

CATHERINE S. TAMIS-LeMONDA
New York University
246 Greene Street, Room 408W
Department of Applied Psychology
(212) 998-5399, catherine.tamis-lemonda@nyu.edu

EDUCATION

1983 New York University, B.A. (magna cum laude).
 1987 New York University, Graduate School of Arts and Science, Ph.D. in
 Experimental Psychology with Concentration in Developmental Psychology.

ACADEMIC POSITIONS

1988-1991 Research Assistant Professor, New York University, Department of Psychology
 1991-1997 Assistant Professor, New York University, Department of Applied Psychology
 1997-2002 Associate Professor New York University, Department of Applied Psychology
 2002-Present Full Professor, New York University, Department of Applied Psychology
 2017-Present Faculty Affiliate, New York University, Department of Psychology

FUNDED GRANTS

2018-2021 Principal Investigator, National Science Foundation, *Everyday Learning: The Role of Mothers and Fathers in Toddler Math Cognition*, \$1,500,000.
 2018-2020 Principal Investigator. Robinhood Foundation. *Routine Language Phase 2*, \$468,000
 2017-2022 Co-Principal Investigator (Karen Adolph, PI). National Institute of Child Health and Development, *Play and Learning Across a Year (PLAY)*. Approximately \$6,341,0000
 2017-2020 Principal Investigator. LEGO Foundation, *The Science of Everyday Play*. \$700,000
 2017-2018 Principal Investigator. Robinhood Foundation. *Routine Language*, \$145,000.
 2017 Principal Investigator. Robinhood Foundation & collaboration with City Hall, NYC. *0-3 Benchmarks of Development*, \$68,000.
 2016-2021 Co-Principal Investigator (Karen Adolph PI). National Institute of Child Health and Development, R01- HD086034, *Learning about hidden affordances*, approximately \$2,000,000
 2015-2018 Co-Principal Investigator (Lana Karasik (PI) and Karen Adolph (Co-PI)). National Science Foundation, BCS-1528831, *An investigation of short- and long-term effects of cradling on development*, \$600,000.
 2014-2015 Co-Principal Investigator (Lana Karasik (PI) and Karen Adolph (Co-PI)). National Science Foundation, Effects of traditional cradling practices on infants' physical, motor, and social development, \$77,355.

- 2014-2015 Principal Investigator, Steinhardt Project Evaluation Grant, *Pilot Impact Study for a Latino Parenting and Child Development Program*, \$15,000
- 2012-2014 Principal Investigator, Robinhood Foundation, *Supporting Effective Early Parenting Programs: Bridging Research and Practice through University-Community Partnerships*, \$148,000.
- 2011-2012 Principal Investigator, Robinhood Foundation, *Supporting Parenting in Infant Development: A Feasibility and Planning Study for Evaluating the First Steps Program*, \$48,280.
- 2010-2015 Co-Investigator (Principal Investigator for Steinhardt School subcontract from NYU Bellevue, National Institute of Child Health and Development (NICHD), Research Project Grant (Parent R01), (Principal Investigator, Dr. Alan Mendelsohn), 3/1/2005-2/28/2010. *Promoting School Readiness in Primary Health Care* (continuation grant)", approximately \$3,000,000.
- 2010-2012 Co-Investigator (Florrie Ng, Principal Investigator), Hong Kong Research Grants Council General Research Fund. *Children's School Readiness and Parents' Learning-Related Practices at the Transition to Kindergarten: Comparing Mainland Chinese Immigrant Families and Native Families in the United States and Hong Kong*, HK\$590,853 (approximately US\$76,000).
- 2011-2012 Principal Investigator, Society for Research on Child Development Strategic Plan Grant, *Language Development in Infants reared in Multi-Cultural Backgrounds*, \$20,000
- 2011-2012 Co-Principal Investigator, NYU Institute for Human Development and Social Change Seed Grant, (PI Karen Adolph; Co-PI Lana Karasik), *Infants in transition: Effects of posture and locomotion on infants' actions with objects and people*, \$15,000
- 2010-2011 Co-Investigator (PI Alan Mendelsohn), Clinical and Translational Science Institute, NYU School of Medicine, *Using Novel Technology to Assess Biological Indicators of Infant Self-Regulation*, \$30,000
- 2009-2010 Principal Investigator (with Florrie Ng), *Steinhardt School Research Challenge Fund. Chinese Immigrant and European American Mothers' Responses to Preschoolers' Success and Failure*, \$5,000.
- 2007-2013 Principal Investigator (with Diane Hughes, Niobe Way, Hiro Yoshikawa), National Science Foundation, *IRADS: The Study of Culture and Development at Transitions to Schooling*, \$2,500,000.
- 2005-2010 Co-Investigator, National Institute of Child Health and Development (NICHD), Research Project Grant (Parent R01), (Principal Investigator, Dr. Alan Mendelsohn), 3/1/2005-2/28/2010. *Promoting School Readiness in Primary Health Care*, \$1,500,000.
- 2005-2006 Principal Investigator (with Jacqueline Shannon), Mathematica Policy Research with Ford Foundation, *Qualitative Investigation of Fathers' and Mothers' Views about Parenting*, \$125,000.
- 2005-2006 Co-Principal Investigator (with Hiro Yoshikawa), National Science Foundation,

- Transnational Experiences of Chinese infants born to immigrant mothers in New York City*, \$20,000
- 2005 Principal Investigator (with students Tonia Cristofaro & Eileen Rodriguez). Foundation for Child Development. Funds for Cross-University Mentoring Conference, \$1,000.
- 2003-2008 Co-Investigator (with Dr. Sandy McClowry, NYU School of Education), National Institute of Nursing Research (NINR), INSIGHTS: *Collaborative school-based intervention for inner-city children, mothers and teachers*, \$2,500,000
- 2002-2007 Co-Principal Investigator (with Karen Adolph), National Institute of Child Health and Human Development, *Infant-mother negotiation of risk*. R01, \$1,250,000
- 2002-2007 Principal Investigator (with Drs. Diane Hughes, Niobe Way, Hiro Yoshikawa), National Science Foundation, *Children's Research Initiative, Center for Research in Education, Development and Culture*, \$2,500,000
- 2002-2004 Principal Investigator/Mentor for Student Doctoral Research Grant (Tonia Cristofaro), Administration for Children Youth and Families, *Preschool Children's Shared Narratives at Home and School*, \$40,000
- 2001-2006 Principal Investigator (with Dr. Mark Spellmann), Administration for Children Youth and Families (ACYF), *Pathways to children's school readiness: Longitudinal follow-up on the Early Head Start sample*, \$800,000
- 2001-2002 Principal Investigator, (with Joshua Aronson, Diane Hughes, Niobe Way, Hiro Yoshikawa). National Science Foundation's Children's Research Initiative, *Planning Grant for a Center for Research on Culture Development and Education*, \$90,000
- 1998-2004 Principal Investigator, Administration for Children, Youth and Families (ACYF), National Institute of Child Development (NICHD), Ford Foundation, and Mathematica Policy Research, *Father Involvement in the Lives of Children*, 7/1/98-8/31/2004, \$500,000
- 1998-2003 Co-Investigator (with Dr. Sandy McClowry, NYU School of Education), *National Institute of Nursing Research (NINR), INSIGHTS: A school-based intervention for inner-city children*, \$2,500,000.
- 1998-2002 Co-Principal Investigator (PI Mark Spellmann), Administration for Children, Youth and Families (ACYF), *A Partnership between NYU and Lower East Side Head Starts to study pathways to outcomes for children and families*, \$350,000.
- 1999-2000 Co-Principal Investigator. New York University Curriculum Challenge Grant, *Learning in Practice*, \$5,000
- 1998-1999 Principal Investigator, New York University Research Challenge Fund Emergency Support Grant. *Mother-infant interaction in low-income families*
- 1998-1999 Principal Investigator, School of Education Research Challenge Fund. *"Predictors of Adolescent Fathers' Involvement in their Infants' Lives"*, \$4,000
- 1998-1999 Co-Principal Investigator (with Mark Spellmann), *New York University Research*

- Challenge Fund. Determinants of father involvement in infants' lives*, \$6,500.
- 1997-1998 Principal Investigator, Mathematica Policy Research Grant and partnership with ACYF and the EHS National Consortium for the piloting of a study on *The Determinants of Father Involvement in Low-Income Families*, \$5,000.
- 1996-2001 Principal Investigator (Co-PI, Mark Spellmann, NYU School of Social Work), U.S. Department of Health and Human Services (DHHS), Administration for Children, Youth, and Families (ACYF), local data collection subcontracted through Mathematica Policy Research, *National Cross-site Evaluation for Early Head Start Initiative*, \$1,000,000.
- 1996-2001 Co-Principal Investigator, U.S. Department of Health and Human Services (DHHS), Administration for Children, Youth, and Families, (PI Mark Spellmann), *Research Partnership for New York City's Early Head Start Program*, \$500,000.
- 1994-1995 Principal Investigator, New York University Research Challenge Fund Emergency Support Grant. *Parental knowledge, behavior, and child outcome*, \$1500.
- 1993-1994 Principal Investigator, SEHNAP Research Challenge Fund. *Understanding Cognitive Delay in Homeless Infants and Toddlers*, \$5,000.
- 1993-1994 Principal Investigator, New York University Research Challenge Fund Emergency Support Grant. *Infant Visual-Perceptual Abilities*.
- 1991-1992 Principal Investigator, SEHNAP Research Challenge fund. *Attention processes in infancy*, \$6,000.
- 1992-1995 Principal Investigator, National Institute of Mental Health, (NIMH), *Interrelations among attention processes in infancy*, \$150,000.
- 1989-1992 Principal Investigator, National Institute of Child Health and Development (NICHD) *Cognitive Assessment in High-risk and Normal Infants*, \$138,000.
- 1988-1990 Co-Principal Investigator, National Institute of Child Health and Development (NICHD), New York University Project Grant (P01) (Principal Investigators, Dr. Marc Bornstein and Dr. Diane Ruble). *Interaction in development: Antecedent, process, outcome*, \$200,000.

PUBLICATIONS

BOOKS, EDITED BOOKS & SPECIAL ISSUES

- Lockman, J. & **Tamis-LeMonda, C. S.** (Editors) (in progress). *Handbook of Infant Development*. Cambridge University Press.
- Tamis-LeMonda, C.S.** (in progress). *Child Development: Context, Culture and Cascades*. Oxford University Press.
- National Academies of Sciences, Engineering, and Medicine. (2017). *Promoting the Educational Success of Children and Youth Learning English: Promising Futures*. Washington, DC: The National Academies Press. DOI: 10.17226/24677. [I am one of the co-authors of this

- report, with consensus committee appointment by the National Academy of Sciences]
- Balter, L. & **Tamis-LeMonda, C. S.** (Co-Editors) (2016). *Child Psychology: A Handbook of Contemporary Issues*, 3rd Edition. Psychology Press.
- Cabrera, N. & **Tamis-LeMonda, C. S.** (Co-Editors) (2013). *Handbook of Father Involvement: Multidisciplinary Perspectives*, 2nd Edition. Taylor & Francis.
- Chuang, S. & **Tamis-LeMonda, C. S.** (Co-Editors) (2013). *Conceptualizing Gender Roles and Relationships in Immigrant Families*. Springer.
- Chuang, S., & **Tamis-LeMonda, C. S.** (Co-Editors) (2009). *From Shore to Shore: Immigrant Fathers, Mothers, and Children*. Special Issue of *Sex Roles*, Vol. 60, No. 7/8.
- Kahana-Kalman, R. K. & **Tamis-LeMonda, C. S.** (Co-Editors), (2009). *Transition to Parenthood*, Special Issue of *Parenting: Science & Practice*, Vol. 9, 1-2, pp. 1-178.
- Balter, L., & **Tamis-LeMonda, C. S.** (Co-Editors) (2006). *Child Psychology: A Handbook of Contemporary Issues*, 2nd Edition. Psychology Press: New York.
- Homer, B., & **Tamis-LeMonda, C. S.** (Co-Editors) (2005). *The Development of Social Cognition and Communication*, Lawrence Erlbaum Associates: New Jersey.
- Harwood, R., & **Tamis-LeMonda, C. S.** (Co-Editors) (2002). Parental Ethnotheories. *Parenting: Science and Practice*, 2 (3).
- Tamis-LeMonda, C. S.**, & Cabrera, N. (Co-Editors) (2002). *Handbook of Father Involvement: Multidisciplinary Perspectives*, Lawrence Erlbaum Associates: New Jersey.
- Balter, L., & **Tamis-LeMonda, C. S.** (Co-Editors) (1999). *Child Psychology: A Handbook of Contemporary Issues*. Psychology Press: New York.

**PEER REVIEWED ARTICLES & CHAPTERS (Graduate and Postdoctoral students
Italicized for research done during mentorship in my lab)**

1. Golinkoff, R. M., Hoff, E., Rowe, M.L., **Tamis-LeMonda, C. S.**, Hirsh Pasek, K. (in press). Language matters: Denying the existence of the 30-million word gap has serious consequences. *Child Development*
2. Kaiser, A., Walker, D., Adamson, L., & **Tamis-LeMonda, C. S.**, (in press). The developmental landscape of early parent-focused language. *Early Childhood Research Quarterly*.
3. Karasik, L., **Tamis-LeMonda, C. S.**, Ossmy, O., & Adolph, K.E. (in press). The ties that bind: Cradling in Tajikistan. *PloS One*, 13 (10), e-204428.
4. Luo, R., Tamis-LeMonda, C. S., & Mendelsohn, A. (in press). Children's Literacy Experiences in Low-Income Families: The Content of Books Matters. *Reading Research Quarterly*.
5. Leyva, D., **Tamis-LeMonda, C. S.**, & Yoshikawa, H. (in press). What Parents Bring to the Table: Maternal Behaviors in a Grocery Game and First-Graders' Literacy and Math Skills in a Low-Income Sample", *Elementary School Journal*.

6. **Tamis-LeMonda, C. S., Kuchirko, Y., Escobar, K., & Bornstein, M. H.** (2019). Language and play in parent-child interactions. To appear in M.H. Bornstein (Ed.), *Handbook of Parenting*, 3rd edition.
7. **Tamis-LeMonda, C. S. & Schatz, J.** (2019). Learning Language in the Context of Play. In J. Horst, J. von Koss, & K. Torkildsen (Eds.) *International Handbook of Language Development*. Routledge Taylor & Francis.
8. *Halim, M. L. D., Walsh, A. S., Tamis-LeMonda, C. S., Zosuls, K. M., & Ruble, D. N.* (2018). The roles of self-socialization and parent socialization in toddlers' gender-typed appearance. *Archives of sexual behavior*, 47 (8), 2277-2285.
9. Ng, F., **Tamis-LeMonda, C. S. & Sze, I.** (2018). Parenting among Mainland Chinese immigrant mothers in Hong Kong. To appear in S. Chuang (Ed.), *Advances in Immigrant Family Research*, Springer.
10. *Pintar-Brean, A., Tamis-LeMonda, C.S., & Kahana-Kalman, R.* (2018). Latina Mothers' Emotion Socialization and their Children's Emotion Knowledge. *Infant and Child Development*.
11. **Tamis-LeMonda, C. S. & Fletcher, K.** (2018). Language Development. In T. K. Shackelford & V. A. Weekes-Shackelford (Eds.). *Encyclopedia of Evolutionary Psychological Science*. Springer
12. **Tamis-LeMonda, C. S., Kuchirko, Y., & Suh, D.** (2018). Taking Center stage: Infants' Active Role in Language Learning. In M. Saylor & P. Ganea (Eds.), *Language and Concept Development from Infancy Through Childhood*. Springer.
13. **Tamis-LeMonda, C. S., Custode, S., Kuchirko, Y., Escobar, K., & Lo, T.** (2018). Routine Language: Infant-directed speech during everyday activities. *Child Development*.
14. *Macon, T., Tamis-LeMonda, C. S., Cabrera, N. J., & McFadden, K. E.* (2018). Predictors of Father Investment of Time and Finances: The Specificity of Resources, Relationships, and Parenting Beliefs. *Journal of Family Issues*, 38, (18), 2642-2662.
15. Ng, F. F. & **Tamis-LeMonda, C. S.** (2018). Parenting Among Mainland Chinese Immigrant Mothers in Hong Kong. In S. S. Chuang & C. L. Costigan (Eds.), *Parental Roles and Relationships in Immigrant Families*, 147-167, Springer.
16. Luo, R. & **Tamis-LeMonda, C. S.** (2017). Preschool book-sharing and oral storytelling experiences in ethnically diverse, low-income families. *Early Child Development and Care*, 1-18.
17. **Tamis-LeMonda, C. S., Luo, R., McFadden, K. E., Bandel, E., & Vallotton, C.** (2017). The Early Home Learning Environment Predicts Children's 5th Grade Academic Skills. *Applied Developmental Science*, 1-17.
18. *Escobar, K., Melzi, G., & Tamis-LeMonda, C. S.* (2017). Mother and child narrative elaborations during booksharing in low-income Mexican-American dyads. *Infant and Child Development*, 26 (6)
19. *Kuchirko, Y., Tafuro, L., & Tamis-LeMonda, C. S.* (2017). Becoming a communicative partner: Infant contingent responsiveness to maternal language and gestures. *Infancy*.

20. Leyva, D., **Tamis-LeMonda, C. S.**, Yoshikawa, H. *Jimenez-Robbins, C.*, Malachowski, L. (2017). Grocery games: How ethnically diverse low-income mothers support children's reading and mathematics, *Early Childhood Research Quarterly*, 40, 63-76.
21. Prevoo, M. J. L. & **Tamis-LeMonda, C. S.** (2017). Parenting and globalization in western countries: Explaining differences in parent-child interactions. *Current Opinion in Psychology*, 15, 33-39.
22. Escobar, K. & **Tamis-LeMonda, C. S.** (2017). Conceptualizing variability in U.S. Latino children's dual-language development. In N.J. Cabrera & B. Leyendecker (Editors), *Handbook on Positive Development of Minority Children*. Springer Publishers, pp. 89-106.
23. Luo, R. & **Tamis-LeMonda, C. S.** (2017). Reciprocity between maternal questions and child contributions during book-sharing, *Early Childhood Research Quarterly*, 38, 71-83.
24. McFadden, K. E., Shannon, J.D., Lauterbach, M., & **Tamis-LeMonda, C. S.** (2017). Becoming a father in America: Fathers of infants, *Social Work Perspectives in a Changing Society*, 5.
25. **Tamis-LeMonda, C. S.**, Kuchirko, Y., Luo, R., & Escobar, K. & Bornstein, M.H. (2017). Power in methods: Language inputs to infants in structured and naturalistic contexts, *Developmental Science*.
26. Ng, F., Sze, I., **Tamis-LeMonda, C. S.**, & Ruble, D. (2017). Immigrant Chinese mothers' socialization of achievement in children: A strategic adaptation to the host society. *Child Development*, 88(3), 979-995.
27. Halim, M.L., Ruble, D., **Tamis-LeMonda, C. S.**, Amodio, D., & Shrout, P. (2017). Gender attitudes in early childhood: Behavioral consequences and cognitive antecedents. *Child Development*, 88(3), 882-899.
28. Halim, M. L., Ruble, D., & **Tamis-LeMonda, C. S.** (2016). Children's dynamic gender identities across development and the influence of cognition, context, and culture. L. Balter & C. S. Tamis-LeMonda (Eds.). *Child Psychology: A Handbook of Contemporary Issues*, 3rd Edition. Psychology Press, pp. 193-218.
29. Karasik, L., **Tamis-LeMonda, C. S.**, & Adolph, K. (2016). Decisions at the brink: Locomotor experience affects infants' use of social information on an adjustable drop-off. *Frontiers in Psychology*, 7, 797.
30. Kuchirko, Y. & **Tamis-LeMonda, C.S.**, Luo, R., & Liang, E. (2016) "What happened next?": Developmental changes in mothers' questions to children. *Journal of Early Childhood Literacy*, 16 (4), 498-521.
31. Luo, R. & **Tamis-LeMonda, C. S.** (2016). Mothers' verbal and nonverbal strategies in relation to infants' object-directed actions in real time and across the first three years of life in ethnically diverse families. *Infancy*, 21 (1), 65-89.
32. **Tamis-LeMonda, C. S.**, & Bornstein, M. H. (2016). Infant word learning in biopsychosocial perspective, pp. 152-188. In S. Calkins (Ed.). *Handbook of Infant Development: A Biopsychosocial Perspective*, Guilford, pp. 152-188.
33. **Tamis-LeMonda, C. S.** & Kuchirko, Y. (2016). Parent-child interactions. In M. H.

- Bornstein, *The Sage Encyclopedia of Human Development*.
34. Karasik, L. B., **Tamis-LeMonda, C. S.**, Adolph, K.E., & Bornstein, M. H. (2015). Places and postures: A cross-cultural comparison of sitting in 5-month olds. *Journal of Cross-Cultural Psychology*, 46 (8), 1023-1038.
 35. Ng, F., **Tamis-LeMonda, C. S.**, Yoshikawa, H., & Sze, I. (2015). Inhibitory control in preschool predicts early math skills in first grade: Evidence from an ethnically diverse sample. *International Journal of Behavioral Development*, 39 (2), 139-149.
 36. Adolph, K. E., & **Tamis-LeMonda, C. S.** (2014). The costs and benefits of development: The transition from crawling to walking, *Child Development Perspectives*, 8, 4, 187-192.
 37. Halim, M. L., Ruble, D. N., **Tamis-LeMonda, C. S.**, Zosuls, K. M., Lurye, L. E., & Greulich, F. K. (2014). Pink frilly dresses and the avoidance of all things “girly”: Children’s appearance rigidity and cognitive theories of gender development. *Developmental Psychology*, 50 (4), 1091-1101.
 38. Karasik, L. B., **Tamis-LeMonda, C. S.**, & Adolph, K. (2014). Crawling and walking infants elicit different verbal responses from mothers, *Developmental Science*. 17(3), 388-395.
 39. Luo, R., **Tamis-LeMonda, C. S.**, Kuchirko, Y., Ng., F., & Liang, E. (2014). Mother–Child Book-Sharing and Children's Storytelling Skills in Ethnically Diverse, Low-Income Families, *Infant and Child Development*, 23(4), 402-425.
 40. **Tamis-LeMonda, C. S.**, Song, L., Kuchirko, Y., & Luo, R. (2014). Children’s Vocabulary Growth in English and Spanish across Early Development and Associations with School Readiness skills. *Developmental Neuropsychology*, 39 (2), 69-87.
 41. **Tamis-LeMonda, C. S.**, Luo, R. & Song, L. (2014). Parents’ role in infants’ language development and emergent literacy. In S. H. Landry, C. L. Cooper (Eds.), *Wellbeing in children and families* (Vol. I). Wellbeing: A complete reference guide, (pp. 91-110). Wiley-Blackwell, xxxiv, 425 pp.
 42. **Tamis-LeMonda, C. S.**, Kuchirko, Y., & Song, L. (2014). Why is Infant Language Learning Facilitated by Parents’ Contingent Speech? *Current Directions in Psychological Science*, 23(2), 121-126.
 43. Song, L., Spier, E. T., & **Tamis-LeMonda, C. S.** (2014). Reciprocal Influences between Maternal Language and Children’s Language and Cognitive Development in Low-Income Families. *Journal of Child Language*, 41 (2), 305-326.
 44. Zosuls, K., Ruble, D., & **Tamis-LeMonda, C. S.** (2014). Self-Socialization of Gender in African American, Dominican Immigrant, and Mexican Immigrant Toddlers. *Child Development*, 85 (6), 2202-2217.
 45. Luo, R., **Tamis-LeMonda, C. S.**, & Song, L. (2013). Chinese Parenting in Early Childhood: Developmental Goals, Parents’ Role and Relations to Children’s Development. *Early Childhood Research Quarterly*, 28 (4), 843-857.
 46. McCabe, A., **Tamis-LeMonda, C.S.**, Bornstein, M. H., Brockmeyer Cates, C., Golinkoff, R., Hirsh Pasek, K., Hoff, E., *Kuchirko, Y.*, Melzi, G., Mendelsohn, A., Paez, M., Song, L., & Wishard Guerra, A. (2013). Multi-lingual children : Beyond myths and towards best practices. *Society for Research on Child Development, Policy Report*, vol

- 27, No 4, 3-21.
47. **Tamis-LeMonda, C. S.**, Kuchirko, Y., & Tafuro, L. (2013). From Action to Interaction: Infant Exploration to Mothers' Contingent Responsiveness. *IEEE Transactions on Autonomous Mental Development*, 5 (3), 202-209.
 48. Brady-Smith, C., Brooks-Gunn, J., **Tamis-LeMonda, C. S.**, Ispa, J. M., Fuligni, A. S., Chazan-Cohen, R., & Fine, M. A. (2013). Mother-Infant Interactions in Early Head Start: A Person-Oriented Within-Ethnic Group Approach. *Parenting: Science & Practice*. Vol 13(1), 27-43.
 49. Cabrera, N. J., Aldoney, D., & **Tamis-LeMonda, C. S.** (2013). Latino Fathers. In N.J.Cabrera & C. S. Tamis-LeMonda (Eds.), *Handbook of Father Involvement: Multidisciplinary Perspectives, 2nd Edition*. Taylor & Francis, 244-260.
 50. Calzada, E. J., **Tamis-LeMonda, C. S.**, & Yoshikawa, H. (2013). Familismo in Mexican and Dominican Families from low-income, urban communities. *Journal of Family Issues*, 34(12), 1696-1724.
 51. Fuligni A. S., Brady-Smith, C., **Tamis-LeMonda, C. S.**, Bradley, R. H., Chazan-Cohen, R., Boyce, L., & Brooks-Gunn, J. (2013) Patterns of Supportive Mothering with 1-, 2-, and 3-Year-Olds by Ethnicity in Early Head Start. *Parenting: Science & Practice*, Vol 13(1), 44-57.
 52. Halim, M., Ruble, D. N., & **Tamis-LeMonda, C. S.** (2013). Four-Year-Olds' Beliefs of how Others Regard Males and Females. *British Journal of Developmental Psychology*, 31, 128-135.
 53. Halim, M., Ruble, D. N., **Tamis-LeMonda, C. S.**, & Shrout, P. (2013). Rigidity in gender-typed behaviors in early childhood: A longitudinal study of ethnic minority children, *Child Development*, 84(4), 1269-1284.
 54. Halim, M., Ruble, D. N., **Tamis-LeMonda, C. S.**, Murphy, L.E., Zosuls, K., & Knesz-Greulich, F. (2013). The case of the Pink Frilly Dress and the avoidance of all things "girly": Children's appearance rigidity and cognitive theories of gender development, *Developmental Psychology*.
 55. McClowry, S., Snow, D., **Tamis-LeMonda, C. S.**, Spellmann, M., Rodriguez, E., Carlson, A. (2013). Teacher/Student Interactions and Classroom Behavior: The Role of Student Temperament and Gender. *Journal of Research in Childhood Education*, Vol 27(3), 283-301.
 56. Cabrera, J., **Tamis-LeMonda, C. S.**, Bradley, R. H., Shannon, J. D., Hancock, G. R. (2012). Contributions to the quality of parent-child relationships during childhood in low-income families: Variations by Child Gender. *Family Science*, 3 (3-4), 201-214.
 57. McFadden, K. & **Tamis-LeMonda, C. S.** (2012). Fathers in the U.S. In D. Shwalb, B. Shwalb, & M.Lamb (Editors). *Fathers in Cultural Context*, Taylor & Francis, Routledge 250-276.
 58. Ng, F., **Tamis-LeMonda, C. S.**, Hunter, C., Godfrey, E., & Yoshikawa, H. (2012). Dynamics of Mothers' Goals for Children in Ethnically Diverse Populations across the First Three Years of Life. *Social Development*, 21, 4, 821-848.

59. Shannon, J. D., Baumwell, L. B., & **Tamis-LeMonda, C. S.** (2013). Transition to Parenting within Context. In M. A. Fine & F. D. Fincham (Eds.). *Handbook of Family Theories: A Content-based Approach*. Taylor and Francis: Routledge, 249-262.
60. Smith Leavell, A., & **Tamis-LeMonda, C. S.** (2013). Parenting in Infancy and Early Childhood: A Focus on Gender Socialization. In M.A. Fine & F.D. Fincham (Eds.), *Handbook of Family Theories: A Content-based Approach*. Taylor and Francis: Routledge, 11-27.
61. McFadden, K. E., **Tamis-LeMonda, C. S.**, & Cabrera, N. (2012). Quality Matters: Low-Income Fathers' Engagement in Learning Activities in Early Childhood Predict Children's Academic Performance in Fifth Grade. *Family Science*, 2, 2, 120-130.
62. Song, L, **Tamis-LeMonda, C. S.**, Yoshikawa, H., Kahana-Kalman, R., *Wu, I.* (2012). Language experiences and vocabulary development in Dominican and Mexican infants across the first 2 years. *Developmental Psychology*, 48, 4, 1106-1123.
63. **Tamis-LeMonda, C. S.**, Baumwell, L. B., & Cabrera, N. J. (2013). Fathers' Role in Children's Language Development. In N.J.Cabrera & C. S. Tamis-LeMonda (Eds.), *Handbook of Father Involvement: Multidisciplinary Perspectives, 2nd Edition*. Taylor & Francis, 135-150.
64. McFadden, K.E.; **Tamis-LeMonda, C. S.** (2013). Maternal Responsiveness, Intrusiveness, and Negativity During Play with Infants: Contextual Associations and Infant Cognitive Status in A Low-Income Sample. *Infant Mental Health Journal*, 34(1), 80-92.
65. **Tamis-LeMonda, C. S.**, Baumwell, L. B., & Cristofaro, T. (2012). Parent-child conversations during play. *First Language*, 32(4), 413-438.
66. **Tamis-LeMonda, C. S.** & Rodriguez, E. (in press). Parents' role in fostering young children's learning and language development. *Encyclopedia of the Centre of Excellence for Early Childhood Development (CEECD)*
67. **Tamis-LeMonda, C. S.**, Sze, I., Ng, F., Kahana-Kalman, R.K., & Yoshikawa, H. (2013). Maternal Teaching during Play with 4-Year Olds: Variation by Ethnicity and Family Resources. *Merrill Palmer Quarterly*, Vol 59(3), 361-398.
68. Zosuls, K., Ruble, D., & **Tamis-LeMonda, C. S.** (2013). Does your infant say the words "girl" and "boy"? How gender labels matter in early gender development. In M. Banaji and S. Gelman (Editors). *Navigating the Social World: What infants, Children, and Other Species can Tell Us*, 301-305.
69. Cristofaro, T. & **Tamis-LeMonda, C. S.** (2012). Mother-Child Conversations at 36 Months and at Pre-Kindergarten: Relations to Children's School Readiness. *Journal of Early Childhood Literacy*, 12, 1, pp. 68-97.
70. Karasik, L., B., Adolph, K. E., **Tamis-LeMonda, C. S.**, & Zuckerman, A. L. (2012). Carry on: Spontaneous object carrying in 13-month-old crawling and walking infants. *Developmental Psychology*, Vol 48(2), Mar 2012, pp. 389-397.
71. Leavell Smith, A., **Tamis-LeMonda, C. S.**, Ruble, D. R., Zosuls, K., & Cabrera, N. C. (2012). African American, White and Latino Fathers' Activities with Their Sons and

- Daughters in Early Childhood. *Sex Roles*, Vol. 66 (1), pp. 53-65.
72. **Tamis-LeMonda, C. S.**, & Song, L. (2012). Parent-Infant Communicative Interactions in Cultural Context. In R. M. Lerner, E. Easterbrooks, & J. Mistry (Co-Editors) *Handbook of Psychology*, 2nd ed.: Volume 6. *Developmental Psychology*.
 73. **Tamis-LeMonda, C. S.**, Song, L., Leavell Smith, A., Kahana-Kalman, R., & Yoshikawa, H. (2012). Ethnic Differences in Mother-Infant Language and Gestural Communications are Associated with Specific Skills in Infants. *Developmental Science*, 15 (3), 384-397.
 74. Karasik, L. B., **Tamis-LeMonda, C. S.**, & Adolph, K. E. (2011). Transition from Crawling to Walking and Interactions with Objects and People. *Child Development*, Vol 82(4), pp. 1199-1209.
 75. Rodriguez, E., & **Tamis-LeMonda, C. S.** (2011). Trajectories of the Home Learning Environment across the First Five Years: Associations with Children's Language and Literacy Skills at PreKindergarten. *Child Development*. Vol 82(4), pp. 1058-1075.
 76. **Tamis-LeMonda, C. S.**, & Baumwell, L. (2011). Parental Sensitivity in Early Development: Conceptualization, Methods, Measurement and Generalizability. In D. Davis & M. Cynthia Logsdon (Eds.), *Maternal Sensitivity: A critical review for practitioners*, Nova Science Publishers, Inc.
 77. **Tamis-LeMonda, C. S.**, Baumwell, L., & Dias, S. (2011). School Readiness in Latino Immigrant Children in the U.S. In S. S. Chuang & R. P. Moreno (Eds.), *Immigrant Children*, Lexington Books.
 78. Adolph, K. E., Karasik, L. B., & **Tamis-LeMonda, C. S.** (2010). Motor Skill. In M. H. Bornstein (Ed.), *Handbook of Cultural Developmental Science*, (pp. 61-88). New York, NY, US: Psychology Press.
 79. Adolph, K. E., Karasik, L. B., & **Tamis-LeMonda, C. S.** (2010). Using social information to guide action: Infants' locomotion over slippery slopes. *Neural Networks*. Vol 23(8-9), Oct-Nov 2010, pp. 1033-1042
 80. Adolph, K. E., **Tamis-LeMonda, C. S.**, & Karasik, L. B. (2010). Cinderella Indeed. Comments on an article by Jana M. Iverson (see record 2010-06184). *Journal of Child Language*, Vol 37(2), pp. 269-273.
 81. Bornstein, M. H., & **Tamis-LeMonda, C. S.** (2010). Mother-Infant Interaction. In G. Bremner & T. Wachs (Eds.), *Handbook of Infancy*, 2nd edition. London: Blackwell Publishers.
 82. Karasik, L. B., Adolph, K. E., **Tamis-LeMonda, C. S.**, & Bornstein, M. H. (2010). WEIRD walking: Cross-cultural research on motor development. Commentary on Henrich et al. *Behavioral and Brain Sciences*. Vol. 33(2-3), pp. 95-96.
 83. McClowry, S. G., Snow, D. L., **Tamis-LeMonda, C. S.**, & Rodriguez, E. T. (2010). Testing the Efficacy of *INSIGHTS* on Student Disruptive Behavior, Classroom Management, and Student Competence in Inner City Primary Grades. *School Mental Health*, 2(1), 23-35.
 84. **Tamis-LeMonda, C. S.**, & McFadden, K. E. (2010). Development in The United States

- of America. In M. H. Bornstein (Ed.), *Handbook of Cultural Developmental Science*, Lawrence Erlbaum Associates, pp. 299-322.
85. **Tamis-LeMonda, C. S., & McFadden, K. E.** (2010). Low-Income Fathers: Myth and Evidence. To appear in M. E. Lamb (Ed.), *The Role of the Father in Child Development*, (5th ed.), pp. 296-318. Hoboken, NJ, US: John Wiley & Sons Inc.
 86. Chuang, S. & **Tamis-LeMonda, C. S.** (2009). Gender Roles in Immigrant Families: Parenting Views, Practices, and Child Development. *Sex Roles*, 60(7-8), pp. 451-455.
 87. Cristofaro, T., Rodriguez, E. & **Tamis-LeMonda, C. S.** (2009). Assessment. To appear in C. Clauss-Ehlers (Ed.), *Encyclopedia of Cross-Cultural School Psychology*. NJ: Springer.
 88. Cristofaro, T., Rodriguez, E. & **Tamis-LeMonda, C. S.** (2009). Language and Literacy. To appear in C. Clauss-Ehlers (Ed.), *Encyclopedia of Cross-Cultural School Psychology*. NJ: Springer.
 89. Niwa, E. & **Tamis-LeMonda, C. S.** (2009). Cross-Cultural Psychology . To appear in C. Clauss-Ehlers (Ed.), *Encyclopedia of Cross-Cultural School Psychology*. NJ: Springer.
 90. Rodriguez, E., Cristofaro, T., & Tamis-LeMonda, C. S. (2009). Toddler Childcare. To appear in C. Clauss-Ehlers (Ed.), *Encyclopedia of Cross-Cultural School Psychology*. NJ: Springer.
 91. Rodriguez, E., **Tamis-LeMonda, C. S.**, Pan, B., Raikes, H., & Luze, G. (2009). The Formative Role of Home Literacy Experiences across the First Three Years of Life in Children from Low-Income Families. *Applied Developmental Psychology*, 30, 677-694.
 92. Shannon, J. D., Cabrera, N. J., **Tamis-LeMonda, C. S.**, & Lamb, M. E. (2009). Who stays and who leaves? Father Accessibility Across Children's First 5 Years. *Parenting: Science & Practice*, Vol. 9, (1-2), pp. 78-100.
 93. **Tamis-LeMonda, C. S.** & Kahana-Kalman, R. K. (2009). Mothers' Views at the Transition to a New Baby: Variation across Ethnic Groups. *Parenting: Science & Practice*, Vol. 9, (1-2), pp. 78-100.
 94. **Tamis-LeMonda, C. S.**, Briggs, R. D., & McClowry, S. G., & Snow, D. (2009). Maternal Control and Sensitivity, Child Gender and Maternal Education in Relation to Children's Behavioral Outcomes in African American Families. *Applied Developmental Psychology*. Vol. 30(3), pp. 321-331.
 95. **Tamis-LeMonda, C. S.**, Kahana-Kalman, R. K. , & Yoshikawa, H., & (2009). Father Involvement in Immigrant and Ethnically Diverse Families from the Prenatal Period to the Second Year: Prediction and Mediating Mechanisms. *Sex Roles*, 60 (7-8), pp. 496-509.
 96. Zosuls, K. M., Ruble, D. N., **Tamis-LeMonda, C. S.**, Shout, P. E., Bornstein, M. H., & *Greulich, F. K.* (2009). The acquisition of gender labels in infancy: Implications for gender-typed play, *Developmental Psychology*, 45, (3), pp. 688-701.
 97. Adolph, K. E., **Tamis-LeMonda, C. S.**, Ishak, S., Lobo, S., & Karasik, L. (2008). The Use of Social Information is Posture Specific, *Developmental Psychology*, 44(6), 1705-1714.

98. Bornstein, M. H., **Tamis-LeMonda, C. S.**, Hahn, C-S., & Haynes, M. (2008). Maternal Responsiveness to Young Children at Three Ages: Longitudinal Analysis of a Multidimensional, Modular, and Specific Parenting Construct. *Developmental Psychology*, 44(3), 867-874.
99. Cabrera, N., Ryan, R.M., Shannon, J., Jolley, S., & **Tamis-LeMonda, C. S.** (2008). Low-Income Nonresident Father Involvement with their Toddlers: Variation by Fathers' Race and Ethnicity. *Journal of Family Psychology*, 22 (4), pp. 643-647.
100. Cristofaro, T. N., & **Tamis-LeMonda, C. S.** (2008). Mother-Child and Father-Child Personal Narratives in Latino Families. In A. McCabe, A. L. Bailey, & G. Melzi (Eds.), *Spanish-Language Narration and Literacy*, pp. 54-91. New York: Cambridge University Press.
101. Karasik, L. B., **Tamis-LeMonda, C. S.**, Adolph, K., & *Dimitripoulou, K. A.* (2008). How Mothers Encourage and Discourage Infants' Motor Actions, *Infancy*, 13(4), pp. 366 - 392
102. Lucchese, F., & **Tamis-LeMonda, C. S.** (2008). Fostering Language Development in Children from Disadvantaged Backgrounds. *Encyclopedia for the Canadian Language and Literacy Research Network (CCLRN)*.
103. Lugo-Gil, J., & **Tamis-LeMonda, C. S.** (2008). Family Resources and Parenting Quality: Links to Children's Cognitive Development across the First Three Years. *Child Development*, 79, 4, 1065-1085.
104. Mendelsohn, A. L., MD, Berkule, S. B., Tomopoulos, S., **Tamis-LeMonda, C. S.**, Huberman, H. S. et al. (2008) Infant Television and Video Exposure Associated With Limited Parent-Child Verbal Interactions in Low Socioeconomic Status Households, *Archives of Pediatrics & Adolescent Medicine*, 162(5), 411-417.
105. **Tamis-LeMonda C.S.**, Adolph K.E., Lobo S.A., Karasik L.B., Ishak S., Dimitropoulou, K.A. (2008). When infants take mothers' advice: 18-month-olds integrate perceptual and social information to guide motor action. *Developmental Psychology*, 44(3), 734-746.
106. **Tamis-LeMonda, C. S.**, Briggs, R. D., & McClowry, S. G., & Snow, D. (2008). Challenges to the Study of African American Parenting: Conceptualization, Sampling, Research Approaches, Measurement, and Design. *Parenting: Science & Practice*, Vol. 8 (4), pp. 319-358.
107. **Tamis-LeMonda, C. S.**, Niwa, E., Kahana-Kalman, R., & Yoshikawa, H. (2008). Immigrant Fathers and Families at the transition to Parenthood. In S. Chuang & R. Moreno (Eds.), *On New Shores: Understanding Fathers in North America*, pp. 229-253. Lexington Books.
108. **Tamis-LeMonda, C. S.**, & Rodriguez, E. T. (2008). Parents' Role in Fostering Young Children's Language and Literacy Development. In Tremblay RE, Barr RG, Peters RDeV, Boivin M, eds. the *Encyclopedia on Early Childhood Development [online]*. Montreal, Quebec: Centre of Excellence for Early Childhood Development; 2008:1-10. Available at: <http://www.child-encyclopedia.com/documents/Tamis-LeMonda-RodriguezANGxp-Parenting.pdf>.
109. **Tamis-LeMonda, C. S.**, Way, N., Hughes, D., Yoshikawa, H., Kahana-Kalman, R. &

- Niwa, E. (2008). Parents' Goals for Children: The Dynamic Co-Existence of Collectivism and Individualism, *Social Development*, 17 (1), 183-209.
110. Banerjee, P. N. & **Tamis-LeMonda, C. S.** (2007). Infants' Persistence and Mothers' Teaching as Predictors of Toddlers' Cognitive Development. *Infant Behavior and Development*, 30 (3), 479-491.
 111. Cabrera, N., Shannon, J. E., & **Tamis-LeMonda, C. S.** (2007). Fathers' influence on their children's cognitive and emotional development: From toddlers to pre-K. *Applied Developmental Science*, 11 (4), 208-213.
 112. Ishak, S., **Tamis-LeMonda, C. S.**, & Adolph, K. E. (2007). Ensuring safety and providing challenge: Mothers' and fathers' expectations and choices about infant locomotion. *Parenting, science and practice*, 7 (1), 57-68.
 113. **Tamis-LeMonda, C. S.**, Zack, E., Adolph, K. E., & Dimitripoulou, K. A. (2007). "No! Don't! Stop! Mothers' words for impending danger. *Parenting: Science & Practice*, 7 (1), 1-25.
 114. Bornstein, M. H. & **Tamis-LeMonda, C. S.** (2006). Infants at Play: Development, Partners and Functions. In A. Slater & M. Lewis (Eds.), *Introduction to Infant Development*. New York City NY: Oxford University Press.
 115. Bradley, R. H., Shears, J., Roggman, L. & **Tamis-LeMonda, C. S.** (2006). Lessons Learned from Early Head Start for Fatherhood Research and Program Development. *Parenting: Science & Practice*, Special Issue of the Early Head Start Fathers' Study, 6 (2-3), 259-271.
 116. McClowry, S., Snow, D. & **Tamis-LeMonda, C. S.** (2006). An evaluation of the effects of Insights on the behavior of inner-city primary school children. *Journal of Primary Prevention*, 26(6), pp. 567-584.
 117. Raikes, H., Pan, B., Luze, G., **Tamis-LeMonda, C. S.**, Brooks-Gunn, J., Cohen, R., & Rodriguez, E. (2006). Mother-child book reading in low-income families, *Child Development*, Vol. 77 (4), pp. 924-953.
 118. Shannon, J. D., **Tamis-LeMonda, C. S.**, & Cabrera, N. J. (2006). Fathering in Infancy: Mutuality and Stability Between 8 and 16 Months. *Parenting: Science and practice*, 6 (2-3), 167-188.
 119. **Tamis-LeMonda, C. S.**, Cristofaro, T., Rodriguez, E., & Bornstein, M. H. (2006). Early Language Development: Social Influences in the First Years of Life. In L. Balter & C. S. Tamis-LeMonda (Eds.). *Child Psychology: A Handbook of Contemporary Issues*, pp. 79-108, New York, New York: Psychology Press.
 120. Tomopoulos, S., Dreyer, B. P., **Tamis-LeMonda, C.S.**, Flynn, V., et al. Books, Toys, Parent-Child Interaction, and Development in Young Latino Children. *Ambulatory Pediatrics*, 6(2), 72-8.
 121. Shannon, J. D., & **Tamis-LeMonda, C. S.**, & Margolin, A. (2005). Fathers' Involvement in Infancy: Influence of Past and Current Relationships. *Infancy*, 8 (1), pp. 21-41.
 122. Cabrera, N. J., Ryan, R. M., Shannon, J. D., Brooks-Gunn, J., Vogel, C., Raikes, H.,

- Tamis-LeMonda, C. S., & Cohen, R.** (2004). Low income fathers' involvement in their toddlers' lives: Biological fathers from the Early Head Start Research and Evaluation Study. *Fathering, Special Issue: Fathers in Early Head Start*, 2(1), pp. 5-36.
123. Pan, B., Rowe, M., Spier, E., & **Tamis-LeMonda, C. S.** (2004). Measuring productive vocabulary of toddlers in low-income families: concurrent and predictive validity of three sources of data. *Journal of Child Language*, 31(3), pp. 587-608
124. **Tamis-LeMonda, C. S.** (2004). Playmates and more: Fathers' Role in Child Development. *Human Development*, 47(4), pp. 220-227
125. **Tamis-LeMonda, C. S.,** Shannon, J. D., Cabrera, N. & Lamb, M.E.. (2004). Fathers and Mothers at Play with their 2- and 3-year olds. *Child Development*, 75(6), 1806-1820.
126. Bornstein, Marc H., Hendricks, C., Hahn, C-S, Haynes, O. M., Painter, K.M., **Tamis-LeMonda, C.S.** (2003). Contributors to self-perceived competence, satisfaction, investment, and role balance in maternal parenting: A multivariate ecological analysis. *Parenting: Science and Practice*. Vol 3(4), pp. 285-326
127. **Tamis-LeMonda, C. S.** (2003). Cultural Perspectives on the "What?" and "Whys?" of Parenting. *Human Development*, Vol 46(5), pp. 319-327
128. Wang, S. & **Tamis-LeMonda, C. S.** (2003). Do Childrearing Values in Taiwan and the U.S. Reflect the Values of Collectivism and Individualism? *Journal of Cross-Cultural Psychology*, 34(6), 629-642.
129. Albright, M. & **Tamis Le-Monda, C. S.** (2002). Maternal Depressive Symptoms in relation to Dimensions of Parenting in Low-Income Mothers. *Applied Developmental Science*, 6 (1), 24-34.
130. *Shannon, J., Tamis-LeMonda, C. S.,* London, K., & Cabrera, N. (2002). Beyond Rough and Tumble: Low-Income Fathers' Interactions and Children's Cognitive Development at 24 Months. *Parenting: Science and Practice*, 2 (2), 77-104.
131. **Tamis-LeMonda, C. S.,** Shannon, J. S., & Spellmann, M. (2002). Low-income adolescent mothers' knowledge about domains of child development. *Infant Mental Health Journal*, 23(1-2), 88-103.
132. **Tamis-LeMonda, C. S.,** Wang, S., Koutsouvanou, E. and Albright, M. (2002). Childrearing Values in Greece, Taiwan, and the United States. *Parenting: Science and Practice*, 2 (3), 185-208.
133. **Tamis-LeMonda, C. S.,** Bornstein, M. H., & *Baumwell, L.* (2001). Maternal Responsiveness and Children's Achievement of Language Milestones, *Child Development*, 72 (3), 748-767.
134. Cabrera, N., **Tamis-LeMonda, C. S.,** Bradley, B., Hofferth, S. & Lamb, M. (2000). Fatherhood in the 21st Century. *Child Development*, Millenium Issue, 71, 1, 127-136.
135. Mondschein, E., Adolph, K., & **Tamis-LeMonda, C. S.** (2000). Gender Bias in Mothers' Expectations about Infant Crawling. *Journal of Experimental Child Psychology*, 77(4), 304-316.

136. Bluestone, C., & **Tamis-LeMonda, C. S.** (1999). Correlates of Parenting Styles in Predominantly Working- and Middle-Class African American Mothers, *Journal of Marriage and Family*, 61, 881-893.
137. Bornstein, M. H., **Tamis-LeMonda, C. S.**, & Haynes, M. O. (1999). First Words in the Second Year: Continuity, Stability, and Models of Concurrent and Predictive Correspondence in Vocabulary and Verbal Responsiveness across Age and Context, *Infant Behavior and Development*, 22 (1), 65-85.
138. Nicely, P., **Tamis-LeMonda, C.S.** & Bornstein, M. (1999). Mothers' Attuned Responses to Infant Affect Expressivity Promote Earlier Achievement of Language Milestones. *Infant Behavior & Development*, 22 (4), 557-568.
139. Nicely, P., **Tamis-LeMonda, C. S.**, & Grolnick, W. (1999). Maternal Responsiveness to Infant Affect: Stability and Prediction, *Infant Behavior and Development*, 22, 1, 103-117.
140. **Tamis-LeMonda, C. S.**, & Cabrera, N. (1999). Perspectives on Father Involvement: Research and Social Policy (with commentary by Ross Thompson). *Society for Research in Child Development, Social Policy Report*, Vol. XIII, No. 2.
141. **Tamis-LeMonda, C. S.**, Bornstein, M. H., Kahana-Kalman, R., Baumwell, L., & Cyphers, L. (1998). Predicting variation in the timing of language milestones in the second year: An events-history approach. *Journal of Child Language*, 25(3), 675-700.
142. **Tamis-LeMonda, C. S.**, Chen L. A., & Bornstein, M. H. (1998). Mothers' Knowledge About Children's Play and Language Development: Short-Term Stability and Interrelations, *Developmental Psychology*, Vol. 34(1), 115-124.
143. Baumwell, L., **Tamis-LeMonda, C. S.**, & Bornstein, M. H. (1997). Maternal Verbal Sensitivity and Child Language Comprehension, *Infant Behavior and Development*, 20, (2), 247-258.
144. Bornstein, M. H., & **Tamis-LeMonda, C. S.** (1997). Maternal Responsiveness and Infant Mental Abilities: Specific Predictive Relations, *Infant Behavior and Development*, 20, (3), 283-296.
145. Bornstein, M. H., **Tamis-LeMonda, C. S.**, Pascual, L., Haynes, M. O., Painter, K. M., Galperin, C. Z., & Pecheux, M-G. (1996). Ideas about Parenting in Argentina, France, and the United States, *International Journal of Behavioral Development*, 19, (2), 347-367.
146. Damast, A. M., **Tamis-LeMonda, C. S.**, Bornstein, M. H. (1996). Mother-Child play: Sequential Interactions and the Relation between Maternal Beliefs and Behaviors. *Child Development*, 67(4), 1752-1766.
147. Dreyer, B., Mendolsohn, A., & **Tamis-LeMonda, C. S.** (1996). Assessing the Child's Cognitive Home Environment Through Parental Report: Reliability and Validity. *Early Development and Parenting*, Thematic Issue on Parenting Sensitivity (Tamis-LeMonda, Guest Editor), 5(4), 271-287.
148. **Tamis-LeMonda, C. S.** (1996). Introduction: Maternal Sensitivity: Individual, Contextual, and Cultural Factors in Recent Conceptualizations. In C. S. Tamis-LeMonda (Guest Editor), *Parenting Sensitivity: Individual, Contextual and Cultural Factors in Recent Conceptualizations*, Thematic Issue of *Early Development and Parenting*, 5(4), 167-171.

149. **Tamis-LeMonda, C. S.**, Bornstein, M. H., Baumwell, L., & Damast, A. M. (1996). Responsive Parenting in the Second Year: Specific Influences on Children's Language and Play. In C. S. Tamis-LeMonda (Guest Editor), *Parenting Sensitivity: Individual, Contextual and Cultural Factors in Recent Conceptualizations*, Thematic Issue of *Early Development and Parenting*, 5, 173-183.
150. Bornstein, M. H., & **Tamis-LeMonda, C. S.** (1995). Parent-Child Symbolic Play: Three Theories in Search of an Effect. *Developmental Review*, 15, 382-400.
151. **Tamis-LeMonda, C. S.**, & McClure, J. (1995). Infant Visual Expectation in Relation to Feature Learning. *Infant Behavior and Development*, 18, 427-434.
152. Bornstein, M. H., & **Tamis-LeMonda, C. S.** (1994). Antecedents of Information-Processing Skills in Infants: Habituation, Novelty, Responsiveness, and Cross-Modal Transfer. *Infant Behavior and Development*, 17, 371-380.
153. Dreyer, B.P., Mendelsohn, A.L., Kruger, H.A., Legano, L.A., Lim, S.W., Agrawal, N., Fierman, A.H., & **Tamis-Lemonda, C.S.** (1994). StimQ, a new scale for assessing the home environment: reliability and validity. *Archives of Pediatrics and Adolescent Medicine*, 150, 4, suppl., 47.
154. **Tamis-LeMonda, C. S.**, & Bornstein, M. H. (1994). Specificity in Mother-Toddler Language-Play Relations Across the Second Year. *Developmental Psychology*, 30(2), 283-292.
155. **Tamis-LeMonda, C. S.**, Melstein-Damast, A., & Bornstein, M. H. (1994). What Do Mothers Know About the Developmental Nature of Play?, *Infant Behavior and Development*, 17, 341-345.
156. Braine, M. D. S., Brooks, P. J., Cowan, N., Samuels, M. C., & **Tamis-LeMonda, C. S.** (1993). The Development of Categories at the Semantics/Syntax Interface, *Cognitive Development*, 8(4), 465-494.
157. **Tamis-LeMonda, C. S.**, & Bornstein, M. H. (1993). Antecedents of Exploratory Competence at One Year, *Infant Behavior and Development*, 16(4), 423-439.
158. **Tamis-LeMonda, C. S.** & Bornstein, M. H. (1993). Play and Its Relations to Other Mental Functions in the Child. In M. H. Bornstein (Ed.), *The role of play in the development of thought*. W. Damon (Series Ed.), *New Directions for Child Development*, No. 59, San Francisco: Jossey Bass, pp. 17-28.
159. Bornstein, M. H., Tal, J., Rahn, C., Galperin, C. Z., Pecheux, M-G., Lamour, M., Toda, S., Azuma, H., Ogino, M., & **Tamis-LeMonda, C. S.** (1992). Functional Analysis of the Contents of Maternal Speech to Infants of 5 and 13 Months in Four Cultures: Argentina, France, Japan, and the United States. *Developmental Psychology*, 28(4), 593-603.
160. Bornstein, M. H., **Tamis-LeMonda, C. S.**, Tal, J., Ludemann, P., Toda, S., Rahn, C. W., Pecheux, M.-G., Azuma, H., Vardi, D. (1992). Maternal Responsiveness to Infants in Three Societies: The United States, France, and Japan. *Child Development*, 63(4), 808-821.
161. **Tamis-LeMonda, C. S.**, Bornstein, M. H., Cyphers, L., Toda, S. & Ogino, M. (1992). Language and Play at One Year: A Comparison of Toddlers and Mothers in the United States and Japan. *International Journal of Behavioral Development*, 15(1), 19-42.
162. Bornstein, M. H., **Tamis-LeMonda, C. S.**, Germaine-Pecheux, M., & Rahn, C. (1991).

- Mother and Infant Activity and Interaction in France and in the United States: A Comparative Study. *International Journal of Behavioral Development*, 14(1), 21-43.
163. **Tamis-LeMonda, C. S.**, & Bornstein, M. H. (1991). Individual Variation, Correspondence, Stability, and Change in Mother-Toddler Play. *Infant Behavior and Development*, 14, 143-162.
164. Bornstein, M. H., Azuma, H., **Tamis-LeMonda, C. S.**, & Ogino, M. (1990). Mother and Infant Activity and Interaction in Japan and in the United States: I. A Comparative Macroanalysis of Naturalistic Exchanges. *International Journal of Behavioral Development*, 13, (3), 267-287.
165. Bornstein, M.H., & **TamisLeMonda, C. S.** (1990). Activities and Interactions of Mothers and Their Firstborn Infants in the First Six Months of Life: Covariation, Stability, Continuity, Correspondence, and Prediction. *Child Development*, 61(4), 1206-1217.
166. Bornstein, M. H., Toda, S., Azuma, H., **Tamis-LeMonda, C. S.**, & Ogino, M. (1990). Mother and Infant Activity and Interaction in Japan and in the United States: II. A Comparative Microanalysis of Naturalistic Exchanges Focused on the Organization of Infant Attention. *International Journal of Behavioural Development*, 13, (3), 289-308.
167. **Tamis-LeMonda, C. S.** & Bornstein, M. H. (1990). Language, Play, and Attention at one year. *Infant Behavior and Development*, 13, 85-98.
168. **Tamis-LeMonda, C. S.**, & Bornstein, M. H. (1989). Habituation and Maternal Encouragement of Attention in Infancy as Predictors of Toddler Language, Play, and Representational Competence. *Child Development*, 60(3), 738-751.
169. Bornstein, M. H., Miyake, K., Azuma, H., **Tamis-LeMonda, C. S.**, & Toda, S. (1988-1989). Responsiveness in Japanese Mothers: Consequences and Characteristics. *Annual Report of the Research and Clinical Center for Child Development*, Faculty of Education, Hokkaido University, Sapporo, Japan, pp. 15-26.
170. Azuma, H., Bornstein, M.H., Misako, O., & **TamisLeMonda, C.S.** (1986). Parental didactics and cognitive achievement in young children: A comparison of family life in Japan and the United States. *Bulletin of the Center of Developmental Education and Research*, 2, 189194.
171. Bornstein, M.H., Miyake, K., & **TamisLeMonda, C. S.** (1985/1986). A CrossNational Study of Mother and Infant Activities and Interactions: Some Preliminary Comparisons between Japan and the United States. *Annual Report of the Research and Clinical Center for Child Development* (pp. 112). Sapporo: Japan University of Hokkaido Press.

Chapters Appearing in Homer & Tamis-LeMonda book, Social Cognition (2005):

172. **Tamis-LeMonda, C. S.** & Adolph, K. E. (2005). Social Referencing in Action. In B. Homer & C. S. Tamis-LeMonda (Eds.), *The Development of Social Cognition and Communication*, NJ: Erlbaum.
173. Homer, B. & **Tamis-LeMonda, C. S.** *Language and Thought*
174. Homer, B. & **Tamis-LeMonda, C. S.** *Teaching and Pedagogy*

175. **Tamis-LeMonda, C. S., & Homer, B.** *Communication and Intention.*
176. **Tamis-LeMonda, C. S., & Homer, B.** *Narratives and Memory.*
177. Bornstein, M. H., Hahn, C.-S., Haynes, O. M., Manian, N., & **Tamis-LeMonda, C. S.** (2004). New research methods in developmental studies: Applications and illustrations. In D. Teti (Ed.), *Handbook of Research Methods in Developmental Psychology* (pp. Xx-xx). NY: Blackwell Publishers.
178. Lamb, M., & **Tamis-LeMonda, C. S.** (2004). Fathers' Role in Child Development. In M. Lamb (Ed.). *The Role of the Father in Child Development*, Volume 3, New York: Wiley.
179. **Tamis-LeMonda, C. S., & Bornstein, M. H.** (2004). Play partners and functions. In J. R. Miller, R. M. Lerner, & L. B. Schiamberg (Eds.), *Human Ecology: An Encyclopedia of Children, Families, Communities, and Environments* (pp. Xx-xx). Santa Barbara, CA: ABC-Clio.
180. Bornstein, M. H., & **Tamis-LeMonda, C. S.** (2002). Partners and Functions in Children's Play. In J. R. Miller, R. M. Lerner, L. B. Schiamberg, & P. M. Anderson (Eds.), *Human Ecology: An Encyclopedia of Children, Families, Communities, and Environments*. Santa Barbara, CA: ABC-Clio.
181. **Tamis-LeMonda, C. S.** and Bornstein, M. (2002). Maternal Responsiveness and Early Language Acquisition. In: Reese and Kail, L. (Eds.), *Advances in Child Development and Behavior*, Vol.29, 89-127.
182. Cabrera, N., Brooks-Gunn, J., Moore, K., West, J., Boller, K., **Tamis-LeMonda, C. S.** (2002). Bridging Research and Policy: Including Fathers of Young Children in National Studies. In: **Tamis-LeMonda, C. S.** and Cabrera, N. (Eds.), *Handbook of Father Involvement. Multidisciplinary Perspectives*, Lawrence Erlbaum Associates, Publishers, Mahwah, New Jersey, 489-523.
183. **Tamis-LeMonda, C. S.** and Cabrera, N. (2002). Cross-Disciplinary Challenges to the Study of Father Involvement. In: **Tamis-LeMonda, C. S.** and Cabrera, N. (Eds.), *Handbook of Father Involvement. Multidisciplinary Perspectives*, Lawrence Erlbaum Associates, Publishers, Mahwah, New Jersey, 599-620.
184. **Tamis-LeMonda, C. S.** and Cabrera, N. (2002). Multidisciplinary Perspectives on Father Involvement: An Introduction In: **Tamis-LeMonda, C. S.** and Cabrera, N. (Eds.), *Handbook of Father Involvement. Multidisciplinary Perspectives*, Lawrence Erlbaum Associates, Publishers, Mahwah, New Jersey, XI-XVIII.
185. **Tamis-LeMonda, C. S., Katz, J. C. & Bornstein, M. H.** (2002). Infant play: functions and partners. In: Slater, A. and Lewis, M. (Eds.), *Introduction to Infant Development*, New York City, NY: Oxford University Press, 229-243.
186. **Tamis-LeMonda, C. S. & Roberts, J.** (2002). Pathways to Developmental Outcomes in Preterm Infants. In: Fitzgerald, H. E., Hildebrandt Karraker, K. and Luster, T. (Eds.) *Infant Development. Ecological Perspectives*, Routledge Falmer, New York, London, 1-32.
187. **Tamis-LeMonda, C. S., Uzgiris, I. C. and Bornstein, M.** (2002). Play in Parent - Child Interactions. In: Bornstein, M. (Ed.), *Handbook of Parenting* , 2nd Edition, Volume 5

- Practical Issues in Parenting*, Lawrence Erlbaum Associates, Publishers, 221-242.
188. Bornstein, M. and **Tamis-LeMonda, C. S.** (2001). Mother-Infant Interaction. In: Bremner, G. and Fogel, A. (Eds.) *Blackell Handbook of Infant Development*, London: Blackwell Publishers, 269-295.
 189. Cabrera, N., **Tamis-LeMonda, C. S.**, Lamb, M. E., Boller, K. (2000). Measuring Father Involvement in the Early Head Start evaluation: A multidimensional conceptualization. *Proceedings of the National Conference on Health Statistics*.
 190. *Roberts, J., Tamis-LeMonda, C. S.* and Kresh, E. (2000). Early Head Start. In: Balter, L. (Ed.), *Parenthood in America. An Encyclopedia*, Vol.1, ABC Clio, Inc., Santa Barbara, California, 304-308.
 191. *Shannon, J. D. & Tamis-LeMonda, C. S.* (2000). Parental knowledge about development. In: Balter, L. (Ed.), *Parenthood in America. An Encyclopedia*, Vol.1, ABC Clio, Inc., Santa Barbara, California, 167-170.
 192. **Tamis-LeMonda, C. S.** & Bornstein, M. (2000). Language Acquisition. In: Balter, L. (Ed.), *Parenthood in America. An Encyclopedia*, Vol.1, ABC Clio, Inc., Santa Barbara, California, 342-346.
 193. **Tamis-LeMonda, C. S.** & Bornstein, M. (2000). Parent-Child Communication. In: Balter, L. (Ed.), *Parenthood in America. An Encyclopedia*, Vol.1, ABC Clio, Inc., Santa Barbara, California, 132-135.
 194. **Tamis-LeMonda, C. S.** & Bornstein, M. (2000). Parental sensitivity. In: Balter, L. (Ed.), *Parenthood in America. An Encyclopedia*, Vol.2, ABC Clio, Inc., Santa Barbara, California, 426-430.
 195. **Tamis-LeMonda, C. S.** & *Wang, S.* (2000). Child-Rearing Values. In: Balter, L. (Ed.), *Parenthood in America. An Encyclopedia*, Vol.2, ABC Clio, Inc., Santa Barbara, California, 661-664.
 196. **Tamis-LeMonda, C. S.**, & Rose, S. (1999). Visual Information Processing in Infancy: Reflections on Underlying Mechanisms. In L. Balter & C. S. Tamis-LeMonda (Eds.), *Child Psychology: A Handbook of Contemporary Issues*, Philadelphia: Psychology Press, pp. 64-84.
 197. **Tamis-LeMonda, C. S.**, & Bornstein, M. H. (1996). Variation in Children's Exploratory, Nonsymbolic, and Symbolic Play: An Explanatory Multidimensional Framework. In C. Rovee-Collier and L. Lipsitt (Series Eds.), *Advances in Infancy Research*, 10, 37-78. Ablex Publishers: New Jersey.
 198. Bornstein, M. H. & **Tamis-LeMonda, C. S.** (1995). Language and Nonlanguage Factors in Child Development from Prelinguistic Vocalization to Linguistic Communication. In G. Konopczynski (Ed.), *Is early language performance predictive of later language development?*, pp. 81-102. Calais, France: Ortho-Editions.
 199. Bornstein, M. H., Tal, J. & **Tamis-LeMonda, C. S.** (1991). Parenting in Cross-Cultural Perspective: The United States, France, and Japan. In M. H. Bornstein (Ed.), *Cultural Approaches to Parenting*. Hillsdale, New Jersey: Lawrence Erlbaum Associates, pp. 69-90.

200. Bornstein, M. H., & **Tamis-LeMonda, C. S.** (1989). Maternal Responsiveness and Cognitive Development in Children. In Marc H. Bornstein (Ed.) *Maternal Responsiveness: Characteristics and Consequences. New Directions for Child Development*, no. 43. San Francisco: Jossey-Bass, Spring 1989, pp. 49-61.
201. **TamisLeMonda, C., S.** & Bornstein, M.H. (1987). Is There a “Sensitive Period” in Human Mental Development?" In M. H. Bornstein (Ed.), *Sensitive periods in development: interdisciplinary perspectives* (pp. 163-182). Hillsdale, New Jersey: Lawrence Erlbaum Associates.

CONFERENCE PRESENTATIONS, SYMPOSIA, AND INVITED ADDRESSES

Note: Below are 22 talks that my students and I gave in 2018-2019; I have presented over 300 times over the past 27 years on faculty so do not list all talks)

Keynote Presentations & Invited Talks

Keynote Speaker (September 2018): Shaping environments for children. Utrecht University, Netherlands. *Active Infants in Responsive Worlds.*

Keynote Speaker (March 2019): Brain and Mind Institute: Symposium on Early Brain Development, Emotion, and Communication (held at the Chinese University of Hong Kong). *Building Blocks for School Success: Children’s Early Learning Environment*

Invited Speaker (March 2019): University of Chicago & University of Hong Kong Conference on *Home and School Influences on Early Learning* (held in Hong Kong, March 2019). *How parenting and the home environment promote learning and development.*

Invited Speaker (March 2019): Society for Research on Child Development (Baltimore, MD), *What SRCD is doing to Address Open Science.*

Invited Speaker (March 2019): Society for Research on Child Development (Baltimore MD), *Collaborative Science in the Spirit of 2044: Diversity is Key.*

Invited Speaker (October 2018): Convening hosted by the Overdeck Foundation, NYC, *Measurement of Children’s Development and Parenting*

Invited Speaker (June 2018): National Research Conference on Early Childhood, Washington DC. Symposium Title: *What Does the Evidence Say about the Development of Dual Language Learners in the Early Years and Practices to Support their Development: Key Findings from the National Academy of Sciences Report.* Talk Title: From Capacity to Competence: Variability in the Language Experiences and Development of Young Dual Language Learners Catherine Tamis-LeMonda, Kelly Escobar

Symposia, Talks & Posters

Note, I am listed last or second-to last on all posters as lead PI or Co-PI on the student projects.

Society for Research on Child Development (March 2018):

Han, D., Borenstein, H., Hasan, S., Tamis-LeMonda, C.S., & Adolph, K. E. Falling Like a Baby: High Frequency, Low Severity, & Little Evidence of Deterrence

Kaplan, B., Rachwani, J., Han, D., Tamis-LeMonda, C. S., & Adolph, K. E. Children's Use of Everyday Artifacts: Cognitive and Perceptual-Motor Requirements of Unzipping a Zipper

Lana Karasik, Sara N Fernandes, Ori Ossmy, Catherine S. Tamis-LeMonda, & Adolph, K.E. Effects of restrictive childrearing practices in Tajikistan on motor development

Liang, E., Suh, D. D., Tamis-LeMonda, C. S. Ethnic Differences in Children's Block-Building and Early Parenting Practices

Ossmy, O., Danyang, H., Cheng, M., Kaplan, B., Rachwani, J., Tamis-LeMonda, C. S., & Adolph, K.E. Real-time problem solving in children and adults: The development of predictive planning in object fitting

Schatz, J. L., Herzberg, O., Fletcher, K., DeCamp, C. A., McCallum, J., Soska, K., Tamis-LeMonda, C. S., & Adolph K.E. Do Mothers or Infants Choose Objects for Play During Everyday Activities at Home?

Fletcher, K., Jacob, L. S., Kuchirko, Y., & Tamis-LeMonda, C. S. The Pragmatics of Maternal Language to 1- and 2-Year-olds in Ethnically Diverse Families

Suh, D. D., Kwak, K., Casasola, M., Tamis-LeMonda, C. S. Parent Spatial Language Related to Child Spatial Language and Skills in Korea and the U.S.

DeCamp, C. A., Herzberg, O., Fletcher, K., Schatz, J. L., McCallum, J., Tamis-LeMonda, C. S., & Adolph, K. E. Gendered Color Preference in Infants' Everyday Interactions with Objects

International Congress of Infant Studies, July 2018

Chair of Symposium & Presenter of one talk in symposium: Everyday Inputs and Learning. Talk at the symposium: Infants' everyday object play and language inputs

Rachwani, J., Kaplan, B., Tamis-LeMonda, C. S., Karasik, L. B., & Adolph K. E. Learning the Designed Actions of Everyday Objects

Karasik, L. B., Viso, C., Lockman, J. J., Tamis-LeMonda, C. S., & Adolph, K. E. Discovery in the ordinary: Mothers teaching designed actions of common artifacts

Herzberg, O., Decamp, C. A., Fletcher, K. K., Schatz, J. L., Soska, K. C., Tamis-LeMonda, C. S., & Adolph, K. E. Infants Spend Immense Amounts of Time Interacting with Objects During Everyday Play at Home

Borenstein, H., Chen, A., Xu, M., Kaplan, B. E., Rachwani, J., Tamis-LeMonda, C. S., & Adolph, K. E., A Toys Story: Exploration, Discovery, Implementation, and Construction

National Research Conference on Early Childhood (June 2018):

Luo, R., Escobar, K., & Tamis-LeMonda, C. S. Heterogeneity in Latino Children's Dual-Language Experiences and Growth from Infancy to Preschool

TEACHING (COURSES TAUGHT 2018-2019)

Developmental Psychology, Fall 2018

Cognitive Development, Fall 2018

Developmental Practicum, Fall 2018, Spring 2019

Advanced Seminar in Developmental Psychology, Fall 2018, Spring 2019

Parenting and Culture, Summer 2018 Florence

MENTORING & ADVISEMENT

I mentor 25+ students along with many full-time and hourly staff (upwards of 20). These students are each doing research in my lab, and meet regularly around their research projects. Below is the list. Additionally, I as a major figure in major societies (President Elect of International Congress of Infant Studies, Governing Council of the Society for Research on Child Development), I attend conferences as mentors and am regularly a part of "lunch with the leaders" series.

STUDENT MENTORING/ADVISEMENT Catherine S. Tamis-LeMonda 2017-2018		
PhD Students & Postdoctoral Fellows		
Student Name	Program	Advisement Role
Alyssa Pintar	PhD Developmental; 6th	Co-Chair; defense 4/2018
Emily Bostwick	PhD Developmental; 7th	Committee; defense 4/2018
Kelly Escobar	PhD Developmental; 6th	Chair/fully funded off grant, defense planned Summer 2019
Andrew Ribner	PhD Developmental; 6th	Co-Chair, defense planned Summer 2019
Daniel Suh	PhD Developmental; 3rd	Chair
Jacob Schatz	PhD Developmental; 2nd	Chair
Katelyn Fletcher	PhD Developmental; 2nd	Chair/fully funded off grant
Brianna Kaplan	PhD Perception & Cognition	Co-Chair with Dr. Karen Adolph from Psychology
Brian Spitzer	PhD Developmental; 6 th	Chair
Jennifer Rachwani	Postdoctoral fellow	Co-Advisor/fully funded off grant
Kelsey West	Postdoctoral fellow	Advisor on her NIH-funded NRSA
MA Student Advisement (Note: Students conduct research in my lab with projects)		
Tiffany Lo	HDSI MA; 2nd	Chair; funded
Nicole Guarino	HDSI MA; 2nd	Chair
Shimeng Weng	HDSI MA; 1st	Chair
Mariana Colmenares	Counseling MA; 1st	Primary research advisor; funded
UG Student Advisement (Note: Students conduct research in my lab with projects)		

Woosik Jung	UG	Primary research advisor
Andrew Han	UG	Primary research advisor
Yan Yin Lam	UG	Primary research advisor; funded
Audrey Wong	UG	Primary research advisor
Mariaelena Lopez	UG	Primary research advisor
Geon Ho Lee	UG	Primary research advisor
Aria Xiao	UG	Primary research advisor
Isaac Suh	UG	Primary research advisor
Julie Drago	UG	Primary research advisor; funded
Jin Ha Seo	UG	Primary research advisor

HONORS, PROFESSIONAL SERVICE & POSITIONS

President, International Congress of Infant Studies, 2020 to 2022

President Elect, International Congress of Infant Studies, 2018 to 2020

Advisory Board, International Congress of Infant Studies, 2015 to 2020

Governing Council, Society for Research on Child Development, 2016 to 2022

Appointed Member by The Institute of Medicine (IOM) and National Research Council (NRC) of The National Academy of Science: Children English and Dual language learners (ELL/DLL) Consensus Report Panel and author, 2015 to 2017

Member of the Bridging the Word Gap Research Network funded by the Department of Health and Human Services (DHHS), 2014 to 2016

Co-Chair, Society for Research in Child Development, Biennial conference, 2015 conference, program committee 2013-2017.

Associate Editor, *Journal of Experimental Psychology: General*, 2017 to 2021

Associate Editor, *Infancy*, 2013 to 2018

American Psychological Society, Fellow, 2009

Chair, Early Head Start National Research Consortium Workgroup: Parenting Processes and Child Development, 2000-2012

Director, NYU Center for Research on Culture, Development, and Education, 2002-present

Director, NYU Developmental Psychology Program, 1993-2005; 2015-present

New York University, School of Education, Teacher Excellence Award, 2002

American Mensa Education and Research Foundation Award for Excellence in Research, 1994

Daniel E. Griffiths Award for Distinguished and Innovative Research, School of Education, 1994

New York University, School of Education Service Award, 1994

National Institute of Child Health and Development IRTA Fellowship, 1987-1988

Phi Beta Kappa, New York University 1983

SERVICE AT NYU (current)

2016-2022 Director, Developmental PhD Program
2017-2020 Member, NYU's Conflict of Interest Committee (appointed position)
2014-present Member, Undergraduate Program Committee, Applied Psychology

SELECT APPEARANCES & PUBLICITY

New York Times, NBC News, Time Magazine, Newsday, Discovery Channel, BBC, Parenting, American Baby magazine, Austrian television, Scientific American, Wall Street Journal