

CURRICULUM VITAE

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Education

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

Academic Positions

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

Honors & Awards

- 2007 Fellow, American Psychological Association, Division 7
- 2006 University of Queensland Travel Award for International Research
- 2006 University of Pittsburgh Provost Award for Excellence in Mentoring
- 1999 Nominee, University of Pittsburgh Tina & David Bellet Undergraduate
 Teaching Excellence Award
- 1984 Foundation for Child Development, Award for Young Scholars in Social &
 Affective Development
- 1974 – 1978 NIMH Predoctoral Fellowship

Editorial Activities

- 2005 - present Associate Editor, *Infancy*
- 2006 - present; 1984 -1990 Editorial Board, *Child Development*

2002 - present	Editorial Board, <i>Social Development</i>
1998 - present	Editorial Board, <i>Journal of School Psychology</i>
2004 - 2005	Chair, Peer Relationships Review Panel, Society for Research in Child Development Biennial Meeting
1999 - 2005	Editorial Board, <i>Infancy</i>
1999	Guest editor, Invited Special Issue on Early Peer Relations, <i>Early Education and Development</i>
1993	Chair, Social & Personality Review Panel, Conference on Human Development Biennial Meeting
1991	Guest editor, Special Issue on Early Self Development, <i>Developmental Review</i>
1988	Co-chair, Division C, Section 2, AERA Annual Meeting

Professional Memberships

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

Publications

Brownell, C., Zerwas, S. & Ramani, G. (in press). "So Big": The development of bodily self-awareness in toddlers. *Child Development*.

NICHD Early Child Care Research Network. (in press). Peer social competence in third grade: Predictions from earlier child care, family, and peer experiences in the NICHD study of early child care. *Social Development*.

Brownell, C. & Kopp, C. (Eds.) (2007) *Transitions in Early Socioemotional Development: The Toddler Years*. New York: Guilford Press.

Brownell, C. & Kopp, C. (2007). Transitions in toddler socioemotional development: Behavior, understanding, relationships. In C. Brownell & C. Kopp (Eds.), *Transitions in Early Socioemotional Development: The Toddler Years*. New York: Guilford Press.

Brownell, C., Ramani, G. & Zerwas, S. (2006). Becoming a social partner with peers: Cooperation and social understanding in one- and two-year-olds. *Child Development*, 77, 804 – 821.

Brownell, C., Nichols, S. & Svetlova, M. (2005). Early development of shared intentionality with peers. (Invited commentary) *Behavioral & Brain Sciences*, 28, 693-694.

NICHD Early Child Care Research Network. (Eds.). (2005). *Child care and child development: Results from the NICHD Study of Early Child Care and Youth Development*. New York:

Guilford Press.

Campbell, S., Brownell, C., Hungerford, A., et al (2004). The course of maternal depressive symptoms and maternal sensitivity as predictors of attachment security at 36 months. *Development and Psychopathology, 16*, 231-252

Zerwas, S., Balaraman, G. & Brownell, C. (2004). Constructing an understanding of mind with peers. (Invited commentary) *Behavioral & Brain Sciences, 27*, 130-131.

NICHD Early Child Care Research Network. (2004) Trajectories of physical aggression from toddlerhood to middle childhood: Predictors, correlates, and outcomes. *SRCD Monographs, 69* (4), Serial No. 278.

NICHD Early Child Care Research Network. (2004). Affect dysregulation in the mother-child relationship in the toddler years: Antecedents and consequences. *Development and Psychopathology, 16*, 43-68.

Brownell, C. & Gifford-Smith, M. (2003). Context & development in children's school-based peer relations: Implications for research and practice. *Journal of School Psychology, 41*, 305 - 310.

Gifford-Smith, M. & Brownell, C. (2003). Childhood peer relationships: Social acceptance, friendships & peer networks. *Journal of School Psychology, 41*, 235 – 284. (Invited target article; *JSP*'s most downloaded article, 2003)

NICHD Early Child Care Research Network. (2003). Social functioning in first grade: Associations with earlier home and child care predictors and with current classroom experiences. *Child Development, 74*, 1639 -1662.

Brownell, C., Zerwas, S., & Balaraman, G. (2002). Peers, cooperative play, and the development of empathy in children. (Invited commentary). *Behavioral & Brain Sciences, 25*, 28-30.

NICHD Early Child Care Research Network. (2001). Child care and children's peer interaction at 24 and 36 months: The NICHD Study of Early Child Care. *Child Development, 72*, 1478-1500.

Hungerford, A., Brownell, C., & Campbell, S. (2000). Infant child care in the 1990's: Implications for infant mental health. In C. Zeanah (Ed.), *Handbook of infant mental health* (2nd Edition). New York: Guilford. (pp. 519-532)

Kelley, S., Brownell, C., & Campbell, S. (2000). Mastery motivation and self-evaluative affect in toddlers: Longitudinal relations with maternal behavior. *Child Development, 71*, 1061-1071.

NICHD Early Child Care Research Network. (2000). The relation of child care to cognitive and

- language development. *Child Development*, *71*, 960-980.
- Brownell, C. & Hazen, N. (1999). Early peer interaction: A research agenda. *Early Education and Development*, *10*, 403- 413.
- Hazen, N. & Brownell, C. (1999). Peer relationships in early childhood: Current trends and future directions. *Early Education and Development*, *10*, 233-240.
- Brownell, C. & Hazen, N. (Eds) (1999). *Early Peer Relations*, invited special issue of *Early Education and Development*, *10* (3).
- NICHD Early Child Care Research Network. (1998). Early child care and self-control, compliance and problem behavior at twenty-four and thirty-six months. *Child Development*, *69*, 1145-1170.
- DeCooke, P., & Brownell, C. (1995). Young children 's help-seeking in mastery-oriented contexts. *Merrill-Palmer Quarterly*, *41*, 229-246.
- Brownell, C., & Brown, E. (1992). Peers and play in infants and toddlers. In V. Van Hasselt & M. Hersen (Eds.), *Handbook of social development*. NY: Plenum.
- Brownell, C., & Kopp, C. (1991). Common threads, diverse solutions: Concluding commentary. *Developmental Review*, *11*, 288-303.
- Kopp, C., & Brownell, C. (1991). Introduction to the development of self: The first 3 years. *Developmental Review*, *11*, 195-197.
- Kopp, C., & Brownell, C. (Eds.). (1991). The development of self: The first three years. Invited special issue of *Developmental Review*, *11*(3).
- Brownell, C., & Carriger, M. (1991). Collaborations among toddler peers: Individual contributions to social contexts. In L. Resnick, J. Levine, & S. Teasley (Eds.). *Perspectives on socially shared cognition*. Washington, D.C.: APA.
- (1998) Reprinted in M. Woodhead, D. Faulkner, & K. Littleton (Eds), *Cultural Worlds of Early Childhood*. London: Routledge Press.
- Brownell, C. (1990). Peer social skills in toddlers: Competencies and constraints illustrated by same-age vs. mixed-age interaction. *Child Development*, *61*, 838-848.
- Brownell, C., & Carriger, M. (1990). Changes in cooperation and self-other differentiation during the second year. *Child Development*, *61*, 1164-1174.
- Brownell, C. (1989). Socially shared cognition: The role of social context in the construction of knowledge. In L.T. Winegar (Ed.), *Social interaction and the development of children's*

understanding. Norwood, NJ: Ablex.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Submitted Papers

Ramani, G., Brownell, C. & Campbell, S. (submitted). Peer social competence and self-regulation in the preschool years. *Developmental Psychology*.

Zerwas, S. & Brownell, C. (submitted). Partners in pretend: Social experiences with mothers and peers in the development of three-year-olds' pretend play. *Social Development*.

NICHD Early Child Care Research Network. (submitted). Family-peer linkages: Attributional and attentional processes as mediators. *Child Development*.

NICHD Study of Early Child Care

Note: I am a member of the NICHD Early Child Care Research Network and a contributing author to the listed papers. In recognition of the collaborative nature of the study, the Network publishes all research pertaining to its core hypotheses under the corporate banner rather than by individually named authors. The papers listed in the prior section represent those on which I functioned as a primary author.

NICHD Early Child Care Research Network. (under review). Asthma pathogenesis: Child care, parenting stress, and the productive activity hypothesis. *Journal of Developmental and Behavioral Pediatrics*.

NICHD Early Child Care Research Network. (under review). Physical activity and body mass index in third grade children: Individual, family, social, and academic correlates. *Journal of Developmental and Behavioral Pediatrics*.

NICHD Early Child Care Research Network. (under review) The impact of fathers' support for child autonomy on early achievement in school. *Developmental Psychology*.

NICHD Early Child Care Research Network. (under review). Testing a series of causal propositions relating time spent in child care to children's externalizing behavior. *Developmental Psychology*.

NICHD Early Child Care Research Network. (in press). Frequency and intensity of activity of third- grade children in physical education. *Archives of Pediatrics and Adolescent Medicine*.

NICHD Early Child Care Research Network. (in press). Oral language and reading: Continuing

the dialogue with Storch. *Developmental Psychology*.

NICHD Early Child Care Research Network. (in press). The relations of classroom contexts in the early elementary years to children's classroom and social behavior. In A. C. Huston & M. N. Ripke (Eds.), *Developmental contexts in middle childhood: Bridges to adolescence and adulthood*. New York: Cambridge University Press.

NICHD Early Child Care Research Network. (in press). Age of entry to kindergarten and children's academic and socioemotional development. *Early Education and Development*.

Campbell, Spieker, Burchinal, Poe, and NICHD ECCRN. (2006). Trajectories of aggression from toddlerhood to age 9 predict academic and social functioning through age 12. *Journal of Child Psychology and Psychiatry*, 47, 791-800.

Philip R. Nader, Marion O'Brien, Renate Houts, Robert Bradley, Jay Belsky, Robert Crosnoe, Sarah Friedman, Zugu Mei, Elizabeth J. Susman, and the NICHD Early Child Care Research Network. (2006). Identifying Risk for Obesity in Early Childhood. *Pediatrics*, 118, 594-60.

NICHD Early Child Care Research Network. (2006). Infant-mother attachment: Risk and protection in relation to changing maternal caregiving quality over time. *Developmental Psychology* 42, 38-58.

NICHD Early Child Care Research Network. (2006). Child care effect sizes for the NICHD Study of Early Child Care and Youth Development. *American Psychologist*, 61, 99-116.

NICHD Early Child Care Research Network. (2005). Predicting individual differences in attention, memory, and planning in first graders from experiences at home, child care, and school. *Developmental Psychology*, 41, 99-114.

NICHD Early Child Care Research Network. (2005). A day in third grade: A large-scale study of classroom quality and teacher and student behavior. *The Elementary School Journal*, 105, 305-323.

NICHD Early Child Care Research Network. (2005). Pathways to reading: The role of oral language in the transition to reading. *Developmental Psychology*, 41, 428-442.

NICHD Early Child Care Research Network. (2005). Duration and developmental timing of poverty and children's cognitive and social development from birth through third grade. *Child Development*, 76, 795-810.

NICHD Early Child Care Research Network. (2005). Early child care and children's development in the primary grades: Follow-up results from the NICHD Study of Early Child Care. *American Educational Research Journal*, 42, 537-570.

NICHD Early Child Care Research Network. (2004). Father's and mother's parenting behavior

and beliefs as predictors of child social adjustment in the transition to school. *Journal of Family Psychology*, 18 (4), 628-638.

NICHD Early Child Care Research Network. (2004). Does class size in first grade relate to changes in child academic and social performance or observed classroom processes? *Developmental Psychology*, 40, 651-664.

NICHD Early Child Care Research Network. (2004). Type of child care and children's development at 54 months. *Early Childhood Research Quarterly*, 19, 203-230.

NICHD Early Child Care Research Network. (Spring 2004). Multiple pathways to early academic achievement. *Harvard Educational Review*, 1-29.

NICHD Early Child Care Research Network. (2004). Are child developmental outcomes related to before-and after-school care arrangements? Results from the NICHD Study of Early Child Care. *Child Development*, 75, 280-295.

NICHD Early Child Care Research Network (2003). Families matter—even for kids in child care. *Journal of Developmental and Behavioral Pediatrics*, 24, 58-62.

NICHD Early Child Care Research Network. (2003). Child care and common communicable illnesses in children aged 37 to 54 months. *Archives of Pediatrics & Adolescent Medicine*, 157, 196-200.

NICHD Early Child Care Research Network. (2003). Frequency and intensity of activity of third-grade children in physical education. *Archives of Pediatrics & Adolescent Medicine*, 157, 185-190.

NICHD Early Child Care Research Network. (2003) Does quality of child care affect child outcomes at age 4 ½? *Developmental Psychology*, 39, 451-469.

NICHD Early Child Care Research Network. (2003). The NICHD Study of Early Child Care: Contexts of development and developmental outcomes over the first seven years of life. In J. Brooks-Gunn & L. J. Berlin (Eds). *Early childhood development in the 21st century*. (pp. 182-201). New York: Teachers College Press.

NICHD Early Child Care Research Network. (2003). Do children's attention processes mediate the link between family predictors and school readiness? *Developmental Psychology*, 39, 581-593.

NICHD Early Child Care Research Network. (2003). Does amount of time spent in child care predict socioemotional adjustment during the transition to kindergarten? *Child Development*, 74, 976-1005.

NICHD Early Child Care Research Network & Duncan, G. J. (2003). Modeling the impacts of

child care quality on children's preschool cognitive development. *Child Development*, 74, 1454-1475.

NICHD Early Child Care Research Network (2003). Early child care and mother-child interaction from 36 months through first grade. *Infant Behavior and Development*, 26, 345-370.

NICHD Early Child Care Research Network. (2003). Child care in the world--past and present: Does amount of time spent in child care predict socioemotional adjustment during the transition to kindergarten? *The Journal of the Japan Society for Child Health*, 62, 418-431.

NICHD Early Child Care Research Network. (2002). Structure>Process>Outcome: Direct and indirect effects of caregiving quality on young children's development. *Psychological Science*, 13, 199-206.

NICHD Early Child Care Research Network. (2002). The relation of first grade classroom environment to structural classroom features, teacher, and student behaviors. *The Elementary School Journal*, 102, 367-387.

NICHD Early Child Care Research Network. (2002). The interaction of child care and family risk in relation to child development at 24 and 36 months. *Journal of Applied Developmental Science*, 6, 144-156.

NICHD Early Child Care Research Network (2001). Child care and common communicable illnesses. *Archives of Pediatrics & Adolescent Medicine*, 155, 481-488.

NICHD Early Child Care Research Network. (2001). Parenting and family influences when children are in child care: Results from the NICHD Study of Early Child Care. In J. Borkowski, S. Ramey, & Bristol-Power, M. (Eds.), *Parenting and the child's world: Influences on intellectual, academic, and social-emotional development* (99-124). Mahwah, NJ: Erlbaum.

NICHD Early Child Care Research Network. (2001). Nonmaternal care and family factors in early development: An overview of the NICHD Study of Early Child Care. *Journal of Applied Developmental Psychology*, 22, 559-579.

NICHD Early Child Care Research Network. (2001). Child care and family predictors of MacArthur preschool attachment and stability from infancy. *Developmental Psychology*, 37, 847-862.

NICHD Early Child Care Research Network. (2001). Before Head Start: Income and ethnicity, family characteristics, child care experiences and child development. *Early Education and Development*, 12, 545-576.

NICHD Early Child Care Research Network. (2000). Factors associated with fathers' caregiving

- activities and sensitivity with young children. *Journal of Family Psychology, 14*, 200-219.
- NICHD Early Child Care Research Network. (2000). Characteristics and quality of child care for toddlers and preschoolers. *Applied Developmental Science, 4*, 116-135.
- NICHD Early Child Care Research Network. (1999). Child outcomes when child care center classes meet recommended standards for quality. *American Journal of Public Health, 89*, 1072-1077.
- NICHD Early Child Care Research Network. (1999). Chronicity of maternal depressive symptoms, maternal sensitivity, and child functioning at 36 months. *Developmental Psychology, 35*, 1297-1310.
- NICHD Early Child Care Research Network. (1999). Child care and mother-child interaction in the first three years of life. *Developmental Psychology, 35*, 1399-1413.
- NICHD Early Child Care Research Network. (1998). Relations between family predictors and child outcomes: Are they weaker for children in child care? *Developmental Psychology, 34*, 1119-1128.
- NICHD Early Child Care Research Network. (1997). Poverty and patterns of child care. In J. Brooks-Gunn & G. Duncan (Eds.), *Consequences of Growing up Poor* (pp. 100-131). New York: Russell-Sage.
- NICHD Early Child Care Research Network. (1997). Familial factors associated with the characteristics of nonmaternal care for infants. *Journal of Marriage and the Family, 59*, 389-408.
- NICHD Early Child Care Research Network. (1997). Child care in the first year of life. *Merrill-Palmer Quarterly, 43*, 340-360.
- NICHD Early Child Care Research Network. (1997). The effects of infant child care on infant-mother attachment security: Results of the NICHD Study of Early Child Care. *Child Development, 68*, 860-879.
- NICHD Early Child Care Research Network. (1996). Characteristics of infant child care: Factors contributing to positive caregiving. *Early Childhood Research Quarterly, 11*, 269-306.
- NICHD Early Child Care Research Network. (1994). Child care and child development: The NICHD Study of Early Child Care. In S. L. Friedman and H. C. Haywood (Eds.), *Developmental follow-up: Concepts, domains, and methods* (pp. 377-396). New York: Academic Press.
- NICHD Early Child Care Research Network. (1993). Child-care debate: Transformed or distorted? *American Psychologist, 48*, 692-693.

Recent Conference Presentations (2000 – present)

- Brownell, C., Zerwas, S., Ramani, G., Nichols, S. & Svetlova, M. (2007). Development of Body Image in Toddlers. Presented at the meetings of *The Jean Piaget Society*, Amsterdam, 2007.
- Svetlova, M., Nichols, S., Brownell, C.A., Stern, H., Sivers, S., & Yarrison, E. (2007). Development of empathy toward peers in the second year of life. Presented at the meetings of *The Jean Piaget Society*, Amsterdam, 2007.
- Brownell, C., Zerwas, S., Ramani, G., Nichols, S. & Svetlova, M. (2007). Objective representations of one's own body: Early developments in awareness of the size & topography of one's body. Presented at the meetings of *Society for Research in Child Development*, Boston, MA, 2007.
- Brownell, C., Svetlova, M., Nichols, S., Zerwas, S., Ramani, G., & Rinberg, Y. (2007) "The head bone's connected to the neck bone": Toddlers' knowledge of their own body topography. Presented at the meetings of *Society for Research in Child Development*, Boston, MA, 2007.
- Nichols, S., Svetlova, M. & Brownell, C. (2007). "She got one too!": Will young children socially reference an older child? Presented at the meetings of *Society for Research in Child Development*, Boston, MA, 2007.
- Nichols, S., Svetlova, M., Volper, A. & Brownell, C. (2007). "Hush, baby": Infants' understanding of and responding to other children's emotions. Presented at the meetings of *Society for Research in Child Development*, Boston, MA, 2007.
- Svetlova, M., Nichols, S., Shuck, L. & Brownell, C. (2007). "What's mine is mine and what's yours is...": Development of sharing in toddlers. Presented at the meetings of *Society for Research in Child Development*, Boston, MA, 2007.
- Svetlova, M., Nichols, S., Volper, A., & Brownell, C. (2007). "Cry, baby, cry": Do toddlers respond to infants' distress? Presented at the meetings of *Society for Research in Child Development*, Boston, MA, 2007.
- Brownell, C., Svetlova, M., Nichols, S., Zerwas, S. & Ramani, G. (2006). Self understanding and body self-awareness in toddlers. Poster presented at the *International Conference for Infant Studies*, Kyoto, Japan.
- Brownell, C., Nichols, S., Svetlova, M., Zerwas, S. & Ramani, G. (2006). "Where's your nose": Toddlers' knowledge of their own body topography. Poster presented at the *International Conference for Infant Studies*, Kyoto, Japan.
- Svetlova, M., Nichols, S., & Brownell, C. (2006). My body's not just anybody: Development of

bodily self-awareness in toddlers. Poster presented at the meetings of the *American Psychological Society*, New York, NY.

Brownell, C. (2005). Development of self understanding in toddlers. Invited presentation, meetings of the *Jean Piaget Society*, Vancouver, BC.

Brownell, C. (2005). Toddlers in wonderland: Development of bodily self-awareness. Invited presentation, University of North Carolina-Greensboro.

Brownell, C. (2005). The development of cooperation: Lessons from peers, siblings, autistic children, and chimpanzees. Invited symposium discussant, *Society for Research in Child Development*, Atlanta, GA.

Balaraman, G., Zerwas, S. & Brownell, C. (2005). Joint play & cooperative problem-solving in young children. Poster presented at the meetings of the *Society for Research in Child Development*, Atlanta, GA.

Nichols, S., Brownell, C., Balaraman, G. & Zerwas, S. (2005). Does mental state language relate to cooperative play and problem solving in toddler peers? Poster presented at the meetings of the *Society for Research in Child Development*, Atlanta, GA.

Zerwas, S. & Brownell, C. (2005). Solitary pretend and peer play in preschoolers: The role of social problem solving. Poster presented at the meetings of the *Society for Research in Child Development*, Atlanta, GA.

Brownell, C.A., Balaraman, G.R., Zerwas, S., Adalja, A., & Sancaktar, M. (2004). Through the looking glass: Toddlers' scale errors with self and dolls. Poster presented at the *International Conference for Infant Studies*, Chicago, IL.

Brownell, C.A., Balaraman, G.R., Zerwas, S., & Adalja, A. (2004). Toddlers in wonderland: Scale errors and self-understanding. Poster presented at the *International Conference for Infant Studies*, Chicago, IL.

Balaraman, G.R., Brownell, C.A., Zerwas, S., & Kimmel, A. (2004). Relations between temperament and early peer interaction in toddlers' joint play and cooperative problemsolving. Poster presented at the *International Conference for Infant Studies*, Chicago, IL.

Zerwas, S., Brownell, C.A., Balaraman, G.R., & Adalja, A. (2004). My size or the doll's size? Doll play and scale errors in toddlers. Poster presented at the *International Conference for Infant Studies*, Chicago, IL.

Brownell, C. (2003). Preschool peer relationships. Invited workshop. Presented at the *12th Biennial Preconference on Peer Relationships in Childhood and Adolescence*, Tampa, FL

- Brownell, C. (2003). Friendships and social understanding in preschool peer relationships. Invited symposium discussant, *Society for Research in Child Development*, Tampa, FL
- Brownell, C., Balaraman, G., Zerwas, S., et al (2003). Peer social skill and social understanding in toddlers: Joint play, joint attention, and cooperation. Poster presented at the meetings of the *Society for Research in Child Development*, Tampa, FL
- Brownell, C. (2003). Developmental outcomes: NICHD Study of Early Child Care. Poster presented at the meetings of the *Society for Research in Child Development*, Tampa, FL
- Balaraman, G. & Brownell, C. (2003). Children's self-regulation and peer interaction at 36 and 54 months. Poster presented at the meetings of the *Society for Research in Child Development*, Tampa, FL
- Zerwas, S. & Brownell, C. (2003). Partners in pretense: Contributions of mothers and peers to early social pretend play. Poster presented at the meetings of the *Society for Research in Child Development*, Tampa, FL
- Brownell, C., Balaraman, G., Mariaskin, A., Perseo, K. & Zerwas, S. (2002). Joint play & cooperative problem-solving in toddlers: Relations between social skill & social understanding. Presented at the *International Conference on Infant Studies*, Toronto, ONT.
- Brownell, C. & Mariaskin, A. (2002). Toddler peer interaction: Associations with emotion socialization and temperament. Presented at the *International Conference on Infant Studies*, Toronto, ONT.
- Balaraman, G. & Brownell, C. (2002). Emotion regulation and peer social competence in preschool children. Presented at the *International Conference on Infant Studies*, Toronto, ONT.
- Zerwas, S. & Brownell, C. (2002). Pretend play in preschoolers: Associations with family and child care experience. Presented at the *International Conference on Infant Studies*, Toronto, ONT.
- Brownell, C., Rostow, A. & Cass, L. (2001). If you're happy and you know it, clap your hands: Children assess their own happiness. Presented at meetings of the *Society for Research in Child Development*, Minneapolis, MN.
- Brownell, C. (2001). The NICHD Study of Early Child Care: Outcome measures in the Phase I data set. Presented at meetings of the *Society for Research in Child Development*, Minneapolis, MN.
- Brownell, C. (2001). Ecology of early peer relationships and experiences. Invited presentation for the 11th Biennial Preconference on Peer Relationships in Childhood and Adolescence, Minneapolis, MN.

Brownell, C. (2001). Peer relationships and child care experience: The NICHD Study of Early Child Care. Invited symposium paper, APA, San Francisco, CA.

Brownell, C. & Nemeth, M. (2000). Do young infants respond differently to people vs. objects? Presented at the *International Conference on Infant Studies*, Brighton, England.

Brownell, C. (2000). Measures of children's development in the Phase I data set of the NICHD study of early child care. Presented at the *International Conference on Infant Studies*, Brighton, England.

Recent Invited Presentations & Publications (2000 – present) *

Brownell, C. (2007) Becoming a social partner with peers. University of Queensland, Brisbane, Australia

Brownell, C. (2007). Early Peer Relationships & School Readiness/Achievement: Next Steps? Invited workshop for SRCD Peer Relationships Preconference, Boston.

Brownell, C., Nichols, S. & Svetlova, M. (2005). Early development of shared intentionality with peers. (Invited commentary) *Behavioral & Brain Sciences*, 28, 693-694.

Brownell, C. (2005). Toddlers in Wonderland: Development of bodily self-awareness. Invited presentation, University of North Carolina-Greensboro.

Brownell, C. (2005). Development of self understanding in toddlers. Invited presentation, annual meeting of the *Jean Piaget Society*, Vancouver, BC.

Brownell, C. (2005). The development of cooperation: Lessons from peers, siblings, autistic children, and chimpanzees. Invited symposium discussant, *Society for Research in Child Development*, Atlanta, GA.

Zerwas, S., Balaraman, G. & Brownell, C. (2004). Constructing an understanding of mind with peers. (Invited commentary) *Behavioral & Brain Sciences*, 27, 130-131.

Brownell, C. (2003). Preschool peer relationships. Invited presentation, *12th Biennial Preconference on Peer Relationships in Childhood and Adolescence*, Tampa, FL.

Brownell, C. (2003). Friendships and social understanding in preschool peer relationships. Invited symposium discussant, *Society for Research in Child Development*, Tampa, FL

Gifford-Smith, M. & Brownell, C. (2003). Childhood peer relationships: Social acceptance, friendships & peer networks. *Journal of School Psychology*, 41, 235 – 284. (Invited target article)

Brownell, C., Zerwas, S., & Balaraman, G. (2002). Peers, cooperative play, and the development of empathy in children. (Invited commentary). *Behavioral & Brain Sciences*, 25, 28-30.

Brownell, C. (2001). Ecology of early peer relationships and experiences. Invited presentation, 11th *Biennial Preconference on Peer Relationships in Childhood and Adolescence*, Minneapolis, MN.

Brownell, C. (2001). Peer relationships and child care experience: The NICHD Study of Early Child Care. Invited presentation, *APA*, San Francisco, CA.

* These are also listed in prior sections

Grants and Fellowships Awarded

NICHD. Study of Early Child Care & Youth Development. Co-PI: Brownell (PI: S. B. Campbell). 1/90-6/95, TDC: \$1,101,766; 7/95-12/99, TDC: \$1,510,384; 1/00-12/04, TDC: \$2,165,637; 1/05 – 12/07, TDC: \$708,235

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

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

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

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

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

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

Additional Professional Activities

Ad hoc reviewer:

American Educational Research Journal

Child Development Perspectives

Developmental Psychology

Early Development & Parenting

Early Education & Development

Infant Behavior & Development
Journal of Experimental Child Psychology
Journal of Experimental Social Psychology
Journal of Family Psychology
Merrill-Palmer Quarterly
Psychological Bulletin
Psychological Review
Psychological Science
Social Development

Grant Reviews (ad hoc): NICHD; NSF; NIAAA; Social Services and Humanities Research Council, Canada; Western Psychiatric Institute & Clinic.

APA, Division 7 Dissertation Award Selection Committee, 1995.

Teaching & Advising

Graduate Courses: Foundations of Developmental Psychology; Social Development; Advanced Topics in Social Development

Undergraduate Courses: Developmental Psychology; Research Methods in Experimental Child Psychology (writing course)

PhD Students: Stephanie Zerwas (Clinical internship, University of San Diego); Geetha Balaraman Ramani (post-doc, Carnegie-Mellon University); Anne Hungerford (Asst Prof, UNC-Wilmington); Wendy Etheridge-Smith (Pa. Dept of Education); Lynne Williams (M.D., Univ of Pittsburgh); Mary Gifford-Smith (post-doc, Duke University); Ellen Camfield (Asst Prof, SUNY-Brockport); Earnestine Brown (post-doc, University of Alabama)

Master's, Comprehensive, & PhD Committees (2000 - present): Rachel Chung; Laura Dietz; Monica Garcia; Miles Gilliom; Susan Gillo; Joyce Giovanelli; Sheri Hanson; Erin Henderson; Clare Holt; Erin Ingoldsby; Angela Ingram; Sue Kelley; Erin Koterba; Marissa Long; Kelly Mahaffie; Susan Marakovitz; Patti Matestic; Roli Mohan; Kristin Newby; Melanie Nyhof; Kirsten O'Hearn; Meaghan Parlade; Brad Plemons; Ian Reed; Keiran Rump; Sarah Tarbox; Shannah Taylor; Emily Winslow; Camilla von Stauffenberg; Minhoi Wroble

Undergraduate Honors Theses (2000 - present): Anita Adalja; Amy Mariaskin; Kelli Millwood; Kristy Perseo; Ariel Rostow; Lauren Shuck; Erin Tully; Alina Volper; Diana Whalen

Department and University Service

Department:

Director of Graduate Studies, 1999-present
Executive Committee, 1990 - present
Graduate Education Council, 1990 - present
Budget & Planning Committee, 1990 - present

Search Committee, Quantitative Psychology, 2003-2005
Search Committee, Director of Advising, 2003-2004
Search Committee, Developmental Program, 2000-2001; 2002-2003
Organizing Committee & Panel Chair: University of Pittsburgh Conference on Developmental Behavior Genetics, 2000-2001
Chair, Department Chairperson Selection Committee, 1998-1999
Chair, Developmental Psychology Program, 1990 -1999
Faculty Priorities Planning Committee, 1994-1995
Curriculum Review Committee, 1993-1994
Department Recruiting Committee, 1992 -1995
Department Budget Planning Committee, 1992-1994
Department Space Planning Committee, 1992-1994
Department Chairperson Review Committee, 1991-1992
Long Range Department Planning, 1989-1990
Long Range Undergraduate Curriculum Planning, 1987-88
Undergraduate Curriculum, 1982-1988
Co-Chair, 1983-84; Chair, 1984-1988
Coordinator, Interdisciplinary Developmental Brown Bag Series, 1982-1990

University:

Arts & Sciences Selection Committee, Provost Award for Graduate Student Mentoring, 2007
Ad Hoc T & P Committees, Arts & Sciences; Health Related Professions, 2000 - present
Faculty Assembly, 1987 – 1990; 1997 – 2000; Faculty Senate, 1998 – 2000
Psychosocial IRB, 1990 - 1997
Early Head Start Research Advisory Committee, 1996 - 1998
University Search Committee for Director of University Child Development Center, 1992 - 1993
College Writing Board, College of Arts and Sciences, 1986 - 1990
Ad Hoc Committee for Parental Leave, University Senate Health & Welfare Committee, 1988
FAS Faculty Grants, 1984 -1986; Secretary, 1984 - 1985; Chair, 1985 -1986
Senate Elections, 1983 - 1986
FAS Elections, 1983 – 1986