

**Eleanor D. Brown**  
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**Selected Scholarly Works**

(*WCU Students Italicized*, COMMUNITY PARTNERS IN CAPS)

**Brown, E. D., & Garnett, M.L.** (in progress). Daily Poverty-Related Stress and Parents' Efforts to Help Children

Cope: Associations with Child Salivary Cortisol Levels.

**Brown, E.D., Laurenceau, J.P., Seyler, M.D., & Knorr, A.M.** (under revision). Daily Poverty-Related Stress and

Parents' Efforts to Help Children Cope: Associations with Child Learned Helplessness. Invited Resubmission as a New Manuscript by *Journal of Family Relations*.

**Brown, E.D., Ackerman, B.P., & Moore, C.** (2013). Poverty-Related Instability and Chaos in Relation to Executive

Functioning for Young Children. *Journal of Family Psychology* 27, 443-452.

**Brown, E.D.** (2013). Cognitive development. In S. Guilford (Ed.), *Learning from Head Start: A Teachers Guide to*

*School Readiness*. Lanham, MD: Rowman & Littlefield Education.

**Brown, E.D.** (2013). Arts enrichment. In S. Guilford (Ed.), *Learning from Head Start: A Teachers Guide to*

*Readiness*. Lanham, MD: Rowman & Littlefield Education.

**Brown, E.D.** (2013). Tapping the arts to teach r's: Arts-integrated early childhood education. In L. Cohen & S.

Waite-Stupiansky (Eds.). *Advances in Early Education and Care, Vol. 17: Learning Across the Early Childhood Curriculum*. Derby, UK: Emerald Group.

**Brown, E. D., & Sax, K.** (2013). Arts Enrichment and Emotion Expression and Regulation for Young Children at

Risk. *Early Childhood Research Quarterly* 28, 337-346.

Hyers, L., **Brown, E.D., & Sullivan, J.** (2013). Social stigma. In J. Wright (Ed.) *International Encyclopedia of*

*Social and Behavioral Sciences*. Philadelphia, PA: Elseiver.

Zeng, G., Boe, E. E., Bulotsky-Shearer, R., Garrett, S. D., Slaughter-Defoe, D., **Brown, E. D., & Lopez, B.** (2012).

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**Brown, E.D., & Ackerman, B.P.** (2011). Contextual risk, maternal negative emotionality, and the negative emotion dysregulation of preschool children from economically disadvantaged families. *Early Education and Development*, 22, 931-944.

- Ackerman, B.P., & **Brown, E.D.** (2011). The ecology of economic disadvantage and children's sleep. In M. El-Sheikh (Ed.), *Sleep and Development: Familial and Socio-Cultural Considerations*. New York: Oxford University Press.
- Brown, E.D.**, BENEDETT, B., & ARMISTEAD, M.E. (2010). Preschool arts enrichment and school readiness for children at risk. *Early Childhood Research Quarterly*, 25, 112-124.
- Brown, E.D.**, & Lynn, T.K. (2010). Daily poverty-related stress and mood for low-income parents, as a function of the presence of a cohabiting partner relationship. *Individual Differences Research*, 8, 204-213.
- Ackerman, B.P., & **Brown, E.D.** (2009). Physical and psychosocial turmoil in the home and cognitive development. In G. Evans and T. Wachs (Eds.), *Chaos and Its Influence on Children's Development: An Ecological Perspective*. Washington, DC: American Psychological Association.
- Brown, E.D.** (2009). Persistence in the face of academic challenge for economically disadvantaged preschool children. *Journal of Early Childhood Research*, 7, 173-184.
- Brown, E.D.**, & Low, C. (2008). Chaotic living conditions and sleep problems associated with children's responses to academic challenge. *Journal of Family Psychology*, 22, 920-923.
- Ackerman, B.P., Izard, C.E., Kobak, R., **Brown, E.D.**, and Smith, C. (2007). The relation between reading problems and internalizing behavior in school for economically disadvantaged children. *Child Development*, 78, 581-596.
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