Ashley M. Pinkham

West Texas A&M University
Department of Psychology, Sociology and Social Work
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Educational Background

Ph.D., University of Virginia, Developmental Psychology (2009)
  Dissertation: *"I'm sorry, what was your name again?" Preschoolers' lexical
    access to proper names and common nouns*
  Advisor: Angeline S. Lillard

M.A., University of Virginia, Developmental Psychology (2006)
  Thesis: *Young children's everyday use of the word 'pretend'*
  Advisor: Angeline S. Lillard

B.A. (Hon.), University of Chicago, Psychology (2003)
  Honors Thesis: *Time and time again: How infants track goal-directed
    behavior over time*
  Advisor: Amanda L. Woodward

Professional Experience

Associate Professor of Psychology (2020-present)
Department of Psychology, Sociology and Social Work, West Texas A&M University

Assistant Professor of Psychology (2014-2020)
Department of Psychology, Sociology and Social Work, West Texas A&M University

Research Fellow (2009-2014)
School of Education, University of Michigan

Adjunct Faculty (2008-2009)
Bachelor of Interdisciplinary Studies (BIS), University of Virginia

Assessment Coordinator (2008-2009)
MyTeachingPartner—Science and Mathematics, Center for the Advanced Study of Teaching and
Learning (CASTL), Curry School of Education, University of Virginia

Teaching Assistant (2003-2008)
Department of Psychology, University of Virginia

Research Assistant (2001-2003)
Center for Infant Studies, Department of Psychology, University of Chicago

Research Assistant (2001)
Institute for Mind and Biology, University of Chicago

Research Interests

Children's interpretation and use of other people's knowledge, particularly in regard to:

- Vocabulary acquisition
- Concept formation
- Sources of knowledge development
- Early literacy development

Research Funding

Current

Reducing knowledge gaps for low-income and educationally at-risk pre-kindergartners through taxonomically organized books and screen media
Institute of Education Sciences (IES)
Cognition and Student Learning: Exploration
Role = co-PI with Susan Neuman (New York University) and Tanya Kaefer (Lakehead
    University)
The goal of this proposed project is to examine the effects of designing taxonomically-organized narrative nonfiction books and screen media on children's visual attention, semantic knowledge, and comprehension skills, as well as investigating potential synergistic effects of exposure to both taxonomically-organized books and screen media on educational outcomes.
09/01/2021-08/31/2025
$1,478,504 awarded to New York University
$200,000 sub-award to West Texas A&M University

Completed

Educational media supports for preschoolers' vocabulary development
Institute of Education Sciences (IES)
Cognition and Student Learning: Goal 1, Exploration
Role = co-PI with Susan Neuman (New York University)
The goal of this project is to define the formal features of educational media through systematic content analyses, determine the relationship between these formal features and children's vocabulary outcomes, and examine the extent to which these features can be manipulated to accelerate children's vocabulary development during the pre-kindergarten period.
09/01/2015-08/31/2018
$1,063,416 awarded to New York University

Cognitively challenging child-directed language as a mechanism for literacy development in kindergarten
R305A110038
Institute of Education Sciences (IES)
Cognition and Student Learning: Goal 1, Exploration
Role = co-PI with Susan Neuman (University of Michigan/New York University) and Tanya Kaefer (Lakehead University)
The goal of this project is to examine how the cognitively-challenging content of parents' and teachers' conversations may serve to scaffold young children's language and literacy development.
07/01/11-06/30/14
$696,124 awarded to the University of Michigan

Publications

Peer-Reviewed Articles

Neuman, S. B., Kaefer, T., & **Pinkham, A. M.** (in preparation). Opportunities to learn vocabulary through screen media: Potentials and pitfalls for educationally at-risk preschoolers [Special issue: Advances in vocabulary instruction and assessment in early childhood]. *Manuscript in preparation for Topics in Language Disorders.*

Neuman, S. B., Kaefer, T., & **Pinkham, A. M.** (2018). A double dose of disadvantage: Language experiences for low-income children in home and school. *Journal of Educational Psychology, 110*(1), 102-118. doi: 10.1037/edu0000201

Kaefer, T., **Pinkham, A. M.**, & Neuman, S. B. (2017). Seeing and knowing: Attention to illustrations during storybook reading and narrative comprehension in 2-year-olds. *Infant and Child Development, 26*(5), 1-10. doi:10/1002/icd.2018

Neuman, S. B., Kaefer, T., & **Pinkham, A. M.** (2016). Improving low-income preschoolers' word and world knowledge: The effects of content-rich instruction. *The Elementary School Journal, 116*(4), 652-674. doi: 10.1086/686463

Kaefer, T., Neuman, S. B., & **Pinkham, A. M.** (2015). Preexisting background knowledge influences socioeconomic differences in preschoolers' word learning and comprehension. *Reading Psychology, 36*(3), 203-231. doi:10.1080/02702711.2013.843064

Neuman, S. B., **Pinkham, A. M.**, & Kaefer, T. (2015). Supporting vocabulary teaching and learning in pre-kindergarten: The role of educative curriculum materials. *Early Education and Development, 26*(7), 988-1011. doi: 10.1080/10409289.2015.1004517

Van Reet, J., **Pinkham, A. M.**, & Lillard, A. S. (2015). The effect of realistic contexts on ontological judgments of novel entities [Special issue: Cognizing the unreal]. *Cognitive Development, 34,* 88-98. doi: 10.1016/j.cogdev.2014.12.010

Neuman, S. B., Kaefer, T., & **Pinkham, A. M.** (2014). Building background knowledge. *The Reading Teacher, 68*(2), 145-148. doi: 10.1002/trt.1314

Neuman, S. B., Kaefer, T., **Pinkham, A. M.**, & Strouse, G. A. (2014). Can babies learn to read? A randomized trial of baby media. *Journal of Educational Psychology, 106*(3), 815-830. doi: 10.1037/a0035937

Pinkham, A. M., Kaefer, T., & Neuman, S. B. (2014). Does mother know best? Maternal knowledge calibration predicts children's language development. *Child Development Research, 2014*, 1-9. doi: 10.1155/2014/387637

Pinkham, A. M., Kaefer, T., & Neuman, S. B. (2014). Taxonomies support preschoolers' knowledge acquisition from storybooks. *Child Development Research, 2014*, 1-10. doi: 10.1155/2014/386762

Pinkham, A. M., & Jaswal, V. K. (2011). Watch and learn? Infants privilege efficiency over pedagogy during imitative learning. *Infancy, 16*(5), 535-544. doi: 10.1111/j.1532-7078.2010.00059.x

Books

Pinkham, A. M., Kaefer, T., & Neuman, S. B. (2012). *Knowledge development in early childhood: Sources of learning and classroom implications*. New York: Guilford Press.

Book Chapters

Pinkham, A. M. (2017). Educational experiences in homes and schools: Do low-income children face a double dose of disadvantage? In J. Kunz & C. Stuart (Eds.), *Sociology: Beyond the millennium* (5th edition; pp. 125-135). Dubuque, IA: Kendall Hunt Publishing.

Neuman, S. B., **Pinkham, A. M.**, & Kaefer, T. (2013). Building word and world knowledge in the early years. In K. Hall, T. Cremin, B. Comber, & L. Moll (Eds.), *International handbook of research on children's literacy, learning and culture* (pp. 201-214). Malden, MA: John Wiley & Sons.

Kaefer, T., Neuman, S. B., & **Pinkham, A. M.** (2013). Content, concepts and comprehension: What's missing in the National Early Literacy Report. In T. Shanahan & C. J. Lonigan (Eds.), *Literacy in preschool and kindergarten children: The National Early Literacy Panel and beyond* (pp. 255-271). Baltimore, MD: Brookes Publishing.

Pinkham, A. M. (2012). Learning by the book: The importance of books for young children's knowledge acquisition. In A. M. Pinkham, T. Kaefer, & S. B. Neuman (Eds.), *Knowledge development in early childhood: Sources of learning and classroom implications* (pp. 90-108). New York: Guilford Press.

Pinkham, A. M., Kaefer, T., & Neuman, S. B. (2012). Knowledge development in early childhood: A not-so-trivial pursuit. In A. M. Pinkham, T. Kaefer, & S. B. Neuman (Eds.), *Knowledge development in early childhood: Sources of learning and classroom implications*. New York: Guilford Press.

Pinkham, A. M., & Neuman, S. B. (2012). Early literacy development. In B. H. Wasik (Ed.), *Handbook of family literacy (second edition)* (pp. 23-37). New York: Routledge.

Pinkham, A. M., Kaefer, T., & Neuman, S. B. (2011). Representational demand positively influences kindergartners' language development. In N. Danis, K. Mesh, & H. Sung (Eds.), *BUCLD 35: Proceedings of the 35th annual Boston University Conference on Language Development, Vol. 2* (pp. 488-499). Somerville, MA: Cascadilla Press.

Lillard, A. S., **Pinkham, A. M.**, & Smith, E. (2010). Pretend play and cognitive development. In U. Goswami (Ed.), *The Wiley-Blackwell handbook of childhood cognitive development (second edition)* (pp. 285-311). Malden, MA: Wiley-Blackwell.

Pinkham, A. M., Van Reet, J., & Lillard, A. S. (2009). Concepts: Children's reasoning about the psychological world. In R. A. Shweder, T. R. Bidell, A. C. Dailey, S. D. Dixon, P. J. Miller, & J. Modell (Eds.), *The child: An encyclopedic companion* (pp. 197-199). Chicago: University of Chicago Press.

Bibliographies, Commentaries, and Reports

Pinkham, A. M. (submitted). [Review of the book *Learning to teach young children: Theoretical perspectives and implications for practice*, by A. Kirova, L. Prochner, & C. Massing]. *Teachers College Record*.

Pinkham, A. M., Herold, L. K. M., & Neuman, S. B. (2013). Knowledge development in early childhood. In L. Meyer (Ed.), *Oxford bibliographies in education*. New York: Oxford University Press. http://www. oxfordbibliographies.com. doi: 10.1093/OBO/9780199756810-0100

Pinkham, A. M., & Neuman, S. B. (2010). *Representational demand mediates the relationship between socioeconomic status and kindergartners' vocabulary knowledge.* A report prepared for the Corporation for Public Broadcasting. Ann Arbor, MI: University of Michigan.

Pinkham, A. M., Newman, E. H., & Neuman, S. B. (2009). *Selecting vocabulary for instruction: Using phonological, lexical, and frequency characteristics to predict word learning*. A report prepared for the Corporation for Public Broadcasting. Ann Arbor, MI: University of Michigan.

Van Reet, J., **Pinkham, A. M.**, & Lillard, A. S. (2007). The development of the counterfactual imagination. *Brain and Behavioral Sciences, 30*(4), 468-469. doi: 10.1017/S0140525X07002749

Conference Presentations and Posters

Zwinck, A. R.[*], & **Pinkham, A. M.** (2020, March). *Can we give what we don't own? Self-objectification's role in sexual consent behaviors and attitudes.* Paper presented at the annual meeting of the International Society for the Study of Women's Sexual Health, Orlando, FL.

Neuman, S. B., Kaefer, T., & **Pinkham, A. M.** (2015, December). *Educative curriculum materials as supports for vocabulary teaching and learning in pre-K.* Paper presented at the annual meeting of the Literacy Research Association, Carlsbad, CA.

Kaefer, T., **Pinkham, A. M.**, & Neuman, S. B. (2015, October). *Seeing and knowing: Attention to illustrations during storybook reading and narrative comprehension in 2-year-olds.* Paper presented at the biennial meeting of the Cognitive Development Society, Columbus, OH.

Neuman, S. B., **Pinkham, A. M.**, & Kaefer, T. (2015, April). *Supporting vocabulary teaching and learning in pre-kindergarten: The role of educative curriculum materials.* Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.

Neuman, S. B., Kaefer, T., & **Pinkham, A. M.** (2014, April). *Improving low-income preschoolers' word and world knowledge in science: The effects of content-rich instruction.* Paper presented at the annual meeting of the American Educational Research Association, Philadelphia, PA.

Neuman, S. B., **Pinkham, A. M.**, Strouse, G. A., & Kaefer, T. (2014, April). *Can babies learn to read? A randomized controlled trial of baby media.* Paper presented at the annual meeting of the American Educational Research Association, Philadelphia, PA.

Strouse, G. A., Neuman, S. B., & **Pinkham, A. M.** (2013, October). *The relation between infants' preference for upright books, early reading experience, and vocabulary growth.* Poster presented at the biennial meeting of the Cognitive Development Society, Memphis, TN.

Kaefer, T., **Pinkham, A. M.**, & Neuman, S. B. (2012, June). *How close is too close: Infants' sensitivity to degree of difference in phonological form*. Poster presented at the biennial International Conference on Infant Studies, Minneapolis, MN.

Pinkham, A. M., Kaefer, T., & Neuman, S. B. (2012, June). *What the kids are watching: Infants' attention to labeling events while viewing baby media*. Poster presented at the biennial International Conference on Infant Studies, Minneapolis, MN.

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[*] Student co-author

Pinkham, A. M., Neuman, S. B., & Lillard, A. S. (2011, December). *Effects of word frequency on vocabulary development.* Paper presented at the annual meeting of the Literacy Research Association, Jacksonville, FL.

Pinkham, A. M., & Neuman, S. B. (2011, December). *Taxonomically-organized storybooks for vocabulary and concept development.* Paper presented at the annual meeting of the Literacy Research Association, Jacksonville, FL.

Kaefer, T., Neuman, S. B., & **Pinkham, A. M.** (2011, April). *Children remember novel taxonomic information better than incidental information.* Poster presented at the biennial meeting of the Society for Research in Child Development, Montreal, QC.

Kaefer, T., **Pinkham, A. M.**, & Neuman, S. B. (2011, April). *The conceptual content of mothers' language mediates the association between maternal education and children's vocabulary.* Poster presented at the biennial meeting of the Society for Research in Child Development, Montreal, QC.

Pinkham, A. M., Kaefer, T., & Neuman, S. B. (2011, April). *Taxonomic organization scaffolds preschoolers' implicit word learning from storybooks.* Poster presented at the biennial meeting of the Society for Research in Child Development, Montreal, QC.

Van Reet, J., & **Pinkham, A. M.** (2011, April). *Less is sometimes more: Reasoning about ontological status in middle childhood.* Poster presented at the biennial meeting of the Society for Research in Child Development, Montreal, QC.

Kaefer, T., **Pinkham, A. M.**, & Neuman, S. B. (2011, March). *Taxonomic organization scaffolds young children's learning from storybooks: A design experiment.* Paper presented at the semiannual meeting of the Society for Research on Educational Effectiveness, Washington, DC.

Pinkham, A. M., Kaefer, T., & Neuman, S. B. (2010, November). *Representational demand positively influences kindergartners' language development.* Paper presented at the 35th Annual Boston University Conference on Language Development, Boston, MA.

Neuman, S. B., Kaefer, T., & **Pinkham, A. M.** (2010, June). *Developing vocabulary and conceptual knowledge for low-income preschoolers: A design experiment.* Poster presented at the Fifth Annual Institute of Education Sciences Research Conference, National Harbor, MD.

Pinkham, A. M., & Jaswal, V. K. (2010, March). *18-month-olds privilege experience over pedagogy during imitative learning.* Poster presented at the International Conference on Infant Studies, Baltimore, MD.

Tindall, L. E., **Pinkham, A. M.**, Williamson, R. A., Cole, C. A., Jaswal, V. K., & Meltzoff, A. N. (2010, March). *Watch and learn: 18-month-olds imitate a model's sorting strategy.* Poster presented at the biennial meeting of the International Society on Infant Studies,

Baltimore, MD.

Kinzie, M. B., Pianta, R. C., Berry, R., Foss, J., Kilday, C., McGuire, P., Pan, E., **Pinkham, A. M.**, Lee, Y., Hughes, M. M., Josephson, K., & Mohr, A. (2009, June). *MyTeachingPartner Mathematics/Science, year two: Curricula with embedded teacher supports*. Poster presented at the Fourth Annual Institute of Education Sciences Research Conference, Washington, DC.

Pinkham, A. M. (2009, April). *Are all names created equal? 4-year-olds' memory for people's names and geographical locations*. Poster presented at the biennial meeting of the Society for Research in Child Development, Denver, CO.

Kinzie, M. B., Pianta, R. C., Kilday, C. R., McGuire, P. R., & **Pinkham, A. M.** (2009, March). *Development of curricula, teacher supports, and assessments for pre-kindergarten mathematics and science*. Paper presented at the semiannual meeting of the Society for Research on Educational Effectiveness, Washington, DC.

Pinkham, A. M. (2009, March). *"I'm sorry but I can't remember your name": Preschoolers' lexical access to proper names and common nouns*. Paper presented at the annual Robert J. Huskey Research Exhibition, University of Virginia, Charlottesville, VA.

Pinkham, A. M. (2008, March). *"Listen closely because I'm only going to say this once": Preschoolers' rapid acquisition of new words, facts, and proper names*. Poster presented at the annual Robert J. Huskey Research Exhibition, University of Virginia, Charlottesville, VA.

Pinkham, A. M., Williamson, R. A., Jaswal, V. K., & Meltzoff, A. N. (2008, March). *18- and 36-month-olds imitate sorting strategies*. Poster presented at the biennial meeting of the International Society on Infant Studies, Vancouver, British Columbia.

Pinkham, A. M., Van Reet, J., & Lillard, A. S. (2007, June). *Evidence for incredulity in middle childhood*. Poster presented at the annual meeting of the Association for Psychological Science, Washington, DC.

Pinkham, A. M., & Jaswal, V. K. (2007, March). *Two methods, one goal: Selective imitation of conflicting information by 14- and 18-month-olds*. Poster presented at the biennial meeting of the Society for Research in Child Development, Boston, Massachusetts.

Pinkham, A. M., & Lillard, A. S. (2005, October). *Rapid vocabulary acquisition in young children and adults*. Poster presented at the biennial meeting of the Cognitive Development Society, San Diego, CA.

Pinkham, A. M. (2005, April). *Young children's everyday use of 'pretend.'* Poster presented at the biennial meeting of the Society for Research in Child Development, Atlanta, GA.

Media Appearances and Interviews

"New WT-led study hopes to prevent knowledge gaps in reading for young children," *WT Newsroom*, August 11, 2021 https://www.wtamu.edu/news/2021/08/new-wt-led-study-hopes-to-prevent-knowledge-gaps-in-reading-for-young-children.html

"Preparing students for an unconventional school year," *ABC7 News Amarillo,* August 14, 2020 https://abc7amarillo.com/news/local/preparing-students-for-the-unconventional-school-year

"When is the best time to discuss recent protests with children?" *ABC7 News Amarillo,* June 9, 2020 https://abc7amarillo.com/news/local/talking-to-kids-about-protest-06-09-2020

"New study says teens who don't date have better social skills," *ABC7 News Amarillo*, September 29, 2019 https://abc7amarillo.com/news/local/new-study-says-teens-who-dont-date-have-better-social-skills-less-depression

Student Mentoring

West Texas A&M University

Master's Thesis Committee Chair, Psychology Graduate Program

2021	Stephen Bussey, *Psychological essentialism as a mediator of certain modes of spirituality and prejudice toward transgender individuals*
2017	Cailyn Nymeyer, *Patercare behaviors and fathers' emotional support throughout partner pregnancy* [thesis proposal only]
2017	Katy Vaughn, *Measuring social-emotional competence, loneliness, and career and college readiness in fully-included students with autism spectrum disorder* [thesis proposal only]

Master's Thesis Committee Member, Psychology Graduate Program

2021	Dylan Collins, *Dual process theory: Exploring methodologies to promote shifting to type 2 processing* [thesis proposal only]
2019	Jaci Bryan, *Relationship of race to perceived gender stereotypes*
2018	Blake Gieseking, *The effect of melatonin in protecting against the behavioral consequences of chronic hypoperfusion in middle-aged rats*
2018	Della Lyle, *Empower sport psychology clinic* [Interdisciplinary Studies]
2017	Jerrod Hinders, *The effect of chronic melatonin pretreatment on the neural and behavioral consequences of global ischemia in male gerbils*

Graduate Directed Study in Psychology

2018-19	Allexa Zwinck, *College students' internal awareness and sexual consent*

behaviors

Capstone Project, Attebury Honors Program

2017	Bailey DeBerry, *Perceptions of men's role in partner pregnancy*
2016-17	Megan (Katie) Miller and Landry Setliff, *How living situation and personality influence happiness*
2016	Chapin Galena, *Using support group techniques to understand the impact of grief*

McNair Scholars Program

2017	Ryan Francis, *Racial bias in plea bargaining*

Undergraduate Directed Study in Psychology

2018	Abigail Johnson, *Applied behavioral analysis*
2018	Levi Reid, *Human factors psychology and the WT curriculum*
2017	Autumn Arnold, *The relationship between athleticism and idealized body types*
2017	Emily Holt and Megan (Katie) Miller, *Contemporary approaches to the treatment of grief and trauma*
2017	Jasmine Pitts, *Common issues in the contemporary classroom*
2017	Dillon Gage-Hodnett, *Domain-specific grit identification*

University of Michigan

Undergraduate Research Opportunities Program (UROP)

2013	Jamie Nussbaum
2012	Caitlin Marinovich
2009-10	Gabrielle DeSano

University of Virginia

Distinguished Majors Project

2008-09	Jennifer Peterson
	Lauren Tyndall

Professional Development and Service

Professional Development and Special Skills Training

2021	*Active learning online* [presented by Stephen Kosslyn, Foundry College and

	Active Learning Services], Alinea Learning
2021	*Making research matter: Insights from research on research use* [presented by Vivian Tseng, William T. Grant Foundation], Society for Research on Educational Effectiveness (SREE)
2021	*Modern love: The realities and dangers of digital dating*, Institute of Digital Media and Child Development
2020	*Becoming an antiracist society: Setting a developmental research agenda*, Society for Research in Child Development (SRCD)
2020	*Parenting just children: A how-to conversation about race, social justice, and the media*, Institute of Digital Media and Child Development
2020	*Practical strategies to enhance learning in online environments* [presented by Flower Darby, Northern Arizona University], WTAMU Faculty Development Workshop, West Texas A&M University
2020	*Transitioning your campus-based course to an online/remote format*, Instructional Technology Services, West Texas A&M University
2020	*Using new classroom technologies for teaching on-campus or virtually,* Instructional Technology Services, West Texas A&M University
2019	*The WT classroom: Resources, options, and stormcellars,* Teaching Excellence Center, West Texas A&M University
2018	*Tools for the teacher's toolbox: Resources for teaching face-to-face and online*, Teaching Excellence Center, West Texas A&M University
2017	*Metacognition, learning and students in the 21st century classroom*, Teaching Excellence Center, West Texas A&M University
2016	*Creating an inclusive learning environment*, Teaching Excellence Center, West Texas A&M University
2015	Faculty development meeting, Teaching Excellence Center, West Texas A&M University
2014	Faculty development meeting, Teaching Excellence Center, West Texas A&M University
2014	Safe Zone Training, Buff Allies, West Texas A&M University
2013	Hierarchical linear modeling (HLM) workshop, University of Michigan
2012	Structural equation modeling (SEM) workshop, University of Michigan
2008	Classroom Assessment Scoring System (CLASS) certification, University of Virginia
2003	15-week course on teaching psychology at the university level, University of Virginia

Peer Review

2019	Ad hoc reviewer for submitted manuscripts *International Journal of Bilingualism, American Educational Research Journal, Reading Research Quarterly*
2018	Ad hoc reviewer for submitted manuscripts *Journal of Cognition and Development, Reading Research Quarterly*

Ad hoc reviewer for submitted chapter in edited volume
International Handbook of Language Development

2017   Editorial Review Board, *Reading Research Quarterly*

Ad hoc reviewer for submitted manuscripts
American Journal of Play, Reading Research Quarterly

Ad hoc reviewer for textbook instructional supports
Cengage Learning, Routledge

2016   Editorial Review Board, *Reading Research Quarterly*

Ad hoc reviewer for submitted manuscripts
Journal of Cognition and Development, Reading Research Quarterly

2015   Ad hoc reviewer for submitted manuscripts
Educational Policy, Journal of Cognition and Development, Reading Research Quarterly

Ad hoc reviewer for textbook
Psychology in Your Life (second edition)

2014   Ad hoc reviewer for submitted manuscripts
Developmental Psychology, Journal of Cognition and Development, Reading Research Quarterly

2013   Ad hoc reviewer for submitted manuscripts
Child Development, Reading Research Quarterly