child Psychology (writing course); Advanced Research Methods in Developmental Psychology

PhD students: Eurnestine Brown (Asst Prof, Winthrop University); Lynne Kratzer (consulting); Ellen Camfield (Adjunct Prof, SUNY-Monroe); Mary Gifford-Smith (Director, Camp Combe, NY); Lynne Williams (Pediatrician, pvt practice); Anne Hungerford (Assoc Prof, UNC-Wilmington); Wendy Etheridge (Director, Community Initiatives, United Way); Geetha Balaraman Ramani (Asst Prof, University of Maryland); Stephanie Zerwas (Asst Prof, UNC-Chapel Hill); Sara Nichols (Asst Prof, Northwestern University); Margarita Svetlova (post-doc, Max Planck Institute); Whitney Waugh (current); Jesse Drummond (current); Emma Satlof-Bedrick (current); Aleksandra Petkova (current).

Undergraduate Honors & BPhil students: Anita Adjala; Ranita Anderson; David Cenkner; Erin Connolly; Jaxenne Daniels; Sudipta Devanath; Mahjub Hammond; Erin Karahuta; Maryam Khatami; Amy Mariaskin; Kelli Millwood; Elena Paul; Kristy Perseo; Dana Pettygrove; Sarah Pierotti; Brianna Pollock; Elizabeth Posti; Shobhitha Ravi; Ariel Rostow; Lauren Schuck; Erin Tully; Alina Volper; Diana Whalen

Department and University Service

Department:

Chair, Developmental Psychology Program, 1990 -1999; 2010 - present
 Executive Committee, 1990 - present
 Graduate Education Committee, 1990 – 2008; 2010 - present
 Chair, Undergraduate Honors Program Committee, 2015
 Ruth L. Meyers Research Award, Evaluation Committee 2015
 Search Committee, Neuroscience, Brain Institute & LRDC, 2014 - 2016
 Faculty Evaluation Committee, 1990 – 2014; 2016
 Search Committee, Developmental Psychopathology, 2013- 2014
 Search Committee, Diversity in Psychological Research, 2012-2013
 Search Committee, Developmental Psychology, 2000-2001; 2002-2003; 2011-2012
 Mellon Fellowship, Evaluation Committee, 2009, 2011, 2013
 Director of Graduate Studies, 1999-2008
 Website Planning Committee, 1999 – ?
 Budget & Planning Committee, 1990 – 2008
 Search Committee, Quantitative Psychology, 2003-2005
 Search Committee, Director of Advising, 2003-2004
 Organizing Committee & Panel Chair: University of Pittsburgh Conference on Developmental Behavior Genetics, 2000-2001
 Chair, Department Chairperson Selection Committee, 1998-1999
 Faculty Priorities Planning Committee, 1994-1995
 Curriculum Review Committee, 1993-1994
 Faculty Recruiting Committee, 1992 -1995
 Budget Planning Committee, 1992-1994
 Space Planning Committee, 1992-1994
 Chairperson Review Committee, 1991-1992
 Long Range Planning Committee, 1989-1990
 Long Range Undergraduate Curriculum Planning Committee, 1987-88
 Undergraduate Curriculum Committee, 1982-1988
 Co-Chair, 1983-84; Chair, 1984-1988
 Coordinator, Interdisciplinary Developmental Brown Bag Series, 1982-1990

University:

Ad Hoc T & P Committees: Arts & Sciences; Health Related Professions, 2000 - present
 Arts & Sciences Selection Committee, Provost Award for Graduate Student Mentoring, 2007 - 2008
 Faculty Assembly, 1987 – 1990; 1997 – 2000; Faculty Senate, 1998 – 2000
 Psychosocial IRB, 1990 - 1997
 Early Head Start Research Advisory Committee, 1996 - 1998
 University Search Committee for Director of University Child Development Center, 1992 - 1993
 College Writing Board, College of Arts and Sciences, 1986 - 1990
 Ad Hoc Committee for Parental Leave, University Senate Health & Welfare Committee, 1988

Arts & Sciences Faculty Research Grants Committee, 1984 -1986; Secretary, 1984 - 1985; Chair, 1985 - 1986

Arts & Sciences Elections Committee, 1983 – 1986