

JASON SCOFIELD

CURRICULUM VITAE

Contact Information

<i>Office Address</i>	209 Child Development Research Center Human Development and Family Studies Human Environmental Sciences The University of Alabama Tuscaloosa, AL 35487-0160
<i>Phone Numbers</i>	205-348-9836 (w), 205-246-3511 (c)
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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 2005 - present	Program Faculty, Department of Psychology (UA) 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

Peer-reviewed Papers

Danovitch, J., **Scofield, J.**, Williams, A., DaVila, L., & Bui, C. (2023). Children's Selective Information Transmission in STEM and Non-STEM Domains. *Cognitive Development*, 66. doi.org/10.1016/j.cogdev.2023.101332

Morett, L., Berheim, S. H., Nelson, C., & **Scofield, J.** (2023). Development of Sensitivity to Beat Gesture and Contrastive Accenting in Support of Word Learning in Early Childhood. *First Language*. doi.org/10.1177/01427237231165118

May, K. & **Scofield, J.** (2022). Inhibitory Control and Patterns of Errors in Resolution of Syntactically Ambiguous Sentences. *Journal of Child Language*, 1-17. doi:10.1017/S0305000922000678

Stager, C.* , Morett, L., Stelmach, A.* , Parente, G.* , Mickler, J.* , & **Scofield, J.** (2022). Children's Disambiguation of Novel Words Varies by the Number and Position of Phonological Contrasts. *Journal of Child Language*, 1-26. doi:10.1017/S0305000922000125

Boseovski, J. J. & **Scofield, J.** (2022). The role of cognition in person judgments: Introduction to the special issue. *Cognitive Development*, 62. https://doi.org/10.1016/j.cogdev.2022.101187

Thorn, J.* , May, K.* , Marble, K., Boseovski, J., & **Scofield, J.** (2021). Judging the Recipients of Social Actions. *Social Development*. https://doi.org/10.1111/sode.12513

Thoma, S. J., **Scofield, J.**, May, K. E.* , & Hartin, T.* , & Bui, C. (2021). Judging Character: How valence and social domain support character judgments in children and adults. *Cognitive Development*, 58. https://doi.org/10.1016/j.cogdev.2021.101014

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. 10.1016/j.jecp.2019.104695

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. & 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.

Non Peer-reviewed Papers

Jarrett, B., Stager, C., Evans, R., Wiley, S., & **Scofield, J.** (2022). How Well Do Mother's Judgments about their Smartphone Use Correspond to their Actual Use? *Journal of Science and Health at The University of Alabama, 19*, XX-XX.

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

Papers In Review or In Preparation

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.

Ku, Yun-Ruei & **Scofield, J.** (In review). Timing matters: event-related potentials during collocational processing in English monolinguals and Mandarin-English bilinguals. *Language, Cognition, and Neuroscience*.

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. (2021). (Not funded). Collaborative Research: CHILDREN'S INFORMATION SHARING. NSF – Developmental Sciences. Role: Principal Investigator.

Scofield, J. & Danovitch, J. (2020). (Not funded). 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.

*Additional \$6000 in funding awarded (2021) to oversee statewide marketing efforts of results.

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 \$30,000.

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 \$2,500.

Scofield, J. (2004). The Role of Intention in Children's Understanding of Pretense. Research Grants Committee, University of Alabama. Role: Principal Investigator. Funded for \$5,000.

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 \$2,000.

Presentations

National/International Conference Presentations (full list available upon request)

Society for Research in Child Development (n=33) – 1999, 2001, 2003, 2005, 2007, 2009, 2011, 2013, 2017, 2019, 2021
 Cognitive Development Society (n=8) – 1999, 2011, 2017, 2019, 2022
 International Congress on Infant Studies (n=8) – 2000, 2004, 2006, 2008, 2010, 2020
 Society for Research in Human Development (n=4) – 2002, 2012, 2016
 Midwestern Psychological Association (n=3) – 2001, 2006
 International Society for Autism Research (n=3) – 2007, 2009, 2010
 Association for Behavioral and Cognitive Therapies (n=1) – 2007
 Association of Moral Education (n=1) – 2010
 National Council on Family Relations (n=1) – 2017
 American Educational Research Association (n=1) – 2018
 Association for Psychological Science (n=2) – 2021, 2023
 Psychonomic Society (n=1) – 2021
 Society for the Neurobiology of Language (n=1) – 2022
 International Society for Gesture Studies (n=1) - 2022
 American Psychological Association (n=1) – 2022

Regional Student Presentations (full list available upon request)

University of Alabama Undergraduate Research Conference (n=28) – 2008, 2009, 2010, 2011, 2012, 2013, 2014, 2016, 2018, 2019, 2021, 2022
 University of Alabama Graduate Student Research Conference (n=11) – 2004, 2008, 2009, 2010,
 University of Alabama Rural Health Conference (n=4) – 2010, 2011, 2014

Invited Research Presentations

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

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, in-person and online.

Course	Year	Enrollment	Response Rate	Instructor Rating (5=best)
HD 101	2003-2022 (39 sections, 2 online)	M=141 (Range: 47-292)	M=61%	M=4.54 (Range: 4.19-4.76)
Honors HD 101	2010-2022 (12 sections)	M=21 (Range: 15-31)	M=69%	M=4.66 (Range: 4.40-4.92)

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)
HD 500	2017-2020 (4 sections)	M=15 (Range: 8-22)	M= 52%	M= 4.43 (Range: 4.13-4.75)

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	2006-2022 (14 sections)	M=20 (Range: 8-29)	M=58%	M=4.15 (Range: 3.00-4.83)

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 Everyday Technology. Oral presentation at the UA System Teaching with Technology Scholars Institute. The University of Alabama.

Student Dissertations and Theses

Dissertations Chaired (n=7)

Nguyen, N. ("Sherry")⁺. The Relationship between Residential Mobility and Selective Trust. Dissertation Committee Chair, Educational Psychology.

Linetsky, K.⁺ Children's Environmental Moral Judgments and Reasoning: The Role of Intention and Experience. Dissertation Committee Chair, Educational Psychology.

Feiler, J. (2023). Do embodied representations facilitate mental animation of scientific spatial concepts? A question of "STEMbodiment". Dissertation Committee Chair, Educational Psychology.

Yun-Ruei, C. (2022). A psycholinguistic model of collocational processing in sequential bilinguals: Insights from ERPs and eye-tracking. Dissertation Committee Co-chair, Educational Psychology.

May, K. (2022). Context Matters: Examining Differences in Pragmatic Language in Relation to Executive Functions and Context. Dissertation Committee Chair, Educational Psychology.

Stager, C. (2022). 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.

Master's Theses Chaired

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

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

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

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

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

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

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

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

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

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

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

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

Undergraduate Honor's Theses Chaired

Evans, R. (2021). 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.

Dissertation and Thesis Committee Memberships (full list available upon request)

Dissertation (n=22) – Educational Psychology (n=13), Psychology (n=9)

Master's Thesis (n=36) – Psychology (n=16), HDFS (n=11), Speech Pathology (N=6), Educational Psychology (n=2), Telecommunication & Film (n=1)

SERVICE

*Ongoing

University Service

Academic Committees

UNIVERSITY

UA Teaching Academy Advisory Committee (2023-)*

-Teaching Fellows Subcommittee

Intercollegiate Athletics Committee (2022-)*

-Student-Athlete Eligibility Task Force

Academic Program Review Council (2022-)*

-Chair Geological Sciences Review (2022)

-Chair Chemical & Biological Engineering Review (2023)

-Chair Communicative Disorders Review (2023)

-Member Health Sciences Review (2024)

Honors College External Faculty Advisory Committee (2020-2022, 2024-)*

-Chair Portz Scholar Review Committee

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)

Search Committees

UNIVERSITY

UA (Associate Vice President for Research)

UA (Provost/Vice President for Academic Affairs)

Education (Dean)

COLLEGE

HES (Dean)

HES (Endowed Research Chair)

DEPARTMENT

HDFS (Child Development, Assistant Professor)

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)

-Chair (2014-15)
Graduate Faculty (2003-)*

COLLEGE

Graduate Studies Committee (2022-)*
-Previously (2006-10)
Agility Team (2021-)*
Promotion & Tenure (2017-21)
-Chair (2018-21)
Research Committee (2011-19)
-Chair (2013-18)
Academic Bankruptcy (2017-19)
Public Relations Committee (2011-13)
Alumni Survey Coordinator (2010-)*

DEPARTMENT

HDFS Retention, Promotion, and Tenure
HDFS Renewable Contract Faculty Promotion
-Chair (2023-)*
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
-Coordinator (2005+)

OTHER

Emerging Scholars, Advisor
Tide Together, Mentor
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)

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, Social Development, Frontiers in Psychology

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
