

## Curriculum Vitae

### 1. Personal Information

J. Elaine Reese

### 2. Qualifications

- Ph.D. in Developmental Psychology, Emory University, August 1993
- M.A. in Developmental Psychology, Emory University, May 1991
- B.A. in Psychology with Honours, Trinity University, May 1987

### 3. Professional Affiliations/Memberships

- Society for Research in Child Development
- Jean Piaget Society
- Cognitive Development Society
- International Society for the Study of Behavioral Development
- *Memory: Mechanisms, Process and Applications* Research Theme

### 4. Languages

- French (limited proficiency)
- Spanish (limited proficiency)
- Samoan (limited proficiency)

### 5. Employment History

- (a) Present Position
  - Associate Professor, 2007-
- (b) Employment History
  - Associate Professor, Clark University, USA, 2001-2004
  - Senior Research Fellow, University of Otago, 2001-2004
  - Senior Lecturer, University of Otago, 1999-2006
  - Lecturer, University of Otago, 1993-1998
  - Instructor, Emory University, USA, 1991-1992

## 6. Other Relevant Experience

### (b) National/International Collaboration

#### National Collaboration

- Professor Stuart McNaughton, Woolf-Fisher Research Institute, Auckland
- Professor Anne Smith, Children's Issues Centre, Dunedin
- Dr. Tamar Murachver, University of Otago, Department of Psychology
- Dr. Gail Tripp, University of Otago, Department of Psychology
- Professor Harlene Hayne, University of Otago, Department of Psychology
- Dr. Shelley MacDonald, Woolf-Fisher Research Institute, Auckland

#### International Collaboration

- Professor Robyn Fivush, Emory University, USA
- Dr. Catherine Haden, Loyola University, USA
- Dr. Katherine Fletcher, Ball State University, USA
- Professor Wendy Grolnick, Clark University, USA
- Professor Nancy Budwig, Clark University, USA
- Professor Michael Bamberg, Clark University USA

## 7. Research Activities

### (a) Research Expertise

- Developmental Psychology and Ageing
- Learning, Memory and Perception

### (c) Research Grants (last 5 years only; total external funding >\$NZ 2.2 million)

- 2006 *University of Otago Research Committee, Parent-Child Reminiscing and Children's Understanding of Time, \$NZ 15,000*
- 2003-2007 *National Institute of Child Health and Development, HD044125, Enhancing Low-Income Children's Emergent Literacy (P.I. in 2003-2004; co-PI with Dr. Wendy Grolnick from 2005), \$US 390,420*
- 2004-2007 *National Institute of Child Health and Development, Supplemental Funding to HD044125 (RA funding for an undergraduate with a disability) \$US 33,500*
- 2002-2005 *Marsden Foundation of the Royal Society of New Zealand, Memory Across Generations: The Construction of Self (co-P.I. with T. Murachver) \$NZ 445,000*
- 2000-2002 *Foundation for Research in Science and Technology, Enhancing Children's Language and Literacy Development (co-P.I. with A. Smith and S. McNaughton) \$NZ 440,000*
- 2002 *Clark University Faculty Development Grant, Promoting Literacy in Early Childhood (P.I.), \$US 1559*

- 2001 *University of Otago Research Committee, Development of Representation in Early Childhood (P.I.), \$NZ 36,675*
- 1998-2001 *Marsden Foundation of the Royal Society of New Zealand, Origins of Autobiographical Memory (P.I.) \$NZ 300,000*

(d) Supervision of Postgraduate Students (list all supervisors and members of supervisory panels, with the name of the primary supervisor in **bold**)

#### Postdoctoral Supervision

- Dr. Lisa Comparini (**E. Reese**)
- Dr. Shelley MacDonald (**S. McNaughton** and Elaine Reese)

#### PhD students

- Dr. Gabriel Trionfi (**E. Reese**, P. Vinden, E. Amsel), 2003-2005
- Dr. Emily Cleveland (**E. Reese**, W. Grolnick, N. Budwig), 2002-2004
- Dr. Amy Cockcroft (**E. Reese**, G. Tripp, J. Halberstadt), 2000-2004 (clinical)
- Dr. Rhiannon Newcombe (**E. Reese**, T. Murachver, H. Hayne), 1999-2003 (clinical)
- Dr. Kate Farrant (**E. Reese**), 1996-1999 (clinical)
- Dr. Keryn Harley (**E. Reese**), 1995-2000
- Alison Sparks (**E. Reese**, N. Budwig), 2004-expected 2007
- Vrinda Kalia (**E. Reese**, M. Wiser), 2005-expected 2008
- Tia Neha (**E. Reese**, P. Pehi), 2007-expected 2010

#### PhD committee memberships

- Sebastian Suggate (**E. Shaughency**, E. Reese), 2005-expected 2008

#### MA/MSc students

- Lisa Schroder (**E. Reese**), 2005-2006
- Vrinda Kalia, MA (**E. Reese**), 2004-2005
- Emily Cleveland, MA (**E. Reese**), 2002-2003
- Stephanie Read, MSc (**E. Reese**), 2001-2003 (not continuously enrolled)
- Sarah Stewart, MSc (**E. Reese**), 2000-2004 (part-time)
- Sallie Dawa, MSc (**E. Reese**), 1998-2002 (part-time, clinical)
- Rachael Brown, MSc (**E. Reese**), 1998-2000
- Rebecca Brookland, MSc (**E. Reese**), 1997-2000 (part-time)
- Helena McAnally, MSc (**E. Reese**), 1997-1998
- Adell Cox, MSc (**E. Reese**), 1994-1997 (part-time, clinical)
- Bridget Sly, MSc (**E. Reese**, J. Tomaka), 1996-1998 (part-time)
- Gowri Navaratnam, MSc (**E. Reese**), 1996-1997
- Catherine Harrison, MA (**E. Reese**), 1994-1996 (part-time, clinical)
- Nicola Brown, MA (**E. Reese**), 1994-1996 (part-time, clinical)
- Diana Harte, MA (**E. Reese**), 1994-1997 (part-time, clinical)
- Aurelia Escoto, MA (**E. Reese**), 1994-1996
- Alana Roughan (**E. Reese**), 2006-expected 2007
- Amy Rutherford (**E. Reese**, D. O'Hare), 2004-expected 2007 (part-time)

#### 4<sup>th</sup> Year Dissertation Students

- Shannon Westgate, 2006 (co-supervised with Prof. E. Tribble, English)
- Tuo Kay Wei, 2006
- Chen Yan, 2006
- Alana Roughan, 2005
- Angela Waddell, 2005
- Melina Koukouli, 2004
- Ayana Goldman, 2004
- Jennifer Terrill, 2004
- Paivi Pitkanen, 2003
- Nicole Flynn, 2002
- Katrina Sugrue, 2001
- Tom Robinson, 1999
- Amy Cockcroft, 1999
- Rhiannon Newcombe, 1998
- Rebecca McLean, 1996
- Jane Herbert, 1996

#### 3<sup>rd</sup> Year Project Students

1994-2006 Supervised 18 individual research projects (PSYC 310) and 3 internships (at Clark University)

### **8. Distinctions**

- Finalist for the Oliver and Dorothy Hayden Award for Outstanding Teacher/Scholar at Clark University (2003 and 2004)\*
- Award for Excellence in Performance at Clark University (2003)
- Member, Phi Beta Kappa (Academic Honours Society)\*
- Member, Sigma Xi (Scientific Research Society)\*

### **9. Teaching Activities**

(a) Range and level of teaching (last three years)

- Teaching from 2005 includes PSYC 352 (22-27 students), an honours seminar for 3<sup>rd</sup> year psychology students co-taught with Dr. Robert O'Shea, and PSYC 467 (12-18 students), an advanced paper in developmental psychology for 4<sup>th</sup> year students
- Teaching at Clark University from 2003-2004 included postgraduate seminars in literacy and memory development (5-12 students), an undergraduate research methods paper in developmental psychology (20 students per semester), an undergraduate introductory paper (Child Development, 50 students per semester), an undergraduate seminar (Memory Development, 20 students per semester), and independent research projects (5-7 students per semester)

(b) Development of significant innovations and/or publications in curriculum development, student assessment, teaching procedures and teaching materials

- Developed new assessment (research proposal) for PSYC 495, Thesis Preliminary, 2005
- Developed new paper, PSYC 467 *Advanced Topics in Developmental Psychology*, 2005, including new assessment (student mini-conferences)
- Developed three labs for PSYC 318 using data from my longitudinal studies (1995-2000)
- Developed test and exam study guides for PSYC 318, 1996-2000
- Developed new paper, PSYC 467 *Culture and Development*, 1996

(c) Teaching administration and leadership, quality assurance, evaluation

- Developed new curriculum for Psychology 495, *Thesis Preliminary*, 2006
- Co-Founder of *The Cognitive Hour* in 2002, a reading/discussion group for academic staff and postgraduate students that evolved into a full-year paper in 2003 at Clark University
- Co-Coordinator of Year 3 Psychology, 1995-2001

(d) Professional development achievements

- Attended CETL (Center for Enhancement of Teaching and Learning) workshops at Clark University (2001-2004): *Assessment Techniques, Technology in the Classroom, Introduction to Blackboard, Active Learning*
- Attended HEDC workshops (1994-2000): *Preventing Plagiarism, Teaching Large Groups, The Treaty of Waitangi, An Introduction to Maori Pronunciation*
- Attended 40-hour university teaching training course, Emory University, 1992

**10. Student evaluation of teaching** (see attached teaching profile)

**11. Publications**

(b) Book Chapters

Bird, A. & Reese, E. (in press). Autobiographical memory in childhood and the development of a continuous self. In F. Sani (Ed.), *Individual and collective self-continuity: Psychological perspectives*. Mahwah NJ: Lawrence Erlbaum Associates.

Reese, E., Newcombe, R., & Bird, A. (2006). Social and emotional aspects of autobiographical memory development. In G. Haberman & C. Fletcher-Flinn (Eds.), *Cognition, language, and development: Perspectives from New Zealand*. Bowen Hills, Queensland: Australian Academic Press.

- Reese, E. & Farrant, K. (2003). Social origins of reminiscing. In R. Fivush & C. A. Haden (Eds.), *Connecting culture and memory: The social construction of an autobiographical self* (pp. 29-48). Mahwah NJ: Lawrence Erlbaum Associates.
- Reese, E., Cox, A., Harte, D., & McAnally, H. (2003). Diversity in adults' styles of reading books to young children. In S. Stahl, A. van Kleeck, & E. Bauer (Eds.), *On reading books to children: Parents and teachers* (pp. 37-57). Mahwah NJ: Lawrence Erlbaum Associates.
- Fivush, R., & Reese, E. (2002). Reminiscing and relating: The development of parent-child talk about the past. In J. D. Webster & B. K. Haight (Eds.), *Critical advances in reminiscence work* (pp. 109-122). NY: Springer.
- Reese, E. (2002). A model of the origins of autobiographical memory. In J. W. Fagen & H. Hayne (Eds.), *Progress in Infancy Research, Vol. 2* (pp. 215-260). Mahwah, NJ: Lawrence Erlbaum Associates.
- Haden, C., Fivush, R., & Reese, E. (1997). Lo sviluppo narrativo nel contest sociale. In A. Smorti (Ed.), *Is Se come testo* (pp. 133-152). Firenze, Giunti.
- Fivush, R., Pipe, M-E., Murachver, T., & Reese, E. (1997). Events spoken and unspoken: Implications of language and memory development for the recovered memory debate. In M. Conway (Ed.), *False and recovered memories* (pp. 34-62). London, Oxford University Press.
- Fivush, R., Haden, C. A., & Reese, E. (1996). Remembering, recounting and reminiscing: The development of autobiographical memory in social context. In D. Rubin (Ed.), *Remembering our past: An overview of autobiographical memory* (pp. 377-397). Cambridge, MA, Cambridge University Press.
- Fivush, R., & Reese, E. (1992). The social construction of autobiographical memory. In M. A. Conway, D. Rubin, H. Spinnler, and W. Wagenaar (Eds.), *Theoretical perspectives on autobiographical memory* (pp. 115-132). The Netherlands, Kulwer Academic Publishers.

(c) Refereed Journal Articles

- Reese, E., & Newcombe, R. (in press). Mothers' elaborative reminiscing enhances children's autobiographical memory and narrative. *Child Development*.
- Reese, E., Bird, A., & Tripp, G. (in press). Children's self esteem and moral self: Links to parent-child conversations about emotion. *Social Development*.
- Cleveland, E. S., Reese, E., & Grolnick, W. (2006). Children's engagement and competence in personal recollection: Effects of parents' reminiscing goals. *Journal of Experimental Child Psychology*.

- Fivush, R., Haden, C.A., & Reese, E. (2006). Elaborating on elaborations: The role of maternal reminiscing style in cognitive and socioemotional development. *Child Development, 77*, 1568-1588.
- Bird, A., & Reese, E. (2006). Emotional reminiscing and the development of an autobiographical self. *Developmental Psychology, 42*, 613-626.
- Bird, A., Reese, E., & Tripp, G. (2006). Parent-child talk about past emotional events: Associations with child temperament and goodness-of-fit. *Journal of Cognition and Development, 7*, 189-210.
- Reese, E., & Cleveland, E. (2006). Mother-child reminiscing and children's understanding of mind. *Merrill-Palmer Quarterly, 52*, 17-43.
- Cleveland, E., & Reese, E. (2005). Maternal structure and autonomy support in conversations about the past: Contributions to children's autobiographical memory. *Developmental Psychology, 41*, 376-388.
- Fletcher, K., & Reese, E. (2005). Picture book reading with young children: A conceptual framework. *Developmental Review, 25*, 64-103.
- Newcombe, R., & Reese, E. (2004). Evaluations and orientations in mother-child reminiscing as a function of attachment security: A longitudinal investigation. *International Journal of Behavioral Development, 28*, 230-245.
- Reese, E. (2002). Social factors in the development of autobiographical memory: The state of the art. *Social Development, 11*, 124-142.
- Reese, E., & Read, S. (2000). Predictive validity of the New Zealand MacArthur Communicative Development Inventory: Words and Sentences. *Journal of Child Language, 27*, 255-266.
- Farrant, K., & Reese, E. (2000). Maternal style and children's participation in reminiscing: Stepping stones in autobiographical memory development. *Journal of Cognition and Development, 1*, 193-225.
- Reese, E., & Brown, N. (2000). Reminiscing and recounting in the preschool years. *Applied Cognitive Psychology, 14*, 1-17.
- Reese, E., & Cox, A. (1999). Quality of adult book-reading style affects children's emergent literacy. *Developmental Psychology, 35*, 20-28.
- Harley, K., & Reese, E. (1999). Origins of autobiographical memory. *Developmental Psychology, 35*, 1338-1348.
- Reese, E. (1999). What children say when they talk about the past. *Narrative Inquiry, 9*, 215-242.

- Reese, E., Haden, C. A., & Fivush, R. (1996). Mothers, fathers, daughters and sons: Gender differences in autobiographical reminiscing. *Research on Language and Social Interaction*, 29, 27-56.
- Reese, E. (1996). Conceptions of self in mother-child birth stories. *Journal of Narrative and Life History*, 6, 23-38.
- Haden, C. A., Reese, E., & Fivush, R. (1996). Mothers' extratextual comments during storybook reading: Stylistic differences over time and across texts. *Discourse Processes*, 21, 135-169.
- Reese, E. (1995). Predicting children's literacy from mother-child conversations. *Cognitive Development*, 10, 381-405.
- Reese, E., & Fivush, R. (1993). Parental styles of talking about the past. *Developmental Psychology*, 29, 596-606.
- Reese, E., Haden, C. A., & Fivush, R. (1993). Mother-child conversations about the past: Relationships of style and memory over time. *Cognitive Development*, 8, 403-442.

(d) Non-refereed Journal Articles and Reports not included elsewhere

- Reese, E.**, and Colombo, M. Lab report: Memory research in the southernmost psychology department. *Cognitive Processing* 6: 266-271 (2005).\*
- Reese, E.** Foreword. *Lifespan Development: New Zealand Perspectives*. J. Low & P. Jose eds. Auckland: Pearson Education New Zealand (2005).\*
- Reese, E.** Success by six. Final report to the *President's Task Force on School Readiness*. Worcester MA: Clark University (2003).\*

(e) Book Review Articles

- Reese, E.** Patterns of literacy: Processes of development and transition (by S. McNaughton). *New Zealand Journal of Psychology*, 25: 44-46 (1996).\*
- Reese, E.**, and Fivush, R. Telling the American story: A structural and cultural analysis of conversational storytelling (by L. Polanyi). *Applied Psycholinguistics*, 13: 533-537 (1992).

(g) Conference Presentations

- Reese, E.**, Hayne, H., and MacDonald, S. Looking back to the future: Māori and Pakeha mother-child birth stories. In paper symposium *Culture and memory*. Q. Wang chair. *International Conference on Memory*. Sydney (2006).\*
- Reese, E.** and Newcombe, R. Mothers' elaborative talk about the past enhances children's memory and narrative. In paper symposium, *Parent-Child*

*Conversation and Memory*. K. Salmon chair. *International Conference on Memory*, Sydney (2006).\*

Leyva, D., Price, C., Grolnick, W., and **Reese, E.** Parental involvement in preschool children's literacy development. In paper symposium, *Language and literacy development in diverse environments*. E. Reese and S. McNaughton, chairs. *International Society for the Study of Behavior Development Meetings*. Melbourne (2006).

Roughan, A., Schroder, L., Waddell, A. and **Reese, E.** Let's go to the zoo: Adults' elaboration helps children's event memory. Poster to be presented at the *International Society for the Study of Behavioral Development Meetings*, Melbourne (2006).

**Reese, E.**, Sparks, A., and Cenko, E. Talking to children: Does context matter? Paper presentation at the *Jean Piaget Society meetings*. Baltimore, MD (2006).

**Reese, E.** Autobiographical memory across generations. In paper symposium, *Culture and Autobiographical Memory*, K. Nelson chair. *International Society for Cultural Research and Activity Theory*. Seville, Spain (2005).\*

**Leyva, D.**, and Reese, E. Why are parental reports of book reading not a good predictor of child literacy? In the *Jean Piaget Society meetings*. Vancouver, BC (2005).

Sparks, A., **Reese, E.**, and Kalia, V. Home influences on child language and literacy in low-income families. In paper symposium, *The socialization of cognition: Environmental influences on developmental change*, F. Morrison chair. *Biennial Meeting of the Society for Research in Child Development*. Atlanta GA (2005).\*

**Trionfi, G.**, and Reese, E. Narrative skills of children with and without imaginary companions. In paper symposium, *Individual differences in pretense play: Children with and without imaginary companions*, G. Trionfi & E. Reese chairs. *Biennial Meeting of the Society for Research in Child Development*. Atlanta GA (2005).

**Cleveland, E.**, Reese, E., and Grolnick, W. Maternal autonomy support and children's autobiographical memory. Poster presented at the *Biennial Meeting of the Society for Research in Child Development*. Atlanta GA (2005).

Srivastava, S., **Reese, E.**, and Newcombe, R. Links between preschoolers' shared past event narratives with mothers and literacy development. In paper symposium, *Social sources of narrative and literacy*, S. Srivastava chair. *Jean Piaget Society meetings*. Toronto, ON (2004).

**Trionfi, G.**, and Reese, E. What Hobbs did: Developmental correlates of having an imaginary companion. In paper symposium, *Social sources of narrative and literacy*, S. Srivastava chair. *Jean Piaget Society meetings*. Toronto, ON (2004).

**Reese, E.**, Stewart, S., and Newcombe, R. *Mothers' elaborative talk about the past enhances children's language and memory*. Poster presented at the *Cognitive Development Society meetings*. Park City, UT (2003).

**Cleveland, E.**, Reese, E., Pitkanen, P., Roman, C., and Wotton, H. *Children remember early childhood*. Poster presented at the *Cognitive Development Society meetings*. Park City, UT (2003).

**MacDonald, S.**, McNaughton, S., and Reese, E. Language and literacy in Maori, Tongan, and Pakeha families in Aotearoa/New Zealand. In paper symposium, *Transition to literacy Through language*, E. Reese chair. *Jean Piaget Society meetings*. Chicago, IL (2003).

**Cleveland, E.** and Reese, E. Maternal mental state talk and children's theory of mind. In the *Jean Piaget Society meetings*. Chicago, IL (2003).

Cockcroft, A. and **Reese, E.** Antecedents to children's self-concept development. Poster presented at the *Biennial Meetings of the Society for Research in Child Development*. Tampa, FL (2003).

**Cleveland, E.** and Reese, E. Autobiographical memory and children's theory of mind. In paper symposium, *Parents, teachers, siblings and peers: Everyday communication and mind reading in social context*, P. Vinden chair. *Biennial Meetings of the Society for Research in Child Development*. Tampa, FL (2003).\*

Newcombe, R. and **Reese, E.** Attachment security and mother-child reminiscing: Reflections on a shared past. In paper symposium, *Developments in autobiographical memory: Children's and mothers' contributions to social construction*, M. Burch and P. J. Bauer, chairs. *Biennial Meetings of the Society for Research in Child Development*. Tampa, FL (2003).\*

**MacDonald, S.**, Barber, J., Finau, C., McNaughton, S., and Reese, E. Language and literacy in Maori, Tongan, and Pakeha families in Aotearoa/New Zealand. In the *Proceedings of the New Zealand Association for Research in Education*. Christchurch, New Zealand (2001).

**Fivush, R.** and Reese, E. Reminiscing and relating: Developing relations between parent-child narratives and attachment. Invited paper symposium, *Attachment and Early Representation: Integrating Perspectives from Cognitive and Attachment Theory*, R. Thompson chair. *Biennial Meetings of the Society for Research in Child Development*. Minneapolis, MN (2001).\*

**Reese, E.**, and Brown, R. Mother-child talk about the past: A meeting of two minds? In paper symposium, *Linking reasoning about mental states and developing memory for personally experienced events*, M. Welch-Ross and C. A. Haden chairs. *Biennial Meetings of the Society for Research in Child Development*. Minneapolis, MN (2001).\*

Newcombe, R., and **Reese, E.** Narrative development over the preschool years. Poster presented at the *Biennial Meetings of the Society for Research in Child Development*. Minneapolis, MN (2001).

**MacDonald, S.**, McNaughton, S., and Reese, E. Narrative practices in Maori and Tongan families in Aotearoa/New Zealand. Poster presented at the *Biennial Meetings of the Society for Research in Child Development*. Minneapolis, MN (2001).

**Reese, E.**, and Cockcroft, A. Delayed self recognition and metarepresentation: Which comes first? Poster presented at the *Jean Piaget Society Meetings*. Montreal (2000).

**Reese, E.** Origins of autobiographical memory. Poster presented at the *Cognitive Development Society Meetings*, Chapel Hill, NC (1999).

**Harley, K.**, and Reese, E. Children's emotional development: Memories are made of this. Poster presented at the *Biennial Meetings of the Society for Research in Child Development*. Albuquerque, NM (1999).

**Reese, E.**, and Harley, K. Individual differences in autobiographical memory development. Paper presented at the *Biennial Meetings of the Society for Research in Child Development*. Albuquerque, NM (1999).\*

**Reese, E.**, and Harley, K. Self-knowledge, language, and memory development. Paper presented at the *Jean Piaget Society Meetings*. Chicago, IL (1998).

**Farrant, K.**, and Reese, E. Rugby, sheep, and hot pools: Social origins of New Zealand children's autobiographical memory. Paper presented at the *Jean Piaget Society Meetings*. Chicago, IL (1998).

**Reese, E.**, and Farrant, K. Dyadic origins of reminiscing. Paper presented at the *Jean Piaget Society Meetings*. Santa Monica, CA (1997).

**Reese, E.**, and Brown, N. Reminiscing and recounting in the preschool years. In *Abstracts of the Society for Research in Child Development*. Washington, DC, SRCD (1997).

**Harley, K.**, Farrant, K., McLean, R., Field, J. and Reese, E. Attachment and recognition of self and other. In *Abstracts of the Society for Research in Child Development*. Washington, DC, SRCD (1997).

Cox, A., and **Reese, E.** Effects of adult book-reading style on children's language and literacy. In *Proceedings of the International Society for the Study of Behavioral Development*. Quebec City, ISSBD (1996).

**Reese, E.**, Haden, C., and Fivush, R. Predicting reading skill from mother-preschooler conversations and emergent literacy. In *Proceedings of the International Society for the Study of Behavioral Development*. Quebec City, ISSBD (1996).

**Reese, E.** Narrative pathways to children's literacy development. In *Proceedings of the Jean Piaget Symposium*. Berkeley, Jean Piaget Society (1995).

**Reese, E.** Conceptions of self in mother-child birth stories. In *Abstracts of the Biennial Meeting of the Society for Research in Child Development*. Indianapolis, SRCD (1995).

**Reese, E.** Relations between memories and the word: Past event narratives and children's emergent literacy. In *Proceedings of the Third Practical Aspects of Memory Conference*. College Park, PAM (1995).

**Reese, E., and Haden, C. A.** Maternal commentary during joint book-reading. In *Proceedings of the American Educational Research Association*. Atlanta, AERA (1993).

**Haden, C. A., Reese, E., and Underwood, L.** Stability and change: Maternal conversational style over time. In *Abstracts of the Biennial Meeting of the Society for Research in Child Development*. New Orleans, SRCD (1993).

**Reese, E., and Fivush, R.** Remember when?: Gender differences in parent-child conversations about the past. In *Abstracts of the Biennial Meeting of the Society for Research in Child Development*. New Orleans, SRCD (1993).

**Fivush, R., and Reese, E.** Long-term effects of maternal narrative style on young children's autobiographical recall. In *Abstracts of the Biennial Meeting of the Society for Research in Child Development*. Seattle, SRCD (1991).

**Reese, E., Dondonan, L., Johnson, C., and Kuebli, J.** Stylistic differences in parent-child conversations about the past. In *Abstracts of the Biennial Meeting of the Society for Research in Child Development*. Seattle, SRCD (1991).

#### (h) Other Significant Conference Involvement

Member of *Collective Memory* pre-conference (one of a 15-20 member interdisciplinary panel of philosophers and psychologists) to the *International Conference of Memory*, 14 July 2006, Sydney.\*

Organised symposium with S. McNaughton, *Language and Literacy Development in Diverse Environments*, International Society for the Study of Behavioral Development, Melbourne, July 2006.

Member of *Working Group on Memory and Narrative* (one of 6), with annual meetings in Atlanta, GA and Chapel Hill, NC from 2003-2005.\*

Organised paper symposium with G. Trionfi, *Individual Differences in Fantasy Play*, Biennial Meetings of the Society for Research in Child Development, Atlanta GA, April 2005.

Organised paper symposium with S. Srivastava, *Social Sources of Narrative and Literacy Skills*, Jean Piaget Society Meetings, Toronto, June 2004.

Organised coding workshop for *Working Group on Memory and Narrative*, Worcester MA: Clark University, May 2004.

Organised paper symposium, *Transition to Literacy through Language*, Jean Piaget Society Meetings, Chicago, IL, June 2003.

Organised paper symposium with Dr. M. Welch-Ross, *Perspectives on Autobiographical Memory*, Biennial Meetings of the Society for Research in Child Development, Washington, DC, 1999.

Organised paper symposium, *Adult-Child Talk about the Past: Theory and Practice*, Biennial Meetings of the Society for Research in Child Development, Washington, DC, 1997.

Organised poster workshop with Dr. Catherine Haden, *Development of Narrative and Literacy*, International Society for the Study of Behavioral Development, Quebec City, 1996.

## **12. University Service (not listed elsewhere)**

- (a) Positions held within Department/School/Division (list last 5 years)
- Coordinator of Masters' Studies (2005-2006)
  - Founder of *The Developmental Hour*, a reading/discussion group for academic staff conducting developmental research (2005)
  - Convenor and Moderator of the Psychology Retreat (Clark U. 2003)
  - Coordinator of Annual Research Report (Clark U., 2002)
  - Coordinator of Year 3 Psychology (with AP Hayne 1998-2001)
- (b) Positions held at a University level (list last 5 years)
- Elected to Undergraduate Academic Board (Clark University, 2002-2004)
  - Appointed to Research Board (Clark University, 2002)
  - Appointed to University of Otago Research Committee, member of Social Sciences Assessment Panel (2000)

## **12. Professional Activities**

- (a) Academic and professional advice and service
- (i) Service to public sector departments and statutory authorities, agencies, boards, committees and inquiries

### Government Panel Memberships

- *Foundation for Research in Science and Technology*, nominated to *Becoming an Inclusive Society (BIS)* advisory panel, 2006\*
- *International Reading Association and National Institute of Health*, invited panel member for discussion of “How does poverty impact a child’s literacy development in the pre-school years?”, February 14-16, 2005\*
- *National Institute of Health*, Member of Special Emphasis Panel on School Readiness Grants, Bethesda MD, August 1-2, 2002\*

### Grant Reviewing

- *Early Reading First* (NIH funding for literacy research), 2005\*
- *Social Science Health Research Council of Canada*, Grant Reviewer, 2002\*
- *National Science Foundation*, Grant Reviewer, 1999-2000\*
- *Marsden Fund of the Royal Society of New Zealand*, Grant Reviewer, 1999\*
- *Foundation for Research in Science and Technology*, Grant Reviewer, 1998-1999\*

(ii) Service to non-government organisations

- *United Way*, member of Task Force on School Readiness, 2002-2003\*

### Textbook and Book Reviewing

- *Routledge Press*, 2006\* (invited but declined due to conflict of interest)
- *Harvard University Press*, May 2005\*
- *John Wiley & Sons*, August 2004\*
- *Houghton Mifflin*, July 2004\*
- *Sage*, May 2004\*

(b) Service to External Academic and Professional Activities

(i) Service to, or leadership in, academic discipline or professional associations

### External Refereeing

- External referee for promotion case to Full Research Professor, Memorial University, 2006\*
- External referee for tenure case to Associate Professor, Cornell University, 2004\*

### External Examining

- Ph.D. thesis examiner for Mary Laziridis, LaTrobe University, 2006\*
- M.Sc. thesis examiner for Bronwen Honeyfield, Victoria University, 2006\*
- Ph.D. thesis examiner for Melanie Farkas, Clark University, 2006\*
- Ph.D. thesis committee member for D. Leyva, B. Thapa, Clark University, Worcester MA 2005-2006\*

- Ph.D. thesis examiner for Meaghan DiLallo, Clark University, 2005\*
- Ph.D. thesis examiner for Fiona McGuigan, University of NSW, 2005\*
- M.A. thesis examiner for Ron Atkins, University of Canterbury, 2000\*
- M.A. thesis examiner for Subhadra White, University of Canterbury, 2000\*
- M.A. thesis examiner for Nicola Sugrue, University of Auckland, 1999\*
- Ph.D. thesis examiner for Jean Hammond, University of Canterbury, 1998\*

#### Conference Panel Reviewing

- *Society for Research in Child Development*, reviewer on Attention, Learning, and Memory Panel, September 2006\*
- *Society for Research in Child Development*, reviewer on Early Childhood Panel, September 2002\*
- *Jean Piaget Society*, reviewer of Conference Abstracts, 2003\*

(ii) Editorship of journals and periodicals

#### Editorships and Editorial Board Membership

- Editorial Board member, *Memory Studies*, 2006-
- Nominated to editorial board of *Social Development* (decisions in late 2006)\*

#### Journal Reviewing

- *Journal of Applied Developmental Psychology*, 2005-\*
- *Human Development*, 2005-\*
- *Early Childhood Research Quarterly*, 2004-\*
- *Journal of Consulting and Clinical Psychology*, 2003-\*
- *Social Development*, 2003-\*
- *Quarterly Journal of Experimental Psychology*, 2003-\*
- *Developmental Science*, 2003-\*
- *Applied Cognitive Psychology*, 2002-\*
- *Journal of Child Language*, 2002-\*
- *Psychological Science*, 2002-\*
- *Perceptual and Motor Skills*, 2001-\*
- *Narrative Inquiry*, 2000-\*
- *Applied Psycholinguistics*, 2000-\*
- *Memory*, 1999-\*
- *International Journal of Behavioral Development*, 1999-\*
- *Child Development*, 1998-\*
- *Developmental Psychology*, 1997-\*
- *New Zealand Journal of Psychology*, 1996-\*
- *Cognitive Development*, 1996-\*
- *Merrill-Palmer Quarterly*, 1993-\*

### **13. Community Service**

(a) Continuing Education, Community Debate and Community Development

(i) Media commentaries and columns on professional matters.

- Interview for Radio New Zealand's *Perspectives* programme on autobiographical memory, to be aired in April 2006\*
- Interview with *North and South* magazine on autobiographical memory, and subsequent article in February 2006, *Remember this: Mega Memory Research*\*
- Interview with *Wondertime*, a parents' magazine published by Disney, on autobiographical memory and subsequent article in May 2006\*
- Head Start project profiled in City of Worcester mayoral initiative *Worcester: A City that Reads*, March 2005
- Interview with *Reader's Digest* and subsequent article in February 2000 issue, *Top Tips from Teachers*\*
- Interview with *Parents* magazine and subsequent article in May 1999 issue, *3 to 5 years: Reading to Children*\*
- Interview with *Good Morning America*, February 1999, on reading books to children\*
- Interview with *The New York Times* and subsequent article in the Science Section, 9 February 1999, *Study Looks at Reading to Children*\*
- Interview with Radio New Zealand (*In Touch with New Zealand*) on autobiographical memory development, October 1995\*

(ii) Conferences, seminars, and workshops.

Center for Developmental Science, Seminar in Developmental Colloquium Series, *Social Origins of Autobiographical Memory*, February 2003, Chapel Hill, NC.\*

Clark University, Department of Psychology, *Social and Cognitive Underpinnings of Children's Theory of Mind*, with Emily Cleveland and Penny Vinden, October 2002, Worcester, MA.\*

Clark University, Department of Psychology, *Social Origins of Autobiographical Memory*, November 2001, Worcester, MA.\*

Victoria University, Department of Psychology, *A Model of the Origins of Autobiographical Memory*, September 2000, Wellington, New Zealand.\*

University of Texas at Austin, Department of Psychology, *Origins of Autobiographical Memory*, June 2000, Austin, TX.\*

University of Otago, Memory Theme Conference, *A Model of the Origins of Autobiographical Memory*, March 2000, Dunedin, NZ.\*

Richard Hudson Kindergarten, *Reading Books with Preschoolers*, November 1998, Dunedin, New Zealand.\*

Helen Deem Kindergarten, *Reading Books with Preschoolers*, November 1998, Dunedin, New Zealand.\*

University of Texas at El Paso, Department of Psychology, *Emergence of Autobiographical Memory*, December 1997, El Paso, TX.\*

University of Oregon, Department of Psychology, *Emergence of Autobiographical Memory*, October 1997, Eugene, OR.\*

University of Canterbury, Department of Psychology, *Narrative Pathways to Children's Literacy Development*, April 1996, Christchurch, New Zealand.\*

University of Otago Preschool Association, *Literacy Before Schooling*, March 1995, Dunedin, New Zealand.\*

Jonathan Rhodes Kindergarten, *Literacy Before Schooling*, December 1995, Dunedin, New Zealand.\*

Bayfield Kindergarten, *Literacy Before Schooling*, December 1995, Dunedin, New Zealand.\*

(iii) Public lectures.

- Taieri Parents' Centre, AGM, *The Power of Stories*, March 2006, Mosgiel, New Zealand.\*
- Children's Issues Centre Seminar Series, *Reading Books with Preschoolers*, November 1996, Dunedin, New Zealand.\*

(iv) Provision of continuing education.

- Delivered child development information to parents at the Taieri Parents' Centre, *Characteristics of Toddlers*, November 2005\*
- Head Start Association of Worcester MA, invited to give professional development seminar on interviewing children, January 2005\*

(c) Appraisal of Community Service Needs

- Conducted city-wide survey of over 80 kindergarten teachers' perceptions of school readiness for United Way, Worcester MA, 2002-2003\*