

## YATMA DIOP

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### EDUCATION

#### Michigan State University, East Lansing, Michigan, USA

Ph.D. Student in Child Development, Expected May 2022

#### Michigan State University, East Lansing, Michigan, USA

Master of Science in Child Development, 2018

#### Gaston Berger University, St. Louis, Senegal

M.A Linguistics, 2012

### AWARDS

2019 – Scholarship awarded by the HDFS department from the Estate of Mary Lewis

2018 – Michigan State College of Social Science Recruitment Enhancement

2016 – Fulbright Junior Staff Development Scholarship (awarded by the US Department of State), 2016

### PUBLICATIONS

Weber, A.M., **Diop, Y.**, Gillespie, D., Ratsifandrihamanana, L., & Darmstadt, G. L. (in press): Africa is not a museum: The ethics of encouraging new parenting practices in rural communities in low-income and middle-income countries. *BMJ Global Health*.

Weber, A. M., Marchman, V. A., **Diop, Y.**, & Fernald, A. (2018). Validity of caregiver-report measures of language skill for Wolof-learning infants and toddlers living in rural African villages. *Journal of Child Language*, 45(4), 939-958.

Weber, A., Fernald, A., & **Diop, Y.** (2017). When cultural norms discourage talking to babies: Effectiveness of a parenting program in rural Senegal. *Child Development*, 88(5), 1513-1526.

Marchman, V., Weber, A., and **Diop, Y.** (2013). The MacArthur-Bates Communicative Development Inventories (CDIs) for Wolof children (Form B: 20-44 months old). Copyright.

### PROFESSIONAL PRESENTATIONS

**Diop, Y.**, Fernald, A., Marchman, V., & Weber, A. (2021, April). *Variability Among Senegalese Mothers in Verbal and Physical Communication with Wolof Learning Toddlers Predicts Children's Vocabulary*. Poster to be presented at the Biennial Meeting of the Society for Research in Child Development (SRCD), Virtually.

Fernald, A., **Diop, Y.**, Weber, A., & Marchman, V. (2020, October). *Integrating qualitative and quantitative methods in research on early language development in diverse populations and cultures*. Presentation given at the Preconference of the Max Planck Institute for Psycholinguistics.

**Diop, Y.**, Skibbe, L., Weber, A., & Fernald, A. (2019, April). *A confirmatory factor analysis of the Wolof*

*version of the CES-D 10 scale used in rural Senegal.* Poster presented at the Annual MSU International Scholar Showcase in April 2019

- Diop, Y.**, Skibbe, L., Weber, A., & Fernald, A. (2019, March). *Adult-infant mutual gaze avoidance is not generalizable in Africa: illustrations from Senegal.* Poster to be presented at the Biennial Meeting of the Society for Research in Child Development (SRCD), Baltimore, MD.
- Pooja, D., **Diop, Y.**, Hindawi, M., & Skibbe, L. (2018, April). *A descriptive study on mother-child mutual gaze in Senegalese population.* Poster presented at the MSU Annual University Undergraduate and Arts Forum (UURAF).
- Diop, Y.**, Patterson, V., Weber, A., & Fernald, A. (2017, April). *Caregiver-Child Mutual Gaze Relates to Vocabulary and Language Processing in 2-Year-Old Wolof-Speaking Children in Rural Senegal.* Poster presented at the Biennial Meeting of the Society for Research in Child Development (SRCD), Austin, TX.
- Weber, A., Fernald, A., & **Diop, Y.** (2017, April). *Strengthening Caregiver-Child Interaction in Rural Senegal: Successes and Challenges of Tostan's Parenting Program.* Poster session presented at: Biennial Meeting of Society for Research in Child Development; Austin, TX
- Fernald, A., Weber, A., & **Diop, Y.** (2017, April). *On both sides of the globe: The challenges of "enculturating science" in designing and evaluating language interventions in Senegal and the US.* Poster presented at the Biennial Meeting of the Society for Research in Child Development (SRCD), Austin, TX.
- Weber, A., Marchman, V., MacDonald, K., Bion, R.H., **Diop, Y.**, Giroux, I., & Fernald, A. (2015, March). *Adaptation of language assessment instruments for 2-year-old Wolof-learning children living in rural African villages.* Poster presented at the Biennial Meeting of the Society for Research in Child Development (SRCD), Philadelphia PA, USA.
- Weber, A., Fernald, A., **Diop, Y.** Samba, I., Kasse, A., Badji, S., Bouso, A., Dia, A., Dem, M., Giroux, S., Thiam, M., and Soltani, S. (2015, March). *Real-time language understanding and vocabulary learning by 2-year-old children living in rural African villages.* Poster presented at the Biennial Meeting of the Society for Research in Child Development (SRCD), Philadelphia PA.

## **PROFESSIONAL DEVELOPMENT & SPECIALIZED TRAININGS**

2020 – Mentee at the Brazelton Touchpoints Center, Harvard University

2019 – **Graduate Certificate in Program Evaluation**, Department of Psychology, Michigan State University

2016 – **Graduate English Language Certificate**, English Language Center, Drexel University, Philadelphia

2015 – **Six-week course on Psychology and Child Development**, Department of Psychology, Stanford University, California

2014 – **Certificate for participating in an evaluation project on behavioral studies (Early Childhood Development)**, Center for Infant Studies, Stanford University, California

2013 – Training trip in the US on early childhood development and for English language immersion, Center for Infant Studies, Department of Psychology, Stanford University, California

## **PROFESSIONAL EXPERIENCE**

Dec. 2012- Sept. 2016 – **Research Assistant**  
*Stanford Tostan Evaluation Project*

Coordinated by Dalberg-Global Development Advisors in Dakar, Senegal

**The Project:** Funded by the William and Flora Hewlett Foundation, the aim of the Stanford Tostan Evaluation Project (STEP) was to evaluate the Reinforcement of Parental Practices program implemented by the NGO Tostan in 480 households in 24 villages of the Kaolack region. The STEP teams used data collections and analysis methods, both qualitative and quantitative, to determine whether Tostan's program improved the caregivers' parental practices in terms of parent-child interactions, and if so, whether that affected the infants' language development.

**Responsibilities:** I was involved in almost every aspect of the project. I contributed to the elaboration of the project orientation manual. One of my roles was to develop coding schemes, translate them from English to French and Wolof. I was also in charge of training the local team in Senegal to code mother-infant interactional patterns using different coding programs. I collected quantitative and qualitative data on language development and parenting beliefs. I was responsible for maintaining a database and keeping data records from almost 500 families organized and up-to-date. I participated in organizing and writing the final evaluation report submitted to the Hewlett foundation.

**PATH, International Health Organization**  
2015-2016 – **Translation and language consultant**

**Responsibilities:** My responsibilities included translating research instruments such as questionnaires and IRB applications from English to French and from French to Wolof.

**Bridge Kids/Senegal June 2010 – Sept 2012**  
2010-2012 – **Volunteer**

**Project:** Bridge Kids International is a global non-profit organization helping young people of Africa unleash their social entrepreneurial spirits to solve economic development, education, environmental, girls' rights, and health challenges and build sustainable communities.

**Responsibilities:** I volunteered to teach elementary-level English classes in some rural areas as part of the organization's education project. Moreover, I contributed to elaborating the project *Jàppale Nongo Daara, or 'Helping child beggars,'* which aimed to take child beggars from the streets and enroll them in schools. A part of this project, I monitored children's education and progress.

**GRADUATE RESEARCH EXPERIENCE**

Jan. 2020-Now – **Research Assistant**

**Project:** Improving Writing Resources and Interactions in Teaching Environments through Professional Development (IWRITE-DP) for Teachers of Children from Low-income Families. IWRITE-PD is a federally funded (US Department of Education, Institute of Education Sciences) grant project led by Drs. H. Gerde (PI), G. Bingham (Co-PI) & R. Bowles (Co-PI). The goals of the project were to design and evaluate a fully online professional development program for Head Start teachers to improve young children's literacy development.

**Responsibilities:** I am part of a five-member team of reliable coders of teacher-child interactions to support writing and literacy. Specifically, I transcribe and code video observations of Head Start classrooms to identify writing events and code at the utterance level using a complex system for coding utterances to support writing and literacy skills.

Aug. 2019-Dec. 2019 – **Research Assistant**

**Teach Rwanda Project.** Teach Rwanda is an African NGO that aims at transforming early childhood education in Rwanda by helping teachers to offer meaningful learning experiences to Rwandan children. Michigan State University collaborates with the NGO to provide training and technical assistance in many aspects.

**Responsibilities:** Included preparing training materials for teacher trainees. In particular, I wrote a document discussing the importance of integrated curriculum shared with Teach Rwanda to guide the training they provide to early childhood teachers.

### **GRADUATE TEACHING EXPERIENCE**

Summer 2021: **Instructor** for HDFS 414: Parenting

**Course summary:** HDFS 414 examines parenting practices across various parenting contexts. The course challenges students to examine their own beliefs of effective parenting techniques and use empirically based research principles to inform their working knowledge of effective parenting practices.

**Responsibilities:** I developed and recorded weekly lectures, monitored, and graded different assignments. I also had office hours to work with students on various questions related to the course.

Summer 2019 – **Teaching Assistant** for ISS 210: Society and the Individual.

**Course summary:** ISS 210 was a 6-week summer class covering many aspects of technology and media, going from the history of media technology to globalization and the future of media. It provided students with ways to live with technology positively.

**Responsibilities:** I created grading rubrics and graded students' assignments. I also had virtual office hours for students to respond to questions and review or clarify course materials.

Spring 2019 & Summer 2020 – **Teaching Assistant** for HDFS 225: Lifespan Human Development in Family

**Course description:** HDFS 225 introduces students to human development both with the family context and across the lifespan. The course covers all domains of human development from conception to death using an ecological approach. It also exposes students to major theories of human development.

**Responsibilities:** My role was to grade students' assignments and create grading rubrics through D2L, an online course management system. I had office hours with students to respond to their questions.

Fall 2018 – **Teaching Assistant** for HDFS 212: Children, Youth and Family.

**Course description:** This course uses an ecological approach to examine childhood, adolescence, and family interactions. It also explores how socio-cultural factors and significant contexts such as school, family, and community influence children and adolescents' development.

**Responsibilities:** My role was to answer students' questions and to grade their assignments. I was in charge of monitoring students' work through MyVirtualChild, a program created by Pearson that allows students to raise their virtual child from birth to 18 years using their knowledge of child development learned in class.

### **GUEST LECTURES**

Fall 2020 – I lectured (virtually) at Humboldt University in the class CD 362: Children and Stress taught by Dr. Meenal Rana. My lecture was titled **Child Begging in Senegal: Causes and Possible Consequences for Early Childhood Development**. I discussed the harsh living conditions of child beggars in Senegal and how they could affect their brain development and attachment patterns.

Fall 2018-Fall 2019 – The title of my lecture was **Child Development and Culture**. I presented in **HDFS 211: Child Growth & Development**. I discussed different types of socialization, such as cultural and racial socialization. I also discussed how differences in childrearing objectives across cultures influence mother-child interactions and child developmental outcomes.

### **PROFESSIONAL MEMBERSHIP**

- Society for Research in Child Development (SRCD)
- National Association for the Education of Young Children (NAEYC)
- Africa Early Childhood Network (AfECN)

### **SERVICE TO THE DEPARTMENT**

Spring 2021 – Participated in the Child Development area discussion group during the HDFS grad recruitment event.

Spring 2021 – Gave a Poster presentation during the HDFS grad recruitment event.

Spring 2020 – Gave a presentation on international research to the 2020 HDFS prospective graduate students.

Spring 2020 – Gave a tour to the 2020 HDFS prospective graduate students

Fall 2019 – Organized the HDFS ELLI lab meetings

Fall 2019 – Gave a welcome presentation to the 2019 HDFS graduate students

Spring 2018 – Mentored undergraduate researchers for the Michigan State University Undergraduate Research and Forum (UURAF)

2018-2019– Mentor in the HDFS Next Step Mentorship Program

### **LEADERSHIP**

2020-2021 – Mentee at the Brazelton Touchpoints Center to be trained as a national trainer.

2010 – Participant in a workshop on leadership at an international camp organized by NGO Bridge Kids International at Gaston Berger University

2010 – Initiator of a free summer school program for middle-school students from low-income families in central Senegal.

2009 – Vice President of SWAP/UGB (Student Work Abroad Program), Gaston Berger University

2009 – President of the Association for Students from Guinguineo (central Senegal) at Gaston Berger University

### **COMPUTER & STATISTICAL SOFTWARE**

Microsoft Office, Google programs, Insqscribe, Clan, QDA Miner; Nvivo; SPSS; Mplus; AMOS

**LANGUAGE SKILLS:** English (fluent); French (fluent); Wolof (native).