

# Nicole Gardner-Neblett, Ph.D.

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## Education

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- 2004                    Ph.D., Psychology (Developmental)  
The University of Michigan, Ann Arbor, Michigan
- 2001                    M.A., Psychology (Developmental)  
The University of Michigan, Ann Arbor, Michigan
- 1997                    Sc.B., Psychology  
Brown University, Providence, Rhode Island

## Experience

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- 2016 – Present            Advanced Research Scientist  
Frank Porter Graham Child Development Institute  
The University of North Carolina, Chapel Hill, North Carolina
- 2010 – Present            Research Assistant Professor  
Department of Psychology and Neuroscience  
The University of North Carolina, Chapel Hill, North Carolina
- 2010 – 2016                Investigator  
Frank Porter Graham Child Development Institute  
The University of North Carolina, Chapel Hill, North Carolina
- 2009                        Research Consultant  
Optimal Solutions Group, College Park, Maryland
- 2006 – 2008                Social Science Analyst/Executive Branch Policy Fellow  
Office of the Assistant Secretary for Planning and Evaluation, U.S.  
Department of Health and Human Services/Society for Research in Child  
Development, Washington, District of Columbia
- 2004 – 2006                Teaching Associate  
Center for Research on Learning and Teaching  
The University of Michigan, Ann Arbor, Michigan

2004 – 2006	Post-Doctoral Fellow National Poverty Center The University of Michigan, Ann Arbor, Michigan
2003 – 2004	Graduate Teaching Consultant Center for Research on Learning and Teaching The University of Michigan, Ann Arbor, Michigan
2002	Graduate Student Instructor Survey Research Center The University of Michigan, Ann Arbor, Michigan Course: Questionnaire Design
2002-2003	Research Assistant High/Scope Educational Research Foundation, Ypsilanti, Michigan
2001-2002	Graduate Student Instructor Department of Psychology, The University of Michigan, Ann Arbor, Michigan Course: Introduction to Developmental Psychology
Summer2001	Policy Fellow Foundation for Child Development, New York, New York
Summer 2000	Research Fellow Hospital de Los Niños (Children's Hospital), San Jose, Costa Rica
1998 – 1999	Research Assistant Bush Center in Child Development and Social Policy Yale University, New Haven, Connecticut
1997 – 1998	Research Assistant Department of Psychology Yale University, New Haven, Connecticut

## Publications

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Vallotton, C., Cook, G. A., Chazan-Cohen, R., Decker, K. B., Lippard, C., **Gardner-Neblett, N.**, & Harewood, T. (manuscript under review). The Collaborative for Understanding the Pedagogy of Infant/Toddler Development: A cross-university, interdisciplinary effort to transform a field through SOTL.

**Gardner-Neblett, N.** & Sideris, J. (in press). Different tales: The role of gender in the oral narrative-reading link among African American children. *Child Development*.

- Gardner-Neblett, N.**, Holochwost, S. J., Gallagher, K.C., Iruka, I. U., Odom, S. L., & Bruno, E. P. (in press). Books and toddlers in childcare: Under what conditions are children most engaged? *Child & Youth Care Forum*.
- Gardner-Neblett, N.**, Curenton, S., & Blich, K. (in press). Viewing African American children's oral language skills as a strength. In I. U. Iruka, S. Curenton, & T. Durden (Eds.), *African American Children in early childhood education: Making the case for policy investments in families, schools and communities*. Bingley, UK: Emerald Group Publishing.
- Gardner-Neblett, N.** & Cooper, S.M. (2016). Raising awareness of the issues facing today's African American girls and adolescents. *PsycCritiques*, 61 (17).
- Holochwost, S. J., Gariepy, J., Proper, C. B., **Gardner-Neblett, N.**, Volpe, V., Neblett, E., & Mills-Koonce, W.R. (2016). Sociodemographic risk, parenting, and executive functions in early childhood: The role of ethnicity. *Early Childhood Research Quarterly*, 36, 537-549.
- Gardner-Neblett, N.**, & Iruka, I. U. (2015). Oral narrative skills: Explaining the language-emergent literacy link by race/ethnicity and SES. *Developmental Psychology*, 51, 889-904.
- Gardner-Neblett, N.** (2015). Storytelling and African American children. *The Academic Minute*. Audio essay available at: <http://academicminute.org/2015/11/nicole-gardner-neblett-university-of-north-carolina-storytelling/>
- Gardner-Neblett, N.** (2015). Why storytelling skills matter for African-American kids. *The Conversation*. Available at: <https://theconversation.com/why-storytelling-skills-matter-for-african-american-kids-46844>
- Curenton, S., & **Gardner-Neblett, N.** (2015). Narrative thinking: Implications for black children's social cognition. In S. Robson & S. Flannery Quinn (Eds.), *The Routledge International Handbook of young children's thinking and understanding* (pp. 294-305). New York, NY: Routledge.
- Gardner-Neblett, N.**, DeCoster, J., & Hamre, B. (2014). Linking preschool language and sustained attention with adolescent achievement through classroom self-reliance. *Journal of Applied Developmental Psychology*, 35, 457-467.
- Iruka, I. U., **Gardner-Neblett, N.**, Matthews, J.S., Winn, D. M. (2014). Preschool to kindergarten transition patterns for African American boys. *Early Childhood Research Quarterly*, 29, 106-117.
- Gardner-Neblett, N.**, & Gallagher, K. C. (2013). *More than baby talk: 10 ways to promote the language and communication skills of infants and toddlers*. Chapel Hill: The University of North Carolina, FPG Child Development Institute.
- Gardner-Neblett, N.**, Pungello, E. P., & Iruka, I. U. (2012). Oral narrative skills: Implications for the reading development of African American children. *Child Development Perspectives*, 6(3), 218-224.
- Pungello, E. P., & **Gardner-Neblett, N.** (2012). Family factors, childcare quality, and cognitive outcomes. In V. Maholmes and R. B. King (Eds.), *The Oxford Handbook of Poverty and Child Development* (pp. 319 – 337). New York, NY: Oxford University Press.

Odom, S., Pungello, E. P., & **Gardner-Neblett, N.** (2012). Designing an early childhood program for young children and their families living in poverty: Translating contemporary developmental and health science. In S. Odom, E. P. Pungello and **N. Gardner-Neblett** (Eds.), *Infants, Toddlers, and Families in Poverty: Research Implications for Early Child Care* (pp. 353 – 371). New York: Guilford Press.

**Neblett, N. G.** (2007). Patterns of single mothers' experiences with work and welfare: What matters for children's well-being? *Journal of Family Issues*, 28(8), 1083-1112.

**Neblett, N. G.** (2007). Work, family, and community: Exploring interconnections. *Journal of Marriage and the Family*, 69(3), 894A-896.

**Neblett, N. G.,** & Cortina, K. S. (2006). Adolescents' thoughts of their parents' jobs and their importance for adolescents' future orientation. *Journal of Adolescence*, 29(5), 795-811.

## Presentations

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**Gardner-Neblett, N.** & Sideris, J. (2016). The longitudinal effects of preschool storytelling skills for African American boys' reading development. Symposium paper presented at the Babies, Boys, and Men of Color Meeting, Society for Research in Child Development. Tampa, FL.

**Gardner-Neblett, N.,** Holochwost, S., Gallagher, K. C., Iruka, I. U., Odom, S. L., & Pungello, E. P. (2016). Guided versus independent play: Which better sustains attention among infants and toddlers? Poster presented at The Society for Research on Educational Effectiveness, Washington, DC.

**Gardner-Neblett, N.** (2015). Do children's early storytelling skills explain the link between language and emergent literacy? Brown bag presented at Duke University.

**Gardner-Neblett, N.** (2015). What's the story? The role of preschool oral narrative skills, race/ethnicity and SES in the language-emergent literacy link. Brown bag presented at the University of North Carolina at Greensboro.

**Gardner-Neblett, N.** (2015). Infant/toddler assessment and intervention. Invited lecture at the School of Education, University of North Carolina at Chapel Hill.

Gallagher, K. C., & **Gardner-Neblett, N.** (2014). More Than Baby Talk: 10 ways to promote the language and communication skills of infants and toddlers. Invited workshop presented at the North Carolina Head Start Association Conference, Raleigh, NC.

**Gardner-Neblett, N.,** & Iruka, I. U. (2013). Explaining the language-reading link: The role of preschool oral narrative skills. Paper presented at the Biennial Meeting of the Society for Research on Child Development, Seattle, WA.

**Gardner-Neblett, N.,** Hamre, B. K., & Field, S. H. (2011). What children bring to the classroom: How early language and attention relate to classroom processes and reading outcomes.

Poster presented at the Biennial Meeting of the Society for Research on Child Development, Montreal, Canada.

**Neblett, N.G.** et al. (2007). Influencing policy at the Federal level. Roundtable discussion symposium at the Biennial Meeting of the Society for Research in Child Development, Boston, MA.

**Neblett, N. G.** (2006). Parents' jobs, adolescents' educational values and economic expectations: Role of race, gender and perceived economic well-being. Paper presented at the Biennial Meeting of the Society for Research on Adolescence, San Francisco, CA.

**Gardner, N.** (2005). Profiles of adolescents' perceptions of their parents' jobs and differences in their educational attitudes. Poster presented at the Biennial Meeting of the Society for Research on Child Development, Atlanta, GA.

**Gardner, N., & Cortina, K. S.** (2004). Adolescents' educational aspirations and expectations and maternal work conditions. Paper presented at the Biennial Meeting of the Society for Research on Adolescence, Baltimore, MD.

**Gardner, N.** (2003). The effects of maternal low-wage work on adolescents' achievement-related values among African American families. Paper presented at the Biennial Meeting of the Society for Research on Child Development, Tampa, FL.

Toyokawa, T., & **Gardner, N.** (2002). Work socialization and values among African American families: The role of mother-adolescent relation quality. Poster presented at the Biennial Meeting of the Society for Research on Adolescence, New Orleans, LA.

**Gardner, N., & McLoyd, V.** (2001). Economic ideologies of low-income African American adolescents: Linkages to educational values and economic expectations. Poster presented at the Biennial Meeting of the Society for Research on Child Development, Minneapolis, MN.

## Teaching Presentations

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**Gardner-Neblett, N.** (2014). More Than Baby Talk: 10 teaching strategies to promote infant/toddler language and communication skills. Workshop presented to Durham Early Head Start, Chapel Hill, NC.

**Neblett, N. G.** (2006). Getting started: GSIs Teaching Undergraduates. Workshop presented at the Center for Research on Learning and Teaching, The University of Michigan, Ann Arbor, MI.

**Gardner, N.** (2005). Getting started: GSIs Teaching Undergraduates. Workshop presented at the Center for Research on Learning and Teaching, The University of Michigan, Ann Arbor, MI.

**Gardner, N.** (2004). Getting started: GSIs Teaching Undergraduates. Workshop presented at the Center for Research on Learning and Teaching, The University of Michigan, Ann Arbor, MI.

**Gardner, N.** (2003). First Days of Teaching. Workshop presented at the Center for Research on Learning and Teaching, The University of Michigan, Ann Arbor, MI.

## Honors and Awards

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2016	ZERO TO THREE Leadership Fellowship
2014	IES Reading, Writing, and Language Development Grant Writing Seminar National Center for Education Research, Institute of Education Sciences, U.S. Department of Education
2010	Research Mentoring Fellowship National Center for Research on Early Childhood Education, The University of Virginia
2004	Michigan Teaching Fellow Center for Research on Teaching and Learning, The University of Michigan
2002	Psychology Dissertation Award Department of Psychology, The University of Michigan
2001	Putting Children First Public Policy Fellowship Teachers College, Columbia University
2000	Graduate Research Fellowship National Science Foundation
2000	Minority International Research Training Fellowship Fogarty International Center, National Institutes of Health
1997	Bush Fellow Edward Zigler Center in Child Development and Social Policy (formally the Bush Center in Child Development and Social Policy), Yale University

## Professional Service

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2004 – Present	Ad-hoc Peer Reviewer Developmental Psychology
2011	Panel Reviewer 2012 Themed Meeting, Positive Development of Minority Children, Society for Research in Child Development
2006 – 2010	Research, Policy and Public Information Committee Society for Research on Adolescence
2008	Ad-hoc Peer Reviewer Journal of Research on Adolescence

2003 – 2004 Admissions Committee  
Developmental Psychology, Department of Psychology  
The University of Michigan

2003 – 2004 Departmental Associate  
Department of Psychology, The University of Michigan