

## **Makeba Parramore Wilbourn, Ph.D.**

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### **EDUCATION**

2008 PhD Developmental Psychology, Cornell University  
2001 MA Psychology, California State University, Fullerton, with honors  
1997 BA Psychology, California State University, Fullerton

### **PROFESSIONAL EXPERIENCE**

August 2008 – present Assistant Professor – Duke University  
Department of Psychology and Neuroscience

### **GRANTS/FELLOWSHIPS**

2010 - 2011 Language Learning Small Grant (PI: Wilbourn, funded) - \$10,000  
2006 (Fall) Cornell University Provost's Diversity Fellow  
2003-2006 Ford Foundation Predoctoral Fellow - National Academy of Sciences  
2001-2003 State University of New York Minority Fellow, Cornell University  
1999-2001 Graduate Equity Fellow, CSU Fullerton  
1998-1999 CSUF Graduate Studies Fellow, CSU Fullerton

### **HONORS /AWARDS**

2010 Ralph E. Powe Junior Faculty Enhancement Award – ORAU - \$10,000  
2009 Outstanding Alumna of the Year – Psychology – CSU Fullerton  
2005 Paula Menyuk Award – Boston University Conference on Language Development  
2001 Outstanding Masters of Arts Student of the Year Award, CSU Fullerton  
2001 Edward Sterns Exemplary Statistics and Research Design Award, CSU Fullerton  
2000 African-American Faculty Outstanding Scholastic Achievement Award, CSU Fullerton  
2000 American Psychological Association (APA) Student Travel Scholarship  
1999 Golden Key National Honor Society  
1999 Alpha Iota Delta-Honorary in the Decision Sciences  
1998 PSI CHI Honor Society

### **PROFESSIONAL MEMBERSHIPS**

American Psychological Association  
American Psychological Society  
Society for Research in Child Development  
Cognitive Development Society  
International Society on Infant Studies  
Council for Contemporary Families  
Graduate Women in Science (Sigma Delta Epsilon)

### JOURNAL ARTICLES

- Wilbourn, M.P., Kurtz, L.E., & Kalia, V. (in press). The Lexical Stroop Sort (LSS) task: A computerized task exploring the relationship between language and executive functioning in school-aged children. *Behavior Research Methods*
- Wilbourn, M.P., Gottfried, A.W., & Kee, D.W. (2011). Consistency of Hand Preference During the Early Years: Long-Term Relationship to Verbal Intelligence and Reading Achievement in Females. *Developmental Psychology*, 47, 931-942.
- Wilbourn, M.P. & Kee, D.W. (2010). Henry the Nurse is a Doctor Too: Implicitly Examining Children's Gender Stereotype Flexibility for Male and Female Occupational Roles. *Sex Roles*, 62, 670-683.
- Wilbourn, M.P. & Casasola, M. (2007). Discriminating signs: Perceptual precursors to the acquisition of a visual-gestural language. *Infant Behavior and Development*, 30, 153-160.
- Casasola, M., Wilbourn, M.P., & Yang, S. (2006). Can English-learning toddlers acquire and generalize a novel spatial word? *First Language*, 26, 187-205.
- Casasola, M. & Wilbourn, M.P. (2004). Fourteen-month-old infants form novel word-spatial relation associations. *Infancy*, 6, 385-396.

### BOOK CHAPTERS

- Gottfried, A.W., Gottfried, A.E., Bathurst, K., Guerin, D.W., & **Parramore, M.** (2003). *Socioeconomic status in children's development and family environment: Infancy through adolescence*. In M. Bornstein & R. Bradley (Eds.), *Socioeconomic status, parenting, and child development*. Mahway, NJ: Lawrence Erlbaum.
- Hersberger, S., Marcoulides, G., & **Parramore, M.** (2002). Introduction to structural equation modeling techniques. In Pugesek, B., Tomer, A., von Eye, A. (Eds.), *Structural equation modeling: Applications in ecological and evolutionary research*. Cambridge, MA: Cambridge University Press.

### MANUSCRIPTS UNDER REVIEW

- Wilbourn, M.P., & \*Sims, J.P. (under review). Get by with a little help from a word: Multimodal input facilitates 26-month-olds' ability to learn symbolic gestures as labels. *\*student co-author*
- Wilbourn, M.P., & Casasola, M. (under review). Hand me a cue: Developmental changes in infants' associative word learning abilities.
- Robertson, S.R., Watamura, S.E., & Wilbourn, M.P. (under review). Attentional modulation of ongoing brain activity exposes the dynamics of infant visual foraging.
- Kalia, V., Wilbourn, M.P., & Ghio, K. (under review). Age of second language acquisition and language proficiency interactively influence bilinguals' cognition. *\*student co-author*

### MANUSCRIPTS IN PREPARATION/ IN REVISION

- Wilbourn, M.P., & Casasola, M. (invited revision). The upper hand: Infants' ability to discriminate between the parameters of American Sign Language one-handed signs.
- Kalia, V., & Wilbourn, M.P. (in revision). Changing frames of reference: Language impacts cognition and memory in Indian bilinguals.
- Wilbourn, M.P., Kalia, V., & \*Daneri, M.P. (in preparation). Exploring executive functioning and working memory in emerging bilinguals. *\*student co-author*

- Wilbourn, M.P., Kuhn, L.J., Vernon-Feagans, L., \*Sims, J.P., & \*Johnson, K. (in preparation). The role of race and socioeconomic status on infants' early gesture use and later language development: Implications for the black and white achievement gap? **\*student co-author**
- Wilbourn, M.P., & Kalia, V. (in preparation). Filling in the gaps: Gesture use facilitates memory in monolinguals and bilinguals in a storytelling task.

### CONFERENCE PRESENTATIONS

- Ghio, K\*., Wall, C., & Wilbourn, M.P. (October, 2011). *The impact of second language learning and language use on language abilities and executive function in bilinguals*. Poster presented at the annual meeting of the Cognitive Development Society. Philadelphia, PA. **\*student 1<sup>st</sup> author**
- Mechanik, M.E\*., Kohut, G.K., & Wilbourn, M.P. (October, 2011). *Examining toddlers' ability to apply the Mutual Exclusivity Bias to cross-modal gestural labels*. Poster presented at the annual meeting of the Cognitive Development Society. Philadelphia, PA. **\*student 1<sup>st</sup> author**
- Nicoladis, E., Namy, L.L., Wilbourn, M.P., & Vallotton, C. (July, 2011). *Development of children's symbolic gestures*. Symposium presented at the 12<sup>th</sup> meeting of the 12th International Congress for the Study of Child Language Meeting. Montreal, Quebec, Canada.
- Wilbourn, M.P., Casasola, M., & Kurtz, L.E. (upcoming 2011, March). *Exploring the developmental trajectory of associative label learning with words and gestures in 12-, 14-, and 18-month-old infants*. Poster accepted for presentation at the 2011 Biennial Meeting of the Society of Research in Child Development. Montreal, Quebec, Canada.
- Sims, J.P.\*., & Wilbourn, M.P. (upcoming 2011, March). *Get by with a little help from a word: Multimodal input facilitates 26-month-olds' ability to learn symbolic gestures as labels*. Poster accepted for presentation at the 2011 Biennial Meeting of the Society of Research in Child Development. Montreal, Quebec, Canada. **\*student 1<sup>st</sup> author**
- Anderson, L.C\*., Kurtz, L.E., & Wilbourn, M.P. (upcoming 2011, March). *To abide or override? Exploring toddlers' use of the mutual exclusivity bias with verbal and gestural labels*. Poster accepted for presentation at the 2011 Biennial Meeting of the Society of Research in Child Development. Montreal, Quebec, Canada. **\*student 1<sup>st</sup> author**
- Daneri, M.P.\*., & Wilbourn, M.P. (upcoming 2011, March). *Exploring executive functioning in emerging bilinguals*. Poster accepted for presentation at the 2011 Biennial Meeting of the Society of Research in Child Development. Montreal, Quebec, Canada. **\*student 1<sup>st</sup> author**
- Kuhn, L.J, Gustafsson, H.C., Wilbourn, M.P., Vernon-Feagans, L., Willoughby, M.T., & Blair, C. (upcoming 2011, March). *The impact of children's gesture use during a picture book activity on later language and executive functioning abilities*. Poster accepted for presentation at the 2011 Biennial Meeting of the Society of Research in Child Development. Montreal, Quebec, Canada.
- Robertson, S.S., & Wilbourn, M.P. (2009, April). *Attentional modulation of the amplitude and phase of steady-state visual evoked potentials in infants*. Poster submitted for presentation at the 2009 Biennial Meeting of the Society of Research in Child Development. Denver, CO.
- Wilbourn, M.P., Hayes, A.F., Butler, B.N., & Casasola, M. (2007, March). *Six-month-olds' ability to discriminate among one-handed American Sign Language signs*. Poster presented at the 2007 Biennial Meeting of the Society of Research in Child Development. Boston, MA.
- Wilbourn, M.P., Marshall, J.H., Baveye, M.C., & Casasola, M. (2007, March). *Developmental changes in infants' association of gestures versus words with objects*. Poster presented at the 2007 Biennial Meeting of the Society of Research in Child Development. Boston, MA.

- Wilbourn, M.P., & Casasola, M. (2005, November). *A helping hand: Gestures facilitate 12-month-old infants' ability to form word-object associations*. Paper presented at the 2005 Annual Boston University Conference on Child Language. Boston, MA.
- Wilbourn, M.P., Casasola, M., Roizen, E.R., & Mirch, M. (2005, April). *Bimodal input facilitates 12-month-old infants' ability to form word-object associations*. Poster presented at the 2005 Biennial Meeting of the Society for Research in Child Development. Atlanta, GA.
- Casasola, M., Wilbourn, M.P., & Yang, S. (2004, November). *English-learning toddlers can acquire and generalize a novel spatial word*. Paper presented at the 2004 annual Boston University Conference on Language Development. Boston, MA.
- Casasola, M. & Wilbourn, M.P. (2004, May). *Fourteen-month-old infants form novel word-spatial relation associations*. Poster presented at the 2004 biennial meeting of the International Conference on Infant Studies, Chicago, IL.
- Parramore, M., & Kee, D.W. (2003, April). *Understanding the effects of gender stereotypes on knowledge-base access and memory in school-aged children*. Poster presented at the biennial meeting of the Society of Research in Child Development, Tampa, FL.
- Casasola, M., Parramore, M., & Yang, S. (2003, April). *Twenty-two month-old toddlers' acquisition of a novel semantic spatial category*. Poster presented at presentation at the biennial meeting of the Society of Research in Child Development, Tampa, FL.
- Rice, K.E., Ake, C., Parramore, M., & Kee, D.W. (2003, March). *The effects of gender stereotypes on knowledge-base access and memory*. Poster presented at the annual meeting of the Western Psychological Association, Vancouver, ON.
- Gottfried, A.W., Parramore, M., & Marcoulides, G.A. (2001, August). *Are there gender differences in the relationship between early language development and subsequent cognitive functioning?* Poster presented at the annual meeting of the American Psychological Association, San Francisco, CA.
- Parramore, M., Gottfried, A.W., Bathurst, K., & Marcoulides, G.A. (2001, May). *Children's early home environment and later achievement and intelligence: A structural equation model*. Poster presented at the annual meeting of the Western Psychological Association, Maui, HI.
- Gottfried, A.W., Parramore, M., Marcoulides, G. A., & Dadanian, S. (2001, May). *Modeling the relationship between language development and subsequent cognitive functioning*. Poster presented at the annual meeting of the Western Psychological Association, Maui, HI.
- Ramos, M.C., Guerin, D., Gottfried, A.W., & Parramore, M. (2001, April). *Family conflict, temperament, and the behavioral adjustment of school-age children: A vulnerability and resilience model*. Poster presented at the biennial meeting of the Society of Research in Child Development, Minneapolis, MN.
- Parramore, M., Bathurst, K., Kee, D. W., & Ramos, M. C. (2000, August). *Differences in manual and cognitive asymmetry, intelligence, and achievement dependent upon sex and hand-preference consistency*. Poster presented at the annual meeting of the American Psychological Association, Washington D. C. – *Recipient of the APA Travel Award*.
- Parramore, M., Kee, D. W., Nguyen, L., & Ramos, M. C. (2000, April). *Are knowledge-based access and the use of associative memory strategies related to sleep?* Poster presented at the annual meeting of the Western Psychological Association, Portland, OR.

### **INVITED PRESENTATIONS / LECTURES**

*Examining Executive Function and Language Development in Emerging Bilinguals. (October, 2011). Department of Psychology, University of North Carolina, Greensboro.*

- Families, Race, and Language: Implications for the Black and White Achievement Gap* (forthcoming 2011, April). Annual conference of the Council on Contemporary Families, University of Illinois, Chicago.
- Developmental changes in infants' association of gestures versus words with objects: Evidence of a narrowing effect towards words.* (2010, April). Department of Psychology, Emory University.
- Get by with a little help from a word: 26-months' ability to learn gestures as labels when presented with words.* (2010, April). Language Learning Group, Emory University.
- Developmental changes in infants' association of gestures versus words with objects: Evidence of general to specific processing.* (2009, October). Department of Psychology, University of North Carolina, Chapel Hill.
- Developmental changes in infants' ability to use multiple sources of input to learn language: Implications for African American children.* (2008, February). Institute of Africana Studies, Cornell University.
- Talk with the hand: Developmental changes in infants' ability to associate words and gestures with objects.* (2008, January). Department of Psychology, Williams College.
- A helping hand: Developmental changes in infants' ability to associate words and gestures with objects.* (2007, December). Department of Psychology, University of Massachusetts, Amherst.
- Talk with the hand: Examining infant's ability to use words and gestures to learn language.* (2007, November). Graduate School of Education, University of California, Riverside.
- Developmental changes in infants' ability to form label-object associations using multiple sources of input.* (2007, November). Department of Psychology, California State University, Fullerton.
- Infants' ability to form label-object associations using multiple sources of input: A developmental analysis.* (2007, January). Department of Cognitive Sciences, University of California, Irvine.
- Developmental changes in infants' ability to form label-object associations with words and gestures.* (2006, December). Institute of Child Development (ICD), University of Minnesota
- Talk with the hand: Developmental changes in infants' ability to form label-object associations with words and gestures.* (2006, December). Department of Psychology, The Pennsylvania State University.
- Infant research paradigms and methodologies: How do we know what infants know?* (2006, September). Guest Lecturer for Introduction to Human Development, Cornell University
- How gestures facilitate infants' ability to form word-object associations.* (2005, October). Guest Lecturer for Thinking and Reasoning, Cornell University.
- A helping hand: Gestures facilitate 12-month-olds ability to form word-object associations.* (2005, April). Human Development Brown Bag Series, Cornell University.
- Understanding the effects of gender stereotypes on knowledge-base access and memory in school-aged children.* (2002, March). Human Development Brown Bag Series, Cornell University.
- Differences in manual and cognitive asymmetry from infancy through adolescence: A longitudinal investigation.* (August 2001). Invited poster presentation for the annual meeting of the American Psychological Association (Division 40), San Francisco, CA
- Socioeconomic status in children's development and family environment: Infancy through adolescence.* (2001, April). Invited presentation at the NICHD workshop on SES, Parenting, and Child Development, Minneapolis, MN
- Development of intellectual giftedness: A comparison of children who have and have not achieved their potential.* (1999, January). Presented at the California State Capitol, Sacramento, CA.

### **COURSES TAUGHT**

2010 (Fall)	Theories of Developmental Psychology (Duke University)
2010, 2011 (Spring), 2012 (Fall)	Developmental Psychology (Duke University)
2009 (Summer)	Developmental Psychology (Duke University)
2010, 2012 (Spring)	Role of Race and Culture on Development (Duke University)
2006 (Summer)	Developmental Psychology (CSU, Fullerton)
2006 (Spring)	Development of African-American Children (Cornell University)
2001 (Fall)	Language Development (South Seneca HS Outreach Program)

### **AD HOC REVIEWER**

2011 – current	Child Development, Cognitive Development
2010 – current	Cognition, Educational & Psychological Measurement, Sex Roles
2010	Panelist, Abstract Submissions, International Conference on Infant Studies
2009 – current	Journal of Genetic Psychology: Developmental and Educational Psychology
2008 – current	Developmental Science

### **UNIVERSITY SERVICE**

2009-2010	Arts & Science Academic Council, Alternate, Duke University
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### **DEPARTMENTAL SERVICE**

2011	Member, Zener Award Committee
2009-2012	Co-organizer, Developmental Brown Bag Series, Duke University
2010	Co-organizer, <i>Navigating the Review Process</i> , Developmental, Duke University
2008-2012	Reviewer, Graduate Student Admissions, Developmental, Duke University

### **OTHER SERVICE**

2006	Organizer, Human Development, <i>Reviews Workshop</i> , Cornell University
2004-2006	Co-Organizer, Human Development Graduate Student Writing Group
2002-2004	Member, School of Human Ecology Diversity Committee, Cornell University
2002-2003	Chair, Graduate Student Recruitment Committee, Cornell University
2001-2003	Member, Graduate Studies Committee, Cornell University
2001-2002	Member, Human Development Brown Bag Committee, Cornell University