

Kenyon Page

Curriculum Vitae

PERSONAL INFORMATION

Home Address

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Miami, FL 33130
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Office Address

Department of Psychology
PO Box 249229
University of Miami
Coral Gables, FL 33124
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HIGHER EDUCATION

Master of Science Candidate

Expected: August 2025

University of Miami, Miami, Florida

Major Area: Developmental Psychology

Teaching License

May 2022

East Carolina University, Greenville, North Carolina

Specialization: Elementary Education K-6

Dual Degree: Bachelor of Science and Bachelor of Art

May 2020

Virginia Tech, Blacksburg, Virginia

B.S. Major: Psychology

B.A. Major: International Relations

Summa Cum Laude

Spanish Minor

Summer 2019

Estudio Sampere, Madrid, Spain

Spanish Study Abroad Program

ACADEMIC HONORS AND AWARDS

2025	Flipse Funds, University of Miami (\$1000)
2023-2025	University of Miami Graduate Student Fellowship (\$70,000)
2020	Aspirations Fellow, Virginia Tech
2016-2020	College of Science Dean's List, Virginia Tech
2016-2020	College of Liberal Arts and Human Sciences Dean's List, Virginia Tech

PUBLICATIONS

Tan, L., Shin, E., **Page, K.**, & Smith, C. L. (2022). Changes in children's anger, sadness, and persistence across blocked goals: Implications for self-regulation. *Child Development*, *94*(2), 411–423. <https://doi.org/10.1111/cdev.13868>

Salvadori, E. A., **Page, K.**, Crawford, M., Meibohm, S. A., & Messinger, D. S. (2024). Joint attention and gaze coupling. In H. Nesi & P. Milin (Eds.), *International Encyclopedia of Language and Linguistics* (3rd ed.). Elsevier. <https://doi.org/10.1016/B978-0-323-95504-1.00227-1>

MANUSCRIPTS IN PREPARATION

Page, K., Perry, L., Leland, E., Drye, M., Salvadori, E.A., Viggiano, A., Meibohm, S., Crawford, M., Messinger, D. S. (2024, forthcoming) Communication. *Chapter submitted for publication to the Oxford University Press Handbook of Perceptual Development.*

PRESENTATIONS

Page, K. (May, 2024). *Science, Literacy, and Bilingualism*. Roundtable discussion presented at the Cross University Collaborative Mentoring Conference (CUCMC), New York. NY.

Page, K., Figuereo, C., Niño, S., Greenfield, D. (June, 2024). *Instructional Support and Exposure to High Quality ECE Programs as Supports for DLL Children's Early Language Skills*. Poster presented at the National Research Conference on Early Childhood (NRCEC), Arlington. VA.

*Leland, E., Sun, A., **Page, K.**, Messinger, D.S., Perry, L. K., (July, 2024) *Understanding Emotion Language in Linguistically Diverse Inclusion Classrooms*. Flash talk presented at the Conference of the International Society for Research on Emotion (ISRE), Belfast, Ireland.

* Presenter

Figuereo, C., Del Solar, B., **Page, K.**, Niño, S., Greenfield, D. (May, 2025). *Examining the Relationship Between Classroom Language Environment and Executive Functioning Skills for DLL Children*. Poster accepted to the Society for Research in Child Development (SRCD), Minneapolis, Minnesota.

Page, K. & Figuereo, C. (June, 2025) *The Role of English and Spanish Language Skills in Executive Function and Science Readiness*. Poster accepted to the International Symposium on Bilingualism (ISB), Donostia-San Sebastián, Spain.

RESEARCH EXPERIENCE

School Readiness Lab, University of Miami

IES/NSF Elementary Science Center

September 2024 to Present

Principal Investigators: Megan Silander, Ph.D., Jackie DeLisi, EdD, Daryl Greenfield, Ph.D.

- Recruit samples for measurement studies to adapt the *Lens on Science* computer-based adaptive standard science assessment from preschool to K-2 grades in alignment with the NGSS 3-D framework to provide a reliable measurement of K-2 children's science learning
- Create new items that extend the validated preschool assessment into kindergarten and align with the science curriculum for this grade level

Science Club – General Motors

January 2024 to Present

Principal Investigator: Daryl Greenfield, Ph.D.

- Aims to provide teachers with provocations and materials aimed to support their instruction while deepening their knowledge of science and how to implement it in their classroom
- Distributing materials to the classrooms that correspond to the provocations for learning
- Attend and facilitate Communities of Practice with the teachers to encourage them to share their learning with other teachers and build on each other's ideas

Science Alliance - Everglades

August 2023 to June 2024

Principal Investigator: Daryl Greenfield, Ph.D.

- Provided teachers with provocations and materials aimed to support their instruction while deepening their knowledge of science and how to implement it in their classroom
- Created Qualtrics surveys to gather feedback on our pilot study
- Contributed to books being created for the teachers
- Tracked, organized, and distributed materials to the classrooms that correspond to the provocations for learning
- Attended and facilitated Communities of Practice with the teachers to encourage them to share their learning with other teachers and build on each other's ideas

Early Science Initiative (ESI)

August 2023 to Present

Principal Investigator: Daryl Greenfield, Ph.D.

- Investigating how teachers define science, according to the 3 aspects specified by Dr. Greenfield's framework for 3-D Science: practices, cross-cutting concepts, and core content area
- Coding teacher responses on how they define science and how they practice it in the classroom
- Contributing to a manuscript of results

Children's Emotions Lab, Virginia Tech

Emotion Understanding and Regulation (EUR)

February 2017 to March 2020

Principal Investigator: Cynthia Smith, Ph.D.

- Assessed children's emotion expression and regulation in tasks designed to elicit both positive and negative emotions in a longitudinal study from preschool to school-age
- Served as videographer using dual cameras and audiovisual mixer for target children tested on a variety of lab-TAB tasks
- Coded child performance on an inhibitory control task, Head-Toes-Knees-Shoulders, at T2
- Coded child free play on 6 different categories during a free play task, including joint-attention and positive affect at T2 and T3
- Coded the parental use of verbal and physical control in a clean-up task that followed the previous project's free-play task at T2
- Transcribed the emotion talk task at T2 and T3 and did data entry for individual tasks

Mother's and Children's Emotions (M&E)

February 2017 to March 2020

Principal Investigator: Cynthia Smith, Ph.D.

- Longitudinal study followed children from toddlerhood, into the preschool period, through school age where mothers and children came into the lab for a variety of laboratory-based observation tasks
- Interaction tasks, like free-play activities, and children's expression of pleasure, fear, and frustration were observed, as well as their self-regulatory skills
- Coded parent-child interaction from the child's perspective on 6 different categories during a free play task, including joint-attention and positive affect at T3

Quantitative Emotion Understanding and Regulation (QEUR)

December 2019 to May 2020

Principal Investigator: Cynthia Smith, Ph.D.

- Aimed to investigate emotional self-regulation and effortful control in preschool-age children through a variety of tasks
- Trained as the main experimenter, to engage directly with the target child and provide them with scripted directions and prompts to guide them through tasks including a path-following game, emotion talk tasks with a caregiver, and a locked box task

GRANTS AND FUNDING

Page, K. (2024). *Libros de STEM: Bilingual Book Reading and Play in the Preschool Classroom*. [Unpublished fellowship application, submitted]. National Science Foundation, Graduate Research Fellowship Program.

REVIEW RESPONSIBILITIES

None

WORKSHOPS

Workshop: *Infant/Toddler Environment Rating Scale, Third Edition (ITERS-3)*
(20 hours)

Mallory Link, Project Trainer
Training on the application, administration, and scoring of the ITERS-3, online and at the Miami Educare site. January 2024.

Workshop: *Introduction to Structural Equation Modeling*
(21 hours)

Dan Bauer & Patrick Curran, Instructors
Training from Center Stat on the statistical models designed for multivariate data analysis with latent variables, online. May 2024.

TEACHING EXPERIENCE

TEACHING 1

Elementary Educator, Guilford County Schools, Greensboro, North Carolina
August 2020 - July 2022

- Taught a third-grade classroom of up to 36 students following a common core-aligned curriculum at a STEM-specialized magnet school
- Designed and implemented standards-aligned lessons as specified by the state curriculums in a variety of subjects including math, science, history, and reading
- Collaborated with administrators and staff to ensure the success of all students
- Analyzed and documented student progress by updating weekly reports for up to 36 students
- Modified assignments, homework, and tests for 3 students with IEPs
- Communicated with caregivers to ensure a strong school-home connection

PROFESSIONAL AFFILIATIONS

2025-Present Society for Research in Child Development, Student Affiliate

2024-Present American Psychological Association – Division 7: Developmental Psychology, Student Affiliate

2023-Present Letters to a Pre-Scientist Program, STEM Pen Pal

2022-Present Project SHORT
2020-Present Phi Beta Kappa Honor Society
2019-Present Omicron Delta Kappa Honor Society

LEADERSHIP POSITIONS HELD

2024-Present **Developmental Track Representative**, Psychology Graduate Student Organization,
University of Miami
2023-2024 **Student Co-Liaison**, Cross University Collaborative Mentoring Conference,
University of Miami

REFERENCES

Daryl Greenfield, Ph.D.
Professor of Psychology
Department of Psychology
University of Miami
dgreenfield@miami.edu

Spencer Evans, Ph.D.
Assistant Professor of Psychology
Department of Psychology
University of Miami
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Daniel Messinger, Ph.D.
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