

Curriculum Vitae

Rebecca Joan Brand

Department of Psychology, Reed College, 3203 SE Woodstock Blvd. Portland, OR 97202
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EDUCATION

Ph.D., Psychology, University of Oregon, 2002

Dissertation: *Inhibitory control and its role in word learning in 13-to-16-month-old infants.*

Advisor: Dr. Dare A. Baldwin

M.S., Psychology, University of Oregon, 1998

Thesis: *Mothers' modifications of action directed towards infants versus adults: Implications for acquiring an understanding about intentions.*

Advisor: Dr. Dare A. Baldwin

B. A., Cognitive Science, Vassar College, 1996

Thesis: *Musical versus linguistic object label learning: An electrophysiological study.*

Advisor: Dr. Kenneth Livingston

GRANTS AND HONORS

Villanova Summer Research Fellowship and Research Support Grant, 2007

Title: *How Do Mothers' Behaviors Affect Child Learning?: The Relationship Between Mothers' Action Modifications and Infants' Imitation*

Amount: \$10,000

National Institutes of Health R-03 Research Grant (1 R03 HD049562-01), 2005-07

Title: *Infant-Directed Speech and Infants' Action Processing*

Amount: \$147,000

Villanova Summer Research Fellowship and Research Support Grant, 2004

Title: *When Actions Can't Speak for Themselves: The Role of Speech in Infants' Action Processing*

Amount: \$7,000

National Institutes of Health NRSA Pre-doctoral Fellowship, 2000-02

Title: *Inhibitory Control and Word Learning*

Amount: \$56,700

Graduate Research Award, Department of Psychology, University of Oregon, 1999

Phi Beta Kappa, Vassar College, 1996

Graduated with Honors, Vassar College

PROFESSIONAL EXPERIENCE

Visiting Assistant Professor of Psychology, Reed College, 2007-2008

Assistant Professor of Psychology, Villanova University, 2002 – Present (on leave '07-08)

Full-time tenure-track position; taught 2-3 courses per term; established the Cognitive Development Project for conducting research on social-cognitive development.

Teaching Assistant, Department of Psychology, University of Oregon, 1997-01

Courses included Introductory and Developmental Psychology as well as Psycholinguistics; supervisors included Drs. Dare Baldwin, Helen Neville, Marjorie Taylor, Douglas Hintzman, and Richard Marocco.

Instructor, Department of Psychology, University of Oregon, 1998-1999

Served as instructor of summer sections of Introductory and Developmental Psychology; responsible for all course preparation and grading during each intensive four-week session.

Research Assistant, Department of Psychology, University of Oregon, 1998-99

In the lab of Dr. Dare Baldwin, participated in the conceptualization and conduct of research projects; selected, trained and supervised undergraduate assistants.

Research Coordinator, Infant Language Project, University of Delaware, 1996-97

In the lab of Dr. Roberta Michnick Golinkoff, participated in the conceptualization and conduct of research projects; coordinated a multi-lab investigation; maintained lab supplies and upkeep; trained and supervised multiple undergraduate assistants.

Research Assistant, Infant Language Project, University of Delaware, 1995

In the lab of Dr. Roberta Michnick Golinkoff, conducted research; contacted families to participate in research projects.

TEACHING EXPERIENCE AND INTERESTS

Courses I have taught:

Introduction to Psychology
Developmental Psychology
Research Methods
Seminar in Social-Cognitive Development
Psycholinguistics/Language

Courses I would like to teach:

Introduction to Cognitive Science
Language Development
Evolutionary Psychology
Cognitive Development
Research Methods in Development
Research Methods in Cognitive Science

RESEARCH INTERESTS

"Motionese" or Infant-Directed Action	Individual Differences in Attention Control
Benefits of Infant-Directed Behaviors	Sex Differences in Emotions
The Development of Action Processing	Evolutionary Theories of Attraction
Vocabulary Development	

SERVICE TO UNIVERSITY

Villanova University:

University Institutional Review Board, Member, 2003 - present
Academic Standing Committee, Member, 2003 - present
Undergraduate Advisory Committee, Advisor of 20+ majors per term, 2003 - present
Ad hoc committee on Departmental Self-Study, Sub-committee chair, 2005
Women's Studies Steering Committee, Member, 2004 - 2005
Cognitive-Neuroscience Faculty Search Committee, Member, 2003-2004
Graduate School Information Session, Served on faculty panel, October, 2003
New Student Orientation, Moderator, faculty session, August, 2003

University of Oregon:

Assistant to the Chair of the Graduate Education Committee, 2002
Member of the Graduate Admissions Committee, 1999-2000
Member of the Graduate Education Committee, 2000-2001

PROFESSIONAL SERVICE AND MEMBERSHIPS

Ad hoc reviewer: *Developmental Science, Infancy, Child Development, Personality and Social Psychology Bulletin, Psychological Science, Cognitive Science*

Member: American Psychological Society, Cognitive Development Society, International Society of Infant Studies, Society for Research in Child Development

PUBLICATIONS

Brand, R. J., Markey, C. M., Mills, A., & Hodges, S. D. (2007). Sex differences in self-reported infidelity and its correlates. *Sex Roles, 57*, 101-109.

Brand, R. J., Shallcross, W. L., Sabatos, M. G., & Massie, K. P. (2007). Fine-grained analysis of motionese: Eye gaze, object exchanges, and action units in infant- versus adult-directed action. *Infancy, 11*, 203-214.

Brand, R. J. & Tapscott, S. (2007). Acoustic packaging of action sequences by infants. *Infancy, 11*, 321-332.

- Golinkoff, R., Pence, K., Hirsh-Pasek, K., & Brand, R. (2005). When actions can't speak for themselves: Infant-directed speech and action may influence verb learning. In D. Massaro, R. Calfee, J. Sabatini, & T. Trabasso (Eds.) *From orthography to pedagogy: Essays in honor of Richard L. Venezky* (pp. 63-79). Mahwah, NJ: Lawrence Erlbaum Associates.
- Brand, R. J., Baldwin, D. A., & Ashburn, L. (2002). Evidence for "Motionese": Mothers modify their infant-directed actions. *Developmental Science*, 5, 72-83.
- Golinkoff, R. M., Chung, H. L., Hirsh-Pasek, K., Liu, J., Bertenthal, B.I., Brand, R., Maguire, M., & Hennon, E. (2002). Young children can extend motion verb labels to point-light displays. *Developmental Psychology*, 38, 604-615.
- Brand, R. J. & Baldwin, D. A. (2002). Motherese. In Salkind, N. (Ed.), *Macmillan Psychology Reference Series Volume I: Child Development* (pp. 278-279). New York: Macmillan.
- Brand, R. J. (2000). Learning novel nouns: Children use multiple cues. In Hollich, G., Hirsh-Pasek, K., & Golinkoff, R.M., *Breaking the language barrier: An emergentist coalition model for the origins of word learning. Monographs for the Society for Research in Child Development*, 65, 41-61.

PROFESSIONAL PRESENTATIONS

- Brand, R. J., & Shallcross, W. L. (2007, March). *Six- to 8-month-old infants prefer motionese to adult-directed action*. Poster to be presented at the Society for Research in Child Development, Boston.
- Mills, A., Brand, R. J., & Markey, C. M. (2006, March). Hedging your reproductive bets: An evolutionary perspective on infidelity. Poster presented at the meeting of the Eastern Psychological Association, Baltimore, MD.
- Tapscott, S. & Brand, R. J. (2006, May). 'Acoustic packaging:' The role of infant-directed speech in segmenting action. Poster presented at the meeting of the American Psychological Society.
- Massie, K., Sabatos, M., Shallcross, W., & Brand, R. (2005, October). *Fine-grained analysis of motionese: Interactiveness in infant- versus adult-directed action*. Poster presented at the meeting of the Cognitive Development Society, San Diego.
- Brand, R. & Baldwin, D. (2005, July). Motionese and motherese: Two avenues for supporting infant action processing. In K. Rohlfing (Chair), *Multimodal motherese: The symbiosis between speech and action facilitates cognitive development*. Symposium conducted at the International Association for the Study of Child Language, Berlin.
- Engelman, S. & Brand, R. J. (2004, October). *Detecting attraction: Sex differences in decoding deception*. Paper presented at the Evolutionary Psychology Conference at Carlton University, Ottawa, Ontario, Canada.
- Brand, R. J., Hodges, S. D., & Williams, J. L. (2003, May). *Sex differences in encoding sexual attraction*. Poster presented at the American Psychological Society, Atlanta, GA.

- Brand, R. J., & Baldwin, D. A. (2003, April). *Inhibitory control, temperament, and vocabulary in 13- to 17-month-old infants*. Poster presented at the Society for Research in Child Development, Tampa, FL.
- Brand, R. J., & Yoshida, E. M. (2003, April). *The Behavioral Infant Vocabulary Test: A new method for assessing infant vocabulary comprehension*. Poster presented at the Society for Research in Child Development, Tampa, FL.
- Baldwin, D. A., & Brand, R. J. (2002, April). The ease of re-enacting motionese. In J. Iverson (Chair), *Nonverbal aspects of parental input to young children*. Symposium conducted at the International Conference on Infant Studies, Toronto, Ontario.
- Baldwin, D. A. & Brand, R. J. (2001, April). Broadening the scope of "Motherese" to include "Motionese." In A. Lillard (Chair), *Motionese: Variation in infant-directed action and what it may convey*. Symposium conducted at the Society for Research in Child Development, Minneapolis, MN.
- Brand, R. J., Baldwin, D. A., & Ashburn, L. (1999, April). "Motionese": *Extending motherese beyond language to motion*. Poster presented at the Society for Research in Child Development, Albuquerque, NM.
- Hirsh-Pasek, K., Golinkoff, R.M., Rehill, J.L., Wiley, J.G., Brand, R. J. (1997, April). Mapping words to referents: multiple cues for word learning. In R. Golinkoff, K. Hirsh-Pasek, & L. B. Cohen (Chairs), *What's a word's worth?: Multiple paths to word learning*. Symposium conducted at the Society for Research in Child Development, Washington, DC.
- Hollich, G., Hirsh-Pasek, K, Golinkoff, R.M., Brand, R., Hankey, C., Recroi, C., & Hennon, E. (1998, April). *Breaking the word barrier: How infants learn their first words*. Poster presented at the International Conference on Infant Studies, Atlanta, GA.
- Liu, J. Golinkoff, R. M., Sak, K., Brand, R.J., (1997, November). *One cow does not an "animal" make!: Children can extend novel words at the superordinate level*. Paper presented at the Boston University Conference on Language Development.

INVITED TALKS

- "The Role of Infant-directed Speech in Infants' Action Processing," invited lecture to the Temple University Developmental Lunch, May 9, 2005.
- "Acoustic Packaging and Infant Action Parsing," invited lecture to the Yale University Developmental Research Group, February 2, 2005.

WORK IN PROGRESS

(Undergraduate and graduate student co-authors are listed in **bold**.)

- Brand, R. J., & **Stojanovic, J.** (2007). *Nine-month-old infants recognize temporal synchrony between actions and infant-directed narrations*. Under revision for *Infancy*.

- Brand, R. J., & **Shallcross, W. L.** (2007). *Why do infants prefer motionese to adult-directed action?* Under revision for *Developmental Science*.
- Brand, R. J., Markey, C. M., & **Mills, A.**, & Hodges, S. D. (2007). *Sex differences in self-reported infidelity and its correlates.* Under revision for *Sex Roles*.
- Brand, R. J. (in progress). *Acoustic packaging: Does low-pass-filtered speech aid infants' action parsing?*
- Brand, R. J., **Christiana, W.**, **Fedor, M.**, & **D'Cunha, A.** (in progress). *Individual differences in maternal mentalizing, maternal motionese, and infant imitation.*
- Brand, R. J., & Ficiak, S. J. (in progress). *Better right than polite when detecting lies about attraction?*
- Brand, R. J. & **Shallcross, W.** (in progress). *Do infants prefer motionese?*
- Myhr, K.**, Baldwin, D. A., & Brand, R. J. (in progress). *Does motionese enhance infants' imitation of novel action sequences?*
- Prince, C. & Brand, R. J. (in progress). *Quantifying temporal synchrony in infant- versus adult-directed actions.*

REFERENCES

References will be sent under separate cover by the following:

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