**Haruka Konishi**

Human Ecology Building, Room 2B Phone: 517-884-8993

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East Lansing, MI, 48824 harukakonishi.weebly.com

**Appointment**

2015-Present Postdoctoral Researcher, Early Language and Literacy Investigations Laboratory, Human Development and Family Studies, Michigan State University with Dr. Lori Skibbe and Dr. Ryan Bowles

**Education**

University of Delaware

Ph. D. in Education, Specialization in Learning Sciences, 2015
Advisor: Roberta M. Golinkoff
Dissertation Committee Members: Dr. Anna Papafragou, Dr. Henry May, and Dr. Charles MacArthur

Temple University Japan
B.A. Psychological Studies,2008
Magna cum Laude

**Publications**

**Konishi, H**., Pruden, S., Golinkoff, R. M., & Hirsh-Pasek, K. (2016). Categorization of dynamic, realistic, motion events: Infants form categories of path before manner. *Journal of Experimental Child Psychology, 152*, 54-70. [doi:10.1016/j.jecp.2016.07.002](http://dx.doi.org/10.1016/j.jecp.2016.07.002)

**Konishi, H.,** Stahl, A., Golinkoff, R. M., & Hirsh-Pasek. (2016). Individual differences in non-linguistic categorization predict later verb comprehension. *Journal of Experimental Child Psychology, 151,* 18-32.doi: 10.1016/j.jecp.2016.03.012

**Konishi H.,** Wilson, F., Golinkoff, R. M., Maguire, M., & Hirsh-Pasek, K. (2016). Japanese-English bilinguals’ construal of novel verbs. *Journal of Bilingualism, Language and Cognition, 19*(4), 782-790. doi: <https://doi.org/10.1017/S136672891400073X>

**Konishi, H.,** Kanero, J., Freeman, M., Hirsh-Pasek, K., & Golinkoff, R., M. (2014). Six principles of vocabulary development: Implications for second language learners. *Journal of Developmental Neuropsychology,* 39(*5*), 404-420. doi:[10.1080/87565641.2014.931961](https://doi.org/10.1080/87565641.2014.931961)

Richardson, S. & **Konishi, H.** (2013). An adaptation of a Japanese autobiographical methodology, “*Seikatsu Tsuzurikata.” Creative Education,* 4(*9*)*,* 549-556.

Goksun, T., Hirsh-Pasek, K., Golinkoff, R. M., Imai, M**., Konishi, H**., & Okada, H. (2011). Who is crossing where?: Infants' discrimination of figures and grounds in events. *Cognition, 121,* 176-195.

**Book Chapters**

George, N., **Konishi, H.,** Hirsh-Pasek, K., & Golinkoff, R., M. (2014). Event perception and language development. In P. Brooks, V. Kempe, & G. J. Golson (Eds.) *Encyclopedia of language development* (pp. 199-204).Thousand Oaks, CA: Sage.

**Konishi, H.,** Johanson, M., Damonte, J., Golinkoff, R. M., & Hirsh-Pasek, K. (2013). Applying lessons from the lab to the classroom: Using play to promote language development. [Translated into German] In C. Kieferle, E. Reichert-Garschhammer, & F. Becker-Stoll, F. (Eds.) *Sprachliche bildung von anfang an - Strategien, konzepte und erfahrungen* pp.160-178*.* Göttingen, Germany: Vandenhoeck & Ruprecht.

Pike, M., K, Yamamiya, Y., & **Konishi, H**. (2011). Eating disorders in Japan: Cultural context, clinical features and future directions. In A. Striegel-Moore, H. R., Wonderlich, A. S., Walsh, B., T, & Mitchell, E., J. (Eds.), *Developing an evidenced-based eating disorders scientific findings for DSM-V (*pp. 335-349). Arlington, VA: American Psychiatric Association.

 **Manuscripts Submitted**

**Konishi, H.,** Froyen, L., Skibbe, L., & Bowles, R. (revise and resubmit). Family context and children’s early literacy skills: The role of marriage quality and emotional expressiveness of mothers and fathers. *Early Childhood Research Quarterly.*

**Konishi, H.,** Zientek, A., & Vallotton, C. (revise and resubmit). Toddlers’ use of symbolic gestures in the service of emotion regulation. *Early Childhood Research Quarterly.*

Valleau, M., **Konishi, H.,** Golinkoff, R., Hirsh-Pasek, K., & Arunachalam, S. (under review). The Dynamic Early Verb Test: An eye-tracking study of receptive verb knowledge.

Kanero, J., **Konishi, H.,** George, N. R., Damonte, J. C., Hirsh-Pasek, K., & Golinkoff, R. M. (under review). Speaking for causes: Cross-linguistic differences in how causal events are expressed in language. *Cognitive Science.*

Rajan V., **Konishi, H.,** Ridge, K., Houston, D., Golinkoff, R. M., Hirsh-Pasek, K., & Schwartz,

R. (under review). Novel word learning at 21 months predicts language-specific outcomes in middle childhood.

**Manuscripts in Preparation**

**Konishi, H.,** Skibbe, L., Bowles, R., Montroy, J., & McClelland, M. (in preparation). Well-regulated peers benefit English Language Learners: The role that preschool peers’ self-regulation plays on children’s self-regulation and academic outcomes.

**Konishi, H.,** Golinkoff, R. M., & Hirsh-Pasek, K. (in preparation). Does language influence the perception of event components?

**Konishi, H.,** Skibbe, L., & Bowles, R. (in preparation). Self-regulatory behaviors during a semi-structured language task mediate the relationship between self-regulation and achievement.

Johanson, M., **Konishi, H.,** Ridge, K., Golinkoff, R. M., & Hirsh-Pasek, K. (in preparation). Under, over, and in between: General vocabulary comprehension is linked to preposition comprehension.

**Konishi, H.,** Parshina, O., Golinkoff, R. M., Hermon, G., & Hirsh-Pasek. (in preparation). A method for assessing verb comprehension using dynamic stimuli.

**Awards and Honors**

* Small Research Grant submitted to the Spencer Foundation (August, 2017)
* Competitive University Dissertation Fellowship (2014-2015)
* Competitive University Graduate Fellowship (2013-2014)
* Paula Menyuk Travel Award for attendance at the 37th Boston University Conference on Language Development (November, 2012)
* University of Delaware School of Education Student Travel Grant (2011-2012)
* Named Woman of Promise, University of Delaware (October, 2011)
* Dean’s Scholarship at Temple University Japan (August, 2005-August, 2008)

**Teaching Experience**

**Instructor** August, 2017-December 2017

*Child Growth and Development*

Teaching 150 students a survey of physical, cognitive, social, emotional, and ecological aspects of human growth and development from conception through early childhood. Michigan State University, Human Development and Family Studies

**Instructor** August, 2012-December, 2012

*Human Development: Grades K-8*

Taught 40 education major students theories of child and early adolescent development pertaining to education. Topics include biological, cognitive, linguistic, and social-emotional development and are taught through problem-based learning, large-and small-group discussion, case studies, and lecture. Requires a service learning field placement in after-school sites.

University of Delaware, School of Education

**Teaching Assistant at Temple University Japan** August, 2008-July, 2010

*Introduction to Developmental Psychology
Introduction to Abnormal Psychology*

*Foundations of Behavior Analysis*

**Teaching Assistant at Michigan State University** August, 2017-December 2017

*Curriculum for Early Childhood Programs*

* Lecture on how children learn and what teaching practices best support their learning
* Provide feedback on preservice teachers’ lesson plans and implementation of learning activities

**Preschool teacher** January 2017-August, 2017

Served as a teacher at a lab preschool affiliated with Michigan State University

* Developed and implemented academic activities
* Participated in lesson plan meetings with teachers
* Participated in curriculum development meetings for preservice teachers
* Observed and provided feedback to preservice teachers on teacher practice

**English teacher** August, 2005-August 2010

Taught English to native-Japanese speaking children from ages 3 to 12

**Conference Presentations**

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Larimore, R., Skibbe, L., **Konishi, H.,** & Sobel, D. (2017, August). *Children's development in a nature-based preschool compared to a traditional preschool setting*. Poster presented at Nature-Based Preschool National Conference, Seattle, WA.

Golinkoff, R., Hirsh-Pasek, K., & **Konishi, H.** (July, 2017). *Finding common ground. The role of language.* Paper presented at the International Congress for the Study of Child Language. Lyon, France.

**Konishi, H.,** Skibbe, L., McClelland, M., & Bowles, R. (April, 2017). *How preschool self-regulation relates to growth in individual self-regulation and academic outcomes*. Chair of a symposium entitled *Self-regulation in early childhood and relations to emergent academic activities* at the Society of Research in Child Development, Austin, TX.

Brezack, N., **Konishi, H.,** Golinkoff, R. M., & Hirsh-Pasek, K. (August, 2016). *Language influences attention to Japanese event components in English-speaking 21-to 24-month-olds*. Poster presented at the Cognitive Development Society Conference, Philadelphia, PA.

Golinkoff, R. M., **Konishi, H.,** Stahl, A., & Hirsh-Pasek, K. (May, 2016). *Individual differences in non-linguistic event categorization predict later motion verb comprehension.* Paper presented at the International Conference on Infant Studies, New Orleans, LA.

Golinkoff, R. M., Hirsh-Pasek, K., Levine, D., Pace, A., Goksun, T., George, N., & **Konishi, H. (**January, 2016). *Carving events for language.* Spatial Intelligence Learning Conference, La Jolla, CA.

**Konishi, H.,** Parshina, O., Golinkoff, R. M., & Hermon, G. (September, 2015). *Does early verb knowledge predict later grammar?* Paper presented at the Human Development and Family Studies Child Development Meeting at Michigan State University, East Lansing, MI.

**Konishi, H.,** Brezack, N., Golinkoff, R, M., & Hirsh-Pasek, K. (October, 2015). *Does language influence the perception of non-native event components?* Poster presented at the Cognitive Development Society, Columbus, OH.

Ridge, K., **Konishi, H.,** Rajan, V., Golinkoff, R. M., Houston, D., Hirsh-Pasek, K., Eastman, N., & Schwartz, R. (March, 2015). *Words for the wise? Novel word learning at 21 months predicts language-specific outcomes at age 10.* Poster presented at the Society of Research in Child Development Conference, Philadelphia, PA.

**Konishi, H.,** & Golinkoff, R. M. (February, 2015). *Semantic reorganization: What role does language play in infants’ perception of events?* Paper presented at the Cognitive Science Brown Bag at the University of Delaware, Newark, Delaware.

**Konishi, H.,** Golinkoff, R. M., Hirsh-Pasek, K. (November, 2014). *Semantic reorganization: Does language influence the perception of event components?*Poster presented at the Boston University Conference on Language Development, Boston, MA.

**Konishi, H.,** Pruden, S., Golinkoff, R. M., & Hirsh-Pasek, K. (July, 2014). *Infants’ categorization of path and manner of motion in dynamic realistic events.* Paper presented at the International Conference of Infant Studies, Berlin, Germany.

Fernandez, E., **Konishi, H.,** Golinkoff, R. M., Ridge, K., & Song, L. (May, 2014). *Does language act as a zoom lens on complex dynamic events: An eye-tracking study*. Poster presented at the Steele Symposium, University of Delaware, Newark, DE.

**Konishi, H.,** McCaffery, M., Ridge, K., & Golinkoff, R. M. (May, 2014). *Semantic reorganization: Does language influence the perception of components of events?* Poster presented at the Steele Symposium, University of Delaware, Newark, DE.

Ridge, K., **Konishi, H**., Johanson, M., & Golinkoff, R. M. (March, 2014). *Noun knowledge relates to later preposition comprehension*. Poster presented at the Cognitive Science Graduate Student Conference, University of Delaware, Newark, DE.

Karchmer-Klein, R., **Konishi,** **H.,** Park, S., & Wise, J. (April, 2014). *Examining the realities of novice teachers’ technology integration.* Paper presented at the American Educational Research Association, Philadelphia, PA.

**Konishi, H.,** Pruden, S., Golinkoff, R. M., & Hirsh-Pasek, K. (May, 2013). *Infants categorize path relations with dynamic realistic stimuli.* Poster presented at the Association for Psychological Science Convention, Washington D.C., MD.

**Konishi, H.,** Fan, Y., Miller, H., Golinkoff, R. M., & Hirsh-Pasek, K. (April, 2013). *Finding the action: A method for assessing verb comprehension using dynamic stimuli.* Paper presented at the Society of Research in Child Development Conference, Seattle, WA.

**Konishi, H.,** Wilson, F., Golinkoff, R. M., Maguire, M., & Hirsh-Pasek, K. (April, 2013). *Japanese-English bilingual children’s construal of novel verbs.* Poster presented at the Society of Research in Child Development Conference, Seattle, WA.

Johanson, M., **Konishi, H.,** Stahl, A., Golinkoff, R. M., & Hirsh-Pasek, K. (April, 2013). *Under, over, and in between: General vocabulary comprehension is linked to preposition comprehension.* Poster presented at the Society of Research in Child Development Conference, Seattle, WA.

**Konishi, H.,** Miller, H., & Golinkoff, R., M. (April, 2013). *A method for assessing verb comprehension using dynamic stimuli.* Paper presented at the Steele Symposium, University of Delaware, Newark, DE.

**Konishi, H.,** & Golinkoff, R., M. (February, 2013). *Infants categorize path relations with dynamic realistic stimuli.* Poster presented at the Cognitive Science Graduate Student Conference, University of Delaware, Newark, DE.

**Konishi, H.,** Kosko, C., Golinkoff, R. M., & Hirsh-Pasek, K. (November, 2012). *Quantity and quality of input influences verb comprehension – but in different ways.* Paper presented at the 37th Boston University Conference on Language Development, Boston, MA.

**Konishi, H.,** Wilson, F., Golinkoff, R. M., & Hirsh-Pasek. (October, 2012). *Late Japanese-English bilingual’s construal of novel verbs.* Paper presented at the Second Language Research Forum, Pittsburgh, PA.

Amira, P., Hassinger-Das, B., **Konishi, H.,** & Golinkoff, R., M. (July, 2012). *Snakes and ladders: Building vocabulary in preschoolers.* Poster presented at the Undergraduate Research Conference, University of Delaware, Newark, DE.

**Konishi, H.,** Kosko, C., Itel, N., Shaoul, K., Stahl, A., Golinkoff, R. M., & Hirsh-Pasek, K. (June, 2012). *Individual differences on a nonlinguistic categorization task predict later language.* Poster presented at the International Conference on Infant Studies, Minnesota, MN.

**Konishi, H.,** Kosko, C., Golinkoff, R. M., & Hirsh-Pasek, K. (May, 2012). *Individual differences on non-linguistic categorization relate to later verb comprehension.* Poster presented at the American Psychological Science Convention, Chicago, IL.

Richardson, S., & **Konishi, H.** (April, 2012). *“Life-writing” Toward self-actualization-an American adaptation of “Seikatsu Tsuzurikata” for elementary students.* Paper presented at the American Association for the Advancement of Curriculum Studies, Vancouver, Canada.

**Konishi, H**., & Richardson, S. (April, 2012). *American boys and girls “Life write” their realities: An adaptation of a Japanese autobiographical methodology* “*Seikatsu Tsuzurikata.”* Paper presented at Annual Conference of the Comparative and International Education Society, Puerto Rico.

**Konishi, H.,** Miller, H., Fan, Y., Ranganathan, S., Golinkoff, R. M., & Hirsh-Pasek (February, 2012). *A method for assessing verb comprehension.* Poster presented at the Cognitive Science Graduate Student Conference, University of Delaware, Newark, DE.

**Konishi, H.,** Wilson, F., & Golinkoff, R., M. (February, 2012). *Japanese-English bilinguals’ construal of novel verbs.* Paper presented at the Cognitive Science Graduate Student Conference, University of Delaware, Newark, DE.

Richardson, S., & **Konishi, H.** (February, 2012). *From the written words of children: Life writing (Seikatsu Tsuzurikata) in American schools.* Paper presented at 33rd Annual Ethnography in Education Forum, University of Pennsylvania, Philadelphia, PA.

**Konishi, H.,** Wilson, F., & Golinkoff, R., M. (November, 2011). *Japanese and English bilinguals’ construal of novel verbs.* Paper presented at Infants Learning of Multiple Languages Conference, New York University, NY.

**Konishi, H.,** Ranganathan, S., Golinkoff, R. M., & Hirsh-Pasek, K. (November, 2011). *Finding the semantic components of dynamic events: Infants categorize manner of motion.* Poster presented at the Cognitive Development Society Conference, Philadelphia, PA.

**Konishi, H.,** Ranganathan, S., Stahl, A., Golinkoff, R. M., & Hirsh-Pasek, K. (February, 2011). *Manner categorization with and without a ground object*. Poster presented at the Cognitive Science Graduate Student Conference, University of Delaware, Newark, DE.

Ranganathan, S., Stahl, A., & **Konishi, H.,** Golinkoff, R. M., & Hirsh-Pasek, K. (March, 2011). *Which way?: Infants’ discrimination of path in naturalistic events.* Poster presented at the Society of Research in Child Development Conference, Montreal, Canada.

**Konishi, H.,** Ranganathan, S., Golinkoff, R. M., & Hirsh-Pasek, K. (May, 2011). *Infants categorize manner of motion.* Poster presented at the School of Education Graduate Research Forum at the University of Delaware, Newark, DE.

Richardson, S., & **Konishi, H.** (May, 2011). *Exploring the autobiographical writing method ‘Seikatsu Tsuzurikata’ in American contexts.* Paper presented at the School of Education 2011 Graduate Research Forum at the University of Delaware, Newark, DE.

**Konishi, H.,** Mizushima H., & Pike, K. (2009). *The effectiveness of interpersonal psychotherapy on Japanese bulimics from an emotion regulation perspective.* Poster presented at the 2010 International Conference on Eating Disorders, Salzburg, Austria.

Mizushima, H., & **Konishi, H.** (March, 2009) *A pilot study of Interpersonal psychotherapy for bulimia nervosa in Japan.* The International Society for Interpersonal Psychotherapy, Teachers College Columbia University, NY.

Göksun, T., Hirsh-Pasek., K., Imai, M., **Konishi, H.,** & Golinkoff, R., M. (November, 2009). *The “where” of events: How do English- and Japanese-reared infants discriminate grounds in dynamic events?* 34th Boston University Conference on Language Development. Boston, MA.

Konishi, H. (October, 2008). *The difficulty in doing research on individuals suffering from the Japanese* hikikomori *syndrome.* Paper presented at Anthropology of Japan in Japan AJJ Annual Meeting 2008, Osaka University, Japan.

**Research Experience**

**Postdoctoral Fellow** August, 2015-Current

*Early Language and Literacy Investigations Laboratory*

Supervisor: Ryan Bowles and Lori Skibbe

Working on a grant that examines the validity of a new computerized test of phonological awareness for typically-developing children and children with special needs.

**Graduate Research Assistant** August, 2010-August, 2015

*Infant Language Project, University of Delaware, Newark, DE*Supervisor: Roberta M. Golinkoff

Conceptualizing and running experiments, entering and analyzing data, presenting studies at conferences, writing papers for publication, participating in and running lab meetings, and supervising undergraduate students.

**Graduate Research Assistant** February, 2013-August, 2015*Literacy Education, University of Delaware, Newark, DE*
Supervisor: Rachel Karchmer-Klein
Conducting statistical analyses and writing up results for publication.

**Graduate Research Assistant** June, 2013-July, 2013
*Delaware Education Research & Developmental Center*Supervisor: Joan L. Buttram

Data entry for projects

**Paid Research Assistant** August, 2007-August, 2010

*Risk factors interview for the study of eating disorders, Temple University, Tokyo, Japan*

Supervisor: Kathleen Pike

Entered, organized, and analyzed data.

**Paid Research Coordinator** August, 2007-August, 2010*A pilot study of interpersonal psychotherapy for bulimia nervosa, Tokyo, Japan*
Administered questionnaires, conducted structural clinical interviews, collected and analyzed data, and presented at conferences.Supervisor: Mizushima Hiroko

**Paid Research Assistant** August, 2007-August, 2010

*Japanese and English-reared infants’ discrimination of figures and grounds in dynamic events,*

*Keio University, Tokyo, Japan*

Supervisor: Mutsumi Imai

Collaborated with Tilbe Goksun and Kathy Hirsh-Pasek (Temple University).

**Paid Research Assistant** August, 2008-August, 2010

*A study of creating developmentally appropriate toys for infants
Tamagawa University, Tokyo, Japan*Administered behavioral neurological (event-related potentials) experiments, entered, organized, and coded data. Supervisor: Ryoya Saji

**Professional Service**

Ad-hoc reviewer for the American Educational Research Association (August, 2017)

**University Service**

**Research Mentoring**

Halle Peterson, Abigail Hayek, and Carolyn Golden, Michigan State University
Project: “How do self-regulatory behaviors relate to performance on a narrative task?” (May, 2016-Current)

Lindsay Burger, Michigan State University

Senior thesis: “The relationship between delay of self-soothing and child expressive language” (August, 2015-May, 2016)

Vito Matteo Agrusa, Michigan State University
Project: “The relationship between child inhibition and expressive language” (August, 2015-May, 2016)

Olga Parshina, University of Delaware

Project: “A method for assessing verb comprehension using dynamic stimuli.” study (March, 2014-May, 2015)

Madison McCaffery, University of Delaware
Project: “Does language influence infants’ perception of components of events?” study (September, 2013-January 2014)

Carolyn Kosko, University of Delaware
Project: “Quantity and quality of input influences verb comprehension” study (August 2011-January 2013)

**Committee Service**

Vice President of the Education Graduate Association at the University of Delaware (2012-2014)

**Languages**

Fluent in English and Japanese

**Professional Affiliations**

Cognitive Development Society
International Society on Infant Studies
Society of Research in Child Development
American Psychological Science
American Educational Research Association

**Additional Skills**

Proficient with Microsoft, Word, Excel, Powerpoint, Access, SPSS, Habit, SuperCoder, Final Cut Pro, and iMovie.

Experience with Mplus, R, SPSS, and AMOS

**References**

**Lori E. Skibbe**

Associate Professor
 Human Development and Family Studies

 Michigan State University
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 skibbelo@msu.edu

**Roberta Michnick Golinkoff**

Unidel H. Rodney Sharp Professor

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Joint appointments, Department of Psychology

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**Kathy Hirsh-Pasek**

Debra and Stanley Lefkowitz Faculty Fellow

 Department of Psychology

 Temple University

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 khirshpa@temple.edu

**Kathleen M. Pike**

Professor of Psychology

 Departments of Psychiatry and Epidemiology

 Columbia University, NY, 10032

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 kmp2@cumc.columbia.edu

**Rachel Karchmer-Klein**

Associate Professor

 School of Education

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