

JASON SCOFIELD**CURRICULUM VITAE**

Contact Information

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Employment

2010 - present	Associate Professor Department of Human Development and Family Studies College of Human Environmental Sciences The University of Alabama
2003 - 2010	Assistant Professor Department of Human Development and Family Studies College of Human Environmental Sciences The University of Alabama
2006 - present	Program Faculty, Department of Psychology (UA)
2005 - present	Program Faculty, Department of Educational Psychology (UA)

Education

2003	Experimental Psychology, Ph.D. The University of Arkansas Dissertation Chair: Douglas A. Behrend
2000	Experimental Psychology, M.A. The University of Arkansas
1998	Psychology, B.S. Grand Valley State University (Michigan)

RESEARCH

*Student Co-author

Publications

Published Papers

Chapman, M. S. *, May, K. E. *, **Scofield, J.**, DeCoster, J., & Bui, C. (2020). Does Group Membership Affect Children's Judgments of Social Transgressions? *Journal of Experimental Child Psychology*, 189.

Burns-Nader, S. **Scofield, J.**, & Jones, C. * (2019). The Role of Shape and Specificity in Young Children's Object Substitution. *Infant and Child Development*, 28, e2124. <https://doi.org/10.1002/icd.2124>

Scofield, J., Merriman, W. E., & Wall, J. L. * (2018). The Effect of a Tactile-to-Visual Shift on Young Children's Tendency to Map Novel Labels Onto Novel Objects. *Journal of Experimental Child Psychology*, 172, 1-12.

Buhr, A. P., **Scofield, J.**, Eyer, J. C., & Walden, T. (2017). Cued Self Awareness And Behavioral Performance. *Speech, Language, and Hearing*, 20, 187-195.

Graham, E. G. *, Leslie, A. D. *, & **Scofield, J.** (2015). The effects of source unreliability on prior and future word learning. *First Language*, 35, 431-445.

Wall, J. *, Merriman, W. E., & **Scofield, J.** (2015). Young Children's Disambiguation Across the Senses. *Cognitive Development*, 35, 163-177.

Scofield, J., Gilpin, A. T., Pierucci, J. *, & Morgan, E. R. * (2013). Matters of Accuracy and Conventionality: Prior Accuracy Guides Children's Evaluations of Others' Actions. *Developmental Psychology*, 49, 432-438.

Scofield, J. (2012). Word Learning. *Encyclopedia of the Sciences of Learning*, 23, 3463-3465.

Scofield, J. & Behrend, D. A. (2011). Clarifying the role of joint attention in children's word learning. *First Language*, 31, 326-341.

Scofield, J., Miller, A. *, & Hartin, T. * (2011). Object movement in preschool children's word learning. *Journal of Child Language*, 38, 181-200.

Allen, R. * & **Scofield, J.** (2010). Word Learning from Videos: More evidence from 2-year-olds. *Infant and Child Development*, 19, 649-661.

Scofield, J., Hernandez-Reif, M., & Keith, A. B. * (2009). Preschool children's multimodal word learning. *Journal of Cognition and Development*, 10, 306-333.

Scofield, J. & Williams, A. * (2009). Do 2-year-olds Disambiguate and Extend Words Learned from Video? *First Language*, 29, 228-240.

Scofield, J. & Behrend, D. A. (2008). Learning words from reliable and unreliable speakers. *Cognitive Development*, 23, 278-290.

Scofield, J. & Behrend, D. A. (2007). Two-year-olds differentially disambiguate words and facts. *Journal of Child Language*, 34, 875-889.

Scofield, J., Williams, A. *, & Behrend, D. A. (2007). Word learning in the absence of a speaker. *First Language*, 27, 297-311.

Behrend, D. A. & **Scofield, J.** (2006). Verbs, actions, and intentions. In K. Hirsh-Pasek & R. Golinkoff (Eds.) *Early verb learning: Action meets words*. Oxford, UK: Oxford University Press.

Behrend, D. A., **Scofield, J.**, & Kleinknecht, E. E. (2001). Beyond fast mapping: Young children's extensions of novel labels and novel facts. *Developmental Psychology*, 37, 698-705.

Papers In Preparation or Under Review

Thoma, S. J., **Scofield, J.**, May, K. *, & Hartin, T. *. (Under review). Moral Forecasting: The Role of Valence and Domain in Predicting Future Moral Actions. *Cognitive Development*.

Thorn, J. *, May, K. *, Marble, K., Boseovski, J., & **Scofield, J.** (Under review). Judging the Victims and Beneficiaries of Social Actions. *Social Development*.

Stager, C., Morett, L., Stelmach, A., Parente, G., Mickler, J., & Scofield, J. (Under review). Children Disambiguate Novel Words Flexibly Based on the Amount and Location of Phonological Contrasts. *Journal of Child Language*.

Williams, L. *, May, K., & **Scofield, J.** (In prep). Children's Evaluations of Moral and Conventional Retaliations.

Scofield, J., Savage, S., May, K., Stelmach, A., & Stager, C. (In prep). You Can't Say That! Children's Acquisition of Socially Prohibited Words.

Scofield, J., Chernyak, N., Deatkine, E., Linetsky, K, Davila, A. L., & Sobel, D. (In prep). Children's Early Conceptions of Free Will and the Controllability of Thoughts, Actions, and Feelings.

On-going Collaborative Projects

Scofield, J. & Buhr, A. Children's Acquisition of Socially Prohibited Words.

Scofield, J. & Danovitch, J. Children's Information Sharing.

Scofield, J. & Stager, C. The Effect of Parent Technology Use on Parent-child Interactions and Child Development Outcomes.

Grants and Funding

External Proposals Submitted

Scofield, J. & Danovitch, J. (2020). (Under review). Collaborative Research: CHILDREN'S INFORMATION SHARING. NSF – Developmental Sciences. Role: Principal Investigator.

Scofield, J. & Buhr, A. (2020). (Not funded). Children's Acquisition of Socially Prohibited Words. NSF - Division of Behavioral and Cognitive Sciences, Developmental Sciences Program. Role: Principal Investigator.

Scofield, J. & Danovitch, J. (2019). (Not funded). Collaborative Research: CHILDREN'S INFORMATION SHARING IN STEM DOMAINS. NSF - Research on Learning in Formal and Informal Settings, EHR Core Research (ECR). Role: Principal Investigator.

Scofield, J. & Stager, C. (2019). (Funded for \$15,338). The Effect of Parent Technology Use on Parent-child Interactions and Child Development Outcomes Alabama Women's Commission. Role: Principle-Investigator.

Jovanov, E., Schwebel, D. C., & **Scofield, J.** (2019). (Not funded). Bridging Engineering, Medical Sciences, and Child Development in the UA System: Development and Evaluation of a Safe Pill Bottle to Reduce Child Poisoning Risk. The McMahon/Pleiad Prize, University of Alabama System. Role: Co-Investigator.

Fonseca, D. J., Cook, R., Dolliver, D., & **Scofield, J.** (2017, 2018). (Not funded). Environment and Individual Law Enforcement Factors Impacting Decisions to Shoot in High Threat Situations NSF - Division of Behavioral and Cognitive Sciences, Law & Social Sciences Program. Role: Co-Investigator.

Scofield, J. & Buhr, A. (2017). (Not funded, Moderately Competitive). Children's Acquisition of Socially Prohibited Words. NSF - Division of Behavioral and Cognitive Sciences, Developmental Sciences Program. Role: Principal Investigator.

Scofield, J. & Buhr, A. (2016, 2017). (Not funded, Priority Scores = 66, 60 resp.) Children's Acquisition of Socially Prohibited Words. NIH - National Institute of Child Health and Human Development (R15 - Academic Research Enhancement Award - AREA). Role: Principal Investigator.

Bissell, K. & **Scofield, J.** (2010). (Not funded). Understanding and Promoting Health Literacy. NIH - National Institute of Child Health and Human Development (R01). Role: Co-Investigator.

Scofield, J. & Hernandez-Reif, M. (2009). (Not funded). Finding the Best Media Sources for Getting Science to Rural America. NIH - National Institute of Child Health and Human Development (Challenge Grant). Role: Principal Investigator.

Scofield, J. (2008). (Not funded). Learning Words from Videos. The Spencer Foundation - Teaching, Learning, and Instructional Resources. Role: Principal Investigator.

Scofield, J. (2003). (Not funded). Word Learning Under Conditions of No Attention. NIH - National Institute of Deafness and Communication Disorders (R03). Role: Principal Investigator.

Scofield, J. (2002). (Not funded). Word Learning in the Absence of Joint Attention. National Institute of Deafness and Communication Disorders. NIH - NRSA Pre-doctoral Fellowship (F31). Role: Principal Investigator.

Internal Proposals Funded

Scofield, J. (2018). Children's Information Sharing. CHES Visiting Scientist Program to host Dr. Judith Danovitch (University of Louisville). Role: Principal Investigator. Funded for up to \$30000.

Scofield, J. (2013). Children's Trust of Foreign Speakers when Learning Object Names and Functions. SECU Visiting Faculty Travel Award. Role: Principal Investigator. Funded for \$2500.

Scofield, J. (2004). The Role of Intention in Children's Understanding of Pretense. Research Grants Committee, University of Alabama. Role: Principal Investigator. Funded for \$5000.

Scofield, J. (1998). What's so Special about Word Learning Anyway? Marie Howells Fund, Department of Psychology, University of Arkansas. Role: Principal Investigator. Funded for \$2000.

Presentations

National/International Conference Presentations

Stager, C.* , Stelmach, A.* , & **Scofield, J.** (2020). 2- and 3-yr-olds Do Not Always Disambiguate Contrasting Words. Poster presented at the International Congress on Infant Studies Biennial Congress. Glasgow, Scotland (held virtually due to Covid-19).

Linetsky, K. A.* , Feiler, J.* , & **Scofield, J.** (2019). Children's Explanations of Natural Events. Poster presented at the Cognitive Development Society Conference. Louisville, KY.

May, K. E.* , Gideon, L.* , & **Scofield, J.** (2019). The Role of Inhibitory Control in Syntactic Ambiguity Processing. Poster presented at the Cognitive Development Society Conference. Louisville, KY.

Davila, L.* Williams, A., Danovitch, J., & **Scofield, J.** (2019). Children's Selective Information Sharing. Poster to be presented at the Society for Research in Child Development Biennial Conference. Baltimore, MD.

Scofield, J., Cagle, S.* , Linetsky, K.* , Davila, L.* , Chernyak, N., Sobel, D. (2019). Children's Beliefs about the Controllability of Thoughts, Actions, and Feelings. Poster to be presented at the Society for Research in Child Development Biennial Conference. Baltimore, MD.

Stager, C.* , Mickler, J.* , Parente, G.* , & **Scofield, J.** (2019). Children Do Not Always Disambiguate Contrasting Words. Poster to be presented at the Society for Research in Child Development Biennial Conference. Baltimore, MD.

Stager, C. *, Sanders, K. *, & **Scofield, J.** (2018). Transfer and Learning from Computers in Young Children's Receptive Vocabulary. Poster presented at the American Educational Research Association Annual Meeting. New York City, NY.

Scofield, J. & Sanders, K. * (2017). Family Income, Maternal Education, Receptive Vocabulary, and Word Learning in Preschool Children. Poster presented at the National Council on Family Relations Annual Conference.

Scofield, J., Burns-Nader, S. & Jones, C. * (2017). The Role of Shape and Specificity in Young Children's Object Substitution. Poster presented at the Cognitive Development Society Conference. Portland, OR.

Scofield, J. & Chapman, M. * (2017). Does Group Membership Affect Children's Judgments of Social Transgressions? Poster presented at the Cognitive Development Society Conference. Portland, OR.

Scofield, J. & Williams, L. * (2017). Judgments of moral and conventional retaliations made by children and adults. Poster presented at the Society for Research in Child Development Biennial Conference. Austin, TX.

Scofield, J. & Williams, L. * (2016). Judgments of moral and conventional retaliations made by children and adults. Paper presented at Society for Research in Human Development 20th Biennial Conference. Denver, CO.

Savage, S. * & **Scofield, J.** (2016). Learning what not to say: Children's acquisition and use of "bad" words. Poster presented at Society for Research in Human Development 20th Biennial Conference. Denver, CO.

Wall, J. *, Merriman, W. E., & **Scofield, J.** (2013). Young Children's Coordination of Label Extension Across the Senses. Poster presented at the Meeting for the Society for Research in Child Development. Seattle, WA.

Graham, E. G. *, Leslie, A. *, & **Scofield, J.** (2013). The Consequences of Trusting Unreliable Sources. Poster presented at the Meeting for the Society for Research in Child Development. Seattle, WA.

Thoma, S. J. & **Scofield, J.** (2013). Do Story Features Moderate the Ratings of Moral and Conventional Actions for Children and Adults? Poster presented at the Meeting for the Society for Research in Child Development. Seattle, WA.

Scofield, J. & Merriman, W. E. (2013). Word Retrieval Training Helps Young Children Disambiguate Novel Words in a Cross-modal Task. Poster presented at the Meeting for the Society for Research in Child Development. Seattle, WA.

Thorn, J. *, **Scofield, J.**, McInnis, M., Thoma, S. J., & Witte, T. H. (2013). Judging the Victims and Beneficiaries of Social Actions. Poster presented at the Meeting for the Society for Research in Child Development. Seattle, WA.

Graham, E. G. * & **Scofield, J.** (2012). Word Unlearning: What Happens When Children Have To Correct A Word Learning Error? Poster presented at the Meeting for the Society on Research in Human Development. New Orleans, LA.

Pierucci, J. *, **Scofield, J.**, Gilpin, A. T., & Graham, E. G.² (2011). Does Conventionality Matter? Children's Consideration Of Accuracy Vs. Conventionality When Judging Reliability. Poster presented at the Meeting for the Cognitive Development Society. Philadelphia, PA.

Pierucci, J. *, Morgan, E. R. *, Gilpin, A. T., & **Scofield, J.** (2011). What Determines Reliability When Judging Informants? Accuracy versus Conventionality. Poster presented at the Meeting for the Society for Research in Child Development. Montreal, Canada.

Thoma, S. J., **Scofield, J.**, Casterline, S. *, Hartin, T. *, & Brown, J. T. * (2011). Using Social Domain Information to Predict Future Social Actions. Poster presented at the Meeting for the Society for Research in Child Development. Montreal, Canada.

Sanders, K. * & **Scofield, J.** (2010). The Effects of SES, Vocabulary Size, and Previous Media Use on Young Children's Ability to Learn Words from Video. Poster presented at the 11th Annual Rural Health Conference. Tuscaloosa, AL.

Thoma, S. J., **Scofield, J.**, Casterline, S. *, & Hartin, T. * (2010). Testing the utility of social domain information in predictions of future social actions. Paper submitted the Annual Conference for the Association of Moral Education. St Louis, MO.

Noble, H. *, McCurry, S. A. *, Klinger, L. G., Klinger, M., **Scofield, J.**, Duncan, A. W. * (2010). Word Learning in Preschoolers with ASD: Is Word Learning Easier with a Computer Than with a Person? Poster submitted to the International Meeting for Autism Research. Philadelphia, PA.

Scofield, J. & Allen, R. * (2010). Word Learning from Videos: Evidence from 2-year-olds. Poster presented at the Meeting for the International Conference on Infant Studies. Baltimore, MD.

Williams, A. *, Klinger, L. G., **Scofield, J.**, Klinger, M., & Noble, H. * (2009). Fast-Mapping in Preschoolers with ASD: The Role of Word Learning Constraints, Imitation, and Joint Attention Skills. Poster presented at the International Meeting for Autism Research. Chicago, IL.

Scofield, J. & Miller, A. * (2009). When trusted speakers prove not to be credible. Paper presented at the Meeting for the Society for Research in Child Development. Denver, CO.

Birch, S. & **Scofield, J.** (2009). Speaker credibility in children's learning. Symposium presented at the Meeting for the Society for Research in Child Development. Denver, CO.

Troseth, G. & **Scofield, J.** (2009). Do "viewers in diapers" learn language from video? Symposium presented at the Meeting for the Society for Research in Child Development. Denver, CO.

Scofield, J. & Troseth, G. (2009). When do toddlers learn words from video? A Discussion of Contrasting Results. Paper presented at the Meeting for the Society for Research in Child Development. Denver, CO.

Keith, A. *, Hernandez-Reif, M., & **Scofield, J.** (2009). Preschool children's multimodal word-object learning. Poster presented at the Meeting for the Society for Research in Child Development. Denver, CO.

Williams, A.* & **Scofield, J.** (2009). Word learning in speaker-present and speaker-absent conditions. Paper presented at the Meeting for the Society for Research in Child Development. Denver, CO.

Scofield, J., Williams, A.*, & Behrend, D. A. (2008). Learning Words from Videos: Extension and Exclusivity. Poster presented at the Meeting for the International Conference on Infant Studies. Vancouver, Canada.

Jernigan, S.* , Witte, T., Stinnett, N., Usdan, S., & **Scofield, J.** (2007). Exposure to Domestic Violence: Its Long-term Impact on Coping and Self-esteem. Poster presented at the Meeting for the Association for Behavioral and Cognitive Therapies. Philadelphia, PA.

Williams, A.* , Klinger, L. G. & **Scofield, J.** (2007). Is Joint Attention Necessary for Word Learning in Preschool Children with Autism Spectrum Disorders? Poster presented at the International Meeting for Autism Research. Seattle, WA.

Williams, A.* & **Scofield, J.** (2007). Joint attention and referential intent in children's word learning. Poster presented at the Meeting for the Society for Research in Child Development. Boston, MA.

Scofield, J. & Foster, K.* (2007). Understanding intentions in pretend identities, actions, and objects. Poster presented at the Meeting for the Society for Research in Child Development. Boston, MA.

Scofield, J. & Miller, A.* (2007). How speaker reliability affects word learning. Poster presented at the Meeting for the Society for Research in Child Development. Boston, MA.

Behrend, D. A., Schwartz, R.* , & **Scofield, J.** (2006). Linguistic Influences on Toddler's Inferences about an Actor's Intentions. Paper presented at the Meeting for the International Conference on Infant Studies. Kyoto, Japan.

Scofield, J., Behrend, D. A., Foster, K.* , & Miller, A.* (2006). Word Learning from Reliable and Unreliable Speakers. Poster presented to the Meeting for the International Conference on Infant Studies. Kyoto, Japan.

Scofield, J., Behrend, D. A., Williams, A.* , & Marsden, S.* (2006). Word Learning from Videos: Implications for Joint Attention and Word Learning? Poster presented at the Meeting for the International Conference on Infant Studies. Kyoto, Japan.

Scofield, J. & Williams, A.* (2006). Joint Attention and Referential Intent in Children's Word Learning. Poster presented to the Meeting for the Midwestern Psychological Association. Chicago, IL.

Scofield, J. & Williams, A.* (2006). Word Learning and Joint Attention: Implications for Autism Spectrum Disorder? Poster accepted to the Meeting for the Midwestern Psychological Association. Chicago, IL.

Akhtar, N. & **Scofield, J.** (2005). Re-thinking the role of joint attention in word learning. Symposium co-organized for the Meeting for the Society for Research in Child Development. Atlanta, GA.

Scofield, J. (2005). Word learning in the absence of joint attention. Paper presented at the Meeting for the Society for Research in Child Development. Atlanta, GA.

Scofield, J. & Behrend, D. A. (2005). The role of intention in children's understanding of pretense. Poster presented at the Meeting for the Society for Research in Child Development. Atlanta, GA.

Behrend, D. A. & **Scofield, J.** (2005). Children use information about an actor's prior intentions during verb learning. Poster presented at the Meeting for the Society for Research in Child Development. Atlanta, GA.

Scofield, J. & Behrend, D. A. (2004). Word learning in the absence of joint attention. Poster presented at the International Conference on Infant Studies. Chicago, Illinois.

Scofield, J. & Behrend, D. A. (2003). Two-year-olds differentially disambiguate novel words and facts. Poster presented at the Meeting for the Society for Research in Child Development. Tampa, FL.

Scofield, J. & Behrend, D. A. (2002). Disambiguating the disambiguation effect: Children's disambiguation of novel words and facts. Poster presented at the Conference on Human Development. Charlotte, NC.

Martin, W., Reeves, A., **Scofield, J.**, & Lampinen, J. M. (2001). Glair, slype, and yean: Words every college student should know. Poster presented at the annual Meeting of the Midwestern Psychological Association. Chicago, IL.

Scofield, J. & Behrend, D. A. (2001). Get your word's worth: Children's negotiations of novel words and facts. Poster presented at the Meeting for the Society for Research in Child Development. Minneapolis, MN.

Behrend, D. A. & **Scofield, J.** (2001). The power of novel words on learning and extension. Paper presented at the Meeting for the Society for Research and Child Development. Minneapolis, MN.

Behrend, D. A., Kleinknecht, E. E., **Scofield, J.** & Wilcox, S. A. (2000). Child and parent contributions to early word and fact learning. Paper presented at the International Conference on Infant Studies. Brighton, England.

Scofield, J. & Behrend, D. A., & Kleinknecht, E. E. (1999). What's so special about word learning anyway. Poster presented at the Meeting of the Cognitive Development Society. Chapel Hill, NC.

Kleinknecht, E. E., Behrend, D. A., & **Scofield, J.** (1999). What's so special about word learning anyway? Poster presented at the Meeting for the Society for Research in Child Development. Albuquerque, NM.

Regional Student Presentations

Gideon, L.* , May, K. E.* , & **Scofield, J.** (2019). The Role of Inhibitory Control in Syntactic Ambiguity Processing. Poster presentation at the Undergraduate Student Research Conference. UA.

DeAtkine, E., Linetsky, K., & **Scofield, J.** (2019). Children's Beliefs about the Controllability of Thoughts, Actions, and Feelings. Poster presentation at the Undergraduate Student Research Conference. UA.

Stelmach, A., Stager, C., & **Scofield, J.** (2019). Children Do Not Always Disambiguate Contrasting Words. Poster presentation at the Undergraduate Student Research Conference. UA.

Parente, A. G., Stager, C., Mickler, J. & **Scofield, J.** (2018). Adults' Judgments of Contrasting Words. Poster presentation at the Undergraduate Student Research Conference (2nd Place). UA.

Stager, C. (2017). Point to the Tog. Three Minute Thesis Competition (Top 15). UA.

Ricciardi, C., Hulse, H., & **Scofield, J.** (2016). The effect of temporary, transgressor related factors on moral judgment. Poster presentation at the Undergraduate Student Research Conference. UA.

Savage, S. (2015). What not to swear: Children use of bad words. Three Minute Thesis Competition (Top 15). UA.

Hulse, H., **Scofield, J.**, & Buhr, A. (2014). Startle Response to Auditory Stimuli. Poster presentation at the Undergraduate Student Research Conference. UA.

Savage, S. * & **Scofield, J.** (2014). Learning what Not to Say. Poster presented at the 15th Annual Rural Health Conference. Tuscaloosa, AL.

Tharani, S., Clausen, A., & **Scofield, J.** (2014). Children's Trust in Testimony in the Formation of Opinions. Poster presentation at the Undergraduate Student Research Conference (4th Place). UA.

Medders, H., Still, K., & **Scofield, J.** (2014). Language and Shape in Children's Categorization: A multimodal approach. Poster presentation at the Undergraduate Student Research Conference. UA.

Mathis, E., Tharani, S., & **Scofield, J.** (2013). Children's Trust in Testimony and the Formation of Opinions. Poster presentation at the Undergraduate Student Research Conference. UA.

Lee, A. & **Scofield, J.** (2013). Children's Multimodal Disambiguation. Poster presentation at the Undergraduate Student Research Conference. UA.

Ray, A., Nichols, A., Erstine, K., & **Scofield, J.** (2013). Children's Understanding of Object Naming and Function. Poster presentation at the Undergraduate Student Research Conference. UA.

Nichols, A., Erstine, K., Fowler, J., & **Scofield, J.** (2012). Children's Understanding of Object Naming and Function. Poster presentation at the Undergraduate Student Research Conference. UA.

Turner, A. & **Scofield, J.** (2012). Children's Multimodal Disambiguation. Poster presentation at the Undergraduate Student Research Conference. UA.

Morgan, R., Pierucci, J., **Scofield, J.**, & Gilpin, A. (2011). What Determines Reliability When Judging Informants? Accuracy versus Conventionality. Poster presentation at the Undergraduate Student Research Conference. UA.

Montgomery, J. & **Scofield, J.** (2011). Preschoolers Ability to Distinguish between Lying and Ignorance. Poster presentation at the Undergraduate Student Research Conference. UA.

Bell, H., Powell, M., Sanders, K., & **Scofield, J.** (2011). Screen media use in rural children. Oral presentation at the Undergraduate Student Research Conference. UA.

Powell, M., Bell, H., Sanders, K., & **Scofield, J.** (2011). Video word learning in rural children. Poster presentation at the Undergraduate Student Research Conference. UA.

Washington, T., Sanders, K., & **Scofield, J.** (2010). Factors Related to Children's Video Word Learning. Oral presentation at the Undergraduate Student Research Conference. UA.

Davis, K., Pouncey, M., & **Scofield, J.** (2010). Do children use past actions to determine the future reliability of an actor? Poster presentation at the Undergraduate Student Research Conference. UA.

Morgan, R., Pierucci, J., Gilpin, A. T., & **Scofield, J.** (2010). Who Do Children Trust: Accuracy versus Conventionality. Poster presentation at the Undergraduate Student Research Conference. UA.

Brown, T., Casterline, S., Thoma, S. & **Scofield, J.** (2010). Does the Past Predict the Future? Children and Adult's Use of Past Social Actions to Predict Future Social Actions. Poster presentation at the Graduate Student Research Conference. UA.

Sanders, K., Washington, T., & **Scofield, J.** (2010). Factors Related to Word Learning of Children Via Video. Oral presentation at the Graduate Student Research Conference. UA.

Pierucci, J., Morgan, R., Gilpin, A. T., & **Scofield, J.** (2010). How Children Judge Whether an Informant is Reliable: Accuracy versus Conventionality. Poster presentation at the Graduate Student Research Conference. UA.

Leslie, A. & **Scofield, J.** (2010). The Consequences of Reversing and Not Reversing Trust. Oral presentation at the Graduate Student Research Conference. (3rd Place) UA.

Freeman, G., Cummings, J. & **Scofield, J.** (2010). Can Children Learn and Retain Multiple Words? Poster presentation at the Graduate Student Research Conference. UA.

Washington, T. & **Scofield, J.** (2009). Screen Media Use in Young Children. Oral presentation at the Undergraduate Student Research Conference (2nd Place). UA.

Hartin, T., Thoma, S. J. & **Scofield, J.** (2009). Understanding Social Rules: The Case of Morals and Conventions. Oral presentation at the Undergraduate Student Research Conference (1st Place). UA.

Noble, H., McCurry, S., Klinger, L., Klinger, M., & **Scofield, J.** (2009). Word Learning in Pre-school Children with ASD in the Absence of Joint Attention. Poster presentation at the Undergraduate Student Research Conference (1st Place). UA.

Casterline, S., Thoma, S., & **Scofield, J.** (2009). Adults Perceptions of Social Actions. Oral presentation at the Graduate Student Research Conference. UA.

Fields, B. & **Scofield, J.** (2009). Written Word Learning. Oral presentation at the Graduate Student Research Conference. UA.

Hartin, T., Miller, A., & **Scofield, J.** (2008). Do Movement or Proximity Help Children Learn Words? Oral presentation at the Undergraduate Student Research Conference (3rd Place). UA.

Keith, A. & **Scofield, J.** (2008). Preschool Children's Multimodal Word-Object Learning. Oral presentation at the Undergraduate Student Research Conference (1st Place). UA.

Miller, A. & **Scofield, J.** (2008). Do Children Trust Reliable over Unreliable Speakers? Oral presentation at the Undergraduate Student Research Conference. UA.

Allen, R. & **Scofield, J.** (2008). Can 2-year-olds Reliably Produce Words Learned from Videos? Oral presentation at the Graduate Student Research Conference. UA.

Lose, K., Keith, A., Hernandez-Reif, M., & **Scofield, J.** (2008). Preschool Children's Multimodal Word-Object Learning. Poster presentation at the Graduate Student Research Conference. UA.

Williams, A. & **Scofield, J.** (2008). Can Children Learn New Words and Apply Word Learning Strategies in the Absence of a Speaker? Oral presentation at the Graduate Student Research Conference. UA.

Love, R. & **Scofield, J.** (2004). Word learning in the absence of joint attention. Oral presentation at the Graduate Student Research Conference (Refereed). UA.

Invited Research Presentations

Scofield, J. (2007). Children's Word Learning from Present and Absent Speakers. Oral presentation at the University of Pennsylvania, Philadelphia, PA.

Media

UA Dialog, Feature Print Story: Learning the Language (Fall, 2014). Also featured on website (November, 2014), Link - <http://dialog.ua.edu/2014/11/learning-the-language/>

WVUA Radio, Interview Segment: Watching for Delays in Early Development (October, 2014).

UA Matters, Expert Advice Column: Watching for Signs of Language Delay in Your Child (October, 2014). Link - <http://uanews.ua.edu/2014/10/ua-matters-watching-for-signs-of-language-delay-in-your-child/>

UA Research Magazine, Feature Story: Learning the Language (Fall, 2014; Spring 2015). Also featured on UA.EDU home page (October, 2014), Link - <http://research.ua.edu/2014/10/learning-the-language/>

UA Matters, Expert Advice Column: Preparing for a New School Year (May, 2014). Link - <http://uanews.ua.edu/2014/05/ua-matters-preparing-for-a-new-school-year/>

Crimson White, Newspaper Quote: Students Research Child Development on Campus (April, 2013). Link - <http://cw.ua.edu/article/2013/04/students-research-child-development-on-campus>

UA Research Magazine, Brief Story: Preschool Potty Mouth (Spring, 2014).

CBS 42 Interview (Birmingham, AL): Overcoming Anxiety in Sending Kids to Kindergarten (August, 2009).

CBS 42 Interview (Birmingham, AL): College Anxiety (August, 2009).

WVUA TV News, Interview Segment: Christmas Gift Ideas for Young Children (December, 2006).

TEACHING

^UUndergraduate Course | ^GGraduate Course

Instructor of Record

HD 101/Honors HD 101^U – Lifespan Human Development: HD 101 is a survey of physical, cognitive, social, and emotional development across the lifespan. It is a lecture-based course which includes 3 exams, 3 projects, and 1 research paper. The projects are designed to provide real-world examples of topics or concepts discussed during lectures and the paper is intended to be an introduction to the kind of rigorous scientific research that underlies those topics or concepts. Students generally rate the course positively and compliment the quality of the content and the presentation. This course has been recognized for using innovative technology. This course fulfills a University Core requirement in the Social and Behavioral Sciences and serves students from across campus in a variety of majors. It is taught each semester.

Course	Year	Enrollment	Response Rate	Instructor Rating (5=best)
HD 101	2003-2020 (33 sections)	M=144 (Range: 50-292)	M=64%	M=4.53 (Range: 4.19-4.76)
Honors HD 101	2010-2017 (8 sections)	M=21 (Range: 15-30)	M=71%	M=4.69 (Range: 4.40-4.92)

“Dr. Scofield is an excellent, clear, engaging, precise instructor who keeps the students' attention during the entire class period. He is always willing to help and even holds study sessions before exams. I have asked him for help after class before, and he was very patient and very easy to understand. I recommend him to any future HD 101 student.”

-Anonymous Student (Fall, 2012)

HD 501/601^G – Child Development: HD 501 is a graduate survey of child development. It is a lecture-based course which includes 2 exams and 1 research proposal. The research proposal is intended to provide an opportunity to generate new ideas by consolidating existing theory or research findings. Students generally rate the course positively and compliment the quality of the content and the presentation. This course is required for many masters and doctoral programs and thus serves students from across campus from a variety of disciplines. It is taught each Fall semester.

Course	Year	Enrollment	Response Rate	Instructor Rating (5=best)
HD 501/601	2006-2020 (13 sections)	M=20 (Range: 8-29)	M=54%	M=4.25 (Range: 3.00-4.83)

“I really enjoyed Dr. Scofield as an instructor. His enthusiasm for the material was much appreciated. Additionally, he had a good way of explaining different things (i.e. material, assignment expectations, etc.) to students. His sense of humor also added something positive to the course!”

-Anonymous Student (Fall, 2012)

HD 500^G – Lifespan Development: HD 500 is a graduate survey of human development. It is a lecture-based course which includes 2 exams and 1 research proposal. The research proposal is intended to provide an opportunity to generate new ideas by consolidating existing theory or research findings.

Course	Year	Enrollment	Response Rate	Instructor Rating (5=best)
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HD 500	2017-2019 (3 sections)	M=15 (Range: 8-22)	M= 54%	M= 4.46 (Range: 4.13-4.75)
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Additional Courses Taught in Human Development and Family Studies

Freshman Learning Community: Busting Child Development Myths^U (Fall, 2010 & Spring, 2011)
Cognitive Development^{U/G} (Summer Interim, 2005)

Courses Taught in Psychology

General Psychology^U (Fall, 2000 & Spring, 2001)
Introduction to Statistics^U (Summer, 2000 & Spring, 2002)
Infancy and Early Childhood^U (Fall, 2001 & Spring, 2002)
Childhood and Adolescence^U (Fall, 2001 & Spring, 2002)

Teaching Awards and Presentations

Teaching Awards

Scofield, J. (2012). The Joseph S. Rowland Teaching Excellence Award is awarded annually to recognize teaching excellence in the College of Human Environmental Sciences (University of Alabama).

Scofield, J. (2003). Roland H. Waters Award is awarded annually to recognize outstanding potential as a teacher of psychology (University of Arkansas).

Invited Teaching Presentations

Scofield, J. (2010). Integrating Facebook, YouTube, and Other Web 2.0 Technologies into the Classroom: What Works and What Doesn't. Poster presented at Faculty Technology Showcase Hosted by the Faculty Resource Center and the Technology and Learning Taskforce. The University of Alabama.

Scofield, J. (2008). Extending the Classroom with Every Day Technology. Oral presentation at the UA System Teaching with Technology Scholars Institute. The University of Alabama.

Student Dissertations and Theses

Dissertations Chaired

Stager, C.⁺ Familiarity Effects in Parent-Child Interactions of Word Learning. Dissertation Committee Chair, Educational Psychology.

Cummings, J. (2013) Moral Development in Children with Autism Spectrum Disorder. Dissertation Committee Chair, Educational Psychology.

Dissertation Committees

Rivera, B.⁺ The ERP Effect of Shared Components During Fraction Matching. Dissertation Committee Member, Educational Psychology.

Robinson, T. (2020). The Impact of Spatial Boundaries on Wayfinding and Landmark Memory: A Developmental Perspective. Dissertation Committee Member, Psychology.

Jami, P.⁺ Cultural Effect on Trait and Intergroup Empathy: Cross-cultural Comparison of Iranians, American, and Bicultural Iranians. Dissertation Committee Member, Educational Psychology.

Kerr, S. (2018). Developing an Intermediate Concept Measure for Teaching. Dissertation Committee Member, Educational Psychology.

Poole, T. (2017). An investigation of the psychological construction of learning-related confusion and its role in complex reasoning performance. Dissertation Committee Member, Educational Psychology.

Liu, Wei. (2016). Chinese College Students' Gratitude and Moral Judgment. Dissertation Committee Member, Educational Psychology.

Faught, G. (2016). Modeling the Relationships Among Sustained Attention, Short-Term Memory, and Language in Down Syndrome. Dissertation Committee Member, Psychology.

Dong, Y. (2015). Feeling and Thinking: Towards a Developmental Account of the Moral/Conventional Distinction. Dissertation Committee Member, Educational Psychology.

Young, J. (2015). Developmental differences in repeated visual search as modulated by signal to noise ratio. Dissertation Committee Member, Psychology.

Jiang, H. (2014). Describing and testing a measure of Confucian ethics: A preliminary validity study. Dissertation Committee Member, Educational Psychology.

Collin, B. (2014). Does Character Gender Influence Parent Preferences for Advice on Hypothetical Moral Dilemmas? Dissertation Committee Member, Educational Psychology.

McInnis, M. (2014). The Relation Between Empathy and Theory of Mind in Preschool: The Case of Fantasy Orientation. Dissertation Committee Member, Psychology.

Derriso, A. (2014). Autonomy support and gender in US ninth-grade science classrooms: Exploring a self-determination model of motivation using national IES data. Dissertation Committee Member, Educational Psychology.

Pierucci, J. (2013). Parent Scaffolding in Children with Autism Spectrum Disorder. Dissertation Committee Member, Psychology.

Loveall, S. (2013). Readings Skills in Down Syndrome: An Examination of Orthographic Knowledge. Dissertation Committee Member, Psychology.

Smith, D. (2011). Which Components of Joint Attention Help and Hinder Children with Autism Learn to New Words? Dissertation Committee Member, Psychology (UAB).

Mechler, H. (2010). The role of affect in moral judgment development and political attitudes. Educational Psychology. Dissertation Committee Member, Educational Psychology.

Williams, A. (2009). Word Learning in Children with Autism Spectrum Disorders: Investigating the Effects of Word Learning Constraints, Joint Attention, and Imitation. Dissertation Committee Member, Psychology.

Master's Theses Chaired

Davila, L. (2020). Children's Information Sharing from Accurate and Inaccurate Sources. Thesis Committee Chair, HDF5.

Chapman, M. (2016). Does group membership affect children's judgments of social transgressions? Thesis Committee Chair, HDF5.

Savage, S. (2016). What Not to Swear: How Do Children Learn Bad Words? Thesis Committee Chair, HDF5.

Williams, L. (2015). Children's Evaluations of Moral and Conventional Retaliations. Thesis Committee Chair, HDF5.

Carter, V. (2014). Do maternal warmth and maternal risky sexual behavior predict intergenerational teenage pregnancy across time? Thesis Committee Chair, HDF5.

Simpson, A. (2013). Impact of Teacher Beliefs, Education, Experience and Training on Quality Child Care. Thesis Committee Chair, HDF5.

Thorn, J. (2012). Judging the Victims and Beneficiaries of Social Actions. Thesis Committee Chair, HDF5.

Sanders, K. (2011). Individual Differences in Rural Children's Video Word Learning. Thesis Committee Chair, HDF5.

Leslie, A. (2010). The Consequences of Reversing Trust or Not Reversing Trust. Thesis Committee Chair, HDF5.

Fields, B. (2009). Written Word Learning. Thesis Committee Chair, HDF5.

Allen, R. (2008). Word Learning from Videos: Evidence from 2-year-olds. Thesis Committee Chair, HDF5.

Hardy, L. (2008). The Early Start Sign Language Program: Using Sign Language to Advance Language Development in Young Children. Non-Thesis Committee Chair, HDF5.

Master's Thesis Committees

Hanle, L.⁺

Stone, T.* The Early Literacy Beliefs of Parents of Preschool Children. Thesis Committee Member, HDFS.

Miller, J. (2020). Early intervention effects on gesture use in young children with ASD: A national inquiry. Thesis Committee Member, Speech Pathology.

Bustos, L. (2020). The Effects of Military Specific Stressors on Military-Dependent Youth's Attachment: The Role of Mother's Perceived Nurturance. Thesis Committee Member, HDFS.

Hawkins, H. (2019). Attitudes of Stuttering in the Social Networks of People who Stutter. Thesis Committee Member, Speech Pathology.

Gungordu, N. (2017). Affective and Cognitive Empathy in University Students: A Cross-cultural Study. Thesis Committee Member, Educational Psychology.

Treleaven, S. (2017). Contributing Factors to Stuttering Development in Preschool-Age and School-Age Children. Thesis Committee Member, Speech Pathology.

Davis, F. (2016). Differences in Affect through Medical Play. Thesis Committee Member, HDFS.

Ungvary, S. (2016). Explaining the Aggression-Victimization Link: Social-Cognitive and Psychophysiological Mechanisms. Thesis Committee Member, Psychology.

Meyer, B. (2015). Weighing the evidence: How observations influence children's belief in a novel fantastical entity. Thesis Committee Member, Psychology.

Rice, M.* The Effect of Massage and Reading on Preschool Children's Sleep Difficulty and Problem Solving. Thesis Committee Member, HDFS.

Carper, L. (2015). Infant and Toddler Vocal Behavior. Thesis Committee Member, HDFS.

Chiarelli, C. (2015). The Effects of Focused Stimulation, Vertical Structuring, and Expansion on Verbal Language in Young Minimally-verbal Children with Autism Spectrum Disorder. Thesis Committee Member, Speech Pathology.

Faught, G. (2014). Auditory and Sustained Visual Attention in Down Syndrome. Thesis Committee Member, Psychology.

Martin, M. (2014). A Factor Analytic Study of Emotional and Non-emotional Lateralized Perceptual Tasks. Thesis Committee Member, Psychology.

Turner, C. (2014). Physiological Responses of Children with ASD in the Presence of a Stranger. Thesis Committee Member, Speech Pathology.

Granger, J. (2013) Using Music to Facilitate Infant Word Learning. Thesis Committee Member, HDFS.

Barton, K. (2013). Children's Literacy Encouraged Through Literature Themes. Thesis Committee Member, HDFS.

Thomas, A. (2013). Finding the Refrigerator and the Oven in the Kitchen: Goal Oriented Search in Contextual Cueing. Thesis Committee Member, Psychology.

Aguilar, C. (2013). Common Practices of Speech-Language Pathologists in Bilingual Assessment and Intervention: A Thesis Proposal. Thesis Committee Member, Speech and Hearing.

Phillips, A. (2012). Developmental Trajectory of Explicit Learning in Down Syndrome. Thesis Committee Member, Psychology.

Young, J. (2012). Children's Selective Attention in Contextual Cueing. Thesis Committee Member, Psychology.

McInnis, M. (2012). The Bully in My Mind: Investigating Children with Mean Imaginary Companions. Thesis Committee Member, Psychology.

Powell, P. (2011). Impaired Classical Fear Conditioning in Persons with Autism Spectrum Disorders. Thesis Committee Member, Psychology.

McCurry, S. (2011). Measuring Prototype Formation Ability in Toddlers with ASD and Typical Development Using a Matching to Sample Task. Thesis Committee Member, Psychology.

Pierucci, J. (2011). The Relationship between Executive Functions and Fantasy Orientation. Thesis Committee Member, Psychology.

Loveall, S. (2010). Nonword Reading as an Indicator of Orthographic Learning. Thesis Committee Member, Psychology.

Dains, N. (2010). Cognitive Processing of Educational Television Messages by Children. Thesis Committee Member, Telecommunication and Film.

Kendrick, A. (2009). Teacher Directed Play versus Natural Play in the Playground and Preschool Children. Thesis Committee Member, HDFs.

Gibson, Z. (2008). Categorization vs. Association: Reconciling Automatic and Controlled Processes for False Memories in Autism. Thesis Committee Member, Psychology.

Mussey, J. (2008). Decision-Making Skills in Autism Spectrum Disorders: Performance on the Iowa Gambling Task. Thesis Committee Member, Psychology.

Jordan, E. (2007). Childhood corporal punishment experiences: Recollections of black young adults and white young adults. Thesis Committee Member, HDFs.

Jernigan, S. (2007). Exposure to domestic violence: Its long-term impact on coping and self-esteem. Thesis Committee Member, HDFs.

Williams, A. (2007). Can Children With Autism Spectrum Disorders Learn Language in Minimal Conditions of Joint Attention? Thesis Committee Member, Psychology.

Horton, C. (2005). Maternal verbal scaffolding: Language learning environments for twelve-month-old infants. Thesis Committee Member, Human Development and Family Studies.

Pohlig, R. (2003). Upright and inverted facial prototype formation in autism. Thesis Committee Member, Psychology.

Undergraduate Honor's Theses Chaired

Evans, R.⁺ Effect of Parent-Child Interaction on Toddler Word Learning in Object Play. Honor's Thesis Chair, Psychology.

Ricciardi, C. (2016). The effect of temporary, transgressor related factors on children's moral evaluations. Honor's Thesis Chair, Psychology.

Medders, H. (2014). Multimodal categorization: Categorizing things you can't see. Honor's Thesis Chair, Psychology.

Mathis, E. (2013). Children's Willingness to Trust Facts and Opinions. Honor's Thesis Chair, Psychology.

Gros, E. (2012). Do Children Believe that People "Get What They Deserve"? Honor's Thesis Chair, Psychology.

Graham, E. G. (2012). Word Unlearning: What Happens When Children Must Correct A Word Learning Error? Honor's Thesis Chair, Psychology.

Montgomery, J. (2011). Preschoolers Ability to Distinguish between Lying and Ignorance. Honor's Thesis Chair, Psychology.

Davis, K. (2010). Do Children Use Past Actions to Determine the Future Reliability of an Actor? Honor's Thesis Chair, Psychology.

Keith, A. B. (2009). Multimodal Word Learning in Preschool Children. Honor's Thesis Chair, Psychology.

SERVICE

*Ongoing

University ServiceAcademic Committees**UNIVERSITY**

Honors College External Faculty Advisory
Committee (2020-22)*

General Education Taskforce (2020)

- *Critical Thinking Sub-committee*

Internationalization Lab, Steering Committee
(2018-19)

Honors College Review Committee (2018-19)

Research Grants Committee (2016-19)

Faculty Senate (2012-14)

- *Financial Affairs Sub-Committee*

- *Faculty & Senate Governance Sub-Committee*

Research Advisory Committee (2012-15), **Chair**
(2014-15)

Graduate Faculty (2003*)

COLLEGE

Promotion & Tenure, (2017-21)*, **Chair** (2018-21)

Research Committee, (2011-19), **Chair** (2013-18)

Academic Bankruptcy (2017-19)

Graduate Studies Committee (2006-10)

Public Relations Committee (2011-13)

Alumni Survey Coordinator (2010*)

DEPARTMENT

Research Enhancement, **Chair** (2018*)

HD 101 Coordinator (2010*)

Strategic Plan Committee, **Chair** (2013-17)

Advising Committee (2008-16), **Chair** (2008-14)

Children's Program Projects Committee, **Chair**
(2005*)

OTHER

Education Psychology, Ph.D., HDFS
Representative (2005*)

Developmental Science Core Faculty (2007*)

Blackburn Institute, Fellows Selection Committee

Developmental Ph.D. Planning Committee

CHES Ambassadors Selection Committee

Howell's Fund Committee (UArk)

Search Committees**UNIVERSITY**

UA (Associate Vice President for Research)

UA (Provost/Vice President for Academic Affairs)

COLLEGE

HES (Dean)

HES (Endowed Research Chair)

DEPARTMENT

HDFS, **Co-Chair** (Family Studies, Assistant
Professor)

HDFS, **Co-Chair** (Early Childhood, Assistant
Professor)

HDFS (Open Position, Assistant/Associate
Professor)

HDFS (Child Life, Assistant Professor)

Psychology (Developmental, Assistant Professor)

HDFS, **Co-Chair** (Department Head, Open Rank)

HDFS, **Co-Chair** (Child Development, Open Rank)

HDFS, **Chair** (Department Head)

HDFS, **Chair** (Social Development, Open Rank)

HDFS, **Chair** (Cognitive Development, Open Rank)

HDFS, **Chair** (Open Position, Open Rank)

OTHER

Educational Psychology (Educational
Neuroscience, Assistant Professor)

Educational Research (Center Director)

HES (Consumer Sciences, Assistant/Associate
Professor)

Communicative Disorders/Psychology (Speech-
Language Pathologist, Autism Clinic)

Educational Psychology (Statistics, Assistant
Professor)

Psychology (Developmental, Assistant Professor)

Psychology Hiring Committee, Student

Representative (UArk)

Professional Service

Editorial Board Member – *Journal of Cognition and Development (2019-2021)*

Guest Editor – Cognitive Development, Special Issue “Role of Cognition in Person Judgments”

Ad Hoc Journal Reviews - British Journal of Developmental Psychology, Child Development, Child Development Perspectives, Cognition, Cognitive Development, Developmental Psychology, Developmental Science, Infant and Child Development, Int’l Journal of Behavioral Development, Journal of Moral Education, Journal of Adolescent Health, Journal of Child Language, Journal of Cognition and Development, Journal of Experimental Child Psychology, Media Psychology, Merrill Palmer Quarterly, Psychological Science, PLOS One

Grant Review Panel Member - National Science Foundation (NSF), Developmental Sciences

Ad Hoc Grant Reviews – NSF (Developmental Sciences)

Ad Hoc Conference Reviews - Society for Research in Child Development (SRCD), American Psychological Association (APA), International Society for the Study of Behavioral Development (ISSBD)

Ad Hoc Publisher Reviews - McGraw-Hill

External Reviewer - Faculty Tenure and Promotion (University of Louisville, Psychological and Brain Sciences)

Professional Association/Society Memberships - Society for Research in Child Development, Cognitive Development Society, International Congress of Infant Studies
