

Elizabeth K. King, Ph.D.

Associate Professor – Child and Family Development

Program Coordinator – Graduate Program in Early Childhood and Family Development

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EDUCATION

The University of North Carolina at Greensboro

Ph.D. Human Development and Family Studies, May 2016

Dissertation: Predictors of Teachers' Emotion Language and its Association with Toddlers' Social Emotional Competence

Advisor: Dr. Karen La Paro

Doctoral Minor: Education Research Methodology

M.S. Human Development and Family Studies, May 2013

Thesis: Teachers' Expression of Mental State Talk in Head Start Classrooms

Advisor: Dr. Karen La Paro

The Pennsylvania State University

B.A. Psychology, May 2011

PREVIOUS RESEARCH POSITIONS HELD

The University of California Berkeley

Research and Policy Associate

June 2016 – July 2017

Center for the Study of Child Care Employment
Institute for Research on Labor and Employment

The University of North Carolina Greensboro

Graduate Research Assistant

August 2011 – May 2016

Department of Human Development and Family Studies

- August 2014 – May 2016 Project: *Education, Quality Improvement, and Professional Development (EQUIPD)*, Principal Investigator: Deborah Cassidy.
- August 2013 – May 2016 Project: *Happy Teacher, Happy Child*, Principal Investigator: Deborah Cassidy.
- May 2013 – August 2013 Project: *Race to the Top Early Learning Challenge*.
 January 2012 – May 2016 Project: *The Practicum Experience Project*, Principal Investigator: Karen La Paro.
- August 2011 – August 2013 Project: *Triad Child Study*, Principal Investigator: Esther Leerkes.

The Pennsylvania State University

Undergraduate Research Assistant May 2010 – May 2011
 Department of Psychology

May 2010 – May 2011 Project: *Development of Toddlers Study*, Principal Investigator: Pamela Cole.

PEER REVIEWED PUBLICATIONS

*Denotes co-author is undergraduate student researcher. **Denotes co-author is graduate student researcher.

King, E. K. (2021). 'You're okay' may not be okay: Language supportive of toddlers' social emotional development. *Young Children*.

King, E. K. (2020). Fostering toddlers' social emotional competence: Considerations of teachers' emotion language by child gender. *Early Childhood Development and Care*. doi:10.1080/03004430.2020.1718670

Virmani, E. A., Hatton-Bowers, H., Lombardi, C. M., Decker, K. B., **King, E. K.**, Plata-Potter, S. I., & Vallotton, C. D. (2020). How are preservice early childhood professionals' mindfulness, reflective practice beliefs, and individual characteristics associated with their developmentally supportive responses to infants and toddlers? *Early Education and Development*.

Cassidy, D. J., Maynard, C., **King, E. K.**, & Lower, J. (2019). Improving the lives of teachers in the early care and education field to better support children and families. *Family Relations: Interdisciplinary Journal of Applied Family Science*.

Mowrey, S. C. & **King, E. K.** (2019). Sharing experiences together: Within and across-sector collaboration among public preschool educators. *Early Education and Development*.

La Paro, K. M. & **King, E. K.** (2019). Professional development in early childhood education. In C. P. Brown, M. B. McMullen, & N. File (Eds.), *Handbook of Early Childhood Care and Education* (427-448). Hoboken, NJ: Wiley-Blackwell.

- Blanchard, S., **King, E. K.**, Johnson, A. V., Crosby, D. A., Beasley, J., & Scott, M. (2018). Diversity, inclusion, equity, and social justice: How anti-bias content and self-reflection support early childhood preservice teacher consciousness. *Journal of Early Childhood Teacher Education*.
- King, E. K.**, & La Paro, K. M. (2018). Teachers' emotion minimizing language and toddlers' social emotional competence. *Early Education and Development, 29*, 1-15. doi:10.1080/10409289.2018.1510214
- Cassidy, D. J., **King, E. K.**, Wang, Y. C., Lower, J. K., & Kintner-Duffy, V. L. (2017). Teacher work environments are toddler learning environments: Teacher wages and well-being, classroom quality, and classroom emotional well-being. *Early Childhood Development and Care, 187*, 1666-1678. doi:10.1080/03004430.2016.1180516
- La Paro, K. M., van Schagen, A., **King, E. K.**, & Maynard, C. (2017). A systems perspective on practicum experiences in early childhood teacher education: Focus on interprofessional relationships. *Early Childhood Education Journal*. doi:10.1007/s10643-017-0872-8
- King, E. K.**, van Schagen, A., Cassidy, D. J., Wang, Y. C., Lower, J. K., & Kintner-Duffy, V. L. (2016). Preschool teachers' financial well-being and work time supports: Associations with children's emotional expressions and behaviors in classrooms. *Early Childhood Education Journal, 44*, 545-553. doi:10.1007/s10643-015-0744-z
- King, E. K.**, Pierro, R. C., Li, J., Porterfield, M., & Rucker, L. (2016). Classroom quality in infant and toddler classrooms: Impact of age and program type. *Early Child Development and Care, 186*, 1821-1835. doi:10.1080/03004430.2015.1134521
- Qu, J., Leerkes, E. M., & **King, E. K.** (2016). Preschoolers' distress and regulatory behaviors vary as a function of infant-mother attachment security. *Infant Behavior and Development, 44*, 144-147.
- King, E. K.**, & La Paro, K. M. (2015). Teachers' language in interactions: An exploratory examination of mental state talk in early childhood education classrooms. *Early Education and Development, 26*, 245-263. doi:10.1080/10409289.2015.989029.

RESEARCH REPORTS

- Whitebook, M., **King, E. K.**, Philipp, G., & Sakai, L. (2016). *Teachers' Voices: Work Environment Conditions That Impact Teacher Practice and Program Quality*. Berkeley, CA: Center for the Study of Child Care Employment, University of California, Berkeley. Report submitted to First 5 Alameda County. Alameda, CA.

INVITED RESEARCH PRESENTATIONS

- King, E. K.** (2018, September). *Teachers' Emotion Language and Toddlers' Social Emotional Competence: Supportive Emotion Socialization Practices*. Paper presented at the

Partnerships for Early Learner's Making Change Together: Indiana's Statewide Partnership Conference, Indianapolis, Indiana.

King, E. K., & Philipps, G. (2016, November). *Ensuring High-Quality Environments for Staff as a Component of QRIS*. Paper presented at the Child Health, Education, and Care Summit, Sacramento, California.

Mangione, P., Heffron, M. C., **King, E. K.**, Torres, P. & Fortney, B. R. (2016, December). *Meeting stress head on: Creating conditions for relational health in infant-toddler settings*. Intensive session at the Zero to Three Annual Conference, New Orleans, Louisiana.

PEER-REVIEWED RESEARCH PRESENTATIONS

*Denotes co-author is undergraduate student researcher. **Denotes co-author is graduate student researcher.

King, E. K. **Pankey, T. R., Legette, K. B. (Accepted). *How We Talk about Feelings with Young Children: Gendered and Racialized Assumptions about Emotions*. Poster to be presented at the Zero to Three Annual Conference, October 2021.

King, E. K., & *Stroup, P. (Oct, 2019). *Teachers' Emotion Language by Child Gender: Implications for Toddlers' Social Emotional Competence*. Poster presentation at the Zero to Three Annual Conference, Ft. Lauderdale, FL.

King, E. K. (June, 2018). *Proactive and Reactive Emotion Language: Teachers' Emotion Language Strategies and Toddlers' Social Emotional Competence*. Poster presentation at the National Association for the Education of Young Children: Professional Learning Institute, Austin, TX.

Mowrey, S. C. & **King, E. K.** (June, 2018). *Ways of Working Together: Policies and Practices That Support Within and Across-Sector Collaboration Among Early Childhood Educators*. Paper presentation at the National Association for the Education of Young Children: Professional Learning Institute, Austin, TX.

Philipp, G., Whitebook, M., & **King, E. K.** (June, 2017). *Teacher voices: Strategies for creating work environments that support adult learning*. Paper presented as a Featured Session at the National Association for the Education of Young Children: Professional Learning Institute, San Francisco, CA.

Philipp, G., Whitebook, M., & **King, E. K.** (June, 2017). *Addressing work environment conditions in program quality and QRIS*. Paper presented at the BUILD Initiative Quality Rating Improvement System National Meeting, Dallas, Texas.

Blanchard, S., Scott, M., **King, E. K.**, Johnson, A. V. (2016, October). *Early childhood inclusive education: Pre-service teacher beliefs and influential diversity course content*. Paper presented at the Division for Early Childhood Conference, Louisville, Kentucky.

King, E. K., La Paro, K. M. (2016, June). *Supporting toddlers' social emotional competence: The role of emotion minimizing language in classrooms*. Paper presented at the National

Association for the Education of Young Children: Professional Development Institute, Baltimore, MD.

La Paro, K. M., Johnson, A. V., **King, E. K.**, & Maynard, C. (2016, June). *Practicum experiences in early childhood teacher education: Critical components and associations*. Paper presented at the National Association for the Education of Young Children: Professional Development Institute, Baltimore, MD.

Johnson, A. V., **King, E. K.**, La Paro, K. M., & Sumrall, T. (2015, June). *Pre-service teachers' sense of efficacy in practica: The importance of feeling connected to the classroom*. Paper presented at the National Association for the Education of Young Children: Professional Development Institute, New Orleans, LA.

Sumrall, T., Scott-Little, C., **King, E. K.**, & Johnson, A. V. (2015, June). *Listening to teachers: Strategies to support implementation of standards in preschool classrooms*. Paper presented at the National Association for the Education of Young Children: Professional Development Institute, New Orleans, LA.

Cassidy, D., **King, E. K.**, Lower, J. K., Wang, Y., & Kintner-Duffy, V. (2014, June). *Teacher work environments are toddlers' learning environments: Teacher wages and well-being, classroom quality, and toddler socio-emotional development*. Paper presented at the National Association for the Education of Young Children: Professional Development Institute, Minneapolis, MN.

La Paro, K. M., Johnson, A. V., **King, E. K.**, & Maynard, C. (2014, June). *Developing effective teachers through the practicum experience: The student and cooperating teacher relationship*. Paper presented at the National Association for the Education of Young Children: Professional Development Institute, Minneapolis, MN.

Maynard, C., **King, E. K.**, & La Paro, K. M. (2013, April). *Teacher-child interpersonal dynamics: A closer look at relationships and interactions*. Poster presented at the Biennial Conference of the Society for Research in Child Development, Seattle, Washington.

La Paro, K. M., Johnson, A. V., **King, E. K.**, & Maynard, C. (2012, June). *Relationships of supervising classroom teachers and students in field based settings: A model, a project, a discussion*. Paper presented at the National Association for the Education of Young Children Early Childhood Professional Development Conference, Indianapolis, Indiana.

King, E. K. (2012, February). *Mental state talk in prekindergarten classrooms*. Round table at the Southeastern Symposium on Child and Family Development, Blacksburg, Virginia.

TEACHING EXPERIENCE

Undergraduate Courses

- Principles of Development in Early Childhood
 - *Missouri State University*
- Introduction to Birth through Kindergarten Education and Programs
- Family Diversity

- Diversity in Inclusive Early Care and Education
 - *University of North Carolina Greensboro*

Graduate Courses

- Growth and Development: Infancy Through Early Childhood
- Advanced Human Development Studies
- Seminar in Early Childhood and Family Development
- Proposal Development
- Problems in Education
- Educational Research Methodology
- Introduction to Research in Early Childhood and Family Development
 - *Missouri State University*

MASTER'S THESES DIRECTED

Gray, S. (2021). *Adult transracial adoptees' childhood experiences and decision-making in forming families of creation.*

Pardue, T. (2020). *Child-directed learning in varying contexts: An examination of preschools in the Philippines.*

Slade, C. (2020). *Quality child care in Missouri: The intersection of policy and teachers' perceptions of quality care.*

Hooper, A. L. (2019). *Teacher perceptions of parental incarceration and its influence on children's academic success.*

Rose, T. R. (Anticipated Graduation May 2022). *Emotion validating language in early childhood classrooms.*

MASTER'S THESIS COMMITTEES ON WHICH I HAVE SERVED

Payne, C. (2021). *Parent coping ability based on attachment in the NICU.*

Marlett, S. (2021). *Evaluating uncertainty monitoring in adolescents as a possible predictor for resiliency.*

Dinges, S. (2020). *The influence of conscious discipline on teacher and student perceptions in trauma sensitive schools: A qualitative study.*

Ridder, J. M. (2018). *Evaluating the correlations between teacher–student relationships, friendship, and reading and writing achievement.*

Jamar, R. (Anticipated Graduation Aug 2021). *Child life specialists' understanding of white privilege.*

MASTER'S SEMINAR RESEARCH DIRECTED

Derr, A. (2021). *Using mindfulness exercises in the classroom to combat test anxiety in third graders.*

Miller, K. (2021). *What is the current state of understanding of psychological abuse prevention, and what is still left to learn?*

Poisson, S. (2021). *How effective is developmental surveillance in identifying developmental delays in children born prematurely between 32- and 36-weeks' gestation?*

Boyles, A. (2020). *Perceptions of breastfeeding: Mothers' experiences at work and with childcare.*

Cheyovich, R. (2020). *What do parents, who are raising a child of color, believe is effective in developing their children's racial identity?*

Grimes, P. (2020). *Social and emotional competency in early childhood Settings: An examination of behavior policies.*

Pedigo, C. (2020). *The association between adverse childhood experience and executive functioning in early childhood.*

Walters, R. (2020). *Understanding children in abusive home life: How is trust affected?*

Blackwell, A. (Anticipated Graduation Dec 2021). *Parent perceptions of access to and experiences with quality child care.*

Zhang, S. (Anticipated Graduation Dec 2021). *A Cross-Cultural Examination of Parent Perceptions of Children's use of Digital Devices*

EXTERNAL RESEARCH FUNDING

March 2015

Kappa Omicron Nu Hettie Margaret Anthony Fellowship

Project title: Teachers' Emotion Language in Toddler Classrooms and Toddlers' Social Emotional Competence
Award Amount: \$2,000

INTERNAL RESEARCH FUNDING

2020-21 AY

Faculty Research Grant
Missouri State University
Project title: Exploring Differential Emotion Socialization: Teachers' Emotion Language by Child Gender and Race
Award Amount: \$7,410.96

- Summer 2018 College of Education Summer Research Support
Missouri State University
Project title: Teachers' Emotion Language in Toddler Classrooms
Award Amount: \$6,000
- Summer 2015 School of Health and Human Sciences Summer Assistantship
University of North Carolina at Greensboro
Project title: Predictors of Teachers' Emotion Language and Its
Association with Toddlers' Social Emotional Competence
Award Amount: \$2,000
- October 2014 School of Health and Human Sciences Dissertation Research
Funding Award
University of North Carolina at Greensboro
School of Health and Human Sciences
Project title: Teachers' Emotion Language in Toddler Classrooms
and Toddlers' Social and Emotional Competence: Predictors and
Effects of Teachers' Emotion Language
Award Amount: \$750
- Summer 2014 School of Health and Human Sciences Summer Assistantship
University of North Carolina at Greensboro
Project title: Assessing Early Childhood Education Teachers'
Meta-Emotion Philosophies
Award Amount: \$2,000
- Summer 2013 School of Health and Human Sciences Summer Assistantship
University of North Carolina at Greensboro
Project title: Teachers' Verbalizations in Early Childhood
Education Classrooms
Award Amount: \$2,000
- Summer 2012 Human Development and Family Studies Summer Assistantship
University of North Carolina at Greensboro
Project title: Teacher Talk in Classrooms: Type of Talk and
Associations with Observed Quality
Award Amount: \$1,500

CERTIFICATIONS

2018 Youth Mental Health First Aid

INVITED LECTURES

Panelist at screening and discussion of *An Ordinary Hero: The True Story of Joan Trumpauer Mulholland*. Missouri State University (2018).

AWARDS, FELLOWSHIPS, AND SCHOLARSHIPS

2019	Bear POWER Outstanding Advocate Award Missouri State University
2017	Diversity Scholar Award Award Amount: \$250 Missouri State University
2015-2016	Adelaide Fortune Holderness Graduate Fellowship Award Amount: \$9,600 University of North Carolina at Greensboro
2013, 2014, 2015	Greensboro Graduate Scholar Award Award Amount: \$3,000/year University of North Carolina at Greensboro
2012, 2013, 2014	Mary Elizabeth Keister Scholarship Fund Award Amount: \$1,500/year University of North Carolina at Greensboro
2012	Jacqueline H. Voss Endowed Scholarship Award Amount: \$600 University of North Carolina at Greensboro
2012	Hugh B. Hester Graduate Fellowship Award Amount: \$3,000 University of North Carolina at Greensboro

PROFESSIONAL ACTIVITIES AND SERVICE

December 2019 – Present	Graduate Program Coordinator Early Childhood and Family Development Master's Program Missouri State University
December 2019 – Present	Institutional Review Board Member Missouri State University
January 2021 – Present	Bear POWER Committee Missouri State University
August 2018 – Present	Graduate Faculty Membership Committee Committee Chair: August 2020 – Present College of Education Representative August 2018 – August 2020 Missouri State University
August 2018 – Present	Graduate Council Committee Childhood Education and Family Studies Representative Missouri State University
September 2017 – Present	Textbook Accessibility and Affordability Committee Missouri State University

November 2019 – March 2020	Search Committee Bookstore Director Missouri State University
October 2018 – April 2019	Faculty Hire Search Committee Child and Family Development Program Missouri State University
August 2017 – June 2018	Faculty Board Member University Child Care Center Springfield, MO
November 2016 – July 2017	Early Childhood Educator Competencies Advisory Board Member California Early Educator Competencies Project California Department of Education
August 2015 – May 2016	Diversity and Intersectionality Committee UNCG Department of Human Development and Family Studies
August 2014 – May 2015	Graduate Student Mentoring Committee Chair UNCG Department of Human Development and Family Studies
June 2012 – August 2014	Graduate Student Mentoring Committee Vice Chair UNCG Department of Human Development and Family Studies

MEMBERSHIP IN PROFESSIONAL, COMMUNITY, AND HONOR SOCIETIES

May 2020 – Present	Springfield Justice Coalition
November 2018 – Present	Collaborative for Understanding the Pedagogy of Infant Toddler Development (CUPID; http://cupidconsortium.org/)
September 2017 – Present	Society for Research in Child Development
October 2014 – Present	Kappa Omicron Nu, National Honor Society for the Human Sciences
March 2014 – Present	National Association for the Education of Young Children
January 2013 – 2016	North Carolina Association of Educators