

# Khara L. Pence Turnbull

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Curry School of Education and Human Development  
Center for Advanced Study of Teaching and Learning (CASTL)  
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## EDUCATION

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*University of Delaware, Newark, DE*

**Ph.D. in Education**

Concentration: Cognition, Development, and Instruction

Minor: Linguistics

Dissertation: The input surrounding action verbs in speech to infants and toddlers

Advisor: Roberta M. Golinkoff, Ph.D.

*Frostburg State University, Frostburg, MD*

**B.S. in Justice Studies and Foreign Languages and Literature**

Concentration: Spanish

Minor: Political Science

Honors: Phi Eta Sigma National Honor Society; Graduated magna cum laude with Honors in General Education

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## CURRENT POSITION

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*University of Virginia, Curry School of Education and Human Development, Charlottesville, VA*  
**Assistant Professor of Education, Research Faculty (8/2016 – present)**

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## GRANTS, AWARDS, AND RESEARCH SUPPORT

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- LoCasale-Crouch, J. Neesen, K., **Turnbull, K.**, Semanik, M., & Lydic, S. Developing Effective Online Early Childhood Courses Through Innovative Partnerships. Stranahan Foundation \$600,000. (1/2019 - 12/2021)
- LoCasale-Crouch, J., Hauck, F.R., Kellams, A.L., Moon, R.Y. & **Turnbull, K.L.P.** Social Confounders for Health Outcomes Linked to Education (SCHOOL Study). U.S. National Institutes of Health (NIH); \$481,487 (4/2018 – 3/2023)
- **Turnbull, K.L.P.** Casting light on the other half of life: Elucidating linkages between sleep behaviors and practices and school readiness in preschoolers of low-income families. CASTL Seed Award, Center for Advanced Study of Teaching and Learning (CASTL), University of Virginia; \$5,000 (2017 – 2018)
- **Turnbull, K.L.P.** Dissecting discourse: Probing connections between classroom discourse and student outcomes in the context of preschool science lessons. Curry Innovative, Developmental, Exploratory Awards (IDEAs), Curry School of Education, University of Virginia; \$10,000 (2017 – 2018)
- Justice, L. M. (Principal Investigator), **Pence, K.**, Wiggins, A., Rimm-Kaufman, S., Fan, X., & Pianta, R.C. (Co-Investigators). Efficacy of conversational responsiveness preschool language intervention. U.S. Department of Education, Institute of Education Sciences; \$1,372,000 (6/2005 – 5/2008)
- **Pence, K.** Clinical Research Loan Repayment Program, National Institutes of Health; \$24,336.40 (2005)

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## PROFESSIONAL EXPERIENCE

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*Core Knowledge Foundation, Charlottesville, VA*

**Editorial Director, Core Knowledge Language Arts (5/2012 – 8/2014)**

I directed the editorial development of a comprehensive Grades K-5 English Language Arts curriculum, grounded in history, science, the arts, and literature, and aligned to the Common Core State Standards. I coordinated internal activities of the Core Knowledge Editorial team, Editorial Support team, and Design team, as well as external activities of independent contractors, content area expert reviewers, and practitioner reviewers.

*U.S. Department of Education, Institute of Education Sciences, Washington, DC*

**Education Research Analyst** (9/2007 – 1/2010; 7/2010 – 5/2012)

I provided technical and editorial feedback to IES publication authors to ensure the accuracy and readability of materials, and ensured that publications adhered to IES research and publication standards. I coordinated external peer review activities for IES publications and grant competitions by recruiting content area experts and ensuring publications and grant applications were reviewed fairly and according to IES Peer Review Standards.

*The Ohio State University, College of Education and Human Ecology, School of Teaching and Learning, Columbus, OH*

**Adjunct Professor** (7/2010 – 7/2011)

I conducted research and prepared publications in the areas of language and literacy development and early childhood education.

*U.S. Department of Health and Human Services, Substance Abuse and Mental Health Services Administration (SAMHSA), Rockville, MD*

**Review Systems Specialist** (1/2010 – 7/2010)

I coordinated and supervised federal contractors implementing peer review activities concerning requests for federal funding through SAMHSA's grants and cooperative agreements.

*University of Virginia, Curry School of Education, Charlottesville, VA*

**Research Assistant Professor** (8/2003 – 8/2007)

I implemented site-specific aspects of U.S. Department of Education, Institute of Education Sciences (U.S. ED, IES) funded Preschool Curriculum Evaluation Research (PCER) and U.S. ED, IES funded randomized clinical trial of a language-rich preschool curriculum. Responsibilities included consulting with teachers, overseeing instrument design, assessing students, observing classrooms, analyzing data, and preparing and editing publications. Other responsibilities included supervising doctoral-level research, and undergraduate research assistant activities, speaking at local preschools, and collaborating on multiple research projects.

*Webster County, WV*

**Consultant: Early Reading First External Program Evaluator** (Spring 2004 – Fall 2006)

I evaluated the quality of preschool classrooms and general program structure for Webster County's Early Reading First Project (Early Promise) as they related to child outcomes. I prepared annual reports and recommendations for Early Promise project staff and administrators.

*St Paul, MN*

**Evaluation Consultant: St. Paul Early Childhood CHOICE Project** (Spring 2005)

I observed 14 Early Reading First preschool classrooms and assessed the emotional support, organization, and instructional support of classrooms using the Classroom Assessment Scoring System (CLASS), and provided recommendations for improvement to the project director.

*University of Delaware, School of Education, Newark, DE*

**Graduate Research Assistant** (Fall 2000 – Summer 2003)

I conducted research sponsored by the National Science Foundation investigating the formation of event concepts and categories, and the acquisition of verbs. Responsibilities included recruiting and assessing participants, coding data, maintaining and analyzing data, assisting with study design, creating and maintaining lab website, and preparing and editing publications. Supervisor: Dr. Roberta Golinkoff.

*University of Delaware, School of Education, Newark, DE*

**Graduate Research Assistant** (Fall 2002 – Summer 2003)

I conducted research concerning initiatives in the Georgia Reading Excellence Act. Responsibilities included collecting, organizing, transcribing, coding, and analyzing data, conducting literature searches, preparing and editing publications, and conducting interviews with participating teachers. Supervisor: Dr. Sharon Walpole.

*University of Delaware, School of Education, Newark, DE*

**Graduate Research Assistant** (Fall 2001)

Administered assessments as part of a longitudinal study funded by the National Institute of Child Health and Human Development (NICHD) investigating mathematical thinking among second, third, and fourth grade students. Responsibilities included collecting data at local elementary schools, and scoring assessments. Supervisor: Dr. Laurie Blanteno-Hanich.

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## SERVICE

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**Editorial Consultant/Peer Reviewer** (as requested)

*American Journal of Speech Language Pathology*

*Child Development*

*Early Childhood Research Quarterly*

*Early Education and Development*

*Journal of School Psychology*

*Journal of Speech, Language, and Hearing Research*

*Language, Speech, and Hearing Services in Schools*

*Learning and Individual Differences*

*Reading and Writing Quarterly*

**Expert Peer Reviewer and Panel Moderator** (Spring 2005, 2006, and 2007)

U.S. Department of Education, Early Reading First Program - pre applications

U.S. Department of Education, Early Reading First Program - full applications

U.S. Department of Education, Early Childhood Educator Professional Development Program Grants

**Early Intervention Columnist** (2007 – 2009)

*Strategies for Successful Learning*

I authored 10 columns for the Internet magazine *Strategies for Successful Learning*, published by Learning Disabilities Worldwide (LDW). The goal of the columns was to translate early intervention theories and research into practice for an audience of teachers and parents.

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## UNIVERSITY TEACHING AND MENTORING EXPERIENCE

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*University of Virginia, Curry School of Education and Human Development, Charlottesville, VA*

**Instructor** (Fall, 2019) for EDIS 4340: Early Language Development Theory, Science, and Practice

*University of Virginia, Curry School of Education and Human Development, Charlottesville, VA*

**Summer Undergraduate Research Program (SURP) mentor**

SURP helps prepare students from groups traditionally underrepresented in the field of education research to pursue graduate study and consider careers in academic, policy, or research organizations.

- Taqiyyah Elliott – Xavier University of Louisiana; Kelly Garrett – Howard University (2017)
- Andrykah Smith – North Carolina State University; Astha Agarwal – McGill University (2018)
- Karli Kim Cheng – California State Polytechnic University-Pomona; Yuna Seong – University of California-Santa Barbara (2019)

*University of Virginia, Curry School of Education, Charlottesville, VA*

**Instructor** (2005 – 2006)

I coordinated and served as research mentor for two-semester doctoral level seminars entitled *Research and Writing for Publication*

- Fall 2005 – I coordinated a team including myself and three faculty mentors, who supervised 14 doctoral students. The course met weekly to discuss how to prepare and disseminate a scholarly paper according to the theme *Language Input in Classroom Contexts*.
- Spring 2006 – I mentored doctoral students as they collaborated to write chapters for an edited volume entitled *Assessment in Emergent Literacy* (Pence, 2006). The seminar met weekly to discuss how to conduct research for and prepare a book chapter.

*University of Virginia, Curry School of Education, Charlottesville, VA*

**Guest Lecturer** (2003 – 2007)

I prepared lessons, instructed, and led seminars in the following courses:

- Doctoral Seminar in Reading - Topic: Reading Research
- Doctoral Seminar in Reading - Topic: Linguistic Basis of Reading Difficulties/Dyslexia
- Doctoral Seminar in Reading - Topic: Early Literacy Acquisition
- Communication Disorders in Pediatric Populations
- Second Language Acquisition and Language Teaching Methods K-12

*University of Delaware, English Language Institute, Newark, DE*

**International Teaching Assistants Program Oral Intelligibility Tutor** (Summer 2002)

I provided intensive tutoring (oral intelligibility, including segmental and suprasegmental phonology) for International Teaching Assistants at the University of Delaware's English Language Institute. Prepared students for the Speaking Proficiency English Assessment Kit (SPEAK) assessment.

*University of Delaware, School of Education, Newark, DE*

**Teaching Assistant** (Fall 2001 – Spring 2002)

I assisted the lead professor in an undergraduate course entitled *Human Development I: Grades K-4*. Responsibilities included grading student work, mentoring students, providing feedback on student tutoring practicum, and teaching on occasion.

Supervisor: Dr. Roberta Golinkoff.

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## REFEREED PUBLICATIONS

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- Justice, L.M., & **Pence, K.** (2005). Addressing the language and literacy needs of vulnerable children: Innovative strategies in the context of evidence-based practice. *Communication Disorders Quarterly, 25*, 173-178.
- Rudasill, K.M., Rimm-Kaufman, S.E., Justice, L.M., & **Pence, K.** (2006). Temperament and language skills as predictors of teacher-child relationship quality in preschool. *Early Education and Development, 17*, 271-291.
- Justice, L.M., **Pence, K.L.**, Bowles, R.P., & Wiggins, A.K. (2006). An investigation of four hypotheses concerning the order by which 4-year-old children learn the alphabet letters. *Early Childhood Research Quarterly, 21*, 374-389.
- Brandone, A.C., **Pence, K. L.**, Golinkoff, R. M., & Hirsh-Pasek, K. (2007). Action Speaks Louder Than Words: Young Children Differentially Weight Perceptual, Social, and Linguistic Cues to Learn Verbs. *Child Development, 78*, 1322-1342.
- Justice, L.M., & **Pence, K.** (2007). Parent-Implemented Interactive Language Intervention: Can It Be Used Effectively? *EBP Briefs, 2(1)*, 1-13.
- Massey, S.L., **Pence, K. L.**, Justice, L.M., & Bowles, R.P. (2008). Educators' use of cognitively challenging questions in the preschool classroom. *Early Education and Development, 19*, 340-360.

- **Pence, K.L.**, Justice, L.M., & Wiggins, A.K. (2008). Preschool teachers' fidelity in implementing a comprehensive language-rich curriculum. *Language, Speech, and Hearing Services in Schools*, 39, 329-341.
- Justice, L.M., Pullen, P.C., & **Pence, K.L.** (2008). Influence of verbal and nonverbal references to print on preschoolers' visual attention to print during storybook reading. *Developmental Psychology*, 44, 855-866.
- Skibbe, L.E., Grimm, K.J., Stanton-Chapman, T. L., Justice, L.M., **Pence, K.L.**, & Bowles, R.P. (2008). Reading trajectories of children with language difficulties from preschool through fifth grade. *Language, Speech, and Hearing Services in Schools*, 39, 475-486.
- Justice, L.M., Mashburn, A.J., **Pence, K.L.**, & Wiggins, A.K. (2008). Experimental evaluation of a preschool language curriculum: Influence on children's expressive language skills. *Journal of Speech, Language, and Hearing Research*, 51, 983-1001.
- **Turnbull, K.L.P.**, Beckman Anthony, A.R., Justice, L.M., & Bowles, R.P. (2009). Preschoolers' exposure to language stimulation in classrooms serving at-risk children: The contribution of group size and activity context. *Early Education and Development*, 20, 53-79.
- Justice, L.M., Bowles, R.P., **Turnbull, K.L.P.**, & Skibbe, L.E. (2009). School readiness among children with varying histories of language difficulties. *Developmental Psychology*, 45, 460-476.
- Justice, L.M., Bowles, R.P., **Pence, K.L.**, & Gosse, C.S., & (2010). A scalable tool for assessing children's language abilities within a narrative context: The NAP (Narrative Assessment Protocol). *Early Childhood Research Quarterly*, 25, 218-234.
- **Turnbull, K.L.P.**, Bowles, R.P., Justice, L.M., Skibbe, L.E., & Wiggins, A.K. (2010). Theoretical explanations for preschoolers' lowercase alphabet knowledge. *Journal of Speech, Language, and Hearing Research*, 53, 1757-1768.
- Cabell, S. Q, Justice, L.M., Piasta, S.B., Curenton, S. M., Wiggins, A.K, **Turnbull, K.L.P.**, & Petscher, Y. (2011). The impact of teacher responsivity education on preschoolers' language and literacy skills. *American Journal of Speech Language Pathology*, 20, 315-330.
- Piasta, S.B., Justice, L.M., Cabell, S.Q., Wiggins, A.K., **Turnbull, K.L.P.**, & Curenton, S.M. (2012). Impact of professional development on preschool teachers' conversational responsiveness and children's linguistic productivity and complexity. *Early Childhood Research Quarterly*, 27, 387-400.
- Jirout, J., LoCasale-Crouch, J., **Turnbull, K.**, Gu, Y., Cubides, M., Garziona, S., ... & Kranz, S. (2019). How Lifestyle Factors Affect Cognitive and Executive Function and the Ability to Learn in Children. *Nutrients*, 11(8), 1953.
- Romo-Escudero, F., LoCasale-Crouch, J., & **Turnbull, K.L.P.** (2020) Caregiver Ability to Notice and Enact Effective Interactions in Early Care Classroom Settings. Manuscript submitted for publication.
- **Turnbull, K.L.P.**, Alamos, P., Williford, A.P., & Downer, J.T. (2020). An Exploration of Electronic Media Use Profiles for Preschoolers of Low-Income Families. Manuscript submitted for publication.
- Moon, R.Y., LoCasale-Crouch, J., **Turnbull, K.L.P.**, Colson, E, Kellams, A. Heeren, T., Kerr, S., Hauck, F., & Corwin, M. (2020). How Educational Level Influences Health Behavior: A Proposed New Paradigm. Manuscript submitted for publication.

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## BOOKS

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- Justice, L.M., & **Pence, K.L.**, (Eds.), (2005). *Scaffolding with storybooks: A guide for enhancing young children's language and literacy achievement*. Newark, DE: International Reading Association.
- **Pence, K.L.**, & Justice, L.M. (2007). *Language development from theory to practice*. Upper Saddle River, NJ: Merrill-Prentice Hall.
- **Pence, K.L.**, (Ed.), (2007). *Assessment in emergent literacy*. San Diego: Plural Publishing, Inc.
- Cabell, S., Justice, L., Kaderavek, J., **Turnbull, K.L.P.**, & Breit, S.C. (2009). *Emergent literacy lessons for success*. San Diego: Plural Publishing, Inc.

- **Turnbull, K.L.P., & Justice, L.M.** (2011). *Language development from theory to practice, second edition*. Upper Saddle River, NJ: Pearson Education Inc./Allyn & Bacon.
- **Turnbull, K.L.P., & Justice, L.M.** (2017). *Language development from theory to practice, third edition*. Upper Saddle River, NJ: Pearson Education Inc./Allyn & Bacon.

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#### BOOK CHAPTERS AND OTHER PUBLICATIONS

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- Golinkoff, R. M., **Pence, K.**, Pulverman, R., Salkind, S. J., & Zosh, J. M. (2004). [Review of the book *Early Category and Concept Development: Making Sense of the Blooming, Buzzing Confusion.*] by L.M. Oakes & D. H. Rakison. *Journal of the American Academy of Child & Adolescent Psychiatry*, 43 (6), 783-784. DOI: 10.1097/01.chi.0000122727.46334.60
- **Pence, K.**, Golinkoff, R.M., Brand, R.J., & Hirsh-Pasek, K. (2005). When actions can't speak for themselves: How might infant-directed speech and infant-directed action influence verb learning? In T. Trabasso, J. Sabatini, D.W. Massaro, & R.C. Calfee (Eds.), *From orthography to pedagogy: Essays in honor of Richard L. Venezky* (pp.63-79). Mahwah, NJ: Lawrence Erlbaum Associates.
- **Pence, K.** (2005). An overview of communication development. In L.M. Justice (Ed.), *Communication sciences and disorders: An introduction*. Upper Saddle River, NJ: Prentice Hall.
- **Pence, K. L.**, Bojczyk, K.E., & Williams, R.S. (2007). Assessing vocabulary knowledge. In K.L. Pence (Ed.), *Assessment in emergent literacy* (pp. 433-480). San Diego: Plural Publishing, Inc.
- **Pence, K.L.** (2008). Indicators and goals of high-quality program evaluation for the preschool classroom. In L.M. Justice and C. Vukelich (Eds.), *Achieving excellence in preschool literacy instruction*. New York: Guilford Press.
- Justice, L.M., Wiggins, A.K., & **Pence, K.L.** (2008). Research on the Language-Focused Curriculum: Teacher training and implementation fidelity. In B.H. Bunce (Ed.), *Early literacy in action: The Language-Focused Curriculum for Preschool*. Baltimore: Brookes.
- **Turnbull, K.L.P.** (2009). An overview of communication development. In L.M. Justice, (Ed.), *Communication sciences and disorders: A contemporary perspective, second edition*. Upper Saddle River, NJ: Prentice Hall.
- **Turnbull, K.L.P.** (2014). An overview of communication development. In L.M. Justice and Erin E. Redle, (Eds.), *Communication sciences and disorders: A clinical evidence-based approach, third edition* (pp. 40-79). Upper Saddle River, NJ: Pearson.
- Cabell, S. Q., Justice, L. M., Piasta, S. B., Curenton, S. M., Wiggins, A., **Turnbull, K.P.**, McGinty, A. S., DeCoster, J., Forston, L. D., & Petscher, Y. (2014). *Improving teacher-child conversations in preschool classrooms: Effects on teachers and children*. Center for Advanced Study of Teaching and Learning Research Brief. Charlottesville, VA: University of Virginia.

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#### PRESENTATIONS

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- **Pence, K.**, & Golinkoff, R.M. (2002, April). 'Mommy I can do it!' Infants learn the names of actions they can perform themselves. Poster session presented at the University of Delaware Linguistics and Cognitive Science Graduate Student Conference, Newark, DE.
- **Pence, K.**, Golinkoff, R. M., Winn, M. B., & Hirsh-Pasek, K. (2003, April). Coming into focus: The emergence of parents' conversational focus on action words in speech to infants and toddlers. Poster session presented at the University of Delaware Linguistics and Cognitive Science Graduate Student Conference, Newark, DE.

- **Pence, K.** (2003, April). The do-it-yourself-guide to verb learning: Infants utilize a coalition of cues when learning verbs. Poster session presented at the School of Education Graduate Student Conference, Newark, DE.
- Addy, D, Golinkoff, R. M., Sootsman, J. L., **Pence, K.**, Pulverman, R., Salkind, S., & Hirsh-Pasek, K.A. (2003, June). Understanding /ing/: Sensitivity to grammatical morphemes precedes their production. Paper presented at the 33rd Annual Meeting of the Jean Piaget Society, Chicago, IL.
- **Pence, K. L.**, Golinkoff, R. M., Pulverman, R., Sootsman, J. L., Addy, D., Salkind, S. J., & Hirsh-Pasek, K. (2003, June). The do-it-yourself-guide to verb learning: Infants utilize a coalition of cues. Poster session presented at the 33<sup>rd</sup> Annual Meeting of the Jean Piaget Society, Chicago, IL.
- **Pence, K.**, & Winn, M.B. (2003, October). More verbs to come: The developing focus on verbs in parents' speech to infants. Poster session presented at the Boston University Conference on Language Development, Boston, MA.
- **Pence, K.**, Golinkoff, R.M., Winn, M.B., Salkind, S.J., & Hirsh-Pasek, K. (2003, November). Coming into focus: Emergence of parents' conversational focus on verbs. Paper presented at the American Speech-Language-Hearing Association Convention, Chicago, IL.
- **Pence, K.**, Walpole, S., Robnolt, V., Hayes, L., & Kovach, J. (2003, December). Transactional professional development for federally funded school reform: Responding to leaders, to teachers, and to student achievement data. Paper presented at the National Reading Conference, Scottsdale, AZ.
- Justice, L., Greene, S., Skibbe, L., & **Pence, K.** (2004, January). Literacy development in preschoolers with language disorders: Parental beliefs and practices. Paper presented at the Hawaii International Conference on Education, Honolulu, HI.
- Skibbe, L., **Pence, K.**, & Justice, L. (2004, June). Exploring relations among children's social skills, language ability, and mother-child interactions. Poster session presented at the 25<sup>th</sup> Annual Symposium on Research in Child Language Disorders, Madison, WI.
- **Pence, K.**, Justice, L., & Skibbe, L. (2004, June). Transition to kindergarten for children with a history of language difficulties. Poster session presented at the 25<sup>th</sup> Annual Symposium on Research in Child Language Disorders, Madison, WI.
- Greene, S.G., Justice, L.M., Skibbe, L.E., & **Pence K.L.** (2004, July). Home literacy contexts for preschoolers with specific language impairment. Poster session presented at the ASHA Schools Conference, Baltimore, MD.
- Justice, L. M., & **Pence, K.** (2004, September). Learning new words from storybooks: What we know and what we need to know. Invited presentation to the Vanderbilt Medical Center Rite Care Conference, Nashville, TN.
- Justice, L., Wiggins, A., **Pence, K.**, Bowles, R., Rimm-Kaufman, S., Pianta, R., Rudasill, K., Beckman, A., & Scafiddi, N. (2005, March). Site-specific ongoing PCER research at the University of Virginia. Poster Session Presented at the PCER Consortium Meeting, Washington, DC.
- **Pence, K.L.**, Golinkoff, R.M., & Brandone, A. (2005, April). The do-it-yourself guide to verb learning: Toddlers utilize a coalition of cues. Poster session presented at the Society for Research in Child Development 2005 Biennial Meeting, Atlanta, GA.

- Justice, L.M., Wiggins, A.K., & **Pence, K.L.** (2005, May). Preschool language-focused curricula: Preventing academic problems through early intervention. Paper presented at the Society for Prevention Research, Washington, DC.
- **Pence, K.**, Golinkoff, R.M., & Winn, M. (2005, May). Investigating action verb input to young language learners: How mothers introduce conceptually and linguistically challenging words. Poster session presented at the 26<sup>th</sup> Annual Symposium on Research in Child Language Disorders, Madison, WI.
- Beckman, A., **Pence, K.**, & Justice, L. (2005, November). Classroom context and preschool children's exposure to quality language input. Paper presented at the American Speech-Language-Hearing Association Convention, San Diego, CA.
- Justice, L., Wiggins, A., **Pence, K.**, & Beckman, A. (2005, December). Teachers' use of "language-stimulation techniques" in preschool classrooms. Paper presented at the annual conference of the National Association for the Education of Young Children, Washington, DC.
- **Pence, K.** (2006, February). West Las Vegas Schools Early Reading First screening measures training. Las Vegas, NM.
- **Pence, K.**, Justice, L., Skibbe, L., Lucas, T., Beckman, A., & Sutton, M. (2006, May). Preschool language and literacy facilitation: Studies of processes and outcomes. Paper presented at the International Reading Association 51<sup>st</sup> Annual Convention, Chicago, IL.
- Rudasill, K.M., Rimm-Kaufman, S.E., Justice, L.M., & **Pence, K.** (2006, June). Temperament and language skills as predictors of teacher-child relationship quality in preschool. Poster session presented at the Institute of Education Sciences 2006 Research Conference, Washington, DC.
- Skibbe, L.E., Grimm, K.J., Stanton-Chapman, T.L., Justice, L.M., **Pence, K.L.**, & Bowles, R.P. (2006, June). The reading trajectory of children with language impairment from preschool to fifth grade: A prospective study of the forecast for school. Poster session presented at the Institute of Education Sciences 2006 Research Conference, Washington, DC.
- **Pence, K.L.**, Justice, L.M., Shih, T.H., & Wiggins, A.K. (2006, June). Preschool teachers' fidelity in implementing a comprehensive language-focused curriculum. Poster session presented at the Institute of Education Sciences 2006 Research Conference, Washington, DC.
- Justice, L., **Pence, K.**, Bowles, R., Wiggins, A., & Cabell, S. (2006, July). Test of four hypotheses concerning the order of alphabet-letter learning. Poster session presented at the Thirteenth Annual Meeting Society for the Scientific Study of Reading, Vancouver, Canada.
- Skibbe, L.E., Grimm, K.J., Stanton-Chapman, T.L., Justice, L.M., **Pence, K.L.**, & Bowles, R.P. (2007, March). The reading trajectories of children with specific language impairment from preschool to fifth grade. Poster session presented at the Society for Research in Child Development 2007 Biennial Meeting, Boston, MA.
- Massey, S.L., **Pence, K.L.**, & Justice, L.M. (2007, March). Educators' use of cognitively challenging questions in economically disadvantaged preschool classroom contexts. Poster session presented at the Society for Research in Child Development 2007 Biennial Meeting, Boston, MA.
- Gosse, C.S., **Pence, K.L.**, & Justice, L.M. (2007, June). Validity of an online coding system for children's narrative microstructure abilities. Poster session presented at the 28<sup>th</sup> Annual Symposium for Research in Child Language Disorders, Madison, WI.



- Gosse, C.S., **Pence, K.L.**, & Justice, L.M. (2007, November). Using a microstructural narrative language assessment to predict language difficulties in economically-disadvantaged preschoolers. Paper presented at the American Speech-Language Hearing Association Convention, Boston, MA.
- **Turnbull, K.L.P.**, Alamos, P.M., & Garrett, K.A. (2018, June). An exploration of electronic media use and expressive and receptive language skills for preschoolers from low-income families. Poster session presented at the Administration for Children and Families' 2018 National Research Conference on Early Childhood (NRCEC), Arlington, VA.
- Agarwal, A., **Turnbull, K.**, Smith, K., & Husain, A. (2018, July). *Exploring the relationships between positive parenting, positive teacher engagement, and emotion regulation in low-income preschoolers*. Poster presented at the 2018 Leadership Alliance National Symposium, Hartford, CT.
- Smith, A., Wymer, S., & **Turnbull, K.** (2018, July). *An exploration of the relationship between teacher burnout and students' behavioral engagement*. Poster presented at the 2018 Leadership Alliance National Symposium, Hartford, CT.
- **Turnbull, K.L.P.**, & Alamos, P. (2019, March). *Electronic media use profiles and school readiness competencies for preschoolers of low-income backgrounds*. Poster presented at the Society for Research in Child Development 2019 Biennial Meeting, Baltimore, MD.
- Agarwal, A., **Turnbull, K.**, Smith, K., & Husain, A. (2019, March). *Exploring the relations between positive parenting, positive teacher engagement, and emotion regulation in low-income preschoolers*. Poster presented at the Society for Research in Child Development 2019 Biennial Meeting, Baltimore, MD.
- Seong, Y., Smith, K., & **Turnbull, K.L.P.** (2019, July) Children's Emotion Regulation and Emotional Support in Pre-K Classrooms. Poster presented at the 2019 Leadership Alliance National Symposium, Hartford, CT.
- Cheng, K.K., Wymer, S.C., & **Turnbull, K.L.P.** (2019, July). The Relationship Between Positive Parenting and Preschoolers' Emotion Regulation in Low-Income Families. Poster presented at the 2019 Leadership Alliance National Symposium, Hartford, CT.