

David K. Dickinson, Curriculum Vita

Peabody College, Vanderbilt University
Department of Teaching and Learning
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EDUCATION

Harvard University, School of Education, 1976-1982
Ed.D.; Laboratory of Human Development
Concentration: cognitive development, language development
Temple University, 1972-1976; Philadelphia, PA
Ed.M.; Elementary Education Teacher Certification
Oberlin College, 1967-1971; Oberlin, OH
B.A.; major in comparative religion

EMPLOYMENT

2020 - Professor, Department of Psychology and Human Development, Peabody College of Education, Vanderbilt University (secondary department appointment)
2017 - Educational Neuroscience Program, Affiliated Faculty member
2014 – Margaret Cowan Chair, Peabody College of Education, Vanderbilt University
Associate Dean for Research and Strategic Planning, Peabody College
2011 - Professor, Peabody College of Education, Vanderbilt University
Project Director, Vanderbilt University Project 1, Abu Dhabi, UAE
2007 - '11 Chair, Department of Teaching and Learning, Peabody College of Education, Vanderbilt
2005 - Professor, Peabody College of Education, Vanderbilt University
Kennedy Center Fellow, 2007
2004 – 2005 Boston College, Lynch School of Education, Professor
2002 - Boston College, Lynch School of Education, Associate Professor
1999 – 2002 Education Development Center, Managing Project Director
Responsible for direction of multiple projects with annual budgets of approximately \$2,500,000.
1995 – 1999 Education Development Center, Senior Research Scientist
Responsibilities: Directed funded projects, worked as member of team on projects led by others; served on company-wide project on leadership characteristics, management team member for the Center for Children & Families.
1994 Education Development Center, Senior Research Associate
1992 - 1996 Associate Professor with tenure; Director, Elementary Teacher Education
Department of Education, Clark University
Responsibilities: Guided department through state review, led review and revision of certification program, taught Reading and Language Arts methods, and graduate and undergraduate courses on Literacy and Schooling; supervised Masters and Doctoral students; participated in university committees and led and wrote report of special task force on student retention.
1988-1992 Assistant Professor; Director of Teacher Education, Education Department, Clark University

- 1983-1988 Assistant Professor in Reading and Language Arts, Eliot-Pearson Department of Child Study, Tufts University
Responsibilities: Acting Director of Teacher Education for two years; taught Reading and Language Arts Methods, undergraduate and graduate level courses on cognitive development, Models of Early Childhood Education; supervised student teachers and led seminar accompanying student teaching.
- 1982-1983 Visiting Assistant Professor in Reading and Language, School of Education, Boston University
Responsibilities: Taught Reading Methods course, graduate and undergraduate classes on Psycholinguistic Approaches to Reading and Child Development.
- 1981-1982 Visiting Instructor in Child Development, Connecticut College
Responsibilities: Taught courses on Child Development, Language Development.
- 1974-1976 Classroom teacher, grade 5; Philadelphia Public Schools
 1973-1974 Classroom teacher, grade 6; Miquon School, Miquon PA
 1971-1973 Assistant teacher (grades 1- 6) , Durham Child Development Center Philadelphia Public

AWARDS, SPECIAL PROJECTS

- Online article, *Seven Ways to Build Your Child's Vocabulary*, published in *The Conversation* in English June 21, 2019 (<https://theconversation.com/7-ways-to-build-your-childs-vocabulary-112370>) and as *Tujuh cara efektif kembangkan kosakata anak sejak usia berusia 8 bulan* in *The Conversation Indonesian* (), July 10, 2019.
- Vocabulary Special Interest Group, AERA, Outstanding Vocabulary Researcher, 2018
 AERA Fellow, selected 2010
 Publication recognitions:
 National Library Association Award: Neuman, S. B. & Dickinson, D. K. (Eds.), (2001). *Handbook of early literacy research*. New York: Guilford Publications.
 Highly cited articles indexed by Web of Science between 2010 -2014.
 Top .3%: Dickinson, D.K., Golinkoff, R.M., & Hirsh-Pasek, K. K. (2010). Speaking out for language: Why language is central to reading development. *Educational Researcher*, 39(4), 305-310. 164 out of 46,203 articles
 Top 3%: Dickinson, D.K. & Porche, M. (2011). Relationship between language experiences in preschool Classrooms and children's kindergarten and fourth grade language and reading abilities. *Child Development*, 82, 3, 870 – 886. 316 out of 9692
 In *The Reading Teacher*: Top 5 most cited between 2014 – 2018: Barnes, E., Grifenhagen, J.F, Dickinson, D.K. (2016). Oral language, instructional strategies, methods and materials. *The Reading Teacher*, (70, 1), pp. 39-48.
- Mayor's Early Childhood Education Initiative, Professional Development Working Group, 2017 - .
 Mayor's Early Childhood Education Initiative, Advisory Committee, 2018 -
 Project Director for Vanderbilt University school enhancement and dissemination project in Abu Dhabi 2010 – 2015.

Invited presenter at a *Workshop on the Role of Language in School Learning: Implications for Closing the Achievement Gap*. National Academies of Science, Menlo Park CA. Academic Success. (October, 2009).

Commissioner, National Association for the Education of Young Children Program Accreditation revision, Chair of curriculum standard working group (2002 – 2005)

From 1994 – 1999 at EDC worked on teams that created the Early Childhood Generalist certificate one of the first two NBPTS certification areas; assisted initial development of Middle Childhood and Early Adolescent Generalist certificates. Assisted with early phases of INTASC development.

Panel Member, Early Childhood Education and Cultural Diversity, National Academy of Sciences (1994)

INTERNATIONAL APPEARANCES

Jeddah, Saudi Arabia, Keynote speaker and International Conference on Early Childhood Education (April, 10, 2018)

Netherlands: Invited speaker at, *Global Variation in Literacy Development* (March 15 – 18, 2016).

Costa Rica: *High Quality Interactions in the Early Childhood Classroom*. (August, 2015). Invited presentation and consultant on improving the quality of preschool classrooms.

Israel: *Insights from a Three Years Working With a Preschool in Abu Dhabi*

The Teacher Factor: Approaches to Supporting Teachers' Practices Across Studies

Delivered at: Promoting Reading with Preschool Children from Disadvantaged Communities, The Van Leer Jerusalem Institute, September 9, 10, 2014.

Chile: *Changing Practice in Early Childhood Settings: Prescriptive Curriculum or Teacher-Determined Practice?* Invited presentation to the 4th International Conference of Early Childhood Education, hosted by the CPCE and the NGO Fundación Educacional Oportunidad, Santiago, Chile, November 24, 2014.

France: *Contributions of Preschool Language Competencies to Later Narrative*. Invited Address for the International Conference, NIL2012 (Narrative, Intervention and Literacy). September, 2012.

Australia: *Approaches to Fostering Literacy in Early Childhood Settings*. Invited symposium presented at the University of Melbourne, December, 2011.

New Zealand: *Approaches (and Challenges) to Fostering Literacy in Early Childhood Settings*. Invited symposium presented at Auckland University, December, 2011.

Germany: *The Language Paradox: The Challenge of Early Childhood Education*. Keynote address for the Biannual IFP Konress, Munich, Germany, June, 2011

Brazil: *Books for Babies: Long-term Contributions to Literacy Development*; Address delivered in five cities in Brazil: Sao Paolo, Rio de Janeiro, Salvador, Maceió, Recife, August, 2011.

Supporting Families and Children from Birth to Age Three: Research and Recommendations.

Israel: *The Long Road to Reading Comprehension*, Israeli Association for Literacy and Language, Haifa, Israel, July, 2010.

Brazil: *Why Early Child Care Providers Must Focus on Fostering Language Development*. Sixth International Convention on Early Child Development. Porto Alegre, Rio Grande do Sul, Brazil, 2009).

Israel: *The Role of Language in Fostering Literacy Development*. Invited presentation to the Chamber of

Deputies,). Approaches to Speaking. Paper translated into Portuguese and disseminated throughout Brazil. Brasilia, Brazil (Oct. 23, 2007).

Mexico: *Encuentro Internacional de Educaion Inicial y Prescholar*, Keynote speaker to early childhood teachers and administrators from Mexico and policy makers from seven countries, 2003.

Canada: Invited presentation at *Enhancing Caregiver Language Facilitation in the Childcare Settings*, the Hanen Institute, Toronto, Ontario, 2001.

Netherlands: *What is Family Literacy? Theoretical and practice-based frameworks*. Invited paper given at an annual conference sponsored by the Averroes Foundation, The Haag, The Netherlands. September, 1994.

BOOKS, ASSESSMENT TOOLS and CURRICULUM

Barnes, E.M., Grifenhagen, J.F, & Dickinson, D.K. (in preparation). More than words? Academic language in early childhood and elementary settings. Teacher's College Press.

Dickinson, D.K. and Morse, A.B. (March, 2019). *Connecting through Talk: How Language Fosters Early Development and Effective Parent Support Programs*. Brookes Publishing, Baltimore, MD.

Dickinson, D.K. (program author) & Copley, J.V., Izquierdo, E., Lederman, J.S., Schickedanz, J., & Wright, L. (consulting authors) (2012), *Opening the world of learning*. Scott Foresman, Glenview IL.

Neuman, S.B., & Dickinson, D.K. (2011). *Handbook of early literacy research: Vol III*. New York: Guilford Press.

Leander, K.M., Rowe, D. W., Dickinson, D. K., Hundley, M. K., & Jimenez, R. T., (Eds.). (2009). *58th Yearbook of the National Reading Conference*. Oak Creek, WI: National Reading Conference.

Kim, Y., Risko, V.J., Compton, D.L., Dickinson, D.K., Hundley, M.K., Jiménez, R. T., Leander, K.M., Rowe, D.J. (Eds.) (2008). *57th Yearbook of the National Reading Conference*, Oak Creek, WI: National Reading Conference.

Rowe, D.W., Jimenez, R.T., Compton, D.L, Dickinson, D.K., Kim, Y., Leander, K.L, & Risko, V.J. (Eds.). (2007). *56th Yearbook of the National Reading Conference*. Oak Creek, WI: National Reading Conference.

Dickinson, D.K. & Neuman, S. (Eds.), (2006). *Handbook of early literacy research (Vol. II)*. New York: Guilford Publications.

Schickedanz, J. A. & Dickinson, D.K. & Charlotte-Mecklenburg Schools (2005), *Opening the world of learning: A comprehensive early literacy program*. Parsippany, NJ: Pearson Early Learning.

Smith, M.W., Dickinson, D.K. with Sangeorge, A. & Anasatopoulos, A. (2002). *Toolkit for assessing early literacy in classrooms*. Baltimore, MD: Brookes Publishing.

Dickinson, D.K. & Tabors, P.O. (Eds.) (2001). *Beginning literacy with language: Young children learning at home and school*. Baltimore, MD: Brookes Publishing.

Neuman, S. B. & Dickinson, D. K. (Eds.), (2001). *Handbook of early literacy research*. New York: Guilford Publications.

Dickinson, D.K. (1994). *Bridges to literacy: Children, families and schools*. Cambridge, MA: Basil Blackwell.

ARTICLES IN REFEREED JOURNALS

- Barnes, E. M., Grifenhagen, J. F., & Dickinson, D. K. (2020). Mealtimes in Head Start pre-k classrooms: examining language-promoting opportunities in a hybrid space. *Journal of Child Language*, 47(2), 337-357. doi:10.1017/s0305000919000199
- Lawson-Adams, J. & Dickinson, D. K. (2020). Sound stories: Using nonverbal sound effects to support children's word learning in first grade music classrooms. *Reading Research Quarterly*, 1-23, doi:10.1002/rrq.280
- Hadley, E. B., Dedrick, R. F., Dickinson, D. K., Kim, E. S., Hirsh-Pasek, K., & Golinkoff, R. M. (under review). Why don't children learn more words? Exploring the relations between child and word characteristics and preschoolers' word-learning.
- Kan, D., Dickinson, D.K., Camarata, S. M. (under review). Language Environments for Young Children with Hearing Loss: Teachers' Use of Linguistic Input Strategies that Support Vocabulary Development
- Hadley, E., Dickinson, D.K. (in press). Cues for Word-Learning During Shared Book-Reading and Guided Play in Preschool. *Journal of Child Language*.
- Dickinson, D. K., Nesbitt, K. T., & Hofer, K. G. (2019). Effects of language on initial reading: Direct and indirect associations between code and language from preschool to first grade. *Early Childhood Research Quarterly*, 49, 122-137. doi:10.1016/j.ecresq.2019.04.005.
- Barnes, E.M., Oliveira, A.W., & Dickinson, D.K. (2019). Supporting academic language during Head Start pre-kindergarten read-alouds. *Journal of Education for Students Placed at Risk*. Doi: 10.1080/10824669.2019.1657868.
- Barnes, E. M., Oliveira, A. W., & Dickinson, D. K. (2019). Teacher Accommodation of Academic Language During Head Start Pre-Kindergarten Read-Alouds. *Journal of Education for Students Placed at Risk (JESPAR)*, 1-25. doi:10.1080/10824669.2019.1657868
- Dickinson, D.K., Collins, M.F., Nesbitt, K.T., Toub, T.S., Hassinger-Das, B.L., 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*. 20:2, 20:2, 136-164, doi: 10.1080/15248372.2018.1483373
- Dore, R.A., Shririlla, M., Hopkins, E., Collins, M., Scott, M. Schatz, J., Lawson-Adams, J., Valladares, T., Foster, L., Puttre, H., Spiewak Toub, T., Golinkoff, R.M., Dickinson, D.K., Hirsh-Pasek, K. (2019). Education in the appstore: Using a mobile game to support preschoolers' vocabulary learning. *Journal of Children and Media*, 13(4). <https://doi.org/10.1080/17482798.2019.1650788>.
- Hadley, E. B. & Dickinson, D. K. (in press). Measuring young children's word knowledge: A conceptual review. *Journal of Early Childhood Literacy*.
- Toub, T.S., Hassinger-Das, B., Nesbitt, K. T., Ilgaz, H., Weisberg, D. S., Hirsh-Pasek, K., Golinkoff, R. M., Nicolopoulou, A. & Dickinson, D. (In press). The language of play: Developing preschool vocabulary through play following shared book-reading. *Early Childhood Research Quarterly*.
- Barnes, E., Grifenhagen, J. & Dickinson, D. K. (2019). Mealtimes in Head Start Pre-K Classrooms: Examining Language-Promoting Opportunities in a Hybrid Space. *Journal of Child Language*.
- Dickinson, D.K., Nesbitt, K.T., Collins, M.F., Hadley, E.B., Newman, K., Rivera, B.L, 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.
- Dickinson, D.K., Collins, M.F., Nesbitt, K.T., Toub, T.S., Hassinger-Das, B.L., 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(2), 136-164. doi:10.1080/15248372.2018.1483373
- Hadley, E.B., Dickinson, D.K., Hirsh-Pasek, K., & Golinkoff, R.M. (2019). Building Semantic Networks: The Impact of a Vocabulary Intervention on Preschoolers' Depth of Word Knowledge. *Reading Research Quarterly*, 54 (1), 42-61.
- Barnes, E. M. and D. K. Dickinson (2018). Relationships Among Teachers' Use of Mental State Verbs and Children's Vocabulary Growth." *Early Education and Development*: 1-17.
- Toub, T. S., Hassinger-Das, B., Nesbitt, K. T., Ilgaz, H., Weisberg, D. S., Hirsh-Pasek, K., . . . Dickinson, D. K. (2018). The language of play: Developing preschool vocabulary through play following shared book-reading. *Early Childhood Research Quarterly*, 45, 1-17. doi:10.1016/j.ecresq.2018.01.010
- Grifenhagen, J.F., Barnes, E. & Dickinson, D.K. (2017). Talking the talk: Translating Research to Practice. *Early Child Development and Care* 187 (3-4): 509 – 526.
- Barnes, E. M. & Dickinson, D. K. (2017). The Relationship of Head Start Teachers' Academic Language Use and Children's Receptive Vocabulary. *Early Education and Development* 28(7): 794-809.
- Barnes, E. M. and D. K. Dickinson (2017). The Impact of Teachers' Commenting Strategies on Children's Vocabulary Growth." *Exceptionality* 25(3): 186-206.
- Barnes, E.M., Dickinson, D.K., & Grifenhagen, J. B. (2017). The Role of Teachers' Comments during Book Reading in Children's Vocabulary Growth. *Journal of Educational Research*, 5.
- Barnes, E., Grifenhagen, J.F, Dickinson, D.K. (2016). Oral language, instructional strategies, methods and materials. *The Reading Teacher*, (70, 1), pp. 39-48.
- 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 Students. *Reading Research Quarterly*, 51(2), 181-198.
- Hassinger-Das, B., Ridge, K., Parker, A., Golinkoff, R. M., Hirsh-Pasek, K., & Dickinson, D. K. (2016). Building Vocabulary Knowledge in Preschoolers Through Shared Book Reading and Gameplay. *Mind Brain and Education*, 10(2), 71-80.
- Weisberg, D.K., Ilgaz, H., Hirsh-Pasek, K., Golinkoff, R., Nicolopoulou, A., & Dickinson, D.K. (2015). Shovels and swords: How realistic and fantastical themes affect childrens' word learning. *Cognitive Development*, 35, 1 – 14.
- Dickinson, D. K., Hofer, K. G., Barnes, E. M., & Grifenhagen, J. B. (2014). Examining teachers' language in Head Start classrooms from a systemic linguistics approach. *Early Childhood Research Quarterly*, 29231 - 244.
- Wilson, S.J, Dickinson, D.K, & Rowe, D.W. (2013). Impact of an Early Reading First program on the language and literacy achievement of children from diverse language backgrounds. *Early Childhood Research Quarterly*, 28, 578-592.
- Dickinson, Griffith, Golinkoff & Hirsh-Pasek (2012). How Reading Books Fosters Language Development Around the World, *Child Development Research*, 2012, Article ID 602807. Url:

<http://www.hindawi.com/journals/cdr/2012/602807/>.

- Dickinson, D.K. (2011). Teachers' language practices and academic outcomes of preschool children. *Science*, 333, 964 – 967.
- Dickinson, D.K. & Porche, M. (2011). Relationship between language experiences in preschool Classrooms and children's kindergarten and fourth grade language and reading abilities. *Child Development*, 82, 3, 870 – 886.
- Castro, D., Paez, M., Dickinson, D., & Frede, E. (2011). Promoting Language and Literacy in Young Language Minority Children: Research, Practice and Policy. *Child Development Perspectives*, 5, 1, 15 – 20.
- Dickinson, D.K., Golinkoff, R.M., & Hirsh-Pasek, K. K. (2010). Speaking out for language: Why language is central to reading development. *Educational Researcher*, 39(4), 305-310.
- Ashe, M. K., Reed, S., Dickinson, D. K., Morse, Ann B., & Wilson, S. J. (2009). Cross-site Effectiveness of *Opening the World of Learning* and Site-Specific Strategies for Supporting Implementation. *Early Childhood Services*, 3(3), 179-191.
- Dickinson, D.K., Darrow, C., & Tinubu, T. (2008). Patterns of Teacher-Child Conversations in Head Start Classrooms: Implications for an Empirically-Grounded Approach to Professional Development. *Early Education and Development*, 19 (3), 396 - 429.
- Dickinson, D.K. (2007). *Breakthrough is A Path Best Not Taken*. [Review of the book *Breakthrough* by M. Fullan]. *Journal of Educational Change*, 8: 279-282.
- Dickinson, D.K., & Caswell, LC. (2007). Building Support for Language and Early Literacy in Preschool Classrooms Through In-Service Professional Development: Effects of the Literacy Environment Enrichment Program (LEEP). *Early Childhood Research Quarterly*, 22, 243 – 260.
- Dickinson, D.K. (2006). Toward a toolkit approach to describing classroom quality. *Early Education and Development*, 17(1), 177-202.
- Adger, C.T., Hoyle, S.M. & Dickinson, D.K. (2004). Locating learning in in-service education for preschool teachers. *American Education Research Journal*, 41(4), 867-900.
- Dickinson, D.K., McCabe, A., Clark-Chiarelli, N., & Wolf, A. (2004). Cross-language transfer of phonological awareness in low-income Spanish and English bilingual preschool children. *Applied Psycholinguistics*, 25, pp. 323-347.
- Dickinson, D.K., McCabe, A., Anastasopoulos, L., Peisner-Feinberg, E., Poe, M. (2003). The comprehensive language approach to early literacy: The interrelationships among vocabulary, phonological sensitivity, and print knowledge among preschool-aged children. *The Journal of Educational Psychology*, 95, 465-481.
- Dickinson, D.K. (2003). Are measures of “global quality” sufficient? *Educational Researcher*, 32, 27-28.
- Dickinson, D.K. & McCabe, A. & Sprague, K. (2003). Teacher rating of oral language and literacy development (TROLL): Individualizing early literacy instruction with a standards-based rating tool. *The Reading Teacher*, 56, April, 554-569.
Reprinted in S.J. Barrantine, & S.M. Stokes (Eds.), (2005). *Reading assessment: Principles and practices for elementary teachers (2nd ed.)*. Newark, DE: International Reading Association.
- Dickinson, D.K. (2002). Shifting images of developmentally appropriate practice as seen through different lenses. *Educational Researcher*, 31(1), 26-32.
- Dickinson, D.K. & Tabors, P.O. (2002). Fostering language and literacy in classrooms and

- homes. *Young Children*, March, 10-18.
- Howard, C., Lewkowicz, C., & Dickinson, D.K. (2002). Both sides now: An examination of the relationship between researchers and Head Start practitioners. *NHSA Dialog*, 5, 240-255.
- Abbott-Shim, M., Dickinson, D., Peisner-Feinberg, E., Schweinhart, L. (2001). How to conduct a local Head Start evaluation: Advice from the 1995-2000 Head Start Quality Improvement Centers. In Proceedings from the 7th Research Track, 28th Annual NHSA Training Conference. *NHSA Dialog*, 5, pp. 38-55.
- Dickinson, D.K. & McCabe, A.. (2001). Bringing it all together: The multiple origins, skills and environmental supports of early literacy. *Learning Disabilities Research and Practice*, 16(4), 186-202.
- McCabe, A., & Dickinson, D.K. (2001, Summer). Good talk, close listening: Laying solid foundations for literacy. *Children and families* (pp. 21-22). National Head Start Association.
- Dickinson, D.K. (2000). Current research on bilingual program models and/or best practices. *NHSA Dialogue*, 3(3), 345-351.
- Dickinson, D.K., DeTemple, J. (1998). Putting parents in the picture: Maternal reports of preschooler's literacy as a predictor of early reading. *Early Childhood Research Quarterly*, 13(2), 241-263.
- Dickinson, D.K. & Digisi, L. (March, 1998). The many rewards of a literacy-rich classroom. *Educational Leadership*, 55(6) 23-26.
Reprinted and distributed by the *American Federation of Teachers*.
- Dickinson, D.K., Hao, W., & He, Z. (1995). Pedagogical and classroom factors related to how teachers read to three- and four-year old children. In D. J. Leu (Ed.), *NRC Yearbook*.
- Dickinson, D.K., & Smith, M.W. (1994). Long-term effects of preschool teachers' book readings on low-income children's vocabulary and story comprehension. *Reading Research Quarterly*, 29(2), 104-122.
- Smith, M.W. & Dickinson, D.K. (1994). Describing oral language opportunities and environments in Head Start and other preschool classrooms. *Early Childhood Research Quarterly*, 9, 345-366.
- Dickinson, D.K. & McCabe, A. (1993). Beyond two-handed reasoning: Commentary on the work of Kieran Egan. *Linguistics and Education*, 5, 187-194.
- Dickinson, D.K., DeTemple, J.M., Hirschler, J. & Smith, M.W. (1992). Book reading with preschoolers: Co-construction of text at home and at school. *Early Childhood Research Quarterly*, 7, 323-346.
- Dickinson, D.K. (1991). Teacher stance and setting: Constraints on conversation in preschools. In A. McCabe, & C. Peterson (Eds.), *Developing narrative structure* (pp. 255-302). Hillsdale, NJ: Lawrence Erlbaum.
- Dickinson, D.K. & Smith, M. W. (1991). Preschool talk: Patterns of teacher-child interaction in early childhood classrooms. *Journal of Research in Childhood Education*, 6, 20-29.
- Dickinson, D.K. & Tabors, P. (1991). Early literacy: Linkages between home, school, and literacy achievement at age five. *Journal of Research in Childhood Education*, 6, 30-46.
- Dickinson, D.K. (1990). An environmental approach to informal evaluation in preschool. *Linguistics and Education*, 2, 147-164.
- Snow, C.E. & Dickinson, D.K. (1990). Social sources of narrative skills at home and at school. *First Language*, 10, 87-103.

- Dickinson, D.K. (1989). Implications for organizing an appropriate language program. In M. Frank (Ed.), *Facilitating children's language: Handbook for child-related professionals. Journal of Children in Contemporary Society*, 21, 59-66.
- Dickinson, D. K. (1989). Review of relevant research: Long-term effects of facilitating oral language development. In M. Frank (Ed.), *Facilitating children's language: Handbook for child-related professionals. Journal of Children in Contemporary Society*. 21, 35-54.
- Dickinson, D.K. (1989). Development of preschool children's ability to identify common materials. *Merrill-Palmer Quarterly*, 35, 165-180.
- Dickinson, D. K., & Keebler, R. (1989). Variation in preschool teachers' book reading styles. *Discourse Processes*, 12, 353-376.
- Dickinson, D. K. (1988). Learning names for materials: Factors constraining and limiting hypotheses about word meanings. *Cognitive Development*, 3, 15-35.
- Dickinson, D. K. (1987). The development of a concept of material kind. *Science Education*, 71, 615-628.
- Dickinson, D. K., & Snow, C. E. (1987). Interrelationships among prereading and oral language skills in kindergartners from two social classes. *Early Childhood Research Quarterly*, 1, 1-25.
- Dickinson, D. K. (1986). Cooperation, collaboration and a computer: Integrating a computer into a first-second grade writing program. *Research in the Teaching of English*, 20, 357-378.
- Dickinson, D. K. (1985). Creating and using formal occasions in the classroom. *Anthropology and Education Quarterly*, 16, 47-62.
- Dickinson, D. K. (1984). First impressions: Children's knowledge of words after a single exposure. *Journal of Applied Psycholinguistics*, 5, 359-373.
- Weaver, P. W., & Dickinson, D. K. (1982). Scratching below the surface structure: Exploring the usefulness of story grammars. *Discourse Processes*, 5, 225-243.
- Weaver, P. W., & Dickinson, D. K. (1979). Story comprehension and recall in dyslexic students. *Bulletin of the Orton Society*, 29, 157-171.

CHAPTERS AND REPORTS

- Dickinson, D.K., Connor, C.M., Hadley, E.B. (in press). International Perspectives on How Teachers Contribute to Children's Reading Success. In L. Voerhoeven, L., Nag, S., Perfetti, C. & Pugh, K. (Ed.), *Global Variation in Literacy Development*, Springer Verlag, Netherlands.
- Dickinson, D.K., Hofer, K.G. & Rivera, B.L. (2019). The Developing Language Foundation for Reading Comprehension: Vocabulary, Complex Syntax and Extended Discourse from Preschool to Grade One. In Veneziano, E., & Nicolopoulou, A. (Eds). *Narrative, literacy and other skills: Studies in interventions*. John Benjamin.
- Newman, K., Dickinson, D.K. (2015). Using Play to Promote Comprehension. In Pre-Reader Comprehension: One of the Essential Building Blocks to Becoming a Successful Reader. DeBruin-Parecki, A, & Gear, S. (Eds.). Brookes Publishing.
- Dickinson, D. K. (2013). Das Sprachparadoxon als Herausforderung der frühen sprachlichen Bildung. In: Kieferle, Christa/Reichert-Garschhammer, Eva/Becker-Stoll, Fabienne (Hrsg.). Sprachliche Bildung von Anfang an - Strategien, Konzepte und Erfahrungen. Goettingen: Vandenhoeck & Ruprecht.

- (Dickinson, D. K. (2013). The Language Paradox: The Challenge of Early Childhood Education. In: Kieferle, Christa/Reichert-Garschhammer, Eva/Becker-Stoll, Fabienne (Eds.). Sprachliche Bildung von Anfang an - Strategien, Konzepte und Erfahrungen. Goettingen: Vandenhoeck & Ruprecht.)
- Dickinson, D.K. & Darrow, C. (2012). Methodological and Practical Challenges of Broad-Gauged Language Interventions. In T. Shanahan & C. Lonigan (Eds.), *Literacy in Preschool and Kindergarten Children: The National Early Literacy Panel and Beyond* (pp. 195 – 216). Brookes: Baltimore, MD.
- Dickinson, D.K., Barnes, E., & Mock, J.-S. (2012). The Contribution of Curriculum to Knowledge building and Vocabulary Instruction in and Preschool classrooms. In Pinkham, Kaefer, & Neuman, *Knowledge development in early childhood* (pp. 163 – 184). New York, NY: Guilford Press.
- Dickinson, D.K. (2012). Approaches to Studying Language in Preschool Classrooms (pp. 254 – 279). In E. Hoff (Ed.), *Guide to Research Methods in Child Language*, Wiley-Blackwell.
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(Why Reading Books With Children Birth – Three Helps Foster Long-term Reading Success. Instituto Alpha E Beto. Monograph translated into Portuguese for dissemination in Brazil.)
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PEER-REVIEWED RESEARCH PRESENTATIONS

- Collins, M. F., Herbert, K., Hopkins, E., Lawson-Adams, J., Shirilla, M., Dore, R., Scott, M., Dickinson, D. K., Golinkoff, R. M. & Hirsh-Pasek, K. (2020, Apr 17 - 21) *Deepening Comprehension: Exploring the Effects of a Book-Reading Intervention on Children's Inferential Thinking* [Symposium]. AERA Annual Meeting San Francisco, CA <http://tinyurl.com/t3z8qjf> (Conference Canceled)
- Herbert, K., Mark, J. & Dickinson, D. K. (2020, Apr 17 - 21) Examining the Role of a Vocabulary-Focused Intervention in Teachers' Book Reading Practices [Symposium]. AERA Annual Meeting San Francisco, CA <http://tinyurl.com/wxj6cf2> (Conference Canceled)
- Lawson-Adams, J. & Dickinson, D. K. (2020, Apr 17 - 21) *Multimodal Lexical Representations and Nonverbal Supports: A Systematic Review of the Vocabulary Literature* [Symposium]. AERA Annual Meeting San Francisco, CA <http://tinyurl.com/swnraq4> (Conference Canceled)
- Lawson-Adams, J. & Dickinson, D. K. (2020, Apr 17 - 21) *Preschool Children's Receptive Word Learning Through Sung and Rhythmically Spoken Songs* [Roundtable Session]. AERA Annual Meeting San Francisco, CA <http://tinyurl.com/t6zewc7> (Conference Canceled)
- Scott, M.E., Lawson-Adams, J., Hopkins, E., Weaver, H., Schatz, J., Dore, R., Shirilla, M., Collins, M., Dickinson, D., Golinkoff, R., Hirsh-Pasek, K. (2020, April). The Impact of Vocabulary Ability on Word Learning in a Playful Intervention Setting. In K. Newman (chair), *Playing With Words: How Multimodal Interactions Nurture Children's Vocabulary Development*. Symposium to be conducted at the Annual Meeting of the American Educational Research Association: San Francisco, CA.
- Toub, T. S., Preston, M., Hopkins, E., Scott, M. E., Dore, R., Collins, M., Lawson-Adams, J., Schatz, J., Weaver, H., Herbert, K., Dickinson, D., Golinkoff, R., & Hirsh-Pasek, K. (2020, May). A play on words: Music, drama, and games differentially support preschoolers' vocabulary. Paper to be presented at the Society for Research in Child Development's Special Topic Meeting on Learning through Play and Imagination: St. Louis, MO.
- Barnes, E.B., Oliveira, A.W., & Dickinson, D.K. (Dec. 2019, December). Supporting academic language during pre-kindergarten read alouds. Literacy Research Association's Annual Conference, Tampa, FL.
- Collins, M., Herbert, K., Hopkins, E., Lawson-Adams, J., Scott, M., Dickinson, D.K., Golinkoff, R.,

- Hirsh-Pasek, K. Increasing Children's Capacity for Word Learning: Examining Growth in Vocabulary. D. Dickinson (Chair), *Fostering Language Learning in Multiple Settings in Preschool Classrooms: Outcomes and Language Using Processes*. Symposium at the 69th Annual Literacy Research Association Conference: Tampa, FL.
- Dickinson, D.K. (2019, December). Discussant for D. Dickinson (Chair), *Fostering Language Learning in Multiple Settings in Preschool Classrooms: Outcomes and Language Using Processes*. Symposium at the 69th Annual Literacy Research Association Conference: Tampa, FL.
- Dickinson, D.K. (2019, December). Presenter, *Word Study: Phonics, Vocabulary, and Spelling*, Literacy Research Association, Tampa, FL.
- Hadley, E. B., & Dickinson, D. K. (2019, December). Investigating factors that support word-learning: The role of word supports and interaction types. Paper presented at the annual meeting of the Literacy Research Association, Tampa, FL.
- Herbert, K., Mark, J., & Dickinson, D.K. (2019, December). Inquiring into the Role of a Vocabulary Intervention in Shaping Teachers' Book Reading Practices. In D. Dickinson (chair), *Fostering Language Learning in Multiple Settings in Preschool Classrooms: Outcomes and Language Using Processes*. Symposium at the 69th Annual Literacy Research Association Conference: Tampa, FL.
- Lawson-Adams, J. & Dickinson, D.K. (2019, December). Building children's knowledge of verbs and abstract nouns in a music classroom through semantically related sound effects. In D. Dickinson (chair), *Fostering Language Learning in Multiple Settings in Preschool Classrooms: Outcomes and Language Using Processes*. Symposium at the 69th Annual Literacy Research Association Conference: Tampa, FL.
- Scott, M., Hopkins, E., Schatz, J., Spiewak, T., Dore, R., Shirilla, M., Collins, M., Lawson-Adams, J., Golinkoff, R., Hirsh-Pasek, K., Dickinson, D.K. (2019, December). Exploring the Effectiveness of Small-group games in Vocabulary Learning. In D. Dickinson (chair), *Fostering Language Learning in Multiple Settings in Preschool Classrooms: Outcomes and Language Using Processes*. Symposium at the 69th Annual Literacy Research Association Conference: Tampa, FL.
- Hadley, E. B., & Dickinson, D. K. (2019, December). Investigating factors that support word-learning: The role of word supports and interaction types. Paper presented at the annual meeting of the Literacy Research Association, Tampa, FL.
- Lawson-Adams, J. & Dickinson, D.K. (2019, December). Building children's knowledge of verbs and abstract nouns in a music classroom through semantically related sound effects. In E. Barnes (chair), *Fostering Language Learning in Multiple Settings in Preschool Classrooms: Outcomes and Language Using Processes*. Symposium to be conducted at the 69th Annual Literacy Research Association Conference: Tampa, FL.
- Dickinson, D.K (May, 2019). A Participatory Exploration of Approaches of Fostering Language Birth – Kindergarten, National Head Start Association Annual Conference, Austin, TX
- Dickinson, D.K., Hopkins, E. J., Collins, M.F., Scott, M.E., Schatz, J., Herrt, K., Hopkins, E. Dore, R., Lawson-Adams, J., Scott, M., Schatz, J., Toub, T.S., Lawson-Adams, J., Dore, R.A., Shirilla, M., Golinkoff, R., Hirsh-Pasek, K. (2019, July), Preschool children's recall of words of words over time. Annual meeting of the Society for Scientific Studies in Reading, Toronto, CA.
- Dore, R. A., Shirilla, M., Saunders, T., Foster, L., Hopkins, E. J., Toub, T. S., Collins, M., Schatz, J.,

- Scott, M., Lawson-Adams, J., Hadley, E., Golinkoff, R., Hirsh-Pasek, K., & Dickinson, D. (2019, March). Designing an app to support low-SES preschoolers' vocabulary learning using science of learning principles. In M. Callaghan (chair), Connecting development to mobile preschool app design and use. Symposium to be conducted 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., Golinkoff, R., Hirsh-Pasek, K. (2019, March). The effect of home language status on preschool children's learning from a vocabulary intervention. Biennial meeting of the Society for Research in Child Development: Baltimore, MD.
- Hopkins, E. J., Collins, M., Dore, R. A., Lawson-Adams, J., Schatz, J., Scott, M., Shirilla, M., Toub, T. S., Dickinson, D., Golinkoff, R., & Hirsh-Pasek, K. (2019, March). Playtime is learning time: A play and reading intervention to teach vocabulary. In M. Scott (chair), Exploring recent techniques in classroom vocabulary interventions. Biennial Meeting of the Society for Research in Child Development: Baltimore, MD.
- Lawson-Adams, J., Dickinson, D., Herbert, K., Collins, M., Hadley, E., Hopkins, E. J., Scott, M., Schatz, J., Dore, R. A., Shirilla, M., Toub, T. S., Golinkoff, R., & Hirsh-Pasek, K. (2019, March). Child language and cognitive characteristics associated with vocabulary learning in a preschool language intervention. In D. Dickinson (chair), Supporting dual language learner's acquisition of English in preschool classroom. Biennial Meeting of the Society for Research in Child Development: Baltimore, MD.
- Scott, M., Weaver, H., Hadley, E., Hopkins, E. J., Toub, T. S., Dore, R. A., Shirilla, M., Collins, M., Lawson-Adams, J., Schatz, J., Dickinson, D., Golinkoff, R., & Hirsh-Pasek, K. (2019, March). Exploring the semantic structure of children's responses in a vocabulary intervention. In E. Hadley (chair), The role of semantic networks in early word-learning. Symposium to be conducted at the Biennial Meeting of the Society for Research in Child Development: Baltimore, MD.
- Shirilla, M., Dore, R. A., Hopkins, E. J., Scott, M., Weaver, H., Collins, M., Lawson-Adams, J., Schatz, J., Toub, T. S., Dickinson, D., Golinkoff, R., Hirsh-Pasek, K. (2019, March). Morphing meanings: Using a digital app to investigate vocabulary learning beyond simply right or wrong. In D. Levine (chair), Language science meets new technology: Measuring early language to advance research and practice. Symposium to be conducted at the Biennial Meeting of the Society for Research in Child Development: Baltimore, MD.
- Barnes, E.B., Oliveira, A.W., & Dickinson, D.K. (Dec. 2019, December). Supporting academic language during pre-kindergarten read alouds. Literacy Research Association's Annual Conference, Tampa, FL.
- Collins, M., Herbert, K., Hopkins, E., Lawson-Adams, J., Scott, M., Dickinson, D.K., Golinkoff, R., Hirsh-Pasek, K. Increasing Children's Capacity for Word Learning: Examining Growth in Vocabulary. D. Dickinson (Chair), Fostering Language Learning in Multiple Settings in Preschool Classrooms: Outcomes and Language Using Processes. Symposium at the 69th Annual Literacy Research Association Conference: Tampa, FL.
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- Lawson-Adams, J. & Dickinson, D.K. (2019, December). Building children's knowledge of verbs and abstract nouns in a music classroom through semantically related sound effects. In D. Dickinson (chair), *Fostering Language Learning in Multiple Settings in Preschool Classrooms: Outcomes and Language Using Processes*. Symposium at the 69th Annual Literacy Research Association Conference: Tampa, FL.
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- Lawson-Adams, J. & Dickinson, D.K. (2020, April). Preschool children's receptive word learning through sung and rhythmically spoken songs. In L. Helman and J. Groene (chairs), *Strategies to Support Student Vocabulary Learning*. Roundtable to be conducted at the annual meeting of the American Educational Research Association: San Francisco, CA.
- Lawson-Adams, J. & Dickinson, D.K. (2020, April). Multimodal lexical representations and nonverbal supports: A systematic review of the vocabulary literature. In D. Dickinson (chair), *Playing with Words: How Multimodal Interactions Nurture Children's Vocabulary Development*. Symposium to be conducted at the annual meeting of the American Educational Research Association: San Francisco, CA.
- Hadley, E. B., & Dickinson, D. K. (2019, December). Investigating factors that support word-learning: The role of word supports and interaction types. Paper presented at the annual meeting of the Literacy Research Association, Tampa, FL.
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- Collins, M., Herbert, K., Hopkins, E., Dore, R., Shirilla, M., Scott, M., Lawson-Adams, J., Dickinson, D., Golinkoff, R., & Hirsh-Pasek, K., (2020, April). Deepening comprehension: Exploring the effects of a bookreading intervention on children's inferential thinking. In D. Dickinson (chair), *Children's Conceptual Knowledge, Thinking, and Teacher Talk: A Fellowship of Unsung Heroes*

- in Language Comprehension. Symposium conducted at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Scott, M.E., Lawson-Adams, J., Hopkins, E., Weaver, H., Schatz, J., Dore, R., Shirilla, M., Collins, M., Dickinson, D., Golinkoff, R., Hirsh-Pasek, K. (2020, April). The Impact of Vocabulary Ability on Word Learning in a Playful Intervention Setting. In K. Newman (chair), *Playing With Words: How Multimodal Interactions Nurture Children’s Vocabulary Development*. Symposium to be conducted at the Annual Meeting of the American Educational Research Association: San Francisco, CA.
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- Dore, R. A., Shirilla, M., Saunders, T., Foster, L., Hopkins, E. J., Toub, T. S., Collins, M., Schatz, J., Scott, M., Lawson-Adams, J., Hadley, E., Golinkoff, R., Hirsh-Pasek, K., & Dickinson, D. (2019, March). Designing an app to support low-SES preschoolers’ vocabulary learning using science of learning principles. In M. Callaghan (chair), *Connecting development to mobile preschool app design and use*. Symposium to be conducted 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., Golinkoff, R., Hirsh-Pasek, K. (2019, March). The effect of home language status on preschool children’s learning from a vocabulary intervention. Biennial meeting of the Society for Research in Child Development: Baltimore, MD.
- Hopkins, E. J., Collins, M., Dore, R. A., Lawson-Adams, J., Schatz, J., Scott, M., Shirilla, M., Toub, T. S., Dickinson, D., Golinkoff, R., & Hirsh-Pasek, K. (2019, March). Playtime is learning time: A play and reading intervention to teach vocabulary. In M. Scott (chair), *Exploring recent techniques in classroom vocabulary interventions*. Biennial Meeting of the Society for Research in Child Development: Baltimore, MD.
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- Scott, M., Weaver, H., Hadley, E., Hopkins, E. J., Toub, T. S., Dore, R. A., Shirilla, M., Collins, M., Lawson-Adams, J., Schatz, J., Dickinson, D., Golinkoff, R., & Hirsh-Pasek, K. (2019, March). Exploring the semantic structure of children’s responses in a vocabulary intervention. In E. Hadley (chair), *The role of semantic networks in early word-learning*. Symposium to be conducted at the Biennial Meeting of the Society for Research in Child Development: Baltimore, MD.
- Shirilla, M., Dore, R. A., Hopkins, E. J., Scott, M., Weaver, H., Collins, M., Lawson-Adams, J., Schatz, J.,

- Toub, T. S., Dickinson, D., Golinkoff, R., Hirsh-Pasek, K. (2019, March). Morphing meanings: Using a digital app to investigate vocabulary learning beyond simply right or wrong. In D. Levine (chair), Language science meets new technology: Measuring early language to advance research and practice. Symposium to be conducted 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., Rivera, B.L., Ilgaz, H., Hassinger-Das, B., Spiewak, Golinkoff, R. Hirsh-Pasek, K. (2018, November). Preschool Classroom Supports for Teaching Vocabulary to Children from Low-income Homes. Annual meeting of ASHA, Boston, MA.
- Dickinson, D.K., Collins, M.F., Herbert, K., Lawson, J.R., Dore, R., Hopkins, E., Schatz, J., Scott, M. Shirilla, M., Golinkoff, R., Hirsh-Pasek, K. (June, 2018). Using Book Reading, Games and Music to Teach Vocabulary to Preschool Children from Low-Income Homes: Research and Methods, National Association for the Education of Young Children, Washington, D.C.
- Toub, T. S., Dore, R., Shirilla, M., Saunders, T., Foster, L., Hopkins, E., Collins, M. F., Schatz, J., Scott, M. E., Lawson, J., Hadley, E. B., Golinkoff, R. M., Hirsh-Pasek, K., & Dickinson, D. K. (2018, August). Playing with words: Supporting early vocabulary learning using a digital game. Poster presented at the Connected Learning Summit, Cambridge, MA.
- Dickinson, D.K. & Nesbitt, K. (July, 2018). *A Downward Extension of the Simple View of Reading*. Annual Conference of the Society for Scientific Studies in Reading, Brighton, England
- Dickinson, D.K. Collins, M.F., Herbert, K. Lawson, J., Dore, R., Hopkins, E., Schatz, J., Scott, M., Shirilla, M., Weaver, H. Golinkoff, R. Hirsh-Pasek, K. (June, 2018). Proven strategies for teaching vocabulary with book reading, games, and music. Professional Learning Institute of NAEYC, Austin, TX.
- Collins, M.C., Nesbitt, K.T., Dickinson, D.K., Toub, T. S. Toub, Hassinger-Das, B., Hadley, E., Newman, K., Rivera, B.L., Nicolopoulou, Ageliki, Golinkoff, R.M., Hirsh-Pasek, K. (June, 2018), *Thinking Outside the Book to Support Vocabulary: Bookreading + Play*. National Research Conference on Early Education, Washington, D.C.
- Dickinson, D.K. Collins, M.F., Herbert K., Lawson, J..R. Hopkins, E., Dore, R., Schatz, J. Scott, M., Shirilla, M., Golinkoff, R. & Hirsh-Pasek, K. (2018, June). Proven Strategies for Teaching Vocabulary with Book Reading, Games, and Music. Professional Learning Conference of the National Association for the Education of Young Children, Austin, TX.
- Dore, R.A.* , Hassinger-Das, B.* , Shirilla, M. Valladares, T., Foster, L., Hopkins, E., Collins, M., Spiewak Toub, T., Scott, M., Shatz, J., Lawson, J., Brezack, N., Paller, A., Vu, L., Dickinson, D., Golinkoff, R.M., Hirsh-Pasek, K. (2018, April) Is there an app for that? Children's learning from media on mobile devices. In R. Dore, B. Hassinger-Das, R.M. Golinkoff, & K. Hirsh-Pasek (Chairs), Growing up a digital native: Effects on cognition, parent-child interaction, and healthy development. Symposium conducted at the American Psychological Association's conference on Technology, Mind & Society, Washington, DC.
- *co-first authors
- Dore, R. A., Shirilla, M., Saunders, T., Foster, L., Hopkins, E. J., Spiewak Toub, T. S., Collins, M. F., Schatz, J., Scott, M., Lawson, J., Hadley, E. B., Golinkoff, R.M., Hirsh-Pasek, K., and Dickinson, D. (January 2018). Games for learning: Preschoolers' vocabulary learning from a tablet-based

- game. Poster presented at the Institute of Education Sciences Principle Investigators Meeting, Arlington, VA.
- Lawson, J. and Dickinson, D. (2018, April). Sound stories: Using musical sound effects to support children's word learning. In J. Lawson (Chair), Sing, play, listen: Exploring the role of music and sounds in vocabulary learning. Symposium conducted at the annual meeting of the American Educational Research Association: New York City, NY.
- Dore, R. A., Shirilla, M., Saunders, T., Foster, L., Hopkins, E. J., Spiewak Toub, T. S., Collins, M. F., Schatz, J., Scott, M., Lawson, J., Hadley, E. B., Golinkoff, R.M., Hirsh-Pasek, K., and Dickinson, D. (2017, October). Time to go on a space adventure! Using digital games to support early vocabulary learning. Poster presented at the Biennial Meeting of the Cognitive Development Society: Portland, OR.
- Hirsh-Pasek, K., Hopkins, E. J., Scott, M. E., Schatz, J., Toub, T. S., Dickinson, D., Collins, M., Lawson, J., Golinkoff, R. M., Dore, R. A., & Shirilla, M. (2017, October). The joy of vocabulary learning: A preschool reading and play intervention. In E. Albro (chair), Words in the world: Novel approaches to improving preschoolers' vocabulary development. Symposium conducted at the Biennial Meeting of the Cognitive Development Society: Portland, OR.
- Hopkins, E. J., Scott, M. E., Schatz, J., Toub, T. S., Collins, M. F., Lawson, J., Dore, R. A., Shirilla, M., Dickinson, D. K., Golinkoff, R. M., & Hirsh-Pasek, K. (2017, October). Long-term benefits of boosting vocabulary through reading and play. Poster presented at the Biennial Meeting of the Cognitive Development Society: Portland, OR.
- Shirilla, M., Dore, R. A., Hopkins, E. J., Spiewak Toub, T. S., Collins, M. F., Schatz, J., Scott, M., Lawson, J., Hadley, E. B., Dickinson, D., Hirsh-Pasek, K., and Golinkoff, R.M. (2017, October). Self-regulation and general vocabulary knowledge in a guided play intervention. Poster presented at the Biennial Meeting of the Cognitive Development Society: Portland, OR.
- Dickinson, D.K. (April, 2017). Panelist and Co-organizer of *Using Technology to Overcome Poverty-Related Disparities in Early Language Experience*, SRCD pre-conference invited workshop.
- Dickinson, D.K. (April, 2017). *Features of Preschool Classrooms that Support Language Learning*. Society for Research in Child Development, Austin, TX.
- Collins, M.F., Nesbitt K.T., Rivera B., Toub T. S., Hasinger-das B., Ilgaz H., Newman, K. Hadley, E. Nicolopoulou A., Dickinson D.K., Golkinof, R³, Hirsh-Pasek K. (April, 2017). *Effects of a Book Reading and Play Intervention on Children's Story Comprehension*, Biennial Conference of the Society for Research in Child Development. Austin, TX.
- Dickinson, D.K., Collins, M.J., & Pion, G. (December, 2016). *English-Arabic Dual Language Instruction in an Abu Dhabi Preschool*. Annual convention of the Literacy Research Association, Nashville, TN.
- Dickinson, D.K. Collins, M.F. Hadley, E.B., Newman, K., Nesbitt, K., Rivera, B.L., Ilgaz, H., Hassinger-Das, B. Spiewak, T., Golinkoff, R. Hirsh-Pasek, K., Nicolopoulou, A. (July, 2016). *Combining book reading and play to teach vocabulary*. Annual convention of the Society for Scientific Studies in Reading, Porto, Portugal.
- Dickinson, D.K., Collins, M.J., Pion, G., Chenier, D. Hassan Al Yahal, A. Hitch, R. Al Shehhi, K. M. A. (July, 2016). *Sustaining High Quality Bilingual Instruction in Preschool Classrooms in Abu Dhabi*. Annual convention of the Society for Scientific Studies in Reading, Porto, Portugal.

- Lawson, J. & Dickinson, D.K. (May, 2016). *Playing with Words: Using games, music, and drama to support vocabulary*. National Head Start Association, Nashville, TN.
- Dickinson, D.K. (2016, March). International perspectives on the effects of teacher-child discourse on language and comprehension, *Global Variation in Literacy Development*, NIAS Workshop, Wassenaar, Netherlands.
- Barnes, E.M., Dickinson, D.K. & Yurkewecz, T. (2015, December). *Support for sophisticated vocabulary in pre-k classrooms*. Annual conference of the Literacy Research Association, Carlsbad, CA.
- Dickinson, D.K., Collins, M., Hadley, E., Newman, K., Rivera, B., Nesbitt, K., Hassinger-Das, B., Toub, T.S., Golinkoff, R.M., & Hirsh-Pasek, K. (2015, December), *Effects of a scalable teacher-delivered preschool book reading intervention*. Annual conference of the Literacy Research Association, Carlsbad, CA.
- Toub, T. S., Hassinger-Das, B., Ilgaz, H., Weisberg, D. S., Nesbitt, K. T., Collins, M. F., Eye, J., Hadley, E., Rivera, B., Newman, K., Golinkoff, R. M., Hirsh-Pasek, K., Dickinson, D. K., Nicolopoulou, A. (2015, October). Learning through play: Improving vocabulary knowledge for low-income preschoolers. In N. M. Isacoff (Chair), *Vocabulary and cognitive development: Crossing the basic-applied divide*. Symposium conducted at the Ninth Biennial Meeting of the Cognitive Development Society, Columbus, Ohio.
- Dickinson, D.K., Collins, M.F., Hadley, E.B., Nesbitt, K.T., Rivera, B.L., Hassinger-Das, B., Toub, T.S., Golinkoff, R., Hirsh-Pasek, K. (July, 2015). Effects of teacher-delivered book reading on preschool children's receptive and expressive vocabulary. Annual conference of the Society for Scientific Studies in Reading, The Big Island, Hawaii.
- Toub, T.S., Hassinger-Das, B., Ilgaz, H., Hirsh-Pasek, K., Golinkoff, R., Dickinson, D., Collins, M.F., Nesbitt, K.T. (2014, November). Development through shared book reading and play. Boston University Child Language Development Conference, Boston, MA.
- Barnes, E. & Dickinson, D.K. (2014, July). Commenting during Book Reading in Head Start Classrooms. In D.K. Dickinson (Chair), *Observing Use and Intervening to Enhance Language Supports in Preschool Classrooms* at the annual conference of the Society for Scientific Studies in Reading, Santa Fe, NM.
- Dickinson, D.K. & Hofer, K. (2014, July). Examining Preschool Classrooms for Evidence of Academic Language Registers. In D.K. Dickinson (Chair), *Observing Use and Intervening to Enhance Language Supports in Preschool Classrooms* at the annual conference of the Society for Scientific Studies in Reading, Santa Fe, NM.
- Newman, K., Dickinson, D.K., & Morse, A. (2014, June). Developing of teachers' skills fostering language through book reading. Annual NAEYC Professional Development Conference, Minneapolis, MN.

- Spiewak, T., Ilgaz, H., Hirsh-Pasek, K., Golinkoff, R., Dickinson, D. & Nicolopoulou, A., (2014, March). Paper presented at the annual meeting of the Jean Piaget Society. Playful learning: Promoting preschoolers' vocabulary development through adult-supported play.
- Dickinson, D.K. & Hofer, K.G. (2013, July). Support for the Comprehensive Language Approach to Early Literacy Development. Paper presented at the annual conference of the Society for Scientific Studies in Reading, Hong Kong.
- Mock, J.-S., Dickinson, D. K. (2013, May). Measuring conceptual richness in teachers' talk in Head Start small group science lessons. Poster presented at the annual meeting of the International Reading Association, San Antonio, TX.
- Rivera, B.L., & Dickinson, D.K. (2013, May). Exploring the relationship between vocabulary learning and narrative recall. Poster presented at the annual convention of the International Reading Association, San Antonio, TX.
- Dickinson, D.K., Turner, K.A., Collins, M.F., Golinkoff, R.M., Ilgaz, H., Weisberg, D., Hadley, E.B., Newman, K.M., & Rivera, B.L. (April, 2103), More learning occurs when book reading is followed by teacher-supported play. In S.J. Wilson, (Chair), *Reading and Teacher-Guided Play: Teaching and Learning Processes Associated with Enhanced Vocabulary Learning in Preschool* at the annual conference of the American Education Research Association, San Francisco, CA.
- Dickinson, D.K. & Wilson, S.J. (April, 2013). Features of prekindergarten classroom quality and the relationship to children's language and literacy development. In D. Farran (Chair). *Examining Associations Between Teaching and Learning Processes and Children's Development in Large-Scale Preschool Interventions*, the American Education Research Association, San Francisco, CA.
- Newman, K.M., Hadley, E.B., Turner, K.A., & Dickinson, D.K. (April, 2013). Inferential talk in Guided Play linked to preschool children's vocabulary gains. In S.J. Wilson (Chair), *Reading and Teacher-Guided Play: Teaching and Learning Processes Associated with Enhanced Vocabulary Learning in Preschool*. Annual conference of the American Education Research Association, San Francisco, CA.
- Barnes, E.M., & Dickinson, D.K. (April, 2013). Teachers' commenting practices during Shared Book Reading. In E.Hoff (Chair,): *Fostering Language Development in Head Start Preschool Classrooms* . Biennial conference of the Society for Research in Child Development, Seattle, WA.
- Dickinson, D.K., Hirsh-Pasek, K., Golinkoff, R., Nicolopoulou, A., & Collins, M. (April, 2013). The Read-Play-Learn intervention and research design. In A. Nicolopoulou (Chair), *Effects of Varied Types of Adult-Supported Play on Preschool Children's Receptive Vocabulary*. Biennial conference of the Society for Research in Child Development, Seattle, WA.
- Grifenhagen, J.B., & Dickinson, D.K. (April, 2013). Word Learning Opportunities and Vocabulary Development in Preschool Classrooms. In E.Hoff (Chair). *Fostering Language Development in Head Start Preschool Classrooms* . Biennial conference of the Society for Research in Child Development, Seattle, WA.
- Hadley, E. & Dickinson D.K. (April, 2013. In D.K. Dickinson (Chair), *The Mechanisms and Impact of Adult Support for Language Learning in Early Childhood: A Detailed Approach to Assessing*

- Preschool Children's Depth of Word Knowledge*. Presented at the biennial conference of the Society for Research in Child Development, Seattle, WA.
- Mock, J.-S., Dickinson, D. K. (2013, April). Preschool teacher-child interactions that foster language and concept development. In D.K. Dickinson (Chair), *The Mechanisms and Impact of Adult Support for Language Learning in Early Childhood: A Detailed Approach to Assessing Preschool Children's Depth of Word Knowledge*. Presented at the biennial meeting of the Society for Research in Child Development, Seattle, WA.
- Newman, K. M. & Dickinson, D. K. (May, 2013). Teacher responsiveness and explicit instruction in guided play. In S. Wilson, (Chair), *Reading and teacher-guided play: Teaching and learning processes associated with enhanced vocabulary learning in preschool*. Paper presented at the American Educational Research Association Conference, San Francisco, CA.
- Newman, K.M., Turner, K.A., & Dickinson, D.K. (April, 2013). Preschoolers' spontaneous talk in Guided Play promotes word learning. In D.K. Dickinson (Chair), *The Mechanisms and Impact of Adult Support for Language Learning in Early Childhood: A Detailed Approach to Assessing Preschool Children's Depth of Word Knowledge*. The biennial conference of the Society for Research in Child Development, Seattle, WA.
- Rivera, B.L. & Dickinson D.K., (April, 2013). Exploring the relationship between vocabulary learning, play, and Narrative retell. In D.K. Dickinson (Chair), *The Mechanisms and Impact of Adult Support for Language Learning in Early Childhood: A Detailed Approach to Assessing Preschool Children's Depth of Word Knowledge*. The biennial conference of the Society for Research in Child Development, Seattle, WA.
- Rivera, B.L., Turner, K.A., Hadley, E.B., & Dickinson, D.K. April, 2013). Story Recall is Related to Word Learning: Effects of Hearing Books and Engaging in Play In S.J. Wilson (Chair), *Reading and Teacher-Guided Play: Teaching and Learning Processes Associated with Enhanced Vocabulary Learning in Preschool* at the annual conference of the American Education Research Association, San Francisco, CA.
- Dickinson, D.K. (2012, November). Discussant for *Vocabulary Instruction in Early Education Settings: Investigating Curriculum Support, Pedagogical Techniques, and Child Language Outcomes*. Symposium at LRA annual conference, San Diego, CA.
- Grifenhagen, J. F., & Dickinson, D.K. (2012, November). Teachable Moments: Children's Opportunities for Word Learning During Free Play. In D.K. Dickinson (Chair), *Vocabulary Instruction in Early Education Settings: Investigating Curriculum Support, Pedagogical Techniques, and Child Language Outcomes*. Paper delivered as part of a symposium at LRA annual conference, San Diego, CA.
- Hadley, E., & Dickinson, D.K. (2012, November), Language Learning through Play: A Novel Model of Early Childhood Vocabulary Acquisition. In D.K. Dickinson, Chair, *Fostering depth of vocabulary knowledge in preschoolers through book reading and play*. Paper presented at the Literacy Research Association Conference, San Diego, CA.
- Newman, K. M., & Dickinson, D.K. (2012, November). Language learning through play: A novel model of early childhood vocabulary acquisition. In D.K. Dickinson, Chair, *Fostering depth of vocabulary knowledge in preschoolers through book reading and play*. Paper presented at the Literacy Research Association Conference, San Diego, CA.

- Rivera, Bretta L., & Dickinson, D.K. (November, 2012). Employing Play as a Support for Word Learning and Story Comprehension. In D.K. Dickinson, Chair, *Fostering depth of vocabulary knowledge in preschoolers through book reading and play*. Paper delivered as part of a symposium at LRA annual conference, San Diego, CA.
- Barnes, E.M., & Dickinson, D.K. (November, 2012). Is book reading a unified construct? Examining the relationship of teachers' book reading styles and use of extra-textual discussions. In D.K. Dickinson (Chair), *Vocabulary Instruction in Early Education Settings: Investigating Curriculum Support, Pedagogical Techniques, and Child Language Outcomes*. Paper delivered as part of a symposium at LRA annual conference, San Diego, CA.
- Mock, J-S. (November, 2012). The nature of teacher-child interactions in six preschool science small group lessons. In D.K. Dickinson (Chair), *Vocabulary Instruction in Early Education Settings: Investigating Curriculum Support, Pedagogical Techniques, and Child Language Outcomes*. Paper delivered as part of a symposium at LRA annual conference, San Diego, CA.
- Dunn Davison, M., Schuele, C. M., Fisher, J., Combs, S., Krimm, H., & Dickinson, D. (2012, November). *Preschool teacher talk: what relates to more complex syntax*. Poster presented at the Annual Convention of the American Speech-Language and Hearing Association, Atlanta, GA.
- Barnes, E.M., & Dickinson, D.K. (November, 2012). Is book reading a unified construct? Examining the relationship of teachers' book reading styles and use of extra-textual discussions. In D.K. Dickinson (Chair), *Vocabulary Instruction in Early Education Settings: Investigating Curriculum Support, Pedagogical Techniques, and Child Language Outcomes*. Paper delivered as part of a symposium at LRA annual conference, San Diego, CA.
- Mock, J-S. (November, 2012). The nature of teacher-child interactions in six preschool science small group lessons. In D.K. Dickinson (Chair), *Vocabulary Instruction in Early Education Settings: Investigating Curriculum Support, Pedagogical Techniques, and Child Language Outcomes*. Paper delivered as part of a symposium at LRA annual conference, San Diego, CA.
- Mock, J.-S., Dickinson, D. K. (2012, April). The impact of curriculum implementation on conceptual and vocabulary instruction in Head Start small group settings. In D.K. Dickinson (Chair), *Vocabulary Instruction in Early Education Settings: Investigating Curriculum Support, Pedagogical Techniques, and Child Language Outcomes*. Symposium conducted at the annual meeting of the American Educational Research Association, Van Couver. BC, Canada.
- Renn, J., Darrow, C., & Dickinson, D. (2012, July). Preschool teacher African American English English Use and its relationship to child language and literacy development. Poster presented at the Society of Scientific Study of Reading, Montreal, Canada.
- Dickinson, D.K. (2012, May). What do common core standards mean for literacy development? Paper delivered at the IRA Reading Research Institute 2012: Research that Makes a Difference in the Age of Common Core Standards. Chicago, IL
- Dickinson, ,D.K. (2012, May). Fostering Language in Classrooms: Challenges and Opportunities. Keynote address delivered at the IRA Reading Research Institute 2012: Promoting Language from Pre-K to Grade 12: The Intersection of Research and Practice. Chicago, IL.
- Barnes, E.M. & Dickinson, D.K. (2012, April). The impact of book reading on children with low and

- typical language in preschool classrooms. In E.M. Barnes (Chair), *Vocabulary instruction in early education settings: Investigating curriculum support, pedagogical techniques, and child language outcomes*. Symposium presented at AERA annual conference, Vancouver, BC.
- Mock, J.-S., Dickinson, D. K. (2012, April). The impact of curriculum implementation on conceptual and vocabulary instruction in Head Start small group settings. In J. Grifenhagen (Chair), *Vocabulary Instruction in Early Education Settings: Investigating Curriculum Support, Pedagogical Techniques, and Child Language Outcomes*. Symposium conducted at the annual meeting of the American Educational Research Association, Van Couver. BC, Canada.
- Barnes, E.M. & Dickinson, D.K. (2011, December). Malleable factors of preschool teachers' talk. Paper presented at LRA annual conference, Jacksonville, FL.
- Barnes, E.M. & Dickinson, D.K. (2011, December) Curriculum effects on teachers' language practices during shared read in Head Start classrooms. In J.F. Grifenhagen's (Chair), *The microstructure of teaching: What is and is not happening in preschool classrooms*. Symposium presented at LRA annual conference, Jacksonville, FL.
- Darrow, C.L., & Dickinson, D.K. (2011, December). *The relationship between teacher beliefs, background, and levels of curriculum implementation*. Paper presented at the Literacy Research Association Conference. Jacksonville, Florida.
- Grifenhagen, J. F., & Dickinson, D. K. (2011, November). Nurturing word learners: Early childhood teachers' vocabulary instruction. Paper presented at the annual meeting of the Literacy Research Association, Jacksonville, FL. Paper presented at the annual meeting of the Literacy Research Association, Jacksonville, FL.
- Mock, J.S. & Dickinson, D.K. (2011, November). *The development of conceptually rich lessons*. Paper presented at the annual meeting of the Literacy Research Association, Jacksonville, FL. Paper presented at the annual meeting of the Literacy Research Association, Jacksonville, FL.
- Dickinson, D.K. & Porche, M. (2011, July). Long-term Associations Between Talk in Preschool and Grade Four Language and Reading Skills. International Association for the Study of Child Language, Montreal, Canada.
- Dickinson, D.K., Grifenhagen, J., Hofer, K.G., Barnes, E. M. (2011, July), *Effects of a preschool curriculum Intervention related to children's language levels and fidelity of implementation*. Annual conference of the Society for Scientific Studies in Reading, Jacksonville, FL.
- Dickinson, D.K. & Flushman, T. (2011, May). *Supporting Vocabulary Learning through Guided Science Investigations in Early Literacy Classrooms*. Annual Conference of the International Reading Association Preconference Institute, Orlando, FL.
- Dickinson, D.K. & Flushman, T. (2011, May). *Supporting Vocabulary Learning through Guided Science Investigations in Early Literacy Classrooms*. Annual Conference of the International Reading Association Preconference Institute, Orlando, FL.
- Dickinson, D.K., Barnes, E.M. & Hofer, K. G. (2011, April). *Effects of a Comprehensive Curriculum on Language Use in Preschool*. Biennial Conference of the Society for Research in Child Development, Montreal, Canada.
- Darrow, C.L. & Dickinson, D.K. (2011, March). *The Development and Application of Fidelity Measures in a Preschool Curriculum Intervention*. Annual Conference of the Society for Research in Educational Effectiveness, Washington, DC

- Dickinson, D.K., Kaiser, A., Roberts, M., Hofer, K., Darrow, C. L., Griffenhagen, J. B. (2011, March). *The Effects of Two Language-Focused Preschool Curricula on Children's Achievement through First Grade*. Annual Conference of the Society for Research in Educational Effectiveness, Washington, DC.
- Barnes, E. & Dickinson, D.K. (2010, December). Fine-Grain Analysis of Teacher Talk in Preschool Classrooms. Paper presented at the Annual Conference of the Literacy Research Association, Fort Worth, Texas.
- Dickinson, D.K., (2010, December). Assessment of Project Effects on ELL Children's Language and Literacy Development. In C. Neitzel (Chair). *Strategies for Supporting English Language Learners in an Early Reading First Program*. Annual conference of the National Reading Association, Fort Worth, Texas.
- Barnes, E.M. & Dickinson, D.K. (2010, June). Examining curriculum effects on teacher talk using fine grain measures. Poster submitted to the Institute for Education Sciences Research Conference, Washington, DC .
- Freiberg, J. B., Dickinson, D. K., & Darrow, C. L. (2010, June). The effects of vocabulary teaching during preschool bookreading. Poster presented at the annual Institute for Educational Sciences Conference, Washington, DC.
- Dickinson, D. K., Darrow, C. L., Freiberg, J. B., & Hofer, K. G. (2010, June). A dimensional approach to fidelity of implementation. Paper presented at the biannual Head Start Research Conference, Washington, DC.
- Kaiser, A. P., Dickinson, D. K., Hofer, K. G., Roberts, M., Darrow, C. L., McCleod, R., & Freiberg, J. B. (2010). The effects of two language-focused preschool curricula on children's achievement in preschool and kindergarten. Institute for Educational Sciences. Washington D.C.
- Barnes, E. M. & Dickinson, D. K. (2010, May). Approach to fine grain measures. In N. L. Roser (Chair), *Transformations: Inquiry and reshaping of practice in early childhood education*. Working Group Roundtable at the American Educational Research Association Annual Meeting, Denver, CO.
- DeLisle, S.S., & Dickinson, D.K. (2010, May). *Case studies of preschool teachers' support for language across contexts*. In N. L. Roser (Chair), *Transformations: Inquiry and reshaping of practice in early childhood education*. Working Group Roundtable at the American Educational Research Association Annual Meeting, Denver, CO.
- Dickinson, D., Darrow, C., & Freiberg, J. (2010, May). Program level view of variability in preschool teachers' language use. Paper to be presented at the American Educational Research Association Annual Conference. Denver, CO.
- Dickinson, D.K. (May, 2010). Too Precious to Get it Wrong: Trends, Challenges and Directions in Early Literacy Intervention. Keynote address for LDYC, Annual Conference of the International Reading Association, Chicago, IL.
- Mendelsohn, A., Dreyer, B.P., Berkule-Silberman, S., Brockmeyer, C.A., Morrorrow, L.M., Dickinson, D., Tamis-LeMonda, C.S., & Burtchen, N. (March, 2010). Leveraging Child Health Care to Promote Responsive Parenting and Early Child Development: An RCT of the Video Interaction Project. *ICIS Biennial Meeting*, Baltimore, MD.
- Dickinson, D.K., Barnes, E.M, Darrow, C.L., & Freiberg, J.B. (February, 2010). *Vocabulary Support*

- Throughout the Day in Preschool Classrooms: Does Curriculum Matter?* In A. Kaiser, H. Goldstein, & D. Dickinson, *Vocabulary Intervention for Low SES Children: Approaches, Outcomes, and Methodological Challenges*. Biannual CRIEI, San Diego, CA.
- Dickinson, D.K. (December 4, 2009). Comments on the NELP Report. *National Reading Conference*. Albuquerque, NM.
- Dickinson, D.K., Darrow, C., Freiberg, J., & Barnes, E. (November 19, 2009). Vocabulary instruction throughout the day. Paper delivered as part of a symposium at the Annual Convention of the Association for Speech, Hearing and Audiology, New Orleans, LA.
- Darrow, C.L., Dickinson, D.K., Freiberg, J. B., Flushman, T. R. (June 15, 2009). Patterns in Fidelity of Implementation and Instructional and Managerial Quality of Preschool Teachers. Institute for Educational Sciences Annual Conference, Washington, DC.
- Dickinson, D.K., Freiberg, J.B., Darrow, C.L, Hofer, K. G., Kaiser, A.P. (June 15, 2009). Toward identifying an “active ingredient” responsible for improving receptive vocabulary in preschool children. Institute for Educational Sciences Annual Conference, Washington, DC.
- Freiberg, J. B., Dickinson, D.K., Darrow, C.L., & Flushman, T. R. (June 16, 2009, June). *The relationship between Coaching and Fidelity of Implementation of a Curriculum*. Poster presented at the Institute for Educational Sciences Annual Conference. Washington, DC.
- Freiberg, J. B., Darrow, C. L., Flushman, T. R., & Dickinson, D. K. (2009, April). Teacher factors associated with fidelity of implementation. Poster presented at the American Educational Research Association Annual Convention, San Diego, CA
- Dickinson, D.K. (December 6, 2008). ERF Projects Using OWL: Strategies, Struggles and Successes. *National Reading Conference*, Florida.
- Dickinson, D.K., Flushman, T. R., Freiberg, J.L, & Darrow, C.B. (June 23, 2008). Addressing language learning challenges in Head Start: A randomized control study. National Head Start Research Conference, Washington, DC.
- Dickinson, D.K., Darrow, C.L, & Freiberg, J. (June 12, 2008). Expanding Fidelity of Implementation Beyond Covariates to Mechanisms of Change. Institute for Educational Sciences Annual Conference, Washington, DC.
- Dickinson, D.K. (March 19, 2007). The Potential of Preschools as Settings to Support Development. Invited presentation to the Carolina Consortium on Human Development, Chapel Hill, NC.
- Collins, M., Dickinson, D.K, & Schickedanz, J. (May 13, 2007). We’re all in this together: A Guiding Principle for a Comprehensive PD Plan. Presented at the Pre-Convention Institute of the Annual Meeting of the International Reading Association, Toronto, Canada.
- Dickinson, D.K., Darrow, C. L., Tinubu, T., Aronson, B., Shalev, S., (April 8, 2007). Examining Changes in the Structure and Content of Children’s Patterns of Language Use. Poster presented at the biannual conference of the Society for Research in Child Development, Boston, MA.
- Dickinson, D.K. (Sept. 23, 2006), Taking Vocabulary Seriously from the Start: Implications for Theory and Practice, Invited keynote address, ESRC Seminar, University of Reading, England.
- Dickinson, D.K. (June 4, 2006), Early literacy support: One piece of the full EC curriculum. NAEYC Professional Development Conference, San Antonio, TX.
- Dickinson, D.K. & Edmonds, E. (June 8, 2005). A Curriculum-based Approach to Enhancing Language of

- At-Risk Preschool Children Through Book Reading and Phonemic Awareness and Alphabet Games: What? How? and Effectiveness. Annual NAEYC Professional Development Conference, Miami, FL
- Dickinson, D.K. (May 8, 2005). Supporting Oral Language in Early Childhood Classrooms. Annual Conference of the International Reading Association.
- Dickinson, D.K. (May 6, 2005). Delivering High Quality Professional Development in a Video Conference Format. Invited address at the annual convention of the International Reading Association.
- Dickinson, D.K. & Porche, M. (April 8, 2005) Long Term Effects of Preschool Classroom Interactions on the Language and Literacy Skills of Low-Income Children, In D.K. Dickinson (Chair) *The Impact of Global and Specific Aspects of Input on Language Learning.* Biannual conference of the Society for Research in Child Development, Atlanta, GA.
- Clark-Chiarelli, N., Dickinson, D.K., Evaluation of the effects of a program-delivered professional development intervention. (2005, April). . In R.G. Lambert & J.L. Mendez (Chairs), *Head Start Quality Research Centers: Randomized Trials of School Readiness Enhancements in Head Start Programs.* Symposium presented at the biennial meeting of the Society for Research in Child Development, Atlanta, GA
- Dickinson, D.K. (November 29, 2004). Teacher-child Interaction is Where the Action Is So How Do We Measure It? *School Readiness,* Invited conference at the University of North Carolina.
- Dickinson, D.K. (Sept. 29 – 30, 2004). Booktime and beyond: Effective practices for supporting comprehension in preschool. Focus on Comprehension. Invitation Conference Sponsored by the Regional Laboratories and Comprehensive Centers of the U.S. Department of Education.
- Clark-Chiarelli, N., Dickinson, D.K., Bolte, G., & Buteau, E. (2004, June). The impact of program-delivered literacy inservice training (PD-LIT) on teacher practice and present children's functioning. Head Start Research Conference, Washington, DC.
- Dickinson, D.K. (June 28, 2004). The Central Importance of Oral Language . Invited presentation to symposium, "Key components of School Success." Biannual Head Start Research Conference, Washington, DC.
- Dickinson, D.K. (May 2, 2004). Does the Matthew Effect Begin in Preschool? Invited presentation at the annual convention of the International Reading Association.
- Dickinson, D.K. (May, 2004). Book Reading in Early Childhood Settings. Annual Conference of the International Reading Association.
- Dickinson, D.K. (March 6, 2004). The Central Role of Language in Early Literacy Development: Directions for Improving Early Childhood Programs. Invited speaker to the 2nd Annual Butler Symposium, Specialty Board on Child Language.
- Dickinson, D.K. (May, 2003). The Policy Environment: Past, Present, and Future Possibilities, Annual Conference of the International Reading Association, Orlando, FL.
- Dickinson, D.K. (November, 2003). The Place of Language in Early Literacy Development, Annual Conference of the American Society of Speech and Hearing, Chicago, IL.
- Dickinson, D.K. (May, 2003), Reading and Discussing Books with Children. Annual Conference of the International Reading Association. Orlando, FL.
- Dickinson, D.K., Caswell, L., Chalufour, I. (June, 2003). Creating Classrooms That Foster Literacy

- in Preschool Classrooms Through an In-Service Intervention. Annual Conference of the Piaget Society, Chicago, IL.
- Dickinson, D.K. (April 26, 2003). Discussant for the Symposium “Where are we now and what do we know about the effectiveness of early literacy intervention programs” (Britto, Chair). Biannual convention of the Society for Research in Child Development, Tampa, FL.
- Dickinson, D.K., & McCabe, A. (July, 2002), Too Many Missed Opportunities: Teacher-Child Verbal Interaction in U.S. Head Start Classrooms. Presented at the annual conference of the International Association Society of Child Language, Madison, WI.
- Dickinson, D.K., Howard, C., Caswell, L., Sprague, K. (June, 2002). Supporting literacy development through a systemic program-delivered intervention. In L. B. Tarullo, The Head Start Quality Research Centers. Symposium presented at the National Head Start Research Conference, Washington, DC.
- Dickinson, D.K. (May, 2002). Assessing children and classroom quality in early childhood programs. Paper presented in pre-conference CIERA session at the annual conference of the International Reading Association.
- Dickinson, D.K., Anastasopoulos, L., Miller, C., Caswell, L. Peisner-Feinber, E. (2002, April.) Enhancing Preschool Children’s Language, Literacy and Social Development through an In-Service Professional Development Approach. Paper presented at the annual conference of the American Educational Research Association, New Orleans.
- Dickinson, D.K. (2002, April). Overall Design of Language Environment Enrichment Program (LEEP) and Quantitative Research Methods. In Anastasopoulos, A., The Effectiveness of an In-Service Teacher Education for Preschool Teachers as Seen Through Quantitative and Qualitative Lenses, Symposium presented at the annual convention of the American Education Research Association. New Orleans, LA.
- Anastasopoulos, L., Dickinson, D.K., & Peisner-Feinberg, E. (2002, April), Changes in Classroom Practices and Associated Impacts on Children. In Anastasopoulos, A., The Effectiveness of an In-Service Teacher Education for Preschool Teachers as Seen Through Quantitative and Qualitative Lenses, Symposium presented at the annual convention of the American Education Research Association. New Orleans, LA.
- Clark-Chiarelli, N., Dickinson, D., Peisner-Feinberg, E., Anastasopoulos, L., Caswell, L. & Sprague, K.. The impact of the Technology Enhanced Language Environment Enrichment Program (T-LEEP). Poster presentation at the IERI Principal Investigator Conference, November 18, 2002.
- Dickinson, D.K. & McCabe, A. (2001, December). A Framework for Examining Book Reading in Early Childhood Classrooms. Poster presented at the annual National Reading Conference, San Antonio, TX.
- Dickinson, D.K. (2001, November). Supporting Oral Language in Preschool Settings. Part of a full-day pre-conference workshop organized by Naomi Karp and presented at the annual conference of the National Association of Educators of Young Children, Anaheim, CA.
- Daniel, J. & Dickinson, D.K. (2001, June). Standards-based Language and Literacy Practices for Young Children. Presentation at the Annual Professional Development Conference of the National Association of the Education of Young Children, Washington DC.

- Dickinson, D.K., Anastasopoulos, L., Miller, C., & VanAsselt, G. (2001, June). The Impact of a Professional Development Intervention on Preschool Teachers. Poster presented at the Annual Professional Development Conference of the National Association of the Education of Young Children, Washington DC.
- Dickinson, D.K. (2001, May). The Impact of Home and Classroom Experiences on Early Literacy Development. CIERA Symposium presented at the Annual Conference of the International Reading Association, New Orleans, LA.
- Dickinson, D.K. (2001, May). Paving the Way to Early Literacy Success. Keynote address to the Annual Conference of the Parent Child Home Program, Garden City, New York.
- Dickinson, D.K. (2001, May). Keeping Track of Children's Language and Literacy Growth. Presentation at the Annual Convention of the National Head Start Association, Orlando, FL.
- Dickinson, D.K., Miller, C.M., & Anastasopoulos, L. (2001, April). The impact of LEEP on teachers' classroom practices and beliefs about literacy. Presentation at the Annual Conference of the American Educational Research Association, Seattle, WA.
- Dickinson, D.K., Miller, C.M., & Anastasopoulos, L. (2001, April). The impact of an in-service intervention with Head Start teachers and supervisors on children's language, literacy and social development. Presentation at the Annual Conference of the Society for Research in Child Development, Minneapolis, MN.
- Dickinson, D.K., Sprague, K., Sayer, A., Miller, C, & Clark, N. (2001, April). A multilevel analysis of the effects of early home and preschool environments on children's language and early literacy development. Presentation at the Annual Conference of the American Educational Research Association, Seattle, WA.
- Miller, C.M., Sprague, K., Sayer, A., & Dickinson, D.K. (2001, April). Using HLM to examine the effects of early environments and language background on children's social development. Poster presentation at the Annual Conference for the Society for Research in Child Development, Minneapolis, MN.
- Anastasopolous, L., Dickinson, D.K., & Van Asselt, G. (2001, April). Can a professional development course on language and literacy influence supervisors? Presentation at the Annual Conference of the American Educational Research Association, Seattle, WA.
- Kloosterman, V., & Dickinson, D.K. (2001, April). A qualitative study of enduring effects on teachers and supervisors. Presentation at the Annual Conference of the American Educational Research Association, Seattle, WA.
- Dickinson, D.K. (2001, March). The place of language in early literacy and how to support it. Presentation at the Annual Conference of the Core Knowledge Foundation, Boston, MA
- Dickinson, D.K., Kloosterman, V., & Chalufour, I. (November 10, 2000). Language Environment Enrichment Project: Promoting Children's Literacy Development. Workshop presented at the Annual Conference of the National Association for the Education of Young Children (NAEYC), Atlanta, GA.
- Dickinson, D.K. (2000, September). Cognitive, Linguistic and Social Precursors to Early Literacy: Long-term Consequences and Policy Implications. Keynote address to the Early Literacy Seminar convened by ASHA and NICHD, Bethesda, MD.

- Dickinson, D.K. (2000, September). How states can support development in the preschool years: A language and literacy perspective. Address delivered to an early childhood subcommittee of the Montana Legislature, Boise, Idaho.
- Dickinson, D.K., Sayer, A., Sprague, K., Miller, C., Clark, N., & Wolf, A. (2000, June). Classroom factors that foster literacy and social development of children from different language backgrounds. In M. Hopmann (Chair), Dimensions of program quality that foster child development: Reports from 5 years of the Head Start Quality Research Centers. Poster symposium presented at the biannual National Head Start Research Conference, Washington, D.C.
- Dickinson, D. (2000, June). Challenges and approaches to assessing young children's early literacy skills in two languages. In M.L. Lopez (Chair), Continuities and discontinuities in the assessment of young bilingual children: Lessons learned and future directions for research. Symposium conducted at the biannual National Head Start Research Conference, Washington, D.C.
- Anastasopoulos, L, Dickinson, D.K., & Fahey, P. (2000, June), Factors that influence job satisfaction among Head Start staff. Poster presented at the biannual National Head Start Research Conference, Washington, D.C.
- Dickinson, D.K., Miller, C.M., & Anastasopoulos, L.P. (2000, June). The impact of the Literacy Enrichment Environment Program on teachers, supervisors, and children. Poster session presented at the annual conference of NAEYC's National Institute for Early Childhood Professional Development, San Francisco, CA.
- Dickinson, D.K. (2000, April). Contributions of preschool classrooms to the language and literacy development of children from low-income families. In P. Tabors (Chair), Predicting 4th-grade reading comprehension in a low-income population. Symposium conducted at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Dickinson, D.K. & Miller C. (2000, April). Developmental history and psychometric properties of the Early Language and Literacy Classroom Observation Tool (ELLCO). Poster session presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Robinson, D.R., Sayer, A., Sprague, K., & Dickinson D.K. (2000, April). Parental reports of family routines as predictive of language and literacy development of Head Start children. Poster session presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Dickinson, D.K. (2000, March). Effective literacy practices in preschools. Putting research to work: Building literacy skills in children. Invitational Conference Sponsored by the Harvard Children's Initiative, Cambridge, MA.
- Dickinson, D.K. (1999, December). Dimensions of reading style and patterns of book use in preschool. In B. Wasik (Chair), Multiple perspectives on book reading in early childhood classrooms. Symposium conducted at the annual meeting of the National Reading Conference, Orlando, FL.
- Dickinson, D.K. (1999, April). Shifting images of DAP as seen through different lenses. Paper presented at the annual meeting of the American Educational Research Association, Montreal, Canada.
- Dickinson, D.K. & Smith, M.W. (1999, April). Supporting professional growth among Head Start teachers by fostering construction of applied knowledge. Paper presented at the annual meeting of the American Educational Research Association, Montreal, Canada.

- Brady, J., Hirschler, J. Dickinson, D.K., & Cross, T. (1999, April). Evaluating the Step-By-Step Early Childhood Program in four countries. Paper presented at the annual meeting of the American Educational Research Association, Montreal, Canada.
- Dickinson, D.K. & Wolf, A. (1999, April). Phonemic awareness development in Spanish-English bilingual preschool children. Poster session presented at the annual meeting of the Society for the Scientific Study of Reading, Montreal, Canada.
- Dickinson, D.K., Bryant, D., Peisner-Feinberg, E., Lambert, R. & Wolf, A. (1999, April). Phonemic awareness in Head Start children: Relationship to language and literacy and parenting variables. Paper presented at the annual meeting of the Society for Research in Child Development, Albuquerque, NM.
- Dickinson, D.K. (1999, March). Language and phonemic awareness development in Spanish and English. Paper presented at the National Association of Bilingual Educators, San Antonio, TX.
- Dickinson, D.K. (1999, January & February). Teacher-child conversations that foster literacy development. Forums on the IRA/NAEYC Position Statement on Early Literacy. Forums held in Mesa Arizona, Danvers, Massachusetts, College Park, Maryland.
- Dickinson, D.K. (1998, December). Supporting emergent literacy: Recent research findings. Paper presented at the New England Head Start Association conference on "Lighting the Way to the New Millennium," Springfield, MA.
- Dickinson, D.K., Smith, M.W., & Tabors, P. (1998, November). Home and preschool factors affecting language and literacy development in kindergarten. Paper presented at the annual meeting of the American for Speech and Hearing Association, San Antonio, TX.
- Snow, C.E., Dickinson, D.K., Tabors, P.O., Smith M.W., Porche, M.V., & Jordan, G.E. (1998, November). How parents and teachers can support children's emergent literacy development. Paper presented at the annual meeting of the National Association for Educators of Young Children, Toronto, Ontario.
- Dickinson, D.K., Rafal, C. T., & Merianos, L. (1998, April). The structure of Teacher-Child Verbal Interaction in preschool classrooms: Results from the Teacher-Child Verbal Interaction Profile. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.
- Dickinson, D.K., Snow, C.E., Roach, K., Smith, M. & Tabors, P.O. (1998, April). Home and preschool factors affecting language and literacy development in kindergarten. Paper presented at the annual meeting of the Society for the Scientific Study of Reading, San Diego, California.
- Dickinson, D.K., Howard, C. & Rafal, C.T. (1997, November). Describing teacher support for language in preschools. Paper presented at the annual conference of the Division for Early Childhood of the Center for Exceptional Children, New Orleans, LA.
- Dickinson, D.K., & Smith, M.W. (1997, November). Describing language and literacy environments: Research tools for practitioners. Paper presented at the annual conference of the National Association for the Education of Young Children, Anaheim, California.
- Dickinson, D.K. & Smith, M. W. (1997, May). Communities of teachers examining analyzing language and curriculum. Paper presented at the annual meeting of the National Head Start Training Conference, Boston, MA.

- Dickinson, D.K. (1997, May). The New England Quality Research Center. Paper presented at the annual meeting of the National Head Start Training Conference, Boston, MA.
- Smith, M.W., Haine, R., & Dickinson, D.K. (1997, April). Teacher's assessments of children's language and literacy skills: Predictive power and consistency. Paper presented at the Biannual Meeting of the Society for Research in Child Development, Washington, D.C.
- Dickinson, D.K., & Smith, M.W. (March, 1997). A contextualized analysis of teacher-child discourse in Head Start classrooms. Paper presented at the annual meeting of the Society for the Scientific Study of Reading, Chicago, IL.
- Dickinson, D.K., & Smith, M.W., & Haine, R. (August, 1996). Predicting kindergarten literacy from preschool discourse. Poster session presented at the XIVth Biennial Meetings of ISSBD, Quebec City, Quebec.
- Dickinson, D.K., Tabors, P.O., & Roach, K. (August, 1996). Contributions of early oral language skills to later reading comprehension. In A. Spinollo & J. Oakhill (Chairs), Thinking about texts: Comprehension and metalinguistic awareness. Symposium conducted at the XIVth Biennial Meetings of ISSBD, Quebec City, Quebec.
- Dickinson, D.K., Cote, L.R., & Smith, M.W. (1996, June). Preschool classrooms as lexical environments: Long-term effects of patterns of vocabulary use on low-income children's language development. Symposium conducted at the Third National Head Start Research Conference, Washington, D.C.
- Dickinson, D.K., & Smith, M.W. (June, 1996). The impact of variation in preschool experience on children's language and literacy development. Poster session presented at Head Start's Third National Research Conference, Washington, DC.
- Dickinson, D.K., & Smith, M.W. (April, 1996). Contributions of preschool and grade one classroom experiences to grade two reading and vocabulary. Paper presented at the Third Annual Meeting of the Society for the Scientific Study of Reading, New York, NY.
- Dickinson, D.K. (May, 1995). A framework for viewing family support for early literacy development. Conference on "Vital Families" presented by the Center for Applied Child Development, Tufts University.
- Dickinson, D.K., & Dolane-Rourke, H. (April, 1995). Current patterns of literacy instruction in primary grade classrooms. Paper presented at the annual conference of the Society for the Scientific Study of Reading, San Francisco, CA.
- Dickinson, D.K. (April, 1995). Meeting the standard: The Early Childhood Generalist Standards. Paper presented at the annual meeting of the American Educational Research Association.
- Dickinson, D.K., Hirschler, J., Chalufour, I., Brady, J., & Gordon, B. (April, 1995). Confronting issues of diversity in National Performance-Based Examination: EDC's approach to the Early Childhood Generalist Certificate. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Densmore, A., Dickinson, D.K., & Smith, M.W. (April, 1995). The socio-emotional content of teacher-child interaction in preschool settings serving low-income children. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

- Dickinson, D.K. (March, 1995). Readiness: Bringing low-income parents into the conversation. Paper presented at the annual meeting of the Society for Research in Child Development, Indianapolis, IN.
- Dickinson, D.K., Smith, M.W., & Cote, L. (March, 1995). Effects of preschool lexical environments on low-income children's language skill at the end of kindergarten. Paper presented at the annual meeting of the Society for Research in Child Development, Indianapolis, IN.
- Dickinson, D.K. (December, 1994). Teacher performance and child engagement: Reading books in preschool and kindergarten. Paper presented at the annual meeting of the National Reading Conference, San Diego, CA.
- Dickinson, D.K. & Smith, M.W. (April, 1994). Teacher and child conversations in preschools: Constraints and supports. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Dickinson, D.K. & Cote, L.R. (1994, April). Predicting literacy outcomes for low-income children: A worldwide perspective. Symposium conducted at the annual meeting of the Educational Research Association, New Orleans, LA.
- Dickinson, D.K., Beals, D.E., & Tabors, P.O. (1993, November). Long-term effects of preschool discourse experiences on language and literacy development. Paper presented at the 2nd National Head Start Conference, Washington, D.C.
- Dickinson, D.K., Hao, Z., & He, W. (Nov., 1993). Patterns of reading and long-term consequences of diverse book reading approaches. Paper presented at the annual meeting of the National Council of Teachers of English, Pittsburgh, PA.
- Dickinson, D.K., Cote, L., & Smith, M.W. (1993, April). Preschools as lexical environments. In C. Genishi (Chair), Word learning research for literacy theory and early childhood practice. Symposium conducted at the annual meeting of the American Educational Research Association, Austin, TX.
- Dickinson, D.K. & Nicholson, P. (1993, April). Parents' and teachers' perceptions of home and school contributions to literacy development: A four-year perspective. Paper presented at the annual meeting of the American Educational Research Association.
- Dickinson, D.K. & Smith, M.W. (1993, March). Contributions of specific preschool experiences to emerging literacy skills. In G. Williamson (Chair), Ready to learn: Sources of influence on growth of early literacy. Symposium conducted at the annual conference for the Society for Research in Child Development, New Orleans, LA.
- Dickinson, D.K. & Cote, L. (1993, March). Peer and teacher-child relationships in preschool classrooms: Contexts for language learning. In C. Daiute (Chair), Relationships as contexts for language and literacy development. Symposium conducted at the annual meeting for the Society for Research in Child Development, New Orleans, LA.
- Dickinson, D.K., & Smith, M.W. (1992, December). Preschool contributions to early language and literacy development. In E. Sulzby (Chair), From three to six: Home and preschool supports for literacy development among low-income children. Symposium conducted at the annual conference of the National Reading Conference, San Antonio, TX.
- Tabors, P. & Dickinson, D.K. (1992, December). Looking Through Both Lenses: Home and School Contributions. In E. Sulzby (Chair), From three to six: Home and preschool supports for literacy

- development among low-income children. Symposium conducted at the annual conference of the National Reading Conference, San Antonio, TX.
- Dickinson, D.K. & Tabors, P. (1992, April). Continuity and change in oral language and print skills between kindergarten and first grade. In R. Gallimore (Chair), Pathways to literacy: Home and school factors affecting kindergarten and first grade achievement. Symposium conducted at the annual conference of the American Educational Research Association, San Francisco, CA.
- Dickinson, D.K. (1992, April). Long-term effects of teacher-child discussions of books on low-income children's vocabulary and story understanding. In B. deBaryshe (Chair), Emergent reading and Book reading. Symposium conducted at the Human Development Conference, Atlanta, GA.
- Dickinson, D.K. (1992, March). Contexts supporting oral language development in preschool classrooms. Invited presentation at Pragmatics: From Theory to Therapy, Buffalo, New York.
- Dickinson, D.K. & Nicholson, P. (1991, June). Home and preschool correlates of kindergarten literacy: A longitudinal analysis. Paper presented at New Directions in Child and Family Research: Shaping Head Start in the Nineties, Arlington, VA.
- Dickinson, D.K. (1991, May). Not by print alone: Nourishing the oral language root of emergent literacy. Invited presentation at working conference on Emergent Literacy, University of Toledo.
- Dickinson, D.K. & Moreton, J. (1991, April). Predicting specific kindergarten literacy skills from three-year-olds' preschool experiences. In G. Whitehurst (Chair), Constructivist Accounts of Literacy Acquisition: Contributions from Participation in Discourse. Symposium conducted at the bi-annual meeting of the Society for Research on Child Development, Seattle, WA.
- Dickinson, D.K. & Smith, M. (1991, April). Styles of reading books in preschool. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- Dickinson, D.K. & Smith, M. (1991, April). Preschool talk: Patterns of teacher-child interaction in early childhood classrooms. In S. Barnett (Chair), The social prerequisites of literacy development. Paper presented at the annual meeting of American Educational Research Association, Chicago, IL.
- Dickinson, D.K. & Tabors, P. (1991, April). Early literacy: Linkages between home, school, and literacy achievement at age five. In S. Barnett (Chair), The social prerequisites of literacy development. Paper presented at the annual meeting American Educational Research Association, Chicago, IL.
- Dickinson, D.K. & McCabe, A. (1991, March). Acquiring oral language and becoming literate: Parallels, props and possible pitfalls. In J. Kavanaugh (Chair), The language continuum. Invited presentation at the annual conference of the New York Branch of the Orton Dyslexia Society, NY, NY.
- Dickinson, D.K. (1990, April). Preschools: Environments that support decontextualized language skills of low-income children? In C. Snow (Chair), Preschools as environments for supporting emergent literacy and decontextualized language development. Symposium conducted at the annual meeting of the American Educational Research Association, Boston, MA.
- Dickinson, D.K. (1990, April). Book reading as a context for use of decontextualized language with low-income preschoolers. In R. Buhle (Chair), Practices which facilitate the development of skills with decontextualized or representational uses of language: Studies in home and classroom contexts. Symposium conducted at the annual meeting of the American Educational Research Association, Boston, MA.

- Snow, C.E. & Dickinson, D.K. (1989, September). Home and school language and literacy acquisition environments. In D. Dickinson (Chair), Supporting early language and literacy development. Symposium conducted at the Third Annual Conference of the European Association for Research in Learning and Instruction, Madrid, Spain.
- Dickinson, D.K. (1989, April). Combining observational techniques in the study of children's early language. In C. Emihovich (Chair), Nonformal assessment of children's language and literacy skills. Symposium conducted at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Dickinson, D.K. (1988, November). The semantics of preschool scientists: Learning to name materials. Invited address to the New England Child Language Association. Boston University, Boston, MA.
- Dickinson, D.K. (1988, April). Facilitating parental involvement in young children's acquisition of literacy: A survey of effective programs. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Dickinson, D. K., & Snow, C. (1987, April). Interrelationships among language and literacy skills. In J. Allen (Chair), Effective literacy experiences for young children: Reducing the risk factors. Symposium conducted at International Reading Association, Anaheim, CA.
- Dickinson, D. K. (1986, October). Learning names for materials: Linguistic and conceptual constraints. Paper presented at the Boston University Conference on Child Language, Boston, MA.
- Dickinson, D. K., & Snow, C. E. (1986, October). Language-literacy relationships in kindergarten. Paper presented at the Boston University Conference on Child Language, Boston, MA.
- Dickinson, D. K. (1986, May). Learning about materials: A study of conceptual development. Paper presented at the Jean Piaget Society, Philadelphia, PA.
- Dickinson, D. K., & Keebler, R. (1986, April). Style differences in day care teachers' book reading. Paper presented at the Seventh Annual University of Pennsylvania Ethnography in Education Research Forum, Philadelphia, PA.
- Dickinson, D. K. (1985, April). Collaborative writing at the computer. In B. Bruce (Chair), The impact of social processes on computer writing activities. Symposium conducted at the annual meeting of the American Educational Research Association, Chicago, IL.
- Dickinson, D. K. (1985, March). Relationships between oral language, reading and writing. Invited participant in Mid-Decade Seminar in Research on the Teaching of English. Sponsored by the National Conference on Research in English, Chicago, IL.
- Dickinson, D. K. (1984, April). Becoming a natural kind term. Paper presented at the annual meeting of the American Education Research Association, New Orleans, LA.
- Dickinson, D. K. (1984, April). The construction of a material level classification system. Paper presented at the annual meeting of the American Education Research Association, New Orleans, LA.
- Dickinson, D. K. (1983, April). First impressions: Knowledge of words from single exposures. Paper presented at the annual meeting of the American Education Research Association, Montreal, Canada.
- Dickinson, D. K. (1980, May). Story recall and reading disorders. Symposium conducted on language and reading at the annual meeting of the International Reading Association, St. Louis, MO.

- Weaver, P. W., & Dickinson, D. K. (1979, November). Story comprehension and recall of students with specific language disability. Paper presented at the 30th National Conference of the Orton Society, Indianapolis, IN.
- Dickinson, D. K., & Weaver, P. W. (1979, April). A schema theoretic approach to the story understanding of severely disabled readers. Paper presented at the annual meeting of the American Education Research Association, San Francisco, CA.

EXTERNALLY FUNDED GRANTS

- Hirsh-Pasek, K., Golinkoff, R., & Dickinson, D.K. (2015 - 2018). Language for Reading: Building Vocabulary through Engaged Learning, Three-year Goal Two project, Subcontract for \$526,400. over three years.
- Dickinson, D.K., Hirsh-Pasek, K., & Golinkoff, R. (2010). Increasing Vocabulary in Preschoolers: Using Cognitive Science to Guide Pedagogy Funded by the Institute for Educational Science, \$1.7 million over three years.
- Dickinson, D.K. (2010 – 2014). Promoting Early School Readiness in Primary Health Care. National Institutes for Health, Subcontract award to New York University. \$126,370. (1 week in the summer).
- Dickinson, D.K., Rowe, D., & Neitzel, C. (2008). Early Language and Literacy Success. U.S. Department of Education Early Reading First project done in the Nashville Public Schools. \$3.42 million over three years..
- Dickinson, D.K. & Wilson, S. J. (2007). Examining the Effectiveness of OWL as Used in ERF Projects. Pearson Learning Group. \$136,661 over 12 months.
- Dickinson, D.K. & Kaiser, A. (2006). Improving Language and Literacy Outcomes for Preschool Children at Highest Risk for Reading Problems Funded by the Institute for Educational Sciences, \$2,990,500. over four years.
- Dickinson, D.K. (2002). Examining Enduring Effects of High Quality Curriculum. Funded by the National Institute for Child Health and Development, \$125,000.
- Dickinson, D.K. (2001). Head Start Quality Research Center: The Next Generation. Funded by Health and Human Services for 5 years: \$1.25 million.
- Dickinson, D.K. (1999). Using Technology to Support Preschool Teachers' Professional Development. Funded by the Interagency Educational Research Initiative for 3 years for \$3,616.00.
- Dickinson, D.K. (1999). LEEP: Creating Literacy Environments in Preschool Programs. Funded by the Office of Educational Research and Improvement for three years for \$965,605.
- Dickinson, D.K. (1999). An Examination of Factors that Affect the Capacity of Preschool Programs to Support Children's Early Literacy Development. Funded by the Spencer Foundation for 3 years for \$484,000.
- Dickinson, D.K. (1998). Evaluation of Wolf Trap Literacy Project. Funded for 9 months for \$23,000.
- Dickinson, D.K. (1996). From Preschool to Middle School: Home and School Factors Supporting Motivational and Academic Development in Low-Income Children. Subcontract to EDC, Inc., for a projected funded by the W.T. Grant Foundation, with Harvard Graduate School of Education being the prime grantee (Catherine Snow, Patton Tabors). 48 months for \$128, 647.

- Dickinson, D.K. (1995). Examining and Changing Discourse Environments in Preschool Classrooms. Funded by the Spencer Foundation; 30 month award for \$299,700.
- Dickinson, D.K. (1995). Study of the Effects of Specific Features of Head Start Programs on Families and on Children's Schooling Success. Funded by Health and Human Services for 5 years: \$2.4 million.
- EDC, (1995). Evaluation of a Head Start Arts Partnership. Funded by National Endowment for the Humanities; 4 month budget: \$8,000.
- Dickinson, D.K. (1991). Home-school study of language and literacy development. Spencer Foundation. Subcontract for \$70,000 over two years to cover school portion of data collection of larger project awarded to Harvard University. Total award: \$250,000.
- Dickinson, D.K. (1991). Long-term effects of preschool language experiences. Agency for Children and Families. \$499,000 for three years.
- Snow, C.E. & Dickinson, D. K. (1987). Environmental and linguistic precursors to early reading: Home-school continuities and discontinuities. Ford Foundation grant for first three years of study: \$300,000. Clark Subcontract for two years: \$43,258.
- Dickinson D. K. (1987). Feasibility Study for Longitudinal Proposal to Study Language and Literacy. Ford Foundation, \$11,000.
- Dickinson, D. K. (1986-1987). Encouraging Parental Support for Children's Literacy Development. W. T. Grant Foundation, \$8,500.

INVITED KEYNOTE PRESENTATIONS and WORKHOPS in the UNITED STATES (Since 2000)

2020

Dickinson (September, 2020). Nurturing Children's Language Throughout the Day. Keynote Address for First Things First, Arizona Department of Education.

2019

Dickinson, D., Herbert, K., Lawson-Adams, J., Newman, K., Bolton, K., Blackburn, K., Hoisington, C., & Wells, J. Multiple Perspectives on Supporting Language in Preschool Classrooms: Moving Research into Practice. Black Caucus Invited Presentation at the Annual Conference of the National Association of Young Children, Nashville, TN.

Dickinson, D. (May, 2019). [The Power of Language: Nourishing Development of the Whole Child](#), Webinar delivered to 9,000 attendees, May 8, 2019

Dickinson, D. (May, 2019). Fostering the Development of the Whole Child Through Language. Webinar for the California Preschool Instructional Network.

Dickinson, D., (Feb. 25, 2019), Workshop on fostering language in preschool classrooms, Tehama County Department of Education.

2018

Oral Language: Why It Matters and How to Foster Its Development (April, 10, 2018). Keynote speaker at 6th Annual International Exhibition and Forum for Education Ta'leem, Riyadh, Saudi Arabia.

2017

Harnessing the Power Language: From the Crib to Kindergarten. (June, 2017). Keynote speaker at the Annual Children's Learning Institute, Austin, TX.

2016

The Role of Language in Learning to Read. (September, 2016). Invited Keynote Speaker to the Evolution Institute, Tampa, FL.

Enhancing Language Learning Opportunities, Birth – Five. Invited Keynote Speaker to the Evolution Institute, Tampa, FL.

Fostering Language Development of Infants and Toddlers. (March, 2016). Invited Keynote Speaker to Waco Junior League Early Childhood Collaboration conference.

Invited speaker to the Evolution Institute, St. Petersburg FL.: *The Role of Language in Learning to Read and Enhancing Language Learning Opportunities, Birth - Five*

Presentation to the Nashville Chamber of Commerce (August, 2017).

2015

High Quality Interactions in the Early Childhood Classroom. (March, 2015), ProLeer Conference, Cambridge, MA.

2014

The Challenge of Fostering Academic Language in Preschool Classrooms. Invited presentation at Southeast Psychological Association, Nashville, April 7.

The Long Road to Reading Comprehension. Keynote, Annual Literacy Conference, MTSU, February 15.

2013

Language Fundamentals for Kentucky's Early Education Initiative. Invited keynote for statewide early literacy forum, Lexington KY.

The Power of Talking While Playing. Keynote delivered to the annual sales convention of Discovery Toys, Nashville, TN.

Approaches (and challenges) to Fostering Literacy in Early Childhood Settings. Keynote address delivered in June to annual meeting of Children's Learning Institute and the Texas AEYC, San Antonio, TX.

The Read-Play-Learn Project: The Approach and Its Impact on Vocabulary Learning. Invited presentation at the International Reading Association, San Antonio, TX, May, 2013.

2012

What Does An Effective Tier One Intervention Look Like? Invited Keynote delivered at the RTI in Early Childhood Summit, Santa Ana Pueblo, New Mexico, September.

Why Is Language Use So Hard to Change? What a Community of Practice Perspective Can Offer. Distinguished Lecture delivered for the National Center on Quality Teaching and Learning. University of Washington, Seattle, WA.. May, 2012.

2010

Family Impact Seminar address to Indiana State Legislature and early childhood stakeholders
 TAEYC Featured address, annual conference held in Chattanooga, TN
 Boise Idaho, Statewide Early Literacy Collaborative

Temple University; Working group discussion of coaching in early childhood classrooms
 Advisor to NAEYC/DEC/NHSA Committee to develop a position statement on response to intervention
 Anne E. Casey Foundation press release conference of Grade Level Reading report, May
On the Path to Grade Level Reading from the Start. Grade Level Reading Campaign, Atlanta, Georgia.

2009

Dickinson, D.K. (November 24, 2009). Why Early Child Care Providers Must Focus on Fostering Language Development. *Sixth International Convention on Early Child Development*. Porto Alegre, Rio Grande do Sul, Brazil.

Dickinson D.K. (November 12, 2009). *The Long Road to Reading Comprehension*. Peabody Professional Students' Colloquium.

Dickinson, D.K. & Reed, S. (October 30, 2009). *Fostering Early Literacy, Vocabulary and Conceptual Learning with Opening the World of Learning (OWL)*. Preschool Curriculum Decision Making: Exploring Key Curriculum Models and Reviewing the Evidence-Base. Princeton, NJ.

Dickinson, D.K. (October 22, 2009). The Language Imperative: Why EC Programs Must Focus on Fostering Language. Regional Early Childhood Conference, Athens Georgia.

Dickinson, D.K., (July, 2010). Language is Key to Literacy Development: Implications for Leaders of EC Programs. Buell Early Childhood Leadership Summer Institute, Denver, Colorado

Dickinson, D.K. (April 27, 2009). Supporting Oral Language Development: Strategies and Stumbling Blocks. TN Department of Early Education Statewide ECE conference.

Dickinson, D.K. (March 23, *Oral Language Development*, Keynote address, New Grantee Conference: Early Reading First; Early Childhood Professional Development Program, Seattle, WA

Dickinson, D.K. (February 27, 2009). Contextualizing Development: How Oberlin Alums Have Shaped Current Theory and Practice. Invited Alumni presentation, Oberlin College.

2008

October 18th, Keynote address for statewide conference of the South Carolina Association of Educators of Young Children

October 10th, Keynote address for Preventing Reading Difficulties: Research to Practice Preschool through Third Grade; statewide conference in Missouri

August 4th, Keynote address for The Northern California Early Childhood Education Conference

April 28th, Oregon Parenting Education and Support Conference '08, *Fostering Language Development of Infants and Toddlers: What Care Providers and Parents Need to Know*

March 26th, Santa Barbara County Summit on Readiness Issues. *Oral Language Development: Why It Matters, Why It Is Hard, and Promising Directions*

March 10, *Supporting language development in early childhood classrooms*, Keynote address, New

Grantee Conference: FY 2007, Early Reading First; Early Childhood Professional Development Program, New Orleans, LA

2007

- Dec. 12th – 13th Participation in *Application of Qualitative Methods to Classroom Research on Visual Learning* at Gallaudet University. Delivered, *The Road Rarely Taken: Examining Language in Early Childhood Classrooms*
- Nov. 12th Keynote presentation to the Tennessee Reading Association, Cool Springs, TN.
- Nov. 1st Session presentation to the annual conference of the Connecticut Reading Association, Cromwell, CT
- May 22nd Keynote address for Illinois Family Literacy Conference, Decatur, IL
- May 3, Tennessee State Early Childhood Conference

2006

- October 20 Address to Conference of Tennessee State Early K-12 Leadership
- October 13 Address to South Carolina AEYC Statewide Conference
- June 19 Keynote for Tennessee Pre-K Institute, Vanderbilt U.
- May 25 Keynote address, First 5 California Annual Statewide Conference, San Diego, CA
- May 9 Keynote address, Even Start Western Regional Conference, Scottsdale, AZ
- May 5 California Preschool Instructional Network workshop, Merced, CA
- May 4 Invited address to Tennessee Early Childhood Education Collaboration and Curriculum Conference, Nashville, TN
- February 3rd & 4th One day presentation to California Preschool Instructional Network, half day presentation to parents and teachers, San Francisco, CA
- February 23rd, Webcast presentation to national Even Start audience
- January 11th, Keynote address, Even Start Southeast Regional Conference, Nashville, TN

2005

- October 28th Keynote address to California State University Reading Conference: "Closing the Literacy Achievement Gap: Preschool through Grade 12"
- October 27th Full-day workshop for California Preschool Instructional Network
- June 21st Keynote address and workshop for First Annual Arizona Statewide Early Childhood Meeting
- May 10th Presentation for annual Massachusetts Department of Education Kindergarten Conference
- March 14th Keynote address/workshop at West Virginia statewide professional development day

2004

- October 6th Professional development day address to preschool & kindergarten teachers in the Cambridge Public schools
- September 9th Professional development day address to all kindergarten teachers of the Boston Public Schools
- August 9th, 10th Keynote address to all preschool teachers in the Charlotte-Mecklenburg system
- July 14, 15 Keynote address to Pearson Early Learning Summer Institute, Orlando, FL

- June 28 – 30th Professional Development Workshop on Early Literacy, Washington DC. (kick-off of 9 month project with Child Care providers in the Washington DC area)
- May 14, Keynote address at, *Strengthening the Fabric of Our Kindergarten Programs*, Annual kindergarten conference of the Massachusetts Department of Education.
- April 24. Keynote address, annual convention of the New York State Association of Educators of Young Children, New York, New York.

2003

- November 14, 15. Keynote speaker for Ohio state meeting of early childhood teachers, administrators and policy makers.
- October 17, Early Childhood Institute, Omaha, NE, Keynote and workshop for regional meeting
- October 25, Palm Beach Florida Literacy Council, Keynote presentation.
- October 17, Early Childhood Institute, Omaha, NE, Keynote and workshop for regional meeting
- September 25, Florida State Even Start annual professional development meeting
- August 5, 6. Even Start Statewide meeting, Tacoma Washington. Two-day workshop on supporting literacy in preschool classrooms.
- June 19, Living Learning and the Brain, Keynote speaker to K-12 Flint Michigan teachers and administrators
- June 1. Reach Out and Read Keynote speaker at the annual conference of the Reach Out and Read organization. Spoke to over 200 pediatricians and others involved in the program.
- March 11, 2003, Even Start Regional Conference, Saratoga Springs, NY
- March 4, 2003, Children: Our Commonwealth, Keynote address, Cincinnati, OH
- February 24 – 25, The Challenge of Professional Development in Early Childhood Settings, Child Trends, Washington DC.

2002

- December 6. Keynote address, University of Northern Texas.
- Nov. 3. Even Start New Grantees Training, Washington, DC.
- October 26. *Great Beginnings Conference*, Annual conference of the Center for the Development of Human Services and the University of Massachusetts, Marlborough, MA
- October 18, Invited presentation at *Enhancing Caregiver Language Facilitation in the Childcare Settings*, the Hanen Institute, Toronto, Ontario.
- October 4, *Midwest Faculty Institute*, Kansas City, MO.
- September 19, 2002, *School Readiness Indicators Initiative: Making Progress for Young Children*, Boston, MA.
- July, 22. Even Start State Coordinators Meeting, Washington DC
- June, 4. Head Start Higher Education consortium, Washington DC
- May, 23. Keynote address, Hartford School Readiness Council, Hartford, CT
National Center for Family Literacy Research Forum, Washington DC
- April, 8. Workshop for the West Virginia Speech-Language-Hearing Convention, George Marshall University
- January: 14. Keynote address to Kamehameha Annual Professional Development

Conference. Honolulu, Hawaii.

January 24. Keynote address to New Directors' Training, National Head Start Association, Washington, DC.

2001

February 24 – 25, The Challenge of Professional Development in Early Childhood Settings, Child Trends, Washington DC.

December 6. Keynote address, University of Northern Texas.

Nov. 3. Even Start New Grantees Training, Washington, DC.

October 26. *Great Beginnings Conference*, Annual conference of the Center for the Development of Human Services and the University of Massachusetts, Marlborough, MA

October 18. Invited presentation at *Enhancing Caregiver Language Facilitation in the Childcare Settings*, the Hanen Institute, Toronto, Ontario.

October 4. *Midwest Faculty Institute*, Kansas City, MO.

September 19. *School Readiness Indicators Initiative: Making Progress for Young Children*, Boston, MA.

July, 22. Even Start State Coordinators Meeting, Washington DC

June, 4. Head Start Higher Education consortium, Washington DC

May, 23. Keynote address, Hartford School Readiness Council, Hartford, CT
National Center for Family Literacy Research Forum, Washington DC

January 24. Keynote address to New Directors' Training, National Head Start Association, Washington, DC.

2000

December. Presentations on the place of oral language in early literacy. Georgia State's Reading Excellence Act initiative. Atlanta and Savannah Georgia.

November. Invited presentation at the annual conference of the Ohio School Speech and Audiology specialists.

September. *How states can support development in the preschool years: A language and literacy perspective.* Address delivered to an early childhood subcommittee of the Montana Legislature, Boise, Idaho.

June-July: CIERA Summer Institute, Ann Arbor, Michigan.

Summer Institute, Rutgers University, Brunswick, NJ.

Workshop delivered at the Early Childhood Institute, University of District of Columbia, Washington DC.

UNPUBLISHED ASSESSMENT TOOLS AND CURRICULUM

Dickinson, D.K. & Chaney, C. (1998). Profile of Early Literacy Development.

Dickinson, D.K., Clark-Chiarelli, N. & Chaney, C. (2001). Assessment of Early Literacy Development.

Dickinson, D.K., Howard, C., & Haine, R. (1998). Teacher-Child Verbal Interaction Profile.

MEDIA, MAJOR ADVISORY PANELS

Media

Video documentaries about work in Abu Dhabi:

<https://vimeo.com/257415056>

<https://youtube/38bO3efbGEE>

<https://vimeo.com/199069468>,

Video documentary about Early Reading First project, 2013: <http://vimeo.com/63609578>

New York Times, October 22, 2013. Report of research on language development, school success and poverty. http://www.nytimes.com/2013/10/22/us/language-gap-study-bolsters-a-push-for-pre-k.html?hpw&_r=0

Heads Up! Reading, Guest commentator appearances: April, 2003; April, 2002; fall, spring, 2001, fall, 2000). National live Satellite TV Professional Development on Early Literacy to Head Starts across the United States.

National Public Radio All Things Considered piece about family mealtimes:

<http://www.npr.org/templates/story/story.php?storyId=19331759>

Martha Speaks Advisory Board for WGBH TV (2006 - 2008)

Major Panels and Advisory Boards

FILIORUM, Center for kindergarten research based at the University of Stavanger, Norway. Center funded for five years, 2018 – 2023 for \$29.86 million.

The Bellevue Project for Early Language, Literacy, and Education Success, Bellevue Hospital Department of Pediatrics.

Title I ECLD Technical Advisory Panel: 2014 - 2017

Social Innovation Fund (SIF) Evaluation Advisory Team examining Experience Corps (2016 -)

Advisor to Head Start on its New Learning Standards Child Outcomes Framework (2014)

Early Childhood Longitudinal Kindergarten Sample Technical Advisory Panel (2013 - 2014)

Federal Trade Commission, expert witness related to a baby language training program, (2013 – 2015)

Advisor to Head Start on its New Learning Standards Child Outcomes Framework (2014)

Early Childhood Longitudinal Kindergarten Sample Technical (2014)

Early Childhood Education Task Force for Nashville (2013 – 2014)

Early Literacy Advisory Panel to the National Governor's Association (2013)

Carnegie Foundation's Quality Literacy Instruction, Expert Panel member (2013)

Head Start Advisory Panel on New Early Learning Standards: General Panel and DLL Subgroup (2013)

Advisor to NAEYC/DEC/NHSA Committee to develop a position statement on response to intervention, (2010 - 2011).

Early Childhood Longitudinal Survey Technical Advisory Panel (2011 - 2102)

Advisory Board to the National Title I Study of Implementation and Outcomes: Early Childhood Language Development (2010)

Advisor for Point position statement on Response to Intervention for DEC/NAEYC/NHSA (2010)

IES Reviewer: Researcher-Practitioner Partnerships (2014)

Standing Panel on Reading and Writing, 2005 - 2008

Teacher Quality, 2004, 2005

External Reviewer for International Grant Competitions

- England's Nuffield Foundation (2018)
- Israel (2006, 2007, 2013)
- The Netherlands (2005, 2006)
- Canadian Language and Literacy Research Network reviewer (2002, 2004, 2006)
- National Academies of Science: Dickinson, D.K., & Freiberg, J. G. (October 15, 2009). *Preschool Language Development and Later Academic Success. Workshop on the Role of Language in School Learning: Implications for Closing the Achievement Gap*. Menlo Park CA.
- Invited participant, National Institute for Literacy session charting research priorities for early literacy
- National Research Council Workshop examining academic language development, committee member (2009)
- Advisor to The Albert Shanker Institute for Preschool Curriculum: What's In it for Children and Teachers, 2009.
- Invited participant, *Roundtable on Supporting Positive Language Outcomes for Young Minority Children*. Office of Program Research and Evaluation and Office of the Assistant Secretary for Research and Planning, Institute for Educational Sciences, National Institute for Child Health and Development, Washington DC (April 16th, 17th, 2008).
- Invited participant, *Roundtable on Supporting Positive Language Outcomes for Young Minority Children*. Office of Program Research and Evaluation and Office of the Assistant Secretary for Research and Planning, Institute for Educational Sciences, National Institute for Child Health and Development, Washington DC (April 16th, 17th, 2008).
- Invited participant, *Developing the Next Wave of Quality Measures for Early Childhood and School-Age Programs*, Office of Program Research and Evaluation and Office of the Assistant Secretary for Research and Planning, Washington, DC, January 23rd – 25th, 2008).
- Reviewer for Early Childhood Assessment, National Research Council report (2008)
- Early Literacy Development Commission, International Reading Association (2003 - 2008)
- Advisory Panel for Regional Center funded by the Department of Education, National Leadership in Reading and Language Mastery (2002 - 2005)
- Even Start Expert Advisor for Development of a national training program (2004 – 2005)
- Commissioner, National Association for the Education of Young Children Program Accreditation revision, Chair of curriculum standard working group (2002 – 2005)
- Even Start Expert Work Group: Featured Sites Project (2003 – 2004)
- Even Start Featured Sites Advisory Panel, (2002 – 2004)
- NICHD Adolescent Literacy Grants Review, July, 2003.
- Advisor to Westat on development National Household Education Survey for 2006 (2002 – 2003)
- Participation in the White House Summit on Early Childhood Cognitive Development. Washington, DC. (July, 2000).
- OERI Reviewer for Reading Excellence Act and Field-Initiated Studies (1999, 2000, 2001)
- New Standards Committee on Oral Language Development, Preschool – Grade 3, (1999 - 2000)
- Language Advisor to WESTAT, Birth Cohort National Longitudinal Study (1999 - 2003)
- Advisor on Measures for the Head Start Impact Study (2001 – 2002)
- Site Reviewer, OERI Center for Research on the Education of Students Placed at Risk (1997)
- Panel Member, Early Childhood Education and Cultural Diversity, National Academy of Sciences (1994)

Contributor to Major EDC Projects

- 1998 - 1999 ***Step-by-Step Evaluation***. Participated in team carrying out evaluation of innovative early childhood programs in Bulgaria, Romania, Ukraine and Krygystan. Helped develop assessment materials, trained data collectors in Ukraine, assisted in analysis and dissemination of results.
- 1998 - 1999 ***INTASC Performance Assessment***. Worked as part of a team developing assessment materials for INTASC, Interstate New Teachers Assessment and Support Consortium, which is supported by Council of Chief State School Officers (CCSSO).
- 1994 - 1996 ***National Board for Professional Teaching Standards***. Played central role in conceptualization, development, pilot and field testing of the Early Childhood Generalist certificate, one of the two first assessment packages successfully developed for NBPTS. Also assisted in initial development phase for Middle Childhood and Early Adolescent Generalists packages. These performance-based assessments are used to identify highly accomplished teachers worthy of national certification.

CURRENT PROFESSIONAL ASSOCIATIONS

American Education Research Association
 Special Interest Group in Language Development (Chair, 1987 - 1989)
 Special Interest Group in Early Childhood Education
 International Literacy Association
 Literacy Research Association
 Society for Research in Child Development
 Society for the Scientific Study of Reading (Secretary, 1993-1995)

JOURNAL REVIEWING AND ADVISORY BOARDS

Editorial Board:

Journal for Education of Children Placed at Risk (2018 -)

Reading Research Quarterly (2008 – 2014, 2018 -)

Associate Editor, *Child Development*, August 2013 – July 2016.

Associate Editor, *Journal of Educational Psychology*, 2014-2016

Editor, *NRC Yearbook* (2006 – 2009)

Editor *American Educational Research Journal* (2001 - 2004)

Consulting Editor,

Early Childhood Research Quarterly, 2007 – 2017)

Child Development: (2009 – 2014)

Reviewer

AERA Open

Applied Psycholinguistics

American Educational Research Journal

Applied Psycholinguistics

Child Development
Cognition and Instruction
Developmental Psychology
Early Childhood Research Quarterly
Early Education and Development
Educational Resarcher (ER)
Exceptional Children
First Language
Journal of Child Language
Journal of Early Literacy
Journal of Educational Psychology
Journal of Research in Childhood Education
Psychological Science
Reading Research Quarterly
Review of Educational Research

CONSULTING (selected recent activities)

Explicit Vocabulary Instruction in Automated Listening Centers for Young Children with Language Delays, IES project led by Howard Goldstein
 AARP Experience Corps Advisory Panel, 2016 -
 Federal Trade Commission, expert witness, 2013 - 2015
 Thrive by Five, State of Washington, July 2008
 Workshops to support Early Reading First program: Bowling Green, KY
 Sylvan Learning Centers, Balitmore, MD
 Corporation for Public Broadcasting and WGBH: Ready to Read Initiative
 advising WGBH TV on Martha Speaks, new educational TV program (2005 -)
 Pew Charitable Trust, Accountability Initiative, September 2005

VANDERBILT UNIVERSITY and PEABODY COLLEGE ACTIVITIES

Grantsmanship

2018

Dickinson, D.K. Launching Language Learning in Preschool, Submitted to the Institute for Educational Sciences, \$1.4 million for three years.

2017

Mancia-Martinez, J., Dickinson, D.K., Gankse, K., Phillips-Galloway, E. (2017 – 2019). Research-Practitioner Partnership to Promote Reading Comprehension Achievement Institution. Peabody College Small Grant, \$15,000.

Troseth, G., Dickinson, D.K., Sarkar, N. (2017 – 2018). Adaptive eBooks for Building Children’s Language Skills. Trans-institutional Projects, Vanderbilt University, \$100,000.

Dickinson, D.K. Launching Language Learning in Preschool, Submitted to the Institute for Educational Sciences, \$1.4 million for three years. (not funded)

June 2015

Troseth, G., Dickinson, D.K., and Sarker, N. National Science Foundation Science of Learning. Not funded.

Dickinson, D.K. W.T. Grant Foundation initial inquiry: not funded.

August 2014

Institute for Educational Sciences: Scaling Up Teacher-Delivered Book Reading (Goal 2), not funded
Hirsh-Pasek, K., Golinkoff, R., & Dickinson, D.K. (2015 - 2018). Language for Reading: Building Vocabulary through Engaged Learning, Three-year Goal Two project, \$1.5 million, three years

June 2010 Application

2011 – 2014, Institute for Educational Sciences, Increasing Vocabulary in preschool: Using Cognitive Science to Guide Pedagogy (Goal 2), over three years (funded)

2009: subcontractor to NYU: *Promoting Early School Readiness in Primary Health Care* submitted to NIH

Dickinson, D.K., Rowe, D., & Neitzel, C. (2008). Early Language and Literacy Success. U.S. Department of Education Early Reading First project done in the Nashville Public Schools. \$3.42 million over three years. (funded)

Dickinson, D.K. & Wilson, S. J. (2007). Examining the Effectiveness of OWL as Used in ERF Projects. Pearson Learning Group. \$136,661 over 12 months.

Leadership

Associate Dean for Research and Strategic Initiatives 2017 – 2018 Academic year

- Developed subject identifiers for faculty to use for the Vanderbilt website
- Led creation a a new way to collect faculty vita that includes obtaining faculty identifiers for research expertise
- Led planning for reconstruction of the PRO website
- Supported efforts to increase Peabody College’s visibility to the community and capacity to recruit families for research
- Supported efforts to improve collaboration between Peabody College and the Metropolitan Nashville Public Schools including initial efforts to build a university-school partnership
- Launched new small grant programs to fund university-school partnerships and work drawing on the resources of the Tennessee Education Research Alliance

Abu Dhabi: Project Director of Demonstration School Project, January 2010 – August 2016

- Beginning in 2013 overall responsibility for leading efforts in Atfal Abu Dhabi KG (230 children) and Mubarak Bin Mohammed Cycle One (1100 students)
- Co-led effort to identify and hire instructional coaches for cycle 1 and KG.
- Assisted in hiring of principals
- Led efforts to support KG program development
- Provided on-site support and developed material for use in the school

Chair, Department of Teaching and Learning (July 2007 – January 2010)

- Hiring: 4 tenure line, 6 faculty of the practice, 1 teacher-in-residence
2010: Tenure-line faculty: Literacy
Faculty of the Practice (3): Secondary Education, Literacy, Mathematics
2009: Tenure-line faculty (3): Mathematics Education, Science Education (2)
2008: Faculty of the Practice: Mathematics;
Teacher-in-Residence in Social Studies
2007: Faculty of the Practice (2): English Education, English Language Learners
- Program development:
With the Associate Chair led effort to create a program to serve Abu Dhabi
Led effort to create Teaching and Learning in Urban Schools (TLUS) with the Metro Schools
Leading effort to evaluate the TLUS program
Reviewed Masters programs and eliminated small programs
Created climate supportive of development of 2 new Masters programs and nearly 50% increase in Masters enrollments (Learning & Instruction, Learning, Diversity and Urban Studies)
- Reshaped how Chair functions
Hired Assistant-to-the Chair and Associate Chair
Established more systematic planning for course development and graduate assistantships
- Departmental functions and decision-making
Established DTL Research Conversations for sharing of faculty research
Led formulation of policy for use space allocation; led shift to pooled support staff;
Established mentoring committees for all faculty of the practice

Vanderbilt University

- Vanderbilt University Research Council
- Search committee for Vanderbilt Child Care Director
- Search committee to select firm to assist faculty with obtain research funding
- Vanderbilt Graduate School's Postdoctoral Advisory Committee 2016 –
- Vanderbilt University Research Committee, 2016 -
- Tennessee Educational Research Alliance, Steering Committee, 2016 -
- Vanderbilt Post-Doctoral Affairs Committee
- Oversight of Peabody College Small Grants 2014
- Vanderbilt Advisory Committee to the Vice-Provost for Research on IRB
- Limited Submission Opportunity Review Committee 2017 -
- Co-Chair of TIPS committee, 2014 – 2016
- Search committee member for Vice-Provost for Research 2015 - 2016

Peabody College

- Lead for re-envisioning Peabody Research Institute
- Chair, Search committee for Peabody Research Institute director, 2015 - 2017
- Academic Standing, 2008 - 2009

- Research Review Committee for Peabody, 2008 – 2010Co
- Member, Program Evaluation Review Committee (2008 – 2009)

Department of Teaching and Learning

- Convener, Development, Learning and Diversity, 2018
- Participated on department review committees for Molly Collins and Emily Pendergrass
- Mentor, Jeannette Mancilla-Martinez
- Convener, Language, Literacy and Culture, 2013 – 2014, 2017 - 2018
- Chair, Promotion Review Committee and Mentor, Amanda Goodwin
- Mentor to Amanda Goodwin
- Elementary Education committee
- Executive Council, 2012 – 2014
- Chair, Reading Education search committee, 2013 – 2014, 2013 - 2015
- Mentoring committees, Amanda Goodwin (Chair), Doug Clark, Jeanette Mancilla-Martinez
- Chair, Mentoring Committee for Amanda Goodwin, 2011 - 2016
- Elementary Education Committee, 2012 -
- Mentoring committees for Amy Palmeri, Ann Neely, Amy Palmeri, Carin Neitzel
- Graduate Review Committee (2005 – 2007)
- Reading Education Search Committee 2005 – 2007)
- Peabody College Research Committee (2006 – 2007)
- DLD Convener (2006 – 2007)
- Graduate Review Board (2007 – 2008)
- Chair, Review of Dr. Tisha Sanders, 2006

Chair, Department of Teaching and Learning (July 2007 – January 2010)

- Hiring: 4 tenure line, 6 faculty of the practice, 1 teacher-in-residence
2010: Tenure-line faculty: Literacy
Faculty of the Practice (3): Secondary Education, Literacy, Mathematics
2009: Tenure-line faculty (3): Mathematics Education, Science Education (2)
2008: Faculty of the Practice: Mathematics;
Teacher-in-Residence in Social Studies
2007: Faculty of the Practice (2): English Education, English Language Learners
- Program development:
With the Associate Chair led effort to create a program to serve Abu Dhabi
Led effort to create Teaching and Learning in Urban Schools (TLUS) with the Metro Schools
Reviewed Masters programs and eliminated small programs
Created climate supportive of development of 2 new Masters programs and nearly 50% increase in Masters enrollments (Learning & Instruction, Learning, Diversity and Urban Studies)
- Reshaped how Chair functions
Hired Assistant-to-the Chair and Associate Chair

- Established more systematic planning for course development and graduate assistantships
- Departmental functions and decision-making
 - Established DTL Research Conversations for sharing of faculty research
 - Led formulation of policy for use space allocation; led shift to pooled support staff;
 - Established mentoring committees for all faculty of the practice

PhD, MAP and Review Committees (starting in 2007)

In Process

Laura Teller, Hearing and Speech external committee member, Hearing and Speech
 Sophia Jimenez, Psychology and Human Development, Psychology and Human Development
 Katherine Newman, Dissertation Chair
 Bretta Rivera, Dissertation Chair

Completed

Jin-Sil Mock, Dissertation Chair
 Katherine Newman, MAP Chair
 Bretta Rivera, MAP Chair
 Jin-Sil Mock, MAP Chair
 Elizabeth Hadley, MAP and Dissertation Chair
 Dana Kan: External reviewer for Hearing and Speech Orals, 2014 - 2017
 Sophia Jimenez, Psychology and Human Development, MAP committee
 Karen Anthony: MAP committee, 2010 – 2013
 Cathy Yun: MAP Committee, and dissertation committee 2011 - 2013
 Erica Barnes, Lead Advisor, MAP and dissertation committees, completion 2013
 Esther Care, external reviewer
 Melbourne Graduate School of Education , The University of Melbourne
 Jill Grifenhagen, Lead advisor, MAP , completed 2012
 Canan Aydogan: Dissertation committee, completed 2012
 Ragan McCleod: External member, Dissertation proposal defended, 2011
 Jamie Fisher: External reviewer for Hearing and Speech, 2009 - 2011
 Mikel Cole: MAP and dissertation committees, completed 2012
 Tanya Flushman, MAP and Dissertation committees; completed, 2011
 Tracy Cummings: Dissertation completed, 2011
 Catherine Darrow: Chair, Dissertation, completed summer, 2010
 Catherine Darrow: MAP committee Chair (2009); MAP passed January, 2010
 Tracy Cummings: MAP committee (2009 – 2010)
 Dennis Davis; Dissertation committee, completed 2009
 Gabrielle Strouse, Psychology and Human Development PhD Dissertation committee (2009)
 Jennifer Ragan Henderson, Special Education: PhD committee (2009)
 Dennis Davis: MAP committee (defended spring, 2009)
 Kerry Hofer: MAP, PhD committee (defended spring, 2008)

Mary Elizabeth Watson, MAP, PhD committee (defended spring, 2008)

PhD Advising

Kaitlin Hebert (fall 2017 -)

Jessica Lawson (fall, 2015 -)

Bretta Rivera (fall, 2011 -)

Katherine Newman (entered fall 2010, transferred to me fall 2011 -)

Jin-Sil Mock, (entered fall, 2010 -)

Elizabeth Hadley (fall, 2011 - 2017)

Ellie Mae Pierce (fall, 2013 – 2015)

Keenan Fagan (entered fall, 2009) (transferred to Robert Jimenez, fall 2011)

Erica Barnes (entered fall, 2009 - 2013)

Jill Grifenhagen (entered fall, 2007 - 2012)

Catherine Darrow (entered fall, 2006, completed spring 2011)

Undergraduate Advising

Elementary Education majors: 8 students (2007 - 2010)