

KIMBERLY TURNER NESBITT

Peabody Research Institute
Vanderbilt University
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EDUCATION

- 2010 North Carolina State University
Doctor of Philosophy, Lifespan Developmental Psychology
Dissertation: *Understanding Socioeconomic Differences in Kindergarteners' School Success: The Influence of Executive Function and Strategic Memory*
- 2007 North Carolina State University
Master of Science, Lifespan Developmental Psychology
Master's thesis: *Deliberate Memory in Three-Year-Old Children: Interrelations Among Task Approaches, Working Memory, and Inhibitory Control*
- 2003 University of Kansas
Bachelor of Arts, Psychology and Human Development
Honor's Thesis: *The Influence of Knowledge on Memory in Very Young Children: Responses to Leading Questions*

PROFESSIONAL EXPERIENCE

- 2012 - Present Research Associate at the Peabody Research Institute, Vanderbilt University. Collaborator on an experimental validation of the Tools of the Mind prekindergarten curriculum, the development of an executive function battery ecologically validated for use in early childhood education, and the development of instructional approaches designed to help early childhood educators foster vocabulary learning by active through engaging children in play that is linked to book readings.
- 2010-2012 Institute of Education Sciences (IES) Postdoctoral Training Fellow in Education Sciences at the Peabody Research Institute, Vanderbilt University. The fellowship was designed to provide training to increase statistics, measurement, and experimental design skills in applied educational research with a focus on identifying, testing, and validating the effectiveness of instructional practices.
- 2005- 2010 Graduate Student at North Carolina State University and a collaborator on the Durham Child Health and Development Study at the University of North Carolina, Chapel Hill. Work included exploring interrelations among executive functions, episodic memory, and academic achievement, investigation of social factors that might influence the development of cognitive control.
- 2005-2010 Graduate Research Assistant at the Friday Institute for Educational Innovation at North Carolina State University. Assisted on projects leveraging decision-theoretic computational models of reasoning to promote self-regulated learning experiences and examining the influences of new literacies on student's inquiry-based learning.

PEER REVIEWED MANUSCRIPTS

Fuhs, M. W., Farran, D. C., & **Nesbitt, K. T.** (in press). Preschool classroom processes as predictors of children's cognitive self-regulation skills development. *School Psychology Quarterly*.

Nesbitt, K. T., Baker-Ward, L., & Willoughby, M. T. (in press). Executive function mediates socio-economic and racial differences in early academic achievement. *Early Childhood Research Quarterly*. <http://dx.doi.org/10.1016/j.ecresq.2013.07.005>

MANUSCRIPTS UNDER REVIEW

Fuhs, M. W., Dong, N., **Nesbitt, K. T.**, & Farran, D. C. (Under Review). Bidirectional association between executive function and academic achievement across the transition to formal schooling. Manuscript submitted to *Developmental Psychology*.

Fuhs, M. W., Farran, D. C., & **Nesbitt, K. T.** (under review). Prekindergarten children's executive function skills and achievement gains: Comparing direct assessments and teacher ratings. *Journal of Educational Psychology*.

MANUSCRIPTS IN PREPARATION

Fuhs, M. W., **Nesbitt, K. T.**, & Farran, D. F., (in preparation). Measurement invariance in a cognitive self-regulation assessment battery in pre-k. Complete manuscript drafted.

Lipsey, M. W., Farran, D. F., **Nesbitt, K. T.**, Dong, N. & Fuhs, M. W. (in preparation). Validation of academically relevant battery of cognitive self-regulation for prekindergarten children. Introduction, methods, and results drafted.

Lipsey, M. W., Farran, D. F., **Nesbitt, K. T.**, Dong, N. & Fuhs, M. W. (in preparation). Cross-validation of academically relevant battery of cognitive self-regulation for prekindergarten children. Methods and results drafted.

Nesbitt, K. T., Farran, D. C., & Fuhs, M. W. (in revision). Understanding the relations between self-regulation skills and academic achievement: The influence of children's learning-related behaviors. Under revision for resubmission.

CONFERENCE PRESENTATIONS (* DENOTES STUDENT CO-AUTHORS)

Fuhs, M. W., **Turner, K. A.**, & Farran, D. C. (2013, March). *Teacher ratings of executive function versus direct assessments predicting academic achievement in young children*. Paper presented at the biannual Society for Research on Child Development Conference, Seattle, WA.

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.

*Hadley, E. B., **Turner, K. A.**, & Dickinson, D. K. (2013, March). *A detailed approach to assessing preschool children's depth of word knowledge*. Poster presented at the biannual Society for Research on Child Development Conference, Seattle, WA

*Newman, K. M., **Turner, K. A.**, & Dickinson, D. K. (2013, March). *Spontaneous talk in guided play and preschoolers' word learning*. Poster presented at the biannual Society for Research on Child Development Conference, Seattle, WA.

*Rivera, B., **Turner, K. A.**, & Dickinson, D. K. (2013, March). *Book reading and supported play fosters recall by improving vocabulary*. Poster presented at the biannual Society for Research on Child Development Conference, Seattle, WA

Turner, K. A., Dickinson, D. K., Collins, M. F., Golinkoff, R. M., Hirsh-Pasek, K., Nicolopoulo, A., . . . *Hadley, E. B., (2013, March). *The impact of methods of adult support during play on children's receptive vocabulary learning*. In C. Snow Playful Learning: Teaching vocabulary to disadvantaged preschool children. 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.

Dickinson, D. K., **Turner, K. A.**, Collins, M. F., Nicolopoulo, A., Golinkoff, R. M., Hirsh-Pasek, K., . . . *Rivera, B. L. (2013, March). *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.

*Newman, K. M., *Hadley, E. B., **Turner, K. A.**, & Dickinson, D. K. (2013, March). *Inferential talk in guided play linked to preschool children's vocabulary gains*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

*Rivera, B., **Turner, K. A.**, *Hadley, E. B., & Dickinson, D. K. (2013, March). *Story recall is related to better learning of words as a result of book reading and related play*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

Farran, D. C., Wilson, S., Lipsey, M. W., & **Turner, K. A.** (2013, March). *Effects through kindergarten of a prekindergarten curricular attempt to improve self-regulation and achievement*. Paper presented at the spring meeting of Society for Research on Educational Effectiveness, Washington, D.C.

Farran, D. C., Wilson, S., Lipsey, M. W., & **Turner, K. A.** (2012, June). *The effect of Tools of the Mind curriculum on children's achievement and self-regulation*. Paper presented at the annual Head Start National Research Conference, Washington, D.C.

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.

Turner, K. A., Baker-Ward, L., & Willoughby, M. T. (2011, April). *Understanding socioeconomic differences in 1st graders' school success: Influences of Executive function and strategic memory*. Poster presented at the biannual Society for Research on Child Development Conference, Montreal, Canada.

Baker-Ward, L., **Turner, K. A.**, Bohanek, J. G., & Styers, M. K. (2011, April). *Event controllability influence meaning-making and its relation to coping in emerging adults: When less may be more*. Poster presented at the biannual Society for Research on Child Development Conference, Montreal, Canada.

- Spires, H. A., **Turner, K.A.**, & Lester, J. (2010, April). *Effects of game-based performance on science learning: A transactional theoretical perspective*. Paper presented at the annual meeting of the American Educational Research Association, Denver, CO.
- Spires, H. A., & **Turner, K. A.** (2008, April). *Engagement, academic dispositions, and success in game-based learning environments*. Paper presented at the annual meeting of the American Educational Research Association, New York, NY.
- *Prince, K., **Turner, K. A.**, & Baker-Ward, L. (2008, March). *Autobiographical meaning making in children's narratives: Relations among age, gender, valence, and internal states language*. Presentation at the annual Carolinas Psychology Conference, Raleigh, NC.
- *Anthony, A., **Turner, K. A.**, & Baker-Ward, L. (2008, March). *Measuring executive functioning in three-year-olds: Examining relationships among laboratory task performance and parental ratings*. Presentation at the annual Carolinas Psychology Conference, Raleigh, NC.
- Turner, K. A.**, Sicheloff, E. R., & Baker-Ward, L. (2007, May). *Internal states language in adults' autobiographical narratives: Effects of valence, gender, and age*. Poster presented at the annual meeting of the Association of Psychology Sciences, Washington D.C.
- Baker-Ward, L., **Turner, K. A.**, & Bohanek, J. G. (2007, July). *Coherence in adults' personal narratives*. Symposium presented at the biennial meeting of the Society for Applied Research in Memory and Cognition, Lewiston, MA.

AWARDS & HONORS

- Invited Guest, Income, Inequality, and Educational Success Conference (2012). Center for Educational Policy Analysis, Stanford University.
- Invited Participant, What Works Clearinghouse PI and Reviewer Training Institute (2011). University of Virginia.
- Invited Participant, Summer Research Training Institute: Cluster Randomized Trials (2010). Institute of Education Sciences.
- Invited Guest, Executive Function in Preschool Children: Current Knowledge and Research Opportunities Workshop (2010). National Institute of Child Health and Human Development.
- John Oliver Cook Dissertation Fellowship (2010). North Carolina State University.
- Invited Participant, Summer Institute on Longitudinal Methods: Latent Class and Latent Transition Analysis (2009). Methodology Center, Pennsylvania State University.
- University Outstanding Teaching Assistant Award (2009). North Carolina State University.
- Psychology Emeritus Fund Recipient (2008). North Carolina State University.
- Undergraduate Research Award (2003). University of Kansas.

TEACHING AND MENTORING

TEACHING

- Fall 2008 Instructor, PSY 475, Child Psychology
- Spring 2009 Teaching Assistant, PSY 376, Developmental Psychology
- Summer I 2009 Instructor, PSY 376, Developmental Psychology

MENTORING

- 2009-2010 Undergraduate Honors Thesis Co-Advisor: Tiffany Grovenstein
Does Maternal Sensitivity Explain SES Differences in Academic Achievement?
- 2006-2007 Undergraduate Honors Thesis Co-Advisor: Amy Winecoff
Gender Differences in Coherence of Autobiographical Memories.

METHODOLOGICAL & QUANTITATIVE TRAINING

WORKSHOPS

- 2012 Introduction to Multilevel Structural Equation Modeling. Society for Research in Child Development, Tampa, FL.
- 2011 Missing Data Estimation in Developmental Research: It's not Cheating! It's Essential! Society for Research in Child Development, Montreal, Quebec, Canada.
- 2011 IES Summer Research Training Institute: Cluster Randomized Trials Northwestern University.
- 2009 Summer Institute on Longitudinal Methods: Latent Class and Latent Transition Analysis Methodology Center, Pennsylvania State University.

COURSEWORK

- 2012 Linear Growth Curve Modeling,
- 2011 Applied Latent Class and Mixture Modeling
- 2008 Tests and Measurement
- 2007 Multilevel Modeling
- 2006 Methodological Issues in Developmental Psychology
- 2006 Applied Multiple Regression
- 2006 Applied Multivariate Statistics
- 2005 Quantitative Methods

PROFESSIONAL & COMMUNITY SERVICE

PEER REVIEWER

- 2012-Present Reviewer, Child Development
- 2011-Present Reviewer, Developmental Psychology
- 2011-Present Reviewer, American Psychological Association 2012 Annual Conference, Division 7.
- 2011-Present Certified What Works Clearinghouse and U.S. Department of Education, Institute of Education Sciences Reviewer

OUTREACH & PROFESSIONAL DEVELOPMENT

- 2012, August Improving young children's school readiness and early academic success. Full day workshop for the Anderson County Preschools, Clinton, TN.
- 2010, June The New Literacies Teacher Leader Institute. Four day workshop for Massachusetts Department of Elementary & Secondary Education, Boston, MA.
- 2009, July The New Literacies Teacher Leader Institute. Four day workshop at the Friday Institute for Educational Innovation, Raleigh, NC.

PROFESSIONAL MEMBERSHIPS & OFFICES

- American Education Research Association, 2009 - Present
- American Psychological Association, Division 7, 2005-Present
- Cognitive Development Society, 2006-Present (Graduate Student Board Member, 2007-2009)
- Society for Research in Child Development, 2005-Present
- Society for Research on Educational Effectiveness, 2010-Present