

## Lori Elizabeth Skibbe

Michigan State University ♦ 552 West Circle Drive, Suite 2 ♦ East Lansing, MI 48824 ♦ 517.432.2022 ♦ skibbelo@msu.edu

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### CURRENT POSITION

Professor, Human Development & Family Studies, Michigan State University, 2020 -

### PREVIOUS POSITION

Assistant Professor, Human Development & Family Studies, Michigan State University, 2008-2014

Associate Professor, Human Development & Family Studies, Michigan State University, 2014 - 2020

### EDUCATION

NICHD Training Grant Postdoctoral Fellow, University of Michigan, 2006-2008

Ph.D., Risk & Prevention in Education Sciences, University of Virginia, 2006

M.A., Developmental Psychology, University of Virginia, 2002

M.A., Social Sciences, University of Chicago, 1998

B.A., Psychology, The College of New Jersey, 1997

### GRANTS

Independent Evaluator (PI: HighScope). *Supporting preschool and kindergarten students' self-regulation through HighScope curriculum enhancements: Plan-do-review and conflict resolution*. Institute of Education Sciences, \$3,449,957.00. Subcontract to Michigan State University for evaluation work, \$1,352,644. Funded from July 2017-September 2022.

Co-Principal Investigator (PI: Wu). *Evaluation of the Strong Beginnings preschool program for 3-year-old children*. Michigan Department of Education, \$360,000. Funded from January 2020 – September 2022.

Principal Investigator. *Development of the Inventory of Phonological Awareness using Alternative Responses (IPAAR)*. Institute of Education Sciences, \$1,599,987. Funded from July 2015- June 2019. Funded extension for \$62,000 from July 2021-June 2022.

Co-Principal Investigator (PI: D. Sobel). *Researching impacts of nature-based early childhood education #3*. The George B. Storer Foundation, \$42,000. Funded from August 2018 – July 2019.

Co-Principal Investigator. (PI: D. Sobel). *Researching impacts of nature-based early childhood education #2*. The George B. Storer Foundation, \$55,000. Funded from August 2015 – September 2017.

Co-Principal Investigator (PI: J. Plavnick). *Comprehensive reading instruction for children with autism spectrum disorder*. Michigan State University Research on Autism, Intellectual, and Neurodevelopmental Disabilities Initiative, \$99,955. Funded from June 2014-June 2016.

Co-Principal Investigator (PI: R. Bowles). *Development and validation of the Narrative Assessment Protocol (NAP)*. Institute of Education Sciences, \$1,839,186. Funded from July 2011- June 2015.

Co-Principal Investigator (PI: R. Bowles). *The Inventory of Phonological Awareness with Alternative Responses: A feasibility study*. Michigan State University Competitive Discretionary Funding Program, \$25,293. Funded March 2010.

Co-Investigator (PI: A. L. Miller). *Child, family, and classroom effects on early academic skill trajectories in Head Start: Examining risk and protective factors at multiple levels of analysis*, Health and Human Services, Association for Children and Families and Office of Planning and Evaluation, \$98,576. Funded from September 2007 to September 2009.

Principal Investigator. *The effectiveness of parental scaffolding techniques to enhance phonological awareness during repeated storybook readings for children with language impairment*. American Speech & Hearing Association, \$1100. Funded September 2003.

#### **PUBLICATIONS** (graduate student at time of publication\*)

##### **Journal Articles**

55. Cabell, S. Q., Gerde, H. K., Hwang, H., Bowles, R., **Skibbe, L.**, Piasta, S. B., & Justice, L. M. (2021). Rate of growth of preschool-age children's language and decoding skills predicts beginning writing achievement. *Early Education & Development*. <https://doi.org/10.1080/10409289.2021.1952390>
54. Thompson, J., Plavnick, J. B., **Skibbe, L. E.**, Bak, M. Y. S.\*, & Doher, P. (2021). Beyond tier three: Individualized levels of support during Headsprout® early reading instruction for children with autism spectrum disorder. *Journal of Autism and Developmental Disorders*. <https://doi.org/10.1007/s10803-021-05072-y>
53. **Skibbe, L. E.**, Aram, D., & Gerde, H. K. (2020). Mother-child writing interactions for young children with and without cerebral palsy. *International Journal of Disability, Development and Education*, 1-15. <https://doi.org/10.1080/1034912X.2020.1801990>
52. Aram, D., **Skibbe, L. E.**, Hindman, A., Bindman, S., Harpaz, Y., & Morrison, F. J. (2020). Parents' early writing support and its associations with parenting practices in the United States and Israel. *Merrill Palmer Quarterly*, 66, 392-420. <https://doi.org/10.13110/merrpalmquar1982.66.4.0392>
51. **Skibbe, L. E.**, Bowles, R. P., Goodwin, S., Troia, G. A., & Konishi, H. (2020). The Access to Literacy Assessment System for Phonological Awareness (PA): An adaptive measure of PA appropriate for children with speech and/or language impairment. *Language, Speech, and Hearing Services in Schools*, 51, 1124-1138. [https://doi.org/10.1044/2020\\_LSHSS-19-00006](https://doi.org/10.1044/2020_LSHSS-19-00006)
50. Bowles, R. P., Justice, L. M., Khan, K. S., Piasta, S. B., **Skibbe, L. E.**, & Foster, T. D. (2020). Development of the Narrative Assessment Protocol-2 (NAP-2): A tool for examining young children's narrative skill. *Language, Speech, and Hearing Services in Schools*, 2, 390-404.
49. **Skibbe, L. E.**, & Foster, T. D. (2019). Participation in the Imagination Library book distribution program and its relations to children's language and literacy outcomes in kindergarten. *Reading Psychology*, 40, 350-370. <https://doi.org/10.1080/02702711.2019.1614124>
48. Gerde, H. K., **Skibbe, L. E.**, Goetsch, M. E., & Douglas, S. N. (2019). Head Start teachers' beliefs and practices for letter knowledge. *NHSA Dialog*, 22, 1-21.
47. Gerde, H. K., Apol, L. J., **Skibbe, L. E.**, & Bucyanna, C. M. (2019). Creating high-quality early childhood education in Rwanda: Teacher dispositions, child-centered play, and culturally relevant materials. *Early Child Development & Care*, 190(15), 2437-2448.
46. Thompson, J., Plavnick, J. B., & **Skibbe, L. E.** (2019). Eye-tracking analysis of attention to an electronic storybook for children with autism spectrum disorder. *Journal of Special Education*, 53, 41-50. <https://doi.org/10.1177/0022466918796504>

45. Nuttall, A. K., Froyen, L., **Skibbe, L. E.**, & Bowles, R. P. (2019). Maternal and paternal depressive symptoms, home learning environment, and children's early literacy. *Child Psychiatry and Human Development, 50*, 681-691. [10.1007/s10578-019-00872-x](https://doi.org/10.1007/s10578-019-00872-x)
44. Gerde, H. K., **Skibbe, L. E.**, Wright, T. S., & Douglas, S. N. (2019). Evaluation of Head Start curricula for standards-based writing instruction. *Early Childhood Education Journal, 47*, 97-105. <https://doi.org/10.1007/s10643-018-0906-x>
43. **Skibbe, L. E.**, Montroy J. J., Bowles, R. P., & Morrison, F. J. (2019). Self-regulation and the development of literacy and language achievement from preschool through second grade. *Early Childhood Research Quarterly, 46*, 240-251. <https://doi.org/10.1016/j.ecresq.2018.02.005>
42. Piasta, S., B., Groom, L. J., Khan, K. S., **Skibbe, L. E.**, & Bowles, R. P. (2018). Young children's narrative skill: Concurrent and predictive associations with emergent literacy and early reading skills. *Reading & Writing: An Interdisciplinary Journal, 31*, 1479-1498. <https://doi.org/10.1007/s11145-018-9844-7>
41. **Skibbe, L. E.**, & Aram, D. (2018). Maternal writing supports for kindergartners with cerebral palsy and its relations to early literacy skills. *Journal of Special Education, 52*, 29-38. <https://doi.org/10.1177/0022466917738763>
40. Konishi, H., Froyen, L. M., **Skibbe, L. E.**, & Bowles, R. P. (2018). Family context and children's early literacy skills: The role of marriage quality and emotional expressiveness of mothers and fathers. *Early Childhood Research Quarterly, 42*, 183-192. <https://doi.org/10.1016/j.ecresq.2017.10.008>
39. **Skibbe, L. E.**, Thompson, J., & Plavnick, J. B. (2018). Preschoolers' visual attention during electronic storybook reading as related to different types of textual supports. *Early Childhood Education Journal, 46*, 419-426. <https://doi.org/10.1007/s10643-017-0876-4>
38. Tortorelli, L., Bowles, R. P., & **Skibbe, L. E.** (2017). Easy as AchGztrjq: The Quick Letter Name Knowledge Assessment (Q-LNK). *The Reading Teacher, 71*, 121-242. doi: 10.1002/trtr.1608
37. Khan, K., Gugiu, M., Justice, L. M., Bowles, R. P., **Skibbe, L. E.**, & Piasta, S. (2016). Age-related progressions in story structure in young children's narratives. *Journal of Speech, Language, and Hearing Research, 59*, 1395-1408. [https://doi.org/10.1044/2016\\_jslhr-l-15-0275](https://doi.org/10.1044/2016_jslhr-l-15-0275)
36. Montroy, J. J., Bowles, R. P., **Skibbe, L. E.**, McClelland, M., & Morrison, F. J. (2016). The development of self-regulation across early childhood. *Developmental Psychology, 52*, 1744-1762. <https://doi.org/10.1037/dev0000159>
35. Foster, T. D., Froyen, L. A., **Skibbe, L. E.**, Bowles, R. P., & Decker, K. B. (2016). Fathers' and mothers' home learning environments and children's early academic outcomes. *Reading & Writing, 29*, 1845-1863. <https://doi.org/10.1007/s11145-016-9655-7>
34. Montroy, J. J., Bowles, R. P., & **Skibbe, L. E.** (2016). The effect of peers' self-regulation on preschooler's spring self-regulation and literacy growth. *Journal of Applied Developmental Psychology, 46*, 73-83. <https://doi.org/10.1016/j.appdev.2016.09.001>
33. **Skibbe, L. E.**, Gerde, H. K., Wright, T., & Samples-Steele, C.\* (2016). A content analysis of phonological awareness and phonics in commonly used Head Start curricula. *Early Childhood Education Journal, 44*, 225-233. <https://doi.org/10.1007/s10643-015-0703-8>

32. Plavnick, J. B., Mariage, T., Englert, C. S., Constantine, K.\*, Morin, L.\*, & **Skibbe, L.** (2014). Promoting independence during computer assisted reading instruction for children with Autism Spectrum Disorders. *Mexican Journal of Behavior Analysis*, 40, 85-105.
31. Montroy, J. J.\*, Bowles, R. P., **Skibbe, L. E.**, & Foster, T. D.\* (2014). Social skills and problem behaviors as mediators of the relationship between behavioral self-regulation and academic achievement. *Early Childhood Research Quarterly*, 29, 298-309. <https://doi.org/10.1016/j.ecresq.2014.03.002>
30. Gerde, H. K., Foster, T. D.\*, & **Skibbe, L. E.** (2014). Beyond the pencil: Expanding the occupational therapists' role in helping young children to develop writing skills. *The Open Journal of Occupational Therapy*. Vol 2: Iss. 1, Article 5. <https://doi.org/10.15453/2168-6408.1070>
29. Hindman, A. H., **Skibbe, L. E.**, & Foster, T. F.\* (2014). Exploring the nature of parental talk during shared book reading and its contributions to preschool language and literacy: Evidence from the Early Childhood Longitudinal Study–Birth Cohort. *Reading & Writing: An Interdisciplinary Journal*, 27, 287-313. <https://doi.org/10.1007/s11145-013-9445-4>
28. Moody, A. M., **Skibbe, L. E.**, Parker, M. P., & Walker, A. (2014). Use of electronic storybooks to promote print awareness in preschoolers who are living in poverty. *Journal of Literacy and Technology*, 15, 2-27.
27. Bindman, S. W., **Skibbe, L. E.**, Hindman, A. H., Aram, D., & Morrison, F. J. (2014). Parental writing support and preschoolers' early literacy, language, and fine motor skills. *Early Childhood Research Quarterly*, 29, 614-624. <https://doi.org/10.1016/j.ecresq.2014.07.002>
26. **Skibbe, L. E.**, Bindman, S. W., Hindman, A. H., Aram, D., Morrison, F. J. (2013). Longitudinal relations between parental writing support and preschoolers' language and literacy skills. *Reading Research Quarterly*, 48, 387-401. doi: 10.1002/rrq.55  
**ILA Dina Feitelson Research Award**
25. **Skibbe, L.E.**, Hindman, A. M., Connor, C. M., Housey, M., & Morrison, F. J. (2013). Relative contributions of pre-kindergarten and kindergarten to children's literacy and mathematics skills. *Early Education & Development*, 24, 687-703. <https://doi.org/10.1080/10409289.2012.712888>
24. Froyen, L. C.\*, **Skibbe, L. E.**, Bowles, R. P., Blow, A. J., & Gerde H. K. (2013). Marital satisfaction, family emotional expressiveness, home learning environments, and children's academic outcomes. *Journal of Marriage and Family*, 75, 42-55. doi: 10.1111/j.1741-3737.2012.01035.x
23. Hindman, A., Miller, A. L., Froyen, L. C.\*, & **Skibbe, L. E.** (2012). A portrait of family involvement during Head Start: Nature, extent, and predictors. *Early Childhood Research Quarterly*, 27, 654-667. <https://doi.org/10.1016/j.ecresq.2011.11.002>
22. McGinty, A.S., Justice, L. M., Zucker, T. A., Gosse, C., & **Skibbe, L. E.** (2012). Shared-reading dynamics: Mothers' question-use and the verbal participation of preschoolers with SLI. *Journal of Speech, Language, and Hearing Research*, 55, 1039-1052. [https://doi.org/10.1044/1092-4388\(2011/10-0298\)](https://doi.org/10.1044/1092-4388(2011/10-0298))

21. Gerde, H. K., **Skibbe, L. E.**, Bowles, R. P., & Martoccio, T. L.\* (2012). Child and home predictors of children's name writing. *Child Development Research*, 1-12.  
<http://dx.doi.org/10.1155/2012/748532>
20. **Skibbe, L. E.**, Phillips, B. M., Day, S. L., Brophy-Herb, H. E., & Connor, C. M. (2012). Children's early literacy growth in relation to classmates' self-regulation. *Journal of Educational Psychology*, 104, 541-553. <https://doi.org/10.1037/a0029153>
19. **Skibbe, L. E.**, Grimm, K. J., Bowles, R. P., & Morrison, F. J. (2012). Literacy growth in the academic year versus summer from preschool through second grade: Differential effects of schooling across four skills. *Scientific Studies of Reading*, 16, 141-165.  
<https://doi.org/10.1080/10888438.2010.543446>  
  
Reprinted: **Skibbe, L. E.**, Grimm, K. J., Bowles, R. P., & Morrison, F. J. (2014). Literacy growth in the academic year versus summer from preschool through second grade: Differential effects of schooling across four skills. In S. Gelman (Ed). *Childhood Cognitive Development*. Los Angeles: Sage Publications.
18. Bowles, R. P., **Skibbe, L. E.**, & Justice, L. M. (2011). Analysis of letter name knowledge using Rasch measurement. *Journal of Applied Measurement*, 12, 387-398.
17. Hindman, A. Cromley, J., **Skibbe, L.**, & Miller, A. L. (2011). Conventional and piecewise growth modeling techniques: Applications and implications for investigating Head Start children's early literacy learning. *Evaluation Review*, 35, 204-239. <https://doi.org/10.1177/0193841x11412068>
16. Justice, L.M., **Skibbe, L. E.**, McGinty, A. S., Piasta, S., & Petrill, S. (2011). Feasibility, efficacy, and social validity of home-based storybook reading intervention for children with language impairment. *Journal of Speech, Language, and Hearing Research*, 54, 523-538.  
<http://psycnet.apa.org/doi/10.1037/t35997-000>
15. **Skibbe, L. E.**, Connor, C. M., Morrison, F. J., & Jewkes, A. M. (2011). Schooling effects on preschoolers' self-regulation, early literacy, and language growth. *Early Childhood Research Quarterly*, 26, 42-49. <https://doi.org/10.1016/j.ecresq.2010.05.001>
14. **Skibbe, L. E.**, Justice, L. M., & Bowles, R. P. (2011). Implementation processes associated with a home-based phonological awareness intervention program for children with specific language impairment. *International Journal of Speech Language Pathology*, 13, 110-124.  
<https://doi.org/10.3109/17549507.2011.524246>
13. Hindman, A., **Skibbe, L. E.**, & Morrison, F. J. (2013). Teacher outreach to families across the transition to school: An examination of teachers' practices and their unique contributions to children's early academic outcomes. *Early Childhood Education Journal*, 41, 391-399.  
[https://doi.org/10.1007/978-94-007-0573-9\\_6](https://doi.org/10.1007/978-94-007-0573-9_6)  
  
Reprinted: Hindman, A., **Skibbe, L. E.**, & Morrison, F. J. (2011). Teacher outreach to families across the transition to school: An examination of teachers' practices and their unique contributions to children's early academic outcomes. In D. M. Laverick & M. R. Jalongo (Eds.). *Educating the Young Child: Vol 4. Transitions to Early Care and Education* (pp. 57-71). New York: Springer.
12. Cabell, S. Q., Lomax, R. G., Breit-Smith, A., Justice, L. M., **Skibbe, L. E.**, & McGinty, A. S. (2010). Emergent literacy profiles of preschool-aged children with specific language impairment.

*International Journal of Speech Language Pathology*, 12, 472-482.  
<https://doi.org/10.3109/17549507.2011.492874>

11. Pence, K. L., Bowles, R. P., **Skibbe, L. E.**, Justice, L. M., & Wiggins, A. (2010). Theoretical explanations for preschoolers' lowercase alphabet knowledge. *Journal of Speech, Language, and Hearing Research*, 53, 1757-1768. [https://doi.org/10.1044/1092-4388\(2010/09-0093\)](https://doi.org/10.1044/1092-4388(2010/09-0093))
10. Hindman, A., **Skibbe, L. E.**, Miller, A. L., & Zimmerman, M. (2010). Ecological contexts and early learning: Contributions of child, family, and classroom factors during Head Start to literacy and mathematics growth through first grade. *Early Childhood Research Quarterly*, 25, 235-250. doi: 10.1016/j.ecresq.2009.11.003
9. **Skibbe, L. E.**, Moody, A. J., Justice, L. M., & McGinty, A. S. (2010). Socio-emotional climate of storybook reading interactions for mothers and preschoolers with language impairment. *Reading & Writing: In Interdisciplinary Journal*, 23, 53-71. doi: 10.1007/s11145-008-9149-3
8. Justice, L. M., Bowles, R. P., Pence Turnbull, K. L., & **Skibbe, L., E.** (2009). School readiness among children with varying histories of language difficulties. *Developmental Psychology*, 45, 460-476. doi:10.1037/a0014324
7. **Skibbe, L. E.**, Grimm, K. J., Stanton-Chapman, T. L., Justice, L. M., Pence, K. L., & Bowles, R. P., (2008). Reading trajectories of children with language difficulties from preschool through grade five. *Language, Speech, and Hearing Services in Schools*, 39, 475-486. doi:10.1044/0161-1461(2008/07-0016)
6. **Skibbe, L. E.**, Justice, L. M., Zucker, T. A., & McGinty, A. S. (2008). Relations among maternal literacy beliefs, home literacy practices, and the early literacy skills of preschoolers with specific language impairment. *Early Education and Development*, 19, 68-88. doi: 10.1080/10409280701839015
5. Stanton-Chapman, T., L., Justice, L. M., **Skibbe, L. E.**, & Grant, S. L. (2007). Social and behavioral characteristics of preschoolers with specific language impairment. *Topics in Early Childhood Special Education*, 27, 98-109. doi:10.1177/02711214070270020501
4. Justice, L., Bowles, R., & **Skibbe, L.** (2006). Measuring preschool attainment of print-concept knowledge: A study of typical and at-risk 3- to 5-year-old children. *Language, Speech, and Hearing Services in Schools*, 37, 224-235. doi:10.1044/0161-1461(2006/024)
3. Justice, L., **Skibbe, L.**, Canning, A., & Lankford, C. (2005). Preschoolers, print, and storybooks: An observational study using eye-gaze analysis. *Journal of Research in Reading*, 28, 229-243. doi:10.1111/j.1467-9817.2005.00267.x  
 Reprinted: Justice, L. M., **Skibbe, L.**, Canning, A., & Lankford, C. (2007) Preschoolers, print and storybooks: An observational study using eye movement analysis. In. P. L. Cornelissen & C. Singleton (Eds.). *Visual factors in reading* (pp. 13-27). Maiden: Blackwell Publishing.
2. **Skibbe, L.**, Behnke, M., & Justice, L. (2004). Parental scaffolding of phonological

awareness: Interactions between mothers and their preschoolers with language impairment. *Communication Disorders Quarterly*, 25, 189-203. doi:10.1177/15257401040250040401

1. La Paro, K., M., Justice, L., M., **Skibbe, L., E.**, & Pianta, R. C. (2004). Relations between maternal, child, and demographic factors and the persistence of preschool language impairment. *American Journal of Speech Language Pathology*, 13, 291-303. doi:10.1044/1058-0360(2004/030)

**Editor's Choice Award**

### **Book Chapters**

3. Schuele, C. M., **Skibbe, L. E.**, & Rao, P. K. S. (2007). Assessing phonological awareness. In K. L. Pence (Ed.). *Assessment in emergent literacy* (pp. 275-326). San Diego, CA; Plural Publishing.
2. Justice, L., M., **Skibbe, L.**, & Ezell, H. (2006). Using print referencing to promote written language awareness. In T. Ukrainetz (Ed.), *Contextualized language intervention: Scaffolding PreK-12 literacy achievement* (pp. 389-428). Eau Claire, WI: Thinking Publications.
1. Lillard, A. S., & **Skibbe, L.** (2005). Theory of mind: Conscious attribution and spontaneous trait inference. In R. R. Hassin, J. S. Uleman, & J. A. Bargh (Eds.), *The new unconscious* (pp. 277-305). Oxford: Oxford University Press. doi: 10.1093/acprof:oso/978019509696

### **Other Publications**

4. **Skibbe, L. E.** (2020). Early literacy supports for children with disabilities. [ILA Instructional Practices]. URL.
3. Yujuan, L., **Skibbe, L. E.**, & Bowles, R. P. (2017). An experimental study of the narrative ability of 3-5-year old Chinese children. *Chinese Journal of Special Education*, 11, 92-98.
2. **Skibbe, L.** (2005, March). The effectiveness of parental scaffolding techniques to enhance phonological awareness during repeated storybook readings for children with language impairment. *Perspectives*, [Publication of Division 1 of the American Speech-Language-Hearing Association], 12, 19-21.
1. Justice, L. M. & Pence, K. (Eds.) (with Beckman, A., **Skibbe, L.**, & Wiggins, A.) (2005). *Scaffolding with storybooks: A guide for enhancing young children's language and literacy achievement*. Newark DE: International Reading Association.

### **TEACHING EXPERIENCE**

*Child Development in Ecological Perspective – 2013 to 2019*

Michigan State University, Department of Human Development & Family Studies

Instructor: Teach a graduate level course focused on child development from infancy through middle childhood.

*Contemporary Issues in Human Development & Family Studies – 2019 to Present*

Instructor: Teach a graduate level course for first year doctoral students with the information and skills that they need to be successful during graduate school and on the job market.

*Assessment of Young Children - 2009 to Present*

Michigan State University, Department of Human Development & Family Studies

Instructor: Teach a graduate level course to 5-15 students focused on assessment practices for children birth to age 8.

*Child Growth & Development - 2008 to Present*

Michigan State University, Department of Human Development & Family Studies

Instructor: Teach an undergraduate survey course to 120-180 students focused on child development from infancy through middle childhood.

*Pathways of Language & Literacy Development - 2009, 2011*

Michigan State University, Department of Human Development & Family Studies

Instructor: Taught an undergraduate course about early language and literacy development from birth through age eight.

*University Internship Program I & II - 2002 to 2003*

University of Virginia, Department of Psychology

Instructor: Developed and implemented curriculum for 2 sections of 20 undergraduates completing an internship program in a variety of social service programs.

*The Games that Children Play - 2001*

University of Virginia, Summer Enrichment Program

Instructor: Developed the curriculum and taught 3 sections of 15 gifted seventh and eighth graders about principles relevant to child psychology.

*Teaching Assistant and Direct Service Provider for Children with Autism – 1996 to 1997*

Eden Institute, Princeton, NJ

Provided educational and recreational activities, along with respite care, for students ages 3 to 21 on the autism spectrum. Activities were implemented using principles from Applied Behavior Analysis and were individualized to meet the specific needs of students.

## **Mentoring**

### **Master's Thesis (\*chair)**

Lisa Kristoff, 2021

Marcus Collins, 2020

Arianna Pikus\*, 2019

Yatma Diop\*, 2018

Kyla McRoy, 2018

Yuyang Shi, 2018

Jie Huang, 2016

Jadyn Kim, 2015

Catherine Tan, 2014

Carla Fortuna, 2014

Ashley Karsten, 2013

Patricia Griffin\*, 2011

### **Doctoral Advisees (\*chair)**

Burcu Ozkum\*

Kyla McRoy\*

Yatma Diop\*

Rachel Larimore, 2021

*Position upon graduation:* Independent consultant

Liesel Carlson, Sarah Odneal, Mary Behm, Jill Waliczek, 2020

*Positions under graduation:* Continued leadership in their respective school districts

June Westdal, 2018

*Position upon graduation:* Pediatric neuropsychology fellow at the University of Minnesota

Kalli Decker, 2015

*Position upon graduation:* Assistant professor at Montana State University

Tricia Foster\*, 2015

*Position upon graduation:* Assistant professor at Eastern Michigan University

Laura Froyen\*, 2014

*Position upon graduation:* Assistant professor at the University of Wisconsin, Madison

Janelle Montroy, 2014

*Position upon graduation:* Assistant professor at the Children's Learning Institute at the University of Texas

Erin Seif, 2014

*Position upon graduation:* Psychologist within the Child Development Center at Nationwide Children's Hospital in Columbus, Ohio

Meagan Shedd, 2010

*Position upon graduation:* Assistant professor at Plymouth State University

### **CONFERENCE PRESENTATIONS** (graduate students\*; undergraduate students\*\*)

Goodwin, S., Skibbe, L., Richardson, J.\*\*, Bowles, R., Troia, G. (2021, April). *Children with speech-language disabilities and visual attention to oral language tasks*. Poster presented at the Society for Research in Child Development.

Ahmed, S., Skibbe, L., McRoy, K.\*, Ozkum, B.\*, & Scharphorn, L. (2021, April). *Strategies, recommendations, and validation of virtual executive function tasks for use with young children*. Poster presented at the Society for Research in Child Development.

Skibbe, L. E., Bowles, R. P., Goodwin, S., & Troia, G. A. (2020, December). *ATLAS-PA: An adaptive measure of phonological awareness for children with speech and/or language impairment*. Poster presented at the National Research Conference on Early Childhood, Washington DC. <http://nrcec.net/index.html>

Pikus, A. E., Skibbe, L., Larimore, R., & Sobel, D. (2020, July). *Academic outcomes from nature-based kindergarten and first grade classrooms*. Poster presented at the Nature-Based Early Learning Conference, Virtual conference.

Bowles, R. P., Skibbe, L. E., Goodwin, S., & Troia, G. (2020, July). *Performance discrepancy in phonological awareness tasks*. In L. Branum-Martin (Chair), *Using change scores to examine dynamics in reading research*. Symposium accepted at the Annual Meeting of the Society for the Scientific Study of Reading, Newport Beach, CA (Conference canceled).

Eppinger, N., Goodwin, S., & Skibbe, L. (June, 2020). *Using eye tracking for an assessment of English phonological awareness for children with speech production difficulties*. Poster accepted for the National Research Conference on Early Childhood, Arlington, VA (Conference canceled).

Bowles, R. P., Goodwin, S., Skibbe, L. E., & Troia, G. A. (2020, February). *Comparability of interpretational cutoffs across assessments of phonological awareness*. Poster presented at the Pacific Coast Research Conference, San Diego, CA.

Skibbe, L. E., Bowles, R. P., Goodwin, S., & Troia, G. A. (2020, January). *The Access to Literacy Assessment System for Phonological Awareness (PA): An adaptive measure of PA appropriate for children with speech and/or language impairment*. Poster presented at the Annual Meeting for the Institute of Education Sciences, Washington DC.

- Meier, A. N., Gerde, H. K., Skibbe L. E., & Bowles, R. P. (2019, November). *A longitudinal examination of narrative language development by sex*. Poster presented at the annual international meeting for the American Speech-Language Hearing Association (ASHA). Orlando, FL.
- Larimore, R.A.\*, Pikus, A. E.\*, Skibbe, L. E., & Sobel, D. (2019, August). *Development of the Nature-Based Education Rating Scale (NABERS) for K-3 Education*. Poster presented at the Nature-Based Early Learning Conference, Manchester, NH.
- Cabell, S., Gerde, H., Hwang, H., Bowles, R., Skibbe, L., & Piasta, S. (2019, July). *Level and growth of children's language and decoding skills predict later writing achievement*. Paper presented at the Society for the Scientific Study of Reading, Toronto, ON.
- Skibbe, L. E., Pikus, A. E.,\* Larimore, R.\*, & Sobel, D. (2019, July). *Nature-based educational programming in relation to literacy and mathematics development in kindergarten and first grade*. Poster presented at the Society for the Scientific Study of Reading, Toronto, ON.
- Skibbe, L. E., Bowles, R. P., Goodwin, S., Konishi, H., & Troia, G. A. (2019, February). *Development of the Access to Literacy Assessment System for Phonological Awareness*. Paper presented at the Pacific Coast Research Conference, San Diego, CA.
- Goodwin, S., Skibbe, L., Troia, G., & Bowles, R. (2019, March). *An item level examination of monolingual and multilingual children's English phonological awareness*. Poster presented at the Society for Research in Child Development, Baltimore, MD.
- Diop, Y.\*, Skibbe, L., Weber, A., & Fernald, A. (2019, March). *Adult-infant mutual gaze avoidance is not generalizable in Africa: Illustrations from rural Senegal*. Poster presented at the Society for Research in Child Development, Baltimore, MD.
- Konishi, H., Skibbe, L., & Bowles, R. (2019, March). *Preschoolers' self-regulatory behaviors during a language task mediate the relationship between self-regulation and language*. Poster presented at the Society for Research in Child Development, Baltimore, MD.
- Pikus, A.\*, Skibbe, L., Larimore, R.\*, & Sobel, D. (2019, March). *The effects of nature-based preschool on child development*. Poster presented at the Society for Research in Child Development, Baltimore, MD.
- Skibbe, L. & Aram, D. (2018, July). *Maternal writing supports for kindergartners with and without cerebral palsy*. Paper presented at the Society for the Scientific Study of Reading, Brighton, UK.
- Bowles, R. P., Skibbe, L. E., Troia, G. A., Goodwin, S., & Konishi, H. (2018, April). *IPAAR: An adaptive test of phonological awareness for children with speech production difficulties*. Poster presented at the Cerebral Palsy Research Consortium of Michigan, East Lansing, MI.
- Meier, A. N.\*\*\*, Gerde, H. K., Skibbe L. E., Bowles, R. P., Piasta, S., & Justice, L. M. (2018, March). *A longitudinal examination of language development by gender*. A poster presented at the Michigan Speech Language Hearing Association (MSHA) annual conference. Kalamazoo, MI.
- Konishi, H., Skibbe, L. & Bowles, R. (2018, April). *Preschoolers' self-regulatory behaviors during a language task mediate the relationship between self-regulation and language*. Paper to be presented at the American Education Research Association Meeting. New York City, NY.

- Larimore, R.\*, Skibbe, L., Konishi, H., & Sobel, D. (2017, August). *Children's development in a nature-based preschool compared to a traditional preschool setting*. Poster presented at Nature-Based Preschool National Conference, Seattle, WA.
- Groom, L., Piasta, S., Khan, K., Skibbe, L., Bowles, R., & Justice, L. (2017, July). *Associations of narrative skill with emergent literacy and later reading skills*. Poster presented at the Society for the Scientific Study of Reading, Halifax, Nova Scotia.
- Skibbe, L. E., Aram, D., & Strul, O. (2017, April). *Maternal writing support for kindergartners with cerebral palsy and its relations to early literacy skills*. Poster presented at the biennial meeting of the Society for Research in Child Development, Austin, TX.
- Meier, A. N.\*\*, Gerde, H., Skibbe, L. E., Bowles, R., Piasta, S., & Justice, L. (2017, April). *A longitudinal examination of language development by gender*. Poster presented at the biennial meeting of the Society for Research in Child Development, Austin, TX.
- Konishi, H., Skibbe, L. E., McClelland, & Bowles, R. (2017, April). *How kindergarten peer self-regulation relates to individual self-regulation and growth in academic outcomes*. Paper presented at the biennial meeting of the Society for Research in Child Development, Austin, TX.
- Aram, D., Skibbe, L., & Morrison, F. (2016, July). *Associations between parenting dimensions and parents' writing supports in Israel and the United States*. Paper presented at the annual meeting of the Society for the Scientific Study of Reading, Porto, Portugal.
- Khan, K. S., Logan, J., Justice, L. M., Bowles, R. P., Skibbe, L. E., & Piasta, S. B. (2016, July). *The connections between early literacy, oral language, and precocious narrative abilities in young children*. Paper presented at the annual meeting of the Society for Scientific Studies of Reading, Porto, Portugal.
- Gerde, H. K., Wright, T. S., Skibbe, L. E., & Douglas, S. N. (2016, December). *Curricular supports for writing in Head Start classrooms*. In H. Gerde (Chair), *Write time, write place: Implications of the Common Core Writing Standards for preschool writing instruction*. A symposium presented at the annual conference of the Literacy Research Association, Nashville, TN.
- Gerde, H., Goetch, M., Venugupal, V., & Skibbe, L. (2015, April). *Head Start teachers' beliefs and practices for promoting children's letter knowledge*. Poster presented at the Michigan Association for the Education of Young Children Conference, Grand Rapids, MI.
- Skibbe, L., E., Plavnick, J., Thompson, J., & Mariage, T. (2015, July). *Eye-tracking analysis of attention to text for children with autism spectrum disorders*. Paper to be presented at the Society for the Scientific Study of Reading, Big Island, Hawaii.
- Samples-Steele, C. R., Skibbe, L. E., & Bowles, R. P. (2015, July). *Parents' beliefs and home learning practices differentially predict preschool children's language and literacy growth*. In A. Segal (Chair), *The company you keep: Children's emergent literacy interactions in solitary, sibling, and adult-guided environments*. Paper to be presented at the annual meeting of the Society for the Scientific Study of Reading (SSSR), The Big Island, HI.
- Froyen, L., Skibbe, L., & Bowles, R. (2015, April). *Parent depressive symptoms and children's early literacy: The mediating role of the home learning environment in dyadic data*. Poster presented at the Society for Research in Child Development, Philadelphia, PA.

- Samples-Steele, C., Skibbe, L., Bowles, R., & Farkas, H. (2015, April). *Parents as teachers: Reading and teaching beliefs and practices at home predict children's language skill growth*. Poster presented at the Society for Research in Child Development, Philadelphia, PA.
- Montroy, J., Foster, T., Froyen, L., Skibbe, L., & Samples-Steele, C. (2015, April). *Learning how to learn: The role of family in supporting early self-regulation growth*. Poster presented at the Society for Research in Child Development, Philadelphia, PA.
- Plavnick, J. B., Skibbe, L. E., & Thompson, J. (2015, April). *Eye tracking analysis of attention to text for children with Autism Spectrum Disorders*. Technology Demonstration Session presented at the annual International Meeting for Autism Research, Salt Lake City, UT.
- Skibbe, L., Bowles, R., Justice, L., & Piasta, S. (2015, February). *Using the Narrative Assessment Protocol-2 to document children's language development*. Invited presentation at the Illinois Speech and Hearing Association, Chicago, IL.
- Skibbe, L. (2015, February). *Associations between children's self-regulation and literacy achievement*. Paper presentation at the Illinois Speech and Hearing Association, Chicago, IL.
- Skibbe, L. E., Bowles, R. P., & Morrison, F. J. (2013, July). *Preschool behavioral self-regulation as a predictor of the level and growth of four early literacy skills*. Poster presented at the annual meeting of the Society for the Scientific Study of Reading, Hong Kong, China.
- Bowles, R. P., Justice, L. M., Skibbe, L. E., Piasta, S. B., Foster, T.\*, Karsten, A.\*, & Edwards, C. (2013, July). *Development of the Narrative Assessment Protocol*. In R. P. Bowles (Organizer), *Using narratives to understand language and literacy development*. Symposium presented at the Society for the Scientific Study of Reading, Hong Kong, China.
- Foster, T. D.\*, Froyen, L. A.\*, Decker, K. B.\*, Skibbe, L. E., & Bowles, R. P. (2013, April). *Fathers' home learning environment practices and their relation to maternal practices and child outcomes*. Poster presented at the Society for Research in Child Development, Seattle, WA.
- Decker, K. B.\*, Mondro, S. A.\*\*\*, Skibbe, L. E., & Vallotton, C. D. (2013, April). *Use of pragmatic language by children with specific language impairment and their mothers: A comparison of interactive contexts*. Poster presented at the Society for Research in Child Development, Seattle, WA.
- Montroy, J. J.\*, Bowles, R. P., Skibbe, L. E., & Foster, T. D.\* (2012, July). *Social skills and problem behaviors as mediators in the relationship between behavioral self-regulation and growth in literacy*. Poster presented at the Society for the Scientific Study of Reading, Montreal, Quebec, Canada.
- Slone, J.\*\*\*, Nartker, C.\*\*\*, Froyen, L.\*, Foster, T.\*, & Skibbe, L. (2012, May). *Maternal depression, children's emergent literacy skills, and the home learning environment*. Poster presented at the American Psychological Sciences Annual Convention, Chicago, IL.
- Skibbe, L. E., Worzalla, S., Hindman, A., Aram, D., & Morrison, F. (2011, July). *Longitudinal relations between parental writing support and preschoolers' language and literacy skills*. Paper presented at the Annual Meeting of the Society for the Scientific Study of Reading, St. Pete Beach, FL.
- Gerde, H. K., Foster, T.\*, Karsten, A.\*, Skibbe, L. E., & Barnes, J. V. (2011, July). *Relations between name writing, dictation, and letter knowledge for American Indian children in Head Start*. Poster presented at the Meeting of the Society for the Scientific Study of Reading, St. Pete Beach, FL.

- Bowles, R. P., Skibbe, L. E., Troia, G., & Froyen, L. C.\* (2011, July) *The Inventory of Phonological Awareness with Alternative Responses (IPAAR)*. Paper presented at the Annual Meeting of the Society for the Scientific Study of Reading, St. Pete Beach, FL.
- Hindman, A. H., Skibbe, L., & Miller, A. (2011, April). *A portrait of family involvement in Head Start: Insights from the family and child experiences (FACES) data*. Paper presented at the American Educational Research Association, New Orleans, Louisiana.
- Moody, A., Skibbe, L., & Calderon, N. (2011, January; 2011, April). *The use of print referencing strategies with electronic storybooks*. Poster presented at the Council for Exceptional Children Annual Conference and Expo, National Harbor, MD and at the Assistive Technology Industry Association, Orlando, FL.
- Froyen, L.\*, Blow, A., Skibbe, L. E., Bowles, R. P., & Gerde, H. (2010, November; 2011, April). *The role of marital satisfaction and family emotional expressiveness on the home learning environment and children's academic outcomes*. Poster presented at the National Council on Family Relations, Minneapolis, Minnesota and the Society for Research in Child Development, Montreal, Ontario.
- Gerde, H., Martoccio, T.\*, Smith, K.\*\*\*, Skibbe, L., & Bowles, R. (2010, July). *The longitudinal relations between children's letter knowledge, name writing, and self-regulation*. Poster presented at the Society for the Scientific Study of Reading, Berlin, Germany.
- Skibbe, L., Connor, C., & Morrison, F. (2010, July). *Schooling effects on preschoolers' self-regulation, early literacy, and language growth*. Poster presented at the Society for the Scientific Study of Reading, Berlin, Germany.
- Bowles, R. P., Grimm, K. J., Skibbe, L. E., & Morrison, F. J. (2010, July). *Statistical methods for the study of schooling effects*. Poster presented at the Society for the Scientific Study of Reading, Berlin, Germany.
- Hindman, A., Skibbe, L., & Miller, A. (2010, June). *Family involvement and Head Start children's academic and social development: Building a multidimensional, longitudinal, and culturally sensitive model*. In A. Hindman (Organizer), *Developmental ecological perspectives on Head Start children's development and learning: Five studies using the FACES datasets*. Paper presented at Head Start's 10<sup>th</sup> National Research Conference, Washington, DC.
- Froyen, L.\*, Hindman, A., Miller, A., & Skibbe, L. (2010, April). *Individual and group differences in family involvement among Head Start families*. Poster presented at the Conference on Human Development, New York City, NY.
- Martoccio, T.\*, Gerde, H., & Skibbe, L. (2010, April). *Growth of self-regulation in preschoolers*. Poster presented at the Conference on Human Development, New York City, NY.
- Musielak, K.\*\*\*, Burdick, J. D.\*\*\*, Bowles, R., & Skibbe, L. (2010, April). *Letter knowledge transfer in preschool children*. Poster presented at the Midwestern Psychological Association, Chicago IL.
- Skibbe, L., Glasney, S., Connor, C., & Brophy-Herb, H. (2009, June). *Children's early literacy growth in relation to classmates' self-regulation*. In K. Douglas (Organizer), *Focusing classroom instruction for students on different paths in learning to read*. Paper presented at the Annual Meeting of the Society for the Scientific Study of Reading, Boston, MA.

- Justice, L., Skibbe, L., Piasta, S., & McGinty, A. (2009, June). *Home-based storybook reading: Effects on print knowledge attainment of preschoolers with language impairment*. In D. Aram & I. Levin (Organizers). *Home literacy contributes to alphabetic skills: Evidence longitudinal and intervention studies in various populations*. Paper presented at the Annual Meeting of the Society for the Scientific Study of Reading, Boston, MA.
- Worzalla, S., Pess, R., Taub, A., & Skibbe, L. (2009, June). *Parental instruction and preschoolers' writing outcomes in an American, middle SES sample*. In D. Aram & I. Levin (Organizers). *Home literacy contributes to alphabetic skills: Evidence longitudinal and intervention studies in various populations*. Paper presented at the Annual Meeting of the Society for the Scientific Study of Reading, Boston, MA.
- Bowles, R., Pence Turnbull, K., Justice, L., Skibbe, L., & Wiggins, A. (2009, June). *Theoretical explanations for preschoolers' lowercase letter knowledge*. In L. Ehri (Organizer). *Letters and words*. Paper presented at the Annual Meeting of the Society for the Scientific Study of Reading, Boston, MA.
- VanDyke, C., McGinty, A., Skibbe, L., Justice, L., & Moody, A. (2009, April). *The home learning environment of children with language impairment (LI)*. Poster presented at the Biennial meeting of the Society for Research in Child Development, Denver, CO.
- Hindman, A. H., Skibbe, L. E., Miller, A. L., & Zimmerman, M. A. (2009, April). *Effects of classroom process quality and parent involvement on Head Start children's academic and social competencies*. In R. Shearer (Organizer) *Ecological perspectives on school readiness profiles in FACES 1997 and FACES 2000*. Paper presented at the Biennial meeting of the Society for Research in Child Development, Denver, CO.
- Morrison, F. J., Bell, L. H., & Skibbe, L. E. (2009, April). *The effect of schooling on children's early literacy and mathematics skills during preschool and kindergarten*. In T. Carr (Organizer). *Social scaffolding of beginning mathematics and literacy: Getting young children off to a good start*. Paper presented at the Biennial meeting of the Society for Research in Child Development, Denver, CO.
- Skibbe, L. E., Grimm, K. J., Bowles, R. P., & Morrison, F. J. (2009, April). *Literacy growth in the academic year and summer from preschool to second grade: Differential schooling effects across four skills*. In H. Bachman (Organizer). *Experimental and nonexperimental instruction effects on early literacy development*. Paper presented at the Biennial meeting of the Society for Research in Child Development, Denver, CO.
- McGinty, A. S., Justice, L. M., Gosse, C., Zucker, T., & Skibbe, L. (2008, November). *Maternal reading behaviors with children with specific language impairment (SLI): A sequential analysis*. Paper presented at the Annual Convention of the American Speech-Language-Hearing Association, Chicago, IL.
- Skibbe, L., Grimm, K., Bowles, R., & Morrison, F. (2008, July). *Academic versus summer literacy development: Evidence for differential effects of schooling*. In L. Skibbe (Organizer), *The impact of instruction on literacy development: Natural and unnatural experiments*. Symposium presented at the Annual Meeting of the Society for the Scientific Study of Reading, Asheville, NC.
- Morrison, F., Housey, M., Hoffmann, M., Hindman, A., & Skibbe, L. (2008, July). *The impact of schooling on children's early academic skills from pre-kindergarten through first grade*. In L.

- Skibbe (Organizer), *The impact of instruction on literacy development: Natural and unnatural experiments*. Symposium presented at the Annual Meeting of the Society for the Scientific Study of Reading, Asheville, NC.
- Skibbe, L., Housey, M., Morrison, F., Hindman, A., & Jewkes, A. (2008, April). *Pre-kindergarten and kindergarten schooling effects on children's early academic skills*. Paper presented at the Annual Meeting of the Conference on Human Development, Indianapolis, IN.
- Worzalla, S., Morrison, F., Skibbe, L., & Brink, B. (2008, April). *Parent-child interactions and the development of self-regulation*. Paper presented at the Annual Meeting of the Conference on Human Development, Indianapolis, IN.
- Hindman, A., Skibbe, L. E., & Morrison, F. J. (2008, April). *Parenting across the transition to school: Multiple dimensions and their associations with early literacy and social outcomes*. Paper presented at the Annual Meeting of the Conference on Human Development, Indianapolis, IN.
- Skibbe, L. (2007, December). *Early literacy development and intervention programs for children with language difficulties*. Presented at the 3<sup>rd</sup> Annual FCE Research to Practice Conference, East Lansing, MI.
- Moody, A. K., Skibbe, L. E., & Justice, L. M. (2007, April). *Socio-emotional climate of storybook reading interactions for mothers and preschoolers with language impairment*. Poster presented at the Annual Meeting of the Council for Exceptional Children, Louisville, Kentucky.
- Skibbe, L. E. & Justice, L. M. (2007, April). *Maternal use of instructional supports during phonological awareness intervention for children with specific language impairment*. Poster presented at the Biennial Meeting of the Society for Research in Child Development, Boston, Massachusetts.
- Skibbe, L. E., Grimm, K. J., Stanton-Chapman, T. L., Justice, L. M., Pence, K. L., & Bowles, R. P., (2006, June; 2007, April). *The reading trajectories of children with language impairment from preschool to fifth grade: A prospective study of the forecast for school*. Poster presented at the Annual Meeting of the IES National Research Conference, Washington, DC and at the Biennial Meeting for the Society for Research in Child Development, Boston, Massachusetts.
- McGinty, A., Skibbe, L., & Justice, L. (2006, June). *Quality preschool as a protective factor for reading achievement in children with language impairment*. Poster presented at the 27<sup>th</sup> Annual Symposium on Research in Child Language Disorders, Madison, WI.
- Decker, L., Skibbe, L. & Rimm-Kaufman, S. E. (2006, June; 2006, April). *The contribution of the responsive classroom approach to classroom quality and teaching practices*. Paper presented at Annual Meeting of the American Educational Research Association, San Francisco, CA and poster session presented at the Annual Meeting of the IES National Research Conference, Washington, DC.
- Skibbe, L., & Justice, L. (2005, November; 2005, June). *Explicit literacy instruction during shared book reading: Impact on preschoolers with SLI*. Poster session presented at the American Speech-Language-Hearing Association Convention, San Diego, CA and the 26th Annual Symposium on Research in Child Language Disorders, Madison, WI.
- Decker, L. Rimm-Kaufman, S., Chiu, Y., Skibbe, L., & Brock, L. (2005, October). *The contribution of the responsive classroom approach for building a classroom and school culture of character*. Paper presented at the meeting of the Character Education Partnership, Atlanta, Georgia.

- Sutton, M., Justice, L., Streppa, C., & Skibbe, L. (2005, November). *Maternal discourse adjustments across play and literacy contexts*. Poster session presented at Annual Meeting of the American Speech-Language-Hearing Association Convention, San Diego, CA.
- Justice, L., & Skibbe, L. (2005, November). *What do preschoolers look at when they are read storybooks?* Poster session presented at the Annual Meeting of the American Speech-Language-Hearing Association Convention, San Diego, CA.
- Skibbe, L., Behnke, M., & Justice, L. (2005, April). *Parental scaffolding of phonological awareness: Interactions between mothers and their preschoolers with language impairment*. Poster session presented Biennial Meeting of the Society for Research in Child Development, Atlanta, GA.
- Skibbe, L., Pence, K., & Justice, L. (2004, June). *Exploring relations among children's social skills, language ability, and mother-child interactions*. Poster session presented at the 25<sup>th</sup> Annual Symposium on Research in Child Language Disorders, Madison, WI.
- Pence, K., Justice, L., & Skibbe, L. (2004, June). *Transition to kindergarten for children with a history of language difficulties*. Poster session presented at the 25<sup>th</sup> Annual Symposium on Research in Child Language Disorders, Madison, WI.
- Justice, L., Crocker, D., & Skibbe, L. (2004, January). *Preschool literacy development through parent-child storybook reading: The role of print-focused conversations*. Poster session presented at the Hawaii International Conference on Education, Honolulu, HI.
- Justice, L., Greene, S., Skibbe, L., & Pence, K. (2004, January). *Literacy development in preschoolers with language disorders: Parental beliefs and practices*. Paper presented at the Hawaii International Conference on Education, Honolulu, HI.
- Justice, L., La Paro, K., Skibbe, L., & Pianta, R. (2003, June). *Influences on the persistence versus resolution of preschool language impairment*. Poster session presented at the 24<sup>th</sup> Annual Symposium on Research in Child Language Disorders, Madison, WI.
- Skibbe, L. (2003, April). *The role of parent-child relationships and child language in the development of low-income children's social skills*. Poster session presented at the Biennial Meeting for the Society for Research in Child Development, Tampa, FL.
- Hamm, K., Curenton, S., & Skibbe, L. (2002, March). *Factors associated with alphabet knowledge in low-income children*. Poster session presented at the Eastern Psychological Society, Boston, MA.

#### **PROFESSIONAL DEVELOPMENT AND INVITED DISCUSSANT**

- Skibbe, L. (2020, July). *Supporting children's language and literacy development during early childhood*. Presented to 119 educators as part of a 2-hour webinar for the Michigan Speech & Hearing Association.
- Sussman, A. (June, 2020). *Technology-based Assessments to Support Early Intervention and Learning for Infants, Toddlers, and Preschoolers*. Invited discussant for panel accepted for the National Research Conference on Early Childhood, Arlington, VA (Conference canceled).
- Skibbe, L. (2018, February). *Essential instructional practices for early literacy development*. Presented to 110 early childhood educators at the Community Action Agency in Jackson, MI.

- Skibbe, L. (2012, September). *Language and literacy development in young children*. Presented to 90 teaching assistants at a teacher training program for the Capital Area Head Start Program in East Lansing, MI.
- Skibbe, L. (2012, June). *Promoting language and literacy skills in young children*. Presented at a teacher training session in Khmelnytsky, Ukraine.
- Skibbe, L. (2009, February). *Development and assessment of phonological awareness*. Presented at a teacher training session for the Ann Arbor Public Schools in Ann Arbor, MI.
- Skibbe, L. (2008, August). *Factors associated with early literacy development*. Presented at a teacher training session for the Ann Arbor Public Schools in Ann Arbor, MI.
- Skibbe, L. (2005, November). *Early literacy development and intervention programs for children with specific language impairment*. Presented in the Psychology Department at the University of California at Riverside, Riverside, CA.
- Skibbe, L. (2004, May; 2004, August). *How to be a responsive conversational partner*. Presented at teacher training sessions for Head Start centers in Madison, VA and Danville, VA.
- Skibbe, L. (2004, April; 2004, May). *Six strategies for reading more effectively with your children*. Presented at parent meetings in Culpeper, VA and Charlottesville, VA.
- Crocker, D., & Skibbe, L. (2003, October). *Addressing the emergent literacy needs of young at-risk children: Assessment and intervention strategies*. Presented at a staff training meeting for area speech language therapists at the Edwards-Wilson Center, Chesapeake, VA.
- Skibbe, L. (2001, November; 2004, August). *What does quality look like? Introduction to the Early Childhood Environment Rating Scale*. Presented at staff training meetings at the Monticello Area Community Action Agency, Charlottesville, VA and the Bright Stars Program, Charlottesville, VA.

## MEDIA ATTENTION

Regarding **Skibbe, L. E.**, Bowles, R. P., Goodwin, S., Troia, G. A., & Konishi, H. (2020).

The ASHA Leader, March 3, 2021 ng

[<https://leader.pubs.asha.org/doi/10.1044/leader.RIB1.26032021.10/full/>]

Regarding **Skibbe, L. E.**, Montroy J. J., Bowles, R. P., & Morrison, F. J. (2019).

Young Yoga Masters, Sept. 26 2018 [<https://youngyogamasters.com/2018/09/26/4-keys-to-teaching-literacy-and-language-with-the-yoga-alphabet/>]

Futurity, May 29 2018 [<https://www.futurity.org/self-regulation-childhood-language-literacy-1769222/>]

Michigan Radio, May 26 2018 [<http://www.michiganradio.org/post/msu-study-links-self-regulation-early-development-language-and-literacy-skills>]

MSU Today, May 24 2018 [[https://msutoday.msu.edu/news/2018/honing-childrens-language-and-literacy-skills/?utm\\_campaign=standard-promo&utm\\_source=msunewstwitter-post&utm\\_medium=social](https://msutoday.msu.edu/news/2018/honing-childrens-language-and-literacy-skills/?utm_campaign=standard-promo&utm_source=msunewstwitter-post&utm_medium=social)]

Regarding Tortorelli, Bowles, & **Skibbe** (2017). How to assess a student's alphabet knowledge in under a minute. Marshall Memo: A weekly round-up of important ideas and research in K-12 education, September 18, 2017.

B is for bug when preschoolers make nature their classroom.

PBS Newshour, Aug. 15 2017 [<https://www.youtube.com/watch?v=HKOfXnteqdc>]

Regarding Montroy, Bowles, **Skibbe**, McClelland, & Morrison (2016).

MSU Today, Oct. 2016 [<http://msutoday.msu.edu/news/2016/many-kindergartners-struggle-with-self-regulation>]

Daily Mail, Oct. 2016 [<http://www.dailymail.co.uk/sciencetech/article-3872596/Are-kids-REALLY-ready-kindergarten-Researchers-reveal-Head-Toes-Knees-Shoulders-test-tell-you.html>]

Futurity, Oct. 2016 [<http://www.futurity.org/kindergarten-self-regulation-1281132>]

PsychCentral, Oct. 2016 [<http://psychcentral.com/news/2016/10/26/many-kids-not-ready-for-kindergarten/111631.html>]

Science Daily, Oct. 2016 [<https://www.sciencedaily.com/releases/2016/10/161025092958.htm>]

Parents.com, Oct. 2016 [<http://www.parents.com/toddlers-preschoolers/everything-kids/one-reason-your-kid-may-not-be-ready-for-kindergarten/>]

Consumer Affairs, Oct. 2016 [<https://www.consumeraffairs.com/news/why-your-child-may-not-be-ready-to-enter-kindergarten-102516.html>]

Fox 47 News, Oct. 2016 [<http://www.fox47news.com/we-are-spartans/many-kindergartners-struggle-with-self-regulation>]

NewKerala.com, Oct. 2016 [<http://www.newkerala.com/news/2016/fullnews-135470.html>]

Kinstantly, Nov. 2016 [<https://blog.kinstantly.com/self-regulation/>]

Regarding **Skibbe**, Bindman, Hindman, Aram, D., & Morrison, F. J. (2013).

Voice of Literacy, Nov 2013 [<http://www.voiceofliteracy.org/posts/54748>]

Regarding **Skibbe**, Connor, Morrison, & Jewkes (2011).

Nwi.com, February 2011 [[http://www.nwitimes.com/niche/yourfamily/education/preschool-helps-but-funding-could-be-limited/article\\_6cf6d37d-20d8-5494-b58b-3d92c1b88a91.html](http://www.nwitimes.com/niche/yourfamily/education/preschool-helps-but-funding-could-be-limited/article_6cf6d37d-20d8-5494-b58b-3d92c1b88a91.html)]

Michigan Radio, February 2011 [<http://michiganradionews.org/post/msu-study-preschool-helps-3-4-year-olds-learn-how-read>]

## **SERVICE**

### **Professional**

2019-2021	Member-at-large of the Special Education Advisory Committee for the State of Michigan
2019	Reviewer for the annual conference for the Society for Research on Educational Effectiveness

2017- 2022	Membership Committee for the United States Chapter of the International Society for Augmentative and Alternative Communication (USSAAC)
2016-Present	Steering Committee, Providing Opportunities for Women in Educational Research (POWER) Consortium
2021-Present	Editorial board for Early Childhood Research Quarterly
2014- Present	Editorial board for Reading Research Quarterly
2015-Present	Editorial board for Early Education & Development
2012-Present	Voting member, Society for the Scientific Study of Reading
2011-2014	Panel member, Institute of Education Sciences, Early Intervention and Early Childhood Education panel
2010-2013	Reviewer for the annual meeting for the Society for the Scientific Study of Reading
2009	Grant reviewer for the Social Sciences and Humanities Research Council of Canada
2008, 2010	Reviewer for the bi-annual conference for the Society for Research in Child Development
As needed	Ad-hoc reviewer for <i>Journal of Educational Psychology</i> , <i>Child Development</i> , <i>Early Childhood Research Quarterly</i> , <i>Reading Research Quarterly</i> , <i>Developmental Psychology</i> , <i>Language, Speech, and Hearing Services in Schools</i> , <i>Scientific Studies of Reading</i> , <i>Early Education &amp; Development</i> , <i>International Journal of Speech Language Pathology</i> , <i>American Journal of Speech Language Pathology</i> , <i>Journal of Literacy Research</i>
<b>University Service</b>	
2020-Present	Member of the Retention, Tenure, and Promotion committee for the College of Social Science
2020-Present	Retention, Tenure, and Promotion Chair for the Department of Human Development & Family Studies
2019-2021	Faculty Advisory Council to the Dean
2020	Elected chair of the Departmental Advisory Committee
2017	Search committee member for a new faculty hire in the College of Human Medicine at Michigan State University
2016-2018	Elected member of the University Council
2016-2018	Elected member of the Faculty Senate
2013-Present	Member of the Research Initiative on Autism, Intellectual and Neurodevelopmental Disabilities Initiative
2013-2014	Elected chair of the Departmental Advisory Committee
2012-2013	Member of the Departmental Advisory Committee

2010-2012	Member of the Committee on Graduate Education for the Department of Human Development & Family Studies
2010-2015	Member of the Human Ecology Legacy Fund, which provides scholarships to promising undergraduate and graduate scholars
2008-Present	Member of the Child Development Area Interest Group in the Department of Human Development & Family Studies
2008-2015	Chair of the Child Development Laboratories Research Review Board
2008-2015	Director of Research, Child Development Laboratories
<b>Outreach</b>	
2016-2018	Treasurer of <i>Cerebral Palsy Families Together of Michigan</i> , an advocacy group for families who have children with cerebral palsy
2014	Evaluator of the Imagination Library program for Jackson county, MI
2008- 2014; 2018	Disability Awareness Workshop volunteer, Ann Arbor Public Schools, Ann Arbor, MI
2005	Consultant for the <i>Strengthening Families Program</i> , Charlottesville, VA
2001-2003	Self-evaluation and Education/Disabilities Advisory Committee member, Charlottesville, VA
2001	Needs Assessment Work Group leader, Commission on Children and Families, Charlottesville, VA
1998-1999	Full-time Project Coordinator for the <i>Early Childhood Initiative</i> , Chicago IL