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EDUCATION

NIH Postdoctoral Fellow, Harvard Graduate School of Education 2005 - 2008
Research: *Symbol and Social Skills in At-Risk Children*
Mentors: *Kurt Fischer* and *Catherine Ayoub*

Doctor of Philosophy of Human Development, University of California, Davis September, 2004
Dissertation: *Effects of Symbolic Gestures as a Caregiving Tool: Children's Social and Language Development and Mothers' Perceptions and Behavior*
Mentors: *Lawrence Harper, Linda Acredolo,* and *Catherine Conger*

Bachelor of Arts in Psychology (summa cum laude), Simpson College, Redding, CA 1997

ACADEMIC POSITIONS

Associate Chair, Human Development & Family Studies, Michigan State University 2020 -

Director of Graduate Studies, HDFS, Michigan State University 2019 -

Associate Professor, Human Development & Family Studies, Michigan State University 2015 -

Assistant Professor, Human Development & Family Studies, Michigan State University 2009 - 2015

Principle Investigator, Literacy Achievement Research Center, Michigan State University 2009 - 2013

Senior Research Coordinator, Harvard Medical School and Massachusetts General Hospital 2008 - 2009

Faculty Fellow, Human & Community Development, University of California, Davis 2004 - 2006
Research: *Insight into Infants Internal Worlds*
Mentors: *Ross Thompson* and *Ann Mastergeorge*

HONORS & AWARDS

2020 Outstanding Graduate Program Community Award, $5,000
Graduate School, Michigan State University
Awarded to the Human Development & Family Studies Graduate Program

Exceptional Emerging Leader 2015, Emerging Leaders in the Field of Early Care and Education
Child Care Exchange and ExchangeLive, May, 2015

Faculty Fellow, Strategies and Tools across Fields (STAF): Teaching with Writing. $1,000
Writing Center, Michigan State University, May-August 2014

Lilly Teaching Fellow, "Using technology to enhance quantitative literacy and effective $14,000

decision-making among ECE students," *Michigan State University,* 2013-2014

Faculty Initiate to Phi Kappa Phi Honors Society, Michigan State University Chapter, *Michigan State University,* April 21, 2012

Award of Distinction for Young Alumni, *College of Agriculture and Environmental Sciences, University of California, Davis,* October 8, 2010

Clinical Research Fellow, Loan Repayment Program, 2009-2011 $16,000
National Institute of Deafness and Other Communication Disorders, NIH

MSU Extension Summer Fellowship for Family Research, 2009 $7,800

Postdoctoral Fellow Travel Award, *International Conference on Infant Studies,* 2008 $400

Young Investigator Award for Early Contributions to the Field of Infant Mental Health, $500
World Association of Infant Mental Health, 2006

Clinical Research Fellow, Loan Repayment Program, 2006-2009 $35,862
National Institute of Child Health and Human Development, NIH

Ruth L. Kirschstein National Research Service Award, 2005-2008 ($136,840)
National Institute of Child Health and Human Development, NIH

Faculty Fellowship, University of California, Davis, 2004 $45,600
Office of the President, University of California,

Outstanding Graduate Student Teaching Award, *University of California, Davis*, 2004 $250

Community Service Award, *Human Corps of UC Davis,* 1998, 2002, 2004

Dissertation Year Fellowship, *Office of the President, University of California,* 2003 $24,500

Professors for the Future Fellowship and Honors Program, 2002 $3,000
Office of Graduate Studies, University of California, Davis,

Frank & Carolan Walker Fellowship, *University of California, Davis,* 2002 $15,000

Child Development Scholars Fellowship, *National Institute of Drug Abuse, NIH,* 2001 $750

Honor in Recognition of Commitment to the Children of California, 1998
Child Development Policy Advisory Committee of the California State Legislature,

UC DC Graduate Research Fellow, *University of California, Davis in Washington D.C.*, 1998 $3,000

Frank & Grace Benedix Fellowship, *University of California, Davis,* 1997 $4,500

President's Cup, for greatest contribution by a graduating senior, *Simpson College,* 1997

Leadership Award and Scholarship, *Simpson College,* 1996 $750

Dean's List Honors Scholarship, *Simpson College,* also 1993, 1995, 1996 $4,500

RESEARCH FUNDING

Principal Investigator (PI: Duke) "Great First 8 Infant Toddler Curriculum Project" $236,650
Subcontract from a Private Anonymous Donation to the University of Michigan
2019 – 2021

Collaborator and Consultant (PI: Farkas), Promotion of mentalization in significant adults and theory of the mind in preschoolers: design, implementation and assessment of a story-based intervention for educational staff and parents of 3-year-old children attending kindergarten. (Promoción de Mentalización en Adultos Significativos y Teoría de la Mente en Párvulos: Diseño, implementación y evaluación de una intervención basada en cuentos para personal educativo y padres de niños de 3 años que asisten a jardín infantil),
Comisión Nacional de Investigación Científica y Tecnológica, Chile
FONDECYT #1180047, 2018 –2021

Principal Investigator, Mentalization in Storybooks $4,000
Provost's Undergraduate Research Initiative (PURI),
College of Social Sciences, MSU, 2019-2020

Co-Principal Investigator (PI: Brophy-Herb) "Trajectories of Teacher Stress: The Roles $441,541
Coping and Prior Exposure to Trauma."
NIH, NICHD, AN # 4040081, 2017- 2020
Scored 5th percentile

Principal Investigator, Mentalization in Children's Storybooks $2,000
Provost's Undergraduate Research Initiative (PURI),
College of Social Sciences, MSU, Summer 2019

Principal Investigator, Hearts & Minds on Babies, & Korean Infants' Development of Emotional $6,000
Expression, Provost's Undergraduate Research Initiative (PURI),
College of Social Sciences, MSU, 2018-2019

Principal Investigator, Cross-Cultural Expression of Emotion $1,000
Provost's Undergraduate Research Initiative (PURI),
College of Social Sciences, MSU, Summer 2018

Principal Investigator, Cross-Cultural Expression of Emotion & Korean Infants' Development $6,500
of Emotional Expression, Provost's Undergraduate Research Initiative (PURI),
College of Social Sciences, MSU, 2017-2018

Consultant and Co-Author, (PI: Chazan-Cohen) "CUPID Dataset Preparation." $30,000
Grant to the University of Massachusetts Foundation from the
Foundation for Child Development, 2017-2018

Principal Investigator, (PIs: Stacks, Muzik) "Recognizing, Reflecting, and $2,468,105
Responding to Infant/Toddler Cues: An Integrated Parent-Teacher Intervention
to Support Social-Emotional Development through Caregiver Mindfulness and
Sensitivity."
ACF-OPRE Early Head Start University Partnership grant, 2015-2021.

Principal Investigator, Cross-Cultural Expression of Emotion & Korean Infants' Development $4,500
of Emotional Expression, Provost's Undergraduate Research Initiative (PURI),
College of Social Sciences, MSU, Summer, 2017

Principal Investigator, Cross-Cultural Expression of Emotion & Korean Infants' Development $6,000
of Emotional Expression, Provost's Undergraduate Research Initiative (PURI),

College of Social Sciences, MSU, 2016-2017

Principal Investigator, "Knowledge, Dispositions, and Skills for Working with Infants and Toddlers with Special Needs (KiDS-WITS): Creating a Tool to Assess Student Competencies." $7,000
Early On Center for Higher Education Faculty Grant, 2015-2016

Principal Investigator, Cross-Cultural Expression of Emotion, Provost's Undergraduate Research Initiative (PURI), *College of Social Sciences, MSU,* 2015-2016 $2,000

Principal Investigator, Cross-Cultural Expression of Emotion, Provost's Undergraduate Research Initiative (PURI), *College of Social Sciences, MSU,* 2014-2015 $4,000

Co- Investigator (PI: Brophy-Herb) "Relations between Toddler Self-Regulation and Maternal Emotion-Related Socialization Behaviors." $37,500
MSU Discretionary Fund Initiative, 2013 - 2015.

Principal Investigator, Cross-Cultural Expression of Emotion, Provost's Undergraduate Research Initiative (PURI), *College of Social Sciences, MSU,* 2013-2014 $6,000

Principal Investigator, Undergraduate Mentoring in the IIIW Lab, Provost's Undergraduate Research Initiative (PURI), *College of Social Sciences, MSU,* 2012-2013 $7,600

Collaborator and Consultant (PI: Farkas), "Análisis desde una perspectiva evolutiva y cultural del uso de la comunicación gestual en infantes y pre-escolares, en la expression y comprensión de los estados internos y su impacto en el desarrollo socio-emocional de los niños(as)." (Analysis from a cultural evolutionary perspective of the use of gestural communication in infants and preschoolers in the expression and understanding of internal states and its impact on socio-emotional development of children.), Fondo del Desarrollo Científico y Tecnológico, funded *by Comisión Nacional de Investigación Científica y Tecnológica, Chile,* 2011 –2014 $117,330

Principal Investigator, Undergraduate Mentoring in the IIIW Lab, Provost's Undergraduate Research Initiative (PURI), *College of Social Sciences, MSU,* 2011-2012 $5,750

Collaborator and Data Analyst (PI: Green; Co-PI: Ayoub), "Early Head Start Child Welfare Project." Contract with NPC Research, funded by the *Centers for Disease Control*, 2010 – 2012

Principal Investigator, Undergraduate Mentoring in the IIIW Lab, Provost's Undergraduate Research Initiative (PURI), *College of Social Sciences, MSU,* 2010-2011 $8,000

Principal Investigator, Undergraduate Mentoring in the IIIW Lab, Provost's Undergraduate Research Initiative (PURI), *College of Social Sciences, MSU,* Summer 2010 $5,000

Co-Principal Investigator (PIs: McNall, Fitzgerald), "Project LAUNCH Michigan." Contract with Michigan Department of Community Health, funded by the *US Substance Abuse and Mental Health Services Administration* and the *Administration for Children & Families,* 2009 – 2014 $650,298

Co-Author (PI: Catherine Ayoub), "Longitudinal Mechanisms of EHS Program Impact: High-risk Parenting and Child's Self-Regulation and Language Development to Pre-Kindergarten," *DHHS, Administration for Children and Families,* 2007-2009 $156,000

Principal Investigator (Co-I: Kurt Fischer), "Symbol and Social Skills in At-Risk Children." $136,840
National Institute of Child Health and Human Development, 2005 - 2008

Principal Investigator, "Insight into Infants' Internal Worlds." $32,000
Eichhorn Family Trust, 2004 - 2006

Graduate Student Investigator, "Effects of Symbolic Gestures as a Caregiving Tool." $3,500
Jastro-Shields Graduate Research Grant, 2001 - 2003

Graduate Student Investigator, "Gesturing as a Caregiving Tool: Effects on Caregivers." $2,500
Jastro-Shields Graduate Research Grant, 1999 - 2000

STUDENT RESEARCH FUNDING

Mentor (PI: Kwon, PhD Candidate) "Early Communication between Parents and Preverbal Children in South Korea and the United States," *Foreign Language and Area Studies Fellowship,* Center for Advanced Study of International Development & The Center for Gender in Global Context, Michigan State University, funded by the *U.S. Department of Education*, 2016-2017 $33,000

Mentor and Co-I, (PI: Decker, PhD Candidate) "Communication between Hearing Parents and Young Children with Hearing Loss: Information Parents Receive and Utilize to Support Children's Language Development,"
Fahs-Beck Fund for Research & Experimentation, New York Community Trust, 2014-2015 $4,990

Mentor and Co-I, (PI: Decker, PhD Candidate) "Understanding the Influence of Early Intervention: Information Parents Receive and Utilize to Support the Language Development of Infants and Toddlers with Hearing Loss"
Early On Center for Higher Education Faculty Grant, 2014-2015 $6,998

Mentor and Co-I, (PI: Decker, PhD Candidate) "Parents' communication choices for children who are deaf or hard of hearing and their vulnerability to maltreatment: Information sources and the influence of the media"
Children's Trust Fund of Michigan, 2009 $2,000

RESEARCH FUNDING APPLICATIONS UNDER REVIEW

Co-Investigator, (PIs: Paul, Savage) "Responsive Approach with Infant Sign Education (RAISE)" $3,825,000
NIH R01
Score: 19th Percentile; Impact Score 37

RESEARCH FUNDING APPLICATIONS IN PREPARATION

Co-PI (Co-PIs: Gerde, Brophy-Herb), "Supporting Teachers' Mental State Talk and Children's SEL through Storybooks."
IES Goal II

Principal Investigator, "Cultural Variation in Communicative Priorities:
Use of Symbolic Gestures with Preverbal Children in 8 Cultures."
NSF Learning and Developmental Sciences

Principal Investigator, (Co-PIs: Chazan-Cohen, Torquati) "Collaborative for Understanding the Pedagogy of Infant/ Toddler Development (CUPID): Exploring effects of psychosocial characteristics on student-teachers' learning processes and outcomes."
In preparation for the *Kellogg Foundation.*

RESEARCH FUNDING APPLICATIONS NOT FUNDED

Principal Investigator, "Supporting Emergent Literacy Birth to Age 3 (SELB): Tools for early child educators to support language and emergent literacy for infants and toddlers" $68,125
PNC Foundation, 2019-2022

Co- Principal Investigator (PI: Schmitt) "Michigan Early Childhood Language Initiative (MECLI): Understanding the interplay between the spoken and unspoken in language development." $233,587
MSU Strategic Partnership Grant, 2018-2020

Co-Principal Investigator, (PI: Brophy-Herb) "Promoting At-Risk Head Start Preschoolers' Learning Readiness via Teacher Professional Development: Application of the CARE (Cultivating Awareness and Resilience in Education) Model in Head Start" $2,067,516
Institute for Educational Sciences Goal 3

Principal Investigator, (PIs: Torquati, Chazan-Cohen) "The Role of Education in Preparing a Skilled and Effective Birth to Three Workforce." $149,925
ACF-OPRE Secondary Analysis of Data on Early Care and Education, 2015-2017

Co-Principal Investigator, (PI: Wakabayashi) "Development and Validation of the Enhanced HighScope Infant-Toddler Curriculum: An Integrated Approach for Teachers and Parents to Support Optimal Early Development Across Domains." $1,999,997
ACF-OPRE Early Head Start University Partnership grant, 2015-2020

Investigator, (PI: Nigel Paneth) Investigating the Prenatal Origins of Human Disease $400,000
Strategic Partnership Grant, Michigan State University, 2014-2017

Co-PI (PI: Harewood, PhD Candidate) "Preparation to support preschoolers' social-emotional skills: Linking preservice professionals' education, knowledge, beliefs, and practices," $24,979
US DHHS, Early Care and Education Research Scholars: Child Care Research Scholars
HHS-2014-ACF-OPRE-YE-0775, 2014-2015
Not funded.

Co-Principal Investigator, (PI: Holly Brophy-Herb) "Ethnoracial Variations in Mother-Child Internal State Language," $141,341
NIH R03 Small grant. Submitted July, 2013
Proposal scored; received score of 40%

Principal Investigator, "In My Hands: Testing a Symbolic Gesture Intervention to Enhance $100,000

Communication between and Parents and Children with Disorders Affecting Language and Communication."
Michigan State University, RAIND Initiative. Submitted August, 2013

Principal Investigator, (Co-I: Brophy-Herb) "Parenting the Preverbal Child: Do Infant Signs Help Parents Support Development?" $900,000
HHS MCHB R40 Applied research grant. Submitted September, 2012
Proposal scored, score = 83

Principal Investigator, (Co-Is: Brophy-Herb, Stansbury) "Parenting the Preverbal Child: Do infant signs help parents support development?" $418,000
NIH R21 Exploratory grant.
Proposal submitted February, 2011: *Impact/Priority score = 39, 36th percentile*
Revision submitted November. 2011: *Impact/Priority score = 23, 14th percentile*

Co-Principal Investigator, (PI: Brophy-Herb; Co-PI: Stansbury) "Ethnoracial Variations in Mother-Child Internal State Language," $141,341
NIH R03 Small grant. Submitted February 16, 2011
Not scored.

Co-Principal Investigator, (PI: Brophy-Herb, Co-PI: Fitzgerald) "Knowledge, Attitudes, and Responses to Emotions (KARE): An Infant Mental Health Approach to Maltreatment Prevention by Building Provider and Parent Capacity to Support Healthy Infant/Toddler Social-Emotional Development," $1,374,299
DHHS, ACF, Quality Improvement Center on Early Childhood
Submitted January 19, 2010. *Invited to submit full proposal.*

Principal Investigator, (Co-PI: Carolan) "Home Visiting to Reunify Families In Transition: Efficacy, mechanisms of success, and cost-benefit relationship," $185,000
The Pew Center on the States, Home Visiting Campaign.
Submitted December 18, 2009. *Invited to submit full proposal.*

Principal Investigator, "Parenting the Preverbal Child: Two Pilot Studies to Examine Parent Risks for Maltreatment of Toddlers and Effective Parenting Interventions," $66,635
Competitive Discretionary Funding Program, Michigan State University.
Submitted October 1, 2009

Principal Investigator, "Supporting Critical Relationships in Child Care: Effects of Child, Family, Teacher, Classroom, and Workplace Characteristics on Caregiver-Child Relationship and Child's Kindergarten Readiness," $104,562
Dept. of Health and Human Services, Administration for Children & Families. Submitted June 15, 2009

Co-Principal Investigator (PI: Stansbury), "From the Beginning: Infrastructure for Remote Collection of Longitudinal Data from Infancy," $8,900
Faculty Initiative Fund, College of Social Sciences, Michigan State University, Submitted February, 2009

Principal Investigator, "Therapeutic Responses to Children's Negative Affect: Mirroring or Positive Mismatch," $19,880
Amini Foundation for the Study of Affects.
Submitted January 5, 2009

PEER-REVIEWED PUBLICATIONS

*** Graduate students**

**** Undergraduate students**

1. **Vallotton, C. D.,** Mortensen, J. A., Burnham, M., Decker, K. B., Beeghly, & the Collaborative for Understanding the Pedagogy of Infant/toddler Development (CUPID) (*in press*). Becoming a behavior detective: A developmental and contextual lens on behavior. *Young Children,* March 2021.
2. Amini-Virmani, E., Hatton-Bowers, H., Lombardi, C., Decker, K. B., King, E., Potter Plata, S., **Vallotton, C. D.,** & the Collaborative for Understanding the Pedagogy of Infant/toddler Development (CUPID) (2020). How are preservice early childhood professionals' mindfulness, reflective practice beliefs, and individual characteristics associated with their developmentally supportive responses to infants and toddlers? Under revision for *Early Education and Development*, https://doi.org/10.1080/10409289.2020.1798718
3. Gardner-Neblett, N., Henk, J. K., **Vallotton, C. D.,** *Rucker, L., & Chazan-Cohen, R. (2020). Which professional development matters? Differential predictions of beliefs and practices among infant-toddler and preschool teachers. *Journal of Early Childhood Teacher Education,* 1-23, DOI: 10.1080/10901027.2020.1735584; https://doi.org/10.1080/10901027.2020.1735584
4. *Wang, W., **Vallotton, C. D.,** & Bowles, R. (2020). Ethnic variances in socializing young children's mastery motivation among White, African American, and Hispanic low-income families. *Early Childhood Research Quarterly, 51,* 329-337. https://doi.org/10.1016/j.ecresq.2019.12.012
5. Farkas, C., Santelices, M-P, **Vallotton, C. D.,** Brophy-Herb, H., Iglesias, M., Sieverson, C., Cuellar, P., & Álvarez, C. (2020). Children's storybooks as a source of mental state references: Comparison between books from Chile, Colombia, Scotland, and USA. *Cognitive Development*, *53*, 100845, 1-16.
6. Mortensen, J., Kucskar Mitsch, M., Decker, K., Plata-Potter, S. I., Brophy-Herb, H., **Vallotton, C. D.,** & Buell, M. J. (2019). Building bridges to overcome widening gaps: Challenges in addressing the need for professional preparation of infant/toddler practitioners in higher education. Occasional Paper Series, 42, 86-103.
7. Walsh, B. A., Mortensen, J. A., Peterson, C. A., Cassidy, D., & **CUPID** (2019). Competency alignment and certification for preservice home visitors. *Family Relations 2019,* 1-12. Doi: 10.1111/fare.12414
8. Lippard, C., Fusaro, M., *Decker, K., & **Vallotton, C. D.** (2019). Effects of prior formal and informal caregiving experiences on undergraduates' infant/toddler caregiving knowledge and beliefs. *Early Childhood Teacher Education,* https://doi.org/10.1080/10901027.2019.1607632.
9. Tamis-LeMonda, C. S., Luo, R., Bandel, E. T., McFadden, K. E., & **Vallotton, C. D.** (2019). The early home learning environment predicts children's 5th grade academic skills. *Applied Developmental Science, 23* (2), 153-169. https://doi.org/10.1080/10888691.2017.1345634
10. Paul, I. M., Hohman, E. E., Birch, L. L., Shelly, A., **Vallotton, C. D.,** & Savage, J. S. (2019). Exploring infant signing to enhance responsive parenting: Findings from the INSIGHT study. *Maternal and Child Nutrition,* 2019:e12800. https://doi.org/10.1111/mcn.12800
11. Brophy-Herb, H., Williamson, A. C., Cook, G., Torquati, J., *Decker, K., Vu, J., **Vallotton, C. D.,** Duncan, L., and the Collaborative for Understanding the Pedagogy of Infant/Toddler Development (2019). Preservice students' dispositional mindfulness and developmentally supportive practices with

infants and toddlers. *Mindfulness, 10,* 759-768.

12. *Konishi, H., *Karsten, A., & **Vallotton, C. D.** (2018). When they can't use their words: Toddlers use signs in service of self-regulation. *Infant Mental Health Journal, 39,*730-750. doi: 10.1002/imhj.21740

13. *Senehi, N., Brophy-Herb, H. E., & **Vallotton, C. D**. (2018). Effects of maternal mentalization-related parenting on toddlers' self-regulation. *Early Childhood Research Quarterly,* 44, 1-14. https://doi.org/10.1016/j.ecresq.2018.02.001

14. Knolle, F., **Vallotton, C.,** & Ayoub, C. (2018). Maltreated children use more grammatical negations. *Journal of Child and Family Studies, 27,* 453-464. DOI 10.1007/s10826-017-0905-3

15. *Kwon, A., **Vallotton, C. D.,** Kiegelman, M., & Hughes Wilhelm, K. (2018). Cultural diversification of communicative gestures through early childhood: A comparison of children in English-, German- and Chinese-speaking families. *Journal of Infant Behavior and Development, 50,* 328-339. https://doi.org/10.1016/j.infbeh.2017.10.003

16. *Kast, M. J., Farkas, C. & **Vallotton, C. D.** (2017). Diferencias en sensibilidad parental entre madres y padres de Chile y Estados Unidos [Parental sensitivity differences between mothers and fathers from Chile and USA]. *Psicoperspectivas, 16*(3), 137-148. doi:10.5027/psicoperspectivas-vol16-issue3-fulltext-950

17. Farkas, C., **Vallotton, C. D.,** Strasser, K., Santelices, M. P., & Himmel, E. (2017). Social-emotional skills of Chilean children between 12 and 30 months of age: When do adults' competencies matter? *Infant Behavior and Development, 49,* 192-203, DOI 10.1016/j.infbeh.2017.09.010

18. *Munoz, P., Farkas, C., & **Vallotton, C. D.** (2017). Gestural representation of emotions: A comparative study on Chilean and American women. *Journal of Child and Family Studies, 8,* 2166-2174. DOI 10.1007/s10826-017-0724-6 (NOTE: Mistakenly published without Vallotton as author, erratum published in June, 2017).

19. *Chang, T., Farkas, C., & **Vallotton, C. D.** (2017). US and Chilean mothers' use of mental references through languages with infant girls and boys in story times: Does socialization of gender role through languages emerge as infancy? *Journal of Cross-Cultural Psychology*, 48, 1271-1287. DOI 10.1177/0022022117720752

20. *Muzard, A., *Kwon, A., *Espinosa, N., **Vallotton, C. D.,** & Farkas, C. (2017). Infants' emotional expression: Differences in the expression of pleasure and discomfort between infants from Chile and the United States. *Infant and Child Development, 26*(6); e2033. Doi: 10.1002/icd.2033

21. *Karsten, A., *Foster, T., *Decker, K. B., & **Vallotton, C. D.** (2017). Toddlers take Emotion Regulation into their Own Hands with Infant Signs. *Young Children, 72*(1), 38-43.

22. **Vallotton, C. D.,** *Decker, K. B., *Kwon, A., & *Wang, W., *Chang, T-Z, (2017). Quality and quantity of gestural input: Caregivers' sensitivity promotes caregiver-infant bidirectional communication through gestures. *Infancy, 22* (1), 56-77. *Doi:* 10.1111/infa.12155

23. **Vallotton, C.D.,** Mastergeorge, A.M., *Foster, T., *Decker, K. B., & Ayoub, C. (2017). Parents' supports for early vocabulary development: Specific effects of sensitivity and stimulation through infancy. *Infancy, 22* (1), 78-107, DOI: 10.1111/infa.12147.

24. *Harewood, T., **Vallotton, C. D.,** & Brophy-Herb, H. (2017). More than just the breadwinner: the effects of fathers' parenting stress on children's language and cognitive development. *Infant and Child*

Development, 26 (2), e1984. DOI: 10.1002/icd.1984

25. Roggman, L., Petersen, C., Chazan-Cohen, R., Ispa, J., *Decker, K., Cook, G., Hughes Belding, K., & **Vallotton, C. D.** (2016). Preparing home visitors to partner with families of infants and toddlers. *Journal of Early Childhood Teacher Education, 37*(4), 301-313. DOI: http://dx.doi.org/10.1080/10901027.2016.1241965
26. *Decker, K. B., & **Vallotton, C. D.** (2016). Early intervention for children with hearing loss: Information parents receive about supporting children's language. *Journal of Early Intervention, 38,* 151-169. DOI: 10.1177/1053815116653448
27. Farkas, C., & **Vallotton, C. D.** (2016). Differences in infant temperament in Chile and the US. *Journal of Infant Behavior and Development, 44,* 208-218. http://dx.doi.org/10.1016/j.infbeh.2016.07.005
28. **Vallotton, C. D.,** *Harewood, T., *Froyen, L., Brophy-Herb, H., & Ayoub, C. (2016). Child Behavior Problems: Mothers' and Fathers' Mental Health Matters Today and Tomorrow. Accepted to *Early Childhood Research Quarterly, 37,* 81-93. Doi: 10.1016/j.ecresq.2016.02.006
29. *Wang, W., & **Vallotton, C. D.** (2016). Cultural transmission through infant signs: Objects and actions in U.S. and Taiwan. *Infant Behavior and Development, 44,* 98-109. DOI:10.1016/j.infbeh.2016.06.003
30. **Vallotton, C. D.,** Torquati, J., Ispa, J., Chazan-Cohen, R., Henk, J., Fusaro, M., Peterson, C., Roggman, L., Stacks, A., Cook, G., & Brophy-Herb, H. (2016). Attachment predicts college students' knowledge, attitudes, and skills for working with infants, toddlers, and families. *Early Education and Development*, *27*(2), 275-302. Doi: 10.1080/10409289.2016.1087778
31. **Vallotton, C.D.,** Fusaro, M., *Hayden, J., *Decker, K.B., **Gutowski, E. (2015). Give me a hand: Differential effects of gesture type in guiding young children's problem-solving. *Instructional Science, 43,* 709-735. DOI: 10.1007/s11251-015-9357-6.
32. Brophy-Herb, H.E., Bocknek, E., **Vallotton, C. D.,** Stansbury, K., *Senehi, N., *Dalimonte-Merckling, D., *Lee, Y. (2015). Toddlers with early behavior problems at higher family demographic risk benefit the most from maternal emotion talk. Submitted to *Journal of Developmental and Behavioral Pediatrics*, *36*(7), 512-520. Doi: 1097/DBP.0000000000000196
33. *Lee, Y-E., Brophy-Herb, H., **Vallotton, C. D.,** Griffore, R. J., Carlson, J. S., & Robinson, J. (2015). Do young children's representations of discipline and empathy moderate the effects of punishment on emotion regulation? *Social Development*, 00, 00-00. Doi: 10.1111/sode.12141
34. Fusaro, M., **Vallotton, C. D.,** & Harris, P. L. (2014). Beside the point: Mothers' head nodding and shaking gestures during parent-child play. *Infant Behavior and Development*, *37,* 235-247. DOI: 10.1016/j.infbeh.2014.01.006
35. Green, B., Furrer, C., Ayoub, C., Dym-Bartlett, J., Von Ende, A., Chazan-Cohen, R., **Vallotton, C.D.,** & Klevins, J. (2014). The Effect of Early Head Start on Child Welfare System Involvement: A First Look at Longitudinal Child Maltreatment Outcomes. *Child and Youth Services Review,42,* 127-135. DOI: 10.1016/j.childyouth.2014.03.044
36. **Vallotton, C.D.,** *Harewood, T., Ayoub, C.C., Pan, B., Mastergeorge, A.M., & Brophy-Herb, H. (2012). Buffering boys and boosting girls: The protective and promotive effects of Early Head Start for children's expressive language skills in the context of parenting stress. *Early Childhood Research*

Quarterly, 27, 695-707. DOI: 10.1016/j.ecresq.2011.03.001, NIHMSID: NIHMS29578

37. *Decker, K. B., **Vallotton, C. D.**, & Johnson, H.A. (2012). Parents' communication decision for children with hearing loss: Sources of information and influence. *American Annals of the Deaf, 157,* 326-339. DOI: 10.1353/aad.2012.1631
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1. **Vallotton, C. D.,** Brophy-Herb, H., Roggman, L., Chazan-Cohen, R., & the Collaborative for Understanding the Pedagogy of Infant/toddler Development (CUPID) (2021). Working Well with Babies: Comprehensive Competencies for Educators of Infants and Toddlers. Forthcoming, *St. Paul,*

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4. **Vallotton, C. D.,** Cook, G., Chazan-Cohen, R., *Decker, K., Gardner-Neblett, N., Lippard, C., & *Harewood, T., (2019). The Collaborative for Understanding the Pedagogy of Infant/toddler Development: A Cross-University, Interdisciplinary Effort to Transform a Field through SOTL. In J. C. Friberg & K. McKinney (Eds.), *Applying the Scholarship of Teaching and Learning beyond One Classroom.* Bloomington, IN: Indiana University Press.
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8. **Vallotton, C. D.,** *Harewood, T., *Karsten, A., & *Decker, K. B. (2014). Infant signs reveal infant minds to early childhood educators. In L. Harrison & J. Sumsion (Eds), *Lived Spaces of Infant-Toddler Education and Care* (pp. 161-172), International Perspectives on Early Childhood Education and Development 11. Amsterdam, The Netherlands: Springer.
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10. ‡ **Vallotton, C.D.** (2012). Support or competition? Dynamic development of the relationship between pointing and symbolic gestures from 6 to 18 months of age. In J. M. Colletta & M. Guidetti (Eds.) *Gesture and Multimodal Development,* (pp. 27-48). Amsterdam, The Netherlands: John Benjamins.
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12. ‡ *Fusaro, M. & **Vallotton, C.D.** (2011). Giving a nod to social cognition: Developmental constraints

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Hatton-Bowers, H., McPherran Lombardi, C., *Kemp, B., Decker, K. B., Virmani, E. A., Brophy-Herb, H., **Vallotton, C. D.,** & CUPID (*under review*). Resources and Risks for college students' mental health: ACEs, stressful life events, attachment, and mindfulness. Submitted to the *Journal of American College Health*, October 2020.

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*Espinosa, N., Farkas, C., & **Vallotton, C. D.** (*under review*). Comparison of socio-emotional development in Chilean and US children at 12 and 30 months of age. Submitted to *Infant Behavior and Development* August 2018, rejected October 2018; Submitted to *the Infant Mental Health Journal,* June, 2020.

Brophy-Herb, H., Brincks, A., Cook, J., Stacks, A., **Vallotton, C.,** Carson, R., Wheeler, R., Muzik, M., Rosenblum, K., & Jennings, P. (*under review*). An EMA study of infant/toddler educators' stress and exhaustion: Associations with ACEs, depression, coping and mindfulness. Submitted to *Early Childhood Research Quarterly,* November, 2019.

MANUSCRIPTS IN PREPARATION

Vallotton, C.D., Fusaro, M., & *Decker, K.B. (*in preparation*). Leading language by the hand: The development of symbolic gestures and oral words in an enriched gestural environment. In preparation for *Infant Behavior and Development.*

Vallotton, C. D., Farkas, C., Espinosa, N., Brophy-Herb, H., Decker, K., & **McBratnie, M. (*in preparation*). Parents' mentalization across cultures and interaction contexts.

In Preparation with Students & Post-Doctoral Fellows

*Konishi, H., **Vallotton, C.D.**, Stansbury, K., Decker, K.B., & Brophy-Herb, H. (*in preparation*). The language of self-regulation in toddlerhood. In preparation for *Developmental and Behavioral Pediatrics.*

*Wang, W., **Vallotton, C. D.,** & Bowles, R. (*in preparation*). Cultural variances in parenting and its effects on child mastery motivation. In preparation for *Early Childhood Research Quarterly.*

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*Cho, S., Brophy-Herb, H., **Vallotton, C. D.,** Griffore, R., & Roseth, C. (*in preparation*). Actor and partner effects in the relationship between maternal and paternal parenting behaviors in toddlerhood. Submitted to *Journal of Family Psychology,* December, 2015, rejected February, 2015.

*Decker, K. B., Foster, T., Skibbe, L., & **Vallotton, C. D.** (*in preparation*). The use of pragmatic language by mothers and their children with specific language impairment: A comparison of interactive contexts. In preparation for *Journal of Speech, Language, and Hearing Research*.

*Su-Russell, C., **Vallotton, C. D.**, *Decker, K., *Wang, W., Griffore, R., Hughes Wilhelm, K. & Liu, P-C. (*in preparation*). Cross-Cultural Variations in Parental Motivations and Teaching Techniques: Infant Signing in the U.S. and Taiwan. In preparation for *Social Development*.

In Preparation with Colleagues

Brophy-Herb, H.E., *Martoccio, T., **Vallotton, C. D.,** *Lee, Y. E., *Senehi, N., Ispa, J., Chazan-Cohen, R., & Ayoub, C. (*under review*). Early self-regulation moderates relations between maternal substance use, family-level mediators, and school-age children's externalizing behaviors. Submitted to *Development and Psychopathology,* April, 2015, revised and resubmitted November, 2015, rejected January 2016; submitted to *ECRQ,* February, 2016, rejected; submitted to *Journal of Developmental and Behavioral Pediatrics,* September 2016.

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Niños De 0 A 48 Meses: Desarrollo y Estudio Piloto. (Significant Adult Mentalization Assessment in Interaction with Children 0 to 48 Months: Development and Pilot Study.) Submitted to *Terapia Psicología,* December, 2013.

Farkas, C., Carvacho, C., *Badilla, G., *Mahias, P., **Vallotton, C.D.,** Santelices, M. P., & Himmel, E. (*under revision*). Estudio comparativo de la mentalización entre madres y personal educativo en interacción con niños(as) de 12 meses de edad. (Comparative Study between Mother's and Teacher's Mentalization in Interaction with 12 Months Old Children.).

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Fusaro, M., Cook, G., Beeghly, M., Swartz, M., Plata Potter, S., Rana, M., Decker, K. B., & **Vallotton, C. D.,** (*in preparation*). Developing caregiving vignettes as a tool for competence measurement, pedagogy, and practice. In preparation for *Early Childhood Teacher Educator.*

Fusaro, M., **Vallotton, C. D.,** & Harris, P. (*in preparation*). Getting a head in pragmatic development: Mothers' head nodding and shaking gestures facilitate infants' acquisition of communicative competence. In preparation for *Infancy.*

Ayoub, C., **Vallotton, C. D.,** *VonEnde, A., Mastergeorge, A. M., & Chazan-Cohen (*in preparation*). Longitudinal trajectory of maternal depression during the first 10 years: Child effects and their mechanisms. In preparation for *Developmental Psychology.*

OTHER PUBLICATIONS

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Vallotton, C. D. (November, 2011). *Signing with Babies and Children: A Summary of Research Findings for Parents and Professionals.* Two Little Hands Productions.

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McNall, M., Bates, L., Harewood, T., & **Vallotton, C. D.** (December, 2014). *Project LAUNCH Michigan Grantee-Specific Evaluation 2014 End-of-Year Report,* MSU University Outreach and Engagement, submitted to SAMHSA.

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Government Publications

California's Children in Domestic Violence Shelters, Domestic Violence Section, Maternal and Child Health Branch, California Department of Health Services, August, 2001 (primary author).

Caring Connections: Relationship Building with Infants through Gesturing, Child Development Policy Advisory Committee, December, 1998 (primary author).

Cal-Learn, Child Development Policy Advisory Committee, June, 1998 (co-author).

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PEER-REVIEWED RESEARCH PRESENTATIONS

***Graduate Students**

**** Undergraduate Students**

National and International

1. Adekoya, A.R., Altenberger, J., Vallotton, C.D., Brophy-Herb, H., & Stacks, A. (2021, April 7-9). *It starts early. Let's start now: Gender and language during book-sharing in early childhood classrooms* [Poster presentation; proposal in review]. 2021 Society for Research in Child Development Biennial Meeting, virtual conference.
2. Cook, J., Dalimonte-Merckling, D., Altenberger, J., Kim, L., Umloff, B., Brophy-Herb, H., Brinks, A., Jennings, P., Carson, R., Stacks, A., Vallotton, C., & Wheeler, R. (submitted). *Early Childcare Teachers' Sources of Stress and their Associations with Reflective Teaching Practices* [poster presentation]. Society for Research in Child Development 2021 Biannual Meeting.
3. Cook, J., Altenberger, J., Umloff, B., He, D., Asante, M., Vallotton, C., Stacks, A., Brophy-Herb, H., Muzik, M., Rosenblum, K., & Wheeler, R. (submitted). *Early Comparing Racial Minority and White Parents' Experiences with Early Childcare Teachers* [poster presentation]. Society for Research in Child Development 2021 Biannual Meeting.
4. Kim, L.E., & Adekoya, A.R., Eddie, A., Powell, D., & Vallotton, C.D. (2021, April 7-9). *It Starts Early. Let's Start Now! Anti-Bias Education in Existing Infant Toddler Curricula* [Poster presentation]. Submitted proposal at Society for Research in Child Development, Minneapolis, MN.
5. Perkins, H., Choi,H., Stinson, K., Umloff, B., Brophy-Herb, H. E., Stacks, A., Brincks, A., Vallotton, C. D., Muzik, M., Menke, R., Wheeler, R. (2020, April 7-9 – Under Review). Teaching through trauma: The roles of ACEs, depressive Symptoms, and mindfulness in coping for early childhood professionals. Poster presentation submitted the Society of Research on Child Development: Minneapolis, MN, United States
6. Hatton-Bowers, H., Lombardi, C. M., Amini Virmani, E., Beeghly, M., Cook, G., Roggman, L., Peterson, C., Torquati, J., & **Vallotton, C. D.,** (June, 2020). Do mindfulness, adverse childhood experiences, and attachment predict depressive symptoms among preservice teachers? *World Association for Infant Mental Health,* June 2020, Brisbane, Australia. (Accepted but cancelled due to COVID-19)
7. **Patrona, E., Brophy-Herb, H., **Altenberger, A., **Kopicko, K., **Vallotton, C. D.,** Stacks, A., Muzik, M., & Rosenblum, K. (June, 2020). 'I wonder how she feels?' How two wordless books elicit different mental state language from toddler teachers. *World Association for Infant Mental Health,* June 2020, Brisbane, Australia. (Accepted but cancelled due to COVID-19)
8. Stacks, A., *Halquist, K., Brophy-Herb, H., *Shine, B., **Vallotton, C. D.,** Barron, C., Alismail, F., Muzik, M., & Rosenblum, K. (June, 2020). Reflective Functioning and Attachment in Infant/Toddler Educators: Associations with Well-Being and Emotionally Responsive Care. *World Association for Infant Mental Health,* June 2020, Brisbane, Australia. (Accepted but cancelled due to COVID-19)
9. Brophy-Herb, H., Brincks, A., *Cook, J., Carson, R., Stacks, A., **Vallotton, C. D.,** Jennings, P., Muzik, M., & Rosenblum, K. (June, 2020). An EMA Approach to Studying Infant/Toddler Educators' Stress and Associations with Coping, ACES, depression and mindfulness. *World Association for Infant Mental Health,* June 2020, Brisbane, Australia. (Accepted but cancelled due to COVID-19)
10. Graham, D., Diaz, M., & **Vallotton, C. D.** (November, 2019). *Guiding Infant/ Toddler Behavior to Support Social-Emotional Development: 6 Steps to Effective Guidance.* National Association for the Education of Young Children, Nashville, TN, November 20-23, 2019.
11. **Vallotton, C. D.** & Brophy-Herb, H. (November, 2019). *Working Well with Babies and Families: Comprehensive Competencies for Educators of Infants and Toddlers.* National Association for the Education of Young Children, Nashville, TN, November 20-23, 2019.
12. Lippard, C., & **Vallotton, C. D.** (June, 2019). *CUPID: What We Have Learned About Preparing the Infant/Toddler Workforce.* National Association of Early Childhood Teacher Educator's Conference, Long Beach, CA June 3, 2019.

13. **Vallotton, C. D.,** & Harewood, T. (March, 2019). *Beyond 2-Dimensional Science: A Heuristic Knowledge Structure for the Applied Sciences of Child Development, Care, and Education*. Biennial Conference of the Society for Research in Child Development, Baltimore, MD, March 21-23, 2019.
14. **McBrantie, M., **Vallotton, C. D.,** & Decker, K. B. (March, 2019). *A Comparison of the Change in Mothers' and Educators' use of Internal State Talk when Toddlers' were 12 and 30 Months.* Biennial Conference of the Society for Research in Child Development, Baltimore, MD, March 21-23, 2019.
15. *Ndlovu, N., & **Vallotton, C. D.** (March, 2019). *Urban and Rural Parents- An Ethnographic Inquiry into Zulu Parenting and the Role of Culture*. Biennial Conference of the Society for Research in Child Development, Baltimore, MD, March 21-23, 2019.
16. *Wang, W., **Vallotton, C. D.,** & Bowles, R. (March, 2019). *Ethnic Variations in the Process of Child Mastery Motivation Socialization.* Biennial Conference of the Society for Research in Child Development, Baltimore, MD, March 21-23, 2019.
17. Rachel Chazan-Cohen, R., **Vallotton, C. D.,** Ispa, J., Fusaro, M., Decker, K. B., Brophy-Herb, H., Torquati, J. Roggman, L., Cook, G., & Maynard, C. (March, 2019). *Student Characteristics that Help or Hinder Learning about Infants and Toddler*. Biennial Conference of the Society for Research in Child Development, Baltimore, MD, March 21-23, 2019.
18. *Wang, W., & Vallotton, C. D. (October, 2018). *Cultural variances in parental behaviors and their effects on 3-year-old children's mastery motivation*. DEVSEC: Conference on the Use of Secondary and Open Source Data in Developmental Science, October 4 - 6, 2018, Phoenix, Arizona.
19. **Nelson, R., **Vallotton, C. D.,** & Farkas, C. (July, 2018). *Show me how you feel: Do parents' gestures promote children's understanding of mental states?* 8th Conference of the International Society for Gesture Studies – Gesture and Diversity, July, 2018, Cape Town, South Africa.
20. Farkas, C., **Vallotton, C. D.,** Santelices, P. M., Strasser, K., & *Kwon, A. (July, 2018). *Facial gestures used by children to express pleasure and discomfort: Longitudinal comparison between Chilean and U.S. children between 12 and 30 months*. 8th Conference of the International Society for Gesture Studies – Gesture and Diversity, July, 2018, Cape Town, South Africa.
21. Stacks, A. M., **Vallotton, C. D.,** Muzik, M., Brophy-Herb, H., & Rosenblum, K. (June, 2018). *Recognizing, Reflecting, and Responding to Infant/Toddler Cues: An Integrated Parent-Teacher Intervention to Support Social-Emotional Development Through Caregiver Mindfulness and Sensitivity.* Early Head Start University Partnerships Grantee Meeting: Building the Evidence Base for Infant/Toddler Center-based Programs, June 28-29, 2018 Washington D.C.
22. Stacks, A. M., **Vallotton, C. D.,** Muzik, M., Brophy-Herb, H., & Rosenblum, K. (June, 2018). Recognizing Strengths and Reducing Risks: An Attachment-Based Program of Professional Development to Support Reflection and Responsiveness in Infant-Toddler Teachers. In ACF's *Early Head Start University Partnership Symposium*. National Research Conference on Early Childhood, June 25-27, 2018 Washington D.C.
23. **Vallotton, C. D., Chair** (June, 2018), *Preparing the Workforce to Support Infants, Toddlers, and their Families: Competencies, Measures, and Evidence to Develop Effective Teaching and Training.* National Research Conference on Early Childhood, June 25-27, 2018 Washington D.C.
24. **Vallotton, C. D.,** Cook, G., Chazan-Cohen, R., & Decker, K. B. (June, 2018). Collaborative for Understanding the Pedagogy of Infant/toddler Development: The Scholarship of Teaching and Learning to Enhance Preparation of the Infant/Toddler Workforce, in **Vallotton, C. D. (Chair)**, *Preparing the Workforce to Support Infants, Toddlers, and their Families: Competencies, Measures, and Evidence to Develop Effective Teaching and Training.* National Research Conference on Early Childhood, June 25-27, 2018 Washington D.C.

25. Peterson, C., Cook, G., **Vallotton, C. D.,** Chazan-Cohen, R., Ispa, J., & Brophy-Herb, H. (June, 2018). Comprehensive Competencies for the Infant/Toddler Workforce: Knowledge, Dispositions, and Skills for Working with Infants, Toddlers, and their Families across Roles and Settings, in **Vallotton, C. D. (Chair)**, *Preparing the Workforce to Support Infants, Toddlers, and their Families: Competencies, Measures, and Evidence to Develop Effective Teaching and Training.* National Research Conference on Early Childhood, June 25-27, 2018 Washington D.C.

26. Roggman, L., Peterson, C., Ispa, J., Cook, G., Chazan-Cohen, R., Hughes-Belding, K., **Vallotton, C. D.,** & Decker, K. B. (June, 2018). Applying infant/toddler workforce competencies to the home visiting context: Using the scholarship of teaching and learning to develop programs and modify pedagogy, in **Vallotton, C. D. (Chair)**, *Preparing the Workforce to Support Infants, Toddlers, and their Families: Competencies, Measures, and Evidence to Develop Effective Teaching and Training.* National Research Conference on Early Childhood, June 25-27, 2018 Washington D.C.

27. Chazan-Cohen, R., **Vallotton, C. D.,** Ispa, J., Lippard, C., Roggman, L., Cook, G., Fusaro, M., Decker, K. B., & Brophy-Herb, H. (June, 2018). Student Characteristics that Help or Hinder Learning about Infants and Toddlers, in **Vallotton, C. D. (Chair)**, *Preparing the Workforce to Support Infants, Toddlers, and their Families: Competencies, Measures, and Evidence to Develop Effective Teaching and Training.* National Research Conference on Early Childhood, June 25-27, 2018 Washington D.C.

28. **Vallotton, C. D.,** Peterson, C., Roggman, L., Chazan-Cohen, R., Hughes-Belding, K., Ispa, J., Decker, K. B., & Cook, G. (May, 2018). Identifying and using home visitor competencies to prepare an effective workforce. In Peterson, C. (Chair) *Recommended home visitor competencies: Identifying and implementing effective practices.* World Association for Infant Mental Health, May 26 – 31, Rome, Italy.

29. Stacks, A., **Vallotton, C. D.,** Barron, C., Weatherington, B., Muzik, M., Brophy-Herb, H., & Rosenblum, K. (May, 2018). *An attachment-based training program for infant toddler teachers: Preliminary findings from Hearts and Minds on Babies*. World Association for Infant Mental Health, May 26 – 31, Rome, Italy.

30. *Shine, B., Stacks, A., & **Vallotton, C. D.,** Muzik, M., & Brophy-Herb, H. (May, 2018). *An attachment framework for measuring dysregulated affect in early childhood teachers: The teacher care patterns questionnaire.* World Association for Infant Mental Health, May 26 – 31, Rome, Italy.

31. *Ndlovu, N., & **Vallotton, C. D.,** (May, 2018). *Does teacher responsiveness mediate the relationship between teacher education level and toddlers' language development?* World Association for Infant Mental Health, May 26 – 31, Rome, Italy.

32. **McBrantie, M., & **Vallotton, C. D.,** (May, 2018). *We Need to Talk: How Toddlers' Communication Cues Influence Parents' Mental State Talk?* World Association for Infant Mental Health, May 26 – 31, Rome, Italy.

33. **Nie, C., **Vallotton, C. C.,** & Farkas, C. (May, 2018). *More than just milk: Does maternal sensitivity mediate the effects of breastfeeding behavior on child's social-emotional and language development?* World Association for Infant Mental Health, May 26 – 31, Rome, Italy.

34. **Morain, K., **Chinnam, S., **Vallotton, C.D.**, & Farkas, C. (May, 2018). *Early childhood gender differences in emotional expression across cultures.* World Association for Infant Mental Health, May 26 – 31, Rome, Italy.

35. **Vallotton, C.,** *Diaz, M., Graham, D., Linscott, L., & *Ndlovu, N. (May, 2018). *Guiding Infant and Toddler Behavior to Support Social-Emotional Development in Cultural Context.* World Association for Infant Mental Health, May 26 – 31, Rome, Italy.

36. Linscott, L., Graham, D., Diaz, M., Ndlovu, N., & **Vallotton, C.** (May, 2018). *University-based laboratory schools as tools for preparing the global early childhood workforce: Facilitators and*

barriers to modeling Diversity-Informed Infant Mental Health Principles and Practices. World Association for Infant Mental Health, May 26 – 31, Rome, Italy.

37. Fusaro, M., **Vallotton, C. D.,** & Harris, P. (October 12, 2017). *Mothers' head gestures promote the development of toddlers' replies to yes/no questions.* Cognitive Development Society, October, 12-14, Portland, OR.
38. **Vallotton, C. D.,** Fusaro, M., & Cook, G. (June 13, 2017). *What do infant/toddler educators need to know, do, and believe? Defining competencies for professional practice with infants and toddlers.* Workshop for the National Association for the Education of Young Children Professional Learning Institute, June 11-14, 2017, San Francisco, CA.
39. Fusaro, M., & **Vallotton, C. D.** (June 11, 2017). *Vignette-based Assessment of Infant/Toddler Caregiving Skills among Undergraduates in Early Childhood Courses.* Poster at the National Association for the Education of Young Children Professional Learning Institute, June 11-14, 2017, San Francisco, CA.
40. Farkas, C. F., & **Vallotton, C. D.,** (March, 2017). *Developmental and cultural differences in mothers' mentalization.* Society for Research in Child Development, Austin, TX.
41. *Chang, T-F., Farkas, C. F., & **Vallotton, C. D.,** (March, 2017). *Socialization of gender roles in infancy and toddler stage: Do US mothers use different mental state languages with 12- and 30-month boys and girls?.* Society for Research in Child Development, Austin, TX.
42. Henk, L., Gardner-Neblitt, N.… & **Vallotton, C. D.,** (March, 2017). *Personal Beliefs and Professional Beliefs: Determinants of Competences among Infant/Toddler Preservice Professionals.* Society for Research in Child Development, Austin, TX.
43. Roggman, L., Petersen, C., Chazan-Cohen, R., Ispa, J., Decker, K., Cook, G., Hughes Belding, K., & **Vallotton, C. D.** (November, 2016). *What do home visitors need to know, do, and believe? Core and critical competencies in home visiting practice*. Symposium Presented at The Collaborative Science of Home Visiting, Arlington, VA, November 2016.
44. Vu, J. A., Brophy-Herb, H. E., **Vallotton, C. D.,** Williamson, A., Torquati, J., Cook, G., Decker, K. & the Collaborative for Understanding the Pedagogy of Infant/toddler Development (July, 2016). *The relationship between pre-service teachers' attachment and dispositional mindfulness on developmentally supportive practices with infants and toddlers.* Presented at the European Association for Research on Learning and Instructions, 2016.
45. Roggman, L., Petersen, C., Ispa, J., Chazan-Cohen, R., Cook, G., Hughes-Belding, K., & **Vallotton, C.D.** (July, 2016). *Competencies for Home Visitors in the Infant Toddler Workforce: Overlapping, Expanded, and Additional Knowledge, Attitudes, & Skills*. National Research Conference on Early Childhood. Washington, D.C., July, 2016.
46. Roggman, L., Cook, G., Hughes-Belding, K., Petersen, C., & **Vallotton, C. D.** (June, 2016). *What does it take to become an effective home visitor? Competencies for University Pedagogy.* Submitted to the Biennial Congress of the World Association for Infant Mental Health, Prague, Czech Republic, May-June, 2016.
47. Williamson, A. C., Cook, G., Brophy-Herb, H. E., **Vallotton, C. D.,** Torquati, J., Decker, K., & the Collaborative for Understanding the Pedagogy of Infant/Toddler Development (June, 2016). *Teachers' Attachment and Dispositional Mindfulness: Links to Developmentally Supportive Practices*

with Infants and Toddlers. Submitted to the Biennial Congress of the World Association for Infant Mental Health, Prague, Czech Republic, May-June, 2016.

48. Brophy-Herb, H. E., **Vallotton, C. D.,** Williamson, A. C., Torquati, J., Cook, G., Decker, K., & the Collaborative for Understanding the Pedagogy of Infant/Toddler Development (May 26-28, 2016). *Teachers' Attachment and Dispositional Mindfulness: Links to Developmentally Supportive Practices with Infants and Toddlers.* International Congress of Infant Studies, New Orleans, LA, May, 2016.
49. Henk, J., **Vallotton, C.,** Fusaro, M., Williamson, A., Gardner-Neblitt, N., & Rucker, L. (May 26-28, 2016). *The Role of Education in Providing a Skilled and Effective Birth to Three Workforce.* International Congress of Infant Studies, New Orleans, LA, May, 2016.
50. Kwon, A. Y., **Vallotton, C. D.,** Foster, T. D., & Farkas, C. (May 26-28, 2016). *Infants' Temperament Elicit Different Infant-Adult Interaction from Parents and Educators.* International Congress of Infant Studies, New Orleans, LA, May, 2016.
51. Chazan-Cohen, R., Buell, M., **Vallotton, C. D.,** Harewood, T., & CUPID (December, 2015). *Influences of Federal and State Policies on Higher Education Programs Training the Infant-Toddler Workforce: Lessons from CUPID.* Child Care Policy Research Consortium Meeting (CCPRC 2015), Washington, DC.
52. **Vallotton, C. D.,** & Brophy-Herb, H. (March, 2015). Effects of early receptive and expressive language skills on the affective quality of mother-child interactions. In M. Fields & P. Cole (Chairs) *Intersections of Emotion and Language*. Society for Research in Child Development, Philadelphia, PA.
53. Chazan-Cohen, R., **Vallotton, C. D.,** & Torquati, J. (March, 2015). *Associations between Attachment Style & Beliefs about Child Development in a Sample of College Students.* Society for Research in Child Development, Philadelphia, PA.
54. *Decker, K. B., **Bunch, A., **McKenney, K., & **Vallotton, C. D.** (March, 2015). *Early intervention for children with hearing loss: Parents' reports of information received and awareness of their communication.* Society for Research in Child Development, Philadelphia, PA. (ID: 960623)
55. Farkas, C., & **Vallotton, C. D.** (March, 2015). Cultural Differences in Mentalization: Quality and Types of Parents' and Teachers' Mental State Talk in Chile and the U.S. In Brophy-Herb, H. (Chair). *Parental Mind-Mindedness in Diverse Populations.* Society for Research in Child Development, Philadelphia, PA. (ID: 960384)
56. Fusaro, M., **Vallotton, C. D.,** Torquati, J., Henk, J., & Peterson, C. (March, 2015). *Vignette-based Assessment of Infant/Toddler Caregiving Skills among Undergraduates with Early Childhood Career Interests.* Society for Research in Child Development, Philadelphia, PA. (ID: 961430)
57. *Harewood, T., Vallotton, C. D., & McNall, M. (March, 2015). The Effect of Teacher Training and Coaching in the CSEFEL Teaching Pyramid Model on Teacher Practices. In Leis, J. (Chair) *Project LAUNCH: Evaluation of Community Progress to Improve Child Outcomes*. Society for Research in Child Development, Philadelphia, PA.
58. *Kwon, A., **Vallotton, C. D.,** & Farkas, C. (March, 2015). *Infants' Extraversion and Negativity Elicit Different Internal State Language from Parents and Educators*. Society for Research in Child Development, Philadelphia, PA.

59. *Wang, W., Su-Russell, C., & **Vallotton, C. D.** (March, 2015). Same *Parenting Practice, Different Ways: Culture influences parents' goals, behaviors, and the relations between them*. Society for Research in Child Development, Philadelphia, PA.

60. Roggman, L., Henk, J., Horm, D., **Vallotton, C. D.,** & Torquati, J. (March 18, 2015). *Students' attachment affects their learning about child development, care, and education: Should it influence our teaching?* Developmental Science Teaching Institute, Philadelphia, PA.

61. **Vallotton, C. D.,** Cook. G., Roggman, L., Chazan-Cohen, R., & Fusaro, M. (July, 2014). *Understanding how to Better Educate Infant/Toddler Caregivers via Higher Education.* 12th National Head Start Research Conference, Washington, D.C.

62. *Chang, T-Z., *Wang, W., *Foster, T., **Nowak, E., **Naseem, H., **Prainito, L., Daley, A., & **Vallotton, C. D.** (June, 2014). *Do parents use different mental state language with infant girls and boys?* Biennial Congress of the World Association for Infant Mental Health, Edinburgh, Scotland.

63. Farkas, C., & **Vallotton, C. D.** (June, 2014). *Assessment of emotional expression and representation in children and adults: A new measurement tool and initial results from an intercultural study in Chile and the US.* Biennial Congress of the World Association for Infant Mental Health, Edinburgh, Scotland.

64. Farkas, C., & **Vallotton, C. D.** Santelices, M. P., & Himmel, E. (June, 2014). *Babies' gestural expression of emotions and its relationship with chidlren's and adults' characteristics.* Biennial Congress of the World Association for Infant Mental Health, Edinburgh, Scotland.

65. Harrison, L., & **Vallotton, C. D.** (June, 2014). *How infants spend their time in childcare: Child vs type of care effects*. Biennial Congress of the World Association for Infant Mental Health, Edinburgh, Scotland.

66. *Kwon, A., **Vallotton, C. D.,** & Kiegelmann, M. (June, 2014). *Does Cultural Diversity Become More Prevalent as Infants Develop? Infants' Communicative Gestures in the U.S, Germany, and Taiwan.* Biennial Congress of the World Association for Infant Mental Health, Edinburgh, Scotland.

67. **Pastoria, S., *Wang, W., **Prainito, L., **Nowak, E., *Kwon, A., Farkas, C., & **Vallotton, C. D.** (June, 2014). *Gestures provide insights into the Preverbal Mind: The Abilities to Understand and Represent Emotions in Infancy and Toddlerhood.* Biennial Congress of the World Association for Infant Mental Health, Edinburgh, Scotland.

68. **Prainito, L., *Chang, T-Z., *Wang, W., **Pastoria, S., **Nowak, E., Farkas, C. F., & **Vallotton, C.D.** (June, 2014). *Representation of Emotion through Words and Gestures: Differences in Fathers and Mothers.* Biennial Congress of the World Association for Infant Mental Health, Edinburgh, Scotland.

69. *Su-Russell, C., **Vallotton, C. D.,** & *Decker, K. B. (June, 2014*). Cultural Variations in Parents' Pragmatic Priorities: Communicative Purposes of Infant Signs in the U.S. and Taiwan.* Biennial Congress of the World Association for Infant Mental Health, Edinburgh, Scotland. (585)

70. *Wang, W., **Vallotton, C. D.,** Su-Russell, C., & Kiegelmann, M. (June, 2014). *Early Symbol is a Mirror of Culture: Differences in the Contents of Infant Signs in the U.S., Taiwan, and Germany.* Biennial Congress of the World Association for Infant Mental Health, Edinburgh, Scotland. (518)

71. *Wang, W., * Chang, T-Z., *Kwon, A., *Foster, T., **Nowak, E., **Naseem, H., **Prainito, L, Farkas, C., & **Vallotton, C.D.** (June, 2014). *Do Caregivers Mentalize Infants Differently Based on*

Their Roles and Education Levels? Biennial Congress of the World Association for Infant Mental Health, Edinburgh, Scotland. (516)

72. **Vallotton, C. D.,** Brophy-Herb, H., *Chang, T-Z., *Wang, W., & Farkas, C. (June, 2014). Infant Effects on Caregiver Mentalization: Child Characteristics Influence Parents' and Educators' Mental State Language in a Story-Telling Task. In M. Beeghly (chair) *Risk, Resilience, and Representations: Findings from the Michigan Infant Research Corridor.* Biennial Congress of the World Association for Infant Mental Health, Edinburgh, Scotland. (symposium 4104)

73. **Vallotton, C. D.,** & *Karsten, A., *Decker, K. B., *Foster, T., & Brophy-Herb, H. (June, 2014). *When they can't find their words: Toddlers' use of symbolic gestures to participate in emotion regulation during acute distress*. Biennial Congress of the World Association for Infant Mental Health, Edinburgh, Scotland. (452)

74. **Vallotton, C. D.,** Torquati, J., *Anderson, T., & *Harewood, T. (June, 2014). Describing our students, understanding our challenge: Characteristics, knowledge, attitudes, and skills of U.S. college students in child development courses. In *Infant Mental Health Services and Training.* Biennial Congress of the World Association for Infant Mental Health, Edinburgh, Scotland. (594)

75. Fusaro, M., **Vallotton, C. D.,** *Hayden, J., **Gutowski, E., & *Decker, K. B. (May, 2014). Parents' Scaffolding Strategies Depend on the Free Use of Their Hands. Submitted to the 44th Annual Meeting of the John Piaget Society for the Study of Knowledge and Development, San Francisco, CA.

76. Kiegelmann, M., **Vallotton, C. D.,** Farkas, C., & Kirk, E. (August, 2013). *Does Baby Signing in Germany promote individualistic educational goals and disconnection?* The Biennial Conference of the Asian Association for Social Psychology, August 21-24, 2013, Yogyakarta, Indonesia.

77. Brophy-Herb, H., **Vallotton, C.,** *Martoccio, T., Ispa, J., *Lee, Y. E., *Senehi, N., Chazan-Cohen, R., & Ayoub, C. (April 20, 2013). Neighborhood, home and parental risks: Mediated paths and the protective role of early self regulation in school-aged children's externalizing behaviors. In J. Ispa (Chair) *From Early Childhood Parenting to Age 10 Child Outcomes: Findings from the Early Head Start Research and Evaluation Project.* Society for Research in Child Development, 2013, Seattle, Washington. (Abstract ID: 1529066; Control Id: 1529066)

78. *Decker, K.B., **Mondro, S.A., Skibbe, L.E., & **Vallotton, C.D.** (April 20, 2013). *Use of pragmatic language by children with specific language impairment and their mothers: A comparison of interactive contexts.* Society for Research in Child Development, 2013, Seattle, Washington. (Abstract ID: 1524024; Control Id: 1524024)

79. *Decker, K.B., *Karsten, A.E., **Vallotton, C.D.**, Farkas, C., Kiegelmann, M., Kirk, E., & Hughes-Wilhelm, K. (April 20, 2013). *Parents' motivations and methods for teaching infant signs: Examining the relationship with oral language development.* Society for Research in Child Development, 2013, Seattle, Washington. (Abstract ID: 1521203; Control Id: 1521203)

80. *Harewood, T., **Vallotton, C.,** Ayoub, C., & Brophy-Herb, H. (April 20, 2013). Mothers' and Fathers' Mental Health Matters Today and Tomorrow: Effects on Children's Social-Emotional Development at Pre-K and Fifth Grade. In J. Ispa (Chair) *From Early Childhood Parenting to Age 10 Child Outcomes: Findings from the Early Head Start Research and Evaluation Project.* Society for Research in Child Development, 2013, Seattle, Washington. (Abstract ID: 1529628; Control Id: 1529628)

81. Mastergeorge, A., Ayoub, C., **Vallotton, C.D.,** Chazan-Cohen, R., & VonEnde, A. (April 20, 2013). Children's Self-Regulation and Mothers' Depressive Symptomatology: A Longitudinal Study of Low Income Women and Early Development. In P. Cowan (Chair) *Further Considerations of Parental Sensitivity: The Child's Role, the Father's Role and the Role of Intervention*. Society for Research in Child Development, 2013, Seattle, Washington. (Abstract ID: 1533495; Control Id: 1533495)

82. *Su, C., **Vallotton, C. D.,** Griffore, R.J., Wilhelm, K. H., & Liu, P-C. (April 20, 2013). *Does culture influence parenting practices? Parents' motivations and methods for using Infant Signs in Taiwan and the U.S.* Society for Research in Child Development, 2013, Seattle, Washington. (Abstract ID: 1521097; Control Id: 1525824)

83. *Topor, J., *Decker, K. B., & **Vallotton, C. D.** (April 20, 2013). *Child Effects on Parents' Knowledge, Values, and Beliefs: Are There Differences Across Child Disability Diagnoses?* Society for Research in Child Development, 2013, Seattle, Washington. (Abstract ID: 1532037; Control Id: 1532037)

84. *Harewood, T., **Vallotton, C.D.,** & McNall, M. (April 18, 2013). *I see your needs: Relationships between home visit content and family and child outcomes.* Society for Research in Child Development, 2013, Seattle, Washington. (Abstract ID: 1530712; Control Id: 1530712)

85. *Karsten, A.E., *Decker, K.B., & **Vallotton, C.D.** (April 18, 2013). *Preverbal Use of Infant Signs: Can We Influence the Timing of Communicative Gestures?* Society for Research in Child Development, 2013, Seattle, Washington. (Abstract ID: 1521666; Control Id: 1521666)

86. *Karsten, A.E., *Foster, T.D., & **Vallotton, C.D.** (April 18, 2013). *Toddlers' Use of Symbolic Gestures in Service of Self-Regulation.* Society for Research in Child Development, 2013, Seattle, Washington. (Abstract ID: 1521617; Control Id: 1521617)

87. *Kwon, A.Y., **Vallotton, C.D.,** & Kiegelmann, M. (April 18, 2013). *Are Early Communicative Gestures Universal? Infants' Spontaneous Gestures in Taiwan, Germany, and the U.S.* Society for Research in Child Development, 2013, Seattle, Washington. (Abstract ID: 1525824; Control Id: 1525824)

88. *Su, C., Brophy-Herb, H., **Vallotton, C.D.**, & Qin, D. B. (April 18, 2013). *Father-child relationship quality: Moderation effects in the face of harsh maternal discipline*. Society for Research in Child Development, 2013, Seattle, Washington. (Abstract ID: 1524104; Control Id: 1524104)

89. *Wang, W., *Su, C., & **Vallotton, C. D.** (April 18, 2013). *Cultural Transmission through Early Symbols: Differences in the Contents of Infant Signs and First Words in the U.S. and China.* Society for Research in Child Development, 2013, Seattle, Washington. (Abstract ID: 1521637; Control Id: 1521637)

90. *Su, C., **Vallotton, C. D.**, Griffore, R., *Decker, K., Farkas, C., Kiegelmann, M., Kirk, E., Yoshinaka, M., Yoshinaka, M., & **Ozuch, C. (June 18-19, 2012). *Cross-cultural variation in parents' values and teaching techniques for using Infant Signs in eight countries*. Head Start Research Conference, Washington, D.C., June 18-20, 2012.

91. *Harewood, T., Brophy-Herb, H., & **Vallotton, C. D.** (June 18-19, 2012). *The effects of parenting stress on children's 36-month developmental outcomes in low-income sample.* Head Start Research Conference, Washington, D.C., June 18-20, 2012.

92. *Harewood, T., **Vallotton, C. D.**, & McNall, M. (June 18-19, 2012). *Coaching preschool teachers to enhance the social-emotional environment in classrooms: What makes the difference?* Head Start Research Conference, Washington, D.C., June 18-20, 2012.

93. **Vallotton, C.D.,** Stansbury, K., *Decker, K., & *Topor, J. (June 18-19, 2012). *The language of emotion-regulation in toddlerhood: Content of mothers' speech affects children's strategies for self-regulation of emotion.* Head Start Research Conference, Washington, D.C., June 18-20, 2012.

94. *Harewood, T., & **Vallotton, C. D.** (June 11, 2012). *Coaching preschool teachers to enhance the social-emotional environment in classrooms: What makes the difference?* Submitted for presentation at the NAEYC 21st National Institute for Early Childhood Professional Development, Indianapolis, IN, June 10-13, 2012.

95. *Decker, K. B., & **Vallotton, C. D.** (June 8, 2012*). "From the time we wake up 'til we go to sleep": When and how parents use symbolic gestures with their preverbal children.* XVIIIth Biennial International Conference on Infant Studies, Minneapolis, MN, June 7-9, 2012.

96. *Decker, K. B., & **Vallotton, C. D.** (June 7, 2012*). Using Symbolic Gestures with Preverbal Children: Parents' Knowledge, Beliefs, and Rationale.* XVIIIth Biennial International Conference on Infant Studies, Minneapolis, MN, June 7-9, 2012.

97. **Vallotton, C.D.,** *Decker, K.B., *Karsten, A., *Topor, J., & **Scott, M. (July, 2011). Preverbal Pragmatists: The Developmental Trajectory of Preverbal Children's Symbolic Gestures in Enriched Gesturing Environments. In E. Nicoladis (Chair) *Development of Children's Symbolic Gestures.* XII International Congress for the Study of Child Language, Montreal, Quebec, Canada.

98. *Decker, K., *Zientek, A., **Bentley, S., & **Vallotton, C.D.** (April 2, 2011). *Understanding Parental Communication Decisions for Children Who are Deaf or Hard of Hearing.* Biennial Meeting of the Society for Research in Child Development, Montreal, Quebec, Canada.

99. Mastergeorge, A., Ayoub, C., Masyn, K., **Vallotton, C.D.,** *Decker, K.B., *Thompson, D., *Su, C., *Saneski, E., *Zientek, A., & **Scott, M. (April 2, 2011). *Comparison of Quantitative Methods for Measuring Effects of Parental Sensitivity and Cognitive Stimulation on Toddlers' Vocabulary.* Biennial Meeting of the Society for Research in Child Development, Montreal, Quebec, Canada.

100. *Harewood, T., Brophy-Herb, H., & **Vallotton, C.D.** (April 1, 2011). *The Effects of Fathers' Parenting Stress on Children's Developmental Outcomes at 36 Months in a Low Income Sample.* Biennial Meeting of the Society for Research in Child Development, Montreal, Quebec, Canada.

101. *Zientek, A., *Topor, J.A., *Decker, K.B., **Bentley, S., **Gutowski, E., & **Vallotton, C.D.** (April 1, 2011). *Trajectories of Symbolic Gesture Acquisition and Use in Infants and Toddlers.* Biennial Meeting of the Society for Research in Child Development, Montreal, Quebec, Canada.

102. **Vallotton, C.D.,** Fusaro, M., *Hayden, J., *Decker, K., & **Gutowski, E. (March 31, 2011). Parents' Gestures Make Strategies More Handy for Children's Puzzle Solving. In C. Vallotton (Chair). *How Adults' Gestures Lend a Helping Hand (and Head) in Young Children's Learning in Different Domains.* Biennial Meeting of the Society for Research in Child Development, Montreal, Quebec, Canada.

103. Fusaro, M. & **Vallotton, C.D.** (March 31, 2011). Getting "a Head" in Pragmatic Development: Nodding and Shaking Gestures May Facilitate Infants' Communicative Competence. In C. Vallotton (Chair). *How Adults' Gestures Lend a Helping Hand (and Head) in Young Children's Learning in*

Different Domains. Biennial Meeting of the Society for Research in Child Development, Montreal, Quebec, Canada.

104. *Harewood, T., **Vallotton, C.D.,** Ayoub, C., Pan, B., Mastergeorge, A., & Brophy-Herb, H. (March 31, 2011). *Boosting Girls and Buffering Boys: Protective and Promotive Effects of Early Head Hart for Child Language.* Biennial Meeting of the Society for Research in Child Development, Montreal, Quebec, Canada.

105. Ayoub, C., Beardslee, W., & **Vallotton, C.** (July 3, 2010). Promoting teacher-child relationships through preventive mental health consultation: The family connections model. In *Promoting Infant and Early Childhood Development in the Contexts of Child and Parental Risk Factors*. 12th World Congress of the World Association for Infant Mental Health, Leipzig, Germany, June 29 – July 3, 2010.

106. Ayoub, C., **Vallotton, C.,** & Chazan-Cohen, R. & *VonEnde, A. (July 3, 2010). Longitudinal examination of maternal depression in low income women from pregnancy through the first ten years of parenthood. In L. Boyce (Chair) *Transitions in Primary Relationships: Children's early language and regulatory development over time in the contexts of Maternal Depression and Parenting*. 12th World Congress of the World Association for Infant Mental Health, Leipzig, Germany, June 29 – July 3, 2010.

107. *Bocknek, E.L., Brophy-Herb, H., & **Vallotton, C.** (July 3, 2010). Associations between maternal detachment and early regulatory development over toddlerhood. In L. Boyce (Chair) *Transitions in Primary Relationships: Children's early language and regulatory development over time in the contexts of Maternal Depression and Parenting*. 12th World Congress of the World Association for Infant Mental Health, Leipzig, Germany, June 29 – July 3, 2010.

108. **Vallotton, C.D.,** Ayoub, C., Masyn, K., & Mastergeorge, A.M. (July 2, 2010). *Parents' strategies to support toddlers' language development: A comparison of measurement tools for quantifying parent-child interaction qualities.* 12th World Congress of the World Association for Infant Mental Health, Leipzig, Germany, June 29 – July 3, 2010.

109. **Vallotton, C.D.,** Mastergeorge, A.M, & Ayoub, C. (July 2, 2010). *Effects of maternal sensitivity and intentional teaching on entwined developmental domains: Differences in mechanisms in an early intervention context.* 12th World Congress of the World Association for Infant Mental Health, Leipzig, Germany, June 29 – July 3, 2010.

110. Mastergeorge, A.M., Ayoub, C. & **Vallotton, C.D.** (July 2, 2010). *Differential Effects of General and Parenting-Related Stress on Parent-Child Interaction in Early Head Start and a Comparison Group.* 12th World Congress of the World Association for Infant Mental Health, Leipzig, Germany, June 29 – July 3, 2010.

111. *Grimm, F., **Vallotton, C.D.,** & Ayoub, C. (July 1, 2010). *Delay or difference? Maltreated children's use of grammatical negations.* 12th World Congress of the World Association for Infant Mental Health, Leipzig, Germany, June 29 – July 3, 2010.

112. **Vallotton, C.D.,** *Grimm, F., & Ayoub, C. (July 1, 2010). *Delay or difference? The effects of maltreatment mirrored in the content and purpose of children's speech and gesture.* 12th World Congress of the World Association for Infant Mental Health, Leipzig, Germany, June 29 – July 3, 2010.

113. Farkas, C., & **Vallotton, C.D.** (June 30, 2010). *Infant signing as intervention: Applications in different contexts and cultures.* 12th World Congress of the World Association for Infant Mental Health, Leipzig, Germany, June 29 – July 3, 2010.

114. Ayoub, C., **Vallotton, C.D.,** & Chazan-Cohen (June, 2010). Maternal Depression: A longitudinal examination of low income women from pregnancy through the first four and a half years of parenthood. In R. Chazan-Cohen & C. Ayoub (Chairs), *Mental Health and Parenting*. 10th National Head Start Research Conference, June 21-23, 2010.

115. Mastergeorge, A.M., Ayoub, C. & **Vallotton, C.D.** (June, 2010). Differential Effects of General and Parenting-Related Stress on Parent-Child Interaction in Early Head Start and a Comparison Group. In R. Chazan-Cohen & C. Ayoub (Chairs), *Mental Health and Parenting*. 10th National Head Start Research Conference, June 21-23, 2010.

116. **Vallotton, C.D.,** Mastergeorge, A.M., & Ayoub, C. (June, 2010). Parenting strategies to support early development: Early sensitivity and later cognitive stimulation support toddlers' language. In T. Cristofaro & A. Guerra (Chairs), *Family Supports for Language, Literacy, and Narratives*. 10th National Head Start Research Conference, June 21-23, 2010.

117. Ayoub, C., Avery, M., Beerdslee, W., & **Vallotton, C.** (June, 2010). Family Connections: Evaluation of a systems-based preventive intervention for mental health consultation. In R. Chazan-Cohen and C. Ayoub (Chairs), *Family Supports for Language, Literacy, and Narratives*. 10th National Head Start Research Conference, June 21-23, 2010.

118. **Vallotton, C.D.,** & Nadeau, L. (March, 2010). *From the scientist and the teacher: What infants tell us about their own development through their use of symbolic gestures.* XVIIth Biennial International Conference on Infant Studies, Baltimore, MD, March 10-14, 2010.

119. **Vallotton, C.D.,** *Decker, K., & Fusaro, M. (March, 2010). *A bridge to somewhere: Symbolic gestures as concrete representations that build towards abstract ones.* XVIIth Biennial International Conference on Infant Studies, Baltimore, MD, March 10-14, 2010.

120. **Vallotton, C.D**. (July, 2009). Is Three Modes Too Many? The Effects of an Infant Sign Intervention on the Communicative Behaviors of Children in Monolingual and Bilingual Families. In K. Pine (Chair), *Evaluating the impact of Baby Sign on the linguistic, social and cognitive development of infants in the UK, USA and Germany.* MultiMod 2009: Multimodality of communication in children: gestures, emotions, language, and cognition. Toulouse, France, July 9-11, 2009.

121. *Grimm, F., **Vallotton, C.D.,** & Ayoub, C. (July, 2009). Experience mirrored in language and gesture: Maltreated children's use of grammatical negations and head shakes. MultiMod 2009: Multimodality of communication in children: gestures, emotions, language, and cognition. Toulouse, France, July 9-11, 2009.

122. Cristofaro, T.N., Guerra, A.G., Tamis-Lemonda, C.S., Pan, B., Ayoub, C.A., **Vallotton, C.D.,** Raikes, H.H., & Howes, C. (April, 2009). *An Examination of Mother-Child Personal Narratives in Families From the National Early Head Start Research and Evaluation Project.* Biennial Meeting of the Society for Research in Child Development, Denver, Colorado, 2009.

123. *Grimm, F., Ayoub, C.C., & **Vallotton, C.D.** (April, 2009). *Language mirrors experience: Maltreated children's use of grammatical negations.* Biennial Meeting of the Society for Research in Child Development, Denver, Colorado, 2009.

124. **Vallotton, C.D.** (April, 2009). *Support or competition? Dynamic development of the relationship between pointing and infant signing from 6 to 18 months of age.* Biennial Meeting of the Society for Research in Child Development, Denver, Colorado, 2009.

125. **Vallotton, C.D.** & *Fusaro, M. (August, 2008). *Effects of maternal stress and depression on mother-toddler play.* Presented at the Annual Convention of the American Psychological Association, Boston, MA.

126. Ayoub, C.A., & **Vallotton, C.D.** (August, 2008). *The multiple impacts of parenting distress on children's self-regulation and language development.* The 11th Congress of the World Association of Infant Mental Health, Yokohama, Japan.

127. Farkas, C. & **Vallotton, C.D.** (August, 2008). *The Baby Signs Program: Applications in child care settings across cultures.* The 11th Congress of the World Association of Infant Mental Health, Yokohama, Japan.

128. *Virmani, E.A., **Vallotton, C.D.**, & Bohne, E.B. (August, 2008). P*romising Practices to Promote Responsive Caregiving: Three Studies on the Effects of Reflective Caregiver Training Tools.* The 11th Congress of the World Association of Infant Mental Health, Yokohama, Japan.

129. **Vallotton, C.D.** Chair, (August, 2008). *Babies signing around the world: Four studies of the effects of infant sign language as a parent-child intervention*. The 11th Congress of the World Association of Infant Mental Health, Yokohama, Japan.

130. **Vallotton, C.D.** (August, 2008). Overcoming the Terrible Two's: Babies change their caregivers' minds and behaviors by using symbolic gestures to communicate. In C. Vallotton (Chair), *Babies signing around the world: Four studies of the effects of infant sign language as a parent-child intervention.* The 11th Congress of the World Association of Infant Mental Health, Yokohama, Japan.

131. **Vallotton, C.D.** & Ayoub, C.A. (June, 2008). *Children's language development as a mediator between parenting stress and children's self-regulation*. Head Start's Ninth National Research Conference, Washington, D.C.

132. **Vallotton, C.D.** (June, 2008). *Helping Caregivers Attune to Individual Infants: Infants' and Caregivers' Use of Infant Sign Language Enhances Caregiver Responsiveness.* Head Start's Ninth National Research Conference, Washington, D.C.

133. **Vallotton, C.D.** (March, 2008). *Child Effects on Caregiver Responsiveness: Infants' Use of Gestures to Respond TO Caregivers Elicits Responsiveness FROM Caregivers*. The 16th International Conference on Infant Studies, Vancouver, Canada.

134. *Fusaro, M. & **Vallotton, C.D.** (March, 2008). *Is it all about imitation? The development of culturally conventional gestures and modeled infant signs in 10 infants.* The 16th International Conference on Infant Studies, Vancouver, Canada.

135. **Vallotton, C.D.** (June, 2007). *Sentences and conversations before speech? Use of communicative and symbolic gestures by preverbal children*. Integrating Gesture, the Third International Conference of the International Society for Gesture Studies, Evanston, IL.

136. **Vallotton, C.D.,** Chair, (March, 2007). *The role of gesture in early social interactions and development.* The Biennial Conference of the Society for Research in Child Development, Boston, MA.

137. **Vallotton, C.D.** & Ayoub, C.C. (March, 2007). Gesture as communication and thought?

Predicting development of engagement skills and social-emotional concepts in young children. In C. Vallotton (Chair) *The role of gesture in early social interactions and development.* The Biennial Conference of the Society for Research in Child Development, Boston, MA.

138. **Vallotton, C.D.** & Ayoub, C.C. (March, 2007). *Symbols as coping tools: Both words and gestures support toddlers' development of self-regulation.* The Biennial Conference of the Society for Research in Child Development, Boston, MA.

139. *Fusaro, M. & **Vallotton, C.D.** (August, 2006). *Modeling the developmental dynamics of infant and caregiver pointing.* The Annual Convention of the American Psychological Association, New Orleans, LA.

140. **Vallotton, C.D.** (August, 2006). *Behavior problems and language: Internalizers develop faster, externalizers talk more.* The Annual Convention of the American Psychological Association, New Orleans, LA.

141. **Vallotton, C.D.** (July, 2006). *Signs of emotion: What can preverbal children "say" about internal states?* The 10th Congress of the World Association for Infant Mental Health, Paris, France.

142. **Vallotton, C.D.** (July, 2006). *Listening To Preverbal Children: Symbolic gestures as an intervention to enhance the caregiver-child relationship.* The 10th Congress of the World Association for Infant Mental Health, Paris, France.

143. **Vallotton, C.D.** (November, 2005). *Can we change maternal representations and responsiveness to children?: With the Baby Signs Program, children show us how.* The Annual Zero To Three National Training Institute, Washington, D.C.

144. **Vallotton, C.D.,** & Grinbaum, L. (January, 2004). *Infants tell us about their internal worlds: Early emotional understanding revealed through symbolic gesture.* The 9th Congress of the World Association for Infant Mental Health, Melbourne, Australia.

145. **Vallotton, C.D.,** & Harper, L.V. (October, 2003). *Why don't they just let it go? Insights into infant Cognition and intentional behavior.* The Annual Conference of the Cognitive Development Society, Park City, UT.

146. **Vallotton, C.D.,** Weinbaum, Z., & Modolewski-Link, C. (September, 2001) *The Breadth of Impact of Domestic Violence on California's Children: Characteristics of Children In Battered Women's Shelters.* The International Family Violence Conference, San Diego, CA.

State/ Regional

147. Cook J., **Vallotton, C. D.,** Stacks, A.M., Brophy-Herb, H., & Muzik, M. (2019). Associations Between Personal and Contextual Factors and Early Head Start Teachers' Practices *Michigan Association for Infant Mental Health Conference,* Ypsilanti MI.

148. **Vallotton, C. D.,** *Diaz, M., & Graham, D. (October 25, 2017). Guiding Infant and Toddler Behavior to Support Social and Emotional Development, *Michigan Association for the Education of Young Children Infant-Toddler Conference*, October, 2017, Kalamazoo, MI.

149. **Vallotton, C. D.,** & Foster, T. (November 15, 2017). *Preparing pre-service professionals to work with infants and toddlers with special needs and their families: Tools for Trainers and Instructors*. Michigan *Early On* Conference, November 15-16, Kalamazoo, MI.

150. **Vallotton, C. D.,** Foster, T., & Harewood, T.* (April 28, 2017). *Preparing pre-service professionals to work with infants and toddlers with special needs and their families*. Michigan Division for Early Childhood (MiDEC) Conference, Central Michigan University, Mt. Pleasant, MI.

151. *Harewood, T., **Vallotton, C. D,** Ayoub, C., & Brophy-Herb, H. (May, 2013). *Moms' and Dads' Mental Health Matters Today and Tomorrow: Effects on Children's Social-Emotional Development at Pre-K and Fifth Grade.* Biennial Meeting of the Michigan Association for Infant Mental Health, East Lansing, MI.

152. *Harewood, T., **Vallotton, C.D.,** & McNall, M. (May, 2013). *I see your needs: Relationships between home visit content and family and child outcomes.* Biennial Meeting of the Michigan Association for Infant Mental Health, East Lansing, MI.

153. *Karsten, A.E., *Decker, K.B., & **Vallotton, C.D.** (May, 2013). *Preverbal Use of Infant Signs: Can We Influence the Timing of Communicative Gestures?* Biennial Meeting of the Michigan Association for Infant Mental Health, East Lansing, MI.

154. *Karsten, A.E., *Foster, T.D., & **Vallotton, C.D.** (May, 2013). *Toddlers' Use of Symbolic Gestures in Service of Self-Regulation.* Biennial Meeting of the Michigan Association for Infant Mental Health, East Lansing, MI.

155. *Kwon, A.Y., **Vallotton, C.D.,** & Kiegelmann, M. (May, 2013). *Are Early Communicative Gestures Universal? Infants' Spontaneous Gestures in Taiwan, Germany, and the U.S.* Biennial Meeting of the Michigan Association for Infant Mental Health, East Lansing, MI.

156. *Wang, W., *Su, C., & **Vallotton, C. D.** (May, 2013). *Cultural Transmission through Early Symbols: Differences in the Contents of Infant Signs and First Words.* Biennial Meeting of the Michigan Association for Infant Mental Health, East Lansing, MI.

157. *Topor, J.A., *Grimm, F., **Vallotton, C.**, Ayoub, C., & *Decker, K.B. (April 2, 2011). *The content of speech of maltreated and non-maltreated children during peer interaction.* Michigan Association of Marriage and Family Therapy, East Lansing, Michigan.

158. **Vallotton, C.D.**, Weinbaum, Z., & Modolewski-Link, C. (May, 2001). *What Do we Know about California's Children in Domestic Violence Shelters?* The California Maternal and Child Health Conference, San Francisco, CA

Student Conferences

1. **Kane, C. (July 26, 2017). *It's only kids play as I grow: How parents' roles are influenced by child's play over time.* Mid-Michigan Summer Undergraduate Research Experience Conference, Michigan State University, East Lansing, MI, July 26, 2017.
2. **McBratnie, M. & **Kane, C. (July 26, 2017). How caregivers' role in child's play affects parent mental state talk. Mid-Michigan Summer Undergraduate Research Experience Conference, Michigan State University, East Lansing, MI, July 26, 2017.
3. **Nelson, R. (July 26, 2017). *Does culture moderate the effect of parenting styles on children's development?* Mid-Michigan Summer Undergraduate Research Experience Conference, Michigan State University, East Lansing, MI, July 26, 2017.
4. **Nie, C. (July 26, 2017). *Does the age of child care enrollment affect the relationship between breastfeeding behavior and maternal sensitivity?* Mid-Michigan Summer Undergraduate Research Experience Conference, Michigan State University, East Lansing, MI, July 26, 2017.

5. **Kane, C. (April 7, 2017). *It's all just child's play, yet it changes as I grow: How parents' roles in child's play changes over time.* University Undergraduate Research and Arts Forum, Michigan State University, East Lansing, MI, April 7, 2017.***Won first place in Social Sciences: General - Section IV.***
6. **Nelson, R., & Alhagri, S. (April 7, 2017). *Pretend to be smart: Link between pretending and cognitive development.* University Undergraduate Research and Arts Forum, Michigan State University, East Lansing, MI, April 7, 2017.
7. **McBratnie, M., & **Rusher, E. (April 7, 2017). *We need to talk: How toddlers' language influences parents' mental state talk.* University Undergraduate Research and Arts Forum, Michigan State University, East Lansing, MI, April 7, 2017.
8. **Chinnam, S., & **Morain, K. (April 7, 2017). *Is emotional expression really universal? Gender and cultural differences in early emotion socialization.* University Undergraduate Research and Arts Forum, Michigan State University, East Lansing, MI, April 7, 2017. ***Won first place in Social Sciences: General -Section II.***
9. **Chuhao, N. (April 7, 2017). Does the effect of breastfeeding on maternal sensitivity vary across cultures? Comparison of the U.S. and Chile. *University Undergraduate Research and Arts Forum,* Michigan State University, East Lansing, MI, April 7, 2016.
10. **Chinnam, S., & **Morain, K. (April 8, 2016). *Are gender and culture differences in emotional expression socialized in early childhood?* University Undergraduate Research and Arts Forum, Michigan State University, East Lansing, MI, April 8, 2016. ***Won first place, Social Science: General - Section I.***
11. **Nelson, R., & **Alhagri, S. (April 8, 2016). *Does culture influence child language development through parenting styles?: Comparing the U.S. and Chile*. University Undergraduate Research and Arts Forum, Michigan State University, East Lansing, MI, April 8, 2016.
12. **Ribick, M., & **Nadeemulah, U. (April 8, 2016). *The cross-cultural effect of parent language content on child language development.* University Undergraduate Research and Arts Forum, Michigan State University, East Lansing, MI, April 8, 2016.
13. **Pastoria, S. (April 10, 2015). *Differences in teachers' and parents' teaching-related behaviors in interactions with toddlers.* University Undergraduate Research and Arts Forum, Michigan State University, East Lansing, MI, April 10, 2015.
14. **Shives, U. (April 10, 2015). *Early gender differences in emotion socialization?* University Undergraduate Research and Arts Forum, Michigan State University, East Lansing, MI, April 10, 2015.
15. **Alhagri, S., & **Nelson, R. (April 10, 2015). *The importance of nonverbal communication to support child language development.* University Undergraduate Research and Arts Forum, Michigan State University, East Lansing, MI, April 10, 2015.
16. **Ribick, M., & **Nadeemulah, U. (April 10, 2015). *The effect of early educators' education and experience on child language development.* University Undergraduate Research and Arts Forum, Michigan State University, East Lansing, MI, April 10, 2015. ***Won first place, Social Work Section II.***
17. **Chinnam, S., **Morain, K., & **Evans, J. (April 10, 2015). *Effects of neonatal health and breastfeeding on child language development.* University Undergraduate Research and Arts Forum,

Michigan State University, East Lansing, MI, April 10, 2015. ***Won first place, Social Science: General - Section II.***

18. **Frankfort, T., **Karwoski, E., **Ross, J., & **Hayes, J. (April 4, 2014). *The Development of Positive and Negative Emotional Expression in Infants and Toddlers: Evidence of Self-Regulation?* University Undergraduate Research and Arts Forum, Michigan State University, East Lansing, MI, April 4, 2014.
19. **Nowak, E. (April 4, 2014). *Effects of Caregivers' Emotion Talk on Child's Emotional Knowledge.* University Undergraduate Research and Arts Forum, Michigan State University, East Lansing, MI, April 4, 2014.
20. **Pastoria, S., & **Evans, J. (April 4, 2014). *I can't tell you, but I can show you: Preverbal children's understanding and representation of emotions through gesture.* University Undergraduate Research and Arts Forum, Michigan State University, East Lansing, MI, April 4, 2014.
21. **Prainito, L., & **Algarin, P. (April 4, 2014). *Representation of Emotion through Words and Gestures: Differences in Fathers and Mothers.* University Undergraduate Research and Arts Forum, Michigan State University, East Lansing, MI, April 4, 2014.
22. **Algarin, P., **Evans, J., & **Pastoria, S. (April 12, 2013). *Do adults from different cultures express emotional cues differently through body movement? U*niversity Undergraduate Research and Arts Forum, Michigan State University, East Lansing, MI, April 12, 2013.
23. **Beckett, A. (April 12, 2013). *A Speed date with technology: Finding the right program for analyzing audio and video data.* University Undergraduate Research and Arts Forum, Michigan State University, East Lansing, MI, April 12, 2013.
24. **Martin, A., & **Naseem, H. (April 12, 2013). *Follow my lead: Importance of parental responsiveness to child's initiations.* University Undergraduate Research and Arts Forum, Michigan State University, East Lansing, MI, April 12, 2013. ***Won first place, Social Science: General - Section II.***
25. **Prainito, L., & **Starostanko, A. (April 12, 2013). *Associations between caregivers' level of education and their use of mental state language with young children.* University Undergraduate Research and Arts Forum, Michigan State University, East Lansing, MI, April 12, 2013. ***Won first place Social Science: General - Section I.***
26. **Lennon, K., **Manns, E., **Mondro, S., **Ozuch, C., *Decker, K., Skibbe, L., & Vallotton, C. D. (April 13, 2012). *Pragmatic language use of children with specific language impairment: Differences across scenarios*. University Undergraduate Research and Arts Forum, Michigan State University, East Lansing, MI, April 13, 2012. ***Won first place Social Science.***
27. **Mondro, S., **Lennon, K., **Manns, E., **Ozuch, C., *Decker, K., Skibbe, L., & Vallotton, C. D. (April 13, 2012). *Gender differences in children with SLI: The role of language demands on play activity preference.* University Undergraduate Research and Arts Forum, Michigan State University, East Lansing, MI, April 13, 2012.
28. **McGrew, E., **Gutowski, E., Vallotton, C. D., *Decker, K. B., Fusaro, M., & *Hayden, J. (April 13, 2012). *Pragmatic language in a teaching context: Is a gesture worth a thousand words?* University Undergraduate Research and Arts Forum, Michigan State University, East Lansing, MI, April 13, 2012.

29. **Gutowski, E., **McGrew, E., Vallotton, C. D., *Decker, K. B., Fusaro, M., *Hayden, J. (April 13, 2012). *Parents' gestures give some children the upper hand*. University Undergraduate Research and Arts Forum, Michigan State University, East Lansing, MI, April 13, 2012.

30. *Decker, K. B., *Zientek, A., **Bentley, S. S., & Vallotton, C. D. (April 25, 2011). *Understanding parental communication decisions for children who are deaf or hard of hearing: Influences of social bias and parenting values.* Graduate Academic Conference, Michigan State University, East Lansing, MI, April 25, 2011. ***Won first place in category.***

31. *Zeintek, A., *Topor, J., *Decker, K. B., **Bentley, S., **Gutowski, E., & Vallotton, C. D. (April 25, 2011). *Trajectories of symbolic gesture acquisition and use in infants and toddlers.* Graduate Academic Conference, Michigan State University, East Lansing, MI, April 25, 2011.

32. *Su, C., Vallotton, C. D., *Decker, K. B., & **Scott, M. (April 25, 2011). *Cross-cultural variation in parents' values and teaching techniques*. Graduate Academic Conference, Michigan State University, East Lansing, MI, April 25, 2011.

33. *Topor, J.S., *Grimm, F., Vallotton, C. D., Ayoub, C., *Decker, K. B., & **Szczubialka, L. M. (April 25, 2011). *The content of speech of maltreated and non-maltreated children during peer-interaction*. Graduate Academic Conference, Michigan State University, East Lansing, MI, April 25, 2011.

34. **Gutowski, E., Vallotton, C. D., Fusaro, M., *Hayden, J., & *Decker, K. B. (April 8, 2011). *How parents lend a helping hand in children's puzzle solving.* University Undergraduate Research and Arts Forum, Michigan State University, East Lansing, MI, April 8, 2011.

35. **Keane, K. M., **Scott, M., **Gutowski, E., *Decker, K. B., & Vallotton, C. D. (April 8, 2011). *Effect of parents' language on children's problem solving abilities*. University Undergraduate Research and Arts Forum, Michigan State University, East Lansing, MI, April 8, 2011.

36. **Manns, E.T., **Lennon, K., *Decker, K. B., Skibbe, L., & Vallotton, C. D. (April 8, 2011). *Measuring parent-child communication during semi-structured interaction in dyads that include children with specific language impairment.* University Undergraduate Research and Arts Forum, Michigan State University, East Lansing, MI, April 8, 2011.

37. **Bentley, S. B., **Scott, M., *Decker, K. B., & Vallotton, C. D. (April 8, 2011). *The language of self-regulation in toddlerhood.* University Undergraduate Research and Arts Forum, Michigan State University, East Lansing, MI, April 8, 2011.

PRESENTATIONS IN PREPARATION AND UNDER REVIEW

Konishi, H., **Vallotton, C. D.,** Decker, K. B., Stansbury, K. (*under review*). Maternal togetherness-talk promotes child self-regulation. Submitted to the Biennial Conference of the Society for Research in Child Development, March, 2021.

Vallotton, C. D., (*under review*). Discussion: How do we look, and what do we see? In S. Atkins-Burnett (Chair) Teacher-Child Relationship Quality in Early Head Start Classrooms. Submitted to the Biennial Conference of the Society for Research in Child Development, March, 2021.

*Cook, J., *Strauss, K., Stacks, M., **Vallotton, C. D.,** Brophy-Herb, H., Muzik, M., & Rosenblum, K. (*under review*). The Teacher-Parent Relationship: Associations Between Teacher Characteristics and Teacher-Parent Relationship Quality. Poster submitted to the National Research Conference in Early Childhood, June 2020, Washington, D.C.

*Kim, L., & **Vallotton, C. D.** (*under review*). A Review of Existing Infant Toddler Curricula Review: Strengths and Gaps in Curriculum for Our Youngest Learners. Poster submitted to the National Research Conference in Early Childhood, June 2020, Washington, D.C.

Vallotton, C. D., Brophy-Herb, H., Brincks, A., *Cook, J., Carson, R., Stacks, A., Jennings, P., Muzik, M., & Rosenblum, K. (*under review*). Daily stress and coping among teachers of infants and toddlers: Associations with ACEs, depression, and mindfulness using an ecological momentary assessment. Poster submitted to the National Research Conference in Early Childhood, June 2020, Washington, D.C.

Vallotton, C. D. (*under review*). *Preparing the Workforce to Support Infants, Toddlers, and Their Families: Evidence Informing Practices in Higher Education.* Poster symposium submitted to the National Research Conference in Early Childhood, June 2020, Washington, D.C.

Lombardi, C., Hatton-Bowers, H., Chazan Cohen, R., & **Vallotton, C. D.** (*under review*). Depression among preservice early childhood students: Individual contributors to risk and resilience. In C. D. Vallotton (Chair), P*reparing the Workforce to Support Infants, Toddlers, and Their Families: Evidence Informing Practices in Higher Education.* Poster symposium submitted to the National Research Conference in Early Childhood, June 2020, Washington, D.C.

Chazan-Cohen, R. **Vallotton, C. D.**, Ispa, J., Lippard, C., Roggman, L., Cook, G., Fusaro, M., Decker, K., Brophy-Herb, H., Torquati, J., Hughes-Belding, K., & *Merckling, D. (*under review*). College Student Characteristics that Help or Hinder Learning about Infants and Toddlers. In C. D. Vallotton (Chair) *Preparing the Workforce to Support Infants, Toddlers, and Their Families: Evidence Informing Practices in Higher Education*. Poster symposium submitted to the National Research Conference in Early Childhood, June 2020, Washington, D.C.

Buell, M., Peterson, C., & **Vallotton, C. D.** (*under review*). Using the Knowledge, Dispositions, and Skills for Working with I/T with Special Needs (KiDS-WITS) to Assess Professional Skills for Working with Infant and Toddlers and Their Families. In C. D. Vallotton (Chair), *Preparing the Workforce to Support Infants, Toddlers, and Their Families: Evidence Informing Practices in Higher Education*. Poster symposium submitted to the National Research Conference in Early Childhood, June 2020, Washington, D.C.

Lippard, C., **Vallotton, C. D.,** Chazan Cohen, R., & Peterson, C., *Kim, L. & Cook, C. (*under review*). How Prior and Concurrent Practicum Experiences are Related to Students' Beliefs and Attitudes about Infant/toddler Care and Education. In C. D. Vallotton (Chair) *Preparing the Workforce to Support Infants, Toddlers, and Their Families: Evidence Informing Practices in Higher Education*. Poster symposium submitted to the National Research Conference in Early Childhood, June 2020, Washington, D.C.

Fusaro, M., Lippard, C., Cook, G., Decker, K., & **Vallotton, C. D.** (*under review*). The Role of Experience-Based Coursework in Preservice Practitioners' Knowledge of Infant/Toddler Development and Caregiving Competencies. In C. D. Vallotton (Chair) *Preparing the Workforce to Support Infants, Toddlers, and Their Families: Evidence Informing Practices in Higher Education.* Poster symposium submitted to the National Research Conference in Early Childhood, June 2020, Washington, D.C.

INVITED ADDRESSES

Vallotton, C. D. (February 4, 2020). Connecting Social-Emotional Learning with Literacy: The Magic of Sharing Emotion-Rich Stories. *Livingston County Kindergarten Summit,* Holt, MI.

Vallotton, C. D. (August 7, 2019). Supporting Emergent Literacy Birth to Age 3: Four Key Messages for Families. *Michigan Home Visiting Conference.* Kalamazoo, MI.

Vallotton, C.D. (June 18, 2019). *Measuring Competencies for Working with Infants and Toddlers with Special Needs and their Families*. Webinar for the Early On Center for Higher Education, Michigan.

Vallotton, C. D. (May 14, 2019). *Developing a Workforce to Support our Youngest Learners*. University of Nebraska, Lincoln.

Vallotton, C. D., & Skibbe, L. (September 6, 2018). *Essential Practices for Language and Emergent Literacy, Birth to Age 3.* Early Literacy Task Force, Michigan Department of Education, Intermediate School, Michigan Association of Intermediate School Administrators.

Vallotton, C. D. (June 21, 2018). *Development of Research-Based Comprehensive Competencies for Infant/ Toddler Educators.* Community of Practice Tools to Support I/T Core Knowledge and Competency Development.

Vallotton, C.D. (September 28, 2017). *What do our students know, value, and believe about working with infants and toddlers with special needs and their families?* Early On Center for Higher Education and Michigan Department of Education, DeWitt, MI.

Vallotton, C. D. (September 13, 2017). *Most Vulnerable Learners, Most Vulnerable Teachers.* Forum on Early Childhood Education for At-Risk Children. Institute for Public Policy and Social Research, Lansing, MI.

Vallotton, C. D. (July 18, 2017). *Competencies to Develop the Infant / Toddler Workforce.* Michigan Infant Toddler Career Pathway Stakeholder Group, Michigan Department of Education, Lansing, MI.

Vallotton, C. D. (January 4, 2017). *Competencies to Develop the Infant / Toddler Workforce.* Developing and Assessing Competencies for Teachers and Caregivers Serving Infants and Toddlers Meeting, Department of Health & Human Services, Administration for Children & Families, Office of Planning, Research, & Evaluation, Washington, D.C.

**Vallotton, C.D., & ***Harewood, T. (June 10, 2016). *What do our students know, value, and believe about working with infants and toddlers with special needs and their families?* Early On Center for Higher Education Faculty Colloquium, East Lansing, MI.

Vallotton, C.D. (May 20, 2015). *How to Survive and Thrive AFTER Graduate School.* Human Development Graduate Group, University of California, Davis, CA.

Vallotton, C.D. (January 5, 2015). *Collaborative for Understanding the Pedagogy of Infant/Toddler Development.* Annual Meeting of the Network of Infant/Toddler Researchers, Department of Health and Human Services, Administration for Children and Families, Office of Planning, Research, and Evaluation, Washington, D.C.

Vallotton, C.D. (January 9, 2014). *Collaborative for Understanding the Pedagogy of Infant/Toddler Development: A Scholarship of Teaching and Learning Effort to Improve Teaching and Enhance Practice for those Serving Infants, Toddlers, and their Families.* Annual Meeting of the Network of Infant/Toddler Researchers, Department of Health and Human Services, Administration for Children and Families, Office of Planning, Research, and Evaluation, Washington, D.C.

Vallotton, C.D. (October 30, 2013). *Cultural differences in parents' motives, methods, and priorities for early communication: Results from the U.S. and Taiwan.* Psychology Department Colloquium Series, Grand Valley State University, Allendale, MI.

Vallotton, C.D. (June 28, 2012). *Toddlers take self-regulation into their own hands: Symbolic gestures as tools for participating in regulatory interactions.* Psychology Department Colloquium Series, Pontifica Universidad Católica de Chile, Santiago, Chile.

Vallotton, C.D. (June 14, 2012). *Toddlers take self-regulation into their own hands: Symbolic gestures as tools for participating in regulatory interactions.* Psychology Department Seminar, George Mason University, Fairfax, VA.

Vallotton, C.D. (April 6, 2012). *Do infant signs change minds? Preverbal children use symbolic gestures to reveal and construct their social-emotional skills.* Human Development & Family Studies Seminar Series, Purdue University, West Lafayette, IN.

Vallotton, C.D. (November 25, 2011). *In-service Professional Development in the U.S. Context of Early Child Care and Education: Opportunities to Understand Infants and Toddlers.* International Directions in Infant-toddler Education and Care, Charles Stuart University, Bathurst, AU.

Vallotton, C.D. (November 23, 2011). *Infant signs reveal infant minds to early childhood educators.* Symposium on Infant-Toddler Education and Care: Exploring Diverse Perspectives on Theory, Research and Policy, Charles Stuart University, Bathurst, AU.

Vallotton, C.D. (May 15, 2011). *Infant Signs as Intervention: A Tool for Promotion Healthy Communication, Relationships and Development for Preverbal Children and their Parents.* Biennial Meeting of the Michigan Association for Infant Mental Health, Ann Arbor, MI.

Vallotton, C.D. (February 24, 2011). *Infant signs change minds: What infants' symbolic gestures reveal about the cognitive and social capacities of the preverbal mind.* Merrill Palmer-Skillman Institute Colloquium and Professional Development Series. Wayne State University, Detroit, MI.

Vallotton, C.D., Mastergeorge, A.M., & Ayoub, C.A. (October 29, 2009). *Intersecting domains of development in and out of the Early Head Start context*. Presented at the Consortium of the National Early Head Start Research and Evaluation Team, Silver Springs, MD.

Vallotton, C.D. (October 21, 2009). *Using infant signs with infants and toddlers: Promoting healthy communication, relationships ,and development* (tribute to John Reid). 37th Annual Tuuri Day Conference, Mott Children's Health Center, Flint, MI.

Vallotton, C.D. (October 12, 2009). *In the mind of the beholder, and of the gesturer: Effects of infants' symbolic gestures on their own and others' minds.* Developmental Brown Bag Seminar Series, University of Chicago.

Vallotton, C.D. (August, 2008). *Opening our Minds to the Baby's Mind.* In H. Fitzgerland (Chair) *WAIMH President's Symposium*, to be conducted at the 11th Congress of the World Association of Infant Mental Health, Yokohama, Japan.

Vallotton, C.D. (April, 2007). *Symbol skills as tools to build social skills in early childhood.* Paper presented at the Harvard Graduate School of Education, Harvard University, Cambridge, MA.

Vallotton, C.D. (December, 2006). *Learning about Minds: Concurrent Learning Processes for Children, Teachers, Parents, & Scientists.* Presented for *Take 5: Five Takes on Mind, Brain, & Education,* Harvard Graduate School of Education, Harvard University, Cambridge, MA.

Vallotton, C.D. (March, 2005). *Changing maternal representations indirectly ~ Through the child.* Paper presented at the Departments of Psychology and Human Development, University of California, Davis.

Vallotton, C.D. (June, 2004). *Symbolic gesture and emotional development of young children: A window into the integration of cognition and emotion.* Invited lecture sponsored by the Eichhorn Family House speaker series, presented at the Eichhorn Family House, Center for Child and Family Studies, University of California at Davis.

Vallotton, C.D. & Harper, L.V. (October, 2003). *Why don't they just let it go? Differences between what infants "know" and what they can do with it.* Paper presented at the Department of Human and Community Development, University of California, Davis.

Vallotton, C.D., Grinbaum, L., & Acredolo, L.P. (December, 2003). *Useful Tools for Helping Infants & Toddlers Cope with Distress.* Research-to-practice workshop presented at The Annual Zero To Three National Training Institute, New Orleans, LA.

Vallotton, C.D. (May, 2001). *Symbolic gesturing as a caregiving tool.* Paper presented at the Department of Human and Community Development, University of California, Davis.

INVITED ADDRESSES AT MSU

Vallotton, C.D. (October 2, 2015). *Toddlers' Use of Symbols in Self-Regulation: Functions of Words and Gestures in Regulatory Interactions.* Cognitive Forum, Psychology Department, Michigan State University, East Lansing, MI.

Vallotton, C.D. (April 24, 2014). *Using Technology to Enhance Quantitative Literacy and Effective Decision-Making Among Early Child Education Students.* Annual Lilly Teaching Fellowship Celebration, Michigan State University, East Lansing, MI.

Vallotton, C.D. (March 20, 2014). *Cultural differences in parents' motives, methods, and priorities for early communication: Results from the U.S. and Taiwan.* Human Development and Family Studies Department Speaker Series, Michigan State University, East Lansing, MI.

Vallotton, C.D. (April 21, 2012). *Success Starts Here.* Phi Kappa Phi Initiation Ceremony, Michigan State University, East Lansing, MI.

Vallotton, C.D., & *Harewood, T. (October, 2010). *More than just biology: Gender differences in children's responses to early environments.* Human Development Initiative Brownbag Lecture Series, Michigan State University.

Vallotton, C.D. (November 17, 2009). *A bridge to somewhere: The development of gesture and language in one infant.* Presented at the Literacy Achievement Research Center Principal Investigator's Meeting, MSU.

Vallotton, C.D. (September 24, 2009). *The development of gesture and the effects of gesture on development*. Presented at the Brownbag Seminar Series in Family & Child Ecology, MSU.

Vallotton, C.D. (February, 2009). *Opening our minds to the baby's mind: How "Listening" to infant signs complements and extends our knowledge of infants and their development.* Presented to a meeting of the students in the Interdisciplinary Graduate Certificate in Infancy and Early Childhood, MSU.

TEACHING

Assistant Professor, Human Development & Family Studies, Michigan State University

Social-Emotional Development Birth to 5: Biology, Relationship, & Culture, HDFS 826. Designed and delivered graduate course on early social-emotional development, integrating historical perspectives and current research across disciplines including biology, psychology, and anthropology.

Quantitative Observational Methods for Studying Behavior and Development: Build Your Own Coding System from Concept to Reliability, HDFS 924. Designed and delivered course on the history, principles, and practical issues involved in developing and implementing coding systems to measure behavior of individuals, dyads, and groups (e.g. classrooms). Students each develop their own coding systems for their own projects as part of the course, pilot testing their measures and assessing inter-coder reliability.

Assessment of Young Children, HDFS 421. Designed and delivered upper division undergraduate course on assessment of young children in the context of early child education, special education, and early intervention; includes both selecting and interpreting standardized assessments, as well as creating alternative forms of assessment; course meets MI state standards for early child educators and those seeking a state of Michigan Early Childhood ZS Endorsement for General and Special Education.

Lilly Teaching Fellowship, Michigan State University, 2013-2014. As part of the Lilly Teaching Fellowship, designed and conducted a Scholarship of Teaching and Learning (SOTL) project titled, *Using technology to enhance quantitative literacy and effective decision-making among ECE students,* to enhance the learning outcomes HDFS 421. This project utilized tablet computer technology to enhance the immediacy and flexibility of students' interactions with quantitative assessment information in order to improve quantitative literacy outcomes.

Infant Development and Program Planning, HDFS 322. Developed and delivered upper-division undergraduate course to translate research to practice in infant and toddler development, education, and intervention; course meets MI state standards for early child educators and those seeking a state of Michigan Early Childhood ZS Endorsement for General and Special Education.

Teaching Fellow, Harvard Graduate School of Education

Emotional Development: Biology, Relationships, & Culture, H-137, Fall 2006. Co-Instructor with Kurt Fischer for large graduate seminar course, responsible for co-designing course content and assignments, delivering lectures, facilitating class discussion, using web-based course management, and grading student assignments.

Applied Data Analysis, S-052, Fall 2006. Held office hours and graded student assignments for large graduate statistics course on statistical analyses including building and comparing taxonomies of regression models, multilevel modeling, nonlinear regression analysis, binomial and multinomial logistic regression analysis, and others.

Instructor, Human & Community Development, University of California, Davis

Social and Personality Development, PSC 142/HDE 102, Summer 2004, Winter 2005, Summer 2005. Developed curriculum and delivered upper division course fulfilling GE writing requirements, supervised Teaching Assistants.

Contemporary American Family, HDE 110, Summer 2002, Spring 2005. Developed curriculum and delivered lecture course required for Human Development majors; 150 to 200 students, used web-based course management, supervised Teaching Assistants.

Field Experiences with Children and Adolescents, HDE 141, Winter 2003. Developed curriculum and delivered supervisory course fulfilling internship requirement for Human Development majors, supervised Teaching Assistant.

Family and the Life Cycle, HDE 15, Summer 2000. Developed curriculum and delivered lower-division lecture course.

Internship in Child Development Research, PSC 192/HDE 192, Fall 2004, Winter 2005, Spring 2005. Trained and supervised research assistants in applied child development research.

Introductory Research Conference, HDE 190C, Fall 2004, Winter 2005, Spring 2005. Facilitated small discussion course required for research assistants focused on theory and methods in child development research.

Teaching Assistant, Human Development, University of California, Davis

Field Experiences with Children and Adolescents, HDE 141, Spring 2000, Fall 2000, Winter 2001, Fall 2001.

Contemporary American Family, HDE 110, Spring 1998, Winter 2002.

Human Sexuality, HDE 12, Summer 2003.

Teaching Assistant, Psychology and Philosophy Departments, Simpson College

Introduction to Psychology, Fall 1995, Fall 1996.

Introduction to Western Philosophy, Spring 1996, Spring 1997.

Marriage and Family, Spring 1996.

Human Sexuality, Spring 1997.

Invited Class Lectures

Signs of Emotion: What can preverbal children "say" about emotion? And what can we learn from what they say? Methods and Concepts in Research on Development of Emotion and Cognition, Harvard Graduate School of Education, October, 2005.

Child Development and Public Policy, Contemporary American Family, UC Davis, June, 1998, March, 2002, June, 2004.

Symbolic Gesturing in Language Development, Cognitive Development, Sacramento State University, February, 2003.

Domestic Violence in the American Family, Contemporary American Family, UC Davis, February 2002.

Symbolic Gesturing as a Caregiving Tool, Field Experiences with Infants and Toddlers, UC Davis, January, 2001.

Integration of Theory and Research in Child Development, Research Methods, Simpson College, March, 2000.

Cognitive Development in the Infant Garden, Field Experiences with Infants and Toddlers, UC Davis, April, 2000.

Peer-Tutoring Program Director, Simpson College, Fall 1995 – Spring 1996. Managed peer-tutoring program required for 50+ students on academic probation. Recruited and trained peer-mentors; paired mentors and mentees; implemented weekly accountability system for mentors and mentees; tutored 3 mentees.

SCHOLARLY LEADERSHIP

Co-chair, Infant/Toddler Professional Competencies Workgroup, *Michigan Stakeholders: Career Pathway for Infant Toddler Workforce,* Office of Great Start Michigan Leadership Team, and the National Center on Early Childhood Development, Teaching and Learning. September, 2017

Higher Education Representative, *Michigan Stakeholders: Career Pathway for Infant Toddler Workforce,* Office of Great Start Michigan Leadership Team, and the National Center on Early Childhood Development, Teaching and Learning. Appointed June 2017 for ongoing service role.

Advisory Panel Member and Presenter, *Developing and Assessing Competencies for Teachers and Caregivers Serving Infants and Toddlers,* Office of Planning, Research, and Evaluation (OPRE), Administration for Children and Families (ACF), January 4, 2017 in Washington, D.C.

Member, *Home-Based Early Care and Education Workgroup*, Child Care Policy Research Consortium (CCPRC). 2015 –
This group is convened by the US DHHS Administration for Children and Families (ACF), and supported by the Office of Planning, Research, and Evaluation (OPRE) and the Office of Child Care (OCC) in order to increase the nation's capacity for high quality, informative child care research.

Steering Committee Member, *Network of Infant/toddler Researchers (NITR),* 2015 –
The Steering Committee of NITR plans the direction of the NITR group; it is composed of national infant/toddler experts and OPRE representatives.

Member, Network of Infant/toddler Researchers (NITR) 2013 –2015
This group is convened and funded by the US DHHS Administration for Children and Families, Office of Planning, Research, and Evaluation (OPRE) in order to serve as an advisory group to the funding agency. Members of this national group of researchers all study infants and toddlers with a focus on translational issues.

Founder and Coordinator, *Collaborative for Understanding the Pedagogy of Infant/toddler Development (CUPID).* 2013 –
Convened and coordinate a group of 50 faculty from 25 universities to pursue a collaborative Scholarship of Teaching and Learning (SOTL) project on the professional development and education of pre-service early child professionals specializing in working with infants/ toddlers. After a first meeting at SRCD 2013, this group has developed: a) a set of core competencies for infant/toddler professionals, b) a set of shared measures for the core competencies, c) a research plan to study our own teaching and our students' learning as they progress through our programs and into the field. In January, 2014, we were invited to present the project at the meeting of the Network of Infant Toddler Researchers, at the U.S. Department of Health and Human Services,

Administration for Children and Families, Office of Planning, Research, & Evaluation. In spring 2014, we completed a pilot study of students and faculty at 5 universities; initial results were presented at WAIMH and HSRC 2014. Between 2015 and 2017 we collected data from more than 4,000 students across 12 universities; during that same period the group generated 5 publications. In 2017 we received our first grant from the Foundation for Child Development ($30,000) to clean and manage our datasets and prepare them for analysis.

Founder, *International Infant Sign Researchers (IISR) Group* 2008 -
Founded, manage, and facilitate a group of more than 30 scholars from 13 different countries who are each interested in the study of infants' use of symbolic gestures, aka, "infant signs." Countries include Canada, Chile, England, France, Germany, Israel, Italy, Macau (China), the Netherlands, Scotland, South Korea, Spain, and the United States. The group collaborates on conference presentations, grants, and international/ cross-cultural research projects.

GRADUATE RESEARCH EXPERIENCE

Graduate Student Investigator, *Effects of Symbolic Gestures as a Caregiving Tool,* 2001 - 2004
Yolo County Early Head Start and University of California, Davis.

Research Assistant, (PI: Lawrence Harper), *The Infant Garden Study*, 1997 - 2004
Center for Child and Family Studies, University of California, Davis.

Post-Graduate Researcher, (PI: Curt Acredolo), *FFA/FFH Phase II Study,* UC Davis 2001 - 2002
for the California Department of Social Services, Foster Care Branch,

Pre-doctoral Student Investigator, *Gesturing as a Caregiving Tool,* 1999 - 2001
Center for Child and Family Studies Infant Program, University of California, Davis.

PROFESSIONAL DEVELOPMENT AND SPECIALIZED TRAINING

Learning Analytics at MSU, Faculty & & Organizational Development, Michigan State University. Conducted by Bethan Cantwell, R. Sekhar Chivukula, Mark Largent, and Kristen Renn, October 21, 2015.

Running Efficient Meetings – Making Effective Decisions, Faculty & Organizational Development, Michigan State University. Conducted by John Tropman, September 29, 2015.

LEAD: Success in Academic Hiring Process from Start to Finish: Clarifying Purposes and Procedures, Avoiding Delays, and Increasing Faculty Quality and Diversity, Office of Inclusion, Michigan State University. Conducted by Theodore Curry, Paulette Granberry Russell, & Mark Roehling, September 9, 2015.

Strategies and Tools Across Fields (STAF): Teaching with Writing, Writing Center, Michigan State University, May – August, 2014.

Quality Caregiver Child Interactions with Infants and Toddlers (Q-CCIIT) Training and Certification, Mathematica Policy Research, Washington D. C., February 4-7, 2014.

Rooms for Engaged and Active Learning (REAL) Academy, Instructional Technology, Michigan State University, January – June, 2014.

D2L Advanced Features, Desire to Learn (D2L) Faculty Workshop Series. Conducted by Distance Learning Services, Michigan State University, December 4, 2013.

Talking with Students about Difficult Personal Issues, Lilly Teaching Seminar Series. Conducted by Tina Timm, Anne Bogat, Christine Zeico, & Scott Becker, Michigan State University, November 14, 2013.

Negotiation and Conflict Management, Workshop for Faculty on Leadership and Academic Life. Conducted by Professor Don Conlon, Broad College of Business, Michigan State University, November 12, 2013.

D2L Gradebook, Desire to Learn (D2L) Faculty Workshop Series. Conducted by Distance Learning Services, Michigan State University, November 7, 2013.

D2L Assessments, Desire to Learn (D2L) Faculty Workshop Series. Conducted by Distance Learning Services, Michigan State University, November 5, 2013.

D2L Introduction, Desire to Learn (D2L) Faculty Workshop Series. Conducted by Distance Learning Services, Michigan State University, October 31, 2013.

Transforming Teaching and Learning through Lesson Study: Innovation through Collaboration, Lilly Teaching Seminar Series. Conducted by Kristen Bieda, College of Education, Michigan State University, February 14, 2013.

Dyadic Data Analysis, conducted by Deb Kashy at Michigan State University, July, 2012.

Insightfulness Assessment Interview and Coding, conducted by David Oppenheim and Nina Koren-Karie of the Center for the Study of Child Development of the University of Haifa, Israel. Reliability achieved December, 2005.

Community Assessment 2: Problem Prioritization & Analysis, conducted by Family Health Outcomes Project, University of California, San Francisco, February, 2004.

Promoting Maternal Mental Health During Pregnancy, conducted by NCAST-AVENUW, June, 2004.

CHILD DEVELOPMENT POLICY & PROGRAM EVALUATION EXPERIENCE

Senior Research Associate, Zetetic Associates, Inc., projects and clients, 2002 – Present
- *Aboriginal Head Start for Urban and Northern Communities (AHSUNC)* 2011 – 2013
  Public Health Agency of Canada
- *Community Action Program for Children (CAPC),* 2005 - 2009
  Public Health Agency of Canada, Alberta
- *Project ADVANCE,* UC Davis Extension, Center for Human Services 2004 - 2005
- *Methods and Statistics in Health Research,* Health Net Federal Services 2003 - 2004
- *First 5 Commission of San Diego,* San Diego County 2002 - 2003

Graduate Intern in Program Evaluation, California Department of Health Services, Maternal and Child Health Branch, Domestic Violence and Program Evaluation Sections, Sacramento, CA 1999 - 2001

Graduate Intern, Child Development Policy Advisory Committee, Sacramento, CA 1998 - 1999

Graduate Intern, Zero To Three: National Center for Infants, Toddlers, and Families, Washington, DC 1998

Psychology Intern, Redding Specialty Hospital, Intake & Assessment, Redding, CA 1996 - 1997

ACADEMIC SERVICE

Peer-Review – Journals

Associate Editor, *Infancy*	2019-
Consulting Editor, *Infant Mental Health Journal*	2009 –
Ad-Hoc Reviewer, *Journal of Speech, Language, and Hearing Research*	2014 –
Ad-Hoc Reviewer, *Journal of Autism and Developmental Disorders*	2014 –
Ad-Hoc Reviewer, *Infancy*	2013 –
Ad-Hoc Reviewer, *Journal of Higher Education Outreach & Engagement*	2012 –
Ad-Hoc Reviewer, *Child Development Perspectives*	2010 –
Ad-Hoc Reviewer, *Cognition and Emotion*	2010 –
Ad-Hoc Reviewer, *Early Childhood Research Quarterly*	2010 –
Ad-Hoc Reviewer, *Developmental Psychology*	2009 –
Ad-Hoc Reviewer, *Child Development*	2009 –
Ad-Hoc Reviewer, *Infant Mental Health Journal*	2009 –
Ad-Hoc Reviewer, *Social Development*	2008 –
Ad-Hoc Reviewer, *Educational Research and Reviews*	2008

Peer-Review – Conferences

Reviewer, Parenting and Parent-Child Relationships Panel, Biennial SRCD Conference	2015, 2017
Reviewer, Family Relations Panel, Biennial SRCD Conference	2012
Ad-Hoc Reviewer, American Evaluation Association Conference	2009

Peer-Review – Texts

Ad-Hoc Reviewer for Infant Development Text, Pearson Publishing	2010

Community/State Committees

Panelist, *Won't You Be My Neighbor Public Screening and Panel Discussion,* WKAR, April 18, 2019, Michigan State University	2019
Lead Researcher, *Essential Practices in Language and Emergent Literacy: Birth – Age 3,* Early Literacy Task Force, Michigan Department of Education	2017- 2019
Member at Large, *Social and Emotional Messaging Work Group,* Michigan Department of Community Mental Health	2012- 2013

Student Mentoring & Committees

PhD Committees Chaired

Anissa Eddie, HDFS: Child Development, Michigan State University	2020 –
Loria Kim, HDFS: Child Development, Michigan State University	2019 –

Anike Adekoya, HDFS: Couple & Family Therapy, Michigan State University 2016 –

Jody Cook, HDFS: Child Development, Michigan State University 2016 –

Alicia Kwon, HDFS: Child Development, Michigan State University 2012 – 2019

Wen Wang, HDFS: Child Development, Michigan State University 2013 – 2018

Ashley Karsten, HDFS: Child Development, Michigan State University 2013 – 2018

Jessica Topor, HDFS: Couple & Family Therapy, Michigan State University 2011 – 2016

Tamesha Harewood, HDFS: Child Development, Michigan State University 2011 – 2016

Kalli Decker, HDFS: Child Development, Michigan State University 2010 – 2015

JungAh Lee, HDFS: Child Development, Michigan State University 2012 – 2014

Other PhD Committees

Member at large, Doctoral Committee for Mackenzie Norman 2020 –
Counseling, Education Psychology, & Special Education, Michigan State University

Member at large, Doctoral Committee for Haiden Perkins 2019 –
HDFS: Child Development, Michigan State University

Member at large, Doctoral Committee for Jenna Beffel 2019 –
HDFS: Child Development, Michigan State University

Member at large, Doctoral Committee for Zachary Price, PhD Student, 2018 –
Curriculum and Instruction, University of Massachusetts, Boston

Member at large, Doctoral Committee for Yatma Diop, PhD Student, 2018 –
HDFS: Child Development, Michigan State University

Member at large, Doctoral Committee for Hailey Choi, PhD Student, 2016 –
HDFS: Child Development, Michigan State University

Member at large, Doctoral Committee for Sophia D'Agostino 2017 – 2019
HDFS: Child Development, Michigan State University

Member at large, Doctoral Committee for Mingjun Xie, PhD Student, 2016 – 2019
HDFS: Child Development, Michigan State University

Member at large, Doctoral Committee for Danielle Merckling, PhD Student, 2014 – 2019
HDFS: Child Development, Michigan State University

Member at large, Doctoral Committee for Young-Eun Lee, PhD Student, 2011 – 2018
HDFS: Child Development, Michigan State University

Member at large, Doctoral Committee for Antonia Garcia, PhD Student, 2016 - 2017
Psychology: Clinical Psychology, Michigan State University

International member, Doctoral Guidance and Dissertation Committee for Nancy 2015 – 2018
Alejandra Espinosa Diaz, Psychology, Pontificia Univesidad Católica de Chile

Member at large, Doctoral Committee for Neda Senehi, PhD Student, 2011 – 2018
HDFS: Child Development, Michigan State University

External member, Doctoral Guidance and Dissertation Committee for A. Fain Barker 2012 – 2016
Special Education: Specialized Education Services, UNC Greensboro

Member at large, Doctoral Committee for Sook-In Cho, PhD Student, 2011 – 2015
HDFS: Child Development, Michigan State University

Member at large, Doctoral Committee for Trish Foster, PhD Student, 2012 – 2015
HDFS: Child Development, Michigan State University

Member at large, Doctoral Committee for JungAh Lee, PhD Student, 2010 –2012
HDFS: Child Development, Michigan State University

Member at large, Doctoral Dissertation Committee for Lori House-Hewitt 2009 –2012
HDFS: Family & Child Ecology, Michigan State University

Member at large, Doctoral Dissertation Committee for Maria Fusaro, 2007 – 2009
Harvard Graduate School of Education

<u>Masters Committees Chaired – Thesis</u>

Nokwanda Ndlovu, HDFS: Child Development, Michigan State University 2017 - 2019

Ashley Karsten, HDFS: Child Development, Michigan State University 2011 – 2013

Kalli Decker, HDFS: Child Development, Michigan State University 2009 – 2010

<u>Masters Committees Chaired – Project/ Non-Thesis</u>

Marisa Diaz, HDFS: Child Development, Michigan State University 2016 –

Jenee Douglas, HDFS: Child Development, Michigan State University 2017 - 2020

Flora Ma, HDFS: Child Development, Michigan State University 2011 – 2013

Sarah Belanger, HDFS: Child Development, Michigan State University 2011 – 2013

Kimberly Tupper, HDFS: Child Development, Michigan State University 2010 – 2011

Jessica Topor, HDFS: Marriage & Family Therapy, Michigan State University 2009 – 2011

<u>Other Masters Committees</u>

Member at large, Master's Committee for Mackenzie Sturman 2020 –
Communication Sciences & Disorders

Member at large, Master's Committee for Andi Williams 2019 –
HDFS: Child Development, Michigan State University

Member at large, Master's Committee for Danielle Zeolla 2017 –2019
HDFS: Child Development, Michigan State University

Member at large, Master's Committee for Yatma Diop 2017 –2018
HDFS: Child Development, Michigan State University

Member at large, Master's Committee for Brittany Motz 2014 – 2016
HDFS: Child Development, Michigan State University

Member at large, Master's Committee for Bridget Safferman 2014 – 2015
Environmental Design, Michigan State University

Member at large, Master's Committee for Jeongsoo Lee 2012 –2014
HDFS: Child Development, Michigan State University

Member at large, Master's Thesis Committee for Joseph Yancey 2011 –2013
HDFS: Child Development, Michigan State University

Member at large, Master's Committee for Elizabeth Bullock 2012 – 2013
HDFS: Child Development, Michigan State University

Member at large, Master's Thesis Committee for JooHyun Kim 2010 – 2011
HDFS: Child Development, Michigan State University

Member at large, Master's Thesis Committee for Chang Su 2010 – 2011
HDFS: Child Development, Michigan State University

Member at large, Master's Thesis Committee for Tamesha Harewood 2009 – 2010
HDFS: Child Development, Michigan State University

Undergraduate Mentored Research Experiences

Michaella Mcbratnie, Dean's Assistantship for Independent Undergraduate Research, 2017 – 2018
College of Social Science, Michigan State University

Simone Alhagri, Undergraduate Research Fellowship, 2015 – 2017
College of Communications, Michigan State University

Kaitlin Morain, Professional Assistant Fellowship Program, 2014 – 2016
Honors College, Michigan State University

Sahithi Chinnam, Professional Assistant Fellowship Program, 2014 – 2016
Honors College, Michigan State University

Samantha Pastoria, Dean's Assistantship for Independent Undergraduate Research, 2013 – 2015
College of Social Science, Michigan State University

Emma Nowak, Dean's Assistantship for Independent Undergraduate Research, 2013 – 2014
College of Social Science, Michigan State University

Lauren Prainito, Dean's Assistantship for Independent Undergraduate Research, 2013 – 2014
College of Social Science, Michigan State University

Hiba Naseem, Undergraduate Research Fellowship, 2012 – 2014
College of Communications, Michigan State University

Samantha Pastoria, Professional Assistant Fellowship Program, 2012 – 2013
Honors College, Michigan State University

Aaron Beckett, Professional Assistant Fellowship Program, 2012 – 2013
Honors College, Michigan State University

Academic Committees

Chair, Graduate Education Committee, 2019-
Human Development & Family Studies, Michigan State University

Department Representative, Graduate Program Directors Committee, 2019-

College of Social Science, Michigan State University

Department Representative, Graduate Curriculum Committee, 2019-
College of Social Science, Michigan State University

Member, Department Chair Search Committee 2018- 2019
Human Development & Family Studies, Michigan State University

Co-Chair, Infant Program Curriculum Committee, Child Development Labs 2010 –
Human Development & Family Studies, Michigan State University

Member, Child Development Graduate Admissions Committee, 2009 –
Human Development & Family Studies, Michigan State University

Co-Chair, Diversity Committee, 2017 –2019
Human Development & Family Studies, Michigan State University

Member, Curriculum Committee, Sub-Committee of Graduate Education 2017 -2019
Human Development & Family Studies, Michigan State University

Member, Straight-Through PhD Committee, Sub-Committee of Graduate Education 2016 -2018
Human Development & Family Studies, Michigan State University

Member, Department Advisory Committee, 2016-2018
Human Development & Family Studies, Michigan State University

Area Group Leader, Scholars of Early Development & Education Faculty Interest Group, 2015-2018
Human Development & Family Studies, Michigan State University

Co-Chair, Family Diversity Faculty Search Committee, 2015
Human Development & Family Studies, Michigan State University

Chair, HDFS Graduate Methods Training Sub-Committee of Graduate Education, 2014 – 2015
Human Development & Family Studies, Michigan State University

Member, Studying Early Education & Development Faculty Interest Group, 2008 – 2015
Human Development & Family Studies, Michigan State University

Member, Undergraduate Education Committee, 2014 – 2015
Human Development & Family Studies, Michigan State University

Member, Graduate Education Methodology Sequence Sub-Committee, 2014 – 2015
Human Development & Family Studies, Michigan State University

Member, RAIND Initiative Faculty Search Committee, 2014 – 2015
Human Development & Family Studies, Michigan State University

Member, CFT Faculty Search Committee, 2013 – 2014
Human Development & Family Studies, Michigan State University

Member, Planning Committee, Kellogg-Paolucci Lecture Series 2010 – 2013
Human Development & Family Studies, Michigan State University

Secretary, Department Advisory Committee, 2010 – 2012
Human Development & Family Studies, Michigan State University

Member at large, Technology Committee, Family & Child Ecology, Michigan State University 2009 – 2010

Child Development Advisor, Pre-K to Grade 6 Curriculum Design Committee, UC Davis, Center for Biophotonics Education, Science, and Technology (CBEST) 2003 – 2005

Child Development Advisor, Pre-K to Grade 6 Curriculum Evaluation Committee, UC Davis, Center for Biophotonics Education, Science, and Technology (CBEST) 2003 – 2005

HDE Graduate Students Representative, Graduate Student Association, UC Davis 2002 –2003

Graduate Student Representative, HDE Faculty Executive Committee, UC Davis 2001 - 2003

Graduate Student Representative, HDE Faculty Curriculum Committee, UC Davis 2001 - 2003

Chair, Graduate Student Association, UC Davis 2001 - 2002

Graduate Student Representative, Graduate Council, UC Davis 2001 - 2002

Graduate Student Representative, Campus Council for Community & Diversity, UC Davis 2001 - 2002

Student Body President, Associated Students of Simpson College 1996 - 1997

Academic Committee Chairperson, Student Senate, Simpson College 1995 - 1996

Student Representative, Faculty Academic Council, Simpson College 1995 - 1996

Student Representative, Core Curriculum Revision Committee, Simpson College 1995 - 1996

College Level Service

HDFS Representative & Liaison, Advisory Committee, Human Development Initiative College of Social Sciences, Michigan State University 2010 –

Member, Undergraduate Scholarship Review Committee, College of Social Sciences, Michigan State University 2014

Member, HDFS Chair Search Committee, College of Social Sciences, Michigan State University 2012 – 2013

Other University Service

Symposium Judge, University Undergraduate Research and Arts Forum (UURAF), Michigan State University 2010, 2011

Faculty Representative, Alumni Distinguished Scholarship recruitment event, College of Social Science, Michigan State University 2013

Faculty Representative, College Avenue recruitment event, College of Social Science, Michigan State University 2013

OUTREACH SERVICE

Curricula

Vallotton, C. D. & Decker, K. (2011). *Parenting the Preverbal Child: Infant Sign Curriculum for Home Visiting.*

Brophy-Herb, H., Vallotton, C. D., Linscott, L., Decker, K. B., Diaz, M., Davis, J., Bellanger, S. (2014). *The MSU Children's Curriculum for Infants and Toddlers.*

Presentations and Trainings

Vallotton, C.D. (February 21, 2014). *Backwards Design to Align our Goals, Assessments, and Curricula: An Exercise in Reflective Practice in our own College Classrooms,* Early On Center for Higher Education, DeWitt, MI.

Vallotton, C.D. (December 3, 2013). *The Language of Emotion in Early Childhood,* Michigan State University Extension Professional Development Webinar Series, East Lansing, MI.

Vallotton, C.D. & Harewood, T.H. (July 15, 2013). *Starting Strong with Home Visitation: Balancing Rapport-Building and Data Collection,* Saginaw Birth to 5 Home Visiting Partners, Saginaw, MI.

Vallotton, C.D. & Harewood, T.H. (July 15, 2013). *Interpreting and Using the Protective Factors Survey in Home Visiting Services,* Saginaw Birth to 5 Home Visiting Partners, Saginaw, MI.

Vallotton, C. D. (February, 2013). *Supporting Language and Communication in Young Children.* Presented to the Early Child Education staff at KinderCare, Lansing, MI.

Vallotton, C. D. (April, 2012). *Baby signs: Communicating with your baby before your baby can talk.* Presented to MSU Faculty Parents through Human Resources, East Lansing, MI.

Vallotton, C. D. & Decker, K. (February, 2012). *Baby signs: Communicating with your baby before your baby can talk.* Presented to MSU Student Parents on a Mission, MSU Campus, East Lansing, MI.

Vallotton, C. D. (October, 2012). *Baby signs: Communicating with your baby before your baby can talk.* Presented at Shared Pregnancy, Lansing, MI.

Vallotton, C. D. & Decker, K. (December, 2011). *Parenting the Preverbal Child: Infant Sign Curriculum for Home Visiting.* Training provided to MSU Parent Educators, MSU Campus, East Lansing, MI.

Vallotton, C. D. (September, 2011). *Baby signs: Communicating with your baby before your baby can talk.* Presented at Shared Pregnancy, Lansing, MI.

Vallotton, C. D. (September, 2010). *Baby signs: Communicating with your baby before your baby can talk.* Presented at Shared Pregnancy, Lansing, MI.

Vallotton, C.D. (May, 2009). *Introduction to early childhood screening, assessment, & evaluation,* Saginaw Early Childhood Coalition, Saginaw, MI.

Consulting and Advising

Faculty Consultant, *Develop Teaching Materials Based on OPRE's Research & Evaluation,* Consultant to MEF Associates. Funded by Office of Planning, Research, and Evaluation (OPRE), Administration for Children and Families (ACF) 2019 -

Expert Adviser, *Infant and Toddler Teacher and Caregiver Competencies project*, Office of Planning, Research, and Evaluation (OPRE), Administration for Children and Families (ACF), 2017 -

Member, Technical Expert Panel, Q-CCIIT Professional Development Tools project, *U.S. Department of Health and Human Services, Administration for Children and Families, Office of Planning, Research, and Evaluation (OPRE).* 2015 -2018

Expert Advisory Panelist for the Early Educator Central: The Pathway to Degrees and Credentials for Infant-Toddler Educators, *U.S. Department of Health and Human Services, Administration for Children and Families, Offices of Child Care and Head Start*. 2015

Member, Educational Advisory Board, *Two Little Hands Productions*, Midvale, Utah 2010 - 2013

Consultant on Evaluation Methodology, Community Action Program for Children, *Public Health Agency of Canada*: Alberta, Ontario, and BC Regions 2009 - 2013

International Mentoring

Mentor for Ivana Prochazkova, PhD Student, Masaryk University, Brno, Czech Republic 2010 - 2014

Mentor for thesis topic for Ajay Saini, MS Student, Department of Social Work, University of Delhi, India 2010 - 2011

Mentor for Franziska Grimm, PhD Student, Max Planck Institute, Leipzig, Germany 2008 – 2010

COMMUNITY SERVICE

Therapist and Dog Handler, Hug-a-Pet Program for emotionally and physically challenged children, Caring Canines Visiting Pet Therapy Program 2007 - 2008

Chair, Yolo County Maternal, Child & Adolescent Health (MCAH) Advisory Board 2003 - 2005

MCAH Representative, Yolo County Children's Alliance Policy Council, 2004 - 2005

Child Development Representative, Yolo County MCAH Local Planning Group 2004 - 2005

Child Development Representative & Vice-Chair, Yolo County MCAH Advisory Board 2000 - 2003

Evaluation Consultant, United Way's Sacramento "Success by Six" Initiative 1999 - 2000

PROFESSIONAL AFFILIATIONS

- Member, Network of Infant Toddler Researchers, Office of Planning, Research, & Evaluation, Administration for Children and Families
- Member, Home-Based Care Workgroup, Child Care Policy Research Consortium (CCPRC)
- Member, Michigan Infant Toddler Research Exchange
- Member, Early Head Start Research & Evaluation Consortium
- Member, Society for Research in Child Development
- Member, World Association for Infant Mental Health
- Member, International Society on Infant Studies
- Member, Phi Kappa Phi