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EDUCATION

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 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
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*

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

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 decision-making among ECE students," *Michigan State University, 2013-2014* \$14,000

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*

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|---|-------------|
| Clinical Research Fellow, Loan Repayment Program, 2009-2011 <i>National Institute of Deafness and Other Communication Disorders, NIH</i> | \$16,000 |
| MSU Extension Summer Fellowship for Family Research, 2009 | \$7,800 |
| Postdoctoral Fellow Travel Award, <i>International Conference on Infant Studies</i> , 2008 | \$400 |
| Young Investigator Award for Early Contributions to the Field of Infant Mental Health, <i>World Association of Infant Mental Health</i> , 2006 | \$500 |
| Clinical Research Fellow, Loan Repayment Program, 2006-2009 <i>National Institute of Child Health and Human Development, NIH</i> | \$35,862 |
| Ruth L. Kirschstein National Research Service Award, 2005-2008 <i>National Institute of Child Health and Human Development, NIH</i> | (\$136,840) |
| Faculty Fellowship, University of California, Davis, 2004 <i>Office of the President, University of California,</i> | \$45,600 |
| Outstanding Graduate Student Teaching Award, <i>University of California, Davis</i> , 2004 | \$250 |
| Community Service Award, <i>Human Corps of UC Davis</i> , 1998, 2002, 2004 | |
| Dissertation Year Fellowship, <i>Office of the President, University of California</i> , 2003 | \$24,500 |
| Professors for the Future Fellowship and Honors Program, 2002 <i>Office of Graduate Studies, University of California, Davis,</i> | \$3,000 |
| Frank & Carolan Walker Fellowship, <i>University of California, Davis</i> , 2002 | \$15,000 |
| Child Development Scholars Fellowship, <i>National Institute of Drug Abuse, NIH</i> , 2001 | \$750 |
| Honor in Recognition of Commitment to the Children of California, 1998 <i>Child Development Policy Advisory Committee of the California State Legislature,</i> | |
| UC DC Graduate Research Fellow, <i>University of California, Davis in Washington D.C.</i> , 1998 | \$3,000 |
| Frank & Grace Benedix Fellowship, <i>University of California, Davis</i> , 1997 | \$4,500 |
| President's Cup, for greatest contribution by a graduating senior, <i>Simpson College</i> , 1997 | |
| Leadership Award and Scholarship, <i>Simpson College</i> , 1996 | \$750 |
| Dean's List Honors Scholarship, <i>Simpson College</i> , also 1993, 1995, 1996 | \$4,500 |

RESEARCH FUNDING

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| Principal Investigator, "Knowledge, Dispositions, and Skills for Working with Infants and Toddlers with Special Needs (KiDS-WITS): Creating a Tool to Assess Student Competencies." <i>Early On Center for Higher Education Faculty Grant</i> , 2015-2016 | \$7,000 |
| Co- Investigator (PI: Brophy-Herb) "Relations Between Toddler Self-Regulation and Maternal Emotion-Related Socialization Behaviors." <i>MSU Discretionary Fund Initiative</i> , 2013 - 2015. | \$37,500 |
| Collaborator and Consultant, (PI: Green; Co-PI: Ayoub) "Testing the efficacy of Early Head Start in preventing child maltreatment: A 15-year longitudinal study." | |

Centers for Disease Control R01, under FOA CE13-002: Research Grants for Preventing Violence and Violence Related Injury, 2013-2015.

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| 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 expresión 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 <i>Comisión Nacional de Investigación Científica y Tecnológica, Chile</i> , 2011 –2014 | \$117,330 |
| Co-Principal Investigator (PIs: McNall, Fitzgerald), “Project LAUNCH Michigan.” Contract with Michigan Department of Community Health, funded by the <i>US Substance Abuse and Mental Health Services Administration</i> and the <i>Administration for Children & Families</i> , 2009 – 2014 | \$650,298 |
| Collaborator and Data Analyst (PI: Green; Co-PI: Ayoub), “Early Head Start Child Welfare Project.” Contract with NPC Research, funded by the <i>Centers for Disease Control</i> , 2010 – 2012 | |
| Principal Investigator, Cross-Cultural Expression of Emotion, Provost’s Undergraduate Research Initiative (PURI), <i>College of Social Sciences, MSU</i> , 2014-2015 | \$4,000 |
| Principal Investigator, Cross-Cultural Expression of Emotion, Provost’s Undergraduate Research Initiative (PURI), <i>College of Social Sciences, MSU</i> , 2013-2014 | \$6,000 |
| Principal Investigator, Undergraduate Mentoring in the IIIW Lab, Provost’s Undergraduate Research Initiative (PURI), <i>College of Social Sciences, MSU</i> , 2012-2013 | \$7,600 |
| Principal Investigator, Undergraduate Mentoring in the IIIW Lab, Provost’s Undergraduate Research Initiative (PURI), <i>College of Social Sciences, MSU</i> , 2011-2012 | \$5,750 |
| Principal Investigator, Undergraduate Mentoring in the IIIW Lab, Provost’s Undergraduate Research Initiative (PURI), <i>College of Social Sciences, MSU</i> , 2010-2011 | \$8,000 |
| Principal Investigator, Undergraduate Mentoring in the IIIW Lab, Provost’s Undergraduate Research Initiative (PURI), <i>College of Social Sciences, MSU</i> , Summer 2010 | \$5,000 |
| 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,” <i>DHHS, Administration for Children and Families</i> , 2007-2009 | \$156,000 |
| Principal Investigator (Co-I: Kurt Fischer), “Symbol and Social Skills in At-Risk Children.” <i>National Institute of Child Health and Human Development</i> , 2005 - 2008 | \$136,840 |
| Principal Investigator, “Insight into Infants’ Internal Worlds.” <i>Eichhorn Family Trust</i> , 2004 - 2006 | \$32,000 |
| Graduate Student Investigator, “Effects of Symbolic Gestures as a Caregiving Tool.” <i>Jastro-Shields Graduate Research Grant</i> , 2001 - 2003 | \$3,500 |
| Graduate Student Investigator, “Gesturing as a Caregiving Tool: Effects on Caregivers.” <i>Jastro-Shields Graduate Research Grant</i> , 1999 - 2000 | \$2,500 |

RESEARCH FUNDING APPLICATIONS UNDER REVIEW

- Principal Investigator, (PIs: Stacks, Muzik) “Recognizing, Reflecting, and 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* \$2,468,105
- Principal Investigator, (PIs: Torquati, Chazan-Cohen) “The Role of Education in Preparing a Skilled and Effective Birth to Three Workforce.” *ACF-OPRE Secondary Analysis of Data on Early Care and Education* \$149,925

STUDENT RESEARCH FUNDING

- 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 IN PREPARATION

- 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.” *ACF-OPRE Early Head Start University Partnership grant.* \$2,400,000
- Principal Investigator, (Co-I: Brophy-Herb) “Closing the Gap in Early Language Skills: Leading Words by the Hand with Symbolic Gestures.” *NIH R21 Exploratory grant.* \$420,750
- 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.* \$750,000

RESEARCH FUNDING APPLICATIONS NOT FUNDED

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| Investigator, (PI: Nigel Paneth) Investigating the Prenatal Origins of Human Disease <i>Strategic Partnership Grant, Michigan State University, 2014-2017</i> | \$400,000 |
| Co-PI (PI: Harewood, PhD Candidate) “Preparation to support preschoolers’ social-emotional skills: Linking preservice professionals’ education, knowledge, beliefs, and practices,” <i>US DHHS, Early Care and Education Research Scholars: Child Care Research Scholars HHS-2014-ACF-OPRE-YE-0775, 2014-2015</i> <i>Not funded.</i> | \$24,979 |
| Co-Principal Investigator, (PI: Holly Brophy-Herb) “Ethnoracial Variations in Mother-Child Internal State Language,” <i>NIH R03 Small grant. Submitted July, 2013.</i> <i>Proposal scored; received score of 40%</i> | \$141,341 |
| Principal Investigator, “In My Hands: Testing a Symbolic Gesture Intervention to Enhance Communication between and Parents and Children with Disorders Affecting Language and Communication.” <i>Michigan State University, RAIND Initiative. Submitted August, 2013</i> | \$100,000 |
| Principal Investigator, (Co-I: Brophy-Herb) “Parenting the Preverbal Child: Do Infant Signs Help Parents Support Development?” <i>HHS MCHB R40 Applied research grant. Submitted September, 2012.</i> <i>Proposal scored, score = 83</i> | \$900,000 |
| Principal Investigator, (Co-Is: Brophy-Herb, Stansbury) “Parenting the Preverbal Child: Do infant signs help parents support development?” <i>NIH R21 Exploratory grant.</i> Proposal submitted February, 2011: <i>Impact/Priority score = 39, 36th percentile</i> Revision submitted November. 2011: <i>Impact/Priority score = 23, 14th percentile</i> | \$418,000 |
| Co-Principal Investigator, (PI: Brophy-Herb; Co-PI: Stansbury) “Ethnoracial Variations in Mother-Child Internal State Language,” <i>NIH R03 Small grant. Submitted February 16, 2011.</i> <i>Not scored.</i> | \$141,341 |
| Co-Principal Investigator, (PI: Brophy-Herb, Co-PI: Fitzgerlad) “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,” <i>DHHS, ACF, Quality Improvement Center on Early Childhood</i> Submitted January 19, 2010. <i>Invited to submit full proposal.</i> | \$1,374,299 |
| Principal Investigator, (Co-PI: Carolan) “Home Visiting to Reunify Families In Transition: Efficacy, mechanisms of success, and cost-benefit relationship,” <i>The Pew Center on the States, Home Visiting Campaign.</i> Submitted December 18, 2009. <i>Invited to submit full proposal.</i> | \$185,000 |
| Principal Investigator, “Parenting the Preverbal Child: Two Pilot Studies to Examine Parent Risks for Maltreatment of Toddlers and Effective Parenting Interventions,” <i>Competitive Discretionary Funding Program, Michigan State University.</i> Submitted October 1, 2009. | \$66,635 |

- 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," *Dept. of Health and Human Services, Administration for Children & Families*. Submitted June 15, 2009. \$104,562
- Co-Principal Investigator (PI: Stansbury), "From the Beginning: Infrastructure for Remote Collection of Longitudinal Data from Infancy," *Faculty Initiative Fund, College of Social Sciences, Michigan State University*, Submitted February, 2009. \$8,900
- Principal Investigator, "Therapeutic Responses to Children's Negative Affect: Mirroring or Positive Mismatch," *Amini Foundation for the Study of Affects*. Submitted January 5, 2009. \$19,880

PEER-REVIEWED PUBLICATIONS

* Graduate students

** Undergraduate students

- Brophy-Herb, H.E., Bocknek, E., **Vallotton, C. D.**, Stansbury, K., *Senehi, N., *Dalimonte-Merckling, D., *Lee, Y. (*in press*). 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*, accepted May, 2015.
- *Lee, Y-E., Brophy-Herb, H., **Vallotton, C. D.**, Griffiore, R. J., Carlson, J. S., & Robinson, J. (*in press*). Do young children's representations of discipline and empathy moderate the effects of punishment on emotion regulation? Accepted to *Social Development*, March, 2015.
- *Karsten, A., *Foster, T., *Decker, K. B., & **Vallotton, C. D.** (*in press*). Toddlers take Emotion Regulation into their Own Hands with Infant Signs. *Young Children*, accepted October, 2014.
- 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
- 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.chilyouth.2014.03.044
- 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
- *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
- Vallotton, C.D.** (2012). Infant signs as intervention? Promoting symbolic gestures for preverbal children in low-income families supports responsive parent-child relationships. *Early Childhood Research Quarterly*, 27, 401-415. DOI: 10.1016/j.ecresq.2012.01.003.
- Ayoub, C.A., **Vallotton, C.D.**, & Mastergeorge, A.M. (2011). Developmental pathways to integrated

social skills: The roles of parenting and early intervention. *Child Development*, 82, 583-600. DOI: 10.1111/j.1467-8624.2010.01549.x

- Vallotton, C.D.** (2011). Babies open our minds to their minds: How “listening” to infant signs complements and extends our knowledge of infants and their development. *Infant Mental Health Journal*, 32, 1-20. DOI: 10.1002/imhj.20286
- Vallotton, C.D.** (2010). Support or competition? Dynamic development of the relationship between pointing and symbolic gestures from 6 to 18 months of age. *Gesture*, 10:2-3, *Special Issue on Gesture and Multimodal Development*, 150-171. DOI: 10.1075/gest.10.2-3.03val
- Vallotton, C.D.** & Ayoub, C.A. (2010). Use your words: The role of language in the development of toddlers’ self-regulation. *Early Childhood Research Quarterly*, 26, 169-181. DOI: 10.1016/j.ecresq.2010.09.002, NIHMSID: NIHMS235616, PMCID: PMC3184006
- Vallotton, C.D.** & Ayoub, C.A. (2009). Symbols build communication and thought: The role of gestures and words in the development of engagement skills and social-emotional concepts during toddlerhood. *Social Development*, 19, 601-626. DOI: 10.1111/j.1467-9507.2009.00549.x, NIHMSID: NIHMS132788, PMCID: PMC2914350
- Ayoub, C.A., O’Conner, E., Rappolt-Schlichtmann, G., **Vallotton, C.**, Raikes, H., & Chazan-Cohen, R. (2009). Cognitive skill performance among young children living in poverty: Risk, change, and the promotive effects of Early Head Start. *Early Childhood Research Quarterly*, 24, 289-305. DOI:10.1016/j.ecresq.2009.04.001
- Vallotton, C.D.** (2009). Do infants influence their quality of care? Infants’ communicative gestures predict caregivers’ responsiveness. *Infant Behavior and Development*, 32, 351-365. DOI: 10.1016/j.infbeh.2009.06.001
- Vallotton, C.D.** (2008). Signs of emotion: What can preverbal children “say” about internal states? *Infant Mental Health Journal*, 29, 234-258. DOI: 10.1002/imhj.20175, NIHMSID: NIHMS138480, PMCID: PMC2742424
- Vallotton, C.D.** & Harper, L.V. (2006). Why don’t they just let it go? *Journal of Infant Behavior and Development*, 29, 373-385. DOI:10.1016/j.infbeh.2006.01.003

BOOK CHAPTERS

‡ = peer reviewed, original research published in bound volume

- 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.
- Harrison, L., Elwick, S., **Vallotton, C. D.**, & Kappler, G. (2014). Spending time with others: A Time Use Diary for Infant Toddler Childcare. In L. Harrison & J. Sumsion (Eds), *Lived Spaces of Infant-Toddler Education and Care* (pp. 59-75), International Perspectives on Early Childhood Education and Development 11. Amsterdam, The Netherlands: Springer.
- ‡ **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.

- ‡ **Vallotton, C.D.** (2011). Sentences and conversations before speech? Gestures of preverbal children reveal cognitive and social skills that do not wait for words. In G. Stam and M. Ishino (Eds.), *Integrating Gestures: The Interdisciplinary Nature of Gesture* (pp. 105-120). Amsterdam, The Netherlands: John Benjamins
- ‡ *Fusaro, M. & **Vallotton, C.D.** (2011). Giving a nod to social cognition: Developmental constraints on the emergence of conventional gestures and infant signs. In G. Stam and M. Ishino (Eds.), *Integrating Gestures: The Interdisciplinary Nature of Gesture* (pp. 121-136). Amsterdam, The Netherlands: John Benjamins
- Vallotton, C.D.** & Fischer, K.W. (2009). Cognitive Development. In M. M. Haith & J. B. Benson (Eds.), *Language, Memory, and Cognition in Infancy and Early Childhood* (pp. 102-113). Oxford: Elsevier.
- Vallotton, C.D.** & Fischer, K.W. (2008). Cognitive Development. In M. M. Haith & J. B. Benson (Eds.), *Encyclopedia of Infant and Early Childhood Development, Volume 1*, (pp. 286-298). Oxford: Elsevier.

NON PEER-REVIEWED PUBLICATIONS

- Vallotton, C.D.** (2008). Infants take self-regulation into their own hands, *Zero To Three*, 29, 29-34.
- Vallotton, C.D.** (2005). Effects of symbolic gestures as a caregiving tool: Children's social and language development and mothers' perceptions and behavior. *Dissertation Abstract International*, Section B: The Sciences and Engineering, Vol 65(9-B), 2005. pp. 4877.
- Groves, B.M., Bassuk, E., Lurie-Hurvitz, E., **Vallotton, C.D.** (1998). Home is a base for living. *Zero to Three*, 19, 1-5.
- Vallotton, C.D.** (1998). Homes for families with infants and toddlers: Promising approaches. *Zero to Three*, 19, 40-45.

MANUSCRIPTS UNDER REVIEW

- Vallotton, C. D.** (*accepted*). Infant Signing. In K. Chrisman & D. L. Couchenour (Eds.) *The SAGE Encyclopedia of Contemporary Early Childhood Education*. Submitted April, 2015; accepted June, 2015.
- Vallotton, C.D.**, Fusaro, M., *Hayden, J., **Gutowski, E., & *Decker, K.B. (*accepted*). Give me a hand: Differential effects of gesture type in guiding young children's problem-solving. Submitted to the *Instructional Science*, Mar, 2014; revised and resubmitted Dec, 2014; accepted May, 2015.
- 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. (*accepted*). Understanding future infant/toddler professionals: Attachment predicts college students' knowledge, attitudes, and skills for working with infants, toddlers, and families. Submitted to *Early Education and Development*, Sept, 2014; accepted for Special Issue, Dec, 2014.
- Vallotton, C. D.**, *Decker, K. B., *Kwon, A., & *Wang, W., *Chang, T-Z, (*under review*). Quality and quantity of gestural input: Caregivers' sensitivity promotes caregiver-infant bidirectional communication through gestures. Submitted to *Infancy*, April, 2015.
- Vallotton, C.D.**, & *Decker, K. B. (*under review*). Integrating technology into assessment of young

children: Effects of student-teachers' attitudes, anxiety, and access on learning experiences and outcomes. Submitted to *Technology, Pedagogy and Education*, January, 2015.

Vallotton, C.D., Mastergeorge, A.M., *Foster, T., *Decker, K. B., & Ayoub, C. (*under revision*).

Parents' strategies to support early language development: Specific effects of sensitivity and stimulation in infancy and toddlerhood. Submitted to *Infancy*, February, 2015.

*Harewood, T., **Vallotton, C. D.**, & Brophy-Herb, H. (*under review*). More than just the breadwinner:

The effects of fathers' parenting stress on children's language and cognitive development.

Submitted to *Parenting: Science and Practice*, Dec, 2013, revised and resubmitted Sept, 2014, rejected Mar 2014; submitted to *Infant and Child Development* May, 2015.

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.

Farkas, C., **Vallotton, C. D.**, Elton, R., *Muzard, A., & Himmel, E. (*under review*). The body tells a

different story: Infants' expressions through the face and body are differentially related with infant characteristics and development. Submitted to *Infancy*, Aug, 2014; reviews received Jan, 2015; revision submitted May, 2015.

Farkas, C., & **Vallotton, C. D.** (*under review*). Estabilidad y cambio del desarrollo socioemocional: un

estudio en niños chilenos entre los 12 y 30 meses de edad. Submitted to *The Spanish Journal of Psychology*, February 2015.

*Wang, W., & **Vallotton, C. D.** (*under review*). Cultural transmission through infant signs: Objects and

actions in U.S. and Taiwan. Submitted to *Infancy*, Oct, 2014; reviews received Mar, 2015; revision submitted May, 2015.

Farkas, C., Carvacho, C., Santelices, M. P., *Mahias, P., *Badilla, G., **Vallotton, C.D.**, & Himmel, E.

(*under review*). Medición De La Mentalización Del Adulto Significativo En Interacción Con 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 Psicológica*, December, 2013.

Farkas, C., Carvacho, C., *Badilla, G., *Mahias, P., **Vallotton, C.D.**, Santelices, M. P., & Himmel, E.

(*under review*). 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.) Submitted to *Pensamiento Educativo: Journal of Educational Research in Latin America*, May, 2013.

MANUSCRIPTS IN PREPARATION

Vallotton, C. D., *Harewood, T., *Froyen, L., Brophy-Herb, H., & Ayoub, C. (*in preparation*). Moms'

and Dads' Mental Health Matters Today and Tomorrow: Dyadic and Longitudinal Effects of

Parents' Stress and Depression on Children's Behavioral Outcomes. Submitted to *Developmental Psychology*, May 2014; rejected October 2014. Submitted to *Development and Psychopathology*, October 2014; rejected March 2015.

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., & *Karsten, A. & Brophy-Herb, H. (*in preparation*). When they can't find their words: Toddlers' use of symbolic gestures to participate in emotion regulation during acute distress. In preparation for *Early Childhood Research Quarterly*.

In Preparation with Students

*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*.

*Harewood, T. N., McNall, M., **Vallotton, C. D.,** & Macrain, M. (*in preparation*). Challenges and strategies of implementation for the CSEFEL Pyramid Model in at the state and community levels. In preparation for *Child and Youth Services Review*.

*Knolle, F., **Vallotton, C. D.,** & Ayoub, C.A. (*in preparation*). Deficit or difference? Language development and use of grammatical negations by maltreated children reflect their experiences. In preparation for the *Infant Mental Health Journal*.

*Kwon, A., **Vallotton, C. D.,** Kiegelman, M., & Liu, P. (*in preparation*). Cultural Diversification of Communicative Gestures through Early Childhood: U.S, Germany, and Taiwan. In preparation for *Developmental Psychology*.

*Su-Russell, C., **Vallotton, C. D.,** *Decker, K., *Wang, W., Griffiore, 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

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***Graduate Students**

**** Undergraduate Students**

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*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)

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)

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- 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)
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- *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.
- 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.

- *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.
- 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.
- 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.
- 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.
- 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.
- *Virmani, E.A., **Vallotton, C.D.**, & Bohne, E.B. (August, 2008). *Promising 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- *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.
- 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.

- 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.
- 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.
- 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.
- *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.
- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- 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

- *Harewood, T., **Vallotton, C.**, 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.
- *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.

- *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.
- *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.
- *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.
- *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.
- *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.
- 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

- **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.
- **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.
- **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.
- **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.***
- **Chinnam, S., Morain, K., & Evan, 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, General Social Science Section II.***
- **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.
- **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.

- **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.
- **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.
- **Algarin, P., **Evans, J., & **Pastoria, S. (April 12, 2013). Do adults from different cultures express emotional cues differently through body movement? *University Undergraduate Research and Arts Forum*, Michigan State University, East Lansing, MI, April 12, 2013.
- **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.
- **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, General Social Science Section II.**
- **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 General Social Science Section I.**
- **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 General Social Science.**
- **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.
- **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.
- **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.
- * 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.**
- *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.

- *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.
- *Topor, J.S., *Grimm, F., Vallotton, C. D., Ayoub, C., *Decker, K. B., & **Szcubialka, 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.
- **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.
- **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.
- **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.
- **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

INVITED ADDRESSES

- 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 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, Pontificia 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. (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

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. for serve as an advisory group to the funding agency.

Member, *Network of Infant/toddler Researchers (NITR)* 2013 –
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 30 faculty from 19 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 SRCDD 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.

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

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 |
| <i>Aboriginal Head Start for Urban and Northern Communities (AHSUNC)</i> | 2011 – Present |
| Public Health Agency of Canada | |
| <i>Community Action Program for Children (CAPC)</i> , | 2005 - 2009 |
| Public Health Agency of Canada, Alberta | |
| <i>Project ADVANCE</i> , UC Davis Extension, Center for Human Services | 2004 - 2005 |
| <i>Methods and Statistics in Health Research</i> , Health Net Federal Services | 2003 - 2004 |
| <i>First 5 Commission of San Diego</i> , San Diego County | 2002 - 2003 |
| Graduate Intern in Program Evaluation, California Department of Health Services, | 1999 - 2001 |
| Maternal and Child Health Branch, Domestic Violence and Program Evaluation Sections, Sacramento, CA | |
| Graduate Intern, Child Development Policy Advisory Committee, Sacramento, CA | 1998 - 1999 |

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| 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

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

Peer-Review – Conferences

| | |
|--|------|
| Reviewer, Parenting and Parent-Child Relationships Panel, Biennial SRCD Conference | 2014 |
| 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 |
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Community/State Committees

| | |
|---|------------|
| Member at Large, <i>Social and Emotional Messaging Work Group</i> , Michigan Department of Community Mental Health | 2012- 2013 |
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Student Mentoring & Committees

PhD Committees Chaired

| | |
|---|--------|
| Ashley Karsten, HDFS: Child Development, Michigan State University | 2013- |
| Wen Wang, HDFS: Child Development, Michigan State University | 2013- |
| Alicia Kwon, HDFS: Child Development, Michigan State University | 2012 – |
| Jessica Topor, HDFS: Couple & Family Therapy, Michigan State University | 2011 - |

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| Tamesha Harewood, HDFS: Child Development, Michigan State University | 2011 – |
| Kalli Decker, HDFS: Child Development, Michigan State University | 2010 – 2015 |
| JungAh Lee, HDFS: Child Development, Michigan State University | 2012 – 2014 |

Other PhD Committees

| | |
|---|-------------|
| International member, Doctoral Guidance and Dissertation Committee for Nancy Alejandra Espinosa Diaz, Psychology, Pontificia Univesidad Católica de Chile | 2015 – |
| Member at large, Doctoral Committee for Danielle Merckling, PhD Student, HDFS: Child Development, Michigan State University | 2014 – |
| External member, Doctoral Guidance and Dissertation Committee for A. Fain Baker Special Education: Specialized Education Services, UNC Greensboro | 2012 – |
| Member at large, Doctoral Committee for Neda Senehi, PhD Student, HDFS: Child Development, Michigan State University | 2011 – |
| Member at large, Doctoral Committee for Sook-In Cho, PhD Student, HDFS: Child Development, Michigan State University | 2011 – |
| Member at large, Doctoral Committee for Young-Eun Lee, PhD Student, HDFS: Child Development, Michigan State University | 2011 – |
| Member at large, Doctoral Committee for Trish Foster, PhD Student, HDFS: Child Development, Michigan State University | 2012 – 2015 |
| Member at large, Doctoral Committee for JungAh Lee, PhD Student, HDFS: Child Development, Michigan State University | 2010 –2012 |
| Member at large, Doctoral Dissertation Committee for Lori House-Hewitt HDFS: Family & Child Ecology, Michigan State University | 2009 –2012 |
| Member at large, Doctoral Dissertation Committee for Maria Fusaro, Harvard Graduate School of Education | 2007 – 2009 |

Masters Committees Chaired – Thesis

| | |
|--|-------------|
| Ashley Karsten, HDFS: Child Development, Michigan State University | 2011 - 2013 |
| Kalli Decker, HDFS: Child Development, Michigan State University | 2009 – 2010 |

Masters Committees Chaired – Project/ Non-Thesis

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|---|-------------|
| Marisa Diaz, HDFS: Child Development, Michigan State University | 2014 - |
| 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 |

Other Masters Committees

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| Member at large, Master’s Committee for Jeongsoo Lee HDFS: Child Development, Michigan State University | 2012 –2014 |
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| Member at large, Master's Thesis Committee for Joseph Yancey HDFS: Child Development, Michigan State University | 2011 –2013 |
| Member at large, Master's Committee for Elizabeth Bullock HDFS: Child Development, Michigan State University | 2012 - 2013 |
| Member at large, Master's Thesis Committee for JooHyun Kim HDFS: Child Development, Michigan State University | 2010 – 2011 |
| Member at large, Master's Thesis Committee for Chang Su HDFS: Child Development, Michigan State University | 2010 – 2011 |
| Member at large, Master's Thesis Committee for Tamesha Harewood HDFS: Child Development, Michigan State University | 2009 –2010 |
| <u>Undergraduate Mentored Research Experiences</u> | |
| Samantha Pastoria, Dean's Assistantship for Independent Undergraduate Research, College of Social Science, Michigan State University | 2013 - 2015 |
| Emma Nowak, Dean's Assistantship for Independent Undergraduate Research, College of Social Science, Michigan State University | 2013 - 2014 |
| Lauren Prainito, Dean's Assistantship for Independent Undergraduate Research, College of Social Science, Michigan State University | 2013 - 2014 |
| Samantha Pastoria, Professional Assistant Fellowship Program, Honors College, Michigan State University | 2012 - 2013 |
| Aaron Beckett, Professional Assistant Fellowship Program, Honors College, Michigan State University | 2012 - 2013 |
| Academic Committees | |
| Co-Chair, Family Diversity Faculty Search Committee, Human Development & Family Studies, Michigan State University | 2015 - |
| Member, Undergraduate Education Committee, Human Development & Family Studies, Michigan State University | 2014 - |
| Member at large, Infant Program Curriculum Committee, Child Development Labs Human Development & Family Studies, Michigan State University | 2010 - |
| Member at large, Child Development Graduate Admissions Committee, Human Development & Family Studies, Michigan State University | 2009 - |
| Member at large, Studying Early Education & Development Faculty Interest Group, Human Development & Family Studies, Michigan State University | 2008 - |
| Member, Graduate Education Methodology Sequence Sub-Committee, Human Development & Family Studies, Michigan State University | 2014 – 2015 |
| Member, RAIND Initiative Faculty Search Committee, Human Development & Family Studies, Michigan State University | 2014 – 2015 |
| Member, CFT Faculty Search Committee, Human Development & Family Studies, Michigan State University | 2013 – 2014 |

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| Member at large, Planning Committee, Kellogg-Paolucci Lecture Series Human Development & Family Studies, Michigan State University | 2010 – 2013 |
| Secretary, Department Advisory Committee, Human Development & Family Studies, Michigan State University | 2010 – 2012 |
| 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

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 -

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|---|-------------|
| Consultant on Evaluation Methodology, Community Action Program for Children, <i>Public Health Agency of Canada: Alberta, Ontario, and BC Regions</i> | 2009 - |
| International Mentoring | |
| Mentor for Ivana Prochazkova, PhD Student, Masaryk University, Brno, Czech Republic | 2010 - |
| 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