

Curriculum Vitae

Anthony D Pellegrini
 Professor, Department of Educational Psychology
 University of Minnesota
 164 Educational Sciences Bldg
 56 East River Rd
 Minneapolis, MN 55455
 pelle013@umn.edu
 612.625.4353; FAX 612.624.8241

Education

1971 *B.A. Magna Cum Laude*, Nasson College, Springvale, Maine
 1976 *M.A.* The Ohio State University, Columbus, Ohio
 1978 *Ph.D.* The Ohio State University, Dissertation: Functions of private speech in preschool children.

Professional Experience

1972-1973 Preschool Teacher, Warwick Head Start, Warwick, R I
 1973-1974 Substitute Teacher, Providence, R I and Columbus, Ohio
 1974-1976 4th Grade Teacher, Grove City, Ohio
 1976-1977 Graduate Teaching Associate, The Ohio State University
 1978-1979 Assistant Professor, Department of Education, University of Rhode Island
 1979-1998 Assistant Professor to Professor, Department of Early Childhood Education, University of Georgia
 1986-1991 Director of Cognitive Studies Group, Institute for Behavioral Research, University of Georgia
 1998-present Professor, Department of Educational Psychology, University of Minnesota
 Adjunct Professor of Child Psychology, Institute of Child Development, University of Minnesota

Visiting Positions

1984 Sarah Moss Fellow, University of Sheffield, Department of Psychology
 1991 School of Education, University of British Columbia
 1991-1992 N.I.H./Senior International Fellow Department of Psychology, University of Sheffield
 1993 School of Education and Human Development University of Leiden
 1996 University of Cardiff, Professor of Human Development

Honors

1969, 1970 George Nasson Scholar
 1984 *Phi Delta Kappa*/Findley Faculty Research Award
 1984 Sarah Moss Fellow at University of Sheffield
 1991 Fellow, National Conference on Research in Language and Literacy

- 1991-1992 N.I.H/ Fogarty Center, Senior International Fellow, University of Sheffield
 1991 Creative Research Medal in Social Science, University of Georgia
 1994 Fellow, Division 15 (Educational Psychology), of the American Psychological Association
 1997 The Vernon-Wall Lecturer, British Psychological Society Education Section
 1998-2003 Honourary Professor, School of Education, University of Cardiff
 1999, 2000, Spencer Foundation/AERA Doctoral dissertation mentor
 2003
 2000 Fellow, Division 7 (Developmental Psychology), of the American Psychological Association
 2001 Traveling Fellow, British Psychological Society

Recent Professional Affiliations

American Psychological Association
 Animal Behaviour Society
 International Society for the Study of Behavioral Development
 Society for Research in Child Development

Externally Funded Research

- 1977 *The State of Connecticut's Education Evaluation and Remedial Assistance Test Administration Program*. CT. State Dept of Education (PI, A. Allen), \$10,000.
 1984 *The effect of a diabetic child on family interaction*. The March of Dimes Foundation. (Co-PI's, G. Brody and I. Sigel), \$5,000.
 1986-7 *A family intervention project for teaching children literate behavior*. The A L Mailman Foundation. (G. Brody, Co-PI), \$25,400
 1986-7 *Symbolic play as a precursor to literacy*. National Council of Teachers of English. \$7,200
 1989-91 *Play fighting, dominance, and aggression in young adolescent boys*. H. F. Guggenheim Foundation. \$39,000.
 1991-2 *Rejected and popular boys' rough-and-tumble play in England and the U.S.A*. National Institutes of Health. \$29,300.
 1992-3 *An examination of the activities in a whole language beginning reading program*. U. S. Office of Educational Research and Instruction: National Reading Research Center (Co-PIs L. Galda and S.Stahl), \$73,400.
 1993 *A meta-analysis of the parent-child book reading literature*. Faculty of Social Science, University of Leiden (with A. Bus and M. vanIJzendoorn), \$15,469.
 1993-6 *Social relationships, peer interaction, and early school literacy*. U.S. Office of Educational Research and Instruction: National Reading Research Center (Lee Galda, Co-PI), \$144,635.
 1996-7 *Close relationships and early literacy development*. U.S. Office of Educational Research and Instruction: National Reading Research Center. \$15,715.
 1996-2001 *Aggressive victims*. W. T. Grant Foundation. \$309,937.
 1997-8 *The role of diverse and close relationships in early literacy development*. Economic and Social Research Council (UK) (E. Melhuish, Co-PI), £ 39,947 (ca \$64,710).

1999-2000 *Playground games: Their social context in elementary/junior school*. Spencer Foundation (P. Blatchford, Co-PI), \$170,600.

2009- 2010 *Safer bars: Violence in the context of public drinking*. National Institute of Alcoholism and Alcohol Abuse. (Kate Graham, PI; Consultant).

Invited Talks and Colloquia

- 1983 *Context in text*. Talk for National Council of Research in English, Montreal, April.
- 1984 *Children's conversational competence*. Colloquium, Department of Psychology, Sheffield University, November.
- 1987 *Early literacy interaction in the families of Head Start children*. Talk presented at the A. L. Mailman Foundation's Conference on Family Literacy, Cambridge, MA., March.
- 1989 *Developmental functions of children's rough-and-tumble play*. Talk at the President's Forum, University of Pennsylvania, Philadelphia, February.
- 1989 *The development of early literacy during the preschool period*. Colloquium, Department of Language Education, University of British Columbia, March.
- 1991 *Longitudinal relations between play and early literacy*. Talk in the Colloquium on Early Literacy, University of Toledo, May.
- 1991 *Early literacy from a developmental perspective*. Keynote speech, Early Years Conference, Manchester Polytechnic (UK), November.
- 1991 *Children's recess and classroom behavior*. Talk for the Sheffield/DES Bullying Project, Sheffield (UK), November.
- 1992 *Rough-and-tumble play and social competence in adolescent boys*. Colloquium at the Sub-Department of Animal Behaviour, University of Cambridge, Madingley, January.
- 1992 *The development of rough-and-tumble play from childhood through adolescence*. Colloquium, Psychology Department, Sheffield University, February
- 1992 *Preference for outdoor play among middle school students*. Colloquium for the Child Psychology Group, Sheffield University, February.
- 1993 *Changing functions of play from childhood through early adolescence*. Two lectures for the Institute for the Study of Education and Human Development, University of Leiden, June.
- 1993 *Play deprivation, activity, and attention: The case of school recess timing*. Ethology Colloquium, University of Tennessee, Knoxville, October.
- 1994 *The nexus of social and literacy experiences at home and school*. Talk at Fostering an International Collaboration on Research on Language and Literacy Environments of Minority and Low Income Populations. Clark University, Worcester, MA, April.
- 1995 *Social networks, social relationships, and early literacy: Fleshing out the meaning of social context in early literacy research*. Colloquium for Faculty of Education, Nottingham University, January.
- 1995 *School recess and its role in primary school children's attention to class work*. Colloquium at the Institute of Education, University of London, January.
- 1996 *The role of the playground in early childhood education*. Keynote speech for the South Carolina Early Childhood Education Institute, University of South Carolina, Columbia, June.
- 1996 *Diverse social contacts and close relationships: Towards a model of social contextual*

- effects on early literacy learning*. Colloquia at the Universities of: Bristol, London, and Lancaster, April and May.
- 1997 *Behavior and values: The case of boys' rough-and-tumble play*. Vernon-Wall Lecture, British Psychological Society Educational Section meeting, Rugby, U K, November.
- 2000 *The good and bad of play during school breaktime*. Keynote address to the Association of Child Psychology and Psychiatry's Conference on Play, Birmingham, U K, June.
- 2001 *Affiliative and aggressive dimensions of dominance in adolescent boys*. Colloquium in the Biological Basis of Behavior Seminar Series, Department of Ecology, Evolution, and Behavior, University of Minnesota, February.
- 2001 *Affiliative and aggressive dimensions of dominance in adolescent boys*. British Psychological Society Traveling Fellowship lectures at Universities of London (Goldsmiths College), Lancaster, Leicester, Surrey (Roehampton), and Central Lancashire, March.
- 2001 *A longitudinal study of bullying, dominance, and victimization during the transition from primary through middle school*. Keynote lecture to the Developmental and Educational Psychological Sections of the British Psychological Society's annual meeting, Worcester, September.
- 2002 *Affiliative and aggressive dimensions of dominance in adolescent boys*. The Inaugural Psychology Lecture, University of Greenwich, U. K., February.
- 2002 *Sexual segregation in human children and adolescents*. Invited paper presented at a symposium on Sexual Segregation in Different Species, Department of Zoology, Cambridge University, September.
- 2003 *The ontogeny and phylogeny of play: Views of function*. Plenary talk to the Jean Piaget Society, Chicago, June.
- 2003 *Sexual segregation and integration in early adolescence*. Colloquium at the Department of Educational Psychology, University of British Columbia, May.
- 2003 *Aggression in middle school: A social dominance view*. Colloquium at the Carolina Consortium on Human Development, University of North Carolina, Chapel Hill, September.
- 2004 *The development and function of rough-and-tumble play in childhood and adolescence*. Colloquium for the Department of Psychology, University of Manitoba, Winnipeg, February.
- 2004 *The development and function of rough-and-tumble play in childhood and adolescence*. Keynote Speech to the United Way of Calgary, February.
- 2004 *The development and function of rough-and-tumble play in childhood and adolescence*. Colloquium for the Children's Research Centre, Trinity College, Dublin, May.
- 2005 *The role of recess in children's cognitive performance & school adjustment*. Talk at the Play = Learning Conference, Yale University, New Haven, CT.
- 2006 *Play, narrative, and early literacy*. Keynote speech for University of Tilburg Play, Text, and Literacy Conference. Tilburg, The Netherlands.
- 2006 *The role of play in the schools*. Common Good/American Enterprise Institute-Brookings Joint Center Conference on the Value of Play. Washington, DC.
- 2006 *Dominance in preschool classrooms: Change across a school year*. Colloquium, Department of Psychology, University of Zürich, Switzerland.

- 2007 *Bullying during the transition to middle school*. Keynote address to the Third National (Canadian) Conference on Bullying and Victimization, Ottawa.
- 2008 *The role of rough-and-tumble play in children's development*. Head Start's 9th Annual Research Conference. Washington, DC.
- 2008 *Children understanding others in the context of social dominance*. Invited talk to the Center for Cognitive Science Summer Institute, University of Minnesota.
- 2009 *The development of sex segregation and its function*. Pro Bono Counseling's Speakers Forum, Baltimore.
- 2009 *Violence in public places: Strategic uses of aggression in schools*. Plenary talk for the conference on Violence in Public Places, University of Central Lancashire (UK); Plenary talk for the British Psychological Society's Symposium on Aggression in Schools, Greenwich, UK.

Selected Publications

Books

- 1984 With Yawkey, T. (Eds.), *The development of oral and written language in social contexts*. Norwood, N.J.: Ablex.
- 1984 With Yawkey, T. (Eds.), *Child's play: Applied and developmental*. Hillsdale, N.J.: Erlbaum.
- 1985 With Galda, L. (Eds.), *Play, language, and story: The development of children's literate behavior*. Norwood, N.J.: Ablex.
- 1988 (Ed.), *The psychological bases of early education*. Chichester, U.K.: Wiley.
- 1989 With Bloch, M. (Eds.) (1989). *The ecological context of children's play*. Norwood, NJ: Ablex.
- 1990 With Britton, B. (Eds.), (1990), *Narrative thought and narrative language*. Hillsdale, N.J.: Erlbaum.
- 1995 *School recess and playground behavior*. Albany, NY: State University of New York Press.
- 1995 (Ed.), *The future of play theory: Essays in honor of Brian Sutton-Smith*. Albany, New York: State University of New York Press.
- 1996/2004 *Observing children in their natural worlds*. Mahwah, NJ: Erlbaum. (Translated into Japanese and published in Japan (2001) Kawashima-shoten Publisher, Tokyo); 2nd edition 2004.
- 1998 With Galda, L. *The development of school based literacy: A social ecological study*. London: Routledge International Library of Psychology.
- 1998 With Spodek, B., Saracho, O. (Eds.), *Research methods in early childhood education*. New York: Teachers College Press.
- 1998 (3rd Edition, with D. Bjorklund; Second Edition, 1991; First Edition. 1987). *Applied child study: A developmental approach*. Hillsdale, N.J.: Erlbaum. Translated into Korean, 1996.
- 2000 With P. Blatchford. *The child at school: Interactions with peers and teachers*. London: Arnold.

- 2000 With Smith, P. K. (Eds.), *Major writings in the psychology of education*. London: Routledge and Oxford University Press.
- 2002 With Bjorklund, D. J. *The origins of human nature: Evolutionary developmental psychology*. Washington, D. C.: American Psychological Association.
- 2005 With Smith, P. K. (Eds.), *The nature of play: Play in great apes and humans*. New York: Guilford.
- 2005 *Recess: Its role in education and development*. Mahwah, NJ: Erlbaum.
- 2009 *The role of play in human development*. New York: Oxford University Press.
- In preparation *The Oxford handbook of play*. New York: Oxford University Press.

Chapters in Books

- 1981 Symbolic functioning and writing. In R. Beach and L. Bridwell (Eds.), *New Directions in Composition Research*. New York: Guilford.
- 1984 The Piaget-Vygotsky debate on the functions of private speech: A review of related research. In A. Pellegrini and T. Yawkey (Eds.), *The development of oral and written language in social context*. Norwood, N.J.: Ablex.
- 1984 Exploration, play and associative fluency. In T. Yawkey and A. Pellegrini (Eds.), *Children's play*. Hillsdale, N.J.: Erlbaum.
- 1984 The effects of classroom play centers on preschoolers' functional use of language. In A. Pellegrini and T. Yawkey (Eds.), *The development of oral and written language in social context*. Norwood, N.J.: Ablex.
- 1985 Relations between preschool children's play and literate behavior. In L. Galda and A. Pellegrini, (Eds.), *Play, language, and story: The development of children's literate behavior*. Norwood, N.J.: Ablex.
- 1986 Communicating in and about play. In G. Fein and M. Rivkin (Eds.), *The young child: Reviews of research, Volume 4*. Washington, D.C.: National Association for the Education of Young Children.
- 1988 With Perlmutter, J. The role of verbal conflict in preschool children's social-cognitive development. In A. Pellegrini (Ed.), *The psychological bases of early education*. Chichester: Wiley.
- 1988 With Galda, L. Children's use of narrative language in peer interaction. In B. Rafoth and D. Rubin (Eds.), *The social dimensions of written communication*, Norwood, N.J.: Ablex.
- 1989 With Bloch, M. Ways of looking at children, context, and play. In M. Bloch and A. D. Pellegrini (Eds.), *The ecological context of children's play*. Norwood, N.J.: Ablex.
- 1989 With Perlmutter, J. Parental distancing strategies and children's fantasy play. In M. Bloch and A. Pellegrini (Eds.), *The ecological context of children's play*. Norwood, N.J.: Ablex.
- 1990 With Galda, L. Children's play, language, and early literacy. In S. Hyndes and D. Rubin (Eds.), *Perspectives on talk and learning: 3rd Annual Yearbook of the National Council of Teachers of English*. Urbana, IL: NCTE.
- 1990 With Galda, L. The joint construction of stories by preschool children and an experimenter. In B. Britton and A. D. Pellegrini (Eds.), *Narrative thought and narrative language*. Hillsdale, N.J.: Erlbaum.
- 1991 With Galda, L. Longitudinal relations among preschoolers' symbolic play, linguistic verbs, and emergent literacy. In J. Christie (Ed.), *Play and early literacy*. Albany, N. Y.:

- State University of New York Press.
- 1991 Children's rough-and-tumble play. In L. Weis, P. Altbach, G. Kelley, & H. Petrie (Eds.), *Critical perspectives on early childhood education*. Albany, NY: State University of New York Press.
- 1991 With Dresden, J. The concept of development and early education. In B. Spodek and Saracho (Eds.), *Yearbook in early childhood education*, New York: Teachers College Press.
- 1992 Dimensions of social-cognition in early childhood. In L. R. Williams & D. P. Fromberg (Eds.), *Encyclopedia of early childhood education*. New York: Garland.
- 1992 With Dressen, J. Play in school. In V. J. Dimidjian (Ed.), *Play's place in public education for young children*. Washington, D.C.: National Educational Association.
- 1993 With Boyd, B. The educational and developmental roles of play in early education. In B. Spodek (Ed.), *Handbook of research in early childhood education*. New York: Macmillan.
- 1993 An inside look at the outside: Preface. In C. Hart (Ed.), *Children on playgrounds*. Albany, NY: State University of New York Press.
- 1994 With Galda, L. Play and human behavioral development. In V. Ramachandran (Ed.), *Encyclopedia of human behavior, Vol. 3*. San Diego: Academic.
- 1994 With Galda, L. Early literacy from a developmental perspective. In D. Lancy (Ed.), *Children's emergent literacy: Social and cognitive processes*. New York: Praeger.
- 1994 With Jones, I. Toys, play, and language. In J. Goldstein (Ed.), *Toys, play, and child development*. New York: Cambridge University Press.
- 1994 With Deegan, J. Play and linking trajectories for social origins of cognition. In R. Bogue and M. Spariosu (Eds.), *The play of the self*. Albany, NY: State University of New York Press.
- 1995 Boys' rough-and-tumble play: Contemporaneous and longitudinal relations. In A.D. Pellegrini (Ed.), *The future of play theory: Essays in honor of Brian Sutton-Smith*. Albany, NY: SUNY Press.
- 1996 With Baker, L., Allen, J. B., Shockley, B., Galda, L., & Stahl, S. Home-school connections: Pathways to literacy development. In L. Baker (Ed.), *Developing engaged readers in school and home communities*. Mahwah, NJ: Erlbaum.
- 1996 The value of a developmental orientation on children's early literacy: Introduction to Literate apprentices. In K. Reeder, J. Shapiro, R. Watson, & H. Goelman (Eds.), *Literate apprentices: The emergence of language and literacy in the preschool years*. Norwood, NJ: Ablex.
- 1997 Roles of dramatic play in the communicative and visual arts. In J. Flood, S.B. Heath, & D. Lapp (Eds.), *A handbook of literacy education: Research on teaching the communicative and visual arts*. New York: Macmillan.
- 1998 Play and the evaluation of young children in schools. In B. Spodek and O. Saracho (Eds.), *Play in early childhood education*. Albany, NY: SUNY Press.
- 1998 Observational methods for use in early childhood education research. In B. Spodek, O. Saracho, & A.D. Pellegrini (Eds.), *Research methods in early childhood education*. New York: Teachers College Press.
- 2000 With Galda, L. A commentary on cognition, play, and literacy. In J. Christie and K. Roskos (Eds.), *Play and early literacy*. Mahwah, NJ: Erlbaum.

- 2000 With Galda, L. Play, classroom contexts, and early literacy. In D. Strickland and L. M. Morrow (Eds.), *Beginning reading and writing*. Newark, DE: International Reading Association.
- 2001 Sampling instances of victimization in middle school. In S. Graham and J. Juvonen (Eds.), *School-based peer harassment: The plight of the vulnerable and the victimized*. New York: Guilford.
- 2001 With Smith, P. K. Play and the development of children. In N. J. Smelser and P. Baltes (Eds.), *Encyclopedia of Social and Behavioral Sciences*. Kidlington, UK: Elsevier.
- 2001 From the lab of Anthony Pellegrini: Bullying in school. In R. J. Sternberg. *In search of the human mind* (3rd Edition). Fort Worth: Harcourt College Publisher.
- 2001 Two social contextual routes to the development of school-based literacy. In S. Neuman and D. Dickinson (Eds.), *Handbook on research in early literacy for the 21st century*. New York: Guilford.
- 2001 With Galda, L. I'm so glad, I'm glad, I'm glad: The role of emotions and close relationships in children's play and narrative language. In A. Goncu and E. Klein (Eds.), *Young children in play, story, and school: Essays in honor of Greta Fein*. New York: Guilford.
- 2002 With Smith, P. K. Children's play: A developmental and evolutionary orientation. In J. Valsiner and K. Connolly (Eds.), *Handbook of developmental psychology*. London: Sage.
- 2002 The development and possible functions of rough-and-tumble play. In C. H. Hart and P. K. Smith (Eds.), *Handbook of social development*. Oxford: Blackwell.
- 2002 With Bjorklund, D. Evolutionary psychology and children's social development. In C. H. Hart and P. K. Smith (Eds.), *Handbook of social development*. Oxford: Blackwell.
- 2002 With D. Bjorklund and J. Yunger. The evolution of parenting. In M. H. Bornstein (Ed.), *Handbook of parenting, Volume II: Biology and ecology of parenting*. Mahwah, NJ: Erlbaum.
- 2002 Perceptions of play and real fighting: Effects of sex and participation status. In J. Roopnarine (Ed.), *Play and culture, Vol. 4*. New York: Elsevier Science.
- 2002 With P. K. Smith, R. Smees, and E. Menesini. Comparing pupil and teacher perceptions of playful fighting, serious fighting, and positive peer interaction. In J. Roopnarine (Ed.), *Play and culture, Vol. 4*. New York: Elsevier Science.
- 2003 With L. Galda. Joint reading as a context: Explicating ways context is created by participants. In A. van Kleeck, S. S. Stahl, and E. B. Bauer (Eds.), *On reading books to children*. Mahwah, NJ: Erlbaum.
- 2003 With R. Holmes. Children's social interactions during video game play with aggressive and non-aggressive themes. In L-E Berg, A. Nelson, & K. Svensson (Eds.), *Toys as communication*. Stockholm: Stockholm International Toys Research Centre.
- 2003 With R. Holmes. Children's social interactions while playing videogames. In L-E Berg, A. Nelson, & K. Svensson (Eds.), *Toys in Educational and sociocultural contexts*. Stockholm: Stockholm International Toys Research Centre.
- 2004 With J. D. Long. Part of the solution and part of the problem: A dominance theory view of bullying and victimization during the transition from primary school through middle school. In D. Espalage and S. Swearer (Eds.), *Bullying in American Schools: A social ecological perspective on prevention and intervention*. Mahwah, NJ: Erlbaum.

- 2004 Bullying in the middle school years. In C. E. Sanders and G. D. Phye (Eds.), *Bullying, implications for the classroom: What does the research say?* New York: Elsevier.
- 2005 With Smith, P. K. The nature of play: Great apes and humans. In A. D. Pellegrini and P.K. Smith (Eds.), *The nature of play: Great apes and humans*. New York: Guilford.
- 2005 With Smith, P. K. Play in great apes and humans: Reflections on continuities and discontinuities. In A. D. Pellegrini and P.K. Smith (Eds.), *The nature of play: Great apes and humans*. New York: Guilford.
- 2005 With Gustafson, K. Boys' and girls' uses of objects for exploration, play, and tools in early childhood. In A. D. Pellegrini and P. K. Smith (Eds.), *The nature of play: Great apes and humans*. New York: Guilford.
- 2005 With J. Archer. Sexual selection theory and sex differences in the development of agonistic behavior. In B. J. Ellis and D. J. Bjorklund (Eds.), *Origins of the social mind: Evolutionary psychology and child development*. New York: Guilford.
- 2005 With R. Holmes Children's social behavior during videogames with aggressive and non-aggressive themes. In J. Goldstein and J. Raessens (Eds.), *Handbook of computer game studies*. London: Cambridge University Press.
- 2005 With J D Long & E A Mizerek. Sexual segregation in humans. In K. Ruckstuhl and P. Neuhaus.(Eds.), *Sexual segregation in vertebrates*. Cambridge: Cambridge University Press.
- 2006 With R Holmes. The role of recess in children's cognitive performance & school adjustment. In D. Singer, R. M Golinkoff, and K. Hirsch-Pasek (Eds.), *Play = Learning*. New York: Oxford University Press.
- 2006 Rough-and-tumble play from childhood through adolescence. In D. Fromberg and D. Bergin (Eds.), *Play: From birth through twelve: Contexts, perspectives, and meanings*. 2nd Edition. New York: Garland.
- 2006 The development and function of rough-and-tumble play in childhood and adolescence: A sexual selection theory perspective. In A. Göncü and S. Gaskins (Eds.), *Play and development*. Mahwah, NJ: Erlbaum.
- 2007 Is aggression adaptative? Yes: Some kinds are and in some ways. In P. H. Hawley, T. D. Little, & P. Rodkin (Eds.), *Adaptation and aggression*. Mahwah, NJ: Erlbaum.
- 2007 With M. Van Ryzin. A commentary on cognition, play, and early literacy. In J. Christie and K. Roskos (Eds.), *Play and early literacy, 2nd Edition*. Mahwah, NJ: Erlbaum.
- 2008 With L Galda. Theory and evidence in the dramatic play and literacy connection: Roles of dramatic play in the communicative and visual arts. In J. Flood, S.B. Heath, & D. Lapp (Eds.), *A handbook of literacy education: Research on teaching the communicative and visual arts, 2nd Edition*. New York: Macmillan.
- 2008 With P K Smith. Learning through play. In R. E. Tremblay, R. C. Barr, R. Peters, and M. Boivin (Eds.). *Encyclopedia on early childhood development*. Montreal: Center of Excellence in Early Childhood Development.
- 2008 Recess. In T. D. Good (Ed.), *21st century education: A reference handbook*. Beverly Hills, CA: Sage.
- 2010 With D. Solberg, J. Long, and C Roseth. Bullying during school transitions: A social dominance perspective. In S. Jimerson, S. S. Swearer, & D. L. Espalage (Eds.),

- Handbook of school bullying: An international perspective*. New York: Routledge.
- In Press With D. Dupuis. Schools and models of development: The place of recess. In J. Meece and J Eccles (Eds.), *Handbook of research on schools, schooling, and human development*. Mahwah, NJ: Erlbaum.
- In Press With J. Ostrov, D. Solberg, & C. Roseth. Using observational methods to study children's and adolescents' development. In G. Melton, A. Ben-Arieh, and J. Cashmore (Eds.), *Handbook of child research*. Beverly Hills, CA: Sage.
- In Press With C Roseth. Methods for assessing involvement in bullying in preschool and middle school: Some empirical comparisons. In E Vernberg and B Biggs (Eds.), *Preventing and treating bullying and victimization*. New York: Oxford University Press.
- In Press With C Roseth. Bullying. In H. Reis and S. Sprecher (Eds.), *Encyclopedia of human relationships*. Beverly Hills, CA: Sage.
- In Press Play. In P. D. Zelazo (Ed.). *Oxford handbook of developmental psychology*. New York: Oxford University Press.
- In Press With Bjorklund, D. Evolutionary psychology and children's social development. In C. H. Hart and P. K. Smith (Eds.), *Handbook of social development*. Oxford: Blackwell.
- In Press With M. Van Ryzin, C. Roseth and D Solberg. The place of social dominance and aggression in children's and adolescents' popularity. In A. Cillessen, D. Schwarz, and L. Mayeux (Eds.) *Peer popularity*. New York: Guilford.
- In Preparation Locomotor play. In A. D. Pellegrini (Ed.). *The Oxford handbook of play*. New York: Oxford University Press.
- In Preparation With M. VanRyzin. A person-level perspective on bullying and dominance in early adolescence. In D. Espalage and S. Swearer (Eds.), *Bullying in American Schools: A social ecological perspective on prevention and intervention*. New York: Routledge/Taylor Francis.

Invited Articles

- 1983 With DeStefano, J. S., & Thompson, D. Saying what you mean: Using play to teach "literate language". *Language Arts*, 60, 380-384.
- 1983 With Galda, L. What's written was written: Review of M. Whiteman and C. Frederikson (1982). *American Anthropologist*, 85, 476-479.
- 1985 With Galda, L. Social dramatic play and literacy. *Dimensions*, 3(3), 12-14.
- 1988 With Perlmutter, J. The diagnostic and therapeutic roles of rough-and-tumble play. *Children's Health Care*, 16, 162-168.
- 1989 With Glickman, C. D. The educational role of recess in the elementary school. *Principal*, 69, 22-25.
- 1989 Children's rough-and-tumble play: Issues in categorization and function. *Educational Policy*, Special Issue on Early Childhood Education, 3, 389-400.
- 1990 With Galda, L. Children's scripts, play, and early literacy. *Topics in Language Disorders*, 10, 76-88.
- 1991 With Morris, M. Elementary school children's recess and classroom behavior. *Prime Areas*, 33, 38-40.

- 1991 Rough-and-tumble play and social problem solving flexibility. *The Creativity Research Journal*, 5, 13-27.
- 1991 Outdoor recess-Necessary if not sufficient. *Principal*, 70 (5), 40.
- 1991 With Galda, L. A developmental approach to literacy. *Canadian Children*, 16, 31-34.
- 1995 With Galda, L., Shockley, B., & Stahl, S. Talking to read and write: Social and literacy experiences at home and school. *Reading Today*, 12 (December, January), 32.
- 1996 With Landers, M. Contextual factors influencing children's classroom attention. *Emotional and Behavioural Difficulties*, 29-35
- 1997 With Galda, L., & Charak, D. Bridges between home and school literacy: Social bases for early school literacy. *Early Child Development and Care*, 127-128, 99-109.
- 1997 With Bjorklund, D. F. The school recess period: Implications for improved educational practices and for theory development and testing. *Journal of Research in Childhood Education*, 11, 5-13.
- 1998 With Smith, P.K. Developmental aspects of children's play. *Child Psychology & Psychiatry Review*, 3, 51-57.
- 1998 Children's break time and playground behaviour: An examination of values and behaviour. *The Seventeenth Annual Vernon-Wall Lecture*. Leicester (UK): The Education Section of the British Psychological Society.
- 2000 Dominance, aggression, and affiliation during early adolescence. *Aggression and Violent Behavior*, 6, 1-11.
- 2001 The role of dominance and bullying in the development of early heterosexual relationships. *Journal of Emotional Abuse*, 2 (2,3), 63-73.
- 2002 With Blatchford, P. Theory, data, and school policy: A reply to E. Wood. *British Journal of Educational Psychology*, 71, 499-500.
- 2004 Bullying entry in *World Book Encyclopedia*. Chicago: World Book Publishing.
- 2006 The genesis of animal play: Play as a paradigm case of behavioral development. *Human Development*, 49, 189-192.
- 2008 The role of development in evolutionary psychology: Tinbergen revisited. *Psychological Inquiry*, 19, 38-40.
- 2008 The recess debate: A disjuncture between educational policy and scientific research. *American Journal of Play*, 2, 181-191.
- In press Moderators of Sex Differences in Sexual Selection Theory. *The Behavioral and Brain Sciences*.

Selected Refereed Journal Articles

- 1979 With DeStefano, J. S. The functions of private speech in preschoolers. *International Journal of Psycholinguistics* 15, 27-42.
- 1980 With Greene, H. The use of a sequenced questioning paradigm to facilitate associative fluency in preschoolers. *Journal of Applied Developmental Psychology*, 1, 189-200.
- 1980 The relationship between kindergarteners' play and achievement in pre-reading, language, and writing. *Psychology in the Schools* 17, 530-535.
- 1980 The semantic structure of private speech. *International Journal of Psycholinguistics*, 20, 59-74.
- 1981 The development of preschoolers' private speech. *Journal of Pragmatics*, 5, 278-292.

- 1981 With Long, J., & Horwitz, S. An empirical investigation of two variance estimation procedures for use with criterion referenced tests. *Psychology in the Schools*, 18, 93-97.
- 1982 Explorations in preschoolers' construction of cohesive text in two play contexts. *Discourse Processes*, 5, 101-108.
- 1982 Learning through verbal interaction: The effects of three conceptual conflict strategies on preschoolers' associative fluency. *Journal of Applied Developmental Psychology*, 3, 39-46.
- 1982 With Galda, L. The effects of thematic-fantasy play training on the development of children's story comprehension. *American Educational Research Journal*, 19, 443-452.
- 1983 The sociolinguistic context of the preschool. *Journal of Applied Developmental Psychology* 397-405.
- 1983 Facilitating class-inclusion skills in school-age children. *Journal of Genetic Psychology*, 143, 29-37.
- 1984 The effect of dramatic play on children's generation of cohesive text. *Discourse Processes*, 7, 57-67.
- 1984 Identifying causal elements in the thematic-fantasy play paradigm. *American Educational Research Journal*, 21, 691-703.
- 1984 With Galda, L., & Rubin, D. Context in text: The development of oral and written language in two genres. *Child Development*, 55, 1549-1555.
- 1984 Effects of experimental play contexts on the development of preschoolers' functional language. *Journal of Pragmatics*, 8, 211-219.
- 1984 The social-cognitive ecology of preschool classrooms. *International Journal of Behavioral Development*, 7, 321-332.
- 1984 With Galda, L., & Rubin, D. Persuasion as a social-cognitive activity: The effects of age and channel of communication on children's production of persuasive messages. *Language & Communication*, 4, 285-293.
- 1984 Training teachers to assess children's play. *Journal of Education for Teaching*, 10, 233-241.
- 1985 The relations between symbolic play and literate behavior: A review and critique of the empirical literature. *Review of Educational Research*, 55, 207-221.
- 1985 The narrative organization of children's play. *Educational Psychology*, 5, 17-25.
- 1985 With Brody, G., & Sigel, I. Parents' book reading habits with their children. *Journal of Educational Psychology*, 77, 332-340.
- 1985 With Brody, G., & Sigel, I. Parents' teaching strategies with their children: The effects of parent and child status variables. *Journal of Psycholinguistic Research*, 14, 509-521.
- 1985 Social cognitive aspects of children's play: The effects of age, gender, and activity center. *Journal of Applied Developmental Psychology*, 6, 129-140.
- 1986 Play centers and the production of imaginative language. *Discourse Processes*, 9, 115-125.
- 1986 With Brody, G., & Sigel, I. Family teaching interactions under varied levels of marital quality and formal education. *Developmental Psychology*, 22, 291-297.
- 1986 With McGillicuddy-DeLisi, A., Sigel, I., & Brody, G. The effects of children's communicative status and task on parents' teaching strategies. *Contemporary Educational Psychology*, 11, 240-252.

- 1986 With Galda, L. The role of theory in oral and written language curricula. *Elementary School Journal*, 87, 203-210.
- 1987 Rough-and-tumble play: Developmental and educational significance. *Educational Psychologist*, 22, 23-43.
- 1987 Children on playgrounds: A review of "What's out there". *Children's Environment Quarterly*, 4 (4), 1-7
- 1987 With Brody, G., & Stoneman, Z. Children's conversational competence with their parents. *Discourse Processes*, 10, 93-106.
- 1987 The effects of play contexts on the development of children's verbalized fantasy. *Semiotica*, 65, 285-293.
- 1987 With Perlmutter, J. A re-examination of the Smilansky-Parten matrix of play behavior. *Journal of Research in Childhood Education*, 2, 89-96.
- 1987 With Perlmutter, J. Children's fantasy verbal play with parents and peers. *Educational Psychology*, 7, 269-281.
- 1988 With Galda, L. The development of children's personal narratives. *Research in the Teaching of English*, 22, 183-195.
- 1988 Elementary school children's rough-and-tumble play and social competence. *Developmental Psychology*, 24, 802-806.
- 1988 With Perlmutter, J. Rough-and-tumble play on the elementary school playground. *Young Children*, 43(2), 14-17.
- 1989 With Perlmutter, J. Classroom contextual effects on children's play. *Developmental Psychology*, 25, 289-296.
- 1989 What is a category? The case of rough-and-tumble play. *Ethology and Sociobiology*, 10, 331-341.
- 1989 Elementary school children's rough-and-tumble play. *Early Childhood Research Quarterly*, 4, 245-260.
- 1989 With Rubin, D., Galda, L. Development informational adequacy in speech and in writing. *Applied Psycholinguistics*, 10, 387-399.
- 1989 With Galda, L., & Cox, S. A short-term longitudinal study of preschoolers' emergent literacy. *Research in Teaching of English*, 23, 292-309.
- 1990 With Perlmutter, J., Galda, L., & Brody, G. Joint book reading between black Head Start children and their mothers. *Child Development*, 61, 443-453.
- 1990 Elementary school children's playground behavior: Implications for social-cognitive development. *Children's Environment Quarterly*, 7(2), 8-16.
- 1990 With Glickman, C. D. Measuring kindergarteners' social competence. *Young Children* 45(4), 40-44.
- 1991 A critique of the concept: At-risk. *Language Arts*, 68, 380-387.
- 1991 A longitudinal study of popular and rejected children's rough-and-tumble play. *Early Education & Development*, 2, 205-213.
- 1991 With Galda, L., Dresden, J., & Cox, S. A longitudinal study of the predictive relations among symbolic play, linguistic verbs, and early literacy. *Research in the Teaching of English*, 25, 219-235.
- 1992 Preference for outdoor play during early adolescence. *Journal of Adolescence*, 15, 241-254.

- 1992 Kindergarten children's social-cognitive status as a predictor of first grade success. *Early Childhood Research Quarterly*, 7, 565-577.
- 1992 Ethological studies of the categorization of children social behavior in preschool: A review. *Early Education & Development*, 3, 284-297.
- 1993 With Smith, P. K. School recess: Implications for education and development. *Review of Educational Research*, 63, 51-68.
- 1993 With Galda, L. Ten years after: A re-examination of the relations between symbolic play and literacy. *Reading Research Quarterly*, 28(2), 162-175.
- 1993 With Stanic, G.M.A. Locating children's mathematical competence: Application of the developmental niche. *Journal of Applied Developmental Psychology*, 14, 501-520.
- 1993 With Davis, P. Relations between children's playground and classroom behavior. *British Journal of Educational Psychology*, 63,86-95.
- 1993 Boys' rough-and-tumble play, social competence, and group composition. *British Journal of Developmental Psychology*, 11, 237-248.
- 1994 The rough play of adolescent boys of differing sociometric status. *International Journal of Behavioral Development*, 17, 525-540.
- 1994 A longitudinal study of school peer networks and adjustment to middle school. *Educational Psychology*, 14, 403-412.
- 1995 A longitudinal study of boys' rough-and-tumble play and dominance during early adolescence. *Journal of Applied Developmental Psychology*, 16, 77-93.
- 1995 With Galda, L., Jones, I., & Perlmutter, J. Joint reading between mothers and their Head Start children: Vocabulary development in two text formats. *Discourse Processes*, 19, 441-463.
- 1995 With Galda, L., Shockley, B., & Stahl, S. The nexus of social and literacy experiences at home and school: Implications for primary school oral language and literacy. *British Journal of Educational Psychology*, 65, 273-285.
- 1995 With Huberty, P.D., & Jones, I. The effects of recess timing on children's playground and classroom behaviors. *American Educational Research Journal*, 32, 845-864.
- 1995 With Bus, A., vanIJzendoorn, M. Joint reading makes for success in learning to read: A meta-analysis on intergenerational transmission of literacy. *Review of Educational Research*, 65, 1-22.
- 1995 With Horvat, M. A developmental contextualist critique of Attention Deficit Hyperactivity Disorder. *Educational Researcher*, 24, 13- 20.
- 1995 With Galda, L., Shockley, B., & Stahl, S. Talking to read and write: Opportunities for literate talk in one primary classroom. *Language Arts*, 72, 334-339.
- 1996 With Jones, I. The effects of social relationships, writing media, and microgenetic development on first grade students' written narratives. *American Educational Research Journal*, 33, 691-718.
- 1997 With Galda, L., & Flor, D. Relationships, individual differences, and children's use of literate language. *British Journal of Educational Psychology*, 67, 132-152.
- 1997 With Galda, L., Flor, D., Bartini, M., & Charak, D. Close relationships, individual differences, and early literacy learning. *Journal of Experimental Child Psychology*, 67, 409-422.
- 1998 With Galda, L., Bartini, M., & Charak, D. Oral language and literacy learning in context:

- The role of social relationships. *Merrill-Palmer Quarterly*, 44, 38-54.
- 1997 With Bjorklund, D.F. The role of recess in children's cognitive performance. *Educational Psychologist*, 31, 181-187.
- 1997 With Evans, J. Surplus energy theory: An enduring but inadequate justification for break time. *Educational Review* 49, 229-236.
- 1998 With Smith, P.K. Physical activity play: The nature and function of a neglected aspect of play (and accompanying Commentaries). *Child Development*, 69, 577-598.
- 1998 With Smith, P. K. Physical activity play: Consensus and debate. *Child Development*, 69, 609-610.
- 1998 Bullies and victims in school: A review of and call for research. *Journal of Applied Developmental Psychology*, 19, 165-176.
- 1998 With Horvat, M., & Huberty, P. D. The relative cost of children's physical activity play. *Animal Behaviour*, 55, 1053-1061.
- 1999 With Bartini, M., & Brooks, F. School bullies, victims, and aggressive victims: Factors relating to group affiliation and victimization in early adolescence. *Journal of Educational Psychology*, 91, 216-224.
- 2000 With Bartini, M. An empirical comparison of methods of sampling aggression and victimization in school settings. *Journal of Educational Psychology*, 92, 360-366.
- 2000 With Bjorklund, D. F. Child development and evolutionary psychology. *Child Development*, 71, 1687-1708.
- 2000 With Bartini, M. A longitudinal study of bullying, victimization, and peer affiliation during the transition from primary to middle school. *American Educational Research Journal*, 37, 699-725.
- 2001 With Bartini, M. Dominance in Early Adolescent Boys: Affiliative and Aggressive Dimensions and Possible Functions. *Merrill-Palmer Quarterly*, 47, 142-163.
- 2001 A longitudinal study of heterosexual relationships, aggression, and sexual harassment during the transition from primary school through middle school. *Journal of Applied Developmental Psychology*, 22, 119-133.
- 2001 Assessing children's play. *Journal of Child Psychology & Psychiatry*, 42, 861-869.
- 2002 With Blatchford, P. Time for a break (The British Psychological Society's) *The Psychologist*, 15 (2), 2-5.
- 2002 With Melhuish, E., Jones, I., Trojanowska, L., & Gilden, R. Social Contexts of Learning Literate Language: The Role of Varied, Familiar, and Close Peer Relationships. *Learning & Individual Differences*, 12, 375-389.
- 2002 With Long, J. A longitudinal study of bullying, dominance, and victimization during the transition from primary to secondary school. *British Journal of Developmental Psychology*, 20, 259-280.
- 2002 Bullying, victimization, and sexual harassment during the transition to middle school. *Educational Psychologist*, 37, 151-163.
- 2002 With Kato, K., Blatchford, P., & Baines, E. A short-term longitudinal study of children's playground games across the first year of school: Implications for social competence and adjustment to school. *American Educational Research Journal*, 39, 991-1015
- 2003 With Blatchford, P., & Baines, E., & Kato, K. The social context of school playground games: Sex and ethnic differences, and changes over time after entry to junior

- school. *British Journal of Developmental Psychology*, 21, 481-505.
- 2003 With Goldsmith, S. (2003) "Settling in": A short-term longitudinal study of ways in which new children come to play with classmates. *Emotional and Behavioural Difficulties*, 8(2), 140-151.
- 2003 With Long, J. D. A sexual selection theory analysis of sexual segregation and integration in early adolescence. *Journal of Experimental Child Psychology*, 85, 257-278.
- 2003 With Long, J. D. Studying change in dominance and bullying with mixed linear models. *School Psychology Review*, 32, 401-17.
- 2003 With Kato, K., Blatchford, P., & Baines, E. A short term longitudinal study of children's playground games in primary school: Implications for adjustment to school and social adjustment in the USA and the UK. *Social Development*, 13, 107-123.
- 2003 Perceptions and functions of play and real fighting in early adolescence. *Child Development*, 74, 1522-1533.
- 2004 Sexual segregation in childhood: A review of evidence for two hypotheses. *Animal Behaviour*, 68, 435-443.
- 2004 With Bjorklund, D. B. The ontogeny and phylogeny of object and fantasy play. *Human Nature*, 15, 23-43.
- 2004 With Smith, P. K., & Smees, R. Play fighting and real fighting: Using video playback methodology with young children. *Aggressive Behavior*, 30, 164-173.
- 2004 Sexual segregation in childhood: A review of evidence for two hypotheses. *Animal Behaviour*, 68, 435-443.
- 2004 With Blatchford, P., Kato, K., & Baines, E. (2004). A short-time longitudinal study of children's playground games in primary school: Implications for adjustment to school and social adjustment in the USA and the UK. *Social Development*, 13, 107-123.
- 2005 With Bohn, C. The role of recess in children's cognitive performance and school adjustment. *Educational Researcher*, 34, 13-19.
- 2006 With Roseth, C. Relational aggression: Developmental pathways in relationships. *Journal of Applied Developmental Psychology*, 27, 269-276.
- 2007 With Roseth, C., Mliner, S., C. Bohn, Van Ryzin, M., Vance, N., Cheatham, C. L. & Tarullo, A. Social dominance in preschool classrooms. *Journal of Comparative Psychology*, 121, 54-64.
- 2007 With Perault, S. J., Davis, H. A. The social contexts of bullying and victimization: Who's who at the middle school dance. *Journal of Early Adolescence*, 27, 145-174.
- 2007 With Dupuis, D., & Smith, P. K. Play in evolution and development. *Developmental Review*, 27, 261-276.
- 2007 With Long, J. L., C. Roseth, K. Bohn., & M. Van Ryzin. A short-term longitudinal study of preschool children's sex segregation: The role of physical activity, sex, and time. *Journal of Comparative Psychology*, 121, 282-289.
- 2007 With Roseth, C., Bohn, C., Van Ryzin, M., & Vance, N. Follow the leader: An observational, longitudinal study of preschool dominance and social exchange. *Journal of School Psychology*, 45, 479-497.
- 2007 With Long, J. L. An observational study of early heterosexual interaction at middle school dances. *Journal of Research in Adolescence*, 17, 613-638.
- 2008 The roles of aggression and affiliation in resource control: A behavioral ecological

- perspective. *Developmental Review*, 28, 461-487.
- 2008 With Roseth, C., Bohn, C., Dupuis, D., Hilk, C., & Peshkam, A. The role of teacher intervention in preschoolers' natural conflict resolution. *Behaviour*, 145, 1601-1626.
- 2009 Research and policy on children's play. *Child Development Perspectives*, 3, 131-136.

Reviews of Books

- 1980 Review of G. Zivin (Ed.) (1979), *The development of self-regulation through private speech*, New York: Wiley. In *Young Children*, 36, 79-80.
- 1981 Review of E. Ochs and B. Schiefflin (Eds.) (1979), *Developmental pragmatics*. New York: Academic Press. In *Language Learning*, 31, 249-250.
- 1981 Review of F. Schacter (1979), *Everyday matters talk to toddlers*. New York: Academic. In *Language Learning*, 32, 513.
- 1983 Review of M. Segal and D. Adcock (1981), *Just pretending*, Englewood Cliffs, N.J. In *Young Children*, 38, 72.
- 1988 Review of D. Gorlitz and J. Wohlwill (Eds.), (1987), *Curiosity, imagination and play*. Hillsdale, NJ: Erlbaum. In *Contemporary Psychology*, 33, 987-988.
- 1990 Review of G. Eisen (1988) *Children and play in the Holocaust*. Amherst, MA: University of Massachusetts Press. In *Contemporary Psychology*, 35, 174.
- 1991 Review of M. J. Adams (1990). *Beginning to read*. Cambridge: MIT Press. In *Child Development Abstracts & Bibliography*, 65, 86-87.
- 1991 Review of M. Clark (1989). *Understanding research in early education*. London: Gordon and Breach. In *Contemporary Psychology*, 36, 634.
- 1995 Review of C. B. Fisher and R. M. Lerner (Eds.). *Applied developmental psychology*. New York: McGraw-Hill. In *Journal of Applied Developmental Psychology*, 16, 309-317.
- 1996 Review of Dan Olweus (1993). *Bullying at school*. Cambridge, MA: Blackwell. *Aggressive Behavior*, 22, 150-153.
- 1999 Risky business: Making inferences about risk and its value. A review of S. J. Smith (1998). *Risk and our pedagogical relation to children*. Albany, N.Y.: SUNY Press. *Early Childhood Research Quarterly*, 14, 435-438.
- 2001 The purposeless as functional. A review of T. G. Power (2000). *Play and exploration in children and animals*. Mahwah, N.J.: Erlbaum. *Contemporary Psychology*, 46, 345-348.

Courses Taught

Undergraduate

Tests and Measurement
 Applied Child Study
 Child Development
 Educational Psychology
 Observation and Assessment of Children in School
 Introduction to Statistics
 Teaching and Learning
 Applied Linguistics

Graduate

Tests and Measurement

Introduction to Statistics
 Assessment of Children
 Research Methods in Human Development
 Observational Methods
 Aggression in Schools
 The Role of Play in Development
 Social Psychology and Education

Activity in Professional Organizations and Industry

1978-9 Consultant to the U.S. Department of Education's Title I Early Childhood Education Evaluation Model with the Huron Institute, Cambridge, MA
 1980 Program Chairperson for Developmental Psycholinguistic Processes SIG of AERA Annual Meeting, Boston, MA
 1981 Representative to Committee on Services to Handicapped Members of AERA, 1981 AERA Meeting, Los Angeles.
 1981-82 Social Policy Committee for Early Education/Child Development SIG of AERA
 1981-83 Program and Membership Committees for Developmental Psycholinguistic Processes SIG of AERA
 1984-86 Committee on Early Literacy of IRA
 1988 Program Chair for the Early Education/Child Development SIG of AERA
 1989-91 Early Childhood Testing Committee of National Council of Teachers of English.
 1998- 2000 Consultant to Bloomsbury Publishing, PLC (London), Dictionary Project
 2000, 2003 AERA/Spencer Foundation Mentor.

Editorial/Advisory Boards

1988-1998 *Yearbook Series in Early Childhood Education*: Teachers College Press, Editorial Board
 1988-1999 *Publications of the Institute of Behavioral Research at the University of Georgia*. Lawrence Erlbaum Associates
 1989 - 1999 *Play in Society*: State University of N.Y. Press,
 1989-1994 *Early Childhood Research Quarterly*, Consulting Board
 1997-2000 *Early Childhood Research Quarterly*, Consulting Board
 1990-1993 *The Reading Teacher*, Editorial Advisory Board
 1992-1993 UNESCO-OMEP Project on Children's Play
 1994 Children's Television Workshop: Adviser for Play and Early Literacy Programs
 1995-present *Journal of Applied Developmental Psychology*, Editorial Board
 1995-present *Early Education and Development*, Editorial Board
 1996-2001 International Toy Research Association, Advisory Board
 1997- present *International Journal of Behavioral Development*, Editorial Board
 1999-2000 *Developmental Review*, Editorial Board
 1999- 2006 *Child Development*, Consulting Editor
 2002-2005 *Journal of Educational Psychology*, Editorial Board
 2003- present Selection committee, National Toy Hall of Fame, Strong Museum, Rochester, NY

- 2003- present Institute for Research and Education in Play, Buenos Aires, Argentina
 2004- 2007 Fischer-Price Council on Play and Learning
 2006 *Encyclopedia of Educational Psychology* (Sage Publications), Advisory Board.
 2006-present International Toy Research Association/British Hobby Association, Awards
 Advisory Board
 2006-present Advisory Board, Sports4Kids, Oakland, CA
 2007- present Editorial Advisory Board, *American Journal of Play*
 2008- present Robert Wood Johnson Foundation, Advisory Group for research on the role of
 physical activity and academic achievement

External Reviewer

- 1987 Site visit team for National Institutes of Health and Human Development
 1988 External examiner for the Department of Psychology, M.A. thesis, at Concordia
 University (Montreal)
 1989-2005 Grant reviewer for Social Sciences and Humanities Research Council of Canada
 1991-2001 Grant reviewer for National Science Foundation
 1992-2000 Grant reviewer for the H. F. Guggenheim Foundation
 1994-1999 Grant reviewer for the Hampton Research Grants Programme, University of
 British Columbia
 1996 Grant reviewer for the Rockefeller Foundation
 1999-2004 Grant reviewer for U.S. Department of Education and Institution of Education
 Science
 1996 External examiner for Ph.D. thesis, University of Bristol (UK), School of
 Education
 1997 Grant reviewer for the Spencer Foundation.
 1998-1999 Reviewer of guidelines for a definition of AD/HD for the British Psychological
 Society
 1999 Grant reviewer for the Earmarked Grant for Research Program, Research Grants
 Council, Hong Kong
 2000 Grant reviewer for the Economic and Social Research Council (UK)
 2001-02 Grant Reviewer for W T Grant Foundation
 2003 External reviewer of Department of Educational Psychology and Counseling,
 University of British Columbia
 2009 Grant reviewer for Killam Program, Canada Council for the Arts