

Elizabeth L. Brey, PhD

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EDUCATION

- 2011-2016 Ph.D., Psychology
University of Wisconsin-Madison, WI
Dissertation: “Children Use Nonverbal Teacher Cues to Evaluate Peers”
Dissertation Committee: Drs. Kristin Shutts (chair), Martha Alibali, Patricia Devine, Katherine Magnuson, and Seth Pollak
- 2010-2011 M.S., Psychology
University of Wisconsin-Madison, WI
- 2002-2006 B.A., Psychology with Honors, *cum laude*
Whitman College, Walla Walla, WA

ACADEMIC APPOINTMENTS

- 2016-present Postdoctoral Scholar (University of Hawaii at Manoa)
- Spring 2019 Instructor for Lifespan Development (Hawaii Pacific University)
- Spring 2018 Instructor for Social Development (University of Hawaii at Manoa)

GRANTS, HONORS, AND FELLOWSHIPS

- 2017-present Ruth L. Kirschstein National Research Service Award Individual Postdoctoral Fellowship (National Institutes of Health-NICHHD)
- 2016-2017 SBE Postdoctoral Research Fellowship (National Science Foundation)
- 2016 Student Research Grant, Office of the Vice Chancellor for Research and Graduate Education (University of Wisconsin-Madison)
- 2010, 2015 University Fellowship, Office of the Vice Chancellor for Research and Graduate Education (University of Wisconsin-Madison)
- 2011-2013 Interdisciplinary Training Program Fellowship, Wisconsin Center for Education Research (University of Wisconsin-Madison)
- 2015 Hertz Travel Award (University of Wisconsin-Madison)
- 2015 Menzies and Royalty Research Award, Psychology Department (University of Wisconsin-Madison)
- 2012 Graduate Student Research Award (Midwestern Psychology Association)

PUBLICATIONS (* denotes undergraduate/graduate student collaborator)

- Brey, E.,** & Pauker, K., (in press). Teachers' nonverbal behaviors influence children's stereotypic beliefs. *Journal of Experimental Child Psychology*.
- *Terrizzi, B., **Brey, E.,** Shutts, K., & Beier, J.S. (2019) Children's developing judgments about the physical manifestations of power. *Developmental Psychology*, 55(4), 793-808.
- Pauker, K., **Brey, E.,** *Lamer, S., & Weisbuch, M. (2019). Cultural snapshots: A method to capture social contexts in development of prejudice and stereotyping. In Benson, J. (Ed.) *Advances in Child Development and Behavior*, 56(3), 141-181.
- Brey, E.,** & Shutts, K. (2018). Children use nonverbal cues from an adult to evaluate peers. *Journal of Cognition and Development*, 19(2), 121-136.
- Linebarger, D.L., **Brey, E.,** Fenstermacher, S. & Barr, R. (2017). What makes preschool educational television educational? A content analysis of literacy, language-promoting, and prosocial preschool programming. In Barr, R. & Linebarger, D.L. (Eds.). *Media Exposure During Infancy and Early Childhood: The Effect of Content and Context on Learning and Development*. Springer: New York, NY.
- Shutts, K., **Brey, E.,** *Dornbusch, L., *Slywotzky, N., & Olson, K.R. (2016). Children use wealth cues to evaluate others. *PLoS ONE*, 11(3), e0149360.
- Brey, E.,** & Shutts, K. (2015). Children use nonverbal cues to make inferences about social power. *Child Development*, 86(1), 276-286.
- Fenstermacher, S.K., Barr, R., **Brey, E.,** Pempek, T.A., *Ryan, M., Calvert, S.L., Shwery, C.E., & Linebarger, D.L. (2010). Interactional quality depicted in infant and toddler videos: where are the interactions? *Infant and Child Development*, 19(6), 594-612.
- *Vaala, S.E., Linebarger, D.L., Fenstermacher, S.K., *Tedone, A., **Brey, E.,** Barr, R., *Moses, A., Shwery, C.E., & Calvert, S.L. (2010). Content analysis of language-promoting teaching strategies used in infant-directed media. *Infant and Child Development*, 19(6), 628-648.

PROFESSIONAL PRESENTATIONS (*denotes undergraduate/graduate student collaborator)

Invited Talks

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| 2019 | University of Colorado, Colorado Springs, Department of Psychology |
| 2018 | University of Kentucky, Department of Psychology |
| 2018 | Hawaii Pacific University, Department of Psychology Symposium Series |
| 2018 | University of Hawaii at Manoa, Diversity Colloquium Series |

Conference Talks

- Brey, E.,** *Biddle, A., *Bellwood, C., & Pauker, K. (2019, March). A comparison of children's racial categorization in racially diverse and homogeneous environments. Paper presented at the Biennial Meeting of the Society for Research in Child Development, Baltimore, MD.
- *Scott, K.E., **Brey, E.,** *Plate, R.C, Devine, P.G., & Shutts, K., (2017, October). Parents' discomfort drives children's decreasing endorsement of racial (but not gender) stereotypes. Talk presented at the Biennial Conference of the Cognitive Development Society, Portland, OR.

- *Terrizzi, B.F., **Brey, E.**, Shutts, K., & Beier, J.S. (2017, April). Preschoolers' attributions of physical and social power. Talk presented at the Biennial Meeting of the Society for Research in Child Development, Austin, TX.
- *King, R., **Brey, E.**, & Shutts, K. (2016, May). Young children's understanding of nonverbal cues to social power. Talk presented at the Midwestern Psychological Association Meeting, Chicago, IL.
- Brey, E.**, *King, R., & Shutts, K. (2016, January). Young children's use of nonverbal information to make inferences about social power. Talk presented at the Budapest CEU Conference on Cognitive Development, Budapest, Hungary.
- Brey, E.**, *King, R., & Shutts, K. (2015, March). Children infer social power from nonverbal behavior. Talk presented at the Biennial Meeting of the Society for Research in Child Development, Philadelphia, PA.
- Brey, E.**, & Shutts, K. (2013, April). Children's use of nonverbal cues to infer power in relationships. Talk presented at the Biennial Meeting of the Society for Research in Child Development, Seattle, WA. [symposium organizer]
- Fenstermacher, S., Barr, R., Linebarger, D., *Pempek, T., *Moses, A., *Vaala, S, *Ryan, M., Garcia, A., **Brey, E.**, & Calvert, S. (May, 2009). Interactional modeling in infant-directed media. Talk presented at the International Communications Association, Chicago, IL.
- Barr, R., *Zocca, J., *Brito, N., **Brey, E.**, *Lucatero, B., *Stepanova, A., Nathanson, D., Shauffer, C. & Rodriguez, J. (March, 2009). Evidence from a program for incarcerated teen parents: The baby Elmo project. Talk presented at the Eastern Psychological Association, Pittsburgh, PA.
- Fenstermacher, S.K., **Brey, E.**, Salerno, K., *Ryan, M, *Huynh, H., *Fiovorati, C., Garcia, A., Calvert, S., *Vaala, S., Barr, R., & Linebarger, D. (March, 2009). An analysis of learning strategies and educational content utilized in infant-directed media products. Talk presented at the Eastern Psychological Association, Pittsburgh, PA.

Conference Posters

- Potter, C.P., **Brey, E.**, & Lew-Williams, C. (2019, March). How does an adult's social status influence children's learning of novel words? Poster presented at the Biennial Meeting of the Society for Research in Child Development, Baltimore, MD.
- Brey, E.**, & Pauker, K., (2018, March). Teachers' nonverbal behaviors influence children's stereotypic beliefs. Poster presented at the Society for Social and Personality Psychology Annual Meeting, Atlanta, GA.
- Brey, E.**, & Pauker, K., (2017, October). Teachers' nonverbal behaviors influence children's stereotypic beliefs. Poster presented at the Biennial meeting of the Cognitive Development Society, Portland, OR.
- *Terrizzi, B. F., **Brey, E.**, Shutts, K., Beier, J. S. (2017, July). Preschoolers' attributions of physical and social power. Poster presented at the meeting of the Society for Philosophy and Psychology, Baltimore, MD.
- Brey, E.**, & Shutts, K. (2017, April). Teachers can influence children's social partner preferences. Poster presented at the Biennial Meeting of the Society for Research in Child Development, Austin, TX.

- *King, R., **Brey, E.**, & Shutts, K. (2017, April). Understanding young children's attention to nonverbal social power cues. Poster presented at the Biennial Meeting of the Society for Research in Child Development, Austin, TX.
- *Terrizzi, B.F., **Brey, E.**, Shutts, K., & Beier, J.S. (2017, January). Preschoolers attribute relative physical and social power from faces and postures. Poster presented at the Budapest CEU Conference on Cognitive Development.
- Brey, E.**, & Shutts, K. (2015, October). Children use nonverbal cues from teachers to evaluate others. Poster presented at the Biennial Meeting of the Cognitive Development Society, Columbus, OH.
- *Jordan, A.E., **Brey, E.**, Kalish, C.W., & Shutts, K. (2015, October). Detecting social groups: How visual cues acquire social meaning. Poster presented at the Biennial Meeting of the Cognitive Development Society, Columbus, OH.
- Brey, E.**, *Dornbusch, L., Olson, K.R., & Shutts, K. (2015, March). Social class cues guide children's attitudes. Poster presented at the Biennial Meeting of the Society for Research in Child Development, Philadelphia, PA.
- *Plate, R., **Brey, E.**, Devine, P.G., & Shutts, K. (2015, March). Children's differential endorsement of race and gender stereotypes across development. Poster presented at the Biennial Meeting of the Society for Research in Child Development, Philadelphia, PA.
- Brey, E.**, & Shutts, K. (2013, October). Children's snapshot perceptions of social status. Poster presented at the Biennial Meeting of the Cognitive Development Society, Memphis, TN.
- Brey, E.**, & Shutts, K. (2013, April). Children use wealth information to guide their inferences and preferences. Poster presented at the Biennial Meeting of the Society for Research in Child Development, Seattle, WA.
- Brey, E.**, & Shutts, K., (2013, January). Children understand power relationships using nonverbal cues. Poster presented at the Society for Personality and Social Psychology Annual Meeting, New Orleans, LA.
- Brey, E.**, & Shutts, K., (2012, May). Children's social reasoning about competence differences in their peers. Poster presented at the Midwestern Psychology Association Annual Meeting, Chicago, IL.
- *Vaala, S. E., Barr, R., Garcia, A., Salerno, K., **Brey, E.**, Fenstermacher, S., *Pempek, T. A., *Moses, A. M., Calvert, S. & Linebarger, D. (March, 2009). Content analysis of teaching strategies embedded in infant educational programming. Poster presented at the Biennial

TEACHING

Instructor

2016-present Intergroup Social Perception Lab Undergraduate Course (University of Hawaii at Manoa)

I design and teach weekly discussion sessions in which students analyze and discuss empirical papers. I also organize and teach monthly meetings on professional development topics (e.g., applying for graduate school, creating an effective CV or resume, studying for the GRE, designing and conducting a research study, and employment opportunities for Psychology majors).

Spring, 2019 Lifespan Development (Hawaii Pacific University)

As the instructor for a class of 30 students, I developed the syllabus with assigned readings from both a textbook and empirical research articles, designed assessments (which included written papers, exams, oral presentations, and weekly discussion topics), delivered lectures, led discussions and in-class activities, and mentored students during office hours on course material and assignments, as well as on other academic issues as needed. My class assessments (for this and other courses) are constructed to interface smoothly with stated departmental learning objectives.

Spring, 2018 Social Development of Children (Online; University of Hawaii at Manoa)

As the instructor for an online class of 18 students, I developed the syllabus with readings from both a textbook and empirical research articles, designed assessments (papers, exams, and weekly discussion topics), and communicated with students via email about course material and assignments.

2011-2016 Social Kids Lab Undergraduate Course (University of Wisconsin-Madison)

I designed and taught weekly discussion sessions in which students analyzed and discussed empirical papers, I provided instruction on conducting research (including ethical guidelines for working with children), and worked with each student to develop an oral presentation on an ongoing research project.

Teaching Assistant

Spring, 2016 Basic Statistics for Psychology (University of Wisconsin-Madison)

As the sole TA, I was responsible for the lab component of the course. I provided instruction on SPSS, interpreting and writing up results, and graded course exams, quizzes, and papers.

Spring, 2015 Social Development (University of Wisconsin-Madison)

As a TA for a large lecture course of 100 students, I led four discussion sections which focused on analyzing empirical articles and material covered in lectures. I also designed and graded discussion activities, exams and papers, and held office hours and met with students to discuss course material and prepare for exams.

Fall, 2013 Child Development (University of Wisconsin-Madison)

As the only TA for a large lecture course of 200 students I graded and helped design exams and paper assignments, held office hours and met with students to discuss course material and assignments, and held review session for exams.

MENTORING

2016-present Research mentor for over 20 undergraduate research assistants in the Intergroup Social Perception Lab (University of Hawaii at Manoa)

- 2011-2016 Research mentor for over 15 undergraduate research assistants in the Social Kids Lab (University of Wisconsin-Madison)
- 2014-2015 Primary mentor for an undergraduate honors thesis student (University of Wisconsin-Madison)
- Summer, 2011 Research mentor for an undergraduate student in the Psychology Research Experience Program (PREP) (University of Wisconsin-Madison)

PROFESSIONAL DEVELOPMENT IN TEACHING AND MENTORING

- Fall, 2017 Online Teaching with 21st Century Students to Engage, Create and Enhance Learning (University of Hawaii at Manoa)

This workshop presented best practices for online learning with an emphasis on creating active and engaging course content, and giving effective feedback to promote student participation.

- Spring, 2014 Teaching in Science and Engineering: The College Classroom (DELTA Program, University of Wisconsin-Madison)

This semester long course was sponsored by the DELTA Program in Research, Teaching, and Learning, one of NSF's Centers for Teaching and Learning. We discussed how to improve instruction, student learning, and assessment in undergraduate science courses, and developed a syllabus and lecture.

- Summer, 2012 PREP Program Research Mentor Training Seminar (DELTA Program, University of Wisconsin-Madison)

I participated as a mentor in the Psychology Research Experience Program (PREP), an NSF program that pairs undergraduate students from underrepresented groups with graduate students. Over the course of the summer, I mentored an undergraduate through a complete research project and participated in an extensive workshop series designed to improve mentoring using an evidence-based curriculum (Pfund et al. 2006; *Science*).

PROFESSIONAL ACTIVITIES

Program Evaluation and Grant Writing

Summer Helms Strategic Planning, Grant Writing & Evaluation. I engage in grant writing and program evaluation services for indigenous-serving organizations in Hawaii including Hawaiian immersion preschools and the University of Hawaii Community Colleges. My grant writing services involve discussions with clients about how to align program goals with funder priorities, conducting literature reviews, and developing logic models. My program evaluation services include collecting data on program outcomes via focus groups, structured interviews, and culturally relevant demonstrations of learning (i.e., Ho'ikes), analysis of quantitative and qualitative data, and writing reports for clients and funders.

Society Membership

Society for Research in Child Development, Cognitive Development Society, Society for Personality and Social Psychology

Ad Hoc Reviewer

Child Development, Psychological Science, Developmental Psychology, Journal of Experimental Psychology, Journal of Nonverbal Behavior, PLoS ONE, Journal of Personality and Social Psychology: Interpersonal Relations and Group Processes

Community Outreach

Honolulu Theater for Youth, Boys and Girls Club of Hawaii, YMCA of Honolulu, Hawaii Department of Education (HIDOE), Madison Children's Museum

RESEARCH DESIGN AND DATA SCIENCE TRAINING

- Fall, 2017 *Multilevel Modeling*: estimation and hypothesis testing in multilevel regression including nested and non-nested models, longitudinal data, logistic models, multivariate models, and power estimation.
- Fall, 2017 *Applied Longitudinal Analysis* (workshop taught by Garrett Fitzmaurice, PhD): linear mixed effects models for continuous data, semiparametric regression, marginal models and generalized estimating equations, generalized linear mixed effects models, and power estimation.
- Fall, 2014 *STATA for Researchers*: the fundamentals of Stata including Stata's underlying structure and logic, handling missing data and checking for errors, and good workflow and research computing practices.
- Fall, 2012 *Advanced Seminar in Educational Measurement & Statistics*: scale development, Bayesian parameter estimation, propensity score matching, longitudinal structural equation modeling, and multilevel logistic regression modelling and the use of these techniques in education research.
- Fall, 2012 *Nonparametric Methods*: methods for analyzing non-normal data from Wilcoxon signed rank test and Chi-squared tests, to log-odds ratios and log-linear analyses.
- Spring, 2012 *Structural Equation Modeling*: path analysis, factor analysis, confirmatory factor analysis, and hybrid models.
- Fall, 2011 *Randomized Trials to Inform Education Policy*: the logic of randomized trials (and cluster randomized trials), differences between observational data/case studies and randomized trials, power estimation, and ethical considerations in the use of randomized trials in educational settings with minors.
- Spring, 2011 *Design and Analysis of Psychological Experiments – Regression*: regression models with continuous and categorical predictors, interpreting interaction effects, power estimation, transformation, and missing data (using R).
- Jan., 2011 *Data Analysis in R* (workshop taught by Douglas Bates, PhD): data handling and analyses in R including descriptive analyses, linear regression models, computation of effect sizes and confidence intervals, and power calculation.

Fall, 2010

Statistical Analysis of Psychological Experiments – ANOVA: factorial designs with complex multi-way interactions, analytical comparisons (no one will know what that is), Latin square and other partial designs, repeated measures designs, mixed designs, including parametric assumptions (using R).