**DR. NINA HOWE**

**CURRICULUM VITAE**

February 2021

**PERSONAL INFORMATION**

**Address:**Department of Education

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 nina.howe@education.concordia.ca

**Birthdate:** October 21, 1951

**Citizenship:** Canadian, American

**Education:**

 **1969‑70 University of Minnesota,** Program: Liberal Arts

 **1970‑74 York University, B.A., Honours Psychology**

 **1974‑77 University of Western Ontario, M.A. in** **Developmental Psychology**

 **with Specialization in Early Childhood Education.** Thesis: Dramatic

 play and preschoolers' social competence. Supervisor: Dr. Mary J.

 Wright

 **1979‑80 University of Alberta, Post‑degree program in Elementary**

 **Education**.

 **1982‑86 University of Waterloo, PhD in** **Development Psychology.**

Dissertation: Socialization, social cognitive factors and the development

 of the sibling relationship. Supervisor: Dr. Hildy S. Ross

**Professional License**

 **1982** Permanent Teaching Certificate (Elementary Education), Province of Alberta,

 No. 137414P

**INSTITUTIONAL AFFILIATION**

 **2008 – 21** Concordia University Research Chair in Early Childhood Development and

 Education

 **2017 -**  Member, Research Centre for the Interaction of the Potential of Education,

 Universidad Autonomous de Caribbe, Baranquilla, Columbia, Dr. Luz Stella

 Lopez, Director

 **2015** Interim Academic Code Administrator, School of Graduate Studies

 **2003 – 05** Associate Dean (Student Affairs), School of Graduate Studies

 **2000 -** Full Professor, Department of Education, Concordia University

 **1991 - 00** Associate Professor, Department of Education, Concordia University (tenured)

 **1986 ‑ 91**  Assistant Professor, Department of Education, Concordia University

 **1994 -**  Adjunct Professor, Department of Psychology, Concordia University

 **1996 -**  Principal Member, Center for Research in Human Development, Concordia

 University

  **1991 - 96**  Associate Member, Center for Research in Human Development, Concordia

 University

 **1990 -** **97** Principal Member, Center for the Study of Classroom Processes, Concordia

 University

 **1997 - 00** Associate Member, Center for the Study of Learning and Performance, Concordia University

 **1983 - 84 and**

 **1985** Teaching Fellow, Department of Psychology, University of Waterloo

**ACADEMIC AWARDS**

 **1985-86** Social Sciences and Humanities Research Council Doctoral Fellowship

 **1985** Ontario Graduate Scholarship (declined)

 **1983‑85** University of Waterloo/Faculty of Arts Type I Scholarship,

**EXTERNAL RESEARCH GRANTS**

Perlman, M., & Howe, N. (2019- 22). ***Is quality of Early Childhood Education and Care a***

 ***characteristic of children, educators, classrooms or programs?*** SSHRC, $180,864.

Elicker, J., Gold, Z, & Howe, N. (2019). ***The Effects of Rigamajig® Play Materials on***

***Elementary Children’s Early Development, Learning, and Interest in STEM.*** KaBOOM! National Non-Profit Organization in partnership with the CarMax Foundation. $75,000US ($99,614 CAD).

Paine, A., Howe, N., & Mitchell, P. (2020-2023*).* ***Humour in childhood: Pathways to better***

***Wellbeing.*** Economic and Social Research Council (Britain). £299,822 UK.

Perlman, M., & Howe, N. (2018-2019***). How and why did outdoor play become a core element***

***of Scottish Early Childhood Education and Care (ECEC) policy.*** Lawson Foundation of Ontario, $78,000.

Howe, N., Perlman, M., Recchia, H. E., Bukowski, W. M., & Ross, H. (2015-2017).

 ***Investigating the development of toddler peer relationships from a social relations***

 ***model perspective.*** SSHRC Insight Development Grant, $74,740.

Rinaldi, C., Howe, N., & Gokiert, R. (2014-19). ***Early childhood parent-child***

***interactions: An examination of the stability of parenting across settings and over time***. SSHRC, $307,118

Howe, N. (2013-17). ***Sibling imitation: Facilitating shared meanings during reciprocal***

 ***(play) and complementary (teaching) interactions.*** SSHRC, $176,959.

Howe, N. (2010). ***New Directions in Early Childhood Education***. SSHRC Aid to Workshops,

 $8,887.

Howe, N. (2010-2013). ***Co-constructing shared meanings in children’s play with siblings***

 ***and friends: Links with social understanding.*** SSHRC, $81,344.

Bukowski, W. (PI), Howe, N. (+ 30 faculty). (2011-2023). ***Centre de Recherche en***

***Développment Humain / Centre for Research in Human Development***. Vice-President Research and Graduate Studies, Concordia University, Infrastructure grant. $70,000 / yr. (total = $350,000).

Bukowski, Howe, N. (+41 faculty). (2011-13). ***Centre de Recherche en Développment Humain***

 ***Centre for Research in Human Development***. Research and Graduate Studies Centre

 program, Concordia University, $166,000.

Bukowski, Howe, N. (+41 faculty). (2011-13). ***Centre de recherché en développement***

 ***humain.*** Fonds Québécois de la Recherche sur la Société et la Culture (FQRSC), $110,584.

Howe, N. (2007-2010). ***Siblings’ construction of social cognitive knowledge in the home***

 ***context.*** SSHRC, $99,136.

Rinaldi, C., & Howe, N. (2005-2008). ***Mutuality in parent-child interactions: The***

 ***emergence of emotion regulation strategies and social competence in early childhood***. SSHRC, $101,000.

Serbin, L., Howe, N. (+41 faculty). (2004-2011). ***Centre de recherché en développement***

 ***humain.*** Fonds Québécois de la Recherche sur las Société et la Culture (FQRSC).

 $1,935,227.

Serbin, L., Howe, N. (2008-09). (+34 others). ***Faciliter la recherché multidisciplinaire sur tout***

 ***le cycle de vie***. Minstère du développement économique, de l’innovation et de l’exportation (MDEIE), $233,865.

Howe, N. (2004-2007). ***Intersubjectivity: The case of sibling teaching****.* Social Science and

 Humanities Research Council of Canada, ($91,490).

Jacobs, E., & Howe, N. (2003-2007). ***Canadian Child Care Curriculum Study.*** Social

 Development Directorate, Human Resource Development Canada. ($621,000).

Serbin, L., Howe, N. (+21 others). (2003-2004). ***Centre de recherché en développement***

 ***humain.*** Fonds Québécois de la Recherche sur las Société et la Culture (FQRSC).

 $100,000.

Howe, N. (2001-2004). ***Sibling teaching and the co-construction of meaning in the sibling***

 ***relationship***. Social Science and Humanities Research Council of Canada, ($98,466)

Tremblay, R. (Principal Investigator). (2006-2011). ***Early Childhood Learning Knowledge***

 ***Center***. Canadian Council on Learning.

Tremblay, R. (Principal Investigator). (2000-2006). ***Etude longitudinale et exprimentale due***

 ***developpement des enfants de la naissance l’adolescence (ELEDEQ).*** Social Science

 and Humanities Research Council of Canada***,*** $2,500,000.

Tremblay, R. (Principal Investigator). (2000-2004). ***Contributions de la recherche***

 ***multidisciplinaire une innovatin critique pour le Québec: a nouvelle politique***

 ***familiale.*** Valorisation Recherche-Québec, $950,000.

Gold, D.P., Bukowski, W.M., Arbuckle-Maag, T., Doyle, A-B., Poulin-Dubois, D., Howe, N.,

Schwartzman, A., Serbin, L., White, D., Hodgins, S., Aboud, F., & Stack, D. (1999-2003). ***Centre Grant for the Centre de recherche en développement humain***.Fonds pour la formation des chercheurs et pour l’aide à la recherche (FCAR) center grant program, $720,000.

Tremblay, R. (Principal Investigator, 2000-2006). ***Centre of Excellence for Early Child***

***Development.***  Center of Excellence for Children’s Well-Being Program,Health Canada, $3,352,000. [www.excellence-earlychildhood.ca](http://www.excellence-earlychildhood.ca).

Serbin, L., Aboud, R., Arbuckle, R., Bukowski, W., Doyle, A.B., Hodgins, S., Howe, N.,

Phillips, N., Poulin-Dubois, D., Pushkar, D., Schwartzman, A., Stack, D., & White, D. (1999-2002). ***Centre for Research in Human Development.*** Fonds pour la formation des chercheurs et pour l’aide à la recherche (FCAR) center grant program (equipment grant), $32,500.

Howe, N., & Aquan-Assee, J. (1998-2001). ***The role of sibling self-disclosure in family***

 ***dynamics***. Social Science and Humanities Research Council of Canada, $65,000.

Boivin, M., Bukowski, W.M., Doyle, A.B., Gagnon, C., Howe, N., Larose, S., & Verlain, P.

(1998-2001). ***Development and interpersonal relationships.*** Fonds pour la formation des chercheurs et pour l’aide à la recherche (FCAR) Team Grant, $160,881.

Gold, D.P., Aboud, R., Arbuckle-Maag, T., Bukowski, W.M., Doyle, A-B., Hodgins, S., Howe,

N., Poulin-Dubois, D., Schwartzman, A., Serbin, L., Stack, D, & White, D. (1996-1999). ***Centre Grant for the Centre de recherche en développement humain***. Fonds pour la formation des chercheurs et l’aide à la recherche (FCAR) center grant program, $56,000.

Gold, D.P., Aboud, R., Arbuckle-Maag, T., Bukowski, W.M., Doyle, A-B., Hodgins, S., Howe,

N., Poulin-Dubois, D., Schwartzman, A., Serbin, L., Stack, D, & White, D. (1996-1999). ***Centre Grant for the Centre de recherche en développement humain***. Fonds pour la formation des chercheurs et l’aide à la recherche (FCAR) center grant program, 450,000.

Bukowski, W.M., Boivin, M., Doyle, A.B., Gagnon, C., Howe, N., Larose, S. (1995-98).

***Interpersonal relationships and development: Peer and family contexts***. Fonds pour la formation des chercheurs et pour l’aide à la recherche (FCAR) Team Grant, $213,000.

Chambers, B., & Howe, N. (1995-98). ***The role of interpersonal interaction in learning*** ***during***

***early childhood education***. Social Science and Humanities Research Council of Canada, $77,000.

Chambers, B., Abrami, P.C., & Howe, N. (1995). ***An ounce of prevention: Early familial and***

 ***educational intervention to prevent school failure***. Chawkers Foundation, $15,000.

Howe, N. (1992-96). ***Children's social knowledge and understanding of the sibling***

 ***relationship***. Social Science and Humanities Research Council of Canada, $75,000.

Abrami, P.C., Chambers, B., d'Apollonia, S., Howe, N., Schmid, R., Farrell, M., Rosenfield, S.,

& DeSimone, C. (1992-95).  ***Effective Learning through Interpersonal*** ***Interaction***. Fonds pour la formation des chercheurs et pour l’aide à la recherche(FCAR) Team Grant, $110,000.

Howe, N. (1988‑90). ***The role of reciprocal and complementary interactions in the***

***sibling relationship***. Social Science and Humanities Research Council of Canada, $41,788.

**CONCORDIA UNIVERSITY RESEARCH CHAIR**

Howe, N. (2015-2022). ***Concordia University Research Chair in Early Childhood***

 ***Development and Education***, $350,000.

Howe, N. (2007-2015). ***Concordia University Research Chair in Early Childhood***

 ***Development and Education***, $350,000.

**INTERNAL RESEARCH GRANTS (Concordia University)**

Howe, N. (2010). ***New Directions in Early Childhood Education***. Faculty of Arts and Sciences

 Aid to Workshops and Vice-President Research and Graduate Studies. $5,000

Howe, N. (1997-98). ***The role of sibling self-disclosure in family dynamics***. Faculty Research

 and Development Program. ($18,000).

Chambers, B., Abrami, P., & Howe, N. (1995-97). ***An ounce of prevention: Early familial and***

 ***educational intervention to prevent school failure***. Seagrams' Fund for Academic

 Innovation. ($50,000).

Chambers, B., Howe, N., & Abrami, P. (1994-95). ***The role of interpersonal interaction*** ***in***

***learning during early childhood***. Faculty Research and Development Program. ($15,000).

Chambers, B. & Howe, N. (1992-93). ***The role of advance preparation of dramatic play*** ***centers***

 ***on children's social and cognitive play***. ($2,400).

Howe, N. (1992-93). ***Sibling self‑disclosure in middle childhood***. ($2,400).

Howe, N. (1991-92). ***Children's social knowledge and understanding of the sibling***

 ***relationship***. Bridge funding ($20,000)

Howe, N. (1990-91). ***Children's social knowledge and understanding of the sibling***

 ***relationship***. ($2,500)

Howe, N. (1989-90). ***The influence of student‑designed dramatic play centers on children's***

 ***play***. ($2,500)

Howe, N. (1987-88). ***Reciprocal and complementary interactions and the sibling*** ***relationship***.

 ($3,072).

Howe, N. (1986-87). ***Socialization, social cognitive factors and the sibling relationship:*** ***A***

 ***follow‑up study***. ($2,700).

**JOURNAL GRANT**

Jacobs, E., & Howe, N. (1996-1999). Grant to support the ***Canadian Journal of Research in***

***Early Childhood Education*.** Child Care Visions, Employability and Social Partnerships, Human Resources Canada ($97,000).

**BOOKS**

Howe, N. (Ed.) (2014). ***A Voice Still Heard: Selected Essays by Irving Howe***. New Haven,

 CT: Yale University Press.

Howe, N., & Prochner, L. (Eds.) (2012). ***Recent Perspectives on*** ***Early Childhood***

 ***Education and Care in Canada.*** *University of Toronto Press.* Supported by the Aid to Scholarly Publications Program, Humanities and Social Sciences Federation of Canada.

Prochner, L., & Howe, N. (Eds.) (2000). ***Early Childhood Care and Education in Canada.***

University of British Columbia Press. Supported by the Aid to Scholarly Publications Program, Humanities and Social Sciences Federation of Canada.

Kirova, A. (2002). Review of L. Prochner & N. Howe (Eds.), *Early Childhood Care and*

 *Education in Canada****. Alberta Journal of Educational Researcher, 48,*** 196-202.

# PUBLICATIONS (REFEREED)

Linkiewich, D., Martinovich, V. A., Rinaldi, C. M., Howe, N., & Gokiert, R. (in press).

Parental autonomy support in relation to preschool aged children's behaviour: Examining positive guidance, negative control, and responsiveness. ***Clinical Child Psychology and Psychiatry.***

Howe, N., Leach, J., & DeHart, G. (in press). “This is a mailbox, right?”: Associations of

play materials with siblings’ and friends’ shared meanings during pretend play. ***Journal of Early Childhood Research.***

Gold, Z. S., Elicker, J., Kellerman, A. M., Christ, S. L., Mishra, A. A., & Howe, N.

(2021). Engineering play, mathematics, and spatial skills in children with and without disabilities [Special Issue]. ***Early Education and Development, 32***(1), 49-65. doi:10.1080/10409289.2019.1709382

Perlman, J., & Howe, N. (2020). The psychosocial effects of having a sibling with

Autism Spectrum Disorder. ***Exceptionality Education International,*** ***30***(3), 643-83.

Paine, A. L., Karajian, G., Hashmi, S., Persram, R. J., & Howe, N. (2020). “Where’s

your bum brain?” Humor, social understanding, and sibling relationship quality in early childhood. ***Social Development;*** 00; 1-20. DOI: 10.1111/sode.12488

Howe, N., Tavassoli, N., Leach, J., Farhat, F., & DeHart, G. (2020). “This is a pit of

fire”: The influence of play materials on children’s shared meanings, creativity, and

internal state language. ***Journal of Research in Childhood Education.*** Doi 10.1080/02568543.2020.1838673

Perlman, M., Howe., N., & Bergeron, C. (2020). How and why did outdoor play become a

central focus of Scottish early learning and care policy. ***Canadian Journal of Environmental Education, 23***(2),46-66.

Tavassoli, N., Howe, N., Recchia, H., & DeHart, G. (2020). Investigating the

development of prosociality through the lens of refusals: Children’s prosocial refusals with siblings and friends. ***Merrill-Palmer Quarterly, 66***(4), 421-446***.***

Howe, N., Perlman, M., Burns, S., & Bergeron, C. (2020). Scotland embarks on a

national outdoor play initiative: Educator perspectives. ***Early Education and Development.*** Doi:10.1080/10409289.2020.1822079

Perlman, M., & Howe, N., Cathryn E.S. Gulyas, C., & Falenchuk, O. (2020).

Associations between director's characteristics, supervision practices and quality child care centres. ***Early Education and Development, 31***(4), 507-523***.*** DOI: [10.1080/10409289.2019.1679006](https://doi-org.lib-ezproxy.concordia.ca/10.1080/10409289.2019.1679006)

Persram, R., Della Porta, S., Scirocco, A., Howe, N., & Ross, H. (2019). A 2-year

longitudinal study of naturalistic parent-child- and sibling-originated polyadic conflicts.

 ***Merrill-Palmer Quarterly, 65***(4), 377-401***.***

Leach, J., Howe, N., & DeHart, G. (2019). “Let’s make a place where giants live!”:

 Children’s play behaviours with siblings and friends from early to middle childhood.

 ***Infant and*** ***Development, 28***, (6), 1-17. DOI: 10.1002/icd.2156

Leach, J., Howe., N., & DeHart, G. (2019). A longitudinal investigation of siblings’ and

friends’ features of connectedness and interaction quality during play***. Early Education***

***and Development, 30,*** 709-723. DOI: 10.1080/10409289.2019.1597589

Abuhatoum, S., Della Porta, S., Howe, N.& DeHart, G. (2020). A longitudinal

examination of power in sibling and friend conflict. ***Social Development, 29***, 903-919.doi.org/10.1111/sode.12433.

Howe, N., Persram, R., & Bergeron, C. (2019). Imitation as a learning strategy during

sibling teaching. ***Journal of*** ***Cognition and Development, 20,*** 466-486***.*** DOI: 10.1080/15248372.2019.1614591

Persram, R., Scirroco, A., Della Porta, S., & Howe, N. (2019). Moving beyond the dyad:

Broadening our understanding of family conflict. ***Human Development, 63,***178-184***.*** DOI: 10.1159/000501880

Howe, N., Persram, R., & Bergeron, C. (2019).Adolescent sibling relations. In

***Encyclopedia of Child and Adolescent Development.*** Wiley. 10.1080/15248372.2019.1614591

Truchon, M-M., & Howe, N. (2019). Parental differential treatment in families with a

child with a developmental disability. ***Exceptionality Education International, 29,*** 32-49***.***

Paine, A., Howe, N., Karajan, G., Hay, D., & DeHart, G. (2019). “H, I, J, K, L, M, N,

O, PEE! Get it? Pee!” Siblings’ shared humour in childhood. ***British Journal of***

***Developmental Psychology, 37,*** 336-353. DOI:10.1111/bjdp.12277

Della Porta, S., Howe, N., & Persram, R. (2019). Parents’ and children’s power effectiveness

polyadic family conflict: Process and resolution. ***Social Development, 28,*** 152-167. DOI: 10.1111/sode.12333

Dirks, M., Recchia, H. E., Estabrook, R., Howe, N., Petitclerc, A., Burns, J. L., Briggs-Gowan,

M., & Wakschlag, L. S. (2019). Differentiating typical from atypical perpetration of sibling-directed aggression during the preschool years. ***Journal of Child Psychology and Psychiatry, 60,*** 267-276.

Abuhatoum, S., Howe, N., & Della Porta, S, & DeHart, G. (2018). A dyadic analysis

 of power in sibling and friend conflict in early childhood. ***Infant and Child***

 ***Development, 27,*** e2085. Doi.org/10.1002/icd.2085

Persram, R. J., Howe, N., & Leach, J. (2018). Family members’ strategies as allies during

naturalistic polyadic family conflicts. ***Infant and Child Development, 26,*** (4) 1-15. Doi.org/10.1002/icd.2068

Howe, N., Roschiszewska, J., & Persram, R. (2018). “I’m an ogre so I’ve very

hungry!” “I’m assistant ogre”: Sibling imitation in early childhood. ***Infant and Child Development, 27,*** e2040. Doi.org/10.1002/icd.2040

 ***Development***. 2018;27:e2040.

https://doi.

org/10.1002/icd.2040

2018;27:e2040.

https://doi.

org/10.1002/icd.2040

nf Child Dev. 2018;27:e2040.

https://doi.

org/10.1002/icd.2040

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nf Child Dev. 2018;27:e2040.

https://doi.

org/10.1002/icd.2040

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Segal, A., Howe, N., Persram, R., Martin-Chang, S., & Ross, H. (2017). "I’ll

 show you how to write my name": The contribution of naturalistic sibling teaching to the

Home Literacy Environment. ***Reading Research Quarterly, 53*** (4), 1-14***.*** Doi: 10.1002/rrq.199

Howe, N. (2017). Predicting normative and problematic family pathways to adjusting to the

 birth of a sibling: Invited Commentary on Volling, R. Gonzalez, W. Oh, J-H. Song, T.

Yu, L. Rosenberg, et al., Developmental trajectories of children’s adjustment across the transition to siblinghood: Pre-birth predictors and sibling outcomes at one year. ***Society for Research in Child Development Monographs,*** *8*(3)*,* 184-185. Doi: 10/1111/mono.12319

Leach, J., Howe, N., & DeHart, G. (2017), “I wish my people can be like the ducks”:

 Children’s references to internal states with siblings and friends from early to middle childhood. ***Infant and Child Development, 26***(5), 1-12. Doi: 10.1002/icd.2015

Howe, N.,Della Porta, S., Recchia, H., & Ross, H. (2017). “Because if you don’t put

 the top on it will spill”: A cross sectional and longitudinal study of sibling teaching in

 early childhood. ***Developmental Psychology,*** *52,* 1832-1842.

Della Porta, S. & Howe, N. (2017). Siblings’ power and influence in polyadic family

conflict during early childhood. In N. M. Campione-Barr (Ed.), Power, control, and influence in sibling relationships across development.***New Directions for Child and Adolescent Development***, *156*, 15-32.

Leblanc, E., Bernier, aA., & Howe, N. (2017). The more the merrier? Sibling composition and

precursors of Theory of Mind in toddlers. ***Journal of Cognition and Development, 18,*** 375-391***.*** DOI: 10.1080/15248372.2017.1327438.

Persram, R. J., Howe, N., Della Porta, S., & Ross, H. S. (2016). Family members’

 helping behaviour: Alliance formations during naturalistic polyadic conflicts. ***Infant and***

 ***Child Development,*** 26(4), 1-15. doi: 10.1002/icd.2007

Howe, N. (2016). Siblings and play. ***Encyclopedia of Contemporary Early Childhood***

 ***Education,*** 1228-1229.Thousand Oaks, CA: Sage Publishers.

Recchia, H., & Howe, N. (2016). Sibling relationships. ***Encyclopedia of Contemporary Early***

 ***Childhood Education.*** 1226-1227.Thousand Oaks, CA: Sage Publishers.

Howe, N., Adrien, E., Della Porta, S., Pecchia, S., Recchia, H., Osana, H., & Ross, H. (2016).

“Infinity means it goes on forever”: Siblings’ teaching of mathematics during naturalistic home interactions. ***Infant and Child*** ***Development*,** *25,* 137-157.

Abuhatoum, S., Howe, N., Della Porta, S., Recchia, H., & Ross, H. (2016). Siblings’

understanding of teaching in early and middle childhood: “Watch me and you’ll know how to do it.” ***Journal of Cognition and Development,*** *17,*180-196.

Dirks, M. A., Persram, R., Recchia, H. E., & Howe, N. (2015). Sibling relationships as

sources of risk and resilience in the development and maintenance of internalizing and externalizing problems during childhood and adolescence. ***Clinical Psychology Review***. ***42,*** 144-155.

Howe, N., Della Porta, S., Recchia, H., Funamoto, A., & Ross, H. (2015).

 “This bird can’t do it ‘cause this bird doesn’t swim in water”: Sibling teaching during

 naturalistic home observations in early childhood. ***Journal of Cognition and Development, 16,*** 314-332.

Leach, J., Howe, N., & DeHart, G. (2015). “An earthquake shocked up the land!”: Play with

 siblings and friends. ***Social Development*, 24,** 95–112.

Howe, N., & Recchia, H. (2014). Sibling relations and their impact on children’s development.

(Revised edition). ***Encyclopedia on Early Childhood Development*** (online). Montreal, Quebec: Centre of Excellence for Early Childhood Development: URL: <http://www.child-encyclopedia.com/peer-relations/according-experts/sibling-relations-and-their-impact-childrens-development>.

Howe, N. (2014). Introduction. ***A Voice Still Heard: Selected Essays by Irving Howe*.** New

 Haven, CT: Yale University Press.

Howe, N., & Recchia, H. (2014). Introduction to special issue on the Sibling

Relationship as a Context for Learning and Development. ***Early Education and Development, 25,*** 155-159.

Howe, N., Abuhatoum, S., & Chang-Kredl, S. (2014). “Everything’s upside down.

We’ll call it upside down valley!”: Siblings’ creative use of play themes, objects, and language during pretend play. ***Early Education and Development, 25,*** 381-398.

Howe, N., & Jacobs, E***.*** (2013).Mentoring educational change in early childhood

education: Factors and barriers related to success. ***Alberta Journal of Educational Research, 59,*** 591-612***.***

Abuhatoum, S., & Howe, N. (2013). Power in sibling conflict in early and middle childhood

***Social Development, 22,*** 738-754.

Martinez, B., & Howe, N. (2013). Canadian early adolescents’ self-disclosure to

siblings and best friends. ***International Journal of Child, Youth, and Family Studies, 2,*** 274-300.

Parsons, A., & Howe, N. (2013). "This Is Spiderman's Mask. No, It's Green Goblin's":

Shared meanings during boys' pretend play with superhero and generic toys. ***Journal of Research in Childhood Education,*** *27,* 190-207*.*

Howe, N., Jacobs, E., Vukelich, G., & Recchia, H. (2013). Canadian parents’ knowledge

 and satisfaction regarding their child’s day care experience. ***Journal of Early Childhood Research, 11,*** 133 - 148.

Roger, K., Rinaldi, C., & Howe, N. (2012). Mothers’ and fathers’ internal state

 language with their young children: An examination of gender differences during an

 emotions task. ***Infant and Child Development, 21***, 646-666.

Recchia, H., Wainryb, C., & Howe, N. (2013). Two sides to every story? Parents’

 attributions of culpability and their interventions into sibling conflict. ***Merrill-Palmer***

 ***Quarterly, 59***, 1-22.

Howe, N., Recchia, H., DellaPorta, S., & Funamoto, A. (2012). “The driver doesn’t sit,

 he stands up like the Flintstones!”: Sibling teaching during teacher-directed and self- guided tasks. ***Journal of Cognition and* *Development,*** *13,* 208-231*.*

Della Porta, S., & Howe, N. (2012). Assessing mothers’ and children’s perceptions of power

through personal, conventional, and prudential conflict situations. ***Merrill-Palmer Quarterly, 58,*** 507-529.

Howe, N., Jacobs, E., Vukelich, G., & Recchia, H. (2012). Inservice professional

development and constructivist curriculum: Effects on quality of child care, teacher beliefs and interactions. ***Alberta Journal of Educational Research, 57***, 353-378.

Rinaldi, C., & Howe, N. (2011). Mothers’ and fathers’ parenting styles and associations

 with toddler’s social-emotional behavior. ***Early Childhood Research Quarterly****, 27*, 266- 273***.***

Recchia, H., & Howe, N. (2010). When do siblings compromise? Associations with children’s descriptions of conflict issues, culpability, and emotion. ***Social Development, 19,*** 838-857.

Howe, N., Karavasilis, L., & Aquan-Assee, J. (2010). Sibling relationship quality:

 Maternal and child perceptions and daily interactions. ***Infant and Child Development,***

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***future innovators through creative play and STEM Learning.***Proceedings of the annual conference of the International Technology and Engineering Educators Association: Elementary STEM Focus Strand, Baltimore, MD.

Gold, Z., & Howe, N. (2020). ***Play and social-constructivism: Results from three years of***

***collaborative research.*** Talk presented at the Centre for Research in Human Development Annual Conference, Concordia University, Montreal, QC.

Gold, Z., Perlman, J., Howe, N., & DeHart, G. (2020). ***“We can fix it! Connect the pieces:”***

***Observed problem solving skills in construction play with friends.*** Poster presented at the Centre for Research in Human Development Annual Conference, Concordia University, Montreal, QC.

Gold, Z., Howe, N., Elicker, J., Bergeron, C., Fuoco, J., Longo, M., Lehmann, K., & Infantino,

E. (2020). ***Longitudinal effects of Rigamajig® building materials on elementary children’s engineering play, physical activity, and social competence***. Poster presented at the Centre for Research in Human Development Annual Conference, Concordia University, Montreal, QC.

Howe, N., Leach, J. & Dehart, G.(2020, June). ***The influence of play materials on children’s***

***shared meanings during play.*** Poster submitted to the biennial meetings of the International Society for the Study of Behavioral Development, Rhodes, Greece.

Gold, Z. S.**,**Perlman, J., Howe, N., & Dehart, G. B. (2020, May). ***“We can fix it! Connect the***

***pieces: Problem solving skills in construction play with friends****.*Paper presentation submitted to the Society for Research in Child Development Special Topic Meeting: Learning through Play and Imagination, St. Louis, MO.

Howe, N., Leach, J. & Dehart, G. (2020, May). ***The influence of play materials on children’s***

 ***shared meanings during play.*** Paper presentation submitted to the Society for Research in Child Development Special Topic Meeting: Learning through Play and Imagination, St. Louis, MO.

Paine, A., & Howe, N. (2020, May). ***“What’s so funny about that, buster?” Humor and play in***

***children’s close relationships.*** Paper presentation submitted to the Society for Research in Child Development Special Topic Meeting: Learning through Play and Imagination, St. Louis, MO.

Howe, N. (September, 2019). ***Humor in childhood***. Symposium discussant. British

Psychological Society, Stoke-on-Trent, UK.

Gold, Z. S.,Elicker, J., & Howe, N. (2019, July). ***Engineering play: Associations***

***with spatial skills, mathematics, and executive function in guided block play.*** In E. N. Daubert & P. Shafto (Chairs), *Guided Playful Learning Workshop: Developmental, Computational, and Education Perspectives.* Cognitive Science Society, Montréal, QC.

Paine, A., Howe, N., Karajiaan, G., & DeHart, G. (August 2019***). "H, I, J, K, L, M,***

***N, O, PEE! Get it? PEE!": Siblings' shared humour in childhood.*** European Conference on Developmental Psychology. Athens, Greece

Howe, N., Persram, R. J., & Bergeron, C. (2019). ***Sibling teachers and learners:***

***Imitation as a learning strategy.***  Society for Research in Child Development, Baltimore, MD.

Paine, A., Howe., N., Karajiaan, G., & DeHart, G. (2019). ***Humor production between***

***siblings and friends in childhood.*** Society for Research in Child Development, Baltimore, MD.

Persram, R. J., Howe, N., & Bergeron, C. (2019). ***Imitation as a learning strategy during***

***sibling teaching: Birth order differences and the importance of relationship quality.*** Society for Research in Child Development, Baltimore, MD.

Tavassoli, N., Howe, N., & DeHart, G. (2019).  ***Children’s strategies to reject acting***

***prosocially toward siblings and friends: A longitudinal study.*** Society for Research in Child Development, Baltimore, MD.

Gold, Z. S., Perlman, J., Howe, N., & DeHart, G. B. (2019**). *Problem solving in children’s***

***constructive play with siblings and friends****.* Centre for Research in Human Development, Concordia University, Montreal, QC.

Howe, N., Tavassoli, N., Leach, J., Ferhat, F., & DeHart, G. (2018). ***The influence of play***

***materials on children’s pretend themes and object use.*** International Society for the Study of Behavioral Development, Gold Coast, Australia.

Howe, N., Tavassoli, N., Leach, J., Ferhat, F., & DeHart, G. (2018). ***The influence of type***

***of pretend play props on children’s play themes and object use.*** Jean Piaget Society, Amsterdam, Netherlands.

Della Porta, S., Schleifer, N., Scirocco, A., & Howe, N. (2018). ***​Differential use of power***

***during polyadic family conflict in early childhood:  A longitudinal study***. Development 2018 conference. Brock University, Ste. Catherines, Ontario.

Ferhat, F., Tavassoli, N., Leach, J., Howe, N., & DeHart, G. (2018). ***Object use and play***

***theme during pretend play as a function of play materials.*** Development 2018 conference. Brock University, Ste. Catherines, Ontario.

Howe, N., Tavassoli, N., Leach, J., Ferhat, F., & DeHart, G. (2018). ***Children’s pretend***

***themes and object use: The role of open- and closed-ended play materials.*** Development 2018 conference. Brock University, Ste. Catherines, Ontario.

Persram, R., Howe, N., & Bukowski, W. (2018). ***Birth order variations in sibling trust:***

***Promoting positive aspects of the self and relational quality in preadolescence***. Development 2018 conference. Brock University, Ste. Catherines, Ontario.

Scirocco, A., Persram, R. J., Della Porta, S., & Howe, N. (2018). ***The moral domain and***

***polyadic family conflict: A longitudinal analysis of how families employ power strategies and win conflicts.*** Development 2018 conference. Brock University, Ste. Catherines, Ontario.

Rinaldi, C., Martinovich, V., Walker, M., & Howe, N. (2017). ***Mothers and fathers***

***parenting behavior and relatedness to predicting adaptive, internalizing, and externalizing child behavior.*** American Educational Research Association, San Francisco, CA.

Della Porta, S., Schleifer, N., Persram, R. & Howe, N. (May 2017). ***Learning to maneuver the***

***social world through family conflict: Children’s power moves over time and birth order.*** Canadian Society for Studies in Education.

Leach, J., Howe, N. & DeHart, G. (March 2017). ***Children’s references to internal states with***

***siblings and friends from early to middle childhood.*** Poster presentation.Society for Research in Child Development, Austin, TX.

Persram, R.P., Howe, N., Bukowski, W. M., & Lopez, L. S. (March 2017). ***Sibling trust as a***

***predictor of friendship trust and positive self-concept in preadolescents from Canada and Colombia***. Poster presentation.Society for Research in Child Development, Austin, TX.

Persram, R.P., Howe, N., Bukowski, W. M., & Lopez, L. S. (March 2017). ***Contextual and***

***gender differences in preadolescents’ perceptions of conflict alliances with their best friends.*** Poster presentation.Society for Research in Child Development, Austin, TX.

Matti, S., Bergeron, C., & Howe, N. (February 2017). ***Imitation as a learning strategy: Teacher***

 ***facilitation of imitation and associations with social cognitive skills during sibling***

 ***teaching***. CRDH annual conference, Concordia University, Montreal.

Howe, N., Leach, J., & DeHart, G. (June 2016). ***Farms and trains: Theme of play materials***

 ***and children’s shared meanings during play.*** Poster presented at Jean Piaget Society,

 Chicago, IL.

Howe, N., Rosciszewska, J., & Persram, R. (June 2016). ***Sibling imitation during naturalistic***

 ***home observations in early childhood.*** Paper presented at Jean Piaget Society, Chicago,

 IL.

Leach, J., Howe, N., & DeHart, G. (June 2016). ***Children’s references to internal states with***

***siblings and friends from early to middle childhood.*** Paper presented at Jean Piaget Society, Chicago, IL.

Segal, A., Howe, N., Martin-Chang, S., & Persram, R. (June 2016). ***"Those are frosties because***

***that's what a bear looks like": The contribution of naturalistic sibling teaching to the home literacy environment***. Paper presented at Jean Piaget Society, Chicago, IL.

Persram, R., Leach, J., & Howe, N. (June 2016). ***Strategy use and preferences for children and***

 ***parents as allies during naturalistic polyadic conflicts at home.*** Paper presented at Jean

 Piaget Society, Chicago, IL.

Leblanc, É., Bernier, A., & Howe, N. (April 2016). ***Les effets positifs et négatifs de la fratrie sur***

 ***la théorie de l’esprit***. Poster presented at the Société Québécoise de la Recherche en

Psychologie, Trois-Rivières, QC.

 Segal, A., Howe, N., Martin-Chang, S., & Persram, R. (July 2015). ***"Those are frosties***

***because that's what a bear looks like": Sibling teaching of literacy concepts in naturalistic settings.*** Society for the Scientific Study of Reading. Honolulu, Hawaii.

Abuhatoum, S., Leach, J., Howe, N., & DeHart, G. (March, 2015). ***Children’s use of***

***internal state language with siblings and friends in play***. Society for Research in Child Development, Philadelphia, PA.

Della Porta, S., Howe, N., & Abuhatoum, S. (March, 2015). ***Sibling power effectiveness***

***and the effect of context during family conflict.*** Paper in symposium on *Power, control, and influence in sibling relationships across Development*.Society for Research in Child

 Development, Philadelphia, PA.

Howe, N., Della Porta, S., Recchia, H., & Ross, H. (March, 2015). ***Older and younger***

***sibling initiation of teaching in early childhood.*** Paper in symposium on *The role of siblings in social development during early childhood*. Society for Research in Child

 Development, Philadelphia, PA.

Howe, N., Della Porta, S., Recchia, H., & Ross, H. (March, 2015). ***Sibling teaching***

***strategies across early childhood.*** Poster presentation.Society for Research in Child Development, Philadelphia, PA.

Leach, J., Howe, N., & Dehart, G. (March, 2015***). Children’s communication with***

***siblings and friends during play from early to middle childhood.*** Poster presentation.Society for Research in Child Development, Philadelphia, PA.

Leach, J., Howe, N., & DeHart, G. (March, 2015). ***The influence of play materials on***

***children’s shared meanings during play.*** Paper in symposium on *Associations between music and drama/pretense participation and early childhood social development*. Society for Research in Child Development, Philadelphia, PA.

Persram, R., Howe, N., Della Porta, S., & Ross, H. (March, 2015). ***Family members***

***helping: Alliances during polyadic conflicts at home.*** Poster presentation.Society for Research in Child Development, Philadelphia, PA.

Roschiszewska, J., Martinez, B., Howe, N., & Ross, H. (March, 2015). ***Naturalistic***

***observations of sibling imitation in early childhood: Contexts, types, and responses.*** Poster presentation.Society for Research in Child Development, Philadelphia, PA.

Abuhatoum, S., Della Porta, S., & Howe, N. (May, 2014). ***Siblings’ understanding of teaching.***

Paper presentation. Development 2014 Conference, Carleton University.

Della Porta, S., Howe, N., Persram, R., & Ross, H. (May 2014). ***Contextual elements of family***

***conflict: Power, topic and social domain.*** Paper presentation. Development 2014 Conference, Carleton University.

La Giorgia, J., Leach, J., Howe, N., & Ross, H. (May, 2014). ***Siblings’ nonverbal and verbal***

***imitation in early childhood.*** Poster presentation. Development 2014 Conference, Carleton University.

Leach, J., Howe, N., & DeHart, G. (May, 2014). ***Children’s construction of shared meanings***

***during play with siblings and friends.*** Paper presentation. Development 2014 Conference, Carleton University.

Persram, R., Howe, N., Della Porta, S., & Ross, H. (May, 2014). ***Family member’s use of***

***alliances during naturalistic polyadic conflicts.*** Paper presentation. Development 2014 Conference, Carleton University.

Della Porta, S., Abuhatoum, S., Ross, H., & Howe, N. (May, 2013). ***Use of power resources***

 ***during family conflict***. Jean Piaget Society, Chicago, IL.

Persram, R., Della Porta, S., Howe, N., & Ross, H. (May, 2013). ***Social domain understanding***

 ***and use of alliances in family conflicts.*** Jean Piaget Society, Chicago, IL.

Abuhatoum, S., Della Porta, S., & Howe, N. (March 2013). ***Siblings’ understanding of the***

 ***process of teaching.*** Society for Research in Child Development, Seattle, WA.

Abuhatoum, S., Della Porta, S., & Howe, N. (March 2013). ***Children’s states of knowledge***

 ***during sibling teaching.*** Society for Research in Child Development, Seattle, WA.

Persram, R., Della Porta, S., Howe, N., & Ross, H. (April, 2013). ***Social domain***

***understanding and use of alliances in family conflicts.*** Society for Research in Child Development, Seattle, WA.

Rinaldi, C., & Howe, N. (April, 2013). ***Parent’s autonomy support and control strategies***

***during a puzzle task with young children***. American Educational Research Association, San Francisco.

Martinez, B., & Howe, N. (August, 2012). ***Relationship quality and self-disclosure in***

 ***children's friendships and sibling relationships****.* American Psychological Association,

 Washington DC.

Abuhatoum, S., & Howe, N. (July, 2012). *Power as a determinant of sibling conflict*

 *resolutions*. International Society for the Study of Behavioral Development, Edmonton, AB.

Della Porta, S., Howe, N., Recchia, H., Funamoto, A., & Ross, H. (July, 2012). ***Young***

 ***children’s initiation of and response to teaching during naturalistic home observations.*** International Society for the Study of Behavioral Development, Edmonton, AB.

Howe, N., Della Porta, S., Recchia, H., Funamoto, A., & Ross, H. (July, 2012). ***Older***

 ***siblings’ teaching strategies and type of knowledge during naturalistic interactions in early childhood.*** International Society for the Study of Behavioral Development, Edmonton, AB.

Leach, J., Persram, R., Rosciszewska, J., Howe, N., & DeHart, G. (July, 2012). ***Siblings’***

 ***construction of shared meanings during pretend play.*** International Society for the Study of Behavioral Development, Edmonton, AB.

Martinez, B., & Howe, N. (July, 2012). *Age differences in self-disclosure to friends and*

 *Siblings during middle childhood and early adolescence.* International Society for the

 Study of Behavioral Development, Edmonton, AB.

Persram, R., Leach, J., Rosciszewska, J., Howe, N., & DeHart, G. (July, 2012). ***Control and***

 ***aggression in siblings’ construction of shared meanings in pretend play.*** International Society for the Study of Behavioral Development, Edmonton, AB.

Howe, N., Della Porta, S., Scott, B., & Ross, H. (May, 2012). ***Sibling teaching and internal***

 ***state language during naturalistic conversations in early childhood***. Jean Piaget Society, Toronto, Ontario.

Rosciszewska, J., Martinez, B., Howe, N., & Ross, H. (May, 2012). ***Patterns of sibling imitation***

 ***in early childhood***. Jean Piaget Society, Toronto, Ontario.

Leach, J., Persram, R., DeHart, G., & Howe, N. (May, 2012). ***Siblings’ use of negotiation and***

 ***semantic tying strategies in the construction of shared meanings during pretend play.*** Jean Piaget Society, Toronto, Ontario.

Howe, N., & Martinez, B. (March, 2012). ***Gender differences in early adolescents’ self-***

 ***disclosure to siblings and best friends.*** Society for Research in Adolescence, Vancouver. BC.

Martinez, B., Howe, N., & Della Porta, S.(March, 2012). ***Associations of relationship quality and self-disclosure to friends and siblings in early adolescence.*** Society for Research in Adolescence, Vancouver. BC.

Martinez, B., & Howe, N. (February, 2012). *Exploring elementary and middle school students'*

 *self-disclosure to friends.* National Association of School Psychologists, Philadelphia, PA.

Howe, N., Della Porta, S., Scott, B., Osana, H., & Ross, H. (June, 2011). *Sibling teaching*

*during naturalistic home observations: What mathematical topics do children teach their siblings?* Jean Piaget Society, Berkeley, CA.

Della Porta, S. Howe, N., & Ross, H. (June, 2011). ***Sibling teaching during naturalistic***

 ***home observations.*** Jean Piaget Society, Berkeley, CA.

Della Porta, S., & Howe, N. (March, 2011). ***Mothers’ and children’s use and perceptions of***

***power across personal, conventional and prudential conflict situations***. Society for Research in Child Development, Montreal, QC.

Howe, N., Abuhatoum, S., & Chang-Kredl, S. (March, 2011). ***Creativity in sibling pretend***

***play: Associations between themes, object transformations, and descriptive language.***Society for Research in Child Development, Montreal, QC.

Abuhatoum, S., Howe, N., & Chang-Kredl, S. (March, 2011). ***Internal state language and***

***sibling pretend play in early and middle childhood.***Society for Research in Child Development, Montreal, QC.

Funamoto, A., Della Porta, S., Howe, N., & Recchia, H.E. (March, 2011). ***“Just watch me***

 ***so you know what to do, ok?”:*** S***ibling teaching during self-guided and teacher- directed tasks*.** Society for Research in Child Development, Montreal, QC.

Recchia, H. E., Wainryb, C., & Howe, N. (March, 2011). ***Two sides to every story? Parents’***

***attributions of culpability for their children’s sibling conflicts.*** Society for Research in Child Development, Montreal, QC.

Abuhatoum, S., Chang-Kredl, S., & Howe, N. (May 2010). ***Creativity and sibling pretend play:***

***Themes, object transformations, and descriptive language.*** Development 2010 conference, Carleton University, Ottawa, ON.

Della Porta, S., & Howe, N. (May 2010). ***Mothers’ and children’s use and perceptions of***

***Power in their relationship.*** Development 2010 conference, Carleton University, Ottawa, ON.

Della Porta, S., Recchia, H., Funamoto, A. & Howe, N. (May 2010). ***Associations between***

 ***social cognitive skills and sibling teaching in early and middle childhood.*** Development

 2010 conference, Carleton University, Ottawa, ON.

Funamoto, A., Della Porta, S., Howe, N., & Recchia, H., & Ross, H. (May 2010). ***The role of***

 ***age and gender in sibling teaching.*** Development 2010 conference, Carleton University,

 Ottawa, ON.

Funamoto, A., Della Porta, S., Recchia, H., & Howe, N. (May 2010). ***Sibling teaching strategies***

***and learner behavior during novel and self-guided tasks.*** Development 2010 conference, Carleton University, Ottawa, ON.

Rinaldi, C., McGarvey, L., Howe, N., & Gordon, J. (May, 2010). ***Mothers’ and fathers’***

***autonomy support and control strategies in teaching toddlers a puzzle task.*** Canadian Society for Studies in Education, Montreal, Quebec.

Howe, N., & Jacobs, E. (May 2010). ***Inservice professional development for Canadian child***

 ***care workers***. Canadian Society for Studies in Education, Montreal, Quebec.

Della Porta, S., & Howe, N. (February, 2010). ***Identifying mothers’ and children’s use and***

 ***perceptions of power in their relationship.*** Centre for Research in Human Development

 Annual Conference, Concordia University.

**WORKSHOPS**

Howe, N. (May 15, 2012).***Designing spaces for pretend play*.** Colegio Bilingue, Santa Marta,

 Columbia.

Howe, N. (February 23, 2010). ***Designing dramatic play centers.*** Marymount School,

 Barranquilla, Columbia.

Howe, N. (March 12, 2003). ***Sibling conflict and rivalry*.** Parenting Conference, McGill

 University, Montreal, Quebec.

Howe, N. (Feb. 21, 2002). ***Sibling conflict and rivalry in school-age children.*** Selwyn House

 School, Montreal, Quebec.

Howe, N. (May 12, 2001). ***Sibling rivalry.*** Parenting in the New Millennium conference,

 McGill University, Montreal, Quebec.

Howe, N. (March 9, 2001). ***Designing dramatic play centers.*** Quebec Association for Preschool

 Professional Development Conference, Montreal, Quebec.

Howe, N. (Feb. 11, 2001) ***Sibling conflict*.** St. George-Tynsdale Community Centre, Montreal,

 Quebec.

Howe, N. (March 14, 1997) ***Sibling rivalry***. St. George-Tynsdale Community Centre, Montreal,

 Quebec.

Howe, N. (November 7, 1995). ***Dramatic play in the early childhood classroom***. Jewish

 Educational Council, Montreal.

Howe, N. (May 6, 1995). ***Sibling rivalry***. Parenting in the 90s Conference, Department of

 Educational Psychology, McGill University.

Poulsen, C., Kouros, C., Abrami, P.C., d'Apollonia, S., Howe, N., & Chambers, B. (1993, May).

***Observing cooperative group work: A comparison of two approaches.*** Great Lakes Association for Cooperation in Education, Toronto, Ontario.

Howe, N., & Petrakos, H. (November 4, 1992). ***Designing dramatic play centers for early***

***childhood settings***. Association of Early Childhood Educators, Vanier College, Montreal, Quebec.

Howe, N. (May 2, 1992). ***Sibling relations: Friend or Foe?***  Parenting in the 90s Conference,

 Department of Educational Psychology, McGill University.

**REVIEWER**

 ***Alberta Journal of Educational Research***

 ***American Journal of Speech-Language Pathology***

***Canadian Journal of Education***

***Canadian Journal of Behavioral Science***

  ***Child Development***

***Development and Psychopathology***

***Developmental Psychology***

***Early Childhood Research Quarterly***

***Early Education and Development***

***Developmental Science***

***Family Relations***

***Infant and Child Development***

***International Journal of Behavioral Development***

***Journal of Child Psychology and Psychiatry and Allied Disciplines***

***Journal of Family Psychology***

***Journal of Early Adolescence***

***Journal of Research in Adolescence***

***Merrill-Palmer Quarterly***

***Social Development***

 Social Science and Humanities Research Council, Research grants (annually): Reviewer

 Social Science and Humanities Research Council, Research grants Committee No. (MCRI) 2010.

 Social Science and Humanities Research Council, Research grants Committee No. 12 (Education) 2003.

 Canadian Council on Learning (Structured Learning Centre, Early Childhood

 Development), Research grants: Reviewer, 2006, 2007.

 Canadian Psychological Association, Developmental Division, Judge for Best Student Presentation, 1989, 2000, 2001.

Canadian Psychological Association, Developmental Section, Conference Abstracts,

 1992, 1999, 2002, 2004.

 Canadian Society for the Study of Education, Early Childhood Education, Conference abstracts, 1990, 2010, 2011

 MITACS, Government of Canada, 2020

 Society for Research in Child Development, Conference abstracts, 2006, 2010, 2012,

 2014

 Society for Research in Adolescence, Conference abstracts, Committee 2, 2011, 2015.

 Development 2010 Conference, Carlton University, reviewer; Committee Chair for Best Student Poster Award.

 Hong Kong Research Agency (2019, 2021)

 National Science Foundation grants (2010, 2013, 2014).

 Netherlands Organization for Scientific Research grant (2019)

 Pearson Canada

 Prentice‑Hall Canada

 Thompson-Nelson Canada

 UBC Press

 University of Toronto Press

**FEDERATION FOR THE HUMANITIES AND SOCIAL SCIENCES, AWARDS TO SCHOLARLY PUBLICATIONS PROGRAM COMMITTEE**

 **2015 -2021** Awards Committee

**ALBERTA JOURNAL OF EDUCATIONAL RESEARCH**

 **2013** -Editorial Board

**EARLY EDUCATION AND DEVELOPMENT**

 **2014-** Editorial Board

**MERRILL-PALMER QUARTERLY**

 **2016 –** Associate Editor

**CANADIAN JOURNAL OF RESEARCH IN EARLY CHILDHOOD EDUCATION**

 **1995 – 2001** Co-Editor with Ellen Jacobs

 **2001 – 2007** Editorial Board

# CENTRE FOR RESEARCH IN HUMAN DEVELOPMENT

 **2009 – 16** Axis 3 leader (Relationships across the Life Span)

**2011**

**2013, 2015** Annual CRDH conference, Judge for Best Student Poster

**2009 –**  Executive Committee

**1996 -** Principal member

 **1999 – 00** Colloquium Committee

 Fellowships Committee

 **2009 – 10** Fellowships Committee

# CENTRE OF EXCELLENCE FOR EARLY CHILD DEVELOPMENT

Funded byHealth Canada (2000-2008) and SSHRC (2007-2014). Services Committee, Co-Chair; Development Committee, member; Editorial Advisory Committee (2009 - 2014). Project is to develop an encyclopaedia of information based on scientific research related to social-emotional development in early childhood, specifically basic research and services related to health issues. <http://www.excellence-earlychildhood.ca>.

**STRATEGIC KNOWLEDGE CENTRE ON EARLY CHILDHOOD DEVELOPMENT**

Funded by SSHRC (2007-2014). Member of Editorial Advisory committee (2009 - 2014). This centre continues the work of the encyclopaedia noted above along workshops and conferences on early childhood development. [www.skc-ecd.ca](http://www.skc-ecd.ca)

**EARLY CHILDHOOD LEARNING KNOWLEDGE CENTER**

 Funded by the Canadian Council on Learning. Scientific Committee (2004-2011):

 [www.ccl-cca.ca/CCL/AboutCCL/KnowledgeCentres/EarlyChildhoodLearning/index.htm](http://www.ccl-cca.ca/CCL/AboutCCL/KnowledgeCentres/EarlyChildhoodLearning/index.htm)

**Quebec Minister of Education, Advisory Board on Anglophone Education**

2008 – 11 Committee Member

**Commission de la santé et des services sociaux des Premières Nations du Québec et du Labrador/ First Nations of Quebec and Labrador Health and Social Services Commission**

 2020 – Advisory Committee for First Nations Early Childhood Education Curriculum

**CANADIAN PSYCHOLOGICAL ASSOCIATION ‑ DEVELOPMENTAL DIVISION**

 **1999 - 00** Conference Advisory Committee, Development 2000 Conference

 **1997 - 98** Past Chair, Developmental Section

**1995 - 97**  Chair, Developmental Section

**1994 ‑ 95** Chair Elect, Developmental Section Program Coordinator

**1991 ‑ 92** Newsletter Editor

**HONOURS AND GRADUATE STUDENTS**

 **BA in Psychology/Specialization students Advisor;**

 Yasmina Bayoun (2019). ***Canadian and Mexican children’s block building and***

***STEM strategies.*** Specialization in Psychology.

 Maya Rossi (2015). ***Parental reading-related knowledge and children’s reading***

 ***outcomes in Grade 1.*** Co-supervised with Sandra Martin-Chang.

 Janice LaGiorgia (2014). ***Verbal and nonverbal imitation in siblings***.

 Jessica Hawkins (2008). ***Children’s attributions of fault for sibling conflicts:***

 ***Associations with age, birth order, and sibling relationship quality.***

Megan Quinlan-Davidson. (2005). ***Associations between siblings’ teaching style and***

 ***conflict in play.***

Claudia Hogan (2000). ***Do props matter in the dramatic play center?: The effects of***

 ***prop realism on children’s play.***

 **MA in Child Studies, Thesis Advisor:**

 Justine Pronovost (IP).

Victoria Gilmore (IP).

Ensiyeh Morakabati (IP). ***Covid-19 and the experience of Iranian immigrant families.***

Julia Fuoco (2021). ***It’s all relative: Sibling and parent teaching in early childhood***

Jesseca Perlman (2019). ***The psychosocial effects of having a sibling with Autism***

***Spectrum Disorder??***

Fadwa Farhat (2019). ***Maternal and paternal teaching in a naturalistic home environment.***

Sara Matti (2017). ***Imitation as a learning strategy and associations with teachers’***

 ***social cognitive skills during sibling teaching***

Joleen Coirazza (2017***). Children’s prosocial behaviours, internal state language, and***

 ***emotion regulation during play with siblings and friends***

Marie-Michelle Truchon (2015). ***Parental differential treatment and sibling relationship***

 ***quality in families with a child with a developmental disability***

Ryan Persram (2013). ***The use of cooperative and surrogate alliances during***

***naturalistic polyadic family conflicts***

 Jamie Leach (2012). ***Shared meanings in children’s pretend play with siblings***

 ***and friends***.

 Brynheld Martinez (2011). ***Sibling and friend self-disclosure in middle childhood and***

 ***early adolescence.***

Brittany Scott (2011). ***Comparing*** ***older and younger*** ***siblings’ teaching strategies and***

 ***their use of internal state language during naturalistic home observations***.

 Shireen Abuhatoum (2011). ***Sibling conflict and power.***

 Stephanie Laurin (2010). ***Effects of story drama on children’s writing skills***.

 Sandra Della Porta (2009). ***Identifying parents’ and children’s use and***

 ***perceptions of power in their relationship.***

 Andrea Bruno (2008): ***Associations between maternal involvement and sibling***

 ***dramatic play, narrative, and creativity.***

 Fiona Rowlands (2007*).* ***An analysis of teacher's attitudes towards play and***

 ***children's free play opportunities.***

 Melanie Orfus (2005). ***Stress appraisal and family influence in siblings of children***

 ***with special needs.***

 Amy Parsons (2003). ***Superhero toys and boys’ physically active and***

 ***imaginative play.***

 Sandra Chang (2003). ***Play with scripted versus unscripted toys.***

 Marie-Hélène Brody (2002). ***Can older siblings scaffold? Effects of task difficulty on***

 ***use of instructional strategies.***

 Elena Zervas (2002). ***Children’s block play with their parents: Subjects to sex***

 ***differences?***

Lisa Fiorentino (2001). ***Family narratives and resilience in young children.***

 Nadine Gariépy (2000). ***The therapeutic power of play: Examining the play of young***

 ***children with Leukaemia.***

 Francine Massue (1999; co-supervisor with B. Chambers). ***The effects of engaging***

 ***in Success For All on children’s causal attributions.***

Melissa Jennings (1998). ***Siblings’ perceptions of divorce***.

Bronwen Lloyd (1998). ***The relationship between solitary play and convergent and divergent thinking.***

Christina Rinaldi (1995).***Constructive and destructive conflict strategies in sibling relationships: A family systems approach.***

Elaine Dubrow (1994). ***The association between parental play styles and sibling interaction in the play situation.***

Harriet Petrakos (1992). ***Ecological influences of the dramatic play center on children's play.*** **(Winner of the Elinor Ames Award for Best Student Presentation in the Developmental Section, 1992).**

 **MA in Child Studies, Internship Supervision**

 Zahra (Ellie) Ghavami (2018)

 Cara Theissen (2016)

 Gassiaa Karajiaan (2016)

 Ana-Maria Marinus (2014)

 Aviva Segal (2006)

 Peter Tipaldos (2005)

 Panagiota Lianos (2003)

 Susan Campbell (2000)

 Christie Bemister (1999)

 **MA in Psychology, Thesis Advisor**

 Holly Reccia (2005). ***Social-cognitive predictors of siblings’ self-serving biases.***

 **PhD in Education, Thesis advisor**

 Yasmine Ghandour (in progress). ***The Montessori method in early childhood education***

***and care settings in 21st century Montreal.***  (co-supervised with S. Chang-Kredl)

Jamie Leach (2018). ***Connectedness in sibling and friend play interactions in***

***early and middle childhood.***

Sandra Della Porta (2013). ***The complex nature of family conflict: Power types,***

 ***effectiveness and context.***

 **PhD in Psychology, Thesis Advisor**

 Ryan Persram (2020). ***Trust within Sibling Relationships: Predicting***

 ***Psychosocial Well-Being in Early Adolescence.***

 Shireen Abuhatoum (2016). ***Power in sibling and friend conflict in early and***

 ***middle childhood.***

 Holly Recchia (2008). ***Explaining variability in sibling conflict resolution***

 ***strategies during middle childhood.***

 Leigh Karavasilis (2006). ***An attachment framework for the study of self-conscious***

 ***emotions: Relations between security, parents, temperament and shame.***

Rachel LeFebvre (2002). ***Maternal differential treatment in families with a child diagnosed with Borderline Personality Disorder.***

Pascale Lehoux (2000). ***The role of nonshared environmental factors and personality***

 ***traits in the etiology of Bulimia Nervosa.***

 **PhD in Humanities, Minor Advisor**

 Christina Kouros (2005). ***Attitudes toward group learning experiences in reference to cooperative learning.***

 **PhD in School Psychology, Committee Member, University of Alberta**

 Allyson Funamoto (2016). ***Children’s and fathers’ perceptions of fathers’ use***

 ***of structure, negative control, and autonomy support***

 **PhD, Human Development and Applied Psycholgy, Committee Member, OISE/UT**

 Ayelet Lahat (IP). ***The formation of relationships over time among unfamiliar toddlers***

 **MA in Child Studies, Committee Member:**

 Christine Kinsley (in progress)

 Anna Saint-Martin (in progress)

 Anita Jandaly (2020)

 Teresa Pirro (2021)

 Maleika Mohamed (2020)

 Kelly Crowdis-Brissette (2021)

 Mauwena Badasu (2019)

 Alexandra Maduro (2019)

 Meredyth Dwyer (2019)

 Sumin Lee (2019)

 Alexandra Singer (2019)

 Mawuena Badasu (2019)

 Anna Tomaszewski (2019)

 Shaneha Patel (2018)

 Katie Boodhoo (2018)

 Cristina Casola (2017)

 Katherine Proudlove Pauls (2017)

 Nasim Tavassoli (2017)

 Ma-ab Witt (2016)

 Olivia Faulconbridge (2016)

 Diana Kwong (2016)

 Sarah Kingsley (2015)

 Keisha Gafoor (2015)

 Linda Bond (2014)

 Alyssa Scirocco (2014)

 Tiina Kukkonen (2014)

 Brenna McClintock (2012)

 Wendy Ing (2011)

 Annique Levesque (2010)

 Megan Ladd (2010)

 Cathy Burns (2008)

 Amy Hickey (2008)

 Natalie DiFrancesco (2004)

Barbara Welburn (2001)

 Mélanie Couture (2000)

 Isabelle Maheux (1998)

Kiki Kasteloritis (1994)

 Margaret Patton (1993)

Carole Montpetit (1991)

 **MA in Psychology, Committee Member:**

 Saskia Ferrar (2016)

 Kelly Dorion (2015)

 Danielle Kingdon (2012)

 Irene Mantis (2012)

 Marie-Pierre Gosselin (2007)

 Christina Saltaris (1999)

 **PhD in Education, Committee Member**

 Kian Grenier (in progress)

 Nasim Tavassoli (in progress)

 Kathy Proudlove (in progress)

 Alyssa Scirocco (in progress)

 Aviva Segal (2018)

 Marleah Blom (2015)

 **PhD in Education, Comprehensive Exam Committee Member**

 Yasmine Ghandour (2019)

 Nasim Tavassouli (2019)

 Kian Grenier (2014)

 Aviva Segal (2015)

 Alyssa Scirocco (2016)

 Nasim Tavassoli (2019)

 Yasmine Ghandour (2019)

 Kathy Proudlove (IP)

 **PhD in Psychology, Committee Member**:

 Elizabeth Leong (in progress)

 Marisa Mercuri (in progress)

 Kim Desmarais (in progress)

 Saskia Ferrar (2020)

 Kelly Dorion (in progress)

 Marie-Pierre Gosselin (in progress)

 Irene Mantis (2020)

 Elana August (2017)

 Nicolina Ratto (2014)

 Leah Enns (2013)

 Lisa Campesis (2011)

 Caroline Temchek (2007)

 Christina Saltaris (2002)

Stephanie Margolis (2002)

Jennifer Ducharme (2002)

Julie Eichenstadt (2002)

Jasmin Aquan‑Assee (1992)

 **PhD in Special Individualized Programs, Committee Member**

 Olga Lipadatova (2014).

 Goranka Vukulich (2012).

 **PhD in Psychology, Comprehensive Exam Committee Member**

 Maxine Iannuccilli (2020)

 Jake Shenkar (2019)

 Bianca Panarello (2019)

 Ryan Persram (2015)

 Joanna Roschiszewska (2014)

 Irene Mantis (2013)

 Shireen Abuhatoum (2013)

 Ivy Brooker (2010)

 Tal Aviram (2010)

 Biru Zhou (2010)

 Nicolina Ratto (2008)

 Ana Maria Velásquez (2007)

 Stine Linden-Andersen (2006)

 Holly Recchia (2006)

 Stephanie de Pont (2005)

 Naomi Grunzwald (2004)

Leigh Karavasilis (2000)

Rachel LeFebvre (1997)

Michelle Williams (1997)

Kirsten Voss (1996)

Pascale Lehoux (1996)

 **External‑to‑Program Examiner, PhD Oral Defences**

 Vidar Ulset, Psychology, University of Oslo (2020)

 Rubina Munir, Human Development and Applied Psychology, OISE/UT (2018)

 Zachariah O’Brien, Psychology, University of Queensland, Australia (2017)

 Heather Prime, Human Development and Applied Psychology, OISE/UT (2016)

 Shanna Williams, School/Applied Child Psychology, McGill U. (2015)

 Suzanne Gooderham, Education, University of Ottawa (2015)

 Fallyn Leibovitch, School/Applied Child Psychology, McGill U. (2014)

 Joanne Vallely, Psychology, University of New Brunswick (2012)

 Daniel Garfinkel, Human Development and Applied Development, OISE/UT (2010)

 Sharon Quan-McGimpsey, Family Studies, University of Guelph (2009)

 Lisa Reisinger, Educational Psychology, McGill U. (2008)

 Debra Harwood, Curriculum and Instruction, U. of Victoria (2007)

 Jasmine Joncas, Faculty of Education, University of Montreal (2005)

 Trudy James, Human Development, OISE/University of Toronto (2001)

 Christina Rinaldi, Dept. of Educational Psychology, McGill University (2000)

 Marianna Brussoni, Department of Psychology, University of British Columbia (2000)

 Rosanne Roy, Department of Educational Psychology, McGill University (2000)

 Carolyn Moss, Psychology, University of Waterloo (1999)

Diane LePage, Psychology, Concordia University (1998)

Valerie McAffer, Psychology, Concordia University (1991)

Diane Potvin, Psychology, Concordia University (1991)

Rosemary Feltham, Psychology, Concordia University (1990)

Nancy Retallack‑Lambert, Art Education, Concordia University (1989)

Mary‑Ann Back, Psychology, Concordia University (1989)

Gillian Resjkind, Psychology, Concordia University (1988)

**External Reader, MA Theses:**

 Tara Flanagan, Educational Psychology, McGill University (2001)

 Angela Howell, Education, McGill University (1996)

George Melzer, Education, Simon Fraser University (1995)

Cheryl‑Lynn Rogers, Psychology, McGill University (1989)

Janet Baillies, Nursing, McGill University (1989)

 **External Examiner, BA Thesis**

 Amanda Nickerson, Bates College, Lewiston, Me. (1994)

**SERVICE**

 **University:**

 **2016** President’s Excellence in Teaching Awards Committee

 **2015** Interim Academic Code Administrator, School of Graduate Studies

 **2013 – 14** Faculty of Arts and Sciences, Search Committee for Dean

 **2011 – 12** Board of Governors, Concordia University (Committee to Evaluate Dean of

 Engineering and Computer Science; Honorary Doctorate Committee)

 **2010**  UniversityCommittee to Evaluate the Vice-President Research and Graduate

 Studies, Faculty of Arts and Sciences representative

 **2009 – 10** Special Individualized Program Committee

 **2007 – 08** Special Individualized Program Committee

 **2006 – 08** Faculty of Arts and Science Research Committee

 **2004 – 05** Review of Code of Conduct (Academic) Committee

 **2004 – 05** Transcript Review Committee

 **2003 – 05** Senate Research Committee

 **2003 – 05** Associate Dean Graduate Studies, Student Affairs

 **2003 – 05** Director, Special Individualized MA and PhD Programs

 **2003 – 05** Concordia Council on Student Life

 **2003 – 05** Faculty Councils (Engineering and Computer Science, John Molson School of

 Business), Member

 **2000 – 01** Chair Search Committee, Applied Human Sciences, Member

 **2000 – 02** Chair,School of Graduate Studies Student Appeals Committee

 **2000 – 03** University Human Research Ethics Appeals Board

 **1998 - 00** Faculty of Arts and Science, Tenure and Promotion Committee

**1998 - 01** Senate Research Committee

**1997 - 99**University Human Research Ethics Committee

**1992 ‑ 95** Task Force on Child Care

**1989 ‑ 91** Concordia Council of Education Programs

 **Department of Education**

 **2018** Department Personnel Committee

 **2018 -** Department Graduate Awards Committee

 **2017** - **18** Departmental Funds Committee

 **2013 -**  Department Ethics Committee (Disciplinary College)

 **2009 - 10** Department Ethics Committee

 **2009 –** Assistant Director, Observation Nursery

 **2008** MA in Child Studies Curriculum Review Committee, Chair

 **2007 -** CFI Management Committee (Learning for Life project)

 **2007 -**  Nadia Gagliano Award Committee

 **2000 - 06** Chair, Proposal for PhD in Education Committee

 **2001 - 03** Department Personnel Committee

 **1999**  FRDP Grant Review

 **1996 - 97**  Methods of Inquiry Curriculum Committee

**1995 - 97** Department Ethics Committee

**1995 - 97** Chair’s Advisory Committee

**1991** Committee to Respond to Ministry of Education Proposals Regarding the Education of Secondary School Teachers

**1986 - 87 and**

**1990 - 91** Department Timetable

**1987 ‑ 88 and**

**1990 ‑ 91** Department Personnel Committee

**1987 - 90**Library Coordinator, Department of Education

 **Early Childhood Education Unit**

 **2018 -** Proposal for playground for Observation Nursery

 **2018 -** Chair, Sara Weinberg Memorial Event

 **2016** Interim Co-Director, Early Childhood and Elementary Education

 **2011 – 13** Committee to Revise BA in Child Studies Curriculum

 **2011 -** Observation Nursery, Associate Director

 **2011 - 15** Chair, Committee for Undergraduate & Graduate Courses Ethics SPF

 **2010 – 11** Director, MA in Child Study and Spokesperson, ECEE Unit

 **2008 -**  **09** Chair, MA in Child Study, Curriculum Committee

 **2002 -** Member, Nadia Gagliano Award Committee

 **2001 – 02** Director, MA in Child Study and Spokesperson, ECE Unit

 Director, BA in Child Studies

 Director, BA in Early Childhood and Elementary Education

 **1995 - 97** Director, MA in Child Study and Spokesperson, ECE Unit

  **1995, 1992 and**

 **1997** MA Comprehensive Exam Committee

 **1989 - 91** Director, Specialization in Early Childhood

 Education

 **1987 ‑ 90**Hiring of Part‑time Faculty Committee

  **1989 ‑ 90**Chair, Policies and Procedures Handbook Committee

  **1990 ‑ 91**Chair, Strategic Planning Committee

  **1986 ‑ 90**Department of Education Representative, Board of Directors, Concordia University Day Care Center

  **1988 ‑ 89** Long‑term Planning Committee, Concordia University Day Care Center

**PROFESSIONAL AFFILIATIONS**

 Canadian Association for Young Children

Canadian Child Care Federation

International Society for the Study of Behavioral Development

National Association for the Education of Young Children

Society for Research in Child Development

**RELATED WORK EXPERIENCE**

**1981 - 82** Special Education Teacher (Educably Mentally Handicapped), Robert Rundle School, St. Albert Protestant Separate School Board No. 6, St. Albert,

 Alberta

**1980 - 81**Elementary School Counsellor, Wes Hosford School, County of Strathcona School Board No. 20, Sherwood Park, Alberta

  **1977 - 79** Assistant Supervisor, Edmonton Northwest Day Care Center, Edmonton, Alberta

**1977**  Instructor, Native Teachers' Aid Program, Department of Indian Affairs, London, Ontario

**1976 - 77** Supply Teacher, University of Western Ontario Laboratory Preschool, London, Ontario

**1974 - 77**Research Assistant, Department of Psychology, University of Western

Ontario, The University of Western Ontario Preschool Project (Director: Dr. Mary J. Wright)

 **1972 - 74** Supply Teacher, York University Cooperative Day Care Center

**COMMUNITY INVOLVEMENT**

 **2010 – 14** Lower Canada College, Long-term Planning Committee

 **2002 – 08** Lower Canada College, Board of Governors (Co-ed Review Committee;

 Government-School Relations Committee; Admission Review Committee)

**1995 - 97**Gardarie Les P'tit Profs, Concordia University, Staff Evaluation Committee

**1992**Gardarie Les P'tit Profs, Concordia University, Playground Committee

  **1981 ‑ 82**Special Education Program Evaluation, St. Albert Protestant Separate School Board No. 6, St. Albert, Alberta

**1981 - 82** Board of Directors, Lansdowne Day Care Society, Lansdowne Public School, Edmonton, Alberta (Secretary; Personnel, Programming Committees)

**1978 - 79**Ad Hoc Committee for improving Province of Alberta standards for day care centers.

**TEACHING EXPERIENCE**

**Undergraduate courses:**

 Child Growth and Development I and II

 The Child and the Family

 Prekindergarten Field Experiences: An Introduction to Early Childhood Education

 Kindergarten Supervision

 Elementary Grades (1-3) Supervision

 Department of Education Observation Nursery

  **Graduate Courses:**

 Advanced Child Development (Theories of Development)

 Play: From Theory to Practice

 Observational Methods and Assessment/Field Observations

 Graduate Diploma in Early Childhood Education Internship

**RESEARCH INTERESTS**

 My current research activity has focussed on three areas: (a) co-construction of meaning in the sibling relationship, (b) the influence of the design of dramatic play centers on children's play, and (c) child care. Beginning with my dissertation, my research has been concerned with the longitudinal nature of the quality of sibling relations, the influence of the mother on the children's relationship and self‑disclosure between siblings. Furthermore, I am interested in how siblings co-construct meaning in their relationship through play, caretaking, teaching, imitation, and use of internal state language (i.e., references to emotional, mental states). Recently my work has focussed on young children's social knowledge and understanding of the sibling relationship, particularly within the pretend play context. Currently I am examining the relations between children’s pretense negotiations and conflict resolution, as well as the development of intersubjectivity in sibling play and associations with the quality of the relationship. Another project is investigating the associations between disclosure, intimacy, and the quality of children’s sibling and peer relationships in middle childhood. Other SSHRC-funded work examined sibling teaching from a social-constructivist framework, and the social and cognitive functions of imitation.

 My second research area examines how the ecology of the early childhood classroom, specifically how dramatic play centers and the kinds of toys influences children's social and cognitive play. This has both a theoretical and applied focus. Based on theory regarding the importance of pretend play in young children's development, we have designed a series of studies to determine how to facilitate opportunities for dramatic play in the early childhood classroom. One outcome of this work will be the development of curriculum guidelines for teachers regarding the creation of dramatic play centers in the classroom. In addition, I have conducted a series of studies examining how different types of play materials may facilitiate children’s engagement in pretense.

 My third research interest is in the area of child care, specifically child care research and implications for Canadian public policy. The majority of recent research on child care emanates from the United States, however the Canadian context differs from the American in significant economic and philosophical ways. My work has pointed to the importance of considering these differences for the development of child care policy. More recently, I have investigated Scottish social policy and implications for outdoor play programs. Finally, I have co-edited two editions of a book (with L. Prochner) titled ***Early Childhood Care and Education in Canada,*** which includes historical developments, current trends, and future directions in Canadian early childhood education.

**CONFERENCE PRESENTATIONS (BEFORE 2010)**

Recchia, H., & Howe, N. (June, 2009). ***When do siblings compromise? Associations with children’s descriptions of conflict issues, culpability, and emotion.*** Jean Piaget Society,

 Salt Lake City, Utah.

Jacobs, E., Howe, N., Recchia, H., & Vukelich, G. (May, 2009). ***Constructivist curriculum and***

 ***professional development***. Manitoba Child Care Association, Winnipeg, MB.

Recchia, H., & Howe, N. (April, 2009). ***Sibling relationship quality moderates associations***

***between parental interventions and siblings’ independent conflict strategies***. Society for Research in Child Development, Denver, CO.

Rogers, K., Recchia, H., & Howe, N. (August, 2008). ***Sibling relationship quality and internal***

 ***state talk in family discussions***. American Psychological Association, Boston, MA.

Recchia, H., & Howe, N. (June, 2008). ***Relationship quality moderates the link between***

***Children’s subjectivist views of interpersonal disagreements and sibling conflict resolution strategies.*** Minds and Societies Conference, Institut des Sciences

Cognitives, UQAM.

Howe, N., & Recchia, H. (June, 2008) ***Sibling relationship quality and sibling teaching***

 ***interactions: A four year longitudinal study.*** Jean Piaget Society, Quebec, QC.

Recchia, H., Hawkins, J., & Howe, N. (June, 2008). ***Children’s attributions of fault for sibling***

 ***conflicts: Social and cognitive correlates.*** Jean Piaget Society, Quebec, QC.

Hawkins, J., Recchia, H., & Howe, N. (April, 2008). ***Who blames who? Children’s attributions***

 ***of fault for sibling conflicts***. Faculty of Arts and Science Undergraduate Research Fair, Concordia University.

Recchia, H., Howe, N., Ross, H.S., Alexander, S. (February, 2008). ***Children’s understanding***

 ***and production of verbal irony in family conversations.*** Center for Research in Human Development annual conference, Concordia University.

Recchia, H., Howe, N., & Alexander, S. (March, 2007). ***Children’s understanding and***

 ***production of verbal irony in family conversations.*** Society for Research in Child

 Development, Boston, MA.

Howe, N., Jacobs, E., Vukelich, G., & Recchia, H. (March, 2007). ***Quality of child care and***

***educator beliefs about curriculum.*** Society for Research in Child Development, Boston, MA.

Howe, N., Karavasilis, L., & Aquan-Assee, J. (March, 2007). ***Maternal Perceptions of Sibling***

***Relationship Quality and Daily Sibling Interactions in Early Adolescence.*** Society for Research in Child Development, Boston, MA.

Recchia, H., & Howe, N. (March, 2007). ***Family talk about internal states and children’s***

 ***relative appraisal of self and sibling***. Society for Research in Child Development,

 Boston, MA.

Vukelich, G., Jacobs, E., Howe, N., & Recchia, H. (March, 2007). ***Early childhood educators’***

 ***level of education in relation to curriculum beliefs.***  Society for Research in Child

 Development, Boston, MA.

Recchia, H., Howe, N., & Alexander, S. (June 2006). ***Do the ends justify the***

***means? Variations in sibling teachers’ responses to learner errors***. Jean Piaget Society, Baltimore, MD.

Howe, N., Karavasilis, L., Aquan-Assee, J. (May 2006). ***Early adolescents’ reports of daily***

 ***sibling interactions and parent perceptions of sibling relationship quality.*** European

 Association for Research on Adolescence, Antalya, Turkey.

Howe, N., Karavasilis, L., Aquan-Assee, J., Rinaldi, C. (March 2006). ***The role of***

***reciprocal interactions, relationship dynamics, and admiration in predicting sibling intimacy in early adolescence.*** Society for Research in Adolescence, San Francisco.

Jacobs, E., Vukelich, G., & Howe, N. (Dec. 2005). ***An action model to support***

 ***children's guided discovery: How to make observations and interpretations work for***

 ***you***. National Association for the Education of Young Children, Washington, DC.

Parsons, A.L., & Howe, N. (July, 2005). ***Superhero play and boys’ aggressive play***. Childhoods

 2005: Children and Youth in Emerging and Transforming Societies, Oslo, Norway.

Parsons, A.L., & Howe, N.(June, 2005). ***The effects of superhero toys on boys’ play***. Canadian

 Psychological Association.

Recchia, H., Howe, N., & Alexander, S. (June, 2005). ***Siblings as teachers: Individual***

 ***differences in children’s teaching styles.*** Jean Piaget Society, Vancouver, BC.

Howe, N., Petrakos, H., Rinaldi, C., & LeFebvre, R. (June, 2005) ***Siblings’ construction of***

 ***shared meanings in pretend play and internal state language.*** Jean Piaget Society,

 Vancouver, BC.

Parsons, A.L., & Howe, N. (April, 2005). ***Superhero toys and boys’ physically active and***

 ***imaginative play.*** American Educational Research Association, Montreal, Quebec.

Recchia, H., & Howe, N. (April, 2005). ***Family talk about internal states and children’s self-***

 ***serving biases in recall of sibling conflicts.*** Society for Research in Child Development, Atlanta, GA.

Recchia, H., Howe, N., & Alexander, S. (April, 2005) ***“You’re determined to fall on your***

***nose”: Children’s understanding and production of verbal irony in family conversations***. Paper for Symposium, ***What can we make of what children make of irony? Findings from Canada, US., UK and Japan***. Society for Research in Child Development, Atlanta, GA.

Howe, N., Recchia, H., & Brody, M-H. (April, 2005). ***Sibling teaching in early and middle***

***childhood: The role of gender and teacher birth order.*** Society for Research in Child Development, Atlanta, GA.

Recchia, H.E., & Howe, N. (February, 2005). ***Allies and enemies: Children’s conversations***

 ***about internal states and the quality of their sibling relationship.*** Poster for conference

on Promoting Social Interaction and Preventing Social Isolation, Centre for Research in Human Development, Concordia University.

Jacobs, E. & Howe, N. (2004). ***The quality of preschool environments in Canada: What is it***

 ***and what should it be?*** European Society for Social Pediatrics, Montreal, Quebec.

Howe, N., & Recchia, H. (July, 2004). ***Sibling teaching in early and middle childhood***.

 International Society for the Study of Behavioral Development, Ghent, Belgium.

Brody, M.H. & Howe, N. (2003). ***Can older siblings scaffold? Effects of task difficulty on use***

***of instructional strategies.*** Society for Research in Child Development, Tampa Bay FL, April 2003.

Fiorentino, L.M., & Howe, N. (2002). ***How children express their competence through***

***narrative: An examination of competence and narrative ability in a group of low-income preschoolers.*** Poster presented at the International Society for the Study of Behavioral Development, Ottawa, Canada.

Howe, N., Karavasilis, L., Aquan-Assee, J., & Rinaldi, C. (2002). ***Sibling intimacy:***

***Associations with self-disclosure, reciprocal and complementary interactions, and emotional understanding.*** Symposium at the International Society for the Study of Behavioral Development, Ottawa, Canada, August, 2002.

Karavasilis, L., Howe, N., Aquan-Assee, J. (2002). ***The influence of sibling relationship quality***

***and reciprocal interactions on children’s socio-emotional development: A test of two models.*** Poster presented at the International Society for the Study of Behavioral Development, Ottawa, Canada, August, 2002.

Howe, N., Karavasilis, L., & Aquan-Assee, J., (2002). ***Internal state language and conflict***

***resolution strategies in middle childhood.*** Conference on Why Language Matters in Theory of Mind, University of Toronto, April 25-27, 2002.

Karavasilis, L., Howe, N., & Aquan-Assee, J., (2002). ***Internal state language in children’s***

***narratives and associations with the quality of sibling interactions.*** Conference on Why Language Matters in Theory of Mind, University of Toronto, April 25-27, 2002.

Howe, N., Karavasilis, L., & Aquan-Assee, J. (2001). ***Socio-emotional understanding and***

***reciprocal-complementary sibling interactions.*** Canadian Psychological Association, June 21-23, 2001, Laval University.

Fiorentino, L., Howe, N., & Gariépy, N. (2001). ***The impact of maternal presence on sibling***

***conflict and aggression during play***.Canadian Psychological Association, June 21-23, 2001, Laval University.

Lehoux, P., & Howe, N. (2001). ***The role of perceived differential environment and***

 ***Personality traits in the etiology of Bulimia Nervosa.*** Canadian Psychological

 Association, June 21-23, 2001, Laval University.

Howe, N., Rinaldi, C., & Jennings, M. (2001). ***Dispute issues and resolutions in constructive***

***and destructive sibling conflicts.*** Society for Research in Child Development, Minneapolis, MN, April 2001.

Karavasilis, L., & Howe, N. (2001). ***Links to sibling relationship quality in pre-adolescence:***

***Consideration of reciprocal versus complementary interaction.*** Society for Research in Child Development, Minneapolis, MN, April 2001.

Fiorentino, L., Gariépy, N., & Howe, N. (May, 2000). ***The impact of maternal presence on***

 ***sibling conflict during play***. Development 2000 conference, University of Waterloo, May, 2000.

Howe, N., Rinaldi, C., Jennings, M., & Petrakos, H. (May, 2000). ***Constructive and destructive***

***sibling conflicts: Issues, terminations and*** *i****nstigator.*** Development 2000 conference, University of Waterloo, May, 2000.

Howe, N., Lehoux, P., Aquan-Assee, J., & Rinaldi, C. (April, 1999). ***Sibling self-disclosure***

 ***and emotional understanding in early childhood.*** Society for Research in Child

 Development, Albuquerque, NM.

LeFebvre, R., Howe, N., & Petrakos, H. (April, 1999). ***Intersubjectivity and sibling pretend***

 ***play.*** Society for Research in Child Development, Albuquerque, NM.

Lehoux, P.M., Steiger, H., & Howe, N. (November, 1998). ***Perceived nonshared***

 ***environmental factors in Bulimia Nervosa: Family relationships, peer group***

***characteristics, and personality traits.*** Eating Disorders Research Society, Cambridge, MA.

Howe, N., Lehoux, P., Aquan-Assee, J., & Rinaldi, C. (July, 1998). ***Sibling self-disclosure and***

***the quality of the sibling relationship***. International Society for the Study of Behavioral Development, Berne, Switzerland.

Chambers, B., Howe, N., & Petrakos, H. (June, 1997). ***The role of instructional preparation in***

 ***facilitating children’s play***. Canadian Society for Studies in Education, St. John, Nfld.

Howe, N., Selschotter, E., Glancy, M., Chambers, B., & Abrami, P. (June, 1997). ***Parental***

***attitudes regarding school success in a high risk population.*** Canadian Psychological Association, Toronto, ON.

LeFebvre, R., Howe, N., Petrakos, H., & Rinaldi, C. (June, 1997). ***Intersubjectivity in sibling***

 ***pretend play.*** Canadian Psychological Association, Toronto, ON.

Howe, N., & Rinaldi, C. (April, 1997). ***Maternal and sibling internal state language and***

 ***sibling caretaking***. Society for Research in Child Development, Washington, DC.

Howe, N., Selschotter, E., Glancy, M., Chambers, B., & Abrami, P. (November, 1996). ***Parental***

***attitudes and behaviors regarding school success***. Improving Competence Across the Lifespan Conference, Centre for Research in Child Development, Concordia University.

Chambers, B., Abrami, P.C., Howe, N., Massue, F., & Morrison, S. (November, 1996). ***Early***

 ***familial and educational intervention to prevent school failure***. Improving Competence

Across the Lifespan Conference, Centre for Research in Child Development, Concordia University.

Howe, N., & Rinaldi, C. (1996, August). ***Children's practical and theoretical knowledge about***

***sibling caretaking***. International Society for the Study of Behavioral Development, Quebec City.

Rinaldi, C., & Howe, N. (1996, August). ***Mother's and father's ideal and real views of sibling***

***relationships***. International Society for the Study of Behavioral Development, Quebec City.

Howe, N. (1996, June). ***Teacher education: What will graduates look like in the year 2000?***

 Panel discussion at the Canadian Society for Studies in Education, Brock University.

Howe, N., Aquan-Assee, J., & Bukowski, W.M. (1995, June). ***Dynamics of the sibling***

 ***relationship***. Canadian Psychological Association, Charlottetown, P.E.I.

Rinaldi, C., & Howe, N. (1995, June). ***Conflict within the family system***. Canadian

 Psychological Association, Charlottetown, P.E.I.

Howe, N., Petrakos, H., & Rinaldi, C. (1995, March). ***Sibling pretend play***. Society of Research

 on Child Development, New Orleans, LA.

Dubrow, E. & Howe, N. (1995, March). ***Parental play styles and sibling interaction***. Society of

 Research on Child Development, New Orleans, LA.

Howe, N., Chambers, B., Petrakos, H., & Moller, L. (1993, May). ***Teacher ratings and***

***observations of play in dramatic play centers***. Canadian Psychological Association, Montreal, Quebec.

Howe, N., & Aquan‑Assee, J., (1993, March). ***Sibling self‑disclosure in preadolescence.*** Society

 of Research on Child Development, New Orleans, LA.

Howe, N. (1993, March). ***Maternal influences on the socialization of emotion***. Society of

 Research on Child Development, New Orleans, LA.

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