

CATHERINE S. TAMIS-LEMONDA
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EDUCATION

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

ACADEMIC POSITIONS

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

FUNDED GRANTS

- 2016-2021 Co-Principal Investigator (Karen Adolph PI). National Institute of Child Health and Development, R01- HD086034, *Learning about hidden affordances*, approximately \$2,000,000
- 2015-2018 Co-Principal Investigator (Lana Karasik (PI) and Karen Adolph (Co-PI)). National Science Foundation, BCS-1528831, *An investigation of short- and long-term effects of cradling on development*, \$600,000.
- 2014-2015 Co-Principal Investigator (Lana Karasik (PI) and Karen Adolph (Co-PI)). National Science Foundation, Effects of traditional cradling practices on infants' physical, motor, and social development, \$77,355.
- 2014-2015 Principal Investigator, Steinhardt Project Evaluation Grant, *Pilot Impact Study for a Latino Parenting and Child Development Program*, \$15,000
- 2012-2014 Principal Investigator, Robinhood Foundation, *Supporting Effective Early Parenting Programs: Bridging Research and Practice through University-Community Partnerships*, \$148,000.
- 2011-2012 Principal Investigator, Robinhood Foundation, *Supporting Parenting in Infant Development: A Feasibility and Planning Study for Evaluating the First Steps Program*, \$48,280.
- 2010-2015 Co-Investigator (Principal Investigator for Steinhardt School subcontract from NYU Bellevue, National Institute of Child Health and Development (NICHD), Research Project Grant (Parent R01), (Principal Investigator, Dr. Alan Mendelsohn), 3/1/2005-2/28/2010. *Promoting School Readiness in Primary Health Care* (continuation grant)", approximately \$3,000,000.

- 2010-2012 Co-Investigator (Florrie Ng, Principal Investigator), Hong Kong Research Grants Council General Research Fund. *Children's School Readiness and Parents' Learning-Related Practices at the Transition to Kindergarten: Comparing Mainland Chinese Immigrant Families and Native Families in the United States and Hong Kong*, HK\$590,853 (approximately US\$76,000).
- 2011-2012 Principal Investigator, Society for Research on Child Development Strategic Plan Grant, *Language Development in Infants reared in Multi-Cultural Backgrounds*, \$20,000
- 2011-2012 Co-Principal Investigator, NYU Institute for Human Development and Social Change Seed Grant, (PI Karen Adolph; Co-PI Lana Karasik), *Infants in transition: Effects of posture and locomotion on infants' actions with objects and people*, \$15,000
- 2010-2011 Co-Investigator (PI Alan Mendelsohn), Clinical and Translational Science Institute, NYU School of Medicine, *Using Novel Technology to Assess Biological Indicators of Infant Self-Regulation*, \$30,000
- 2009-2010 Principal Investigator (with Florrie Ng), *Steinhardt School Research Challenge Fund. Chinese Immigrant and European American Mothers' Responses to Preschoolers' Success and Failure*, \$5,000.
- 2007-2013 Principal Investigator (with Diane Hughes, Niobe Way, Hiro Yoshikawa), National Science Foundation, *IRADS: The Study of Culture and Development at Transitions to Schooling*, \$2,500,000.
- 2005-2010 Co-Investigator, National Institute of Child Health and Development (NICHD), Research Project Grant (Parent R01), (Principal Investigator, Dr. Alan Mendelsohn), 3/1/2005-2/28/2010. *Promoting School Readiness in Primary Health Care*, \$1,500,000.
- 2005-2006 Principal Investigator (with Jacqueline Shannon), Mathematica Policy Research with Ford Foundation, *Qualitative Investigation of Fathers' and Mothers' Views about Parenting*, \$125,000.
- 2005-2006 Co-Principal Investigator (with Hiro Yoshikawa), National Science Foundation, *Transnational Experiences of Chinese infants born to immigrant mothers in New York City*, \$20,000
- 2005 Principal Investigator (with students Tonia Cristofaro & Eileen Rodriguez). Foundation for Child Development. Funds for Cross-University Mentoring Conference, \$1,000.
- 2003-2008 Co-Investigator (with Dr. Sandy McClowry, NYU School of Education), National Institute of Nursing Research (NINR), INSIGHTS: *Collaborative school-based intervention for inner-city children, mothers and teachers*, \$2,500,000
- 2002-2007 Co-Principal Investigator (with Karen Adolph), National Institute of Child Health and Human Development, *Infant-mother negotiation of risk*. R01, \$1,250,000
- 2002-2007 Principal Investigator (with Drs. Diane Hughes, Niobe Way, Hiro Yoshikawa), National Science Foundation, *Children's Research Initiative, Center for Research in Education, Development and Culture*, \$2,500,000

- 2002-2004 Principal Investigator/Mentor for Student Doctoral Research Grant (Tonia Cristofaro), Administration for Children Youth and Families, *Preschool Children's Shared Narratives at Home and School*, \$40,000
- 2001-2006 Principal Investigator (with Dr. Mark Spellmann), Administration for Children Youth and Families (ACYF), *Pathways to children's school readiness: Longitudinal follow-up on the Early Head Start sample*, \$800,000
- 2001-2002 Principal Investigator, (with Joshua Aronson, Diane Hughes, Niobe Way, Hiro Yoshikawa). National Science Foundation's Children's Research Initiative, *Planning Grant for a Center for Research on Culture Development and Education*, \$90,000
- 1998-2004 Principal Investigator, Administration for Children, Youth and Families (ACYF), National Institute of Child Development (NICHD), Ford Foundation, and Mathematica Policy Research, *Father Involvement in the Lives of Children, 7/1/98-8/31/2004*, \$500,000
- 1998-2003 Co-Investigator (with Dr. Sandy McClowry, NYU School of Education), *National Institute of Nursing Research (NINR), INSIGHTS: A school-based intervention for inner-city children*, \$2,500,000.
- 1998-2002 Co-Principal Investigator (PI Mark Spellmann), Administration for Children, Youth and Families (ACYF), *A Partnership between NYU and Lower East Side Head Starts to study pathways to outcomes for children and families*, \$350,000.
- 1999-2000 Co-Principal Investigator. New York University Curriculum Challenge Grant, *Learning in Practice*, \$5,000
- 1998-1999 Principal Investigator, New York University Research Challenge Fund Emergency Support Grant. *Mother-infant interaction in low-income families*"
- 1998-1999 Principal Investigator, School of Education Research Challenge Fund. "*Predictors of Adolescent Fathers' Involvement in their Infants' Lives*", \$4,000
- 1998-1999 Co-Principal Investigator (with Mark Spellmann), *New York University Research Challenge Fund. Determinants of father involvement in infants' lives*, \$6,500.
- 1997-1998 Principal Investigator, Mathematica Policy Research Grant and partnership with ACYF and the EHS National Consortium for the piloting of a study on *The Determinants of Father Involvement in Low-Income Families*, \$5,000.
- 1996-2001 Principal Investigator (Co-PI, Mark Spellmann, NYU School of Social Work), U.S. Department of Health and Human Services (DHHS), Administration for Children, Youth, and Families (ACYF), local data collection subcontracted through Mathematica Policy Research, *National Cross-site Evaluation for Early Head Start Initiative*, \$1,000,000.
- 1996-2001 Co-Principal Investigator, U.S. Department of Health and Human Services (DHHS), Administration for Children, Youth, and Families, (PI Mark Spellmann), *Research Partnership for New York City's Early Head Start Program*, \$500,000.
- 1994-1995 Principal Investigator, New York University Research Challenge Fund Emergency Support Grant. *Parental knowledge, behavior, and child outcome*, \$1500.

- 1993-1994 Principal Investigator, SEHNAP Research Challenge Fund. *Understanding Cognitive Delay in Homeless Infants and Toddlers*, \$5,000.
- 1993-1994 Principal Investigator, New York University Research Challenge Fund Emergency Support Grant. *Infant Visual-Perceptual Abilities*.
- 1991-1992 Principal Investigator, SEHNAP Research Challenge fund. *Attention processes in infancy*, \$6,000.
- 1992-1995 Principal Investigator, National Institute of Mental Health, (NIMH), *Interrelations among attention processes in infancy*, \$150,000.
- 1989-1992 Principal Investigator, National Institute of Child Health and Development (NICHD) *Cognitive Assessment in High-risk and Normal Infants*, \$138,000.
- 1988-1990 Co-Principal Investigator, National Institute of Child Health and Development (NICHD), New York University Project Grant (P01) (Principal Investigators, Dr. Marc Bornstein and Dr. Diane Ruble). *Interaction in development: Antecedent, process, outcome*, \$200,000.

PUBLICATIONS

BOOKS, EDITED BOOKS & SPECIAL ISSUES

- Tamis-LeMonda, C.S.** (in progress). *Child Development: Context, Culture and Cascades*. Oxford University Press.
- National Academies of Sciences, Engineering, and Medicine. (2017). *Promoting the Educational Success of Children and Youth Learning English: Promising Futures*. Washington, DC: The National Academies Press. DOI: 10.17226/24677. [I am one of the co-authors of this report, based on appointment by the National Academy of Sciences to serve on this committee]
- Balter, L. & **Tamis-LeMonda, C. S.** (Co-Editors) (2016). *Child Psychology: A Handbook of Contemporary Issues*, 3rd Edition. Psychology Press.
- Cabrera, N. & **Tamis-LeMonda, C. S.** (Co-Editors) (2013). *Handbook of Father Involvement: Multidisciplinary Perspectives*, 2nd Edition. Taylor & Francis.
- Chuang, S. & **Tamis-LeMonda, C. S.** (Co-Editors) (2013). *Conceptualizing Gender Roles and Relationships in Immigrant Families*. Springer.
- Chuang, S., & **Tamis-LeMonda, C. S.** (Co-Editors) (2009). *From Shore to Shore: Immigrant Fathers, Mothers, and Children*. Special Issue of *Sex Roles*, Vol. 60, No. 7/8.
- Kahana Kalman, R. K. & **Tamis-LeMonda, C. S.** (Co-Editors), (2009). *Transition to Parenthood*, Special Issue of *Parenting: Science & Practice*, Vol. 9, 1-2, pp. 1-178.
- Balter, L., & **Tamis-LeMonda, C. S.** (Co-Editors) (2006). *Child Psychology: A Handbook of Contemporary Issues*, 2nd Edition. Psychology Press: New York.
- Homer, B., & **Tamis-LeMonda, C. S.** (Co-Editors) (2005). *The Development of Social Cognition and Communication*, Lawrence Erlbaum Associates: New Jersey.
- Harwood, R., & **Tamis-LeMonda, C. S.** (Co-Editors) (2002). *Parental Ethnotheories. Parenting:*

Science and Practice, 2 (3).

Tamis-LeMonda, C. S., & Cabrera, N. (Co-Editors) (2002). *Handbook of Father Involvement: Multidisciplinary Perspectives*, Lawrence Erlbaum Associates: New Jersey.

Balter, L., & **Tamis-LeMonda, C. S.** (Co-Editors) (1999). *Child Psychology: A Handbook of Contemporary Issues*. Psychology Press: New York.

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

1. *Macon, T., Tamis-LeMonda, C. S., & Cabrera, N.* (in press). Predictors of Father Investment of Time and Finances: The Specificity of Resources, Relationships, and Parenting Beliefs. *Journal of Family Issues*.
2. *Escobar, K., Melzi, G., & Tamis-LeMonda, C. S.* (in press). Mother and child narrative elaborations during booksharing in low-income Mexican-American dyads. *Infant and Child Development*.
3. *Kuchirko, Y., Tafuro, L., & Tamis-LeMonda, C. S.* (in press). Becoming a communicative partner: Infant contingent responsiveness to maternal language and gestures. *Infancy*.
4. *Ng, F., Tamis-LeMonda, C. S. & Sze, I.* (in press). Parenting among Mainland Chinese immigrant mothers in Hong Kong. To appear in S. Chuang (Ed.), *Advances in Immigrant Family Research*, Springer.
5. *Levy, D., Tamis-LeMonda, C. S., Yoshikawa, H. Jimenez-Robbins, C., Malachowski, L.* (in press). Grocery games: How ethnically diverse low-income mothers support children's reading and mathematics, *Early Childhood Research Quarterly*.
6. *Prevo, M. J. L. & Tamis-LeMonda, C. S.* (in press). Parenting and globalization in western countries: Explaining differences in parent-child interactions. *Current Opinion in Psychology*.
7. **Tamis-LeMonda, C. S. & Kuchirko, Y.** (in press). Parent-child interactions. In M. H. Bornstein, *The Sage Encyclopedia of Human Development*.
8. *Escobar, K. & Tamis-LeMonda, C. S.* (2017). Conceptualizing variability in U.S. Latino children's dual-language development. In N.J. Cabrera & B. Leyendecker (Editors), *Positive Development of Minority Children*. Springer Publishers, pp. 89-106.
9. *Luo, R. & Tamis-LeMonda, C. S.* (2017). Reciprocity between maternal questions and child contributions during book-sharing, *Early Childhood Research Quarterly*, 38, 71-83.
10. *McFadden, K., Shannon, J.D., Lauterbach, M., & Tamis-LeMonda, C. S.* (2017). Fatherhood in America: *Social Work Perspectives in a Changing Society*, 5.
11. **Tamis-LeMonda, C. S., Kuchirko, Y., Luo, R., & Escobar, K.** (2017). Power in methods: Language inputs to infants in structured and naturalistic contexts, *Developmental Science*.
12. *Ng, F., Sze, I., Tamis-LeMonda, C. S., & Ruble, D.* (2016). Immigrant Chinese mothers' socialization of achievement in children: A strategic adaptation to the host society. *Child*

Development.

13. Halim, M.L., Ruble, D., **Tamis-LeMonda, C. S.**, Amodio, D., & Shrout, P. (2016). Gender attitudes in early childhood: Behavioral consequences and cognitive antecedents. *Child Development*.
14. Halim, M. L., Ruble, D., & **Tamis-LeMonda, C. S.** (2016). Children's dynamic gender identities across development and the influence of cognition, context, and culture. L. Balter & C. S. Tamis-LeMonda (Eds.). *Child Psychology: A Handbook of Contemporary Issues*, 3rd Edition. Psychology Press, pp. 193-218.
15. Karasik, L., **Tamis-LeMonda, C. S.**, & Adolph, K. (2016). Decisions at the brink: Locomotor experience affects infants' use of social information on an adjustable drop-off. *Frontiers in Psychology*, 7, 797.
16. Kuchirko, Y. & **Tamis-LeMonda, C.S.**, Luo, R., & Liang, E. (2016) "What happened next?": Developmental changes in mothers' questions to children. *Journal of Early Childhood Literacy*, 16 (4), 498-521.
17. Luo, R. & **Tamis-LeMonda, C. S.** (2016). Mothers' verbal and nonverbal strategies in relation to infants' object-directed actions in real time and across the first three years of life in ethnically diverse families. *Infancy*, 21 (1), 65-89.
18. **Tamis-LeMonda, C. S.**, & Bornstein, M. H. (2016). Infant word learning in biopsychosocial perspective, pp. 152-188. In S. Calkins (Ed.). *Handbook of Infant Development: A Biopsychosocial Perspective*, Guilford, pp. 152-188.
19. Karasik, L. B., **Tamis-LeMonda, C. S.**, Adolph, K.E., & Bornstein, M. H. (2015). Places and postures: A cross-cultural comparison of sitting in 5-month olds. *Journal of Cross-Cultural Psychology*, 46 (8), 1023-1038.
20. Ng, F., **Tamis-LeMonda, C. S.**, Yoshikawa, H., & Sze, I. (2015). Inhibitory control in preschool predicts early math skills in first grade: Evidence from an ethnically diverse sample. *International Journal of Behavioral Development*, 39 (2), 139-149.
21. Adolph, K. E., & **Tamis-LeMonda, C. S.** (2014). The costs and benefits of development: The transition from crawling to walking, *Child Development Perspectives*, 8, 4, 187-192.
22. Halim, M. L., Ruble, D. N., **Tamis-LeMonda, C. S.**, Zosuls, K. M., Lurye, L. E., & Greulich, F. K. (2014). Pink frilly dresses and the avoidance of all things "girly": Children's appearance rigidity and cognitive theories of gender development. *Developmental Psychology*, 50 (4), 1091-1101.
23. Karasik, L. B., **Tamis-LeMonda, C. S.**, & Adolph, K. (2014). Crawling and walking infants elicit different verbal responses from mothers, *Developmental Science*. 17, 388-395.
24. Luo, R., **Tamis-LeMonda, C. S.**, Kuchirko, Y., Ng, F., & Liang, E. (2014). Mother-Child Book-Sharing and Children's Storytelling Skills in Ethnically Diverse, Low-Income Families, *Infant and Child Development*, 23, 4, 402-425.
25. **Tamis-LeMonda, C. S.**, Song, L., Kuchirko, Y., & Luo, R. (2014). Children's Language Growth in Spanish and English across Early Development and Associations

with School Readiness. *Developmental Neuropsychology*, 39 (2), 69-87.

26. **Tamis-LeMonda**, C. S., Luo, R. & Song, L. (2014). Parents' role in infants' language development and emergent literacy. In S. H. Landry, C. L. Cooper (Eds.), *Wellbeing in children and families* (Vol. I). Wellbeing: A complete reference guide, (pp. 91-110). Wiley-Blackwell, xxxiv, 425 pp.
27. **Tamis-LeMonda**, C. S., Kuchirko, Y., & Song, L. (2014). Why is Infant Language Learning Facilitated by Parents' Contingent Speech? *Current Directions in Psychological Science*, 23(2), 121-126.
28. Zosuls, K., Ruble, D., & **Tamis-LeMonda**, C. S. (2014). Self-Socialization of Gender in African American, Dominican Immigrant, and Mexican Immigrant Toddlers. *Child Development*, 85 (6), 2202-2217.
29. Luo, R., **Tamis-LeMonda**, C. S., & Song, L. (2013). Chinese Parenting in Early Childhood: Developmental Goals, Parents' Role and Relations to Children's Development. *Early Childhood Research Quarterly*, 28, 4, 843-857.
30. McCabe, A., **Tamis-LeMonda**, C.S., Bornstein, M. H., Brockmeyer Cates, C., Golinkoff, R., Hirsh Pasek, K., Hoff, E., Kuchirko, Y., Melzi, G., Mendelsohn, A., Paez, M., Song, L., & Wishard Guerra, A. (2013). Multi-lingual children : Beyond myths and towards best practices. *Society for Research on Child Development, Policy Report*, vol 27, No 4, 3-21.
31. **Tamis-LeMonda**, C. S., Kuchirko, Y., & Tafuro, L. (2013). *IEEE Transactions on Autonomous Mental Development*. From Action to Interaction: Mothers' Contingent Responsiveness to Infant Exploration, 5 (3), 202-209.
32. Song, L., Spier, E. T., & **Tamis-LeMonda**, C. S. (2014). Reciprocal Influences between Maternal Language and Children's Language and Cognitive Development in Low-Income Families. *Journal of Child Language*, 41 (2), 305-326.
33. Brady-Smith, C., Brooks-Gunn, J., **Tamis-LeMonda**, C. S., Ispa, J. M., Fuligni, A. S., Chazan-Cohen, R., & Fine, M. A. (2013). Mother-Infant Interactions in Early Head Start: A Person-Oriented Within-Ethnic Group Approach. *Parenting: Science & Practice*. Vol 13(1), 27-43.
34. Cabrera, N. J., Aldoney, D., & **Tamis-LeMonda**, C. S. (2013). Latino Fathers. In N.J.Cabrera & C. S. Tamis-LeMonda (Eds.), *Handbook of Father Involvement: Multidisciplinary Perspectives*, 2nd Edition. Taylor & Francis, 244-260.
35. Calzada, E. J., **Tamis-LeMonda**, C. S., & Yoshikawa, H. (2013). Familismo in Mexican and Dominican Families from low-income, urban communities. *Journal of Family Issues*, Vol 34(12), 1696-1724.

36. Fuligni A. S., Brady-Smith, C., **Tamis-LeMonda, C. S.**, Bradley, R. H., Chazan-Cohen, R., Boyce, L., & Brooks-Gunn, J. (2013) Patterns of Supportive Mothering with 1-, 2-, and 3-Year-Olds by Ethnicity in Early Head Start. *Parenting: Science & Practice*, Vol 13(1), 44-57.
37. *Halim, M.*, Ruble, D. N., & **Tamis-LeMonda, C. S.** (2013). Four-Year-Olds' Beliefs of how Others Regard Males and Females. *British Journal of Developmental Psychology*, 31, 128-135.
38. *Halim, M.*, Ruble, D. N., **Tamis-LeMonda, C. S.**, & Shrout, P. (2013). Rigidity in gender-typed behaviors in early childhood: A longitudinal study of ethnic minority children, *Child Development*, Vol 84(4), 1269-1284.
39. *Halim, M.*, Ruble, D. N., **Tamis-LeMonda, C. S.**, *Murphy, L.E.*, *Zosuls, K.*, & Knesz-Greulich, F. (2013). The case of the Pink Frilly Dress and the avoidance of all things "girly": Children's appearance rigidity and cognitive theories of gender development, *Developmental Psychology*.
40. McClowry, S., Snow, D., **Tamis-LeMonda, C. S.**, Spellmann, M., *Rodriguez, E.*, *Carlson, A.* (2013). Teacher/Student Interactions and Classroom Behavior: The Role of Student Temperament and Gender. *Journal of Research in Childhood Education*, Vol 27(3), Jul 2013, 283-301.
41. Cabrera, J., **Tamis-LeMonda, C. S.**, Bradley, R. H., Shannon, J. D., Hancock, G. R. (2012). Contributions to the quality of parent-child relationships during childhood in low-income families: Variations by Child Gender. *Family Science*, 3 (3-4), 201-214.
42. *McFadden, K.* & **Tamis-LeMonda, C. S.** (2012). Fathers in the U.S. In D. Shwalb, B. Shwalb, & M.Lamb (Editors). *Fathers in Cultural Context*, Taylor & Francis, Routledge 250-276.
43. *Ng, F.*, **Tamis-LeMonda, C. S.**, *Hunter, C.*, Godfrey, E., & Yoshikawa, H. (2012). Dynamics of Mothers' Goals for Children in Ethnically Diverse Populations across the First Three Years of Life. *Social Development*, 21, 4, 821-848.
44. Shannon, J. D., Baumwell, L. B., & **Tamis-LeMonda, C. S.** (2013). Transition to Parenting within Context. In M. A. Fine & F. D. Fincham (Eds.). *Handbook of Family Theories: A Content-based Approach*. Taylor and Francis: Routledge, 249-262.
45. *Smith Leavell, A.*, & **Tamis-LeMonda, C. S.** (2013). Parenting in Infancy and Early Childhood: A Focus on Gender Socialization. In M.A. Fine & F.D. Fincham (Eds.), *Handbook of Family Theories: A Content-based Approach*. Taylor and Francis: Routledge, 11-27.
46. *McFadden, K. E.*, **Tamis-LeMonda, C. S.**, & Cabrera, N. (2012). Quality Matters: Low-Income Fathers' Engagement in Learning Activities in Early Childhood Predict Children's Academic Performance in Fifth Grade. *Family Science*, 2, 2, 120-130.
47. *Song, L.*, **Tamis-LeMonda, C. S.**, Yoshikawa, H., Kahana-Kalman, R., *Wu, I.* (2012). Language experiences and vocabulary development in Dominican and Mexican infants across the first 2 years. *Developmental Psychology*, 48, 4, 1106-1123.

48. **Tamis-LeMonda, C. S.**, Baumwell, L. B., & Cabrera, N. J. (2013). Fathers' Role in Children's Language Development. In N.J.Cabrera & C. S. Tamis-LeMonda (Eds.), *Handbook of Father Involvement: Multidisciplinary Perspectives, 2nd Edition*. Taylor & Francis, 135-150.
49. McFadden, K.E.; **Tamis-LeMonda, C. S.** (2013). Maternal Responsiveness, Intrusiveness, and Negativity During Play with Infants: Contextual Associations and Infant Cognitive Status in A Low-Income Sample. *Infant Mental Health Journal*, 34, 1, 80-92.
50. **Tamis-LeMonda, C. S.**, Baumwell, L. B., & *Cristofaro, T.* (2012). Parent-child conversations during play. *First Language*, 32, 4, 413-438.
51. **Tamis-LeMonda, C. S.** & Rodriguez, E. (in press). Parents' role in fostering young children's learning and language development. *Encyclopedia of the Centre of Excellence for Early Childhood Development (CEECD)*
52. **Tamis-LeMonda, C. S.**, Sze, I., Ng, F., Kahana Kalman, R.K.,& Yoshikawa, H. (2013). Maternal Teaching during Play with 4-Year Olds: Variation by Ethnicity and Family Resources. *Merrill Palmer Quarterly*, Vol 59(3), 361-398.
53. Zosuls, K., Ruble, D., & **Tamis-LeMonda, C. S.** (2013). Does your infant say the words "girl" and "boy"? How gender labels matter in early gender development. In M. Banaji and S. Gelman (Editors). *Navigating the Social World: What infants, Children, and Other Species can Tell Us*, 301-305.
54. *Cristofaro, T.* & **Tamis-LeMonda, C. S.** (2012). Mother-Child Conversations at 36 Months and at Pre-Kindergarten: Relations to Children's School Readiness. *Journal of Early Childhood Literacy*, 12, 1, pp. 68-97.
55. *Karasik, L. B.*, Adolph, K. E., **Tamis-LeMonda, C. S.**, & *Zuckerman, A. L.* (2012). Carry on: Spontaneous object carrying in 13-month-old crawling and walking infants. *Developmental Psychology*, Vol 48(2), Mar 2012, pp. 389-397.
56. *Leavell Smith, A.*, **Tamis-LeMonda, C. S.**, Ruble, D. R., *Zosuls, K.*, & *Cabrera, N. C.* (2012). Black, White and Latino Fathers' Activities with Their Sons and Daughters across Early Childhood. *Sex Roles*, Vol. 66 (1), pp. 53-65.
57. **Tamis-LeMonda, C. S.**, & *Song, L.* (2012). Parent-Infant Communicative Interactions in Cultural Context. In R. M. Lerner, E. Easterbrooks, & J. Mistry (Co-Editors) *Handbook of Psychology*, 2nd ed.: Volume 6. *Developmental Psychology*.
58. **Tamis-LeMonda, C. S.**, *Song, L.*, *Leavell Smith, A.*, Kahana Kalman, R., & Yoshikawa, H. (2012). Ethnic Differences in Mother-Infant Language and Gestural Communications are Associated with Specific Skills in Infants. *Developmental Science*, 15 (3), pp. 384-397.
59. *Karasik, L. B.*, **Tamis-LeMonda, C. S.**, & Adolph, K. E. (2011). Transition from Crawling to Walking and Interactions with Objects and People. *Child Development*, Vol 82(4), pp. 1199-1209.
60. *Rodriguez, E.*, & **Tamis-LeMonda, C. S.** (2011). Trajectories of the Home Learning Environment across the First Five Years: Associations with Children's Language and

- Literacy Skills at PreKindergarten. *Child Development*. Vol 82(4), pp. 1058-1075.
61. **Tamis-LeMonda, C. S.,** & Baumwell, L. (2011). Parental Sensitivity in Early Development: Conceptualization, Methods, Measurement and Generalizability. In D. Davis & M. Cynthia Logsdon (Eds.), *Maternal Sensitivity: A critical review for practitioners*, Nova Science Publishers, Inc.
 62. **Tamis-LeMonda, C. S.,** Baumwell, L., & *Dias, S.* (2011). School Readiness in Latino Immigrant Children in the U.S. In S. S. Chuang & R. P. Moreno (Eds.), *Immigrant Children*, Lexington Books.
 63. Adolph, K. E., *Karasik, L. B.,* & **Tamis-LeMonda, C. S.** (2010). Motor Skill. In M. H. Bornstein (Ed.), *Handbook of Cultural Developmental Science*, (pp. 61-88). New York, NY, US: Psychology Press.
 64. Adolph, K. E., *Karasik, L. B.,* & **Tamis-LeMonda, C. S.** (2010). Using social information to guide action: Infants' locomotion over slippery slopes. *Neural Networks*. Vol 23(8-9), Oct-Nov 2010, pp. 1033-1042
 65. Adolph, K. E., **Tamis-LeMonda, C. S.,** & *Karasik, L. B.* (2010). Cinderella Indeed. Comments on an article by Jana M. Iverson (see record 2010-06184). *Journal of Child Language*, Vol 37(2), pp. 269-273.
 66. Bornstein, M. H., & **Tamis-LeMonda, C. S.** (2010). Mother-Infant Interaction. In G. Bremner & T. Wachs (Eds.), *Handbook of Infancy*, 2nd edition. London: Blackwell Publishers.
 67. *Karasik, L. B.,* Adolph, K. E., **Tamis-LeMonda, C. S.,** & Bornstein, M. H. (2010). WEIRD walking: Cross-cultural research on motor development. Commentary on Henrich et al. *Behavioral and Brain Sciences*. Vol. 33(2-3), pp. 95-96.
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SELECT APPEARANCES & PUBLICITY

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

CONFERENCE PRESENTATIONS, SYMPOSIA, AND INVITED ADDRESSES (Over 300, available upon request)

RESEARCH INTERESTS AND METHODS

Infant and toddler language, communication, symbolic play, learning and development; Parenting in mothers and fathers; Cultural influences in development; Infant motor development; Children's school readiness and literacy/narrative skills.

Naturalistic and structured observations of parent-child interactions; Transcriptions of child language; Narrative analysis of storytelling and booksharing; Qualitative and ethnographic work with mothers and fathers from culturally diverse families. Laboratory based studies of infant Action and social cognition; Large-scale survey research; Looking time studies.

TEACHING (COURSES TAUGHT)

Developmental Psychology, Infancy, Cognitive Development, Social Cognition, Advanced Seminar in Developmental Psychology, Integrative Research Seminar, Parenting and Culture, Learning Theories

HONORS AND POSITIONS

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

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

Co-Chair, Society for Research in Child Development, Biennial conference, 2015 conference.

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

Associate Editor, *Infancy*, 2013-Present

American Psychological Society, Fellow, 2009

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

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

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

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

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

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

New York University, School of Education Service Award, 1994

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

New York University Fellow, New York University 1983-1987

Helbein Scholar Award, New York University 1985-1986

Phi Beta Kappa, New York University 1983

New York University Founders' Day Award for Outstanding Scholarship 1983

PROFESSIONAL MEMBERSHIPS & SERVICE

American Psychological Society

International Society for Infant Studies

Society for Research in Child Development

Eastern Psychological Association

International Society for the Study of Behavioral Development

Jean Piaget Society

Editorial Board, Michigan State University Series on Children, Youth, and Families,

Grant Reviewer & Panel Reviewer: National Science Foundation, ACYF, NICHD