

**Robert Bruce Thompson**  
**Department of Psychology**  
**University of Southern Maine**  
**96 Falmouth Street, Science Building 536**  
**Tel: 207.780.4739 Email: rbthompson@maine.edu**

**Education:** **University of Edinburgh**, Edinburgh, Scotland, UK  
Ph.D. Psychology, January 1997  
Developmental Psychology (language and cognitive development)

**University of St. Andrews**, St. Andrews, Scotland, UK  
MA Psychology, July 1989  
MA Art History, July 1989 (Joint Honours)

**Teaching Experience:**

Present appointments **Professor of Psychology**, University of Southern Maine, Portland, Maine.  
Present teaching includes Life-Span Development, Infancy and Childhood, Adulthood and Aging, and Social-Linguistic Development.

**Principal**, Maine Regulatory Training and Ethics Center (MeRTEC)

**Director**, Undergraduate Research Opportunities Program (UROP). UROP is a research fellowship that is funded by NASA, MEIF and E&G funds.

**Chair**, USM Institutional Review Board.

**Member**, USM Research Advisory Board.

**Women and Gender Studies Council**, University of Southern Maine.  
Faculty appointment teaching Entry Year Experience (EYE) courses (Gender Representation and Resistance-EYE-109), program governance and committee work, honor thesis supervision and capstone project supervision.

September 2000-  
June 2001

**Lecturer in Psychology**, Harvard University, Cambridge, Massachusetts.  
Faculty appointment in Developmental Psychology. Teaching included courses in life-span development, infant/child cognition, developmental psycholinguistics and social development. Responsibilities also included honors thesis supervision.

August 1998-  
May 2000:

**Assistant Professor of Psychology**, Gettysburg College, Gettysburg, PA.  
Appointment consisted of undergraduate teaching in human development (lifespan), developmental linguistics, social development and general psychology. Teaching responsibilities also included supervision of Honors Research Program students. Laboratory teaching includes supervision of student field research in social development and psycholinguistics.

September 1996-

May, 1998                   **Lecturer** - Department of Psychology, Boston University, Boston, MA. Teaching consisted of lecturing in developmental psychology, social psychology, general psychology and research methods. Responsibilities included development of course curricula and supervision of teaching fellows and teaching assistants.

Autumn Semester-1997 **Lecturer** - The Eliot Pearson Department of Child Development, Tufts University, Medford, MA. Teaching consisted of lecturing in developmental linguistics to students at the undergraduate and graduate level and supervising student field research.

October - 1996           **Lecturer** - Department of Psychology, University of Edinburgh, Edinburgh, Scotland. Teaching consisted of 1st and 3rd year social and developmental psychology. Responsibilities included participating with the board of examiners on development of degree examinations.

**Professional Appointments**           Director, Undergraduate Research Opportunities Program (UROP)  
Chair, USM Institutional Review Board  
Principal, Maine Regulatory Training and Ethics Center (MeRTEC)  
USM Research Advisory Board.

**Research Activity:**

Interests:                   Language development and metacognitive development. Specific interests include the role of socioeconomic status and gender in social and linguistic development, particularly in problem-solving contexts, ethical decision-making and peer collaboration. Wider interests include the philosophy of language and social cognition.

**Publications: (refereed)**   (\* = USM undergraduate co-author)

Popescu\*, M., Thompson, R. B., & Gayton, W. (2017) A Reexamination of the Neurorealism Effect: The Role of Context. *Journal of Science Communication*, 15, 1 – 9.

Thompson, R. B., Foster\*, B. J., & Kapinos\*, J. R. (2016). Poverty, affluence and the Socratic method: Parents' questions versus statements within collaborative problem-solving. *Language & Communication*, 47, 23-29.  
doi:10.1016/j.langcom.2015.11.003

Thompson, R. B., Cote\*, R., Donovan\*, A., Kapinos\*, J., Ouellette\*, A., & Daggett\*, A. (2016). Poverty of imagination: Mental state reasoning and its links with collaborative effort among children of high and low socioeconomic status. *Journal of Intercultural Disciplines -- Monograph of the National Association of African American Studies & Affiliates*.

Thompson, R. B., Peura\*, C., & Gayton, W. F. (2015). Gender differences in the person-activity fit for positive psychology interventions. *The Journal of Positive Psychology*, 10(2), 179-183. doi:10.1080/17439760.2014.927908

- Krinchenko\*, K., & Thompson, R. B. (2015) Theory of mind and aggressive behavior in preschool children: A literature review. *University of Southern Maine Journal of Undergraduate Research* – online.
- Thompson, R. B. & Thornton, B. (2014). Gender and theory of mind in preschoolers' group effort: evidence for timing differences behind children's earliest social loafing. *Journal of Social Psychology, 154(6)*, 475-479.  
DOI: 10.1080/00224545.2014.933763
- Thompson, R., & Foster, B. J. (2013). Socioeconomic status and parent-child relationships predict metacognitive questions to preschoolers. *Journal Of Psycholinguistic Research, 43(4)*, 315-333. doi:10.1007/s10936-013-9256-4
- Thompson, R., Corsello, M., McReynolds, S., & Conklin-Powers, B. (2013). A longitudinal study of family socioeconomic status (SES) variables as predictors of socio-emotional resilience among mentored youth. *Mentoring & Tutoring: Partnership In Learning, 21(4)*, 378-391.
- Thompson, R., Cothran\*, T., & McCall, D. (2012). Gender and age effects interact in preschoolers' help-seeking: Evidence for differential responses to changes in task difficulty. *Journal Of Child Language, 39(5)*, 1107-1120.
- Thompson, R. B., & Thornton, B. (2007). Exploring Theory-of-Mind as a Social-Cognitive Developmental Mechanism for Social Loafing in Children. *Journal of Social Psychology, 147*, 159-174.
- Thompson, R. B., & Williams\*, D. (2006). Exploring diversity within "poverty:" The role of education and emotional well-being in mothers' metacognitive questions to children. *Research in Human Development, 3*, 191-209.
- Thompson, R. B., & Arsenaault\*, S., & Williams\*, D. (2006) The effects of preschool girls' and boys' help-seeking on adult evaluations of dyadic problem-solving. *Journal of Language and Social Psychology, 25*, 146 – 166.
- Thompson, R. B., & Williams\*, D. (2005) Socializing advanced thought: Exploring the effects of poverty on mothers' metacognitive questions to their children. *Southern Maine Review, 1*, 274-287.
- Gleason, J. B., & Thompson, R. B. (2002). Out of the Baby Book and Into the Computer: Child Language Research Comes of Age: Review of The CHILDES Project, Vol 1, Tools for Analyzing Talk Transcription Format and Programs. Vol. 2: Tools for Analyzing Talk The Databases. Brian MacWhinney. *Contemporary Psychology, 47*, 391-394.
- Thompson, R. B., & Tenenbaum, H. (2002). Review of *Culturally Speaking: Managing Rapport Through Talk Across Cultures* H. Spencer-Oatey (Ed.). London, England and New York, NY: Continuum Press (2000). *Journal of Language and Social Psychology*.

Thompson, R. B., & Gleason, J. B., (2001) Review of *Language Death*, David Crystal. Cambridge, England: Cambridge University Press. *Applied Psycholinguistics*, 22, 269-273.

Thompson, R. B., & Moore, K. (2000). Collaborative speech in dyadic problem-solving: Evidence for preschool gender differences in pragmatic development. *Journal of Language and Social Psychology*, 19, 248-255.

Thompson, R. B., (1999). Gender Differences in Preschoolers' Help-Eliciting Communication. *Journal of Genetic Psychology*, 160, 357-368.

### **Publications: (proceedings, reports and book chapters)**

Hickey, R., Thompson, R., Nemeroff, C. (2018). The effects of intensive, experiential learning on metacognitive ethical reasoning. Final report to the Federal Office of Research Integrity (ORI).

Nemeroff, C., & Thompson, R.B. (2018) MeRTEC Experiential Ethics Study Abroad in Iceland: Final Project Report. MEIF project 6156011-23-68820-6250239. Prepared for Cutler Institute and the Maine Economic Improvement Fund.

Corsello, M., McReynolds, S., Thompson, R. B., & Conklin-Powers, B. (2011). Year Two Evaluation of College Mentoring on Youth Outcomes. Report submitted to the Office of Juvenile Justice and Delinquency Prevention.

Corsello, M., McReynolds, S., Thompson, R. B., & Conklin-Powers, B. (2010). Year One Evaluation of College Mentoring on Youth Outcomes. Report submitted to the Office of Juvenile Justice and Delinquency Prevention.

Marshall, I., Thompson, R. B., Moore, K., & Cuttle, M. (1997) The Feasibility and Efficacy of Computer Network Teaching in Psychology: *Report to the Scottish Higher Education Funding Council*, Edinburgh University, Scotland.

Thompson, R. B. (1995). Children's Problem-Solving Language: Evidence for Early Pragmatic Competence, *Proceedings of the Conference on Children and Social Competence*, University of Surrey, Guilford, England.

Thompson, R. B. (1994). Gender Differences in Communication: Possible Consequences for the Learning Process, in *Group and Interactive Learning*. H. Foot, C. Howe, A. Anderson, A. Tolmie, D. Warden, (eds.) Computational Mechanics Publications, Boston and Southampton.

### **Manuscripts in preparation:**

Thompson, R. B. & Nemeroff, C.N. Metacognitive ethics: Theory and practice.

Thompson, R. B., Kapinos\*, J., Cote\*, R. & Donovan\*, A. Parent-child metacognitive discourse as a system of reciprocal socialization.

Thompson, R. B. Bessett, E., & Cote\*, R. Gender differences in early childhood mental state reasoning: A meta-analysis.

### Conference & Professional Presentations: (Refereed)

Nemeroff, C., & Thompson, R.B. (2019, April). Ethical Decision-making in a Complex World: Avoiding the Pitfalls of Human Cognition Under Stress. presentation to the College of Osteopathic Medicine, University of New England, Biddeford, ME.

Nemeroff, C. & Thompson, R.B. (2019, March). Bringing Your Research Into Your Classroom: Regulatory Ethics As An Exemplar. Juried workshop presented at the *2nd Annual USM Research & Scholarship Symposium*, Portland, ME.

Thompson, R.B., Nemeroff, C., & Hickey, R. (2018, May). Framing, perspective, and hot cognition: A preliminary exploration of the *experiential case scenario* as a tool for training advanced issue spotting in protocol review. Presented at the Maine Research Integrity and Regulatory Compliance Symposium, Freeport, Maine.

Nemeroff, C., & Thompson, R.B. (2017 August) Reykjavik University-University of Southern Maine Collaborative Ethics Workshop. Presented at Reykjavik University, Reykjavik, Iceland.

Thompson, R.B., & Nemeroff, C. (2017, May) Metacognition in Ethical Reasoning: Preliminary Results and Future Directions. Presented at the Maine Research Integrity and Regulatory Compliance Symposium, South Portland, Maine.

Nemeroff, C., & Thompson, R.B. (2017 May) Metacognition in Ethical Reasoning: Theory, Training, and Practice. Workshop presented at the Maine Research Integrity and Regulatory Compliance Symposium, South Portland, Maine.

Thompson, R. B. (2016) Cognitive developmental considerations for conducting research with young children: Power, abstractions of mind, and stranger-danger within the assent process and beyond. Paper presented to the Maine Research Integrity Symposium, Portland, ME.

Thompson, R. B., Cote\*, R.M, Stewart\*, C., Bessette, E. & Kapinos\*, J. (2015) Exploring Socioeconomic Status as a Predictor of Social-Cognitive Ability and Children's Earliest Social Loafing. Poster presented to the 2015 Biennial Conference of the Society for Research in Child Development, Philadelphia, PA.

Thompson, R. B., Cote\*, R. M. Kapinos, J. & Ouellette\*, A. (2015). Grandparents as Distal, Protective Factors in Children's Cognitive Development: Language and Executive Function and Theory-of-Mind Among High and Low SES Children. Poster presented at the 2015 annual Eastern Psychological Association conference. Philadelphia, PA.

- Mills, G. & Thompson, R. B. (2015). Further investigation of student motivation, parent-child relationships and self-concept: The role of socioeconomic status. Poster to be presented at the 2015 annual Eastern Psychological Association conference. Philadelphia, PA
- Thompson, R. B., Cote\* R.M, Stewart\*, C. & Kapinos\*, J. (2014). Intergenerational Poverty Provides Clues to Proximal vs. Distal Variables Associated with Child Language Development. Poster presented to the annual conference of the New England Psychological Association, Colby College, Waterville, Maine.
- Mills\*, G. & Thompson, R. B. (2014). An Investigation Into Academic Motivation And Family Relationships As Predictors Of First-Year College Students' Achievement. Poster presented to the annual conference of the New England Psychological Association, Colby College, Waterville, Maine.
- Thompson, R. B. & Thornton, B. (2014). Gender differences in emergent theory of mind predict the earliest social loafing: A further exploration of "self" vs. "other" understanding of false-belief. Poster presented to the Eastern Psychological Association Conference. Boston, MA.
- Popescu\*, M., Thompson, R. B., & Gayton, W. (2013). A reexamination of the neurorealism effect. Poster presented to annual meeting of the Eastern Psychological Association. Boston, MA.
- Thompson, R. B., & Thornton, B. (2013). Gender and theory of mind in preschoolers' group effort: Evidence for developmental timing differences behind children's earliest social loafing. Poster presentation presented to the Biennial meeting of the *Society for Research in Child Development*, Seattle, WA.
- Wakefield\*, A., Boyce\*, E., Kirchner\*, J. & Thompson, R. B., (2013). Proximal and Distal Variables of Poverty as Predictors of Child Language Development. Poster presented to the annual Thinking Matters research conference. Portland, Maine.
- Thompson, R. B., & Grinchenko\*, K. (2012). Theory of mind and aggression in preschool children: A meta analysis. Poster presented to the annual meeting of the New England Psychological Association. Worcester, MA.
- Foster\*, B., Kirchner\*, J., Venable\*, J. & Thompson, R. B. (2012). The role of SES in parents' questions vs. Statements to evoke mental-state reasoning: *does syntax matter?* Poster presented to the annual Thinking Matters research conference. Portland, Maine.
- Thompson, R. B, Corsello, M., McReynolds, S., & Conklin-Powers, B. (2011). A longitudinal study of family Socioeconomic status (SES) variables as predictors of mentored youth outcomes. Paper presented to the annual conference of the New England Psychological Association. Fairfield, CT.

- Thompson, R. B., Peura\*, C. & Foster\*, B. (2011) The effects of low SES on parents' scaffolding questions to preschoolers. Poster presented to the *Eastern Psychological Association*, Cambridge, MA
- Thompson, R. B. & Foster\*, B. (2011) Socioeconomic Status and Parent-Child Relationships Predict Metacognitive Scaffolding Questions to Preschoolers. Poster presented to the Biennial meeting of the *Society for Research in Child Development*. Montreal, Quebec, Canada.
- Thompson, R. B., & Cothran\*, T. (2010). Collaborative language in dyadic problem-solving: Evidence for preschool gender differences in self-regulatory language. Poster presented to the annual conference of the Eastern Psychological Association. New York.
- Thompson, R. B. & Foster\*, B. (2010). The Relationship Between Socioeconomic Factors and Parent/Child Metacognitive Discourse. Poster presented to the annual conference of the Eastern Psychological Association. New York.
- Cothran\*, T. & Thompson, R. B. (2009). Age and Gender Effects in the use of Collaborative Speech among preschool children. Poster presented to the annual Thinking Matters research conference. Portland, Maine.
- Cothran\* T., Germaine\*, L., Thompson, R. B. & Howell\*, S. (2008). Gender in the zone of proximal development: A microgenetic analysis of problem-solving reveals gender differences in collaborative language. *Maine Psychological Association* annual meeting, Lewiston, ME
- Bastide\*, M., & Thompson, R. B. (2007). Using extrinsic reinforcement to increase student-teacher interactions in an L2 classroom. Paper presented to the annual conference of the Association for Psychological Sciences. Washington, DC.
- Thompson, R. B. & McCall, D. (May 2006). Pragmatics of problem-solving: Microgenetic analyses reveal gender differences in preschool help-seeking. Poster paper presented to the Association for Psychological Sciences annual conference, New York, NY.
- Thompson, R. B. & Williams\*, D. (May, 2006). Building a predictive model for metacognitive language among low SES mother-child dyads. Poster paper presented to the Association for Psychological Sciences annual conference, New York, NY.
- Williams\*, D. & Thompson, R. B. (April 2006) Gendered Lenses: The role of adult sex-role identity and child gender in the interpretation of help-seeking and collaborative speech. Poster paper presented to the *Thinking Matters Research Conference*, University of Southern Maine, Portland ME.
- Thompson, R. B., & Williams\*, D. (April, 2005). Metacognitive questions to children: Exploring diversity within "low-SES" mother-child dyads. Paper presented to the Society for Research in Child Development biennial conference, Atlanta, GA.

- Thompson, R. B., & Williams\*, D. (April, 2005). Social Loafing and Social Compensation in Preschoolers: Further Exploration of the Role of Theory-of-Mind in Collaborative Effort. Paper presented at the Society for Research in Child Development biennial conference, Atlanta, GA.
- Thompson, R. B., Shepard\*, J., Thornton, B. (2003, November) Social Loafing and the theory-of-mind: Diminished individual effort in a group as a developmental function of the ability to reason about other's beliefs and intentions. Paper presented to the International Conference on Statistics, Combinatorics and Related Areas.
- Thompson, R. B., & Thornton, B. (2003, April). Social loafing in preschoolers: Exploring theory-of-mind as a mechanism for change in collaborative effort. Poster paper presented at the Society for Research in Child Development biennial conference, Tampa, FL.
- Thompson, R. B. (2003, April). From social welfare to psycholinguistics: Revisiting video data from 265 low income families to explore the development of preschoolers problem-solving discourse. Paper presented at the Society for Research in Child Development biennial conference, Tampa, FL.
- McCall, D., & Thompson, R. B. (2003, April). Picture-driven vs. piece-driven strategies in the completion of jigsaw puzzles: Implications for early visual memory and problem-solving. Poster paper presented at the Society for Research in Child Development biennial conference, Tampa, FL.
- Thompson, R. B., & Thornton, B., Hallet\*, A., Carter\*, J. (2003, April) Social Loafing, Paper presented to the Maine Psychological Association Annual Conference, Waterville, ME.
- Thompson, R. B., & Arsenaault\*, S., & Tenenbaum, H. (2003, April) Gender differences in the use of collaborative speech among parents and adolescents. Paper presented to the Maine Psychological Association Annual Conference, Waterville, ME.
- Thompson, R. B., & Carter\*, J. (2003, April) Low SES mother-child discourse during problem-solving. Paper presented to the Maine Psychological Association Annual Conference, Waterville, ME.
- Thompson, R. B., & Arsenaault\*, S. (2002, October). The effects of preschoolers' verbal and non-verbal help-seeking communication on teachers' evaluation of problem-solving. Paper presented to the New England Psychological Association annual conference, Nashua, NH.
- Thompson, R. B. (2002, July). Age and Gender Effects in Preschoolers' Collaborative Speech. Paper presented to the 9<sup>th</sup> Congress International Association for the Study of Child Language, Madison, WI.



- Arsenault\* S., & Thompson, R. B. (2002, May) Body Image, Sexual Identity and Family Support as Predictors of Women's Attitudes Towards Breast-Feeding. Paper presented to the Maine Psychological Association Annual Conference, Waterville, ME.
- Thompson, R. B., & Tenenbaum, H. (2002). Science talk: Gender differences in parent-child scientific discourse. Poster presented to the annual conference of the Society for Research on Adolescence, New Orleans, LA.
- Thompson, R. B. (2001, April). Double standards: The effects of preschool girls and boys' help-seeking language on teachers' evaluations of dyadic problem-solving. Poster presented to the biennial meeting of the Society for Research in Child Development, Minneapolis, MN.
- McCall, D., & Thompson, R. B. (2001, April). Preschoolers' problem-solving strategies: Variations in skill with jigsaw puzzles. Poster presented to the biennial meeting of the Society for Research in Child Development, Minneapolis, MN.
- Thompson, R. B. (2000, June/July). Gender and age effects in preschoolers' collaborative speech: Implications for early pragmatic development. Paper presented to the 7<sup>th</sup> International Conference on Language and Social Psychology, Cardiff University, Cardiff, Wales, UK.
- Thompson, R. B., & Moore, K. (1999, June) Preschoolers' help-eliciting language: A replication and exploration of experimenter-gender effects. Paper presented to the annual conference of the American Psychological Society, Denver, CO.
- Thompson, R. B. (1998, October) Preschoolers' Problem-Solving Communication: Gender Differences in the Use of Help-Seeking and its Relationship with Task Performance. Paper presented to the New England Psychological Association Annual Conference. University of Rhode Island, Providence, RI.

#### **Conference & Professional Presentations: (invited)**

- Thompson, R. B. (2019) The role of metacognition in responsible conduct of research. Workshop presentation to the Robert Gorton University, School of Health Sciences. Aberdeen, Scotland.
- Thompson, R. B. (2014) Collaborative language in dyadic problem-solving: Evidence for preschool gender differences in self-regulatory language. Paper presented to the Children's Center Research and Practice Colloquium.
- Thompson, R. B. (2013) Gender Differences in Theory of Mind: Evidence for Maturational Differences Related to the Earliest Social Loafing. Paper presented to the USM Psychology Club Colloquium.
- Thompson, R. B. (2012) From Social Welfare to Psycholinguistics: Re-visiting the Problem-Solving Discourse of Low SES, Single Mothers. Paper presented to the annual Women and Gender Studies Consortium Meeting.

Thompson, R. B. (2007, September). The role of language and metacognitive processing in children's collaborative behavior. Paper presented to the University of Maine, Orono, Department of Psychology Colloquium Series.

Thompson, R. B., & Thornton, B. (2004, July). Mind reading games: The development of children's metacognitive thinking and its effects on collaborative behavior. Paper presented to the 2004 USM Summer Seminar Series.

Thompson, R. B., & Williams\*, D. (2004, May). Developmental patterns in elicitation of mental state reasoning in preschool children: The effects of poverty and low education. Invited presentation to the Harvard-Radcliffe Henry Murray Research Center, Cambridge, MA.

Williams\*, D., & Thompson, R. B. (2004, April) Socializing advanced thought: Parental use of metacognitive questions to preschool children and the effects of class, age and gender. Paper to be presented to the USM Thinking Matters Annual Conference, Portland, ME

\* USM Undergraduate Student

## **Grants & Awards: External/Extramural**

*2019 Principal Investigator – NASA/Maine Space Grant Consortium.* A recurring grant used to fund the Undergraduate Research Opportunities Program (UROP). US\$240,000 (cumulative since 2009).

*2019 Co-Principal Investigator – Federal Office of Research Integrity (ORI) Grant number - Research on Research Integrity (RORI). Phase 2 Implementation proposal.* US\$ 149,246. Status: Approved unfunded. (not awarded due to federal budget constraints)

*2018 Co-Principal Investigator – Federal Office of Research Integrity (ORI) Grant number ORI2016000153 - Research on Research Integrity (RORI).* A one-year grant to develop a protocol for investigating effects of intensive, experiential learning on metacognitive ethical reasoning. US\$ 50,000. Status: Funded

*2017 Co-Principal Investigator – National Science Foundation. (CCE-STEM initiative) A Cross-Cultural, Metacognitive Approach to STEM Ethics Education.* US\$ 546,891. Status: Not Funded.

*2015 Co-Principal Investigator -- Maine Economic Improvement Fund Grant (2015 – 2016) – Experiential Ethics Study Abroad – US\$73,200.* A curriculum development grant. Status: Funded

*2015 Co-Principal Investigator -- Maine Economic Improvement Fund Grant (2015 –2020).* Five year grant to create the Maine Regulatory Training and Ethics Center (MeRTEC). This will form an interdisciplinary, educational partnership between USM and a consortium of marine industries and business start-ups in Portland called the New England Ocean Cluster House (NEOCH). The grant will fund the MeRTEC center's certificate program in ethics and regulatory compliance, focusing on theory and practice from Psychology, Sociology and legal studies. US\$ 2.37M. Status: Funded

*2007 Principal Investigator* – Spencer Foundation. Socializing Advanced Thought: A Reciprocal Socialization Model of Preschool Metacognitive Development. US\$257,000. Status: Not funded.

*2002 Principal Investigator* -- Harvard University/Radcliffe Institute for Advanced Study, 2002. Henry Murray Research Center grant for language and social development research. US\$9,505.00 Status: Funded

*2000 Principal Investigator* -- National Institutes of Health (NIH) *National Research Service Award* (NRSA), 2001 A research grant funded through the National Institute for Health and Human Development (NICHD) (Summer 2001, prior to accepting USM appointment). US\$ 86,000. Status: Funded

**Grants & Awards: Internal**

*Presidential Leadership Award* for support of undergraduate research – US\$1000 (2015).

*Engaged Faculty Fellowship Award* (2015 – 2016 – US\$2500). USM grant to pilot a research-to-practice service-learning program within the developmental psychology curriculum at USM.

*USM Provost Research Fellowship* (2014 – 2015) A one-year research fellowship exploring the effects of poverty on parent-child discourse and early metacognitive reasoning in children.

*USM Undergraduate Research Opportunities Program (UROP)* (US\$3000). Faculty-Student Research Collaborative. Award years: 2005/06, 2008/09, 2010/11, 2012/13. Supports USM research students in supervised independent study.

Gettysburg College Research and Professional Development Grant, 1998-2000 (US\$ 1,595). A research grant supporting a series of studies investigating the development factors affecting preschool children's problem-solving discourse. This grant also supports a current study exploring affects of help-eliciting speech on teacher evaluations of problem-solving competence. Gettysburg College, Gettysburg, PA.

Scottish Higher Education Funding Council (SHEFC) grant for research in education, 1995 - 1996 (US\$ 17,000). A government grant awarded for research in applied psychology. Funding was awarded as part of the Accessible Resource Based Learning Exemplars Project, an initiative to pilot the delivery of web-based, interactive psychology course material.

The Vans Dunlop Scholarship Award, 1996 (US\$ 3,000). A merit scholarship to support doctoral research in the behavioral sciences. The University of Edinburgh, Scotland.

The Overseas Research Student Award (ORSA), 1995 - 1996 (US\$ 1,500) for doctoral research in experimental psychology. The University of Edinburgh, Scotland.

The Drever Trust Award for Doctoral Research, 1994 - 1996 (US\$ 1,500). The University of Edinburgh, Scotland.

**Professional  
Memberships:  
and Activities**

American Psychological Association - Division 7 - Developmental  
Association for Psychological Sciences – Developmental  
Society for Research in Child Development