

**KATHRYN A. LEECH**

University of North Carolina at Chapel Hill  
 3010B Peabody Hall CB 3500 Chapel Hill, NC 27599  
 leechk@unc.edu | Office: 919-843-6158

**EDUCATION**

---

<b>Ph.D.</b>	University of Maryland Human Development and Quantitative Methodology	2010 - 2016
<b>B.A.</b>	Kenyon College Psychology, highest honors, <i>magna cum laude</i>	2006 - 2010

**PROFESSIONAL EXPERIENCE**

---

<b>Assistant Professor</b>	University of North Carolina at Chapel Hill School of Education	2019 - present
<b>Postdoctoral Fellow</b>	Harvard University Graduate School of Education	2018 - 2019
<b>Postdoctoral Associate</b>	Boston University College of Education & Human Development	2017 – 2018
<b>Lecturer on Education</b>	Harvard University Graduate School of Education	2016- 2019

**PUBLICATIONS**

---

\*designates shared first authorship

**Refereed Published Papers and Articles in Press**

- Jang, W., & **Leech, K. A.** (2023). Contextual modulation of adult-child language interaction: Semantic network connectivity and children’s vocabulary development. *Education Sciences*, 13(11), 1084.
- Leyva, D., Yeomans-Maldonado, G., Weiland, C., Shapiro, A., **Leech, K. A.**, Pilot, I. & Wolf, S. (2023). Literacy measures that leverage the strengths of Spanish-speaking Latino kindergartners. *Journal of Literacy Research*, 55(3), 250-274.
- Eason, S., **Leech, K. A.**, Anderson, K., & Pedonti, S. (2023). Family math engagement with preschoolers in rural contexts. *Journal of Applied Developmental Psychology*, 89, 101600.  
 - 2024 Lorene Burkhardt Award for Excellence in Research about Families
- McNally, S.\*, **Leech, K. A.\***, Corriveau, K. & Daly, M. (2023) Indirect effects of early shared

- reading and access to books on reading vocabulary in middle childhood. *Scientific Studies of Reading*, 23(1), 42-59. \*joint first authorship
- Nicolopoulou, A., **Leech, K. A.**, Hale, E., Maurer, G. & Weinraub, M. (2023). Shared picturebook reading in a preschool class: Promoting narrative comprehension through inferential talk and text complexity. *Early Childhood Education Journal*, 1-17.
- Leech, K. A.**, Chandler-Campbell, I., Alton, J., & Corriveau, K. H. (2023). What would happen if?: A comparison of fathers' and mothers' questions to children during a science activity. *Frontiers in Psychology*, 14, 1078994.
- Leech, K. A.**, Wheat, D., Rowe, M. L., Blatt, J., & Dede, C. (2022). "Literacy is more than just books": Using digital technology to broaden parental conceptions of the home literacy environment. *Applied Developmental Science*, 27(4), 389-402.
- Leyva, D., Weiland, C., Shapiro, A., Yeomans-Maldonado, G., & **Leech, K. A.** (2022). Positive impacts of a strengths-based family program on Latino kindergarteners' narrative language abilities. *Developmental Psychology*, 58(5), 835-847.
- Leech, K. A.**, Herbert, K., Wang, T., & Rowe, M. L. (2022). Exploring opportunities for math learning during parent-child interactions during infancy. *Infant and Child Development*, 31(2), e2271.
- \***Leech, K. A.**, \*McNally, S., Daly, M., & Corriveau, K. H. (2022). The value of shared book reading at 9-months for vocabulary development at 3-years: A longitudinal study using a nationally representative sample of Irish families. *Early Childhood Research Quarterly*, 58, 242-253.
- Wang, T., **Leech, K. A.**, & Harris, P. L. (2021). Missing persons: Young children's talk about members of their social network. *Mind and Language*, 37(5), 933-954.
- Haber, A. S., **Leech, K. A.**, Benton, D. T., Dashoush, N. & Corriveau, K. H. (2021). Questions and explanations in the classroom: Examining variation in early childhood teachers' responses to children's scientific questions. *Early Childhood Research Quarterly*, 57, 121-132.
- Kurkul, K., Castine, E., **Leech, K. A.**, & Corriveau, K. H. (2021). How does a switch work? The relation between adult mechanistic language and children's learning. *Journal of Applied Developmental Psychology*, 72, 101221.
- Wei, R., **Leech, K. A.**, & Rowe, M. L. (2020). Decontextualized language use during Chinese and American caregiver-child interactions. *Journal of Applied Developmental Psychology*. 71, 101214.
- Leech, K. A.** & Rowe, M. L. (2020). An intervention to increase conversational turns between parents and young children. *Journal of Child Language*, 48(2), 399-412.
- Chandler-Campbell, I., **Leech, K. A.**, & Corriveau, K. H. (2020). Investigating science together: Inquiry-based training promotes scientific conversations in parent-child interactions. *Frontiers in Psychology*, 11, 535572.

- Shin, S., **Leech, K. A.**, & Rowe, M. L. (2020). Examining relations between parent-child narrative talk and children's episodic foresight and theory of mind. *Cognitive Development, 55*, 100910.
- Leech, K. A.**, Haber, A. S., Jalkh, Y. & Corriveau, K. H. (2020). Embedding scientific explanations into storybooks impacts children's scientific discourse and learning. *Frontiers in Psychology, 11-1016*, 531912.
- McLoughlin, N., **Leech, K. A.**, Chernyak, N., Blake, P., & Corriveau, K. H. (2020). Conflicting perspectives mediate the relation between parents' and preschoolers' self-referent mental state talk during collaboration. *British Journal of Developmental Psychology, 38(2)*, 255-267.
- Leech, K. A.**, Leimgruber, K., Warneken, F., and Rowe, M. L. (2019). Conversation about the future-self improves preschoolers' prospection abilities. *Journal of Experimental Child Psychology, 181*, 110-120.
- Rowe, M. L., & **Leech, K. A.** (2019). A parent intervention with a growth mindset approach improves children's early gesture and vocabulary development. *Developmental Science, 22(4)*, e12792.
- \***Leech, K. A.**, \*Haber, A. S., Arunachalam, S., Kurkul, K., & Corriveau, K. H. (2019). On the malleability of selective trust. *Journal of Experimental Child Psychology, 183*, 65-74.
- Leech, K. A.**, Ratner, N. B., Brown, B., & Weber, C. (2019). Language growth predicts stuttering persistence over and above family history and treatment experience: Response to Marcotte. *Journal of Speech, Language, and Hearing Research, 62(5)*, 1371-1372.
- Leech, K. A.**, Wei, R., Harring, J. R., & Rowe, M. L. (2018). A brief parent-focused intervention to improve preschoolers' conversational skills and school readiness. *Developmental Psychology, 54(1)*, 1-15.
- Daubert, E., Ramani, G. B., Rowe, M. L., Eason, S. H., & **Leech, K. A.** (2018). Sum thing to talk about: Caregiver-preschooler math talk in low-income families from the United States. *Bordón: Revista de pedagogía, 70(3)*, 115-130.
- Choi, A. B., **Leech, K. A.**, Tager-Flusberg, H., & Nelson, C. (2018). Development of fine motor skills is associated with expressive language outcomes in infants at high and low risk for autism spectrum disorder. *Journal of Neurodevelopmental Disorders, 10*, 1-11.
- Leech, K. A.**, Ratner, N. B., Brown, B., & Weber, C. (2017). Preliminary evidence that children's productive language growth differentiates stuttering persistence and recovery. *Journal of Speech Language and Hearing Research, 60(11)*, 3097-3109.
- Chernyak, N., **Leech, K. A.**, & Rowe, M. L. (2017). Training preschoolers' prospective abilities through conversation about the extended self. *Developmental Psychology, 53*, 652-661.
- Leech, K. A.**, Rowe, M. L., & Huang, Y. T. (2017). Variations in the recruitment of syntactic

- knowledge contribute to SES differences in syntactic development. *Journal of Child Language*, 44(4), 995-1009.
- Huang, Y. T., **Leech, K. A.**, & Rowe, M. L. (2017). Exploring socioeconomic differences in syntactic development through the lens of real-time processing. *Cognition*, 159, 61-75.
- Rowe, M. L., **Leech, K. A.**, & Cabrera, N. J. (2017). Going beyond input quantity: Wh-questions matter for toddlers' language and cognitive development. *Cognitive Science*, 41, 162-179.
- Salo, V. S., Rowe, M. L., **Leech, K. A.**, & Cabrera, N. J. (2016). Low-income fathers' speech to toddlers during book reading versus toy play. *Journal of Child Language*, 43(6), 1385-1399.
- Ramani, G. B., Rowe, M. L., Eason, S. H., & **Leech, K. A.** (2015). Parents' talk about number during informal learning activities in Head Start families. *Cognitive Development*, 35, 15-33.
- Leech, K. A.**, & Rowe, M. L. (2014). A comparison of preschool children's discussions with parents during picture and chapter book reading. *First Language*, 34(3), 205-226.
- Leech, K. A.**, Salo, V. S., Rowe, M. L., & Cabrera, N. J. (2013). Father input and child vocabulary development: The importance of *wh*-questions and clarification requests. *Seminars in Speech and Language*, 34(4), 249-259.

### Refereed Papers Under Review

- Leech, K. A.** (under revised review). Family science capital moderates gender differences in parent-child scientific discourse. *Journal of Experimental Child Psychology*.
- Pedonti, S., **Leech, K. A.**, Bratsch-Hines, M., Soliday Hong, S., Able, H., & Crais, E. (under revised review). Disparities in identification between migrant and seasonal Head Start and Head Start programs. *Journal of Early Intervention*.
- Haber, A., Kumar, S., **Leech, K. A.**, & Corriveau, K. H. (accepted pending minor revisions). How does caregiver-child conversation during a scientific storybook reading impact children's mindset beliefs and persistence? *Child Development*.
- Leech, K. A.**, Pedonti, S., Lin, G. C., Schoenfeld, I., & Thompson, M. (under review). Evaluating the usability of a conversational agent to enhance parent-child shared reading interactions. *International Journal of Child-Computer Interaction*.

### HONORS AND AWARDS

---

NSF Early CAREER Award	2024
Conference Travel Awards	2013-2017
International Association for the Study of Child Language	
Society for Research in Child Development	
Jacob Goldhaber International Travel Award, University of Maryland	2014
Deans Fellowship, University of Maryland	2010-2012

NCAA Postgraduate Fellowship  
1 of 87 NCAA student athletes in United States

2010

## RESEARCH GRANTS

---

### Current External Funding

*CAREER: The Role of Picture Books in Promoting Parent-Child Scientific Conversation and Learning*  
[Award #: 2339516]

**Source:** National Science Foundation (ECR:Core)

**Role:** PI

**Total Funds:** \$868,363

**Dates:** 02/01/2024 – 01/31/2029

*Neural and Environmental Mechanisms of Language Development During the First Three Years of Life*  
[Award #: R21HD107358]

**Source:** National Institutes of Health (NICHD)

**Role:** PI

**Total Funds:** \$193,398

**Dates:** 09/10/2022 – 09/09/2024

*Using Computational Language Processing Techniques to Determine if Parental STEM Language Varies by Child Gender*

[Award #: 2125940]

**Source:** National Science Foundation (BCSER: Building Capacity in STEM Education)

**Role:** PI

**Total Funds:** \$335,948

**Dates:** 09/01/2021 – 08/31/2023 [NCE to 8/31/2024]

### Completed External Funding

*Features of Disability Coordination and Literacy and Language Skills of At-Risk Children from Migrant Head-Start Programs*

**Source:** Administration for Children and Families Dissertation Fellowship

**Role:** Mentor (Student Trainee: S. Pedonti)

**Dates:** 09/20/2021 – 09/29/2022

*Evaluation of the effectiveness of the Food for Thought program. A three-year randomized control trial evaluation of a family literacy program with Latino families in NC.*

**Source:** Brady Education Foundation

**Role:** Consultant (D. Leyva (Pitt) PI; C. Weiland (Michigan) Co-PI)

**Dates:** 05/01/2018 – 04/30/2021

*Biological and Computational Foundations of Language Diversity*

**Source:** National Science Foundation IGERT Graduate Fellowship

**Role:** Graduate Student Fellow

**Dates:** 08/01/2012 – 07/31/2014  
**Direct Funds:** \$60,000 plus tuition

### Internal

*Examining Parent-Child Conversations about Future Concepts in SES Diverse Families*

**Source:** UNC-CH Junior Faculty Development Award  
**Role:** PI  
**Dates:** 01/01/2021 – 12/31/2021  
**Total Funds:** \$10,000

*Embedding Scientific Explanations into Storybooks Impacts Children’s Scientific Discourse and Learning*

**Source:** UNC-CH Office of Research and Development Publication Grant  
**Role:** PI  
**Dates:** 07/01/2020 – 06/30/2021  
**Total Funds:** \$1,000

*Changing Parental Behavior Around Book Reading Using Immersive Technology*

**Source:** The Pershing Square Venture Fund for Research on the Foundations of Human Behavior, Harvard University  
**Role:** PI  
**Dates:** 07/01/2019 – 06/30/2021  
**Total Funds:** \$4875 *Declined due to change in location*

*READY for kindergarten: A training program to encourage parent-child conversation during the preschool years*

**Source:** UMD Rachel Petty Dissertation Fellowship, SPARC Dissertation Grant  
**Role:** Graduate student PI  
**Dates:** 07/01/2014 – 06/30/2015  
**Total Funds:** \$3,000

### BOOKS, CHAPTERS, AND CONFERENCE PROCEEDINGS

- Lin, G. C., Schoenfeld, I., Hanks, B., & **Leech, K. A.** (2023). Don’t let you remotes flop! Potential ways to incentivize and increase study participants’ use of edtech. *International Conference on Human-Computer Interaction*, 287-294.
- Rowe, M. L., Romeo, R., & **Leech, K. A.** (2023). Early environmental influences on language. In S. Cabell, S. Neuman, and N. Patton Terry (Eds.), *Handbook on the Science of Early Literacy*. Guilford Press.
- Lin, G. C., Schoenfeld, I., Thompson, M., Xia, Y., Uz-Bilgin, C., & **Leech, K.** (2022). “What color are the fish’s scales?” Exploring parents’ and children’s natural interactions with a child-friendly virtual agent during storybook reading. *ACM Interaction Design and Children*.
- Chernyak, N., **Leech, K. A.**, & Rowe, M. L. (2016). Training prospective abilities through conversation about the extended self. *Proceedings of the Cognitive Science Society*, 2159-2164.

Rowe, M. L., & **Leech, K. A.** (2016). Individual differences in early word learning. In G. Westermann & N. Mani (Eds.), *Current Issues in Developmental Psychology: Early word learning*. Routledge.

Rowe, M. L. & **Leech, K. A.** (2013) *Language Development*. In H. Pashler (Ed.), *Encyclopedia of the mind*. SAGE Reference: Thousand Oaks, CA.

## **REFEREED CONFERENCE PRESENTATIONS**

---

### SYMPOSIA ORGANIZED/CHAIRED

**Leech, K. A. &** Kurkul, K. (April, 2019). *Explanations in the classroom: Quality, perceptions and delivery*. Symposium presented at the annual meeting of the American Educational Research Association: Toronto, ON.

**Leech, K. A., &** Clegg, J. M. (October, 2017). *Variation in parent-child conversation and the development of core cognitive competencies*. Symposium presented at the biennial meeting of the Cognitive Development Society: Portland, OR.

### INVITED PRESENTATIONS

**Leech, K. A.** (2024, February). *The role of parent-child conversations on early childhood learning in home-based settings*. University of North Carolina Developmental Psychology Seminar.

**Leech, K. A.** (2022, March). *Literacy is everywhere: Identifying opportunities to support children's language and literacy within everyday routines*. Purdue University.

**Leech, K. A.** (2022, March). *Literacy is everywhere: Identifying opportunities to support children's language and literacy within everyday routines*. University of Maryland-College Park.

**Leech, K. A.** (2021, October). *Input and interaction: The role of caregiver speech in children's early language and literacy development*. University of Georgia.

**Leech, K. A.** (2021, March). *Input and interaction: The role of caregiver speech in children's early language and literacy development*. University of North Carolina Linguistics Colloquium.

Castine, E. & **Leech, K. A.** (2018, April). *Science in action: Asking good questions to learn about the world*. Workshop presented at the first annual AERA Youth Conference at the annual meeting of the American Educational Research Association, New York, NY.

**Leech, K. A.** (2017, March). *A brief parent-focused intervention to improve preschooler's conversational skills and school readiness*. Language and Literacy Colloquium Series, Harvard University Graduate School of Education.

**Leech, K. A.** (2016, March). *A brief conversational intervention with parents to increase children's readiness for kindergarten*. Learning and Development Colloquium Series, Harvard University Graduate School of Education.

REFEREED ORAL PRESENTATIONS

- Eason, S. E., Zhang, S. & **Leech, K. A.** (2023, June). Caregivers' recognition of math learning opportunities for preschoolers. In M. DePascale (Chair), *Perspectives and influences on math engagement in early childhood: The role of family math* [Symposium]. Annual meeting of the Mathematics Cognition and Learning Society, Loughborough, United Kingdom.
- Leech, K. A.** (2021, April). Symposium discussant for A. Haber and S. Kumar (chairs), *Learning by reading: fostering children's science learning through storybooks*. The Society for Research in Child Development. Virtual conference due to COVID-19.
- Leyva, D., Rivera, Y., Bernhardt, A. & **Leech, K. A.** (2021, April). Associations between Latino kindergarteners' decontextualized talk during personal narratives and their language and literacy skills. In D. Leyva (Chair), *Children's decontextualized talk in ethnically and socioeconomically diverse communities in the U.S., China and Norway* [Symposium]. Society of Research in Child Development. Virtual conference due to COVID-19.
- Dashoush, N., Haber, A. S., **Leech, K. A.**, Benton, D. & Corriveau, K. H. (2020, November). *Questions and explanations in the classroom: How teachers respond to scientific questions posed by children* [paper presentation]. NAEYC Annual Conference: Virtual conference due to COVID-19.
- Haber, A. S., Jalkh, Y. & Corriveau, K. H., **Leech, K. A.** (2019, October). How shared book-reading can boost children's scientific discourse and understanding. In N. Larsen & V. Sathanandavadiel (Chairs), *Young children's scientific theory building and knowledge acquisition* [Symposium]. The biennial meeting of the Cognitive Development Society: Louisville, KY.
- Leech, K. A.**, Leimgruber, K., Warneken, F., and Rowe, M. L. (2019, May). Conversation about the future-self improves preschoolers' prospection abilities. In R. Frausel (Chair) *The role of decontextualized talk in children's cognitive development* [Symposium]. The annual meeting of the Association for Psychological Science: Washington, DC.
- Leech, K. A.**, Haber, A., & Corriveau, K. H. (2019, April). Expressions of personal epistemologies in early childhood educators' explanations. In K. Leech & K. Kurkul (Chairs), *Explanations in the classroom: quality, perceptions and delivery*. The annual meeting of the American Educational Research Association: Toronto, ON.
- Leech, K. A.**, Campbell, I. L., Alton, J., & Corriveau, K. H. (2019, March). What would happen if: A comparison of father and mother questions to children at the museum. In E. Daubert (Chair), *The darndest questions: the role of questioning in children's learning* [Symposium]. The biennial meeting of the Society of Research in Child Development: Baltimore, MD.
- Corriveau, K. H., Campbell, I. L. & **Leech, K. A.** (2019, March). The role of parental causal talk in children's talk about science in museums. Paper presented in D. Sobel (chair), *Parent-child interaction and learning about scientific thinking in informal settings*. The biennial meeting of the Society of Research in Child Development: Baltimore, MD.
- Rowe, M. L., & **Leech, K. A.** (2018, November). Pointing to success: A home-based intervention



- for parents of infants. In R. Romeo (Chair), *Addressing the putative 'word gap': Approaches to early language interventions* [Symposium]. The 43th Boston University Conference on Language Development, Boston, MA.
- Campbell, I., **Leech, K. A.**, Direnzo, G. R., & Corriveau, K. C. (2018, April). Investigating science together: Structuring pedagogical approaches to promote scientific learning during parent-child interactions. In I. Campbell and K. Cui (Chairs), *Tailoring pedagogy to suit the learner: examining the impacts of different pedagogical approaches*. The Annual meeting of the American Education Research Association: New York, NY.
- Leech, K. A.**, Brown, B., Weber, C., & Ratner, N. (2017, July). Linguistic predictors of recovery from early childhood stuttering. In N. Ratner (Chair), *Advances within CHILDES and PhonBank: Corpus data and tools for analysis* [Symposium]. The Triennial meeting of the International Association for the Study of Child Language: Lyon, France.
- Nicolopoulou, A., & **Leech, K. A.**, (2017, July). Interactive bookreading: Promoting inferential talk and narrative comprehension. In A. Nicolopoulou (Chair), *Bookreading interactions at home and at school: Promoting narrative production and comprehension* [Symposium]. The Triennial meeting of the International Association for the Study of Child Language: Lyon, France.
- Rowe, M. L., **Leech, K. A.**, Salo, V. S., & Herbert, K. H. (2017, July). A parent gesture intervention to reduce early SES gaps in child vocabulary. In F. Alam (Chair), *SES differences in early linguistic experiences and outcomes* [Symposium]. The Triennial meeting of the International Association for the Study of Child Language: Lyon, France.
- Leech, K. A.**, Wei, R. Harring, J. R., & Rowe, M. L. (2017, April). Ready for kindergarten: A training program designed to encourage parent-child conversation during the preschool years. In D. Leyva & G. Melzi (Chairs), *Turning everyday family practices into effective language and literacy interventions for preschool and kindergarten children* [Symposium]. The Biennial meeting of the Society of Research in Child Development: Austin, TX.
- Leech, K. A.**, Cheung, E., Rowe, M. L., & Cabrera, N. J. (2015, March). Fathers' use of decontextualized language predicts three-year-old children's vocabulary and verbal reasoning skills. *Language development in low-SES and under-represented populations* [Symposium]. The Biennial meeting of the Society of Research in Child Development: Philadelphia, PA.
- Leech, K. A.**, Rowe, M. L., Salo, V. S., & Cabrera, N. J. (2015, March). The unique role of fathers' wh-questions in toddlers' vocabulary development. In D. Matthews (chair), *Determining the features of child-directed speech that best promote early language learning* [Symposium]. The Biennial meeting of the Society of Research in Child Development: Philadelphia, PA.
- Leech, K. A.**, & Rowe, M. L. (2014, July). A comparison of parent-child interactions while reading picture books versus chapter books. Paper presented in M. Rowe (Chair), *Fostering preschool children's academic language* [Symposium]. The Triennial meeting of the International Association for the Study of Child Language: Amsterdam, Netherlands.
- Leech, K. A.**, & Rowe, M. L. (2014, April). The relation between parents' abstract questions,

children's responses, and narrative ability. In K. Anderson (Chair), *Listening to what children say: Narratives in teaching and learning* [Roundtable]. The Annual meeting of the American Education Research Association: Philadelphia, PA.

Ramani, G. B., Rowe, M. L., Eason, S. H., & **Leech, K. A.**, (2013, April). Parent talk about math during informal learning activities in Head Start families. In G. Ramani (Chair), *The role of input and interaction in early numeracy development* [Symposium]. The Biennial meeting of the Society of Research in Child Development: Seattle, WA.

#### REFEREED POSTER PRESENTATIONS

Dedushaj, D., Lin, G. C., & **Leech, K. A.** (2024, March). *Exploring the depth of children's word knowledge and associations with socioeconomic status and literacy interest* [Poster]. The Biennial meeting of the Cognitive Development Society: Pasadena, CA.

Compton, C. & **Leech, K. A.** (2024, March). *Parents' scientific process language and children's science inquiry* [Poster]. The Biennial meeting of the Cognitive Development Society: Pasadena, CA.

Pedonti, S., **Leech, K. A.**, & Soliday Hong, S. (2022, June). *Teacher Language Proficiency Ratings, Disability Coordination, and Their Relation to Language and Literacy Outcomes in Migrant and Seasonal Head Start* [Poster]. The Administration for Children and Families' National Research Conference on Early Childhood (Virtual).

**Leech, K. A.**, Reynolds, E., Abu Khalaf, N., & Black, M. (2022, April). *Individual differences in how parents and children discuss future concepts* [Poster]. The Biennial meeting of the Cognitive Development Society: Madison, WI.

Pedonti, S., **Leech, K. A.**, Lin, G., Schoenfeld, I., & Uz-Bilgin, C., (2022, April). *Preliminary evaluation of a "Smart Speaker" app to increase parent-child conversation during shared book reading* [Poster]. The Biennial meeting of the Cognitive Development Society: Madison, WI.

Jang, W. & **Leech, K. A.**, (2022, April). *Contextual modulation of parent-child conversation: Semantic network connectivity and children's vocabulary development* [Poster]. The Biennial meeting of the Cognitive Development Society: Madison, WI.

Anderson, K., Pedonti, S., **Leech, K. A.**, & Eason, S. (2022, April). *Experiences of Rural Families During the COVID-19 Pandemic* [Poster]. The 94<sup>th</sup> annual meeting of the Midwestern Psychological Association: Chicago, IL.

Eason, S. E., **Leech, K. A.**, Anderson, K. L., & Pedonti, S. (2022, April). *Opportunities for family math engagement among rural families in the United States* [Flash Talk]. Annual meeting of the Mathematics Cognition and Learning Society, Loughborough, United Kingdom.

**Leech, K. A.** (2021, April). *Evidence of children's future-oriented thinking during conversations with parents* [Flash Talk Poster]. The Biennial meeting of the Society for Research in Child Development. (Virtual).

Rosano, L., **Leech, K. A.** & Wisman Weil, L. (2020, November). *A parent-focused intervention program*

- for a preschooler with language disorder: A case study* [Poster]. The annual American Speech-Language-Hearing Association meeting, San Diego, CA. *Conference cancelled due to COVID-19.*
- Leech, K. A.,** Wheat, D., Blatt, J., Rowe, M. L. & Dede, C. (2021, July). “*Literacy is more than just books*”: *Using digital technology to broaden parental conceptions of the home literacy environment* [Poster]. The Triennial meeting of the International Association for the Study of Child Language: Philadelphia, PA. (Virtual).
- McNally, S., **Leech, K. A.,** & Corriveau, K. H. (2019, October). *Literacy practices with infants at 9-months and vocabulary skills at 36 months: findings from an Irish cohort study* [Poster]. The Biennial meeting of the Cognitive Development Society: Louisville, KY.
- Wei, R., **Leech, K. A.,** & Rowe, M. L. (2019, March). *Decontextualized language in American and Chinese caregiver-child interactions.* Poster presented at the Biennial meeting of the Society for Research in Child Development: Baltimore MD.
- Leech, K. A.,** Jalkh, Y., Baldwin, C., & Corriveau, K. H. (2019, March). *Enhancing parent-child scientific conversation through storybook reading* [Poster]. The Biennial meeting of the Society for Research in Child Development: Baltimore MD.
- Yang, Q. T., **Leech, K. A.,** Harris, P. L. (March, 2019). *Missing persons: Young children’s talk about members of their social network* [Poster]. The Biennial meeting of the Society for Research in Child Development: Baltimore MD.
- Alton, J. Jalkh, Y., Bandel, M., **Leech, K. A.,** & Corriveau, K. H. (2018, March). *Gender differences in parent-child talk concerning scientific concepts* [Poster]. The annual meeting of the Eastern Psychological Association: Philadelphia, PA.
- Leech, K. A.,** Ronfard, S., & Rowe, M. L. (2017, July). *Child-initiated and decontextualized topics promote connected parent-child conversation* [Poster]. The Triennial meeting of the International Association for the Study of Child Language: Lyon, France.
- Choi, A. B., **Leech, K. A.,** Tager-Flusberg, H., & Nelson, C. (2017, July). *Early fine motor skills growth helps predict later language and diagnoses of autism spectrum disorder (ASD) in children at high risk for ASD* [Poster]. The Triennial meeting of the International Association for the Study of Child Language: Lyon, France.
- Shin, S. Y., **Leech, K. A.,** & Rowe, M. L. (2017, April). *Parent-child decontextualized talk and preschooler’s theory of mind* [Poster]. The Biennial meeting of the Society for Research in Child Development: Austin, TX.
- Nicolopoulou, A., & **Leech, K. A.** (2017, April). *Teacher’s inferential questions, children’s responses, and narrative comprehension* [Poster]. The Biennial meeting of the Society for Research in Child Development: Austin, TX.
- Leech, K. A.,** & Rowe, M. L. (2016, April). *Ready for kindergarten: A parent program designed to encourage conversation during the early childhood years* [Poster]. The Annual meeting of the American Educational Research Association: Washington DC.

- Chernyak, N., **Leech, K. A.**, & Rowe, M. L. (2015, October). *Training children's prospective abilities through future-oriented conversation* [Poster]. The Biennial meeting of the Cognitive Development Society: Columbus, OH.
- Hobbs, D., **Leech, K. A.**, & Rowe, M. L. (2015, March). *Feeling-state language use by parents during book-reading predicts children's feeling-state language use and narrative ability* [Poster]. The Biennial meeting of the Society for Research in Child Development: Philadelphia, PA.
- Huang, Y. T., **Leech, K. A.**, Rowe, M. L. (2014, November). *Understanding differences in children's interpretation of passives: An SES comparison* [Poster]. The 39<sup>th</sup> meeting of the Boston University Conference on Language Development: Boston, MA.
- Salo, V. S., **Leech, K. A.**, Rowe, M. L., & Cabrera, N. J. (2014, July). *Early Head Start fathers' speech to toddlers during book-reading versus toy play* [Poster]. The 12<sup>th</sup> meeting of the Head Start Research Conference on Early Childhood: Washington DC.
- Huang, Y. T., **Leech, K. A.**, & Rowe, M. L. (2014, March). *Exploring socioeconomic differences in syntactic development through processing* [Poster]. The 27<sup>th</sup> meeting of the CUNY Human Sentence Processing Conference: Columbus, OH.
- Leech, K. A.**, Rowe, M. L., & Huang, Y. T. (2013, October). *Understanding SES differences in preschool children's syntactic development: The role of vocabulary and processing efficiency* [Poster]. The Biennial meeting of the Cognitive Development Society: Memphis, TN.
- Leech, K. A.**, Rowe, M. L., & Huang, Y. T. (2013, April). *From year-to-year and moment-to-moment: Examining syntactic development across two time scales* [Poster]. The Biennial meeting of the Society of Research in Child Development: Seattle, WA.
- Leech, K. A.**, & Rowe, M. L. (2013, April). *A comparison of parent-child interactions while reading picture books versus chapter books* [Poster]. The Biennial meeting of the Society of Research in Child Development: Seattle, WA.
- Eason, S. H., **Leech, K. A.**, Ramani, G. B., & Rowe, M. L. (2013, April). *Children's executive function relates to the frequency and quality of shared book reading with parents* [Poster]. The Biennial meeting of the Society of Research in Child Development: Seattle, WA.
- Huang, Y. T., Meng, X., & **Leech, K. A.** (2013, March). *Who did what to whom? An investigation of syntactic re-analysis in English and Mandarin* [Poster]. The 26<sup>th</sup> meeting of the CUNY Human Sentence Processing Conference: Columbia, SC.
- Leech, K. A.**, Rowe, M. L., & Ramani, G. B. (2012, June). *Head Start parents' use of decontextualized language during book reading and children's emergent literacy skills* [Poster]. The 11<sup>th</sup> meeting of the Head Start Research Conference on Early Childhood: Washington DC.
- Ramani, G. B., Rowe, M. L., Eason, S. H., & **Leech, K. A.** (2011, October). *Count on it? Math talk during parent-child interactions in Head Start families* [Poster]. The Biennial meeting of the Cognitive Development Society: Philadelphia, PA.

**Leech, K. A., & Krieg, D. B.** (2010, May). *The influence of the home literacy environment and parental beliefs on emergent literacy skill in preschoolers* [Poster]. The Annual meeting of the Midwestern Psychological Association: Chicago, IL.

## **TEACHING ACTIVITIES**

---

### **Courses Taught**

#### **UNC-Chapel Hill**

- Parenting and Family Life Education* (undergraduate)  
 Fall 2020 (45 students)  
 Spring 2021 (two sections: 44 students & 22 students)  
 Fall 2021 (48 students)  
 Spring 2022 (two sections: 39 students & 23 students)  
 Spring 2024 (one section: 46 students)
- Advanced Early and Emergent Literacy* (graduate)  
 Fall 2020 (18 students)  
 Fall 2022 (19 students)
- Social Basis of Language Development* (graduate)  
 Fall 2021 (4 students)

#### **Harvard University**

- The Development of Writing* (graduate)  
 Spring 2019 (18 students)  
 Spring 2018 (19 students)  
 Spring 2017 (24 students)

### **Dissertations Chaired/Advised (Milestones Completed)**

#### **UNC-Chapel Hill**

- Maya Bracy, Program of Study committee (PhD School Psychology)
- Aishah Almathkour, Program of Study committee (PhD Speech and Hearing Sciences)
- Sarah Pedonti, Dissertation Co-Chair (Graduated; Summer 2022)
- Wonkyung Jang, Dissertation committee (Graduated; Summer 2022)
- Guan Wang, Dissertation committee (Graduated; Summer 2021)
- Elizabeth Reynolds, Dissertation Chair (Graduated; Spring 2021)

### **Undergraduate Thesis Advising and Committees**

- Drew Wheat (Chair 2021) \*Awarded highest honors distinction
- Nadin Abu Kalaf (Chair 2022)
- Sholeh Najafian (Chair 2024)
- Chris Morgan (Reader 2022)
- Ana Zurita Posas (Reader 2024)

### **Undergraduate and Masters Student Research Mentorship**

#### **UNC-Chapel Hill**

Nadin Abu Kalaf  
Miranda Black  
Amanda Buchanan  
Dorentina Dedushaj  
Asuka Nakamura  
Sholeh Najafian, McNair Research Scholar (Summer 2023 & AY 23-24)  
\* 2024 Reznick Diversity and Psychological Research honorable mention  
Selah Piper  
Anna Queen  
Cate Schultz  
\*2022 Lindquist award for undergraduate research  
\*2023 UNC Burch Fellowship  
Hallie Stallings  
Claire Tilley  
Sarah Ward  
Nell Watts  
Drew Wheat

**Harvard University**

David Baiz  
Michael Elka  
Erin Cofrancesco  
Ellie Hoban  
Yue Wang  
Briana Swenson  
Tiffany Yang  
Ran Wei  
Muanjing (Julia) Wang

**Boston University**

Youmna Jalkh  
\*Honors Thesis Student (AY 18-19), BU-UROP Research & Travel Award (\$1500)  
Matthew Bandel  
Catherine Baldwin

**University of Maryland**

Jennifer Anderson  
David Scherr  
Lauren Abadie  
Daphne Bemaman  
Emily Cheung

**SERVICE**

---

**EDITORIAL BOARDS**

*Developmental Psychology* (Jan. 2022- present)  
*Journal of Education* (Aug. 2021- present)

**AD HOC REVIEWER**

*British Journal of Educational Psychology* *Child Development*

*Cognitive Development*  
*Contemporary Educational Psychology*  
*Developmental Psychology*  
*Developmental Science*  
*Early Child Development and Care*  
*Family Relations*  
*First Language*  
*Frontiers in Education and Psychology*  
*Infant and Child Development*  
*Journal of Child Language*

*Journal of Children and Media*  
*Journal of Cross Cultural Psychology*  
*Journal of Education*  
*Journal of Experimental Child Psychology*  
*Journal of Research in Childhood Education*  
*Journal of Speech Language and Hearing Research*  
*Language and Speech*  
*Mind Brain and Education*

**AD HOC GRANT REVIEWER**

**2023** National Science Foundation

**CONFERENCE REVIEWER**

**2023** International Association for the Study of Child Language (IASCL)  
**2023** American Educational Research Association (AERA)  
**2022** Boston University Conference on Language Development (BUCLD)  
**2022** National Research Conference on Early Childhood (NRCEC)  
**2021** Boston University Conference on Language Development (BUCLD)  
**2020** International Association for the Study of Child Language (IASCL)  
**2018** Boston University Conference on Language Development (BUCLD)  
**2018** American Educational Research Association (AERA)  
**2017** Boston University Conference on Language Development (BUCLD)  
**2017** Society for Research in Child Development (SRCD)

**NATIONAL AND REGIONAL SERVICE**

**2022 - present** *Faculty Consultant:* Family Reading Partners of Orange County, NC  
**2021** *Workshop Presenter.* Family Structure and Systems/Parenting/Home-School Connections. K-12 school social and emotional learning (SEL) video series  
**2021** *Blog Contributor.* Family Resource Center of Central Oregon  
**2020 - 2022** *Presenter.* Research and Planning/Funding for Graduate School. UNC SOE HDFS Friday Faculty Mentoring Sessions  
**2019** *Workshop Co-Organizer.* “Co-designing adult-child literacy experiences”. 8-session workshop for caregivers in Cambridge, MA community; Harvard and MIT  
**2018** *Workshop Organizer.* “Science in action: Asking good questions to learn about the world.” AERA Youth Conference at the annual meeting of the American Educational Research Association

**SERVICE TO UNC-CHAPEL HILL**

**2023 – 2024** *Committee member—* FPG Next Language and Literacy Committee  
**2023** *Search committee chair—*UNC SOE Research Assistant (2 positions)  
**2022** *Search committee member—*Director of undergraduate advising/engagement search  
**2022** *Search committee member—*Science of reading faculty search  
**2022 - 2025** *Assistant Prof. Representative—*SOE Faculty Executive Council  
**2021 - present** *Student Appeals Committee—*School of Education  
**2021** *Search committee member—*School counseling program coordinator

**2021 - present**    *STEP club faculty co-advisor*

**SERVICE TO UNIVERSITY OF MARYLAND**

**2014**            *Committee Member*, HDQM faculty search committee, UMD

**2013-2014**    *President*, Language Science Graduate Student Association, UMD

**2012-2014**    *Executive Committee Member*, IGERT Language Science Program, UMD

**2011-2014**    Human Development Graduate Student Organization (various positions), UMD

**AFFILIATIONS**

International Association for the Study of Child Language (IASCL)

Society for Research in Child Development (SRCD)

American Educational Research Association (AERA)

Cognitive Development Society (CDS)