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EDUCATION

- 2010-2012 *Postdoctoral Fellowship, Field Based Research Methodology, Institute of Education Sciences, Vanderbilt University*
- 2010 *Doctor of Philosophy, Lifespan Developmental Psychology, North Carolina State University*
- 2007 *Master of Science, Lifespan Developmental Psychology, North Carolina State University*
- 2003 *Bachelor of Arts, Psychology and Human Development and Family Life, University of Kansas*

PROFESSIONAL EXPERIENCE

- 2021-Present *Associate Professor*
University of New Hampshire, Department of Human Development and Family Studies
- 2015-2021 *Assistant Professor*
University of New Hampshire, Department of Human Development and Family Studies
- 2012-2015 *Research Associate*
Vanderbilt University, Peabody Research Institute

PUBLICATIONS

PEER-REVIEWED PUBLICATIONS (*STUDENT CO-AUTHOR)

Nesbitt, K. T. & Farran, D. C. (2022). Executive function skills and classroom behaviors of U.S. prekindergartners with special needs. *Frontier in Education*, 7:944224. <https://doi.org/10.3389/educ.2022.944224>

*Anderson, K. L., **Nesbitt, K. T.**, *Sheeks, N. A., *Vrabec, A., *Boris, K., & Fuhs, M. W. (2022). Executive function mediates the relationship between Conscious Discipline fidelity and kindergarten readiness. *Journal of Applied Developmental Psychology*, 79, 101393. <https://doi.org/10.1016/j.appdev.2022.101393>

Nesbitt, K. T. & Farran, D. C. (2021). Effects of Prekindergarten Curricula: Tools of the Mind as a Case Study. *Monographs of the Society for Research in Child Development*, 86(1). <https://doi.org/10.1111/mono.12425>

Coelho, V., Åström, F., **Nesbitt, K. T.**, Sjöman, M., Farran, D. C., Granlund, Björck-Åkesson, E., Christopher, C., Granlund, M., Almqvist, L., Grande, C., & Pino, A. (2021). Preschool Practices in Sweden, Portugal, and the United States. *Early Childhood Research Quarterly*, 51, 79-96. <https://doi.org/10.1016/j.ecresq.2020.11.004>

- *Barron, A., Malmberg, L., Evangelou, M., **Nesbitt, K. T.**, & Farran, D. C. (2020). The play's the thing: Associations between make-believe play and self-regulation in the Tools of the Mind early childhood curriculum. *Early Education and Development, 31*, 66-83. <https://doi.org/10.1080/10409289.2019.1613327>
- Thornson, J. C., Trumbell, J. M., & **Nesbitt, K. T.** (2020). The impact of question prosody during parent-child interactions in a museum setting. *The Journal of the Acoustical Society of America, 148*, 2501. <https://doi.org/10.1121/1.5146938>
- Dickinson, D. K., Collins, M. F., **Nesbitt, K. T.**, Toub, T. S., Hassinger-Das, B., *Hadley, E. B., Hirsh-Pasek, K., & Golinkoff, R. M. (2019). Effects of teacher-delivered book reading and play on vocabulary learning and self-regulation among low-income preschool children. *Journal of Cognition and Development, 20*, 136-164. <https://doi.org/10.1080/15248372.2018.1483373>
- Dickinson, D. K., **Nesbitt, K. T.**, Collins, M. F., *Hadley, E. B., *Newman, K., *Rivera, B., Ilgaz, H., Nicolopoulou, A., Golinkoff, R. M., & Hirsh-Pasek, K. (2019). Teaching for breadth and depth of vocabulary knowledge: Learning from explicit and implicit instruction and the storybook texts. *Early Childhood Research Quarterly, 47*, 341-356. <https://doi.org/10.1016/j.ecresq.2018.07.012>
- Dickinson, D. K., **Nesbitt, K. T.**, & Hofer, K. G. (2019). An emerging dynamic systems model of early reading: A downward extension of the simple view. *Early Childhood Research Quarterly, 49*, 122-137. <https://doi.org/10.1016/j.ecresq.2019.04.005>
- Spires, H.A., **Nesbitt, K.**, *Paul, C. & Lester, J. (2019). Game-based literacies and learning: Towards a transactional theoretical perspective. *Journal of Literacy and Technology, 20*(4), 81-134. http://www.literacyandtechnology.org/uploads/1/3/6/8/136889/jltv20_4.pdf
- Fuhs, M.W., **Nesbitt, K. T.**, & *Jackson, H. (2018). Chronic absenteeism and preschool children's executive function skills development. *Journal of Education for Students Placed at Risk, 23*, 39-52. <https://doi.org/10.1080/10824669.2018.1438201>
- Fuhs, M. W., **Nesbitt, K. T.**, & *O'Rear, C. D. (2018). Approximate number system task performance: Associations with domain general and domain-specific cognitive skills in young children. *Journal of Numerical Cognition, 4*, 590-612. <https://doi.org/10.5964/jnc.v4i3.141>
- Nesbitt, K. T.**, Fuhs, M. W., & Farran, D. C. (2018). Stability and instability in the co-development of mathematics, executive function, and visual-motor integration from prekindergarten to first grade. *Early Childhood Research Quarterly, 46*, 262-274. <https://doi.org/10.1016/j.ecresq.2018.02.003>
- Toub, T.S., Hassinger-Das, B., **Nesbitt, K. T.**, Ilgaz, H., Weisberg, D. S., Hirsh-Pasek, K., Golinkoff, R. M., Nicolopoulou, A., & Dickinson, D. (2018). The language of play: Developing preschool vocabulary through play and shared book-reading. *Early Childhood Research Quarterly, 45*, 1-17. <https://doi.org/10.1016/j.ecresq.2018.01.010>
- Farran, D. C., Meador, D. N., Christopher, C. H., **Nesbitt, K. T.**, & Bilbrey, L. E. (2017). Data-driven improvement in prekindergarten classrooms: Report from a partnership in an urban district. *Child Development, 88*, 1466-1479. <https://doi.org/10.1111/cdev.12906>
- Lipsey, M. W., **Nesbitt, K. T.**, Farran, D. F., Dong, N. Fuhs, M. W., & Wilson, S. J. (2017). Cognitive self-regulation measures for prekindergarten children that perform well for predicting academic achievement: A comparative evaluation. *Journal of Educational Psychology, 109*, 1084-1102. <https://doi.org/10.1037/edu0000203>

- *Hadley, E. B., Dickinson, D. K., Hirsh-Pasek, K., Golinkoff, R. M., & **Nesbitt, K. T.** (2016). Examining the acquisition of vocabulary knowledge depth among preschool-aged children. *Reading Research Quarterly, 51*, 181-198. <https://doi.org/10.1002/rrq.130>
- Nesbitt, K. T.**, Farran, D. C., & Fuhs, M. W. (2015). Executive function skills and academic achievement gains in prekindergarten: Contributions of learning-related behaviors. *Developmental Psychology, 51*, 865-878. <https://doi.org/10.1037/dev0000021>
- Fuhs, M. W., Farran, D. C., & **Nesbitt, K. T.** (2015). Prekindergarten children's executive function skills and achievement gains: Comparing direct assessments and teacher ratings. *Journal of Educational Psychology, 107*, 207-221. <https://doi.org/10.1037/a0037366>
- Fuhs, M. W., **Nesbitt, K. T.**, Farran, D. C., & Dong, N. (2014). Bidirectional association between executive function and academic achievement across the transition to formal schooling. *Developmental Psychology, 50*, 1698-1709. <https://doi.org/10.1037/a0036633>
- Fuhs, M. W., Farran, D. C., & **Nesbitt, K. T.** (2013). Preschool classroom processes as predictors of children's cognitive self-regulation skills development. *School Psychology Quarterly, 28*, 347-359. <https://doi.org/10.1037/spq0000031>
- Nesbitt, K. T.**, Baker-Ward, L., & Willoughby, M. T. (2013). Executive function mediates socio-economic and racial differences in early academic achievement. *Early Childhood Research Quarterly, 28*, 774-783. <https://doi.org/10.1016/j.ecresq.2013.07.005>

BOOKS, CHAPTERS, & NON-PEER REVIEWED PUBLICATIONS (*STUDENT CO-AUTHOR)

- Hirsh-Pasek, K., Golinkoff, R. M., **Nesbitt, K. T.**, Lautenbach, C., Blinkoff, E., & Fifer, G. (2022). *Making schools work: Bringing the science of learning to joyful classroom practice*. Teachers College Press. <https://www.tcpres.com/making-schools-work-9780807767382>
- Hirsh-Pasek, K., Farran, D.C., Burchinal, M., & Nesbitt, K. (February 28, 2022). Making pre-K work: Lessons from the Tennessee study. *Brookings*. <https://www.brookings.edu/blog/education-plus-development/2022/02/28/making-pre-k-work-lessons-from-the-tennessee-study/>
- Farran, D. F., & **Nesbitt, K. T.** (2019). New information on evaluating the quality of early childhood education programs. In O. Saracho & B. Spodek (Eds.), *Handbook of Research on the Education of Young Children* (2nd Edition). New York, NY: Routledge/Taylor & Francis.

WORKS IN PREPARATION/UNDER REVIEW

- *Blinkoff, E., **Nesbitt, K. T.**, Golinkoff, R. M., & Hirsh-Pasek, K. (under review). Guided play as a critical context for interest development and learning.
- Christopher, C. H., & **Nesbitt, K. T.** (under review). Consistency and variation in learning experiences across the early grades.
- Nesbitt, K.T.**, *Blinkoff, E., Gunersel, A. B., & Hirsh-Pasek, K. (under review). Impact of playful learning coaching in New Hampshire kindergarten classrooms.
- Nesbitt, K. T.**, & Farran, D. C., (in preparation). Differential effect of prekindergarten classroom quality on learning: Moderation by entering executive function skills.

Sjöman, M., Coelho, V., Hellström, L., Holmqvist, M., Lyngegård, F., & **Nesbitt, K.** (in preparation). A systematic review of effective naturalistic teaching strategies intervention in preschool to improve engagement and executive functioning for preschoolers with neuropsychiatric disorders. Cochrane registered prospective meta-analysis.

GRANTS & FUNDING

Co-Principal Investigator. *Learning through Play: Reimagining PreK to Grade 4 Education*. LEGO Foundation (PI: Hirsh-Pasek, K.). 2023-2027. \$20,000,000.

Principal Investigator, *UNH Early Childhood Institute for Excellence*, Collaborative Research Excellence Grant, University of New Hampshire. 2022-2023. \$15,000.

Co-Principal Investigator. *Rich Linguistic Environments in a Preschool Setting. Research Support Initiative*. University of New Hampshire, College of Health and Human Services (Co-PI: Thorson, J.). 2022-2023. \$10,000.

Principal Investigator, *Early Childhood Center for Excellence Needs Assessment and Strategic Plan*, New Hampshire Charitable Foundation. 2021-2022. \$100,000.

Principal Investigator, *Preschool Development Grant Birth through Five (PDG B-5): New Hampshire Renewal Grant*, Department of Health and Human Services, Administration for Children and Families (Award# 90TP0060-01-00). 2019-2022. \$27,014,183.

Principal Investigator, *Preschool Development Grant Birth through Five (PDG B-5): New Hampshire Planning Grant*, Department of Health and Human Services, Administration for Children and Families (Award# 90TP0006-01-00). 2018-2019. \$3,843,557.

Principal Investigator, *Enhancing New Hampshire's Quality Recognition and Improvement System: Impacts of coaching on continuous quality improvement and child outcomes*, New Hampshire Charitable Foundation. 2019. \$150,000.

Principal Investigator, *Promotion of Early Childhood Coalition*, New Hampshire Charitable Foundation. 2018-2019. \$20,000.

Rand-Sterns Research Professorship, Department of Human Development and Family Studies, University of New Hampshire. 2018-2020. \$16,000.

Principal Investigator, *Collective Vision for Early Childhood Education*, New Hampshire Charitable Foundation. 2017. \$10,500.

Principal Investigator. *Promotion of Early Childhood Collaborative*, Collaborative Research Excellence Grant, University of New Hampshire. \$10,000.

Co-Principal Investigator, *Obtaining Unbiased Math and Science Achievement Effect Estimates from Nonrandomized Studies*. National Science Foundation (PI: Lipsey, M.; NSF DRL-1418331). 2014-2015. \$233,660.

HONORS & RECOGNITIONS

Outstanding Faculty Award - Assistant Professor. University of New Hampshire. 2019.

Outstanding New Investigator Research Award. College of Health and Human Services, University of New Hampshire. 2019.

Early Learning NH Champion Award, New Hampshire Department of Health and Human Services' Annual Celebration of Early Childhood Professionals. 2018, 2019.

Early Career Reviewer, Psychosocial Development, Risk and Prevention, National Institutes of Health. 2015 – 2019.

Participant, *Income, Inequality, and Educational Success Conference*. Center for Educational Policy Analysis, Stanford University. 2012.

Participant, *What Works Clearinghouse Investigator and Reviewer Training Institute*. The Center for Advanced Study of Teaching and Learning, University of Virginia. 2011.

Participant, *Summer Research Training Institute: Cluster Randomized Trials*. Institute for Policy Research, Northwestern University. 2010.

Participant, *Executive Function in Preschool Children: Current Knowledge and Research Opportunities Workshop*. National Institute of Child Health and Human Development. 2010.

SELECT CONFERENCE PRESENTATIONS (*DENOTES STUDENT CO-AUTHOR)

Nesbitt, K. T., *Blinkoff, E., & Hirsh-Pasek, K. (2023, May). Feasibility and acceptability of implementing play-based learning in kindergarten. In V. L. Gadsden (Chair), *A collaborative science of learning model with promising results for schools*. Paper submitted to the annual meeting of the American Educational Research Association. Virtual Event.

Nesbitt, K. T., Gray, X., Brustlin, M. (2023, April). *Amplifying children museum impact through play-based learning*. Session proposal submitted to annual InterActivity conference of the Association of Children's Museums, New Orleans, LA.

*Blinkoff, E., **Nesbitt, K. T.**, & Hirsh-Pasek, K. (2023, March). Learning through guided play: How child direction relates to kindergarten learning experiences. Paper submitted to the bi-annual meeting of the Society for Research on Child Development, Salt Lake City, UT.

Sjöman, M., Coelho, V., Hellström, L., Holmqvist, M., Lygnegård, F., & **Nesbitt, K.** (2022, September). *A systematic review of effective naturalistic teaching strategies intervention in preschool*. Paper presented at the meeting of the International Society on Early Intervention, Chicago, IL.

Nesbitt, K. T., DuBois-Garofalo, K., Berube, J., Bond, S., *Blinkoff, E., Gunersel, A. B., & Hirsh-Pasek, K. (2022, March). *Community participatory design to support playful learning in kindergarten classrooms*. Poster presented at Learning through Play and Imagination: Expanding Perspectives meeting of the Society for Research on Child Development, St. Louis, MO.

Nesbitt, K. T. & *Sansing, M. (2022, March). Kindergarten teacher views on play-based learning: Relations with classroom structure and function. In K. Nesbitt (Chair), *School factors in play and learning*. Paper presented at Learning through Play and Imagination: Expanding Perspectives themed of the Society for Research on Child Development, St. Louis, MO.

Nesbitt, K. T. (2021, September). *A state-wide approach to play-based learning*. Paper presented at the T4 Education Alliance Impact Seminar. Virtual Event.

Nesbitt, K. T., Fuhs, M. W., & Farran, D. C. (2021, September). Differential effect of prekindergarten classroom quality on learning: Moderation by entering executive function skills. In E. Hanno (Chair), *One Size Doesn't Fit All: Disentangling Variation in the Quality of Children's Experiences in Preschool Classrooms*. Paper presented at the fall meeting of the Society for Research on Educational Effectiveness, Arlington, VA.

Nesbitt, K. T. (2021, June). *Playful learning in New Hampshire*. Paper presented at the Campaign for Grade Level Reading Learning Tuesday. Virtual Event.

Farran, D. C. & **Nesbitt, K.T.** (2021, April). Stability of teacher behaviors and the effects of children's entering skills. In S. Castle (Chair), *Within Classroom Variation is not Noise: Predictors and Impacts of Varied ECE Experiences*. Paper presented at the biennial meeting of the Society for Research on Child Development. Virtual Conference.

*Mannesto, J., Thornson, J., **Nesbitt, K. T.**, & Trumbell, J. (2021, April). *The role of parental sensitivity and child gender in understanding differences in play behavior at a children's museum*. Poster presented at to the biennial meeting of the Society for Research on Child Development. Virtual Conference.

Nesbitt, K.T., & Farran, D. C. (2021, April). Stability of children's classroom behaviors across time and settings. In S. Castle (Chair), *Within Classroom Variation is not Noise: Predictors and Impacts of Varied ECE Experiences*. Paper presented at the biennial meeting of the Society for Research on Child Development. Virtual Conference.

*Vrabec, A., *Anderson, K. L., *Sheeks, N. A., *Boris, K., **Nesbitt, K. T.**, & Fuhs, M. W. (2021, April). *Executive function mediates the relationship between Conscious Discipline fidelity and kindergarten readiness*. Poster presented at the biennial meeting of the Society for Research on Child Development. Virtual Conference.

Karoly, L., & **Nesbitt, K. T.** (2020, November). Understanding the New Hampshire Birth through Five System. In D. Schilder (Chair), *Preschool Development Grant—Birth through Five: Needs assessment approaches and findings*. Poster presented at the biennial National Research Conference on Early Childhood, Arlington, VA. Virtual Conference.

Nesbitt, K. T., Ranfos, L., Kazura, K., Lachance, C., & Henry, S. (2020, November). *Coaching to improve the quality of early childhood education: A research-partnership case study*. Poster presented at the biennial National Research Conference on Early Childhood, Arlington, VA. Virtual Conference.

Thorson, J., Trumbell, J., & **Nesbitt, K. T.** (2020, May). *The impact of question prosody during parent-child interactions in a museum setting*. Paper presented at the Annual meeting of the Acoustical Society of America, Chicago, IL. Virtual Conference.

Nesbitt, K. T., Farran, D. C., & Fuhs, M. W. (2019, March). Differential effects of prekindergarten classroom self-regulation on learning. In F. Morrison (Chair), *Self-regulation in school: Classroom and child influences*. Paper presented at the biennial meeting of the Society for Research in Child Development, Baltimore, MD.

Hadley, E., B., Dickinson, D. K., **Nesbitt, K. T.**, Collins, M. F., Hassinger-Das, B., Toub, T. S., . . . Hirsh-Pasek, K. (2019, March). The effect of home language status on preschool children's learning from a vocabulary intervention. In D. Dickinson (Chair), *Supporting Dual Language Learner's acquisition of English in preschool classrooms*. Paper presented at the biennial meeting of the Society for Research in Child Development, Baltimore, MD.

Dickinson, D. K. Collins, M. F., Hadley, E. B., *Newman, K., **Nesbitt, K. T.**, *Rivera, B. L., . . . Hirsh-Pasek, K. (2018, November). *Preschool classroom supports for teaching vocabulary to children from low-income homes*. Paper presented at the annual meeting of American Speech-Language-Hearing Association, Boston, MA.

- Dickinson, D. K., & **Nesbitt, K. T.** (2018, July) *A downward extension of the simple view of reading*. Paper presented at the annual meeting of the Society for Scientific Studies in Reading, Brighton, United Kingdom.
- Collins, M. F., **Nesbitt, K. T.**, Dickinson, D. K., Toub, T. S., Hassinger-Das, B., *Hadley, E., . . . Hirsh-Pasek, K. (2018, June). *Thinking outside the book to support vocabulary: Bookreading + play*. Paper presented at the biennial National Research Conference on Early Childhood, Arlington, VA.
- Nesbitt, K.T.**, Farran, D. C., & Christopher, C. H. (2018, June). *Design-based implementation research to improve pre-k quality: Using data to increase social-learning interactions*. Poster presented at the biennial National Research Conference on Early Childhood, Arlington, VA.
- Nesbitt, K. T.**, Fuhs, M. W., & Farran, D. C. (2017, October). *Co-development of mathematics, executive function skills, and visual-motor integration from prekindergarten to first grade*. Poster presented at the biennial meeting of Cognitive Development Society, Portland, OR.
- Christopher, C. H., Farran, D. C., **Nesbitt, K. T.**, & Meador, D. (2017, April). *It's not what you said, it's how you said it: Pre-K classroom climate and children's gains in academic and interpersonal skills*. Poster presented at the biennial meeting of the Society for Research in Child Development, Austin, TX.
- Collins, M. F., **Nesbitt, K. T.**, *Rivera, B. L., Toub, T. S., Hassinger-Das., B., *Newman, K., . . . Golinkoff, R. M. (2017, April). Effects of a book reading and play intervention on children's story comprehension. In C. Collins (Chair), *Fostering teachers' skill in supporting inferential thinking in preschool*. Paper presented at the biennial meeting of the Society for Research in Child Development, Austin, TX.
- Farran, D. C., Christopher, C. H., **Nesbitt, K. T.**, & Meador, D. (2017, April). The value of classroom observations using behavioral measures: Setting goals for changes in practice in pre-k. In M. Burchinal (Chair), *Measuring quality in early childhood education: Issues and promising new instruments*. Paper presented at the biennial meeting of the Society for Research in Child Development, Austin, TX.
- Fuhs, M. W., & **Nesbitt, K. T.** (2017, April). *Associations between parent-child home activities and children's executive functioning skills*. Poster presented at the biennial meeting of the Society for Research in Child Development, Austin, TX.
- Fuhs, M. W., & **Nesbitt, K. T.** (2017, April). *What Predicts Young Children's Performance on an ANS Acuity Task?* Poster presented at the biennial meeting of the Society for Research in Child Development, Austin, TX.
- Nesbitt, K. T.**, & Fuhs, M. W. (2017, April). *Metacognition in early childhood: Contributions of children's ability to monitor uncertainty on mathematics knowledge*. Poster presented at biennial meeting of the Society for Research in Child Development, Austin, TX.
- Dickinson, D. K., Collins, M. F., *Hadley, E. B., *Newman, K., **Nesbitt, K. T.**, *Rivera, B. L., . . . Nicholopoulou, A. (2016, July). *Combining book reading and play to teach vocabulary*. Paper presented at the annual meeting of the Society for Scientific Studies in Reading, Porto, Portugal.

- Nesbitt, K. T.**, Farran, D. C., Anthony, K. S., Meador, D. N., & Christopher, C. H. (2015, October). *Identifying aspects of pre-kindergarten classrooms that benefit mathematics achievement*. Poster presented at the biennial meeting of the Cognitive Development Society, Columbus, OH.
- Nesbitt K. T.**, & Farran, D. C. (2015, March). *Enduring effects of pre-k mathematic experiences on executive function and mathematics skills through Grade 1*. Poster presented at the biannual Society for Research on Child Development Conference, Philadelphia, PA.
- Nesbitt, K. T.**, & Dickinson, D. (2014, July). *Improving preschool children's vocabulary through book reading and play: A teacher implemented intervention*. In D. Dickinson (Chair), Observing use and intervening to enhance language supports in preschool classrooms. Paper presented at the annual meeting of the Society for the Scientific Study of Reading, Santa Fe, NM.
- Nesbitt, K. T.**, & Farran, D. C. (2014, April). *Identifying aspects of pre-k classrooms that benefit achievement through Grade 1: Implications for policy and practice*. Poster presented at the Strengthening Connections Among Child and Family Research, Policy and Practice themed meeting for the Society for Research on Child Development, Alexandria, VA.
- Dickinson, D. K., **Turner, K. A.**, Collins, M. F., Nicolopoulo, A., Golinkoff, R. M., Hirsh-Pasek, K., . . . *Rivera, B. L. (2013, April). *More word learning occurs when book reading is followed by teacher-supported play*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Farran, D. C., Fuhs, M. W. & **Turner, K. A.** (2013, April). *Classroom activities and organization: Predicting gains in achievement and self-regulation*. Paper presented at the American Educational Research Association conference, San Francisco, CA.
- Fuhs, M. W., **Turner. K. A.**, & Farran, D. C. (2013, March). *Classroom processes and self-regulation skills development: Effects of classroom emotional climate and classroom self-regulation skills*. Paper presented at the biannual Society for Research on Child Development Conference, Seattle, WA.
- Turner, K. A.** (2013, March). The impact of methods of adult support during play on children's vocabulary learning. In A. Nicolopoulou (Chair), *Effects of varied types of adult-supported play on preschool children's receptive vocabulary learning*. Symposium presented at the biannual Society for Research on Child Development Conference, Seattle, WA.
- Turner, K. A.**, Fuhs, M. W., Farran, D. C., Norvell, J. L., & *Newman, K. M. (2013, March). *Adaptive classroom behaviors mediate effects of executive function skills on academic achievement in prekindergarten*. Paper presented at the biannual Society for Research on Child Development Conference, Seattle, WA.
- Turner, K. A.**, Lipsey, M. W., Fuhs, M. W., Vorhaus, E., & Meador, D. N. (2012, March). *Academically relevant measures of executive function: Development and validation of assessments for preschool children*. Paper presented at the spring meeting of Society for Research on Educational Effectiveness, Washington, D.C.
- Fuhs, M. W. & **Turner, K. A.** (2012, February). *Evaluating group and longitudinal measurement equivalence in a battery of cognitive self-regulation measures for preschoolers*. Poster presented at the Developmental Methodology themed meeting for the Society for Research on Child Development, Tampa, FL.

TEACHING EXPERIENCE

Early Childhood Education Teacher Preparation Program, University of New Hampshire
Teaching and Learning with the Brain in Mind, University of New Hampshire
Teaching and Learning in Early Childhood Settings, University of New Hampshire
Human Development, University of New Hampshire
Research Methods, University of New Hampshire
Development in Context: The Effects of Poverty, Vanderbilt University
Developmental Psychology, North Carolina State University
Child Psychology, North Carolina State University.

ADVANCED METHODOLOGICAL & QUANTITATIVE TRAINING

Science-Based Innovation Training. Center on the Developing Child, Harvard University. 2017
Pre-K Classroom Assessment Scoring System Observation Training. Teachstone. Boston MA. 2016
Introduction to Multilevel Structural Equation Modeling Workshop. Society for Research in Child Development, Tampa FL. 2012
Linear Growth Curve Modeling. Vanderbilt University. 2012
Applied Latent Class and Mixture Modeling. Vanderbilt University. 2011
Missing Data Estimation in Developmental Research Workshop. Society for Research in Child Development, Montreal, Quebec, Canada. 2011
Institute of Education Sciences Summer Research Training Institute: Cluster Randomized Trials. Northwestern University. 2011
Institute of Education Sciences Postdoctoral Fellowship in Field Based Educational Methodologies, Vanderbilt University
Summer Institute on Longitudinal Methods: Latent Class and Latent Transition Analysis. Methodology Center, Pennsylvania State University. 2009

PROFESSIONAL SERVICE

PEER REVIEW & ADVISORY COMMITTEES

2022-Present	LEGO Foundation Play and Learning in Children's Eyes (PALICE). Project Advisor.
2021-Present	Journal of Applied Developmental Psychology. Ad Hoc Reviewer.
2018	National Science Foundation, Ad Hoc Reviewer.
2018-Present	Journal of Educational Psychology, Ad Hoc Reviewer.
2018-Present	Reading Research Quarterly, Editorial Review Board.
2017-Present	Early Childhood Research Quarterly, Ad Hoc Reviewer.
2016-Present	Early Education and Development, Ad Hoc Reviewer.
2016-Present	Infant and Child Development, Ad Hoc Reviewer.

- 2015-Present National Institutes of Health, Psychosocial Development, Risk and Prevention Panel, Early Career (2015 – 2019) and Ad Hoc Reviewer.
- 2012-Present Child Development, Ad Hoc Reviewer.
- 2011-Present Developmental Psychology, Editorial Review Board (2020 – Present) and Ad Hoc Reviewer.
- 2011-Present Institute of Education Sciences, What Works Clearinghouse Certified Reviewer.

SELECT COMMUNITY SERVICE

- 2021-2022 *New Hampshire Pyramid Model State Leadership Team*. Higher Education Representative.
- 2020-Present *Children’s Museum of New Hampshire’s Institute of Museum and Library Services Play-Based Learning Grant*. Grant Advisor.
- 2020-Present *New Hampshire Council for Thriving Children: The Governor of New Hampshire’s Early Childhood Advisory Council*. Council Member.
- 2020-Present *Early Childhood Scientific Advisory Board: Advisory Board for the New Hampshire Council for Thriving Children*. Department of Health and Human Services, and Department of Education. Board Chair.
- 2019-Present *New Hampshire Chapter of the Whole Families Approach to Jobs: Families Working and Children Thriving*. Chapter Member.
- 2018-2019 *Play-Based kindergarten: Supporting hands-on active learning*. Presentations for the New Hampshire Department of Education.
- 2018-2021 *New Hampshire Quality Recognition and Improvement System Task Force*. New Hampshire Department of Health and Human Services. Committee Member.
- 2018-2019 *New Hampshire Early Childhood Governance Task Force*. Spark New Hampshire. Committee Member.
- 2018-2019 *Governor and First-Lady of New Hampshire’s Collective Vision for New Hampshire Early Childhood Education*. Co-organizer.
- 2017-2019 *New Hampshire Preschool Technical Assistance Network-Institutes of Higher Education Task Force*. Committee Member.
- 2017-Present *New Hampshire Early Childhood Higher Education Round Table*. New Hampshire Department of Health and Human Services. Committee Member.

PROFESSIONAL AFFILIATIONS

- American Education Research Association, 2009 – Present
- American Psychological Association, 2010 – Present
- Cognitive Development Society, 2006 – Present
- Society for Research in Child Development, 2005 – Present
- Society for Research on Educational Effectiveness, 2010 – Present