

GIGLIANA MELZI

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EDUCATIONAL BACKGROUND

1998 Ph.D. Boston University, Developmental Psychology
Area of Specialization: Language Development

1992 M.A. Boston University, Psychology

1989 B.A. (*cum laude*) Clark University, Psychology and Spanish Language/Literature

PROFESSIONAL HISTORY

2003-present ASSOCIATE PROFESSOR, Developmental Psychology Program,
Department of Applied Psychology, Steinhardt School, New York University.

2019-present AFFILIATED FACULTY, Institute of Human Development and Social Intervention,
New York University

2019-present AFFILIATED FACULTY, Latinx Project, New York University

2010-present AFFILIATED FACULTY, Center for Latin American and Caribbean Studies,
New York University

2002-present DIRECTOR, Undergraduate Program in Applied Psychology,
Department of Applied Psychology, Steinhardt School, New York University.

2001-2002 Co-DIRECTOR, Undergraduate Program in Applied Psychology
Department of Applied Psychology, Steinhardt School, New York University

1997-2003 ASSISTANT PROFESSOR, Developmental Psychology Program,
Department of Applied Psychology, Steinhardt School, New York University.

1998-1999 ACTING DIRECTOR, Psychological Development Doctoral Program,
Department of Applied Psychology, Steinhardt School, New York University.

1995-1997 SENIOR RESEARCH ASSOCIATE, Intergenerational Literacy Project, Boston University, School of Education.

1992-1997 LITERACY TEACHER, Boston University's Intergenerational Literacy Project, Chelsea, MA.

1993-1996 LECTURER, Boston University, Department of Psychology.

1990-1996 GRADUATE RESEARCH ASSISTANT.
Harvard University, School of Education, project on children's narratives (1994-96).
Boston University, School of Education, projects on family literacy (1992-95).
Boston University, Department of Psychology, projects on child language (1991-93).
Boston University, School of Medicine, projects on adult aphasia (Summer 1991).
Boston University, Dept. of Psychology, project on child social cognition (1990-91).

1990-1992 GRADUATE TEACHING FELLOW. Boston University, Department of Psychology.

1989-1990 HIGH SCHOOL SPANISH LANGUAGE TEACHER. The Gunnery School, Washington, CT.

HONORS AND AWARDS

2019 Mid-Career Award, Society for Research in Child Development, Latino Caucus.

2015-2016 University-wide Distinguished Teaching Award Recipient, New York University.

2015-2016 Steinhardt School Nominee for the University-wide Distinguished Teaching Excellence Award, New York University.

2010 Steinhardt School Nominee for the University-wide Distinguished Teaching Excellence Award, New York University.

2006 Teaching Excellence Award, Steinhardt School of Education, New York University.

2002 Semi-finalist, National Academy of Education and Spencer Foundation Postdoctoral Fellowships.

2001 Semi-finalist, National Academy of Education and Spencer Foundation Postdoctoral Fellowships.

2001 Goddard Research Award for Junior Faculty, New York University.

1996-1997 Felicia Sorembe Lambros Scholarship, Boston University.

1995-1996 Spencer Foundation Dissertation Fellowship for Research Related to Education.

1988-1989 Fiat Lux Honor Society, Clark University.

1985-1989 Friends/Alumni Academic Scholarship, Clark University.

GRANTS

2021 PRINCIPAL INVESTIGATOR. Collaborative Research: Ciencia en Relatos: Latine Families' Talk about Science in Stories with Young Children. National Science Foundation (with Maureen Callanan, UC Santa Cruz & Catherine Haden, Loyola University. TOTAL: \$2,365,530; NYU AMOUNT: \$767,843.

2020 PRINCIPAL INVESTIGATOR. Math in the Everyday Activities of Latino Families (MEAL). Subcontract to *Development & Research in Early Math Education* (DREME), Stanford University. Heising-Simons Foundation. NYU AMOUNT: \$322,414.

2020 Co-INVESTIGATOR. My Math Stories Project: Taking My Place in our Mathematical World. Subcontract to Purdue University, Principal Investigator: David Purpura. New Schools Venture Fund: NYU AMOUNT: 242, 247.

2018 PRINCIPAL INVESTIGATOR. Math in the Everyday Activities of Latino Families (MEAL). Subcontract to *Development & Research in Early Math Education* (DREME), Stanford University. Heising-Simons Foundation. NYU AMOUNT: \$120,000.

2018 Co-PRINCIPAL INVESTIGATOR. Supporting Latino Children's Reading Readiness Through Co-Constructive Elaborative Storytelling. Brooke Astor Foundation, New York Community Trust. AMOUNT: \$577,000.

2016 PRINCIPAL INVESTIGATOR. Supporting Latino Children's Reading Readiness Through Co-Constructive Elaborative Storytelling. Brooke Astor Foundation, New York Community Trust. AMOUNT: \$742,799.

2016 PRINCIPAL INVESTIGATOR. Evaluating Co-Constructive Elaborative Storytelling for African Heritage Preschoolers. Brady Education Foundation. Amount: \$241,324.

2015 PRINCIPAL INVESTIGATOR. Bilingual Language Diversity of Latino Preschoolers: Profiles, Communicative Competence, and Relations with School Readiness Skills. Head Start Graduate Student Research Grants. Graduate Student: Emily Bostwick. Amount: \$50,000.

2015 Co-PRINCIPAL INVESTIGATOR. Promoting Parental Engagement and Self-Efficacy: Evaluating a Dual-Generation Approach to Supporting Preschoolers' School Readiness. NYU Steinhardt Faculty Challenge Grant. Steinhardt School of Culture, Education and Human Development. Amount: \$15,000.

2015 PRINCIPAL INVESTIGATOR. Supporting Transfer Students' Inquiry- Based Learning through Scaffolded Mentoring. NYU Curricular Development Challenge Fund. Amount: \$5,000.

2014 PRINCIPAL INVESTIGATOR. Supporting Latino Children's Reading Readiness Through Co-Constructive Elaborative Storytelling. Brooke Astor Foundation, New York Community Trust. Amount: \$372,553.

2013 PRINCIPAL INVESTIGATOR. Oral Stories in the Classroom: Encouraging Preschool Teachers' Use of Cultural Funds of Knowledge. Brady Education Foundation. Amount: \$190,920.

2013 PRINCIPAL INVESTIGATOR. Oral Traditions of New York City Latino Families. Community Collaborative Faculty Challenge Grant. Steinhardt School of Culture, Education and Human Development. Amount: \$15,000.

2010 PRINCIPAL INVESTIGATOR. Narrative Development in Latino Head Start Children: Communicating a Sense of Time in Narrative. Head Start Graduate Student Research Grants. Graduate Student: Joy Kennedy. Amount: \$50,000.

2009 PRINCIPAL INVESTIGATOR. Home and School Literacy Practice of Latino Dual-Language Learners in a Bilingual Head Start. Head Start Graduate Student Research Grants. Graduate Student: Adina Schick. Amount: \$50,000.

2008 PRINCIPAL INVESTIGATOR. Narrative Practices in Head Start Classrooms. Steinhardt Challenge Graduate Assistantship Grant. Amount: \$31,710.

2007 Co-PRINCIPAL INVESTIGATOR. Developing a Parent-Derived Measure of Latino Family Involvement: A Mixed-Methods Approach with English-Learning Children and Their Families. Administration for Children and Families: Head Start University Partnership Research Grants. Amount: \$500,000.

2007 Co-PRINCIPAL INVESTIGATOR. Latino Family Involvement and Preschool Children's Language and Socio-Emotional Competence: A Mixed-Methods Approach with Urban, Low-Income Families. National Institute of Child Health & Development (NICHD). Amount: \$143,000.

2005 PRINCIPAL INVESTIGATOR. Educational Involvement among Latino Head Start Families. Administration for Children and Families. Head Start Graduate Student Research Grants. Graduate Student: Margaret Caspe. Amount: \$50,000.

2005 Co-INVESTIGATOR. Promoting Early School Readiness in Primary Health Care, Alan Mendelsohn, Principal Investigator. National Institute of Child Health & Development (NICHD). Amount: \$2,800,000.

2003 PRINCIPAL INVESTIGATOR. Cultural Variations in Mothers' Narrative Styles. New York University, Steinhardt School of Education Research Challenge Fund. Amount: \$3,951.

2002 Co-INVESTIGATOR. Center for the Study of Culture, Education, and Development, Catherine Tamis-LeMonda, Director and Principal Investigator. National Science Foundation. Amount: \$2,500,000.

2000 PRINCIPAL INVESTIGATOR. The Narrative Discourse of Peruvian Mothers and their Preschoolers. New York University, School of Education Research Challenge Fund. Amount: \$3,000.

2000 CO-PRINCIPAL INVESTIGATOR. The role of diminutives in Latino children's Spanish-language narratives. New York University, School of Education Research Challenge Fund. Amount: \$3,000.

1999 PRINCIPAL INVESTIGATOR. Peruvian Mothers' Discourse with 3- and 5-year-old Children. New York University Research Challenge Fund. Amount: \$5,000

1998 PRINCIPAL INVESTIGATOR. Cultural Variations in Parent-Child Conversations. Small Grants Program, The Spencer Foundation. Amount: \$35,000.

1997 PRINCIPAL INVESTIGATOR. Parent-Child Conversations in Latino Homes: A Comparison of Mothers' and Fathers' Discourse with Their Preschool Children. New York University, School of Education Research Challenge Fund. Amount: \$2,967.

PUBLICATIONS

REFERRED JOURNAL ARTICLES

**student*

1. Hornburg, C. B., Borriello, G.A., Kung, M., Lin, J., Litkowski, E., Cocco, J., Ellis, A., King, Y., Zippert, E., Cabrera, N., Davis-Kean, P., Eason, S. H., Hart, S. A., Iruka, I., LeFevre, J.-A., Simms, V., Susperreguy, M. I., Cahoon, A., Chan, W. W. L., Cheung, S. K., Coppola, M., De Smedt, B., Elliot, L., Estévez-Pérez, N., Gallagher-Mitchell, T., Gardner-Neblett, N., Gilmore, C., Leyva, D., Maloney, E. A., Manolitsis, G., Melzi, G., Mutaf-Yıldız, B., Nelson, G., Niklas, F., Pan, Y., Ramani, G. B., Skwarchuk, S.-L., Sonnenschein, S., & Purpura, D. J. (under review). Next directions in measurement of the home mathematics environment: An international and interdisciplinary perspective. [Manuscript submitted for publication].
2. McWayne, C., Melzi, G., Mistry, J. (Under Review). A Home-to-School Approach for Promoting Culturally Inclusive Family-School Partnership Research and Practice. [Manuscript submitted for publication].
3. Melzi, G. Schick, A.R., *Wuest, C. (Under Review). Stories beyond books: Preschool teachers' use of oral stories supports children's early literacy skills. [Manuscript submitted for publication].

4. *Clark Whitney, E., & Melzi, G. (Under Review). The association between executive function and bilingual preschoolers' narrative and language skills. [Manuscript submitted for publication].
5. *Halpin, E. & Melzi, G. (Revise/Resubmit). The language diversity and science readiness skills of Latino preschoolers. [Manuscript submitted for publication].
6. Melzi, G., McWayne, C., *Prishker, N., & *Wisnia, J. (Revise/Resubmit). Por los niños: Latino caregivers' reflections on parenting. [Manuscript submitted for publication].
7. Schick, A., Scarola, L. *Niño, S. & Melzi, G. (2021). Beyond the written word: The role of text of preschool teachers' book sharing styles. *Early Childhood Literacy*. DOI: <https://doi.org/10.1177/1468798420985168>
8. Melzi, G., McWayne, C., & *Ochoa, W. (2020). Family engagement and Latine children's narrative skills. *Early Childhood Education Journal*. DOI: <https://doi.org/10.1007/s10643-020-01132-7>
9. *Rojas, N., Yoshikawa, H. & Melzi, G. (2020). Preschool teachers' use of discourse practices with dual language learners. *Journal of Applied Developmental Psychology*, 69, DOI: <https://doi.org/10.1016/j.appdev.2020.101158>
10. *Halpin, E., & Melzi, G. (2018). Code-switching in the narratives of dual-language Latino preschoolers. *International Journal of Bilingual Education and Bilingualism*, 1-17. DOI: <https://doi.org/10.1080/13670050.2018.1553928>
11. Melzi, G. Schick, A., & Scarola, L. (2018). Building bridges between home and school for Latinx families of preschool children. In J.K. Adair & F. Doucet, (Eds.) Supporting Young Children of Immigrants in PreK-3 [Special Issue]. *Bank Street Occasional Papers Series*, 39, 1-20.
12. McWayne, C., *Foster, B., & Melzi, G. (2018). Culturally embedded measurement of low-Income Latino caregivers' engagement in preschool: A tale of two forms of engagement. *Early Education & Development*. DOI: [10.1080/10409289.2018.1442094](https://doi.org/10.1080/10409289.2018.1442094)
13. Melzi, G., Schick, A., & *Escobar, K. (2017). Early bilingualism through the looking glass: Latino preschool children's language and self-regulation skills. *Annual Review of Applied Linguistics*, 37, 93-109.
14. *Escobar, K., Melzi, G., & Tamis-LeMonda, C. (2017). Mother and child narrative elaborations during book sharing in low-income Mexican-American dyads. *Infant and Child Development*, 26 (6), 1-18.
15. *Schick, A., Melzi, G., & *Obregón, J. (2017). The bidirectional nature of narrative scaffolding: Latino caregivers' elaboration while creating stories from a picture book. *First Language*, 37(3), 301-316.

16. McWayne, C. M., Melzi, G., *Limlingan, M. C., & *Schick, A. (2016). Ecocultural patterns of family engagement among low-income Latino families of preschool children. *Developmental Psychology, 52*(7), 1088.
17. *Schick, A. R., & Melzi, G. (2015). Print-related practices in low-income Latino homes and preschoolers' school-readiness outcomes. *Journal of Early Childhood Literacy, 16*(2), 171-198.
18. *Mundt, K., Gregory, A., Melzi, G., & McWayne, C. M. (2015). The influence of ethnic match on Latino school-based family engagement. *Hispanic Journal of Behavioral Sciences, 37*(2), 170-185.
19. McWayne, C., & Melzi, G. (2014). Validation of a culture-contextualized measure of family engagement in the early learning of low-income Latino children. *Journal of Family Psychology, 28* (2), 260-266.
20. McCabe, A., Tamis-LeMonda, C.S., Bornstein, M.H., Brockmeyer Cates, C., Golinkoff, R., Hirsh-Pasek, K., Hoff, E., *Kuchirko, Y., Melzi, G., Mendelsohn, A., Páez, M., Song, L., & Wishard Guerra, A. (2014). Multilingual children: Beyond myths and towards best practices. *SRCD Policy Report, 27*(4), 1-21.
21. Melzi, G., *Schick, A., & *Bostwick, E. (2013). Latino children's narrative competencies over the preschool years. *Actualidades en Psicología, Special Edition: Desarrollo narrativo en poblaciones latinoamericanas, 27* (115), 1-14.
22. McWayne, C., Melzi, G., *Schick, A. R., *Kennedy J., & *Mundt, K. (2013). Defining family engagement among Latino Head Start parents: A mixed-methods measurement development study. *Early Childhood Research Quarterly, 28* (593-607).
23. Melzi, G., *Schick, A., & *Kennedy, J. (2011). Narrative participation and elaboration: Two dimensions of maternal elicitation style. *Child Development, 82*(4), 1282-1296.
24. Purcell-Gates, V., Melzi, G., Najafi, B., & Orellana, M.F. (2011). Building literacy instruction from children's socio-cultural worlds. *Child Development Perspectives, 5*(1), 22-27.
25. *Schick, A., & Melzi, G. (2010). Children's oral narrative development across contexts. *Early Education & Development, 21* (3), 293-317.
26. Melzi, G., & *Caspe, M. (2005). Variations in maternal narrative styles during book reading interactions. *Narrative Inquiry, 15*(1), 101-125.
27. King, K.A., & Melzi, G. (2004). Intimacy, imitation, and language learning: Spanish diminutives in mother-child conversations. *First Language, 24* (2), 241-261.
28. Melzi, G., & *Fernández, C. (2004). Talking about past emotions: Conversations between Peruvian mothers and their preschool children. *Sex Roles, 50*, (9/10), 641-657.

29. Melzi, G., & King, K. (2003). Spanish diminutives in mother-child conversations. *Journal of Child Language*, 30, 1-24.
30. Melzi, G., Paratore, J.R., & Krol-Sinclair, B. (2000). Reading and writing in the daily lives of Latino mothers participating in an intergenerational project. *National Reading Conference*, 49, 178-193.
31. Melzi, G. (2000). Cultural variations in the construction of personal narratives: Central American and European American mothers' elicitation discourse. *Discourse Processes*, 30(2), 153-177.
32. Paratore, J. R., Melzi, G., & Krol-Sinclair, B. (1999). *What should we expect of family literacy? Experiences of Latino children whose parents participate in an intergenerational literacy project* (Monograph for the IRA/NRC Literacy Studies Series). San Diego, CA: San Diego State University, College of Education.
33. Ely, R., Melzi, G., Hadge, L., & McCabe, A. (1998). Being brave, being kind: Themes of agency and communion in children's narratives. *Journal of Personality*, 66 (2), 257-284.
34. Gleason, J.B., & Melzi, G. (1997). The mutual construction of narrative by mothers and children: Cross-cultural observations. *Journal of Narrative and Life History*, 7 (1-4), 219-222.
35. Paratore, J.R., Homza, A., Krol-Sinclair, B., Lewis-Burrows, T., Melzi, G., Sturgis, R., & Haynes, H. (1995). Shifting boundaries in home-school responsibilities: Involving immigrant parents in the construction of literacy portfolios. *Research in the Teaching of English*, 29, (4), 367-389.

BOOKS, CHAPTERS, AND OTHER PUBLICATIONS

1. Melzi, G., Prishker, N., *Kawas, V. (Forthcoming). The Practices and Challenges of Raising Multilingual Children in the United States. In A. Stavans and U. Jessner (Eds.), *The Cambridge Handbook of Childhood Multilingualism*. Cambridge: Cambridge University Press.
2. Shiro, M. & Melzi, G. (Forthcoming). Desarrollo discursivo bilingüe/Bilingual discourse development. In I. Carranza, T. van Dijk, & Ferrero, C.L. (Eds). *Handbook of Spanish Language Discourse Studies*. London: Routledge.
3. Melzi, G., Schick, A., & Scarola, L. (2019). Intervention that promotes home-to-school Links for ethnoculturally diverse families. In C.M. McWayne, F. Doucet, & S. M. Sheridan (Eds.), *Research on Family-School Partnerships: Understanding Ethnocultural Diversity and the Home-to-School Link*. New York: Springer.
4. Melzi, G. & Caspe, M. (2017). Research approaches to literacy, narrative, and education. In A.K. King, Y. Lai, S. May (Eds.), *Research Methods in Language and Education* (Vol. 10), *Encyclopedia of Language and Education* (3rd Edition). Berlin: Springer. 17-1. DOI 10.1007/978-3-319-02329-8

5. Melzi, G. & Schick, A. R. (2017). Language and literacy in the school years. In J. Berko Gleason & N. Bernstein Ratner, *The Development of Language* (9th Edition). Boston: Pearson Allyn & Bacon.
6. McWayne, C.M., Melzi, G., & *Foster, B. (2014). *User Manual for Parental Engagement of Families from Latino Backgrounds (PEFL- English) and Participación Educativa de Familias Latinas (PEFL- Spanish) 43-item Parent Self-report Measure*. Medford, MA: Authors.
7. Melzi, G., *Schick, A.R., & *Bostwick, E. (2013). Érase Una Vez: Latino Family Narrative and Literacy Practices during The Preschool Years. In H. Kreider, M. Caspe, & D.B. Hiatt-Michael, (Eds.), *Promising Practices for Engaging Families in Literacy*. Charlotte, NC: IAP Press.
8. Melzi, G., & *Schick, A. R. (2012). Language and literacy in the school years. In J. Berko Gleason & N. Bernstein Ratner, *The Development of Language* (8th Edition). Boston: Pearson Allyn & Bacon.
9. Melzi, G., & *Schick, A.R. (2012). Motivation and second language acquisition. In B. Della Chiesa, J. Scott, & C. Hinton (Eds.), *Languages in a global world: Learning for better cultural understanding*. OECD Publishing.
10. McCabe, A., Bailey, A., & Melzi, G. (Eds.). (2008). *Spanish-language narration and literacy: Culture, cognition, and emotion*. New York: Cambridge University Press.
11. *Caspe, M., & Melzi, G. (2008). Spanish-speaking Latin American mother-child narrative discourse. In A. McCabe, A. Bailey, & G. Melzi (Eds.), *Spanish-language narration and literacy: Culture, cognition, and emotion*. New York: Cambridge University Press.
12. *Fernández, C., & Melzi, G. (2008). Evaluation in Spanish-Speaking Mother-Child Narratives: The Social and Sense-Making Function of Internal State References. In A. McCabe, A. Bailey, & , G. Melzi (Eds.), *Spanish-language narration and literacy: Culture, cognition, and emotion*. New York: Cambridge University Press.
13. Cuneo, C. N., McCabe, A., & Melzi, G. (2008). Mestizaje: Afro-Caribbean and Indigenous Costa Rican children's narratives and links with other traditions. In McCabe, A. Bailey, A. & Melzi, G. (Eds.), *Spanish-language narration and literacy: Culture, cognition, and emotion*. New York: Cambridge University Press.
14. Melzi, G., & Ely, R. (2008). Language and literacy in the school years. In J. Berko Gleason & N. Bernstein Ratner, *The Development of Language* (7th Edition). Boston: Pearson Allyn & Bacon.
15. McWayne, C., & Melzi, G. (2008). Developing a parent-derived measure of Latino family involvement. *The Evaluation Exchange*, 14, 30.
16. Melzi, G., & *Schick, A. (2008). Literacy. In C. S. Clauss-Ehlers (Ed.), *Encyclopedia of Cross Cultural School Psychology*. Berlin: Springer.

17. Melzi, G., & *Caspe, M. (2007). Research approaches to literacy, narrative, and education. In N. H. Hornberger & A.K. King (Eds). *Encyclopedia of Language and Education* (pp. 151-164). Berlin: Springer.
18. Paratore, J. R., Melzi, G., & Krol-Sinclair, B. (2003) Learning about the Literate Lives of Latino Families. In D. M. Barone & L. M. Morrow (Eds.), *Literacy and Young Children: Research-Based Practices in Early Literacy* (pp. 101-118). New York: Guilford Press.
19. Melzi, G. (2000). Bilingual Language Development: The Role of Input. *NHSA Dialog*, 3(3), 452-455.
20. Ely, R., Wolf, A., McCabe, A., & Melzi, G. (2000). The story behind the story: Methodological approaches to gathering narrative data from children. In L. Menn & N. Bernstein-Ratner (Eds.), *Methods for studying language production* (pp. 225-248). Mahwah: NJ: Erlbaum.

PRESENTATIONS

INVITED NATIONAL AND INTERNATIONAL TALKS

1. Melzi, G. (2021, February). Designing for Latine Families. Too Small to Fail, Clinton Foundation.
2. Melzi, G. (2020, December). Bridging Home and School Maths. Zeroing in on Math, EdVestors.
3. Caspe, M. & Melzi, G. (2020, November). Learning from Families. The Future of Early Math: What Science and Practice Tell Us. Grade Level Reading Learning Tuesdays, Science Matters Series. Online.
4. Melzi, G. & Prishker, N. (2020, May). Changing Mindsets and Transforming Practices to Support Early Math Learning in Culturally and Linguistically Diverse Children. ParentChild+ National Conference. Online.
5. Melzi, G. (2020, April). Stories Beyond Books: Using Oral Stories in Preschool Classrooms. ELL Think Tank. Steinhardt/New York University [Cancelled because of COVID].
6. Prishker, N. & Melzi, G. (2020, January & April). Everyone does math: Changing Mindsets and Transforming Practices to Support Early Math Development. Early math resources for teacher educators' webinar. Development and Research in Early Math Education (DREME). Online.
7. Melzi, G. (2019, December). Storybooks: Early literacy, family & equity. Storybook STEM Convening, TERC. Boston.
8. Melzi, G. (2018, April). Supporting early literacy through classroom oral storytelling. Applied Developmental and Educational Psychology Colloquium. Lynch School of Education. Boston College.

9. Melzi, G. (2018, October). Apoyando el aprendizaje de la lectura a través de la narrativa oral. Invited Plenary at V Encuentro de Investigadores en Psicología del Desarrollo y Aprendizaje. Rosario, Argentina.
10. Melzi, G. (2018, June). Shifting perspectives to foster positive learning experiences for ethnoculturally diverse children. Keynote at the Cross-University Collaborative Mentoring Conference. Cambridge, MA.
11. Melzi, G. (2018, May). Fostering positive learning experiences for Latino children. BLLING (Bilingual Language and Literacy Investigative and Networking Group. Department of Communicative Sciences and Disorders. New York University.
12. Melzi, G. (2018, May). Fostering positive learning experiences for Latino children. Teachers' College, Columbia University.
13. Melzi, G. (2017, October). Conducting Research in Culturally Diverse Communities. In Promoting Diversity in Cognitive Development Science Roundtable Discussion, Cognitive Development Society. Portland, OR.
14. Melzi, G. (2017, April). How to encourage book reading from the immigrant Latino cultural perspective. Reach out and Read Leadership Conference. Denver, CO.
15. Melzi, G. (2017, April). R-SUCCESS: Reading Success Using Co-Constructive Elaborative Storytelling Strategies. Developmental Science Colloquium and Brown Bag Series. Department of Psychological and Brain Sciences, Boston University. Boston.
16. Melzi, G. (2016, October). Oral stories in the classroom: Encouraging preschool teachers' use of cultural funds of knowledge. Psychology Colloquium. Graduate Center/CUNY. New York.
17. Melzi, G. (2016, August). Panelist in *Faltas de equidad en la educación*. Education Writer's Association's Third Annual Spanish-Language Media Convening. Washington DC.
18. Melzi, G. (2015, November). Oral stories in the classroom: Encouraging preschool teachers' use of cultural funds of knowledge. Department of Communicative Sciences and Disorders. New York University.
19. Melzi, G. (2015, October). Latino Families' Support of Bilingual Children's Development & Learning. MDRC. New York.
20. Melzi, G. (2014, October). Language and Literacy Experiences of Spanish-Speaking Latino Children: Implications for School Practice. GSAPP Cultural Conference, Rutgers University.

21. Melzi, G., & Schick, A. (2012, October). Latino Children's Competencies over the Preschool Years. Culture, Language and Development Symposium. Osnabrück, Germany.
22. Melzi, G. (2012, July). Latino Family Involvement. Family Strengthening Workgroup. HHS/ACF Research Roundtable. New York, NY.
23. Melzi, G., & Bostwick, E. (2012, June). The Benefits of Bilingualism: Lessons Learned from Research on Dual-Language Learners. University Settlement Conference on Supporting the Voices & Identities of Young Dual Language Learners. New York, NY.
24. Melzi, G., & *Schick, A.R. (2011, June). Culturally Responsive Family Involvement Roundtable. Learning Community's 2011 Annual Summit, Office of Early Childhood and Preventive Partnerships, Administration of Children's Services, New York, NY.
25. Melzi, G. (2010, June). A Culturally Responsive Approach to Family Engagement. Reversing the Odds to Support our Youngest Children and their Families, Office of Early Childhood and Preventive Partnerships, Administration of Children's Services, New York, NY.
26. Melzi, G. (2008, May). Narrator and Audience: Cultural Variations in Maternal Discourse across Narrative Contexts. Department of Applied Linguistics, Universidade do Vale do Rio dos Sinos, Brazil.
27. Melzi, G. (2007, April). Cultural Variations in Maternal Discourse across Narrative Contexts. Department of Psychology, New York University.
28. Melzi, G. (2006, February). Narrator and Audience in Latino Storymaking. Department of Speech-Language Pathology and Audiology, New York University.
29. Melzi, G. (2004, April). Cultural differences in the roles of narrator and audience in the construction of narratives. Department of Speech-Language Pathology and Audiology, New York University.
30. Melzi, G. (2003, November). Using CHILDES in language research. Department of Speech-Language Pathology and Audiology, New York University.
31. Melzi, G. (2002, November). Different cultures, different stories: Cultural variations in mother-child conversational stories. Department of Linguistics, Georgetown University, Washington D.C.
32. King, K.A. & Melzi, G. (2002, May). The use of diminutives in mother-child shared narratives. Stockholm University, Linguistics Department and Center for Research in Bilingualism, Stockholm, Sweden.
33. Melzi, G. & King, K. A. (2001, October). Spanish diminutives in mother-child conversations. New York University, Department of Speech-Language Pathology and Audiology. New York, NY.

34. Melzi, G. (2001, June). The role of the first language in children's literacy development. The Child and Family Policy Center, New York University.
35. Melzi, G. (2001, March). Latino and European American mothers' narrative elicitation styles. Lehigh University. Department of Psychology, Bethlehem, PA.
36. Melzi, G. (2001, February). Discussant for Supporting Best Practice in Preschool Programs Serving Children Learning English as a Second Language, The Child and Family Policy Center, New York University.
37. Melzi, G. (2000, November). Raising bilingual/bicultural children. Work-Life/Wellness Education Seminars, New York University.
38. Melzi, G. (2000, January). Cultural variations in parent-child conversations. New York University, Department of Speech-Language Pathology and Audiology. New York, NY.
39. Melzi, G. (1999, November). Cultural differences in mother-child conversations. New York University, Department of Teaching and Learning. New York, NY.
40. Melzi, G. (1999, October). Cultural variations in mother-child conversations about the past. Clark University, Department of Psychology, Worcester, MA.
41. Melzi, G. (1998, February). Cross-cultural differences in mothers' narrative scaffolding. City University of New York, Department of Speech and Language Pathology, New York, NY.
42. Melzi, G. (1998, February). Cultural variations in the construction of personal narratives: Latino and Anglo-American mothers' scaffolding styles. New York/New Jersey Infancy Group Colloquia, New York, NY.
43. Melzi, G. (1998, February). Cultural variations in the construction of personal narratives. The Second Language Acquisition Circle, New York, NY.
44. Melzi, G. (1995, May). Sharing the self in personal narratives: Latino children and their mothers. Boston Area Cultural Psychology Conference, Cambridge, MA.

INTERNATIONAL AND NATIONAL CONFERENCES

1. Melzi, G., Kawas, V., *Huancacuri, J., & Caspe, M. (2021, April). Dime Cuántos: Latine Parents' Math Talk during Wordless Book Sharing. In S. Pattison (Chair), Storybooks and Equitable STEM Learning in Early Childhood: Moving from Books to Narratives. Society for Research in Child Development.

2. Caspe, M., Melzi, G., Prishker, N. & Alvarado, C. (2021, April). Las Matemáticas son Primordiales: Everyday Mathematics in the Homes of Latine Families with Young Children. In G. Solís (Chair), Parent-Child Interaction in Latin American Families: Attention to Strengths and Culturally Appropriate Methods. Society for Research in Child Development.
3. Mesalles, V., Ahumada, F. & Melzi, G. (2021, April). Latine Caregivers' Spatial Language. In C.S. Lombardi & C. Uscianowski (Chairs), Parental Support of Children's Early Mathematics Learning. Society for Research in Child Development.
4. Sánchez, N., Lim, R., Wuest, C., Schick, A., & Melzi, G. (2021, April). The Storytelling Strategies of Early Childhood Teachers. Society for Research in Child Development.
5. Wuest, C., Schick, A., & Melzi, G. (2021, April). The stories teachers tell: Incorporating oral storytelling into early childhood classrooms. In N. Gardner-Neblett (Chair) Teachers' extended discourse Interactions with Black and Latinx children in the early childhood classroom. Society for Research in Child Development.
6. Ochoa, W. McWayne, C. & Melzi, G. (2020, December). Promoting Two Cultures: Understanding the Parenting Experiences of Foreign and U.S.-Born, English-speaking Latino Parents. Society for Research in Child Development Special Meeting. San Juan, Puerto Rico.
7. Mesalles, V. & Melzi, G. (2020, June). Está arriba, no está abajo: Spanish-speaking Caregivers' Spatial Language and Children's Early Math Skills. National Research Conference on Early Childhood (cancelled because of COVID-19).
8. Schick, A. & Melzi, G. (2020, Apr 17 - 21) *Variations in Family Engagement Patterns of Latino Parents Across Preschool Settings* [Roundtable Session]. AERA Annual Meeting San Francisco, CA <http://tinyurl.com/rmdmbe9> (Conference Canceled)
9. Caspe, M., Melzi, G., Prishker, N., Kawas, V., Mesalles, V., & *Alonso, M. J. (2019, March). Raising Up Strengths in Latino Families' Mathematical Practices with Young Children. Society for Research in Child Development. Baltimore, MD.
10. Melzi, G., Wisnia, J., & McWayne, C. (2019, March). Por los Niños: Latino Caregivers' Reflections on Immigration and Parenting. Society for Research in Child Development. Baltimore, MD.
11. Schick, A., Melzi, G., Scarola, L., Wuest, C. (2019, March). Incorporating Latino Children's Funds of Knowledge into the Preschool Classroom. Society for Research in Child Development. Baltimore, MD.
12. Melzi, G., Invited Panelist (2019, March). In I., Nayfield (Moderator). Engaging Diverse Students in Early STEM Learning. Roundtable Conversation. Society for Research in Child Development. Baltimore, MD.

13. Sánchez, N., Wuest, C., Schick, A. & Melzi, G. (2019, March). The Role of Storytelling in Supporting Low-Income Preschoolers' Academic Language. Society for Research in Child Development. Baltimore, MD.
14. Schick, A., Wuest, C., Schneebaum, L. & Melzi, G., (2019, March). Reaching Teachers before they Enter the Classroom: Promoting Pre-Service Teachers' Culturally Relevant Practices. Society for Research in Child Development. Baltimore, MD.
15. Schick, A., Melzi, G., Wuest, C. (2019, March). Supporting African Heritage Children's School Success Through Oral Stories in the Classroom. In G. Melzi & C. McWayne (Chairs) Promoting Cultural Responsiveness of Early Childhood Curriculum and Professional Development: Funds of Knowledge Approaches. Society for Research in Child Development. Baltimore, MD.
16. Wuest, C., Scarola, L., Schick, A., & Melzi, G. (2019, March). Supporting Early Academic Achievement Through High Quality Instruction Support. Society for Research in Child Development. Baltimore, MD.
17. Clark Whitney, E. & Melzi, G. (2018, June). Expressive Language, Executive Function, and Narrative Organization in Monolingual and Bilingual Preschoolers. National Research Conference on Early Childhood. Washington, DC.
18. Schick, A., Melzi, G., Scarola, L., Wuest, C., Colón, K., Rodríguez Ríos, L. (2018, June). The Power of the Word: Validation of Spanish and English Common Words List for Preschoolers. National Research Conference on Early Childhood. Washington, DC.
19. Melzi, G., Schick, A., & Kawas, V. (2017, July). Latino mothers' language input during wordless book sharing and children's narrative skills. In Nicolopoulou, A. (Chair) Bookreading interactions at home and at school: Promoting narrative production and comprehension. International Association for the Study of Child Language, Lyon, France.
20. Schick, A., Melzi, G., Schneebaum, L., & Scarola, L. (2017, July). Using webinar-based coaching to support rich language use in preschool classrooms. International Association for the Study of Child Language, Lyon, France.
21. Scarola, L., Schick, A., & Melzi, G. (2017, July). Preschool teachers' use of elaborative language across classroom contexts and children's language development. International Association for the Study of Child Language, Lyon, France.
22. Schick, A., Melzi, G., Scarola, L., & Wuest, C. (2017, July). Supporting Low-Income Preschoolers' Academic Language Skills through Co-Constructive Elaborative Storytelling. International Association for the Study of Child Language, Lyon, France.
23. Melzi, G., Escobar, K. & Scarola, L. & Schick, A., (2017, April). Latino Preschoolers' Narrative Abilities across Two Tasks and the Relation to their Self-Regulation Skills. . In K.R. Kelly (Chair). Children's Narration in Cultural Contexts. Society for Research in Child Development. Austin, TX.

24. Melzi, G., Schick, A., & Scarola, L. (2017, April). Supporting Latino Children's Reading Readiness through Co-Constructive Elaborative Storytelling. In D. Leyva & G. Melzi (Chairs). Turning everyday family practices into effective language and literacy interventions for preschool and kindergarten children. Society for Research in Child Development. Austin, TX.
25. Halpin, E., & Melzi, G. (2017, April). Bilingual Language Diversity of Latino Preschoolers: A Latent Profile Analysis. Society for Research in Child Development. Austin, TX.
26. Schick, L., Schneebaum, L., Scarola, L., Melzi, G. & Petrolekas. M. (2017, April). Exploring the Effectiveness of Web-Based Coaching for Early Childhood Educators. Society for Research in Child Development. Austin, TX.
27. Schick, A., Melzi, G., Scarola, L., & Maita, M.R. (2016, July). The oral and academic language skills of Spanish-speaking Preschoolers. ACF National Research Conference on Early Childhood. Washington DC.
28. Scarola, L., Maltz, L., Schick, A., & Melzi, G. (2016, July). Parental Engagement and self-efficacy: precursors to children's School Readiness. ACF National Research Conference on Early Childhood. Washington DC.
29. Melzi, G., & Schick, A. (2016, July). Oral Stories in the Classroom: Encouraging preschool teachers' use of cultural funds of knowledge. ACF National Research Conference on Early Childhood. Washington DC.
30. Gunin, G., & Melzi, G. (2016, July). Latino Parenting Practices and Preschoolers' Self-Regulation Skills. ACF National Research Conference on Early Childhood. Washington DC.
31. Bostwick, E., Cuevas, D., Schick, A., & Melzi, G. (2015, April). The oral traditions of New York City Latino Head Start families. Society for Research in Child Development. Philadelphia, PA.
32. Escobar, K., Tamis-LeMonda, C., & Melzi, G. (2015, April). Predicting narrative elaboration and participation during book sharing in Mexican-American dyads. Society for Research in Child Development. Philadelphia, PA.
33. Escobar, K., Scarola, L., Schick, A., & Melzi, G. (2015, April). Capturing the language skills of Spanish-speaking U.S. Latino children. Society for Research in Child Development. Philadelphia, PA.
34. Mundt, K., Gregory, A., Melzi, G., & McWayne, C. M. (2015, April). The influence of Latino match on Latino school-based family engagement. Society for Research in Child Development. Philadelphia, PA.

35. Obregón, J., Melzi, G., Schick, A., & Álvarez, S. (2015, April). Latino caregivers' language sophistication: Influences on preschool-aged children's language development. Society for Research in Child Development. Philadelphia, PA.
36. Scarola, L., Schick, E., Schneebaum, L., Schick, A., & Melzi, G. (2015, April). The relation between language and socio-emotional skills in dual-language Latino preschoolers. Society for Research in Child Development. Philadelphia, PA.
37. Scarola, L., Schick, A., & Melzi, G. (2015, April). The role of language in the relation between socio-dramatic play and self-regulation for low-income Latino preschoolers. Society for Research in Child Development. Philadelphia, PA.
38. Schick, A., Melzi, G., & McWayne, C. (2015, April). Parent engagement in Latino Head Start families: Precursors and changes over time. Society for Research in Child Development. Philadelphia, PA.
39. McWayne, C., & Melzi, G. (2014, August). Patterns of Family Engagement for Low-Income Latino Families of Preschool Children and their Relation to School Readiness. In Sheridan, S. (Chair). The Influence of Culture and Context on Family-School Partnerships. Division 16 APA Convention. Washington DC.
40. Bostwick, E., & Melzi, G. (2014, July). The language attitudes of dual-language Latino preschoolers. International Congress for the Study of Child Language, Amsterdam, The Netherlands.
41. Escobar, K., Melzi, G., Tamis-LeMonda, C., & *Obregón, J. (2014, July). Communication roles in dyadic narrative elaborations. International Association for the Study of Child Language, Amsterdam, The Netherlands.
42. Melzi, G., & Schick, A. (2014, July). Oral stories in the classroom: Encouraging preschool teachers' use of cultural funds of knowledge. In Melzi, G. (Chair) Narrative Interactions in the Preschool Years: Encouraging Caregivers to Support Children's Skills and Cultural Heritage. International Association for the Study of Child Language, Amsterdam, The Netherlands.
43. Schick, A., Melzi, G., & Schick, E. (2014, July). Caregiver's vocabulary diversity and sophistication and low-income Latino preschoolers' school readiness competencies. In Leyva, D. (Chair) Parent-Child Discourse and Children's School Readiness in Minority Populations. International Association for the Study of Child Language, Amsterdam, The Netherlands.
44. Schick, A., Melzi, G., Schneebaum, L., Bostwick, E., & Gunin, G. (2014, July). Latino preschool children's narrative competencies across contexts. International Association for the Study of Child Language, Amsterdam, The Netherlands.

45. Escobar, K., Melzi, G., & Tamis-LeMonda, C. (2014, July). The developmental shift in communication role during book-sharing in 3- and 4-year-old Latino children. Head Start National Research Conference, Washington DC.
46. Hyun, S., Limlingan, M. C., McWayne, C., & Melzi, C. (2014, July). Patterns of Family Engagement for Low-Income Latino Head Start Families and their Link to Children's Peer Play Interaction. In Mendez Smith Identifying Social Competence to Foster Resilience in Latino Low-income Preschoolers: Ecocultural Perspectives on Social Development. National Head Start Research Conference. Washington, D.C.
47. Schick, A., Melzi, G., Bostwick, E., & McWayne, C. M. (2014, July). Fixed and malleable factors as precursors to Latino Head Start families' engagement. Head Start National Research Conference, Washington, D.C.
48. Schick, E., Scarola, L., Schneebaum, L., Melzi, G., & Schick, A. (2014, July). The relation between language and socio-emotional skills in dual-language Latino preschoolers. National Head Start Conference. Washington D.C.
49. Bostwick, E., & Melzi, G. (2014, April). Code-switching in the narratives of dual-language Latino preschoolers. Graduate Portuguese and Hispanic Symposium, Georgetown University, Washington, DC.
50. McWayne, C., & Melzi, G. (2014, April). Family engagement in children's early learning among low-income Latino caregivers: The validation of a culture-contextualized measure. In Fantuzzo, J. (Chair), Advancements in assessing the early educational experiences of diverse children and families living in poverty. American Educational Research Association Annual Meeting. Philadelphia, PA.
51. Schick, A., & Melzi, G., McWayne, C.M., Cordero, M. (2014, April). Family Engagement and Latino Preschoolers' Language Development. Society for Research in Child Development Themed Meeting, Alexandria, VA.
52. Melzi, G., Schick, A., & Bostwick, E. (2013, May). Latino children's narrative competencies over the preschool years. Poster presented at the meeting of the Inaugural Bilingual Research Conference, Houston, TX.
53. Melzi, G. (2013, April). *Érase una vez: Latino family narratives and their relation to children's school readiness skills*. Society for Research in Child Development. Seattle, WA.
54. Melzi, G., Bostwick, E., Obregón, J., Niño, S., & Schick, A. (2013, April). Narrative Elaboration and Latino Children's School Readiness Skills. Society for Research in Child Development. Seattle, WA.

55. McWayne, C., Melzi, G., Limligan, C., & Schick, A. (2013, April). Patterns of Family Involvement for Low-Income Latino Families of Dual-language Learning Preschool Children and the Relation to School Readiness. In Mattis, J. (Chair). Latent Profile Analyses of Parenting, Stressors of Parenting, and the Development of Culturally Relevant Measure of Parenting in African American and Latino Families. Society for Research in Child Development. Seattle, WA.
56. Scarola, L., Obregón, J., Schick, A., Melzi, G. (2013, April). Mother-Child Use of Narrative Evaluation across Cultures. Society for Research in Child Development. Seattle, WA.
57. Schick, A. & Melzi, G. (2013, April). Family Print-Related Practices in Low-Income Latino Homes and Children's School Readiness. In Melzi, G. (Chair). *Érase una vez: Latino family narratives and their relation to children's school readiness skills*. Society for Research in Child Development. Seattle, WA.
58. Schick, A., Schneebaum L., Almanzar, C. Melzi, G., McWayne, C. (2013, April). Teachers' Perceptions of Parental Involvement and their Ratings of Latino Head Start Children's Social-Emotional Competencies. Society for Research in Child Development. Seattle, WA.
59. Limlingan, M.C., McWayne, C., Melzi, G., and Schick, A. (2013, March). Patterns of Family Engagement for Low-Income Latino Families of Preschool Children and their Relation to School Readiness. Poster presentation at the Society for the Study of Human Development, Fort Lauderdale, FLA.
60. McWayne, C. & Melzi, G. (2012, June). Developing a Parent-Derived Measure of Latino Family Involvement: A Mixed-Methods Approach with Head Start Families. National Head Start Conference. Washington D.C
61. Melzi, G., McWayne, C., Schick, A., Kennedy, J. & Mundt, K. (2012, June) Latino Parents' Conceptualizations of Family Involvement in their Children's Preschool Education. National Head Start Conference. Washington D.C
62. Melzi, G., Schick., A., Caspe, M., & Niño, S., (2012, June). Bilingual children's narrative competencies over the preschool years. National Head Start Conference. Washington D.C.
63. Scarola, L., Schneebaum, L., Almanzar, C., Schick, A., & Melzi, G. (2012, June). Emotion talk and the social-emotional development of Latino Head Start children. National Head Start Conference. Washington D.C.
64. Schick, A., & Melzi, G. (2012, February). Home and school literacy experiences of Latino dual-language learners: Is continuity necessary for positive outcomes? Society for Research in Child Development Themed Meeting, Tampa, FLA.

65. Melzi, G., Schick, A., & Bostwick, E. (2012, February). Maternal narrative participation and the school readiness skills of Spanish-English bilingual preschoolers. Society for Research in Child Development Themed Meeting, Tampa, FLA.
66. Melzi, G., McWayne, C., & Schick, A. (2012, February). Family involvement and the emergent literacy skills of dual-language Latino children. Society for Research in Child Development Themed Meeting, Tampa, FLA.
67. Petrolekas, M., Schneebaum, L., Almanzar, C., Schick, A., & Melzi, G. (2012, February). Maternal use of emotion words and Latino children's emotion recognition and expression. Society for Research in Child Development Themed Meeting, Tampa, FLA.
68. Melzi, G., & Schick, A. (2011, July). The Relationship between Maternal Narrative Scaffolding and Children's School Readiness. International Association for the Study of Child Language, Montreal, Canada.
69. Schick, A., & Melzi, G. (2011, July). The Continuity of the Home-School Storytelling Experiences of Dual-Language Learners. International Association for the Study of Child Language, Montreal, Canada.
70. Schneebaum, L., Schick, A., & Melzi, G. (2011, July). Children's Talk about Art. *International Association for the Study of Child Language*, Montreal, Canada.
71. Melzi, G., & Schick, A. (2011, March). Maternal Narrative Scaffolding and the School Readiness Skills of Low-Income Dual-Language Learning Latino Children. Society for Research in Child Development, Montreal, Canada.
72. Melzi, G., McWayne, C., Mundt, K. & Kennedy, J.L. (2011, March). Low-Income Latino Parents' Conceptualizations of Family Involvement in Their Preschool Children's Development and Education. Society for Research in Child Development, Montreal, Canada.
73. McWayne, C. & Melzi, G., (2011, March). An Emic Approach to Create a Family Involvement Measure for Latino Parents. Society for Research in Child Development, Montreal, Canada.
74. Schick, A., Melzi, G., Niño, S. (2011, March). Head Start Teacher Book Sharing Styles and Children's Emergent Literacy. Society for Research in Child Development, Montreal, Canada.
75. Melzi, G., McWayne, C., Kennedy, J.L., Price, L. Mundt, K., Schick, A. (2010, June). Family Involvement and School Readiness: Developing a Parent-Derived Measure of Latino Family Involvement. National Head Start Conference. Washington D.C.
76. McWayne, C. & Melzi, G. (2010, June). Developing a Parent-Derived Measure of Latino Family Involvement: A Mixed-Methods Approach with English-Learning Children and Their Families. National Head Start Conference. Washington D.C.

77. Schick, A. & Melzi, G. (2010, June). Home and School Literacy Experiences of Latino Children in a Bilingual Head Start. National Head Start Conference. Washington D.C.
78. Melzi, G., Niño, S. & Schick, A. (2010, June). Narrative Practices in Dual-Language Head Start Classroom. National Head Start Conference. Washington D.C.
79. Melzi, G., Schick, A. & Niño, S. (2010, April). Book Sharing Styles of Teachers in Bilingual Head Start Classrooms. Human Development Conference. New York, NY.
80. Melzi, G. (2009, April). Associations between Mother-Child Storytelling and School Readiness (Discussant). Society for Research in Child Development, Denver, CO.
81. Kim, H. & Melzi, G. (2009, April). Verbal and Non-Verbal Communication between Caregivers and Young Children at Onset of First Words. Society for Research in Child Development, Denver, CO.
82. Melzi, G. & Caspe, M. (2008, July). Narrative Assessment and Children's Early Literacy Skills: Cultural and contextual considerations. International Association for the Study of Child Language, Edinburgh, Scotland.
83. Zilles, A., Melzi, G., Knecht, F., & Lopes, G., & Schick, A. (2008, July). Linguistic & Cultural Variations in Mother-Child Narratives. International Association for the Study of Child Language, Edinburgh, Scotland.
84. Schick, A., Stavans, A., Melzi, G. (2008, July). Cultural & Linguistic Variations in Internal State Language. International Association for the Study of Child Language, Edinburgh, Scotland.
85. Caspe, M., González, J., Melzi, G. & Kennedy, J. (2008, June). Text and Language Connections: Bilingual English-Spanish Speaking Children's Early Literacy Skills. National Head Start Conference. Washington D.C.
86. Caspe, M., Rodríguez, A., Melzi, G. & Kennedy, J. (2008, June) "El Frog Se Escapó del Jar": Code-Switching and Young Children's Early Literacy Development. National Head Start Conference. Washington D.C.
87. Melzi, G. & King, K. (2008, March). Narrative development among Spanish-speaking Latino children (Invited Symposium). Georgetown University Roundtable on Languages and Linguistics, Washington D.C.
88. Melzi, G. & Caspe, M. (2008, March). Cultural Variations in Mother-Child Narrative Discourse. Georgetown University Roundtable on Languages and Linguistics, Washington D.C.
89. Cuneo, C. N., McCabe, A., & Melzi, G. (2008, March). Mestizaje: Afro-Caribbean and Indigenous Costa Rican Children's Narratives and Links with Other Traditions. Georgetown University Roundtable on Languages and Linguistics, Washington D.C.

90. Melzi, G., Schick, A., & Kennedy, J. (2007, April). Cultural Variations in Mother-Child Discourse Strategies across Narrative Context. Society for Research in Child Development, Boston, MA.
91. Kennedy, J. & Melzi, J. (2007, April). Temporality in Mother-Child Narratives: Implications for the Relation between Culture, Language, and Cognition. Society for Research in Child Development, Boston, MA.
92. Mahran, S., & Melzi, G. (2007, April). Yeahs, Mmhms, and Nahs: Conversational Features of Peruvian and U.S. American Mother-Child Interactions. Society for Research in Child Development, Boston, MA.
93. Melzi, G. & King, K. (2005, July). Functions of Diminutives in Mother-Child Narrative Construction. International Association for the Study of Child Language. Berlin, Germany.
94. Thompson, R., & Melzi, G. (2005, July). Cultural Variations in Mother-Child Talk about Mental States. International Association for the Study of Child Language. Berlin, Germany.
95. Melzi, G., Shiro, M. & Uccelli, P. (2005, April). The Development of Self and Other in Spanish-Speaking Children's Narratives (Paper Symposium). Society for Research in Child Development, Atlanta, GA.
96. Melzi, G., & Fernández, C. (2005, April). The Narrative Self: Themes of Agency and Communion in Mother-Child Conversations. Society for Research in Child Development, Atlanta, GA.
97. Fernández, C., Melzi, G., Thompson, R. (2005, April). Thinking Versus Feeling: Cultural Variations in Internal State Language. Society for Research in Child Development, Atlanta, GA.
98. Báez, R., Schick, A. & Melzi, G. (2005, April). Cultural Variations among Puerto Rican, Peruvian, and U.S. American Mother-Child Narratives. Society for Research in Child Development, Atlanta, GA.
99. Melzi, G. (2004, July). Cultural differences in the roles of narrator and audience in mother-child narratives. National Head Start Conference, Washington D.C.
100. Melzi, G., & Fernández, C. (2003, April). Mother-Child Talk about Internal States during a Book Reading Task. Society for Research in Child Development, Tampa, FL.
101. Melzi, G., & Caspe, M. (2003, April). Cultural Variations in Mothers' Storytelling Styles. Society for Research in Child Development, Tampa, FL.
102. King, K.A., & Melzi, G. (2003, March). Intimacy, imitation and language learning. American Association of Applied Linguistics. Arlington, VA.

103. Paratore, J., Melzi, G., & Krol-Sinclair, B. (2002, December). Literacy in the homes of Latino families. National Reading Conference. Tampa, FL.
104. King, K.A. & Melzi, G. (2002, December). Talking small: Spanish evaluative morphology in mother-child conversations. International Association of Applied Linguistics. Singapore.
105. Melzi, G. & King, K.A. (2002, July). Spanish diminutives in mother-child conversations. International Association for the Study of Child Language, Madison, WI.
106. Melzi, G., & Fernández, C. (2001, April). Emotion talk in Peruvian mother-child conversations. Society for Research in Child Development, Minneapolis, MN.
107. Melzi, G. & Linares, O. L (2001, April). Verbal negotiation strategies during clean-up time among high-risk Latino mothers. Society for Research in Child Development, Minneapolis, MN.
108. Melzi, G., Paratore, J., & Krol-Sinclair, B. (1999, November). Latino mothers' views of reading and writing in their daily lives: Revelations from parent literacy logs. National Reading Conference, Orlando, FL.
109. Melzi, G., & John, J. (1999, July). Cultural Variations in Preschoolers' Narrative Conversations with their Mothers. International Association for the Study of Child Language, San Sebastián, Spain.
110. Melzi, G. (1999, April) Cultural Comparison of Narrative Structures in Mother-Child Conversations. Society for Research in Child Development, Albuquerque, NM.
111. Melzi, G., John, J., & Norat, N. (1999, April). Cultural Variations in Evaluation Use of Mother-Child Co-Constructed Narratives. Society for Research in Child Development, Albuquerque, NM.
112. Paratore, J. R., Melzi, G. & Krol-Sinclair, B. (1998, May). What should we expect of family literacy? Home and school literacy experiences of Latino children whose parents participate in an intergenerational literacy project. International Reading Association, Orlando, FL.
113. Melzi, G. (1997, April). Stylistic differences in mothers' narrative discourse to preschool children. Society for Research in Child Development, Washington, DC.
114. Paratore, J.R., Melzi, G. & Krol-Sinclair, B. (1996, December). Home and school literacy experiences of Latino children whose parents participate in an intergenerational literacy project. National Reading Conference, Charleston, SC.
115. Melzi, G. (1996, November). Maternal narrative styles in two cultures. Boston University Conference on Language Development, Boston, MA.

116. Melzi, G. (1996, April). Narratives in the Latino home: Mothers' elicitation style. American Educational Research Association Convention, New York, NY.
117. Paratore, J.R., & Melzi, G. (1996, April). The connection between a family literacy program and the academic performance of children in elementary classrooms. International Reading Association, New Orleans, LA.
118. Paratore, J., Melzi, G., Brown, C., & Pomerantz, F. (1995, November/December). The influence of parents' participation in an intergenerational project on the school experiences of their children. National Reading Conference, New Orleans, LA.
119. Hemphill, L., Camp, L., Chang, C., Horowitz, S., Kasuya, H., Melzi, G., Ovadia, R. & Winner, K. (1995, October/November). Narrative abilities in children with early corrective heart surgery: A pragmalinguistic account of language disability. Boston University Conference on Language Development, Boston, MA.
120. Melzi, G. (1995, March/April). A method for assessing translation abilities in bilingual children. Society for Research in Child Development, Indianapolis, IN.
121. Paratore, J., Homza, A., Krol-Sinclair, B., Lewis-Burrows, T., Melzi, G., & Sturgis, R. (1994, December). Constructing home/school portfolios: Shifting boundaries in home/school responsibilities. National Reading Conference, San Diego, CA.
122. Melzi, G. (1989, April). The interpersonal networks of Latin and U.S. American college students. Undergraduate Psychological Conference, Mt. Holyoke College, South Hadley, MA.

PRESS/MEDIA COVERAGE

UNIVISIÓN, EVENING NEWS, EDUCATION BEAT

- May 2017, *Avances y dificultades de Arlette Espaillat, niña dominicana que lucha por aprender inglés*
- December 2016, *¿Existe discriminación racial en las escuelas de EEUU?*
- November 2016, *Escuelas de NY están entre las más segregadas.*
- August 2016, *Ser bilingüe mejora resultados académicos*

NYTIMES

- JULY 10, 2017, *Raising a Truly Bilingual Child*

FOX 5 NY NEWS WITH ERNIE ANASTOS

- December 2017, *Raising Bilingual Children*

NPR, CODE SWITCH

- May 9, 2018, *Tough questions for the world's toughest job* (bilingualism)

CHILD TRENDS

- OCTOBER 17, 2018, *Cultural Differences in Oral Stories*
- OCTOBER 1, 2019, *Latino Family Engagement*

LEADERSHIP AND SERVICE

NATIONAL LEADERSHIP AND SERVICE

ADVISORY PANELS & EXPERT CONSULTANCY

2020-PRESENT Racial Justice in Early Mathematics, Erikson Institute & University of Illinois, Chicago.

2020-PRESENT Center on the Ecology of Early Development, Boston University.

2019-PRESENT Montessori Initiative Research Network, Brady Education Foundation.

2017-2018 Sesame Street Workshop, 50th Anniversary Season.

2017-2018 Transcendent Endeavors, for BLOSSOM.

2014-2015 Sesame Street Workshop, 46th Season.

2015 National Center for Culture & Linguistic Responsiveness, Young Latino Boys' School Readiness.

2008-2009 NIH Toolbox for Assessment of Neurological and Behavioral Function.

2005-2009 American Institutes for Research.

2004-2008 *Between the Lions*, Sirius Thinking.

SERVICE TO PROFESSIONAL ORGANIZATIONS

2021-2025 Member, SRCD Teaching Committee.

EDITORIAL WORK FOR PROFESSIONAL JOURNALS

2019-PRESENT Consulting Editor, *Child Development*

2017-PRESENT Associate Editor, *Journal of Applied Developmental Psychology*

2017-2019 Editorial Board, *Language, Speech and Hearing Services in Schools*

2015-2017 Editorial Board, *Journal of Applied Developmental Psychology*

1994-1997 Associate Editorial Board, *Journal of Narrative and Life History*

REVIEW ACTIVITIES FOR PROFESSIONAL JOURNALS

SPANISH LANGUAGE JOURNALS

Cultura y Educación (Spain), *Boletín de Lingüística* (Venezuela), *Revista Mexicana de Psicología* (Mexico)

ENGLISH LANGUAGE JOURNALS

Sex Roles: A Journal of Research, Language in Society, Applied Psycholinguistics, Parenting: Science and Practice, Narrative Inquiry, NHSA Dialog: A Research-to-Practice Journal for the Early Intervention Field, Journal of Family Issues, Journal of Comparative Family Studies, Developmental Psychology, Journal of Child Language, Early Childhood Research Quarterly, Social Development, Journal of Applied Developmental Psychology, Educational Researcher, Early Childhood Education Quarterly, Early Education and Development, Infant & Child Development, Cognition and Development, Early Child and Development Care, Merrill Palmer Quarterly, Review of Educational Research, Journal of Cross-Cultural Psychology, British Journal of Developmental Psychology, Bilingualism: Language and Cognition, Multicultural Perspectives, Linguistics and Education, Journal of Family Communication, International Journal of Bilingualism.

REVIEW ACTIVITIES FOR PROFESSIONAL CONFERENCES

Society for Research in Child Development Conference, Antibias Research or Interventions (2020); Language: Sociocultural Influences (2018, 2016, 2012, 2008)
National International Association for the Study of Child Language (2019)
Cognitive Development Society Annual Meeting (2018, 2019)
Head Start Conference (2013, 2008)
Georgetown University Roundtable of Linguistics (2007)

REVIEW ACTIVITIES FOR RESEARCH COMPETITIONS

Spencer Foundation, Large Grant Program (2020)
Spencer Foundation, Lyle Program (2019)
Spencer Foundation, Small Grant Program (2014-2018)
Swiss National Science Foundation, Linguistics (Ad hoc; 2016)
National Science Foundation, Linguistics (Ad hoc; 2016)
National Science Foundation (Ad hoc; 2005)
Ford Foundation/National Academy of Sciences Postdoctoral/Dissertation Program (2004)
Ford Foundation/National Academy of Sciences, Diversity Predoctoral Program (2001-2006)
Hunter College, Faculty Research Grants (2004)
Queensborough Community College, CUNY, Faculty Research Grants (2000)

EXTERNAL TENURE REVIEWER

Catholic University of America
University of Pittsburgh

MEMBERSHIPS

Society for Research in Child Development (SRCD; 1994-Present).
American Educational Research Association (AERA; 1995-2003, 2019 - Present).
International Association for the Study of Child Language (IASCL; 1997-Present).
Aprendiendo Juntos Council (2015-2018)
Dual Language Learners Workgroup, NYC Administration for Children & Family Services (2007-2016).
American Psychological Association (APA; 1994-2006).

UNIVERSITY AND SCHOOL LEADERSHIP AND SERVICE

UNDERGRADUATE ACADEMIC CURRICULAR INNOVATION AND DEVELOPMENT

- Created, established and maintain the Accelerated BS/MA program in Applied Psychology (2018-Present).
- Created, established and maintained the Double Major Program in Applied Psychology and Education Studies (2017- Present).
- Created and maintained four Global Pathways (Berlin, Buenos Aires, Sydney & Ghana) for the B.S. in Applied Psychology and the B.S. in Global Public Health & Applied Psychology (2014-Present).
- Created, established, and maintained the Program of Study for the Combined B.S. in Global Public Health & Applied Psychology (2011-Present)
- Created, established and maintained the minor in Social Intervention and Child Development (2011 – Present).
- Created, established, and maintained the Honors Program in Applied Psychology (2009-Present).
- Established and maintained the Program of Study for B.S. in Applied Psychology (2002-Present).

UNDERGRADUATE STUDENT ORGANIZATIONS DEVELOPMENT

- Created, advised, and supervised the student-led peer mentoring group, *Inside Scoop*, for Applied Psychology Undergraduates, <http://insidescoopnyu.tumblr.com> (2011-present).
- Created, advised, and supervised the student-led *Applied Psychology Online Publication*, (OPUS), https://wp.nyu.edu/steinhardt-appsych_opus/ (2010- present).
- Created, advised, and supervised the student-led *Applied Psychology Club* which organizes academic, social and community activities for NYU undergraduates, <http://nyu-apug.tumblr.com>, (2004-present).

UNDERGRADUATE ADVISEMENT AND INTERNSHIP DEVELOPMENT

- Created, established and managed the advisement structure for the Undergraduate Program in Applied Psychology (2004-present).
- Created, established and managed the internship structure for the Undergraduate Program in Applied Psychology (2004-present).

UNDERGRADUATE MAJOR ACADEMIC & SOCIAL ACTIVITIES FOR STUDENTS

- Created, established and managed the organization of the Annual Current Topic Event Series for the Undergraduate Program in Applied Psychology (2016-present).
- Created, established and managed the Research and Travel Grant competitions for the Undergraduate Program in Applied Psychology (2012-Present).

- Organized the Annual Undergraduate Research Conference for Applied Psychology (2002-2020)

SERVICE TO SCHOOL & UNIVERSITY COMMITTEES

2002-Present Undergraduate Affairs Committee (Chair, 2017-2018)
 2006-Present Steinhardt Committee on Student Awards (Chair, 2008- 2021)
 2014-Present Buenos Aires Site Specific Committee, Global Programs
 2013-Present College of Global Public Health Undergraduate Committee
 2019-Present LatinX Project @ NYU
 2019-2020 Dean Search Committee, Steinhardt School of Culture, Education and Human Development
 2018-2020 Faculty Teaching Awards Committee, Steinhardt
 2019-2020 Student Teaching Awards Committee, Steinhardt
 2005-2020 Steinhardt Committee on Student Progress
 2017-2018 Faculty Search Early Childhood Literacy, Department of Teaching and Learning
 2013-2017 University's Undergraduate Curriculum Committee
 2013-2014 Faculty Search Multilingual/Multicultural Program, Teaching & Learning
 2012-2013 Steering Planning Committee
 2008-2009 NYU Abu Dhabi Faculty Committee
 2006-2007 Faculty Search Latino Media Studies, Media, Culture & Communication
 2000-2001 Faculty Search Multilingual/Multicultural Program, Teaching and Learning

SERVICE TO DEPARTMENTAL COMMITTEES

2002-Present Chairs' Advisory Committee
 2002-Present Undergraduate Committee, Chair
 2016 Visiting Assistant Professor in Applied Psychology Search Committee
 2015-2016 Developmental Psychologist Search Committee
 2013-2014 Coordinator, Adjunct Teaching of Developmental Psychology
 2007-2008 Cognitive Psychologist Search Committee, Chair
 2005-2006 School Psychologist Faculty Search Committee
 2001-2004 Resource Committee
 1999 Senior Thesis Conference, Faculty Mentor
 1998-1999 Developmental Colloquia Series, Faculty Organizer
 1998-1999 Counseling Faculty Search Committee
 1998-2001 Undergraduate Committee
 1997-2001 Social Committee
 1997-1998 Web Site Committee

SERVICE TO SCHOOL & UNIVERSITY RESEARCH COMPETITIONS

NYU Fulbright Selection Committee (2007-Present)
 Steinhardt's Challenge Grants for Faculty Research (2007, 2014, 2018)
 Steinhardt's Dean's Grants for Student Research (2008)

SERVICE TO DEPARTMENT OF PSYCHOLOGY, BOSTON UNIVERSITY,

Human Development Program Colloquia Speaker Series, Committee Member (1996-1997).

Human Development Program Alumni Evaluations, Committee Member (1994-1995).

COMMUNITY SERVICE & OUTREACH

Give regular workshops on several child development topics in Spanish & English for parents, teachers, and family practitioners in Head Start Centers, private and public elementary schools throughout the New York area (2003-PRESENT).

TEACHING AND MENTORING

DIVERSITY, EQUITY & INCLUSION IN HIGHER EDUCATION EFFORTS

2019-2021 Mentor, SRCD Latino Caucus & Research Center for Hispanic Families & Children
Mentoring Network for Emerging Scholars

2017- 2020 Mentor, Faculty-First Look for emerging scholars from underrepresented groups,
Steinhardt School, New York University

2018-2020 Research Mentor, QUEST Research Program for undergraduates from
underrepresented groups, Applied Psychology, New York University

2021-2025 Member, SRCD Teaching Committee.

TEACHING

UNDERGRADUATE LEVEL COURSES

Developmental Psychology

Honors in Applied Psychology Seminar I & II

Introduction to Psychology

Human Development

Mestizaje: Exploring Multicultural Peru (Undergraduate Honors Course)

Peruvian Culture through Narrative (Undergraduate Honors Course)

Fieldwork IV in Applied Psychology (class for seniors writing a final research project).

Research Methods in Developmental Psychology (as a teaching fellow).

Introduction to Personality (as a teaching fellow).

MASTER AND DOCTORAL LEVEL COURSES

Child Language Development

Research in Reading and Language

Current Issues in Child Language Research

Master Thesis Seminar

INDIVIDUAL MENTORING

POST-DOCTORAL AND DOCTORAL STUDENTS (PRIMARY MENTOR)

Margaret Caspe
Camila Fernández
Kathryn Dale
Sharon Avni (co-Chair with Bambi Schieffelin)
Eunjin Park (co-Chair with Kendall King)
Adina Schick
Kevin Mundt (Rutgers University)
Joy Kennedy
Emily Halpin
Kelly Escobar (co-Chair with Catherine Tamis LeMonda)
Nydia Prishker (Post-doctoral fellow)
Jessica Huancacuri

DOCTORAL STUDENTS (SECONDARY MENTOR)

Elizabeth Spier
Tonia Cristofaro
Rufan Luo
Lana Karasik
Paula Daneri
Natalia Rojas
Esra Korkut (Fulbright exchange from Üsküdar University)

MASTERS THESES

Rosalie Báez
Adina Schick
Laura Schneebaum
Javanna Obregón
Lauren Scarola
Catalina Alvarado (Research exchange from the University of the Netherlands)

UNDERGRADUATE HONORS THESES

María Cristina Tamayo
Jessica Winterstern
Silvia Niño
Maria Petrolekas
Jackson Taylor
Javanna Obregón
Lauren Scarola
Alesha Gooden
Aakriti Malhotra
Mirla Jiménez
Gabrielle Gunin

Lilian Maltz
Amanda Rohr
Elysha Clark Whitney
Ariana Sedighpour
Verónica Mesalles
Macarena Kruger
Cidney Fernández

UNDERGRADUATE INDEPENDENT RESEARCH PROJECTS

Mariana López
Sarah Mahran
Alexandra Rodríguez
Jaime González
Linda Votruba
Lisette Moreno
Jessica Maerz
Gleides Lopes
Dana Brown
Meredith Charney
Thiago Marques
Laura Schneebaum
Aarushi Chopra
Elaine Landi
Dehidanin Cuevas
Julianne Pelegrino (High School Student)