Head Start's 11th National Research Conference

Research on Young Children and Families: Effective Practices in an Age of Diversity and Change

Grand Hyatt

Washington, DC

June 18–20, 2012

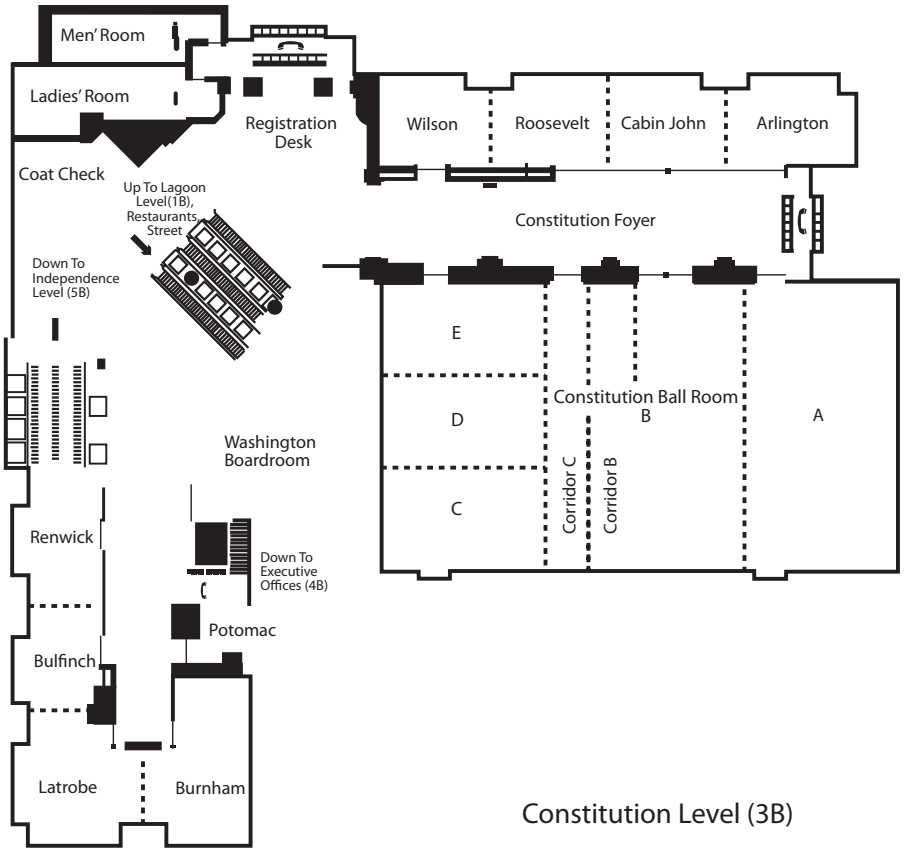
Presented by:

Office of Planning, Research and Evaluation
in conjunction with Office of Head Start
Administration for Children & Families
U.S. Department of Health and Human Services

Planning by:

ICF International
Bank Street College of Education
Society for Research in Child Development
Circle Solutions, Inc.

2012 PROGRAM



Constitution Level (3B)

Restaurants are located on the lobby and lagoon levels.

The Health Club and Pool are located on the lobby level.

Registration/Information Desk

The Conference Registration/Information Desk is located in the foyer of the Independence Ballroom.

Registration/Information Desk Hours

Sunday, June 17, 5:00 p.m. – 7:00 p.m.

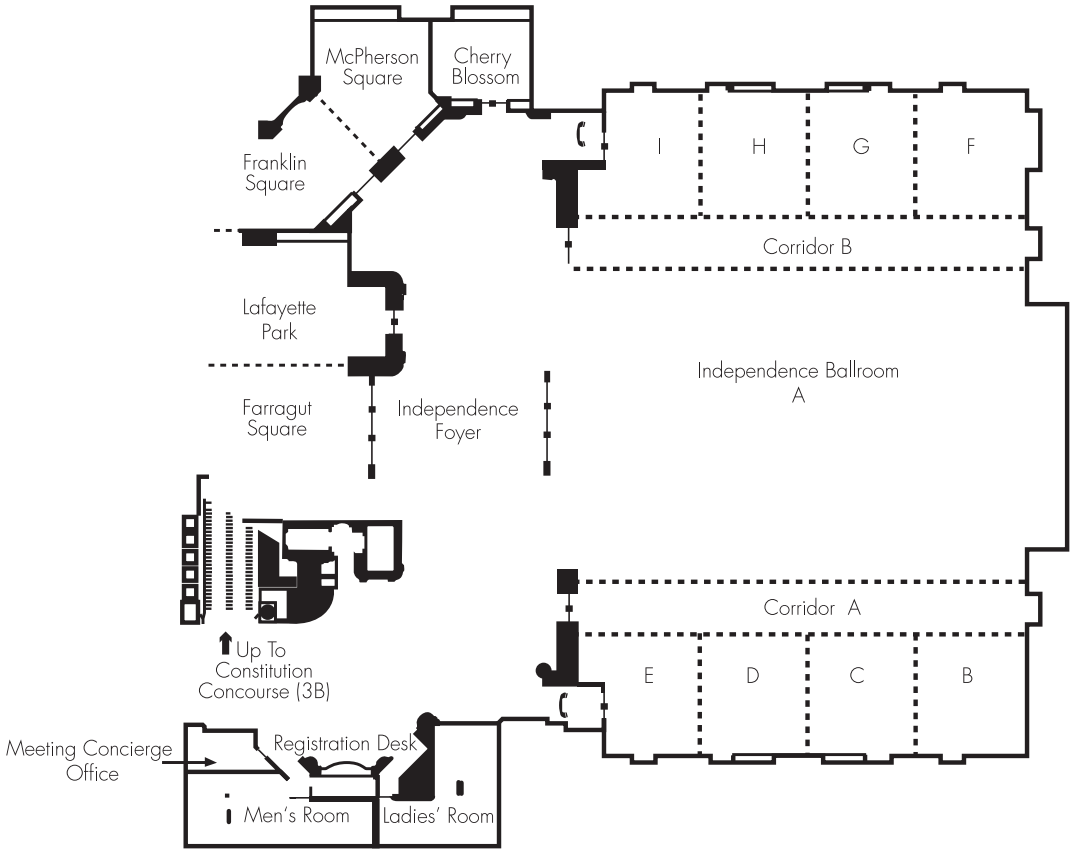
Monday, June 18, 7:00 a.m. – 5:30 p.m.

Tuesday, June 19, 7:30 a.m. – 5:30 p.m.

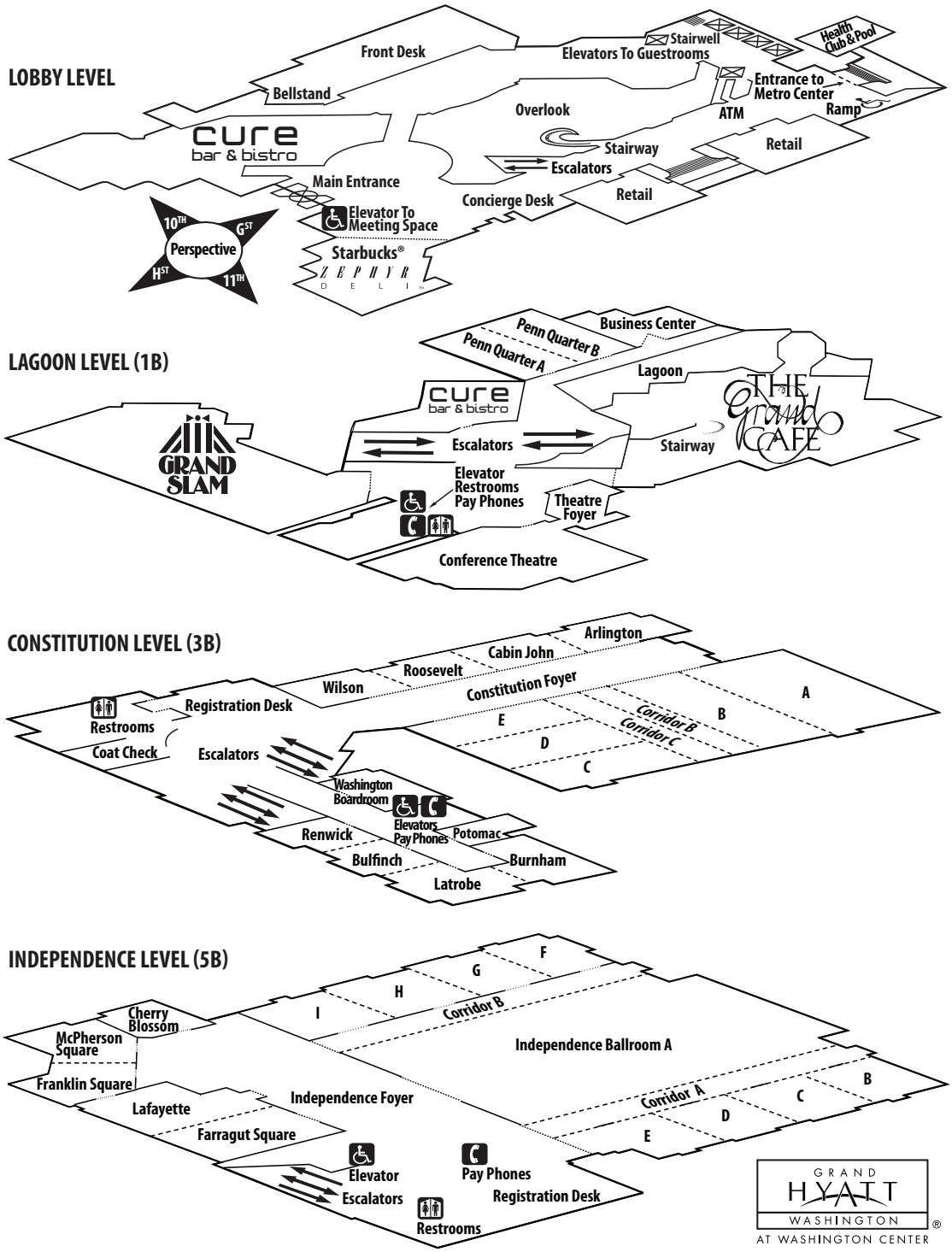
Wednesday, June 20, 7:30 a.m. – 5:00 p.m.

Resource Tables

Cooperating Organizations can be found on the Constitution level. Federal Programs can be found on the Independence level.



Independence Level (5B)


LOBBY LEVEL
Front Desk
Stairwell
Elevators To Guestrooms
Health Club & Pool
Bellstand
Entrance to Metro Center
ATM
Ramp
Overlook
cure bar & bistro
Stairway
Retail
Escalators
Main Entrance
Concierge Desk
Retail
Elevator To Meeting Space
10TH G ST H ST 11TH
Perspective
Starbucks®
ZEPHYR DELI
LAGOON LEVEL (1B)
Business Center
Penn Quarter B
Penn Quarter A
Lagoon
cure bar & bistro
THE Grand CAFE
GRAND SLAM
Escalators
Stairway
Elevator
Restrooms
Pay Phones
Theatre Foyer
Conference Theatre
CONSTITUTION LEVEL (3B)
Arlington
Cabin John
Roosevelt
Wilson
Constitution Foyer
Registration Desk
Restrooms
Coat Check
Escalators
A
B
E
D
C
Corridor B
Corridor C
Washington Boardroom
Elevators
Pay Phones
Renwick
Potomac
Bulfinch
Burnham
Latrobe
INDEPENDENCE LEVEL (5B)
F
G
H
I
Corridor B
Cherry Blossom
McPherson Square
Independence Ballroom A
Franklin Square
Independence Foyer
Corridor A
B
C
D
E
Lafayette
Farragut Square
Elevator
Pay Phones
Escalators
Registration Desk
Restrooms
GRAND HYATT WASHINGTON
AT WASHINGTON CENTER

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Scientific Director
Bank Street College of Education

John W. Hagen
Past Executive Officer, Society for Research in Child Development
Professor Emeritus of Psychology, University of Michigan

Shefali Pai-Samant
Project Director, ICF International

Wendy DeCourcey
Federal Project Officer, Office of Planning, Research and Evaluation, Administration for Children and Families

Martha Zaslow
Representative
Society for Research in Child Development

Funding Agency

Office of Planning, Research and Evaluation in conjunction with the Office of Head Start
Administration for Children and Families
U.S. Department of Health and Human Services

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Highlights for HSRC 11

A Message from Edward Zigler, (page 74) Edward Zigler was one of the founding members of Head Start, and has been part of the planning for every Head Start Research Conference since 1991. Look for his greetings with the abstract for the master lecture in his honor (Session 207).

Edward Zigler Master Lecture HSRC11, Session 207 Tuesday 10:15 to 12:00, in Cabin John/Arlington room. Early Experience and Brain Development: Opportunities for Prevention and Early Intervention— Presenter Charles Zeanah.

NEW for HSRC11! Research to Practice Discussion Hours, led by the Head Start National Centers. Look for the handprint symbol!

Society for Research in Child Development Table, on the Constitution Level. Two featured products: The recently published *Social Policy Reports* and the Oral Histories of key figures in child development science, such as Urie Bronfenbrenner, Julius Richmond, Eleanor Maccoby and our own Edward Zigler! For more information, go to www.srcd.org.

Student Mentor Roundtable: 12:15 p.m. on Tuesday in the Wilson/Roosevelt room. Buy your lunch ticket at registration on Monday, or bring your own.

Thank You Messages for Edward Zigler, Stop by the Poster Sessions on Monday and Tuesday and leave a hand written or video message for Edward Zigler.

Cooperating Organizations

We wish to thank the Cooperating Organizations for their efforts in supporting the Conference through contributing names of peer reviewers, advertising the Call for Presentations and the Conference on their websites and for participating in the Conference by providing information and materials.

American Academy of Child and Adolescent Psychiatry
American Academy of Pediatrics
American Educational Research Association
American Occupational Therapy Association
American Orthopsychiatry Association
American Psychological Association
American Public Health Association
American Public Human Services Association
American School Health Association
American Speech-Language-Hearing Association
Association for Childhood Education International
Association for Psychological Science
Association of Black Psychologists
Association of Maternal and Child Health Programs
Children's Environmental Health Network
Child Welfare League of America
Cognitive Development Society
Columbia University: National Center for Children and Families
Columbia University: National Center for Children in Poverty
Division for Early Childhood of the Council for Exceptional Children
Mental Health America (formerly National Mental Health Association)
National Association for the Education of Young Children (NAEYC)
National Association of Pediatric Nurse Practitioners
National Association of Social Workers
National Association of State Boards of Education
National Black Child Development Institute
National Center for Learning Disabilities
National Fatherhood Initiative
National Head Start Association
Prevent Child Abuse America
Save the Children (U.S. Programs)
Society for Developmental and Behavioral Pediatrics
Society for Nutritional Education
Society for Pediatric Research/American Pediatric Society
Society for Prevention Research
United Nations Children's Fund
World Association for Infant Mental Health
Zero to Three: National Center for Infants, Toddlers and Families

Cooperating organization logos provided as of print date.

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Child & Adolescent
Psychiatry
www.aacap.org

American Academy of Pediatrics
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Educational
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American
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Association

APHA
American
Public Health
Association

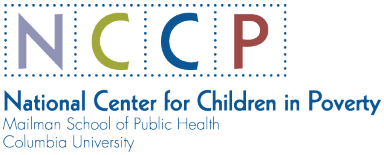
APHSA
American Public Human Services Association
TODAY'S EXPERTISE FOR TOMORROW'S SOLUTIONS

ASHA
American
School Health
Association

BRIGHT FUTURES
ACEI
for Every Child, Every Nation

aps
ASSOCIATION FOR
PSYCHOLOGICAL SCIENCE

AB


NCCP
National Center for Children in Poverty
Mailman School of Public Health
Columbia University

Society for
Prevention
Research

CHILDREN'S
ENVIRONMENTAL
HEALTH
NETWORK
a healthy environment for all children

AMCHP
ASSOCIATION OF MATERNAL & CHILD HEALTH PROGRAMS

ORTHO
Interdisciplinary Approaches to
Mental Health & Social Justice
The American Orthopsychiatric Association

Cognitive Development Society

MHA
Mental Health America

CWLA
Together, Making Children
and Families a National Priority

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NATIONAL ASSOCIATION OF STATE BOARDS OF EDUCATION

naeyc®

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NATIONAL BLACK CHILD DEVELOPMENT INSTITUTE, INC.

NASW
National Association of Social Workers

National Fatherhood Initiative®
www.fatherhood.org

NATIONAL CENTER for CHILDREN & FAMILIES
ADVANCING POLICY, EDUCATION, & DEVELOPMENT
TEACHERS COLLEGE COLUMBIA UNIVERSITY

NHSA
NATIONAL HEAD START ASSOCIATION

National Center for Learning Disabilities

SDBP
Society for Developmental & Behavioral Pediatrics

Prevent Child Abuse America

Save the Children.

SOCIETY FOR PEDIATRIC RESEARCH

unicef

Society for Nutrition Education

ZERO TO THREE®
National Center for Infants, Toddlers, and Families

AMERICAN SPEECH-LANGUAGE-HEARING ASSOCIATION

WORLD ASSOCIATION FOR INFANT MENTAL HEALTH

Peer Reviewers

We wish to thank our Peer Reviewers for their diligent work in reviewing posters and symposia submitted through the Call for Presentations. The reviewers provided objective, conscientious, and high quality reviews that were critical to the selection of an outstanding program of presentations.

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Deepa Aier
Homa Amini
Sheila Anderson
Eduardo Armijo
Berna Artis
Julie Atkins
Sally Atkins-Burnett
Nancy Barbour
Kristin Barnes
Melissa Barnett
Erin Barton
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Ella Williams
Rachel Winters
Alison Wishard Guerra
Autumn Wyant
Michaela Zajicek-Farber
Laurie Zittel
Susan Zoll

MONDAY, JUNE 18

Morning

7:00 a.m.	Check-In Begins
8:30 a.m. – 10:00 a.m.	Opening Session

Inequalities in Early Experience and Toxic Stress

Greetings
John W. Hagen
University of Michigan

Lonnie R. Sherrod
Society for Research in Child Development

Jon Snyder
Bank Street College of Education

Yvette Sanchez Fuentes
Office of Head Start, Administration for Children and Families

Linda K. Smith
Administration for Children and Families

Keynote Speaker
Megan Gunnar
Institute of Child Development, University of Minnesota

10:15 a.m. – 12:00 p.m.	Breakout Sessions
12:00 p.m. – 1:15 p.m. (conference attendees on their own)	Lunch

Afternoon

1:30 p.m. – 3:15 p.m.	Breakout Sessions
3:30 p.m. – 5:30 p.m.	Poster Session

TUESDAY, JUNE 19

Morning

7:30 a.m.	Check-In Begins
8:30 a.m. – 10:00 a.m.	Plenary Session I

Parents as Educational Partners: Embracing Diversity

Vivian Gadsden
University of Pennsylvania

Ann Turnbull
University of Kansas

10:15 a.m. – 12:00 p.m.	Breakout Sessions
12:00 p.m. – 1:15 p.m. (conference attendees on their own)	Lunch
12:15 p.m. – 1:15 p.m.	Student-Mentor Roundtable

NEW for HSRC11! Please look for this symbol for Research-to-Practice discussion hours, to be led by the Head Start National Centers!

OVERVIEW

TUESDAY, JUNE 19

Afternoon

1:30 p.m. – 3:00 p.m. — Plenary Session II

The Changing Demographics of America's Families

Ajay Chaudry
Office of the Assistant Secretary for Planning and Evaluation

Donald J. Hernandez
Hunter College

3:15 p.m. – 5:00 p.m. — Breakout Sessions

5:00 p.m. – 7:00 p.m. — Poster Session

WEDNESDAY, JUNE 20

Morning

7:30 a.m. — Check-In Begins

8:30 a.m. – 10:00 a.m. — Plenary Session III

Promoting Healthy Eating and Life Styles in Children and Families

Sandra Hassink
American Academy of Pediatrics

Barbara Fiese
University of Illinois, Urbana-Champaign

10:15 a.m. – 12:00 p.m. — Breakout Sessions

12:00 p.m. – 1:15 p.m. — Lunch
(conference attendees on their own)

Afternoon

1:30 p.m. – 3:15 p.m. — Breakout Sessions

3:30 p.m. – 5:00 p.m. — Closing Session

The "Give and Take" in Multinational Research in Early Childhood Care and Education

Kofi Marfo
University of Southern Florida, Tampa

Nurper Ulkuer
United Nations Children's Fund

Marc H. Bornstein
Eunice Kennedy Shriver National Institute of Child Health and Human Development

NEW for HSRC11! Please look for this symbol for Research-to-Practice discussion hours, to be led by the Head Start National Centers!

MONDAY, JUNE 18

Morning

7:00 a.m	Check-In Begins
8:30 a.m. – 10:00 a.m.	Opening Session

Inequalities in Early Experience and Toxic Stress

Greetings
John W. Hagen
University of Michigan

Lonnie R. Sherrod
Society for Research in Child Development

Jon Snyder
Bank Street College of Education

Yvette Sanchez Fuentes
Office of Head Start, Administration for Children and Families

Linda K. Smith
Administration for Children and Families

Keynote Speaker
Megan Gunnar
Institute of Child Development, University of Minnesota

10:15 a.m. – 12:00 p.m.	Breakout Sessions
12:00 p.m. – 1:15 p.m. (conference attendees on their own)	Lunch

Afternoon

1:30 p.m. – 3:15 p.m.	Breakout Sessions
3:30 p.m. – 5:30 p.m.	Poster Session

Please visit the Society for Research in Child Development poster and display located on the Constitution Level. Of special interest are features from the SRCD website (www.SRCD.org). One is the *Social Policy Reports*. The second is the SRCD Oral History Project. For the past 25 years, SRCD has collected oral histories from over 150 major figures in child development and developmental science. For this conference, four oral histories of figures who have played major roles in the history of Head Start are available. They are: Urie Bronfenbrenner, Julius Richmond, Eleanor Maccoby and our own Edward Zigler!

NEW for HSRC11! Please look for this symbol for Research-to-Practice discussion hours, to be led by the Head Start National Centers!

8:30 a.m. – 10:00 a.m. | Independence Ballroom A

OPENING SESSION
Inequalities in Early Experience and Toxic Stress

Greetings

John W. Hagen
University of Michigan

Lonnie R. Sherrod
Society for Research in Child Development

Jon Snyder
Bank Street College of Education

Yvette Sanchez Fuentes
Office of Head Start, Administration for Children and Families

Linda K. Smith
Administration for Children and Families

Keynote Speaker

Megan Gunnar
Institute of Child Development, University of Minnesota

Inequalities in opportunities for our children continue to be among the vexing problems that face children, families, and the nation. The problems begin even before birth, and the evidence shows that disparities have become even greater between those who grow up in poor neighborhoods and children in more affluent communities. The documented differences that occur as the disadvantaged grow up include lower graduation rates from high school, lower incomes, and higher rates of incarceration. Medical and psychological risks are higher as well, including cardiovascular disease, diabetes, depression, and substance abuse. We now know that poor early experiences disrupt brain architecture through the impact of "toxic stress" on the developing brain. While manageable levels of stress can promote growth, excessive and prolonged stress is literally toxic to the immature brain. Policy makers and civic leaders need to understand recent scientific findings so that they will be willing and able to recognize the necessity of making early investments in the most vulnerable young members of society.

John W. Hagen (PhD, Psychology, Stanford University) is Professor of Psychology Emeritus at the University of Michigan. His current work is on cognitive development and achievement; a focus on individual differences emerged early in his career. He has applied the learning strategies model to children, youth, and young adults, including those with mental retardation, chronic illness, and learning problems. Later work branched into areas that included children in foster care, as well as positive development and successful coping in youth. He views his major contribution as clarifying and refining circumstances and interventions that could lead to facilitating development across domains. He has contributed to developmental science in various leadership roles. As a faculty member at the University of Michigan since 1965, he served as director of the Center for Human Growth and Development, director of the university's Reading and Learning Skills Center, and chair of the Developmental Program in the Department of Psychology. As executive officer of the Society for Research and Child Development (SRCD) for 18 years, he was successful in increasing the emphasis on diversity, including race/ethnicity; nationality; and the history of the field. Dr. Hagen received the Award for Distinguished Contributions to SRCD (2007) and the American Psychological Association Award for Distinguished Service to Psychological Science (2010).

Lonnie R. Sherrod (PhD, Psychology, Yale University) is currently executive director of the Society for Research in Child Development and professor of psychology in Fordham University's Applied Developmental Psychology Program. His area of research is youth political development, and he has co-edited special issues of the Journal of Research on Social Issues (1998) and Applied Developmental Science (2002) on the topic. Since 2000, he has been involved in research examining civic beliefs in diverse young people as they make the transition to adulthood. The goal of his research is to study how attitudes influence the relationship between knowledge and behavior. Dr. Sherrod directed the multidisciplinary Consortium on Youth Political Development, funded by the William T. Grant Foundation, which prepared the Handbook of Research and Policy on Youth Civic Engagement.

OPENING SESSION 8:30 a.m. – 10:00 a.m.

Jon Snyder (EdD, Curriculum and Teaching, Columbia University) is currently dean of the college/chief academic officer at Bank Street College. He has worked as a researcher and a teacher/educator at the University of California, Santa Barbara; Teachers College, Columbia University; the National Center for the Restructuring of Education, Schools, and Teaching; and the National Commission on Teaching and America's Future. He remains engaged in researching teacher learning, conditions that support teacher learning, and the relationship between teacher and student learning. Dr. Snyder's current position allows him the opportunity to explore these issues with his colleagues in the context of an exemplary stand-alone professional school of education.

Yvette Sanchez Fuentes (BA, Liberal Arts, California State Polytechnic University) brings extensive experience in providing services to young children from low-income families at the local, regional, and national levels to her appointment as director of the Office of Head Start. In this role, she will help lead the Administration for Children and Families' critically important mission of enriching the quality of early childhood development for our nation's most vulnerable children. Prior to her appointment, she served as executive director of the National Migrant and Seasonal Head Start Association (NMSHSA), where she worked on early education services, policies, and resources for migrant and seasonal farm worker children and their families. Before joining NMSHSA, Dr. Sanchez Fuentes worked for the Education Development Center, where she was the early childhood specialist for the International Systems Division and provided technical assistance to projects in Honduras, El Salvador, and Egypt. She served as a National Head Start fellow, where she provided consultation in literacy, parent education, child care collaborations, and program improvement to Migrant and Seasonal Head Start and other early childhood education programs nationwide. Early in her career, Dr. Sanchez Fuentes managed services for a large migrant and seasonal program for staff development and family child care initiatives.

Linda K. Smith (BA, emphasis in Child Development, University of Montana) is the deputy assistant secretary and inter-departmental liaison for Early Childhood Development for the Administration for Children and Families at the U.S. Department of Health and Human Services. In this role, she provides overall policy coordination for the Head Start and Early Head Start Programs and the Child Care and Development Fund, as well as serving as the liaison with the U.S. Department of Education and other federal agencies. Her office serves as a focal point for early childhood policy at the federal level. Dr. Smith previously served as the executive director for the National Association of Child Care Resource and Referral Agencies (NACCRRA), where she represented more than 650 community-based agencies concerned with the care of children in their earliest years. She led the organization through significant growth and transformation; she was the driving force behind NACCRRA's national policy agenda and strategic plan to improve the quality of child care nationwide. Key components of NACCRRA's advocacy efforts included strengthening child care licensing and oversight, requiring comprehensive background checks, and establishing minimum training requirements for all child care workers. Prior to joining NACCRRA, Dr. Smith served as a legislative fellow and professional staffer on the Senate Health, Education, Labor, and Pensions Committee under the chairmanship of the late Senator Edward M. Kennedy. Prior to this work, she was the director of the Office of Family Policy for the Secretary of Defense, where she was one of the primary architects of the military's child care program. Additionally, she has held positions with both the U.S. Army and U.S. Air Force. Dr. Smith began her career in early childhood education on the Northern Cheyenne Reservation in her native state of Montana. She is a graduate of the University of Montana.

Megan Gunnar (PhD, Developmental Psychology, Stanford University) is a regents' professor and director of the Institute of Child Development at the University of Minnesota. She has spent her career studying how infants and young children respond to potentially stressful situations. With her students, she has documented the powerful role that relationships play in regulating stress physiology in young children and the impact that early neglect and deprivation have on the development of the brain and behavior. Dr. Gunnar directs the Early Experience, Stress, and Neurobehavioral Development Center and is a member of the program of the Canadian Institute for Advanced Research that studies how early experience "gets under the skin" to affect life-long health and disease. She is associate director of the Center for Neurobehavioral Development and a member of the National Scientific Council on the Developing Child. In addition to several early- and mid-career awards, Dr. Gunnar recently received lifetime research achievement awards from the American Psychological Association and the Society for Child Development.

10:15 a.m. – 12:00 p.m.

101

Ballroom H/I

The Whole Child: Approaches for Fostering Development Across Domains

Chair
Martha Zaslow

Discussant
Jennifer Brooks

Presenters
Stephanie M. Jones, John W. Fantuzzo

Early childhood professionals are receiving information about approaches for strengthening children's development in different domains, with separate interventions addressing social and emotional development; language and literacy; approaches to learning, cognition, and physical well-being; and motor development. While there are promising findings in each area, Head Start and other early childhood programs aim to support the development of "the whole child." Emerging evidence-based models are intentionally integrating instruction across domains, seeking to do so systematically and with sufficient intensity to foster positive outcomes in multiple domains simultaneously. The presenters will discuss conceptual frameworks that can guide integration to enable teachers to foster development across domains.

The Whole Child, the Whole Setting: Toward an Integrated Perspective on Early Childhood Intervention
Stephanie M. Jones

A Model of Generating Across Domain Learning Experiences Through Intentional, Systematic, and "Intense Enough" Integrated Curricula
John W. Fantuzzo

102

Ballroom F/G

Assessment and Young Dual Language Learners in Head Start and Other Early Childhood Programs

Chair
Fred Genesee

Discussant
Dina Castro

Presenters
Lisa M. Lopez, María Adelaida Restrepo, Fred Genesee

Assessment is critical for monitoring the progress of individual children in the preschool years, identifying individual needs with respect to language development, and planning programs. This session will present the process for assessing and understanding dual language development in children attending Head Start programs based on findings from the Florida English Language Learners Attending Head Start research study. The presenters will consider individual differences in language development in dual language learners based on home and classroom experiences and will discuss assessment with regard to identifying children with language delays and disorders (LD/D). They will define LD/D and dispel misconceptions about LD/D in dual language learners. In addition, the presenters will delineate procedures for identifying LD/D in dual language learners and address post-identification implications for children who speak home languages other than, or in addition to, English. Finally, there will be a discussion on the link between oral language and cognitive development and later reading acquisition in young dual language learners, and consideration of recommendations and implications for early assessment of typical and at-risk readers.

Assessing Growth in Dual Language Learners: Taking a Contextual Approach to Development

Lisa M. Lopez

Language Delays And Disorders In Dual Language Learners

María Adelaida Restrepo

Predicting Reading Development in Young Dual Language Learners: Implications for Assessment and Program Planning

Fred Genesee

103

Ballroom D/E

ROUNDTABLE

Comparing Long-Term Effectiveness Across Three Early Childhood Model Programs

Chair

Frances Campbell

Presenters

W. Steven Barnett, Lawrence Schweinhart, Arthur Reynolds, Elizabeth Pungello, Margaret Burchinal

The session will identify common education and economic metrics for comparing three models of early childhood studies: the Perry Preschool, the Chicago Child–Parent Centers, and the Abecedarian Project. Long-term educational, economic, and social and emotional outcomes are available for adults ages 28–40. The presenters will compare and contrast results across studies with the goal of identifying the best set of common metrics and analytic methods to assess long-term effectiveness.

104

Ballroom B/C

Individualizing Children's Learning Experiences Through Tiered Models of Instruction

Chair

Judith Carta

Presenters

Judith Carta, Lise Fox, Howard Goldstein

Recent research on tiered models of instruction, such as Response to Intervention and the Pyramid Model, has demonstrated the promise of these approaches for identifying children who may benefit from additional instructional support to be successful in the areas of early literacy and language, and social and emotional development. Researchers who have been developing these models will provide an overview of the approaches and their benefits for improving the outcomes of all children, focusing on how these models work and how they help teachers individualize children's learning experience. The presenters will discuss both the promise and the challenges of implementing these approaches in community-based classrooms.

Tiered Models of Instruction: A New Approach for Individualizing the Curriculum and Promoting the Success of All Children

Judith Carta

Implementing the Pyramid Model Program-Wide: A Tiered Framework to Promote Social Development and Address Challenging Behavior

Lise Fox

Embedding Language and Literacy Instruction in Recorded Stories

Howard Goldstein

Look for the related Research to Practice Discussion Hour: Session 118, Monday, June 18, 1:30 p.m., Franklin Square/McPherson Square

105

Lafayette Park/Farragut Square

POSTER SYMPOSIUM

Developing New Measures to Assess the School Readiness of Young Children: The Interagency Consortium for School Readiness Outcome Measures [ICSROM]

Chair

James A. Griffin

Presenters

Stephanie M. Carlson, Clancy Blair, Carol Scheffner Hammer, Herbert P. Ginsburg, Susanne A. Denham

In 2005, the *Eunice Kennedy Shriver* National Institute of Child Health and Human Development, the Administration for Children and Families within the U.S. Department of Health and Human Services, and the Office of Special Education and Rehabilitation Services of the U.S. Department of Education funded six grant projects to develop and test cognitive, social, and emotional outcome measures that assess critical school readiness developmental domains, especially for children who are at risk for later school difficulties. These measures include assessments of children's school readiness across multiple domains of cognitive, social, and emotional functioning, including executive functioning, mathematical abilities, bilingual phonological development, and teacher ratings of social and emotional functioning in the classroom. The presenters will discuss preliminary findings from the measurement development of the six ICSROM projects. Results to date suggest that these projects are developing promising measures of the cognitive, social, and emotional development of preschool-age children who are otherwise at risk for social and achievement difficulties.

Measurement of Executive Function in Preschoolers: Development and Individual Differences

Stephanie M. Carlson

The Measurement of Executive Function in Young Children

Clancy Blair, Michael Willoughby

Assessing Bilingual Children's Phonological Development

Carol Scheffner Hammer, Barbara Rodriguez, Lisa M. Lopez, Brian A. Goldstein, Shelley Scarpino

Validity of the Individualized Classroom Assessment Scoring System (inCLASS)

Jason T. Downer, Amanda Williford, Leslie Booren, Robert C. Pianta

Early Mathematics Assessment System (EMAS)

Herbert P. Ginsburg, Young-Sun Lee, Sandra Pappas, Genevieve Hartman, Deborah Rosenfeld

Relations Among Preschoolers' Social-Emotional Competence and Kindergarten Academic Ratings: Validation of an Assessment Battery

Hideko Hamada Bassett, Susanne A. Denham, Kelly D. Graling, Chavaughn A. Brown, Jessica K. Steed, Amanda J. Mahoney, Erin L. Tarpey

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Wilson/Roosevelt

The Use of Implementation Science in Early Childhood Programs and Research: Principles, Application, and Potential for Further Use

Chair/Discussant

Ivelisse Martinez-Beck

Presenters

Tamara Halle, Allison Metz

Implementation science is the body of evidence that builds the capacity to predict what leads to higher quality and higher fidelity implementation and scaling up of programs. It is increasingly evident that the effects of programs for young children reflect not only the

design but also the way in which the programs are implemented. This session will present an overview of implementation science as a framework for understanding how to support the replication and scaling up of effective practices, including examples of the application of implementation science in early childhood interventions and evaluations, scaling up, and system-wide initiatives. There will be a discussion on how implementation science can be more intentionally integrated into the work of early childhood programs and research.

Implementation of Early Childhood Programs and Systems: Examples From Research and Practice

Tamara Halle

Active Implementation Frameworks for Program Success: How Implementation Science Can Improve Child Outcomes

Allison Metz

107

Cabin John/Arlington

Getting Inside the Black Box: Monitoring Fidelity and Quality in Evidence-Based Home Visiting Programs

Chair

Deborah Daro

Discussant

Barbara Wasik

Presenters

Deborah Daro, Jaime Thomas, Anne Duggan

This session will present three approaches to monitoring and assessing the fidelity and quality of early childhood home visiting programs. The first paper will discuss fidelity findings from a national cross-site evaluation of five evidence-based home visiting models. The second paper will present data from a national sample of Early Head Start programs. The final paper will discuss findings from a state-level home visiting collaborative framework for evaluating home visiting service delivery and variation in content and quality.

Monitoring Program Fidelity: Building Capacity Within a Framework of Quality

Deborah Daro, Bonnie Hart, Kimberly Boller, Cay Bradley

Home Visit Service Receipt in Early Head Start

Jaime Thomas, Pia Caronongan, Kimberly Boller, Cheri Vogel, Judy Cannon

Statewide Evaluation to Promote Service Quality Across Evidence-Based Home Visiting Models

Anne Duggan

108

Bulfinch/Latrobe/Burnham

Preferences, Options, and Constraints: Child Care Decision-Making of Low-Income and Immigrant Families

Chair

Elisa Klein

Discussant

Roberta Weber

Presenters

Heather Sandstrom, Erin Oldham LaChance, Hirokazu Yoshikawa

Child care serves an important role in both supporting parental employment and fostering children's early learning and development. This session will address how low-income and immigrant parents make decisions about child care for their young children, including some of the latest research on this critical topic from researchers across the fields of social policy, developmental psychology, and early childhood education. The presenters will discuss the implications for child care policy. examined. Children's growth in cognitive and

The Role of Home Language and Social Networks in Low-Income Immigrant Parents' Child Care Choices

Heather Sandstrom, Juan Pedroza

Factors Influencing the Child Care Choices of Low-Income Immigrant and Refugee Families

Erin Oldham LaChance, Julie Atkins, Helen Ward

Time to Care: A Mixed Methods Study on the Child Care Timing Choices and Preferences With New York Immigrant and Ethnically Diverse Low-Income Families

Maria Clara Martins Barata, Yue Maggie Yuan, Hirokazu Yoshikawa, Marigen Narea-Biscupovich, Catherine Tamis-LeMonda

109

Franklin Square/McPherson Square

Meeting the ECE Workforce Challenge: Implications for Higher Education, Policy Makers, and the ECE Community

Chair

Juanita Santana

Discussant

Sharon Cronin

Presenters

Sharon Ryan, Pamela J. Winton

Dr. Winton will review the state of emerging research, which indicates a lack of accepted and agreed-upon standards for what constitutes a high-quality program of study for Early Childhood Education practitioners, while at the same time, expectations are increasing for teachers in publicly funded state preschool, Head Start, and Early Head Start programs. She will discuss the need for

strategies to address dual language learning, language revitalization, cultural responsiveness, and individual differences as they relate to the role of teachers working with growing diverse populations. Dr. Winton will present a model of a professional development curriculum that has developed an innovative approach based on research-based practices. There will be a discussion on the possible establishment of national standards, the importance of having linguistically and ethnically diverse faculty, and the development and sustainability of higher learning infrastructures to provide continuity of culturally and linguistically responsive programming, as well as consideration of next steps and helpful strategies.

Revamping Preparation for Early Care and Education Practitioners: Ensuring Access to Appropriate Higher Education Opportunities

Sharon Ryan

Free, Online, Evidence-Based, Practice-Focused: CONNECT's Innovative Approach to Professional Development Curricula

Pamela J. Winton

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Independence Ballroom A

ROUNDTABLE

Biopsychosocial Factors That Affect the Function of Children's Chronic Health Conditions

Chair

John Pascoe

Presenters

Shalini Forbis, James Perrin, Maureen Black

This session will address biopsychosocial factors related to outcomes for several childhood health conditions, including asthma, attention deficit hyperactivity disorder, autism, and being overweight in childhood. Members of the expert panel will make brief presentations that emphasize important determinants of outcomes for young children with these chronic health conditions. Participation will be encouraged. The Roundtable should be of interest to clinicians, policy makers, and investigators who make the welfare of young children and their families a major focus of their careers.

Look for the related Research to Practice Discussion Hour: Session 309, Wednesday, June 20, 10:15 a.m., Franklin Square/McPherson Square

1:30 p.m. – 3:15 p.m.

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Ballroom H/I

Baby FACES: A Picture of Early Head Start Programs, Children, and Families

Chair

Amy Madigan

Discussant

Martha Staker, Angie Godfrey

Presenters

Cheri Vogel, Eileen Bandel, Yange Xue

The Early Head Start Family and Child Experiences Survey (Baby FACES) is the first nationally representative, longitudinal descriptive study of Early Head Start. The study's design and findings are based on family- and child-level information, as well as program-level data, collected from 89 programs between 2009 and 2011. There will be a discussion about the characteristics of a diverse population of children from birth to age 3 who attended Early Head Start programs. The presenters will address the features of the Early Head Start programs, including the characteristics of teachers and home visitors, and the quality of services (home visits and classrooms). They will include information on the frequency that center-based services were received by sample families in that option and discuss information about children's cognitive, social, and emotional well-being, as well as the quality of the parent–child relationship.

Baby FACES Study Design, Sample Overview, and Analytic Approaches

Cheri Vogel, Kimberly Boller, Barbara Carlson

Early Head Start Program and Staff Characteristics and Quality of Services Offered

Eileen Bandel, Nikki Aikens, Pia Caronongan, Kimberly Boller, Cheri Vogel

Early Head Start Children's Functioning at Age 3: Findings From Baby FACES

Yange Xue, Eileen Bandel, Kimberly Boller, Cheri Vogel

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Ballroom F/G

Building Strong Foundations for Math and Science Learning

Chair

Stephanie Rowley

Presenters

Robert Siegler, Rochel Gelman, Kathleen Metz

Low-income children are starting preschool behind their middle-income peers in science, technology, engineering, and mathematics (STEM) and those gaps are growing over time. Research has demonstrated that early exposure to high-quality instruction and curriculum can minimize these achievement disparities and help all children build strong foundations in math and science. These presentations suggest that math and science learning can be enhanced by encouraging the development of scientific inquiry, even in young children, using low-cost materials to build early mathematics skills, and building on existing capabilities and knowledge. The presenters will underscore the power of low-income children's thinking and the value of sustained instruction and will discuss the practical implications of the research and classroom application.

Board Games That Help Children Understand Numbers

Robert Siegel

Creating Preschool Science Learning Pathways

Rochel Gelman

The Power of Young Children to Learn Abstract Scientific Ideas and Engage in Scientific Inquiry

Kathleen Metz

112

Ballroom D/E

MASTER LECTURE

Brain Development and Children's Learning

Chair

John Pascoe

Presenter

Viren D'Sa

Dr. D'Sa will delineate the development of the brain from the fertilization of the ovum through early childhood and address the relation between brain development and early language, motor coordination, vision, and attention skills. He will emphasize the interconnected nature of the brain and will address environmental factors, including chemicals such as lead and substances of abuse, that affect brain development. There will be ample time for discussion.

Viren D'Sa (MD, Mumbai University) completed his pediatrics residency followed by a year as chief resident at Cook County Children's Hospital in Chicago. He completed a Developmental Behavioral Pediatrics (DBP) fellowship at Rhode Island Hospital and Memorial Hospital of Rhode Island. He is currently an assistant professor of Pediatrics at The Warren Alpert Medical School of Brown University. He is the chief of Pediatrics at the Memorial Hospital of Rhode Island and the director of the Neurodevelopmental Center. He is a reviewer for the Journal of Developmental and Behavioral Pediatrics and is on the editorial board for the American Academy of Pediatrics' online Prep-DBPeds course. He is actively involved on the Education Committee of the Society for Developmental and Behavioral Pediatrics coordinating annual workshops on training junior members in the field on the practice of DBP. Dr. D'Sa's clinical interests are in communication and language disorders and learning disorders across the pediatric age spectrum. With a particular interest in the biological basis of behavioral and developmental disorders, he is active in research related to early brain development and learning disorders, particularly reading disorders. Other active projects include the impact of gestational age/prematurity and environmental influences, including the developing brain and subsequent cognitive and learning skills.

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Ballroom B/C

Developing Self-Regulation in Preschool Classrooms: Results From Research on the Tools of the Mind Prekindergarten Curriculum

Chair

Dale C. Farran

Discussant

Barbara Wasik

Presenters

Dale C. Farran, Mary W. Fuhs, Elena Bodrova

This comprehensive study involved 60 prekindergarten classrooms in five school systems across two states. Teachers were randomly assigned to either receive training in Tools of the Mind or to serve as a comparison. Following a year of training, data were collected in the second year of full implementation. Children were assessed in literacy, language, and math; self-regulation was assessed through individual direct assessments. Teachers rated children's behaviors. Two observers viewed Tools of the Mind and comparison classrooms for 3 days. The presenters will discuss data on the main effects of the curriculum, comparisons of teacher and child behaviors in classrooms using Tools of the Mind versus those using other curricula, and teacher and child behaviors that were found to be linked to child achievement and self-regulation outcomes. These findings will be followed by a presentation from the Tools of the Mind developer detailing how these data affect future plans for the curriculum.

The Effect of Tools of the Mind Curriculum on Children's Achievement and Self-Regulation

Sandra Wilson, Dale C. Farran, Mark W. Lipsey, Kimberly Turner

Classroom Activities and Organization: Comparing Tools of the Mind to Control Classrooms

Dale C. Farran, Mary W. Fuhs, Deanna Meador, Jen Norvell

Curriculum Development and the Research Process: How Can They Relate?

Deborah Leong, Elena Bodrova

114

Lafayette Park/Farragut Square

Preschool Interventions Promoting the Development of School Readiness Skills in English Language Learners: Reports From Three Randomized Control Trials

Chair/Discussant

James A. Griffin

Presenters

Dina Castro, Carol Scheffner Hammer, Christopher Lonigan

In 2009, the *Eunice Kennedy Shriver* National Institute of Child Health and Human Development and the Administration for Children and Families funded three grants to develop rigorous scientific studies of the efficacy of integrative early childhood interventions for preschool-aged Spanish-speaking English language learners who are at risk for later school difficulties. The presenters will discuss intervention strategies and preliminary findings from the three randomized control trials.

Nuestros Niños Program: Promoting School Readiness With Dual Language Learners

Dina Castro, Cristina Gillanders, Donna Bryant, Ximena Franco, Marlene Zepeda

Tools of the Mind: Promoting the School Readiness of Dual Language Learners

Carol Scheffner Hammer, Clancy Blair, Lisa Lopez, Brook Sawyer, Eugene Komaroff, Deborah Leong, Elena Bodrova

Promoting the Development of School Readiness for Preschoolers Who Are Spanish-Speaking Language Minority Youth: An Evidence-Based Approach

Christopher Lonigan, Kimberly McDowell, JoAnn Farver, Beth Phillips, Kylie Flynn

115

Wilson/Roosevelt

Getting the Whole Picture: Using Quantitative-Qualitative Mixed Methods in Developmental and Evaluation Research

Chair

Margaret Burchinal

Presenters

Rebekah L. Coley, Hirokazu Yoshikawa

This session will discuss how research can address the complexities of development or interventions in a comprehensive manner. In recent years, there has been an emphasis on overcoming the methodological blinders of quantitative and qualitative approaches by applying mixed-methods approaches to understanding. The presenters will demonstrate the power of combining ethnographic approaches with rigorous quantitative methods to provide deeper understanding of developmental processes within observational and experimental research. They will discuss (a) how the careful addition of ethnographic work in the Three Cities Project provided

investigators with a deeper understanding of the issues involved in accessing public and subsidized housing for low-income families, and (b) how the ethnographic data in Project New Hope and other interventions furthered investigators' understanding of how and why this intervention was successful. There will be a discussion on how the combination of qualitative and quantitative data can be used to illuminate culturally relevant aspects in early development.

Using Mixed Methods Research to Delineate the Role of Low-Income Families' Housing in Promoting Healthy Child Development

Rebekah L. Coley

Mixed Methods in Evaluation Research: Uses and Methodological Choices

Hirokazu Yoshikawa

116

Cabin John/Arlington

Defining and Measuring Family Engagement in Early Childhood Programs Serving Diverse Families

Chair

Nancy Margie

Discussant

Rachel Chazan-Cohen

Presenters

Katherine Speirs, Emily Moiduddin, Kyle Snow

Meaningful engagement of families in children's early learning supports positive child and family outcomes such as school readiness and improved family well-being. This session will address complementary conceptualizations and means for assessing engagement between diverse families and early childhood programs. The presenters will discuss a range of approaches, including qualitative, survey, and multi-method assessment of program standards to support engagement. Together, they provide a research foundation that can help strengthen family engagement standards and practice.

"It's Like We're Raising That Child Together": Parents, Center-Based Child Care Providers, and the Work of Creating Relationships

Katherine Speirs

A Universal Preschool Initiative in Los Angeles County: Engaging Families in Children's Learning

Emily Moiduddin

Assessing Family Engagement in Programs: Data From NAEYC Early Childhood Program Standards and Accreditation Criteria

Kyle Snow, Susan Hedges

117

Bulfinch/Latrobe/Burnham

ROUNDTABLE

Responding to Refugee and Immigrant Communities

Chair/Discussant

Faith Lamb-Parker

Presenters

Lyn Morland, Tarima Levine, Maria Taddeo, Eman Yarrow, Ruth Oduori, Saida Mohamed

Although nearly 25% of children in the United States today are children of immigrants, research suggests that immigrants have lower rates of participation in early childhood programs. Framed by recent research, this session will discuss barriers to immigrant participation in Head Start. Staff from a local collaboration between Head Start and a refugee resettlement organization will share their challenges and successes in increasing refugee enrollment. The presenters will discuss collaboration models and other strategies for increasing participation.

118

Franklin Square/McPherson Square

RESEARCH TO PRACTICE DISCUSSION HOUR

Discussion linked to Session 104: Individualizing Children's Learning Experiences Through Tiered Models of Instruction

Chair

Judith Carta

Presenters

Judith Carta, Lise Fox, Howard Goldstein, Susan Sandall (National Center on Quality Teaching and Learning)

Tiered Models of Instruction such as RTI (Response to Intervention) or the Pyramid Model have been introduced to programs around the country and have offered a new approach to individualizing instruction for young children. After their morning presentation (Session 104) on this topic, Dr. Carta, Dr. Fox, and Dr. Goldstein will return for a discussion and will be joined by Dr. Sandall, the director of the Office of Head Start's National Center on Quality Teaching and Learning. Dr. Sandall will highlight the mission and the work of the Center, focusing on materials and resources that support the individual development of young children. There will be a discussion on how research on tiered models has informed and advanced practice, as well as how this practice, in turn, provides new directions for research. The presenters will address some of the myths and misapplications of tiered models. This session includes an opportunity for dialogue on

- promising approaches to individualizing instruction to promote children's development,
- myths and misapplications of tiered models,
- linking tiered models to advancements in practice and research, and
- the mission, materials, and resources of Head Start's National Center on Quality Teaching and Learning.

Note: Although it may be helpful to have attended Session 104: Individualizing Children's Learning Experiences Through Tiered Models of Instruction, it will not be necessary for participation in this discussion hour.

3:30 p.m. – 5:30 p.m. | Constitution Ballroom

Assessment (Child)

M1

Early Developmental and Social-Emotional Screening: Problem Rates for Vulnerable, Child Welfare-Involved Families

Helen Cahalane, Rachel A. Fusco, Rachel Winters

Presenter: Rachel Winters

Rates of developmental problems and early social and emotional difficulties are high among young children referred to child welfare services (CWS). Many agencies now use standardized screening, yet little is known about screening results. Existing research focuses on children in foster care and on screening conducted by health professionals. Statewide data of 0- to 3-year-olds referred to CWS and screened using the Ages & Stages Questionnaires® and their social and emotional version are reported, along with caregiver experiences.

M2

Assessing Early Literacy Skills With a Play-Based Progress Monitoring Tool

Carrie Germeroth, Deborah Mazzeo, Elena Bodrova, Trudy Cherasaro, Cynthia Bjork

Presenters: Deborah Mazzeo, Elena Bodrova

This poster addresses the usefulness of a play-based formative assessment tool, the Early Literacy Progress Monitoring Rubric, which measures early literacy skills such as oral language, reading, writing, and name writing. The rubric was found to be a reliable and valid measure of early literacy skills and was predictive of child outcomes on the PALS and PPVT. The feasibility and utility of the instrument for making instructional changes in Head Start classrooms are highlighted.

M3

Asking the Right Questions: Investigating Child-Generated Inquiry in Head Start Preschools

Irena Nayfeld, Daryl Greenfield

Presenter: Irena Nayfeld

The Inquiry Game is a measure to assess children's ability to ask efficient questions in order to solve a problem. Children from Head Start preschools were assessed in Fall 2010, Winter 2011, and Spring 2011. Children's math, listening comprehension, vocabulary, and alphabet knowledge skills were also assessed at these times. This poster addresses performance on the Inquiry Game, changes in scores over time, and associations with other school readiness skills.

M4

Integration of Developmental Screenings Into Early Childcare Programs: Impact on Childcare Providers

Kathy Shapley, Leanne Whiteside-Mansell, Janice Dent, Kathy Stegall

Presenters: Kathy Shapley, Leanne Whiteside-Mansell

This 2-year study evaluated the implementation of the Ages & Stages Questionnaires® in home- and center-based child care facilities. Preliminary findings demonstrate that child care providers were able to integrate the developmental screener into their existing routines, which resulted in changes in their curriculum, interactions with the children, and interactions with parents. The study identified barriers such as engaging parents and physicians in the screening and referral process.

M5

Using the Language Use Inventory Parent-Report Tool to Assess Children's Early Language Use: Significant Relations With Social Competence and Later Language Outcomes

Daniela O'Neill, Diane Pesco

Presenters: Daniela O'Neill, Diane Pesco

The Language Use Inventory (LUI) is a standardized parent-report tool designed to assess early language use, focusing explicitly on early pragmatics, among children 18 to 47 months. Two studies reveal a positive relationship between children's LUI performance and parent and teacher social competence ratings. A predictive validity study that follows up 348 children at 5 to 6 years old demonstrates that the LUI can serve as an indicator of later language outcomes.

M6

Curriculum-Based Assessment of Early Numeracy in Preschoolers Who Speak Spanish as Their Primary Language: Differences in Performance and Growth Over Time

Robin Hojnoski, Grace Caskie, Joy Polignano, Amy Brittain

Presenters: Robin Hojnoski, Grace Caskie, Joy Polignano

Although several research teams have developed curriculum-based measures (CBM) for early mathematics, to date, this research has not emphasized applications of the tools with linguistically diverse populations. The performance of preschool-age children who speak English as their primary language and those who speak Spanish as their primary language was studied using CBM. This presentation discusses the results with regard to the role of language in early math development and issues of linguistic diversity in assessment.

M7

Relations Between Teacher-Rated, Directly Assessed, and Observed Self-Regulation, and Academic Achievement

Sara Schmitt, Shannon Wanless, Jenny Moss, Megan Pratt, Megan McClelland

Presenter: Shannon Wanless

Little is known about how teacher-reported and directly assessed self-regulation relate to observed classroom behaviors. This poster addresses an investigation of (a) the alignment among teacher-reported, directly assessed, and observed self-regulation skills for preschoolers and kindergarteners; (b) their predictive utility to academic skills; and (c) the consistency of this relationship across children with different socioeconomic statuses. Although there were some associations among the measures, the findings suggest that directly assessed self-regulation may be the most predictive of academics across socioeconomic status.

M8

A Longitudinal Examination of Head Start Children's Approaches to Learning and Later Academic Learning

Ximena Dominguez, Michelle F. Maier, Virginia Vitiello, Daryl B. Greenfield

Presenters: Ximena Dominguez, Michelle F. Maier, Daryl B. Greenfield

Using a sample of Head Start children, a series of multilevel models were conducted to examine children's approaches to learning (ATL) trajectories and their effect on later academic outcomes. The findings indicate that children make significant improvements in their ATL during the preschool year. In addition, more adaptive ATL baseline scores were positively associated with later alphabet knowledge, vocabulary, and mathematics, and faster improvements in ATL were positively associated with alphabet knowledge and vocabulary.

M9

Defining Language: A Review of Measures of the Home Language Environment

Vanessa J. Pressimone, Patricia H. Manz

Presenter: Vanessa J. Pressimone

Obtaining accurate reports of children's language experiences and skills is critical for determining appropriate, needed services and for conducting research. However, validly screening for language can be challenging. This poster presents a review of the empirical literature and popular media to document and compare existing practices for obtaining reports on the home language environment.

M10

Methodology of the Two-Bag Assessment: Findings From a National Early Head Start Study

Eileen Bandel, Cleopatra Jacobs Johnson, Cheri Vogel, Kimberly Boller, Shannon Monahan

Presenters: Eileen Bandel, Shannon Monahan

The Two-Bag Assessment is a semi-structured parent–child play interaction and coding scheme that was designed to assess the quality of the parent–child relationship. This poster presents findings from a national descriptive study of Early Head Start and reviews administration of the task, as well as staff training, reliability, and coding of the Parent–Child Interaction Rating Scales. The presenters will provide information on summary scales and psychometric properties.

M11

Assessing Dual Language Learner Children in a Universal Preschool Initiative in Los Angeles County

Yange Xue, Emily Moiduddin, Sally Atkins-Burnett

Presenters: Yange Xue, Emily Moiduddin, Sally Atkins-Burnett

This poster addresses progress in a sample of dual language learner children attending center-based and family child care programs in a universal preschool initiative in Los Angeles County (N = 740). The initiative measured progress through independently administered standardized child assessments, contrasting scores on the standardized assessments with scores on teacher-administered measures completed in the same sample. The presenters will highlight challenges in using teacher measures for tracking child progress across programs with language-diverse children.

M12

Progress Monitoring Measurement for Infants and Toddlers to Inform Intervention and Practice

Dale Walker, Judith Carta, Jay Buzhardt, Charlie Greenwood, Susan Higgins

Presenters: Judith Carta, Jay Buzhardt

Progress monitoring measures were designed to inform intervention with infants and toddlers, and review Individual Growth and Development Indicators (IGDIs), including how IGDIs differ from traditional measures, their technical adequacy, and administration. This poster provides examples that illustrate how IGDIs can be used for intervention decision making with infants and toddlers from diverse backgrounds and skill levels, including children in Early Head Start with English as a second language and children with special needs.

Coaching and Mentoring

M13

Helping Head Start Teachers to Become Better: The Efficacy of an Individualized Mentoring Model for "Best Instructional Practice"

Stephen Bagnato, Gina Tagliaferri, Eileen McKeating

Presenters: Stephen Bagnato

An experimental control design was used to examine the effectiveness of a mentoring program for Head Start teaching teams in underserved communities. The research discerned whether the individual mentoring of teachers fosters (a) improved instructional and behavior management strategies by teachers and assistants, and (b) the development of school-readiness competencies in children. This poster presents the results and implications for practice and research.

M14
Variation in Consultation Quality and Teacher Responsiveness: Associations With Change in Teacher Practice

Jennifer LoCasale-Crouch, Jason Downer

Presenter: Jennifer LoCasale-Crouch

This poster addresses the extent to which variation in consultant quality and teacher responsiveness was associated with changes in teaching practice within a group of teachers who participated in ongoing video-based consultation to improve their interactions with children. Teacher responsiveness served as a mediator between consultant quality and improvements in classroom organization and instructional support during the preschool year.

M15
The Impact of Reflecting, Coaching, and Mentoring on Teacher–Child Interactions in Head Start Classrooms

Betty Zan, Mary Donegan-Ritter

Presenter: Betty Zan

This poster addresses the effectiveness of a coaching and mentoring model of professional development in supporting teacher change. The model involved lead and assistant teachers in workshops, video-based teacher self-reflection, peer coaching, and mentoring. The model also involved Head Start supervisors in professional development to become effective mentors.

M16
The Bidirectional Effect of a Service-Learning Collaboration Between Head Start and San Diego State University on Teacher Practices

Shulamit Ritblatt, Sarah Garrity, Alfonso Rodriguez

Presenters: Sarah Garrity, Alfonso Rodriguez

This poster describes a partnership between a local state university and Head Start in which upper-division students who are seeking a career in early childhood education receive hands-on training. As they assist classroom teachers, students are mentored by Head Start staff and faculty to lead child-directed activities; provide an enriching environment for learning; manage social, emotional, and behavioral problems; and work with parents. They also provide Head Start teachers with an opportunity to observe research-based practices.

M17
Scale-Up and Replication in Early Childhood Coaching: Lessons Learned About Coaching Implementation

Emily Modlin, Chrishana Lloyd

Presenter: Emily Modlin

Coaches play a central role in strengthening teachers' practices, which, by extension, can improve classroom experiences for children. Although teachers and classrooms can benefit from the support of a coach, the coaching system, as a whole, is under-utilized and perhaps underdeveloped in most school settings. This poster presents preliminary lessons learned about the coaching process in a large-scale, federally funded, geographically diverse demonstration project.

M18

Unpacking an Effective Language and Literacy Coaching Intervention in Head Start: Following Teachers' Learning Over Two Years of Training

Annemarie Hindman, Barbara Wasik

Presenter: Annemarie Hindman

This study investigated how the first and second years of a coaching-based language and literacy intervention, ExCELL, were linked to Head Start teachers' instruction, as well as to children's language and literacy skills. Year 1 of ExCELL coaching was linked to gains in the classroom literacy environment and instructional interactions, while Year 2 further improved instructional interactions. ExCELL raised child outcomes in both years, but vocabulary skills demonstrated even greater gains in Year 2.

M19

Does Initial Parent Warmth and Sensitivity Interact With Changes in Parent Engagement Behaviors to Predict Early Head Start Children's Social-Emotional Functioning

Keely Cline, Mariel Sparr, Kevin Kupzyk, Lisa Knoche

Presenters: Keely Cline, Mariel Sparr, Lisa Knoche

This poster addresses whether caregivers' initial levels of parental warmth and sensitivity moderate the relationship between changes in six parent engagement behaviors and the social and emotional functioning of children enrolled in rural home-based Early Head Start programs. The results indicate that caregivers' initial levels of warmth and sensitivity significantly interact with changes in parent engagement behaviors to promote children's positive social and emotional functioning. The presenters will address the practical implications of these findings for family support programs.

M20

Coaching Preschool Teachers to Enhance the Social-Emotional Environment in Classrooms: What Makes the Difference

Tamesha Harewood, Claire Vallotton, Miles McNall

Presenters: Tamesha Harewood, Claire Vallotton

This poster addresses the effect of coaching on teacher skills and practices that support children's social and emotional development in the classroom. Coaching was used as the intervention in 6 of 10 classrooms and an observation (TPOT) was used to measure teachers' practices in all classrooms at pre-intervention and 6 months afterward. Preliminary analysis revealed significant changes in some teacher practices after 6 months of coaching. Further measures will enable longitudinal analyses of the impact of coaching on professional development.

M21

How Helpful Is the CLASS™ for Coaching Across the Classroom

Martha Buell, Myae Han, Carol Vukelich, Judith Guttenplan

Presenters: Martha Buell, Myae Han, Carol Vukelich

The CLASS™ tool is being used to evaluate the effectiveness and quality of Head Start programs. However, in examining CLASS™ scores for 11 Head Start teachers involved in an Early Reading First project across a variety of different settings, it appears that the same teacher can have widely varying scores. This poster presents the implications of these findings for both evaluation and quality improvement initiatives.

M22
Incorporating a Reflective Supervision Group Within Early Head Start: Reflections From In-Home Parent/Family Educators on Its Impact on Practice

Samantha Wilson, Carol Rogers, Ashley Schweiger

Presenters: Samantha Wilson, Carol Rogers
This poster describes the process of implementing a Reflective Supervision Group with Early Head Start in-home parent/family educators and reviews the theoretical importance of reflective supervision for these educators, coupled with anecdotal experiences from participating staff regarding its impact on their work and professional development. Home-visiting programs are increasingly utilizing reflective supervision to provide support and guidance to in-home parent/family educators. The presenters will provide insight into the process of implementation.

M23
The Effects of Coaching With Performance Feedback on Teachers' Use of Teaching Pyramid Strategies

Alana Schnitz, Jessica Hardy, Jessie Adams, Kiersten Kinder, Mary Louise Hemmeter

Presenters: Alana Schnitz, Jessica Hardy, Kiersten Kinder
A multiple probe design was used to evaluate the effects of coaching with performance feedback on teachers' use of three sets of Teaching Pyramid practice strategies, which are designed to promote children's social and emotional development and prevent challenging behavior. The results of the study indicate that coaching with performance feedback was effective in increasing teachers' use of Teaching Pyramid Strategies. This poster presents methods, the coaching process, results, limitations, and implications.

M24
Implementation of the Head Start Early Learning Mentor Coach Initiative: Informing Research and Practice

Eboni Howard, Fiona Helsel, Sharon McGroder, Mike Fishman

Presenters: Eboni Howard, Fiona Helsel
This poster presents lessons learned from a broad descriptive study of coaching and mentoring across 130 Head Start grantees.

Cultural Responsiveness

M25
A Cultural Communities Approach to Teacher Early Literacy Practices

Sarah Garrity

Presenter: Sarah Garrity
A mixed-methods design was used to describe teacher language and literacy practices in a Head Start program that served predominantly dual language Mexican heritage children. The construct of cultural communities was used to examine the role of teacher beliefs, values, and goals for children on espoused and enacted early literacy practices. The findings indicated a complex relationship between espoused and enacted practices that could be traced to teachers' participation in various and overlapping cultural communities.

M26
Developing "The Communication Questionnaire": Measuring Hispanic Immigrant Parents' Perceptions of Communication Barriers With Teachers

Manica Ramos, Susan Sonnenschein

Presenter: Manica Ramos
Parent–teacher communication is central to Head Start's philosophy. Communication barriers may occur when there is a

mismatch between parent and teacher language skills. Currently, there are no instruments that measure communication barriers. This poster describes the development of the Communication Questionnaire. Construct validity was examined and supported the newly developed questionnaire. This questionnaire can be used to document communication barriers and demonstrate to policy makers when translators are needed.

M27

Toward Effective Practices in Dialogic Reading With Hispanic Early Head Start Caregivers and Children

Patricia Manz, Rachel Eisenberg, Amanda Curry

Presenters: Patricia Manz, Rachel Eisenberg, Amanda Curry

This poster presents effective practices for engaging low-income Hispanic Early Head Start caregivers in Dialogic Reading. The findings from a partnership-based inquiry of the facilitators and barriers that low-income Hispanic caregivers encounter when engaging their toddlers in Dialogic Reading are the basis for suggesting recommendations to enhance the cultural responsiveness of this intervention. This poster addresses common themes regarding families' experiences and trends from intervention integrity assessment for Dialogic Reading behaviors.

M28

Cross-Cultural Variation in Parents' Values and Teaching Techniques for Using Infant Signs in Eight Countries

Chang Su, Claire Vallotton, Robert Griffore, Kalli Decker, Chamarrita Farkas, Mechthild Kiegelmann, Elizabeth Kirk, Masakuni Yoshinaka, Michiru Yoshinaka, Chelsea Ozuch

Presenters: Chang Su, Claire Vallotton

Cross-cultural studies can help researchers and practitioners understand the parenting values of families from diverse backgrounds and develop cultural sensitivity and respect for parents' unique perspectives. This poster describes variations in parental values and teaching methods for the increasingly popular practice of using signs with infants. Participants were parents who used signs with their children (age 36 months) in eight countries. The results reveal variation in parental values and teaching techniques, which can be explained by cultural values (e.g., collectivism, individualism).

M29

Increasing Culturally Diverse Meals in Head Start Meals Using a Collaborative Approach

Jessica Hoffman, Tara Agrawal, Tyler Ferguson, Doug Thompson, AnnMarie Grinder, Sonia Carter, Urmi Bhaumik, Carmen Castaneda-Sceppa

Presenter: Jessica Hoffman

Food service modifications were made via a participatory process in five Head Start programs to increase the culturally diverse meals served while adhering to national nutrition standards. A two-group, quasi-experimental design with two data collection periods was used to examine differences in consumption, which were measured by using weighed-plate waste. Participants ate culturally diverse foods at equal or greater levels compared with standardized recipes. This poster describes facilitators and barriers associated with initiating and maintaining food service modifications.

M30

Socialization Practices in Latino Immigrants and Their Young Children Enrolled in Early Head Start

Daniela Aldoney, Elizabeth Fein, Jenessa Malin, Natasha Cabrera

Presenter: Elizabeth Fein

This poster addresses a study that was based on ecocultural

theory in which focus groups were conducted to explore the socialization practices of Latino immigrant mothers and fathers with their young children enrolled in an Early Head Start program. The findings suggest that parents model for their children their expectations and values according to environmental demands, combining what they view to be Latino and American values. Participating parents cope with the challenges by being optimistic and by investing significant time and resources in their children.

M31
Professional Development in the Context of Cultural and Linguistic Diversity: Process, Implementation, and Implications

Karen La Paro, Danielle Crosby, Chris Payne

Presenters: Karen La Paro, Danielle Crosby, Chris Payne

This poster presents the implementation process and results from an online professional development project. Approximately 75 Head Start teachers completed two online modules: One module focused on home–school partnerships in the context of cultural and linguistic diversity and the second module focused on teacher–child relationships in the context of cultural and linguistic diversity. The presenters will highlight teachers' reports of cultural attitudes, feelings of efficacy, and the usefulness of the modules.

M32
Building Resilience Through Social Capital: A Case Study of a Parent Support Group for Latina Mothers in an Urban Head Start

Kelley O'Carroll, Catherine Ayoub, Caroline Watts, William Beardslee

Presenter: Kelley O'Carroll

This poster describes the content and process of a parent support group in an urban Head Start. Data from participant and facilitator interviews and weekly documentation of group process and content were analyzed in a framework of resilience and social capital. The findings suggest that relationships and resources regarding parenting, poverty, immigration, and goals constituted support. A dynamic interplay of relationships, resources, and space reflected process. A parent support group model is proposed.

M33
Day Care Center Caregiver Practices Embrace a Nurturing Family Model in an Age of Changing Family Structure and Dynamics

Angela Love, Leanne Lloyd

Presenters: Angela Love, Sheila Smith

This study was based on a larger one whose purpose was to provide a local day care center serving low- to moderate-income families with materials from an early literacy curriculum in order to strengthen and enhance oral language development. Meeting weekly, teachers and a research team discussed oral language and literacy experiences encountered throughout the curriculum implementation. Teachers' practices were found to mirror families' support of literacy development within a familiar and nurturing context.

M34
Meeting the Distinctive Challenges of Supporting Young Immigrants and Refugees and Others With Diverse Cultural and Linguistic Backgrounds Through Greater Understanding of "Three Big Ideas": Settlement, Culture, and Readiness

Judith Colbert

Presenter: Judith Colbert

Young children and families with diverse cultural and linguistic backgrounds challenge practitioners and policy makers. This poster addresses the specific challenges and their implications for classroom practice, drawing on research from a number of fields to clarify the relationship among settlement, culture, and

readiness, and the experience of young immigrants and refugees. Conclusions focus on the need to question professional practices and ideas of quality to ensure that they meet the needs of newcomer children.

M35
Central American Immigrant Mothers' Goals and Their Children's Classroom Competencies in Head Start

Nicole Denmark

Presenter: Nicole Denmark
Parents' socialization goals can be important predictors of their children's early classroom competencies. The short-term socialization goals of low-income Central American mothers of children in Head Start were examined. Preliminary analyses suggest "bien educado" (proper behavior) is a highly salient goal. However, mothers' goals for their children's motivation/self-regulation predicted Head Start teachers' higher ratings of children's approaches to learning and social skills. The findings are discussed in terms of promoting culturally responsive parenting programs.

Family and Community Engagement

M36
The Relationship Between Parental Involvement Routines and Former Head Start Children's Literacy Outcomes in Kindergarten

Meghan Dove, Stacey Neuharth-Pritchett, David Wright, Charlotte Wallinga

Presenters: Meghan Dove, Stacey Neuharth-Pritchett
This poster addresses the relationship between parental involvement routines and former Head Start children's literacy outcomes. The sample comprised 3,808 former Head Start children from the National Head Start/Public School Transition Demonstration Research Project. Family involvement routines and literacy outcomes in kindergarten were examined, revealing that routines at home and at school are beneficial to literacy outcomes in kindergarten.

M37
Relationships Among Factors Influencing Teenage Parents' Engagement Behaviors: Parental Competence, Parenting Stress, and Depression

Lixin Ren, Lisa Knoche, Carolyn Edwards, Kevin Kupzyk

Presenter: Lixin Ren
Data for 131 teenage parents and children under age 3 were investigated to examine the relationships among parental competence, parenting stress, depression, and observed engagement when interacting with their children. For parents with higher levels of parenting stress, those reporting higher levels of competence satisfaction were found to display more constructive behaviors during parent–child interaction than parents with lower levels of competence satisfaction. The results suggest that parental competence satisfaction can buffer the negative effects of parenting stress.

M38
Family Literacy Projects: Initiating Meaningful Family Involvement Within a Head Start Program

Amber Friesen, Gretchen Butera, Alina Mihai

Presenters: Amber Friesen, Gretchen Butera, Alina Mihai
This poster describes the results of a year-long project within a Head Start program that focused on initiating meaningful family involvement through home literacy projects. Ongoing data collection included interviews, questionnaires, and artifacts. The findings suggest that families' understanding of early literacy increased and both the quality and quantity of their literacy interaction with their children improved. Examples of the literacy projects are available.

M39

Using Online Content to Involve Head Start Parents in School-Based Prevention

Mary Shuttlesworth, David Schultz, Jennifer Betkowski

Presenters: Mary Shuttlesworth, David Schultz

Parents face barriers to involvement in school-based prevention programs. Using online content presents innovative solutions to address participation barriers. This poster describes the development of online content to engage parents in prevention programming. The findings from three areas are presented: (a) survey results on media usage among low-income, urban African American parents; (b) content from the program's website and Facebook pages; and (c) results on teacher and parental use of the program's website and Facebook pages.

M40

Promoting Financial Capability Building Services With Families in Head Start

J. Michael Collins, Peggy Olive, Collin O'Rourke

Presenter: Peggy Olive

Local Head Start programs and University of Wisconsin Extension Offices across 16 Wisconsin counties collaborated to offer the Money Smart in Head Start initiative. This highly replicable initiative offered financial coaching, newsletters, and workshops to families participating in Head Start. The mixture of services available to families varied across Head Start sites. This variation allows the program's effects to be estimated using baseline and follow-up survey data. Key findings from this assessment are highlighted.

M42

Parents' Decision-Making Processes and Perceptions of Quality in the Context of a Community-Wide Quality Rating and Improvement System

Margaret Soli, Tabitha Isner, Rebecca Starr, Jennifer Cleveland, Kathryn Tout, Ladia Albertson-Junkans

Presenter: Margaret Soli

This poster addresses parents' perceptions of quality in the context of a Quality Rating and Improvement System (QRIS). The degree of alignment between parents' perceptions of a program's quality and the QRIS rating of a program's quality is examined, as well as information obtained from parent interview data collected at three time points regarding how parents' decision-making processes changed over the 3 years during which the QRIS was implemented and expanded.

M43

Effects of Parent Involvement in Early Reading First: Replication Across Two Studies

Barbara DeBaryshe, Ji-Yeon Kim, Dana Gorecki

Presenters: Barbara DeBaryshe, Dana Gorecki

This poster addresses whether family involvement in a home component of a preschool curriculum enhances children's learning above and beyond classroom influences. Data are reported for 280 children in two studies. Multilevel analyses controlled for classroom quality, age, and dual language learner status. For Study A, family involvement predicted child learning gains on all but one outcome measure; for Study B, family involvement predicted child gains on only one outcome.

M44

Parent Activities and Parent Involvement in School: An Examination of Differences Between Preschool and Kindergarten and Between English-Speaking and Spanish-Speaking Families

Lisa Monroe, Diane Horm, Sarah Freed

Presenters: Lisa Monroe, Diane Horm

Parental involvement in school and parent–child activities at home impacts a child's success in school (Epstein, 1992). The differences in parent–child activities and parental involvement from preschool to kindergarten in English- and Spanish-speaking families were examined. Differences were found from preschool to kindergarten, as well as between English- and Spanish-speaking families. The implications include the need to understand the decrease in activities and involvement from preschool to kindergarten and the differences between English- and Spanish-speaking families.

Family Interactions

M45

African American and European American Maternal Attitudes, Limit-Setting, and Children's Self-Regulation

Elizabeth LeCuyer, Dena Swanson, Robert Cole, Harriet Kitzman

Presenter: Elizabeth LeCuyer

Research suggests that African American families may use more authoritarian parenting than European American families, but less is known about the range of effective authoritarian attitudes and discipline strategies. This poster presents data which indicate that relative to European American mothers, African American mothers' higher authoritarian attitudes predicted more optimal limit setting and children's self-regulation. However, relative to other African American mothers, higher authoritarian attitudes predicted less optimal limit setting and self-regulation. Understanding the sociocultural influences on parenting will help clarify the meaning/purpose of parents' authoritarian attitudes.

M46

Early Childhood Exposure to Community Violence and Family Conflict and Behavioral Adjustment at Age 10

Lorraine McKelvey, Hiram Fitzgerald, Robert Bradley, Leanne Whiteside-Mansell, Nicola Burrow, Rachel Schiffman

Presenter: Lorraine McKelvey

Exposure to violence puts children at risk for behavioral problems. Gender and family conflict were explored as moderators of the relationship between community violence and behavioral outcomes in low-income families (n = 836). The findings suggest that the deleterious effects of community violence and family conflict on children's internalizing outcomes do not differ by gender. For externalizing problems, a gender effect was found; low family conflict appears to buffer the negative influences of the community for boys.

M47

An Investigation of Parent Traits, Parenting Behaviors, and Children's School Readiness with a Sample of Chinese Head Start Families

Katherine Cheung

Presenter: Katherine Cheung

Approximately 212 Head Start Chinese families participated in a 2-year, grant-funded study that investigated (a) the relationships that exist among parent personality, parenting practices, and children's social competence in low-income Chinese families; and (b) whether Chinese parenting practices mediate the relationship

between parent personality and children's social competence. Preliminary findings show within-group variation in endorsement of Chinese cultural values (e.g., personality), parenting behaviors, and parents' traits in accounting for children's adaptive preschool behaviors and emotional regulation.

M48
Examining Changes in Parent Involvement and Student Behaviors in Urban Kindergarten Classrooms: A Multidimensional Approach

Meghan McCormick, Elise Cappella, Erin O'Connor, Sandee McClowry

Presenter: Meghan McCormick

Within- and across-time relations were examined for three dimensions of parental involvement in education and behavioral problems in a sample of low-income minority kindergarten students. Whether classroom emotional support moderates these relations was also examined. A significant positive across-time relation between school-based involvement and decreases in student behavioral problems was found. However, classroom emotional support was also found to moderate this association such that this relation is stronger in more emotionally supportive classrooms.

M49
Parental Attunement as a Moderator of Complex Trauma in Early Childhood

Tyler Droege, Michaeleen Burns, Ana Schaller

Presenters: Tyler Droege, Michaeleen Burns

Developmental research has demonstrated a significant relationship between childhood trauma and negative outcomes. Attachment theorists argue that positive attachment behaviors in childhood can protect against these maladaptive outcomes. This poster addresses the relationship among complex trauma, positive attachment behaviors, and behavioral/emotional outcomes in an early childhood (age 0 to 5), low-income, predominantly minority, clinic-referred community sample of parent–child dyads.

M50
Poverty, Instability, Chaos, and Inhibitory Control for Children in Head Start

Eleanor Brown, Brian Ackerman, Charlee Moore, Mallory Garnett, Blanca Velazquez

Presenters: Eleanor Brown, Charlee Moore, Mallory Garnett, Blanca Velazquez

Inhibitory control is critical for predicting school success, yet environmental sources of child differences in this executive function are not well understood. Family poverty status, instability, and chaos were examined in relation to inhibitory control for children attending Head Start. The results showed zero-order relations for key predictors. In a regression analysis, family instability and chaos uniquely predicted child inhibitory control in the context of controls for child age, sex, and verbal ability.

M51
Demographic Influences on Parenting in Low-Income Families

Riana Anderson

Presenter: Riana Anderson

Demographic influences on the parenting styles of 546 diverse families participating in a multi-site study were analyzed. A subsample of the Early Steps Project, caregivers endorsed problematic behavior with their 2-year-old child for eligibility. The results show a significant interaction among ethnicity, residential location, and parenting style. In addition, the number of children interacts with lax parenting, location, and ethnicity. The findings support previous literature on low-income parenting. This poster addresses interventions for low-income families.

M52

Head Start Children's Socioemotional Adjustment: Risk and Protective Factors in the Home Environment

Jaclyn Lennon, Valerie Flores, Kelly Haas, Maria Marcus, Sophie Mir, Christine P. Li-Grining

Presenter: Jaclyn Lennon

How low-income children's social and emotional adjustment is shaped by risk and protective factors in the home was studied in a national, ethnically diverse sample of children attending Head Start. Preliminary analyses detected evidence of modest associations with low-income children's persistence, social skills, and behavioral problems. The results are discussed in the context of the multidimensional nature of children's home lives.

M53

Integrating Parent Voices in the Development of Obesity Prevention Materials for Families of Young Children

Linda Radecki, Alison Baker, Jeanne Lindros, Amy Pirretti

Presenter: Linda Radecki

Childhood obesity is an issue for even the youngest children, and early childhood is a critical period for prevention. This poster describes a project to develop and test positive, family-focused obesity prevention messages (incorporating the 5-2-1-0 health model). Parent focus groups were conducted to test the messages, oversampling at-risk families. The findings suggest that parents' perceptions and actions are often incongruent with expert guidance. Understanding their perspectives is critical to "meeting parents where they are" regarding obesity prevention messages.

M54

The Influence of Book Features on Mothers' Language Use During Mother–Toddler Book Sharing

Angela Nyhout, Daniela O'Neill

Presenters: Angela Nyhout, Daniela O'Neill

This poster addresses mothers' language use when sharing narrative versus didactic picture books with their toddlers. Mothers' language during narrative book sharing was greater in quantity and complexity, included more utterances framed in past and future tenses, and included more references to mental states. The findings suggest that with respect to books aimed at toddlers, narrative books may generate more sophisticated maternal language than didactic books.

M55

Mother Scaffolding During the Bead-Stringing Task Across the First Three Years: Cultural Variation

Zeynep Kucuk, Rufan Luo

Presenters: Zeynep Kucuk, Rufan Luo

This poster addresses mothers' scaffolding actions in low-income, ethnically diverse families. Mother–child dyads shared strings and beads for 3 minutes when children were 14, 24, and 36 months. Two types of scaffolding were coded: gesturing (e.g., pointing, shaking) and hands-on guidance (e.g., directly guiding children's hands). The results showed that mothers from different ethnic backgrounds demonstrated different patterns of scaffolding, maternal scaffolding actions changed over developmental time, and mothers' early support promoted children's later motor skills.

M56

African American Parenting Characteristics and Their Influence on Child Outcomes

Diana Westerberg, M. Alexander Thibeault, Julia L. Mendez

Presenters: Diana Westerberg, M. Alexander Thibeault

Previous research indicates that African American parents use harsh discipline alongside warmth, which may lead to better child outcomes than those associated with harsh discipline in Caucasian samples. Relationships between parenting characteristics and their influence on child social competence were investigated in a sample of African American families. The findings show a slight negative association between maternal warmth and spanking frequency and a moderation of maternal warmth on the relationship between spanking and child social competence.

M57

Does Parental Stress Mediate the Relation Between a Chaotic Home Environment and Child Behavior Outcomes?

Theodore Tomeny, Laura Cook, Ferne Pinard, Tammy Barry

Presenters: Theodore Tomeny, Laura Cook

Parent and teacher reports were used to assess whether parental stress mediates the relation between the home environment (as measured by the CHAOS) and child behavior outcomes (aggressive behaviors and ADHD symptoms). Parental stress was found to fully mediate the relationship between home environment and both types of challenging child behavior, highlighting a potential point of intervention to minimize negative behaviors among children living in more chaotic home environments.

M58

Chaotic Home Environments and Child Externalizing Behaviors: Examining Negative Parenting Practices as a Potential Mediator

Laura Cook, Theodore Tomeny, Ferne Pinard, Tammy Barry

Presenters: Laura Cook, Theodore Tomeny

This poster addresses research on whether the relationship between the home environment (as measured by the CHAOS) and child behavior outcomes (including aggression and ADHD symptoms) is mediated by negative parenting practices. Following Baron and Kenny's (1986) steps, it was found that negative parenting practices partially mediated the relation between a chaotic home environment and ADHD symptoms, but did not mediate the relation between home environment and aggressive behaviors.

Health and Nutrition

M59

"Eat Healthy, Stay Active": A Multilevel Intervention to Improve Nutrition and Physical Activity Among Head Start Parents, Staff, and Children

Ariella Herman

Presenter: Ariella Herman

An innovative management systems approach was developed to improve health promotion programs. A multi-site pilot of the Eat Healthy, Stay Active program is an educational intervention to promote healthy nutrition and physical activity among staff, parents, and children in Head Start. Participants demonstrated significant reductions in body mass index, as well as significant changes in knowledge and behavior. These results show promising evidence that this intervention may be an effective model for Head Start programs nationwide.

M60

An Obesity Awareness Communication Campaign Targeting Head Start Families: Designed by Parents for Parents

Kirsten Davison, Janine Jurkowski, Karen Gordon, Kaigang Li, Lisa GreenPope, Morgan Storms

Presenters: Kirsten Davison, Karen Gordon, Morgan Storms

The Communities for Healthy Living program adopted a community-based participatory research approach to empower Head Start parents to play an equal role in designing a family-centered obesity prevention program. Based on parental input, a 1-year pilot intervention was developed and implemented at five Head Start centers. The intervention incorporated a communication campaign to raise parent awareness of childhood obesity. In this study, investigators present the results of an evaluation of the campaign.

M61

Early Childhood Caries Among Young Children Enrolled in Early Head Start

Karine Martirosyan, Jennifer Palladino, Karen McManemin, Kathy Lituri

Presenter: Karine Martirosyan

This poster describes an investigation of the oral health status of very young children enrolled in Early Head Start (EHS). Participants were 106 EHS children who were screened from December 2010 to February 2011 by a registered dental hygienist. Frequencies were determined using Microsoft Excel 2007. Three children (2.8%) were found to have Early Childhood Caries (ECC)/ Caries Experience, two (1.9%) had ECC with non-cavitated white spots (possible caries), and one (0.9%) had ECC with cavitated spots (large caries suspected).

M62

State-Wide Disparities in the Geographic Distribution of Medicaid Dental Providers and the Implications for Head Start Children

Elizabeth Best, Courtney Chinn, Stephanie Rossi, Amr Moursi

Presenter: Elizabeth Best

Children from low-income families have a disproportionate share of early childhood caries, and most of these children rely on government insurance plans to access dental care. To investigate barriers to care, statewide data of Medicaid dental providers and Head Start centers were mapped using GIS software to analyze the distribution of providers and Head Start centers. The results showed great disparity among counties in the number of and distance to dental providers.

M63

Head Start Teachers' Self-Efficacy of Healthy Nutrition and Physical Activity Practices for Preschoolers

Lauriece Zittel, Beverly Henry, So-Yeun Kim, Linda Derschield, Josephine Umoren, Diane Lacey

Presenter: Lauriece Zittel

Head Start teachers' self-efficacy in their ability to address the nutrition and physical activity needs of children in their care was examined. Ninety-seven teachers who were attending a professional development workshop participated in this study. The Head Start teachers were found to have a high degree of confidence in their ability to create a healthy teaching/learning environment related to nutrition and physical activity.

M64
Neighborhood Characteristics and Weight Status

Cynthia Irwin Joiner, Anne Turner-Henson

Presenter: Cynthia Irwin Joiner

Rates of childhood obesity have dramatically increased, particularly among low-income populations. Childhood obesity, once infrequently seen in preschool children, has more than doubled over the past decade. Neighborhood characteristics, such as parks and grocery stores, may influence diet and physical activity and impact weight status in preschool children. Previous research has found a relationship between neighborhood characteristics and obesity; however, few studies have examined these factors in the preschool population.

M65
Risk Factors for Childhood Obesity in Head Start Children

Beverly Copeland, Allan Johnson

Presenter: Beverly Copeland

An investigation of the risk factors for childhood overweight/obesity was conducted among Head Start children and their families. The data collected included height, weight, dietary intake, physical activity, and parental perceptions of their children's weight. The results showed no significant difference in energy intake but significantly lower intake of several macro- and micro-nutrients in overweight/obese subjects compared with normal weight subjects. The parents of overweight/obese children were significantly more likely to perceive their children as being of normal weight.

M66
Oral Health Status and Case Management: Outcomes After 6 Months

Homa Amini

Presenter: Homa Amini

Despite oral health performance standards, children enrolled in Head Start often have difficulty accessing dental care. Barriers frequently cited include an insufficient number of dentists serving the Medicaid population, dentists who are uncomfortable treating infants and young children, and long wait times for appointments. An oral health case management program was initiated that targeted a rural county in Ohio. This poster presents outcomes after 6 months.

M67
Association Between Screen Time Use and Developmental Outcomes in Children Under Age 3 Years

Helena Duch, Marta Font Planes, Caroline Taromino, Ipek Ensari, Alison Harrington, John Shuler

Presenters: Helena Duch, Marta Font Planes, Caroline Taromino, Ipek Ensari, Alison Harrington

The relationship between screen time use and developmental outcomes was explored in a sample of 155 Hispanic infants and toddlers. Data were collected on children's screen time and developmental outcomes through surveys, 24-hour recalls, and developmental assessments. Parents participated in focus groups to explore their use of media. Preliminary results indicate that children in the high-screen-viewing group have lower scores in the communication and problem solving domains of the ASQIII.

M68
Childcare Settings, Childcare Subsidies, and Family Hardship Among Young, Low-Income Children

Diana Becker Cutts, Stephanie Ettinger de Cuba, Sharon Coleman, Mariana Chilton, Patrick Casey, Maureen Black, Alan Meyers, John Cook, Deborah Frank

Presenters: Diana Becker Cutts, Stephanie Ettinger de Cuba
Child and family characteristic differences by child care setting may reflect varying access and/or preferences among low-income, predominantly minority populations. In addition, the setting may indicate a higher risk of family hardships such as food insecurity. High-quality, safe, and affordable child care is an essential work support for low-income families and is important for school readiness. However, few eligible children receive subsidies and many are not in licensed care, but instead receive care from a friend or family, where they may not be receiving healthy meals.

Homeless Families

M69
Ecology of Young Homeless Children: The Role of Head Start

Lillian Phenice, Robert Griffore, Julia Miller

Presenters: Lillian Phenice, Robert Griffore, Julia Miller
According to the National Center for Family Homelessness, more than 40% of homeless children are younger than 5 years old and only 15% of these children are served in preschool programs. This poster presents the national, state, and local barriers that impede the involvement and recruitment of homeless children in preschool programs, and a call is made for more collaboration between Head Start and communities. A sample case study of young homeless children in Michigan is presented.

M70
Meeting the Oral Health Needs of Homeless Children Enrolled in Head Start: A Look at Their Oral Health Status, Caries Experience, and Dental Services Received Through Onsite Mobile Dental Care, 2010–2011

Karen McManemin, Kathy Lituri, Mark Doherty, Karine Martirosyan

Presenter: Karine Martirosyan
This poster presents homeless children's oral health status and services received through mobile dental programs. Oral health records for 31 homeless and 62 non-homeless Head Start children collected from an agency database were reviewed and analyzed using Microsoft Excel Office 2007. The results indicated that 1.9% of homeless children had caries experience and that they are three times more likely to have dental caries than non-homeless children. On-site dental programs were found to be essential for providing comprehensive dental care to homeless children.

Infant/Toddler Development and Care (All Domains)

M71
The Moderating Effects of Child Temperament on the Associations Between Parenting and Early Childhood Aggression

Xiaoyun Zhang, Helen Raikes, Rachel Chazan-Cohen, Yanjie Long

Presenters: Helen Raikes, Rachel Chazan-Cohen, Yanjie Long
This study explored whether child temperament at 14 months moderates the effects of parental discipline and supportiveness on child aggression at 36 months. Hierarchical linear regressions were computed. The results showed that difficult-temperament

children showed higher aggression when parental discipline was harsh and showed lower aggression when parental supportiveness was high compared with easy-temperament children. It was concluded that difficult-temperament children were more susceptible to parenting than easy-temperament children.

M72
Establishing a Strong Foundation for Program Implementation: The Role of Start-Up, Early Support Mechanisms, and Staff Perceptions and Commitment

Sukhdeep Gill, Anneliese Bass, Mark Greenberg

Presenter: Anneliese Bass

Successful implementation of Early Head Start programs depends on getting a strong program off the ground. To reach this goal, programs require (a) well-qualified, satisfied, and committed staff; (b) well-established community partnerships; (c) staff awareness of community resources; and (d) effective systems for staff development. This poster addresses how the start-up (e.g., duration, funding, intra-agency resources, community partnerships) may impact staff reports of buy-in, support, and well-being at the onset of service delivery and a year after implementation.

M73
Contextual Instability and the Influence of Mothers' Parenting Behaviors on the Developmental Outcomes of Mexican American Toddlers

Jennifer Mortensen, Melissa Barnett

Presenter: Jennifer Mortensen

Mexican American families disproportionately face contextual instability at the family, economic, and neighborhood levels. Contextual instability can influence young children's development through its influence on parenting behaviors. Mexican American mothers' parenting behaviors were examined as a mediating mechanism between contextual instability and toddlers' behavior and language outcomes. Study results are discussed in terms of their contribution to family intervention programs that serve Mexican American mothers with toddlers.

M74
Families in EHS: Maternal Well-Being, Parenting, and Developmental Outcomes

Yvonne Rafferty, Kenneth Griffin, Dimitra Robokos, Michelle Lodise

Presenters: Yvonne Rafferty, Dimitra Robokos, Michelle Lodise

This study longitudinally examined the influence of maternal parenting behaviors, well-being, and risk factors within the family setting on the cognitive and language abilities of children of low-income adolescent mothers from infancy to age 3. This poster presents the implications for intervention and future research

M75
Creating a Cohesive System for Rating Family Functioning and Tracking Family Goals to Assess and Improve Early Head Start Programs

Scott Huff, Yeon Soo Yoo, Mamta Saxena, Alison Bradley, JoAnn Robinson, Kimberly McClure, Dawn McQuade, Elizabeth Aschenbrenner

Presenters: Scott Huff, Mamta Saxena, Alison Bradley, JoAnn Robinson

This poster describes the development of a cohesive system for comprehensively rating family functioning and tracking family goals, including the tools developed and adopted. Also included are the results from one particular program where it appears that the tools have increased the amount of focus on the parent/guardian–child relationship and goal setting has successfully helped families set and reach goals.

M76

Early Childhood Teachers' Perceptions of Young Children's Peer Interactions

Michelle Baldanza, Carollee Howes

Presenter: Michelle Baldanza

An exploratory study was undertaken to better understand teachers' perceptions of young children's peer interactions. Participants included seven child care teachers from diverse programs serving children ages 24 to 36 months. Peer play was of a lower complexity than expected. Teachers' perceptions of peer interactions were qualitatively different from those of expert researchers and may be related to teacher experience, knowledge of child development, and beliefs about how children learn to play.

M78

Patterns in Childcare Arrangements Among Low-Income Families During the First 36 Months

Alison Wishard Guerra, Allison Fuligni, Dana Nelson

Presenter: Alison Wishard Guerra

A month-by-month calendar of child care experiences from 0–36 months was created by drawing from the Early Head Start National Research Project (EHSNRP). Child care experiences are described in terms of type of dominant care arrangement, total hours in non-parental care, continuity in non-parental care, and multiplicity of non-parental care. Participants were clustered into three distinct groups that identify patterns of child care use. This poster addresses EHSNRP impacts and other family demographics as predictors of child care usage group membership.

M79

First-Time Mothers' Prenatal Parenting Expectations: Associations With Parent and Infant Outcomes

Rumeli Banik, Laura Stout Sosinsky

Presenters: Rumeli Banik, Laura Stout Sosinsky

The transition to parenthood is a profound, normative, life-changing family experience. The expectations of parenthood in a socioeconomically and ethnically diverse sample of first-time mothers were examined in a prospective, longitudinal, exploratory, mixed-methods study. Participants indicated expectations for their feelings about motherhood, anticipated lifestyle changes, and worries about balancing work/family. Optimistic prenatal expectations were associated with positive maternal and child outcomes. The results can contribute to program content and policy efforts aimed at strengthening families.

M80

Mother–Toddler Symbolic Play Behaviors and Their Contribution to Children's Language Development Over Time: An Examination of Low-Income African American Families at Two Time Points

Madeleine Ebeling, Jean Ispa, Louis Manfra

Presenters: Madeleine Ebeling, Jean Ispa

An observation was made of 32 videotapes of mother–toddler play interactions as the dyads engaged in a semi-structured play activity. All instances of pretend play were isolated and mothers' pretend play levels and autonomy-granting behaviors were coded when children were 14 and 24 months. Codes were correlated with children's pretend play levels and language competence. Mothers' higher levels of pretend play at Time 1 were negatively related to children's language scores at Time 2.

M81

A Baseline Quality Study of Infant and Toddler Care

Brooke McKie, Jo-Anne Manswell Butty, Lucy Wakiaga

Presenters: Brooke McKie, Jo-Anne Manswell Butty, Lucy Wakiaga

The Infant and Toddler Baseline Quality Study assessed the overall quality of birth to age 3 programming in a large urban district. The findings of classroom observations conducted using the Infant/Toddler Environment Rating Scale—Revised (ITERS-R) at 113 sites are reported. The findings were disaggregated by ward, tier, and special category. This poster presents study findings and their implications in relation to quality of care.

M82

Findings From a Workforce Development Survey for Infant and Toddler Providers

Jo-Anne Manswell Butty, Brooke McKie, Lysha Lewis

Presenters: Jo-Anne Manswell Butty, Brooke McKie

The Infant and Toddler Workforce Development Study assessed the workforce development needs of birth to age 3 programs in a large urban district. A Web-based survey obtained workforce information from 216 community-based programs, including Early Head Start. Program administrators provided background information about their centers and key information about the teaching staff, including demographics, education credentials, salary, and benefits. This poster addresses study findings and implications for the infant and toddler workforce.

M83

How Socioeconomic Status and Vocabulary Size Affect Brain Organization in Toddlers

Debra Mills, Natalie Ebanks, Rocio Perez-Tattam

Presenter: Rocio Perez-Tattam

Socioeconomic status (SES) is known to affect early vocabulary development. Event-related potential (ERP) studies suggest that vocabulary size is linked to the organization of language-relevant brain activity for both monolingual and bilingual toddlers. The hypothesis that SES affects the lateral distribution of brain activity independent of vocabulary size was tested by comparing ERPs to known words in children 13 to 20 month from high- versus low-SES families when vocabulary size is held constant.

International Research and Practice

M84

Korean Childcare Teachers' Recognition of Renewal Process for National Accreditation

Sungsook Pu, Boyoung Park, Eun Suk Hong, Ban Jae Kim

Presenters: Sungsook Pu, Boyoung Park, Eun Suk Hong, Ban Jae Kim

This poster addresses teachers' and administrators' assessments of the renewal process for Korean national child care program accreditation. The benefits of the renewal process were maintaining the quality of the environments and effective management systems. Disadvantages were lack of financial support, limited consideration of each individual program's uniqueness, and teachers' additional burden due to preparation for the review (and, as a result, insufficient time for teachers to work with children in the classrooms).

M86

Implementation and Intervention Fidelity in the Delivery of a Parenting Intervention to Enhance Young Children's Early Language and Literacy Learning

Naomi Hackworth, Donna Berthelsen, Jan Matthews, Jan Nicholson, Warren Cann, Misel Trajanovska

Presenters: Naomi Hackworth, Donna Berthelsen

This poster addresses research on an early home learning intervention that is designed to enhance young children's early language and literacy. This parenting intervention was delivered to 2,000 families. Implementation and intervention fidelity are two important factors that contribute to the effectiveness of an intervention. Also addressed are the manner in which these factors are assessed in the delivery of this early learning intervention and the reported findings.

M87

An Ecological Approach to the Development of a Parenting Intervention for Enhancing Young Children's Learning in the Home

Naomi Hackworth, Jan Matthews, Misel Trajanovska, Jan Nicholson, Donna Berthelsen, Warren Cann

Presenter: Naomi Hackworth

This poster documents an ecological approach to the development of a community-based intervention that supports parents from vulnerable families by providing an enriched home learning environment for their young children. Also considered is the way in which collaboration with end users, including families and service providers, informed the development of content, materials, and the mode of delivery, and the potential impact that this has had on the acceptability of intervention input, processes, and attrition.

M88

The Transition to School for Children With Developmental Disabilities: Factors Affecting Ease and Difficulties of Transition

Donna Berthelsen, Sue Walker, Suzanne Carrington, Jan Nicholson

Presenters: Donna Berthelsen, Jan Nicholson

The success of the transition to school for children with disabilities strongly depends on the supports available at the school and the ability of the school to accommodate the child's needs. This poster reports parents' and teachers' perceptions of the success of children's transition to an inclusive program. The ease of transition was related to children's approaches to learning and the extent to which the teacher believed that the child was appropriately placed in the school program.

M89

A Systematic Review of Effective Early Childhood Education Programs

Bette Chambers, Alan Cheung, Louise Tracey, Robert Slavin

Presenter: Bette Chambers

This poster provides a systematic review of the effects of early childhood programs on children's outcomes and describes the effective programs in action. The effects of studies of educational programs for children ages 3 to 5 are summarized. Clear, consistent standards and extensive literature searches to identify unbiased information from empirical studies were used. The six preschool programs with strong evidence of effectiveness had a balance of direct instruction and child-initiated activity.

M90

Vocabulary and Grammar: Developmental Progression in the Bilingual's Two Languages and Emergence of Parity of Performance Across Bilinguals

Virginia C. Mueller Gathercole

Presenter: Virginia C. Mueller Gathercole

Data are presented on bilingual (Welsh–English) children's vocabulary and grammar development in both languages. Acquisition occurs according to the input in each language. The data support (a) a language-rich environment for optimal long-term achievement, (b) universal success in the community language, (c) assessment in both languages, and (d) the recommendation that educational decisions be made on the basis of both languages and be reconsidered at multiple stages during the child's developmental trajectory.

M91

Understanding the Required Capacity in ECCD and DRR for Particular Communities in a Disaster-Prone District of Bangladesh

Syeda Rezwana Akhter, Mahmuda Akhter, Altaf Hossain, Ratan Kumar Sarkar, Tariqul Islam Chowdhury, Mohammad Nuruzzaman, Tamanna Taher, Matiur Rahman, Shahidullah Sharif

Presenter: Syeda Rezwana Akhter

Bangladesh has approved the National Plan for Disaster Management, 2010–2015. One of the goals of the plan was "empowering at-risk communities," which unfortunately did not address the social variables of disaster risk reduction (DRR) for children from age 0 to 8. Research focused on identifying the strength and gap of capacity for the families in ECCD and DRR for particular communities in one disaster-prone region of Bangladesh. Four communities in a coastal district were studied. The participants indicated that safe shelter for their children during disaster was a priority, but faced every other challenge like an adult with lesser initiatives for protection. The data gathered through the study constituted evidence that can inform advocacy activities for enhancing services for children from age 0 to 8 in terms of the social variables of DRR at the community level.

M92

Cultural Adaptation of Wechsler Preschool and Primary Scale of Intelligence–III (WPPSI-III) in Bangladesh

Sakila Yesmin, Manzoor Ahmed, Ferdousi Khanom, Syeda Sazia Zaman, Nishat Fatima Rahman, Roxana Khanom, Shahidullah Sharif, Wasima Parvin, Mahmuda Akhter

Presenter: Ferdousi Khanom

The Wechsler Preschool and Primary Scale of Intelligence–III (WPPSI-III) for 2.6- to 3.11-year-old children has been adapted to the context of rural Bangladesh. The test was administered to 115 children in two sub-districts for item analysis. The final version was administered to 62 samples to obtain validity. Test–retest reliability was conducted on 46 children after a gap of 15 days. Internal reliability was confirmed by a Cronbach's alpha coefficient of 0.79. The full-scale IQ test ($r = .65$, $p = 0.01$) was highly reliable. Intercorrelation of subtests and composite scale were significant. Convergent and discriminate validity were satisfactory in the Bangladeshi population.

Math Science and Reasoning

M93

Head Start Children Moving Ahead in Math and Science

Lin Moore, David Brown, Milagros Lozano

Presenter: David Brown

This poster presents the results from the sixth year of a longitudinal project that tracked the progress of 233 Head Start

children in acquiring math and science concepts and skills. The evaluation of a hands-on, inquiry-based curriculum included pre- and post-assessments of the children and monitoring of implementation. Treatment teachers participated in training workshops and received ongoing mentoring and classroom materials. Children in treatment and control classrooms made significant gains, with some variations by gender, ethnicity, and home languages.

M94
Growing Understanding Through Research-Based Instruction: Head Start Children Learn Comprehension Strategies

Andrea DeBruin-Parecki, Sidney Vaughn, Kathryn Squibb

Presenters: Andrea DeBruin-Parecki

This poster addresses the growth of comprehension skills experienced by Head Start children when a supplementary comprehension strategy curriculum is implemented weekly in their classrooms.

M95
Young Children Learning Mathematics Through Computer Games

Hengameh Kermani

Presenter: Hengameh Kermani

This study explored whether children's learning of number sense can be enhanced through mathematics computer games. Participants were 62 prekindergarten children distributed across four classrooms. The four classrooms served as teacher-facilitated, peer-facilitated, computer-only, and control classrooms. Data were collected via informal observations, teacher interviews, and the Test of Early Mathematics Ability 3. The results showed that mathematics computer games had a positive effect on children's leaning of number sense, especially when supported by teacher's skillful facilitation/scaffolding.

M96
Math Talk Between Head Start Children and Their Mothers During a Home-Cooking Activity

JinHee Hur, SeungHee Son

Presenter: JinHee Hur

This study analyzed the math talk of 46 mothers of Head Start children during home baking. Every utterance of parental math talk was computer coded using Noldus for the types of math skills involved (e.g., numbers, operation). The results showed that out of 117 total utterances (SD = 75.53), mothers provided 6.35 math-related utterances on average (SD = 9.88). Correlation analysis showed that parental math talk was negatively associated with the child's math scores.

M97

A Bilingual Intervention to Build Preschool Number Concepts Using Counting Books and a Number Line Game

Barbara Sarnecka, Meghan Goldman, James Negen, Cristina Flores, Tanya Anaya, Crystal Alcala, Christian Jimenez, Belinda Guzman

Presenters: Barbara Sarnecka, Meghan Goldman

This poster describes a bilingual intervention that helps children build number concepts through the use of counting books and a number line game. Children are randomly assigned to a number-learning (experimental) condition and a non-number-learning (control) condition. Pre- and post-intervention assessments include multiple measures of number knowledge, nonverbal number estimation, and Spanish and English vocabulary. Preliminary results suggest that the intervention is effective. Children in the experimental group learned more number concepts than children in the control group.

Play

M98

Peer Play Behaviors and Academic Outcomes in Head Start: The Moderating Role of Classroom Quality

Elizabeth Bell, Rebecca Bulotsky-Shearer, Tracy Carter, Sandy Romero, Veronica Fernandez, Ximena Dominguez-Fulford

Presenters: Elizabeth Bell, Rebecca Bulotsky-Shearer, Tracy Carter, Sandy Romero, Veronica Fernandez, Ximena Dominguez-Fulford

Multilevel modeling examined how classroom quality moderated the association between peer play behaviors in the fall of Head Start and academic skills in the spring. The results showed that negative peer play behaviors were associated with lower academic skills regardless of classroom quality. However, the results also revealed that positive peer play behaviors were associated with higher math skills when children were in classrooms with high instructional support. This poster addresses the implications for Head Start.

M99

The Mommy and Me Play Program: A Live-Action Modeling Play Intervention for Low-Income, African American Preschool Families

Linnie Green Wright

Presenter: Linnie Green Wright

This study examined the effects of a dyadic mother–paired play intervention (The Mommy and Me Play Program) on mothers' play skills, knowledge of child development, and their preschool children's social and emotional competence. Head Start program sites serving the same predominantly low-income African American community were randomly assigned to one of three participation groups. This poster addresses treatment fidelity, outcomes for mothers and children, and implications for research and practice.

Program Evaluation

M101

Arts-Integrated Programming and School Readiness for Children in Head Start

Eleanor Brown, Timothy Mellor, Kacey Sax, Blanca Velazquez, Mallory Garnett

Presenters: Eleanor Brown, Kacey Sax, Blanca Velazquez, Mallory Garnett

The arts hold interest for increasing the cultural relevance and accessibility of education for children from low-income and racial/ethnic minority backgrounds. School readiness skills for children attending an arts-integrated Head Start were compared with those children attending a program with a more traditional curriculum. Consistent with study hypotheses, children in the arts-integrated Head Start showed greater improvement in school readiness skills over the course of a year of program attendance.

M102

Preschool Quality and Children's Academic and Social Skills: Do Standard Measures of Classroom Quality Predict Learning?

Terri Sabol, Daphna Bassok, Robert Pianta

Presenter: Terri Sabol

Early Childhood Longitudinal Study–Birth Cohort data were used to examine relations between preschool classroom quality as measured by the Early Childhood Environmental Rating Scale–Revised (ECERS-R) and children's functioning at age 5. The results indicated little evidence that the ECERS-R related to children's development. The results did indicate that classroom quality mattered more for growth in reading skills among children with exposure to sociodemographic risk factors. A higher quality classroom failed to improve math, language, or social and emotional skills for children exposed to sociodemographic risk factors.

M103

Quality in Pre-Kindergarten and Kindergarten: A Longitudinal Examination of Children's Experiences in Diverse Settings

Allison Sidle Fuligni, Stephanie Yorizane

Presenter: Allison Sidle Fuligni

Observations of 186 children in their prekindergarten and kindergarten classrooms were analyzed to explore the quality of early education experiences across the prekindergarten and kindergarten years. The findings suggest several differences in the experiences of children in prekindergarten compared with kindergarten. Children spend more time in teacher-directed activities and didactic instruction in kindergarten, and the academic content of their experiences differs across these 2 years of education. Public, private, and family-based prekindergarten programs are compared.

M104

Innovations in Program Evaluation: Integrating PIPE Teaching Cycle and Circle of Security Content in Parent–Child Playgroups

Mamta Saxena, Scott Huff, Alison Bradley, JoAnn Robinson, Kimberly McClure, Dawn McQuade

Presenters: Mamta Saxena, Scott Huff, Alison Bradley

This poster provides observation data on Early Head Start playgroup sessions implemented at three sites in the Northeast from September 2010 to May 2012. The observation targeted staff members' promotion of positive parenting practices and utilization of Circle of Security and Partners in Parenting Education (PIPE) content. Initial findings (September 2010 to June 2011) revealed that greater implementation of the full teaching cycle results in parents' deeper engagement in and understanding of positive parenting practices.

M105

A Validation of the Infant–Toddler Program Quality Assessment (ITPQA)

Shannon Lockhart, Jill Claxton, Zongping Xiang, Kimberly Browning

Presenter: Zongping Xiang

This poster provides the results of the validation of the Infant–Toddler Program Quality Assessment (ITPQA). The ITPQA measures seven domains of curriculum implementation and program operations in child care settings. It can be used for research or for staff development. Administration can be conducted by independent evaluators or it can be used as a self-assessment tool. Rasch partial credit and multi-fact modeling was utilized to examine the psychometric properties of the instrument.

M106

Predictors of Variability in Developmental Trajectories of Early Head Start Children: Age 3 to Grade 5

Xiaoyu Li, Helen Raikes, Rachel Chazan-Cohen

Presenters: Xiaoyu Li, Helen Raikes, Rachel Chazan-Cohen

The predictors of developmental trajectories of low-income children in the Early Head Start Research and Evaluation Project from age 3 to grade 5 were investigated. In general, across all cognitive and social and emotional outcomes, Whites and children in schools with fewer low-income children were less likely to have stable low trajectories. Compared with control group children, those who had attended Early Head Start were more likely to be in the higher stable groups for math ability.

M107

Professional Development in Early Literacy: The Promise of Teacher Study Groups as a Mechanism of Change

Anne Cunningham, Linda Platas, Sarah Wheeler, Kelly Boyle, Kelly Campbell, Sunaina Nedungadi, Carolyn Goldberger, Kellen Scanlan

Presenter: Kelly Boyle

There is evidence that Teacher Study Groups (TSGs) can enhance preschool teachers' disciplinary and pedagogical knowledge of emergent literacy. The results indicate that this form of professional development provides beneficial changes in teachers' classroom practices and increases their students' phonological awareness, which is an early predictor of conventional literacy skills. The TSG model as implemented in low-income preschools thus possesses the unique ability to provide opportunities to collaborate and further knowledge in a stimulating and generative environment.

M108

The Effectiveness of the Piramide Approach on Changes in Children's School Readiness in Head Start and Non-Head Start Programs

Kyong-Ah Kwon, Gary Bingham, Hyun-Joo Jeon

Presenters: Gary Bingham, Hyun-Joo Jeon

A quasi-experimental evaluation examined the effects of the Piramide Approach on children's school readiness in Head Start and non-Head Start programs. Children were assessed on the measures of school readiness in fall 2010 and spring 2011. Teachers and parents reported children's social skills and approaches to learning. Follow-up assessments with the same measures were conducted with 3-year-olds who stayed in the same program.

M109

Examining the Longitudinal Effects of One Effective Early Reading First Intervention: Outcome and Longitudinal Data Structuring Implications

Mark Innocenti, Brenda VanGorder, Janis Dubno

Presenter: Mark Innocenti

The Head Start Impact Study raised questions about the longitudinal impact of preschool programs. Data from a successful preschool intervention and a recently developed school district database were used to examine longitudinal outcomes. Statistically significant impacts with small to medium effect sizes were found on child outcomes. Longitudinal findings reveal strong impacts on preventing special education placement. Immediate and longitudinal child outcomes are presented, as well as implications for outcome identification and database development.

M110

The Head Start Quality and Quantity: Interactive Predicting Effects on Children's School Performance in Kindergarten

Xiaoli Wen, Jon Korfmacher, Christine Leow

Presenter: Xiaoli Wen

This poster presents a secondary data analysis of the Family and Child Experiences Survey (FACES; 2003 cohort), a national descriptive study of Head Start. It examines the unique and interactive predicting effects of the quality of programs and the quantity of services that Head Start children and families received on social and academic outcomes by the end of kindergarten.

M111

A Universal Preschool Initiative in Los Angeles County: The Well-Being of Participating Families and Children

Emily Moiduddin, Yange Xue, Sally Atkins-Burnett, Elisha Smith

Presenters: Emily Moiduddin, Elisha Smith

This poster describes the children and families in center-based and family child care programs funded by a universal preschool initiative in Los Angeles County during the 2009–2010 program year. Families (N = 607) were linguistically and ethnically diverse, and parent education levels varied widely. Based on a set of independently administered standardized assessments, children (N = 740) in all language groups made progress during the program year in language, literacy, mathematics, executive functioning, and social and emotional development.

M115

Promoting Dual-Generation Anti-Poverty Programs: The Promise of Combining Adult Workforce Training with Early Childhood Education

Teresa Eckrich Sommer, P. Lindsay Chase-Lansdale, Terri Sabol, Emily Ross

Presenters: Terri Sabol, Emily Ross

This poster presents findings from two studies of the potential effectiveness of dual-generation anti-poverty programs, which are initiatives that combine high-quality early education for children with workforce training and career support for parents. The first study supports the promise of early childhood education as a platform for adult education and workforce training. The second study examines the outcomes from CareerAdvance®, the only workforce development program with the goal of improving educational outcomes simultaneously for both parents and children.

M116

Can a Two-Generational, Early Childhood Program Improve Outcomes for Low-Income Parents and Their Young Children? Results From a Rigorous Longitudinal Evaluation of Early Head Start Enhanced With Parental Employment and Self-Sufficiency Services

JoAnn Hsueh, Mary Farrell

Presenter: JoAnn Hsueh

Implementation and impact results are reported from a rigorous evaluation of a two-generation early childhood education program (Early Head Start) that was enhanced by services aimed at proactively addressing the employment and economic self-sufficiency needs of low-income parents. This is one of the first large-scale, random-assignment, longitudinal evaluations of a two-generational early childhood education program that has been enhanced by parental employment, educational, and self-sufficiency services.

Social and Emotional Development

M117

Head Start Preschoolers' Emotional Positivity and Emotion Regulation Predict Their Classroom Adjustment, Social Behavior, and Early School Success

Susanne Denham, Hideko Hamada Bassett, Yana Segal Sirotkin, Katherine Zinsser

Presenters: Susanne Denham, Hideko Hamada Bassett, Katherine Zinsser

Children's abilities to express contextually useful emotions and to regulate emotions are related to their school/classroom adjustment and academic achievement. The specific contributions of emotional positivity and emotion regulation to classroom adjustment, social and emotional behavior during play, and school readiness were investigated. Each construct was found to make useful contributions to these important outcomes. Implications include the need to pay increased attention to emotional competence in Head Start research and classroom practice.

M118

Does Classroom Quality Moderate Associations Between Problem Behavior in Head Start Classroom Situations and School Readiness Outcomes?

Rebecca J. Bulotsky-Shearer, Elizabeth R. Bell, Ximena Dominguez-Fulford, Veronica A. Fernandez

Presenters: Rebecca J. Bulotsky-Shearer, Elizabeth R. Bell, Ximena Dominguez-Fulford, Veronica A. Fernandez

Multilevel models tested whether dimensions of observed classroom quality (measured by the CLASS™ tool) moderated negative associations between problem behavior within Head Start learning and social contexts and a set of academic achievement and social competence outcomes. The findings provided evidence that for children exhibiting problem behavior in specific classroom contexts, high-quality instructional and organizational support served as protective factors to buffer the negative influence of early problem behavior on literacy, mathematics, and social competence outcomes.

M119

Identifying Mechanisms Through Which Problem Behavior in Head Start Classrooms Influences Academic and Social Outcomes: What Is the Mediating Role of Negative Peer Interactions?

Rebecca J. Bulotsky-Shearer, Sandy L. Romero, Elizabeth R. Bell, Tracy M. Carter

Presenters: Rebecca J. Bulotsky-Shearer, Sandy L. Romero, Elizabeth R. Bell, Tracy M. Carter

A series of structural equation models tested whether negative peer interactions within the classroom mediated associations between early externalizing and internalizing problem behavior and school readiness outcomes for a sample of Head Start children. The findings suggested that disconnected peer play mediated associations between internalizing problems and academic outcomes for girls only. Disruptive peer play experiences fully mediated associations between externalizing problems and social skills for boys only. The implications for practice and policy are also discussed.

M123

A Longitudinal Perspective on Parenting and School Behavior Problems: Understanding the Connection Between Home and School Among Head Start Children

Christine Meng

Presenter: Christine Meng

A national longitudinal study of U.S. Head Start children was used to examine whether aggression at home and social skills mediated the relationship between parenting and school aggression. The results showed that social skills were a significant mediator between parenting and school aggression. Children with advanced social skills were more aggressive at school, which was consistent with the ethology perspective. The implication is that Head Start interventions should target social skills.

M124

Does a Child's Emotion Expression and Emotion Regulation Impact School Adjustment?

Kristina Herndon, Craig Bailey, Elizabeth Shewark, Hideko Hamada Bassett, Susanne Denham

Presenters: Kristina Herndon, Craig Bailey, Elizabeth Shewark

This study investigated whether preschool children's expression and/or ability to regulate emotions was associated with the teacher's rating of school readiness. The results indicated that emotion expression (positive or negative) and regulation were associated with teachers' ratings on school adjustment. These results have implications for social and emotional programming to maximize young children's early school success.

M125

Emotion Knowledge, Maternal Emotion Socialization, Teacher–Child Relationships, and Head Start Preschoolers' Classroom Behavior and Peer Competence

Pamela Garner, Duhita Mahatmya

Presenter: Pamela Garner

Child emotion knowledge, maternal emotion socialization, and teacher–child relationship quality were examined as predictors of classroom behavioral problems. Mothers' minimization of emotions positively predicted behavioral problems and teacher–child closeness emerged as a negative predictor of behavioral problems, whereas teacher–child dependence was a positive predictor. Children who are high in emotion knowledge and conflict with the teacher had more behavioral problems and those with high emotion knowledge and low conflict with the teacher.

M126

Emotion Scripts Moderate the Relation Between Executive Functioning and Externalizing Behavior

Adina Seidenfeld, Stacy Grossman, Carroll Izard

Presenter: Adina Seidenfeld

Head Start children's beliefs about appropriate behaviors in response to emotions (i.e., emotion scripts) are hypothesized to moderate the relation between executive functioning (EF) and externalizing behavior. Children with beliefs that aggression is normative may be motivated to misbehave and to not take advantage of the impulse control afforded by EF, whereas children who strive for adaptive, controlled responses to emotions may be affected by EF levels. Potential findings highlight the importance of emotion scripts for interventions.

Special Needs

M127

Concurrent and Longitudinal Links Between Motor, Social, and Cognitive Skills in Preschool Children With Disabilities

Helyn Kim, Timothy Curby, Roni Bader-Tables, Dolores Mendoza, Adam Winsler

Presenter: Helyn Kim

This poster addresses the longitudinal links among motor, social, and cognitive skills in 3,041 preschool-aged children with developmental disabilities who attended a public school prekindergarten program for children with disabilities. Both fine and gross motor skills were significant predictors of later cognitive skills, but only fine motor skills was a significant predictor of later social skills. Boys had higher gross motor skills compared with girls, and there were no gender differences for fine motor skills.

M128

Typically Developing Children in Reverse Mainstream Pre-K Programs: Academic and Social Outcomes in Kindergarten Through Third Grade

Giorgia Picci, Adam Winsler, Lindsey Hutchison

Presenters: Giorgia Picci, Adam Winsler

A follow-up study was conducted that compared later academic outcomes for typically developing "role model" preschoolers placed in reverse mainstream public school prekindergarten classrooms for children with disabilities (N = 305) with similar children who were in regular prekindergarten classrooms at age 4 (N = 5,020). These two matched groups are compared on kindergarten school readiness screeners with regard to (a) academic grades, retention, and suspensions in kindergarten through third grade, (b) special education status, and (c) standardized math and reading tests in grades 2 and 3.

M129

Early School Outcomes for Children With Autism in a Pre-K Program for Children With Disabilities

Giorgia Picci, Adam Winsler

Presenters: Giorgia Picci, Adam Winsler

A longitudinal study was conducted on the academic outcomes of children with autism who attended a public school prekindergarten special education program (N = 300) in a large, diverse city in Virginia. First through third grade outcomes were assessed in the domains of language, cognition, academic achievement, social and emotional development, and behavior. Assessments utilized were academic grades, standardized math and reading tests, and other school outcomes such as special education placement, English language learner status, and school attendance/suspension.

M130

Beyond Special Needs: Head Start as a Model for a Tiered Approach to Health, Developmental, and Behavioral Services

Bergen Nelson, Paul Chung, Whitcomb Hayslip, Sheryl Kataoka

Presenter: Bergen Nelson

This poster presents a tiered approach to health-related services for Head Start children through a novel Head Start–school district partnership. Using quantitative and qualitative methods, developmental screening data and sociodemographic variables that predict the tier of intervention services received were analyzed, along with semi-structured interviews and focus groups with stakeholders. The tiered approach seems acceptable to stakeholders and captures many children who are ineligible for special education but still require services.

M131

Association Among Early Indicators of Disability and Delay and Developmental Status at Fifth Grade

Carla Peterson, Shavaun Wall, Hyun-Joo Jeon, Gayle Luze, Mark Swanson, Judith Carta

Presenters: Carla Peterson, Shavaun Wall, Hyun-Joo Jeon, Gayle Luze, Mark Swanson

Data from the Long-Term Follow-Up of the Early Head Start Research and Evaluation sample were used to examine associations among developmental risks identified early, the need for special education services, and outcomes at fifth grade. Participating children received special education services at higher rates than all children. This matches literature indicating that children living in poverty are at greater risk for developmental delays and low rates of school success, and highlights the need for vigilant screening and referral.

M132

Predicting Academic Skills at Grade 5 for Low-Income Children Identified as Having Disability Indicators Early

Hyun-Joo Jeon, Carla Peterson, Shavaun Wall, Gayle Luze, Mark Swanson, Judith Carta

Presenters: Hyun-Joo Jeon, Carla Peterson, Shavaun Wall, Gayle Luze, Mark Swanson

Children's academic outcomes (language/literacy and math skills) at grade 5 were investigated for low-income children identified as having disability indicators before age 3 and at kindergarten entry. Differences in academic outcomes at grade 5 were found among children with early disability indicators. The development of children who have early developmental risks and the provision of appropriate services over time that address their developmental and academic needs are discussed.

M133

Coping Styles in a Group of Diverse Families With a Young Child With Autism

Nurit Sheinberg

Presenter: Nurit Sheinberg

A mixed-methods study explored the way that culture influences coping strategies and a sense of parental competence in a group of ethnically diverse families with preschool-age children diagnosed with autism spectrum disorder. Parents participated in a semi-structured interview exploring the concepts of culture, coping mechanisms, and parental competence. They also completed questionnaires that assessed the impact of having a child with autism, parenting stress, perception of life satisfaction, and knowledge of autism.

M134

The Language Environment and Language Skills of Spanish–English Bilingual Preschool-Children With Autism

Nurit Sheinberg

Presenter: Nurit Sheinberg

This study assessed the impact of exposure to a dual language environment on the communication skills of young children diagnosed with autism spectrum disorder. The role of the home language environment and parental attitudes and practices regarding bilingualism were explored as they predict children's receptive and expressive communication skills in English and Spanish, controlling for children's overall developmental status and severity of autism.

M135

Evaluating the Discriminatory Accuracy of a Sentence Repetition Task for the Identification of Language Impairment in Preschool Dual Language Learners

Gabriela Simon-Cereijido, Vera Gutierrez-Clellen

Presenter: Gabriela Simon-Cereijido

The discriminatory accuracy of sentence repetition tasks was examined in Spanish and English for Latino dual language learners (DLLs) with specific language impairment (SLI). Based on discriminant function analyses, the Spanish sentence repetition task (SRT) was an accurate identifier of SLI in Latino DLLs, with fair sensitivity and good specificity. The English SRT had good sensitivity; however, its specificity was poor. The results underscore the need to consider English language proficiency level when assessing DLLs.

M136

Bilingual Early Language and Literacy Acquisition (BELLA): A Parent Training Program for Latino Parents of Children With Language and Communication Disorders

Elizabeth Ijalba

Presenter: Elizabeth Ijalba

Twelve mother–child dyads were trained to use early literacy materials in the home language with their children with language impairments. The comparison group participated at a later date. Repeated measures analysis of variance revealed that the children made significant vocabulary gains and improved (MLU) in Spanish and English. A parent satisfaction survey indicated the effectiveness of the program. Children in the comparison group also made significant vocabulary and MLU gains when their mothers participated in the parent training program.

Measures Development and Revision

M137

Examining Gender Differences and Construct Dimensions in Measures of Preschool Children's Interest and Engagement in Literacy Activities

Alison Baroody, Karen Diamond

Presenters: Alison Baroody, Karen Diamond

Gender differences and dimensions of literacy interest and engagement were examined across measures (e.g., parent, teacher, child, and observer reports) in a sample of 167 preschoolers. Parents and teachers rated girls higher on literacy interest, but no significant gender differences were found for child or observer reports. Parents and teachers viewed child literacy interest as reflecting two factors: letters/writing and books/reading. For child-reported interest, the factors were frequency of participation in and enjoyment of literacy activities.

M138
Developing a Measure of Family–Provider Relationships in Early Care and Education Settings: Identifying Key Constructs Through a Theoretical and Empirical Review

Nicole Forry, Juliet Bromer, Toni Porter, Lina Guzman

Presenters: Nicole Forry, Juliet Bromer, Toni Porter

This poster addresses key elements of positive family–provider relationships in early care and education settings and how these elements are assessed in existing measures. Current conceptualizations of family–provider relationships are presented, compared, and contrasted. Existing literature is reviewed, and a conceptual model is provided based on this review. Finally, a summary is provided of gaps in the measurement of family–provider relationships.

M139
The Devereux Early Childhood Assessment–Preschool, Revised

Jack Naglieri, Paul LeBuffe, Katherine Ross, Jennifer Fleming

Presenters: Jack Naglieri, Paul LeBuffe, Katherine Ross, Jennifer Fleming

In 2010–2011, the Devereux Early Childhood Assessment (DECA) was revised; the new edition is referred to as the Devereux Early Childhood Assessment–Preschool, Revised (DECA-PR). This poster describes the DECA-PR nationally representative standardization sample of more than 3,500 children. The factor structure, scales, and items of the DECA-PR are presented, as well as the internal consistency estimates (Cronbach's coefficient alpha) of each of the scales.

M140
Factor Analyses on Quality Measures

Xiaoqing Tu, Helen Raikes, Julia Torquati

Presenter: Xiaoqing Tu

This research uses confirmatory factor analysis to examine whether the factor structures for the Early Childhood Environment Rating Scale–Revised, Family Day Care Rating Scale, Infant/Toddler Environment Rating Scale (ITERS), and Caregiver Interaction Scale (CIS) identified in previous studies hold true for the Early Head Start Research and Evaluation sample. The results indicate that the four-factor structure for ITERS displays a good fit for Early Head Start Research and Evaluation Project 24-month data. A two-factor structure for CIS was found by using exploratory factor analysis.

M141
Evaluating the Structure of the Devereux Early Childhood Assessment Behavioral Concerns Subscale of the English- and Spanish-Language Forms

Veronica Fernandez, Rebecca Bulotsky-Shearer

Presenter: Veronica Fernandez

Appropriate assessment instruments are necessary in order to accurately identify the social and emotional needs of preschool children. Such measures are needed in teachers' dominant language. Recently, the publishers of the Devereux Early Childhood

Assessment (DECA) have developed a Spanish-language form. The factor structure of the DECA Behavioral Concerns subscale of the English- and Spanish-language forms is examined to evaluate the appropriateness of its use within a large sample of diverse, low-income preschool children.

M142
Development and Validation of the Preschool Parent Confidence Questionnaire (PPCQ): A Narrow-Domain Parental Self-Efficacy (PSE) Instrument That Measures PSE in the Parenting Domain of Promoting an Active Lifestyle for Your Preschool-Aged Child(ren)

Molly Coleman, Lauriece Zittel, So-Yeun Kim, Marilyn Looney, Todd Gilson

Presenter: Molly Coleman

The Preschool Parent Confidence Questionnaire (PPCQ), a narrow-domain parental self-efficacy (PSE) instrument, was developed and its reliability and validity examined. The PPCQ measures the PSE of parenting tasks/responsibilities within the parenting domain of promoting an active lifestyle for preschool-aged children. The PPCQ was administered to 153 low-income parents of preschool-aged children who attend a Head Start preschool. The results provided evidence of the reliability and validity of the scale.

M143
Woodcock-Muñoz Language Survey–Revised: Differential Item Functioning and DLLs

Carol Scheffner Hammer, Eugene Komaroff, Lisa Lopez, Barbara Rodriguez, Shelley Scarpino, Brian Goldstein

Presenters: Carol Scheffner Hammer, Eugene Komaroff

Few valid and reliable assessments are available for use with Spanish-speaking dual language learners. As a result, researchers and educators frequently use tests that are standardized on monolingual speakers or on samples that include a subset of bilingual children that is often not well described. The Woodcock-Muñoz Language Survey–Revised for differential item functioning was examined. The results revealed three-way interactions among item order, children's dialect of Spanish, and maternal education. The implications are also discussed.

M151
Designing a Measure of Caregiver–Child Interaction for Infants and Toddlers: Q-CCIIT Project

Louisa Tarullo, Sally Atkins-Burnett, Shannon Monahan, Elizabeth Cavadel, Margaret Burchinal, Tamara Halle, Amy Blasberg

Presenter: Louisa Tarullo

The Measurement Development: Quality of Caregiver–Child Interactions for Infants and Toddlers (Q-CCIIT) project is developing a new measure to assess the quality of child care settings, specifically the quality of caregiver–child interactions for infants and toddlers in non-parental care. The measure will be appropriate for use across child care settings, including center based and family child care settings, as well as single- and mixed-age classrooms. Specifically, Q-CCIIT is designed to (a) assess the state of the measurement field related to child–adult interactions and quality of care settings for infants and toddlers, and produce a literature review (Halle et al., 2010); (b) develop a measure to assess the quality of child–caregiver interactions; and (c) collect data to demonstrate the psychometric soundness of the new measure through a field test in fall 2012. The conceptual framework and the process for the development of the instrument through the pilot test completed in March 2012 will be presented. Subcontractors include Child Trends (assisting with the literature review); FPG Child Development Institute, University of North Carolina (assisting with measure development and analysis tasks); and WestEd (assisting with the sustainability plan).

Refugee and Immigrant Families

M144
Navigating the U.S. Early Childhood Care and Education System: Experiences of Immigrant Families

Colleen Vesely

Presenter: Colleen Vesely

Being enrolled in high-quality early childhood care and education (ECCE) 1 year prior to kindergarten is associated with better developmental outcomes later in childhood, particularly for children of immigrants. Consequently, it is important to have an understanding of how immigrant families navigate the ECCE system so that enrollment in high-quality ECCE among these families increases. Qualitative interview data from immigrant mothers are used to explore how they selected and utilized ECCE.

M145
Building Relationships With Immigrant Families in Early Childhood Education Programs

Colleen Vesely, Mark Ginsberg

Presenter: Colleen Vesely

Qualitative case studies of four high-quality early education programs that predominantly serve the young children of immigrants were conducted to understand how these programs work with families. The results of this study indicate four aspects of building relationships with immigrant families: (a) understanding parents' cultural beliefs, (b) incorporating families' cultures and languages into the early childhood education program, (c) assisting parents in navigating U.S. social systems and institutions, and (d) empowering and engaging parents.

M146
Exploring Cumulative Risk and Family Literacy Practices in Low-Income Latino Families

Jennifer Marcella, Allison Sidle Fuligni, Carollee Howes

Presenter: Jennifer Marcella

The home literacy environment plays a role in children's language and literacy outcomes, yet research suggests that Latino, Spanish-speaking families participate least in family literacy activities. The relationship between cumulative risk and family literacy activities was explored in a sample of low-income Latino families. The results indicated a small negative relationship between cumulative risk and family literacy activities. Multiple regressions showed that the strongest predictors of family literacy activities included ethnic language group and maternal immigrant status.

M147
Immigrant Families at Head Start Preschools: Who They Are and How They Do

Linda Lee

Presenter: Linda Lee

An investigation of variations in immigrant families' experiences in Head Start as related to children's social interaction with peers in classrooms was conducted. Participants were 192 children of immigrant families. Children with parents who reported getting together with other parents during non-school hours were more popular with their peers. The extent to which parents know the other parents at the child's preschool was positively associated with the child's complexity of peer play.

Buffering Toxic Stress

M148

Buffering Children From Toxic Stress Through Attachment-Based Intervention:

An Early Head Start–University Partnership

Lisa Berlin, Brenda Jones Harden, Michelle Raymond

Presenters: Lisa Berlin, Brenda Jones Harden, Michelle Raymond

Project partners implemented a supplemental evidence-based parenting intervention, Dozier's Attachment and Biobehavioral Catch-up (ABC) program, and evaluated through a randomized trial its efficacy and value added for typical Early Head Start home-based services. Key outcomes include observed parenting and child stress regulation. Research also evaluates implementation quality, the sustainability of the ABC program within the Early Head Start context, and the links between implementation characteristics and program impacts.

M149

Starting at Home: Incorporating the ABC Parenting Intervention Into Early Head Start Home Visits

Jason Hustedt, Jennifer Vu, Rena Hallam, Myae Han

Presenters: Jason Hustedt, Jennifer Vu, Rena Hallam, Myae Han

This research focuses on adapting the Attachment and Biobehavioral Catch-Up (ABC) parenting intervention for use by Early Head Start home-visiting staff in home- and center-based models. A key component of the project involves ongoing coaching for home visitors as they deliver the ABC intervention as part of typical Early Head Start home-visiting services. The outcome of this adaptation of the home-visiting approach and whether it positively impacts parent–child interaction and reduces child stress is discussed.

M150

An Evaluation of Parent–Child Interaction Therapy and the Emotional Availability Intervention: Mitigating Toxic Stress Among American Indian Children in Early Head Start

Michelle Sarche, Verna Thompson, Misty Boyd, Nancy Whitesell

Presenters: Michelle Sarche, Verna Thompson, Misty Boyd, Nancy Whitesell

A university–tribal Early Head Start partnership will evaluate the effectiveness of a culturally and clinically augmented Parent–Child Interaction Therapy (PCIT) intervention in strengthening parent–child relationships and buffering children from the impact of a range of stressors (from tolerable to toxic). The outcomes that are assessed include the quality of parent–child interactions and children's early social and emotional development. The study also yields information about the nature and extent of environmental stressors for American Indian children and their impact on development.

Other

M152

Leveraging Healthcare to Promote School Readiness for Low-SES Children: Impact of a Video Interaction Project on Self-Regulation

Alan Mendelsohn, Carolyn Brockmeyer Cates, Benard Dreyer, Samantha Berkule, Lesley Morrow, Jenny Arevalo, Triana Urraca, Lisa White, Jennifer Ledesma

Presenters: Alan Mendelsohn, Carolyn Brockmeyer Cates

This study examined whether a pediatric primary care parenting intervention, the Video Interaction Project (VIP), can reduce poverty-related disparities in school readiness, particularly social and emotional and self-regulation outcomes. The results from an RCT (225 VIP, 225 control) indicated VIP-enhanced child self-regulation and attention at 14, 24, and 36 months, and decreased externalizing behavior at 36 months. The findings support integration of VIP into pediatric primary care to complement preschool programs targeting at-risk families.

Selected Posters from the Evaluation Work of the Office of Planning, Research and Evaluation

M153 – M158

TUESDAY, JUNE 19

Morning

7:30 a.m.	Check-In Begins
8:30 a.m. – 10:00 a.m.	Plenary Session I

Parents as Educational Partners: Embracing Diversity

Vivian Gadsden *University of Pennsylvania*	Ann Turnbull *University of Kansas*

10:15 a.m. – 12:00 p.m.	Breakout Sessions
12:00 p.m. – 1:15 p.m. (conference attendees on their own)	Lunch
12:15 p.m. – 1:15 p.m.	Student-Mentor Roundtable

Afternoon

1:30 p.m. – 3:00 p.m.	Plenary Session II

The Changing Demographics of America's Families

Ajay Chaudry *Office of the Assistant Secretary for Planning and Evaluation*	Donald J. Hernandez *Hunter College*

3:15 p.m. – 5:00 p.m.	Breakout Sessions
5:00 p.m. – 7:00 p.m.	Poster Session

Please visit the Society for Research in Child Development poster and display located on the Constitution Level. Of special interest are features from the SRCD website (www.SRCD.org). One is the *Social Policy Reports*. The second is the SRCD Oral History Project. For the past 25 years, SRCD has collected oral histories from over 150 major figures in child development and developmental science. For this conference, four oral histories of figures who have played major roles in the history of Head Start are available. They are: Urie Bronfenbrenner, Julius Richmond, Eleanor Maccoby and our own Edward Zigler!

NEW for HSRC11! Please look for this symbol for Research-to-Practice discussion hours, to be led by the Head Start National Centers!

8:30 a.m. – 10:00 a.m. | Independence Ballroom A

PLENARY I
Parents as Educational Partners: Embracing Diversity

Chair
Ellen Pinderhughes

Presenters
Vivian Gadsden, Ann Turnbull

Parental engagement with educators is an essential element of home–educator collaboration, whether in class settings such as Head Start, or home settings, such as early intervention/home visiting. As the United States becomes even more diverse, the issues involved in parent–educator collaboration become more complex. Whether working with educators on behalf of a child with special needs, or working with educators across linguistic or cultural differences, parents face the task of communicating their goals for their children and their children's needs. The presenters will discuss strategies for helping parents and educators collaborate more effectively, issues facing parents of culturally and linguistically diverse learners who have special needs, and issues facing parents of African American and Latino children.

Partnering With Parents of Young Children: Issues of Ethnic, Racial, and Cultural Diversity and Difference
Vivian Gadsden

Partnering With Parents of Young Children: Issues of Disability, Diversity, and Difference
Ann Turnbull

Look for the related Research to Practice Discussion Hour: Session 209, Tuesday, June 19, 10:15 a.m., Franklin Square/McPherson Square

TUESDAY PLENARY I 8:30 a.m. –10:00 a.m.

Vivian L. Gadsden (EdD, Educational Psychology and Policy, University of Michigan, Ann Arbor) is the William T. Carter Professor of Child Development and Education, professor of Africana Studies, and director of the National Center on Fathers and Families at the University of Pennsylvania. Her research and scholarship examine cultural and social factors in learning and literacy across the life-course, from early childhood through the aging process. In this work, she focuses on children and families at the greatest risk for academic and social vulnerability by virtue of race, gender, ethnicity, poverty, and immigrant status. Her conceptual framework, Family Cultures, has been used to investigate the interconnectedness across families' political, cultural, and social histories; racialized identities; and learning experiences in and out of school. Her current collaborative projects include several studies: parental engagement in an integrated Head Start/preschool curriculum (EPIC) that focuses on young children's cognitive, social, emotional, and behavioral development; young fathers and children in urban settings; health and educational disparities within low-income communities; and the effects of parental incarceration on children. Dr. Gadsden serves or has served on foundation and congressionally mandated review boards and committees, including the Foundation for Child Development's Young Scholars Program, the Spencer Foundation, and the National Academy of Sciences. She also serves as co-editor of Educational Researcher and is active in the American Educational Research Association and the Society for Research in Child Development. Dr. Gadsden has published widely through journal articles, book chapters, and reports, including books on literacy and African American youth; re-entry of incarcerated parents in the lives of children, families, and communities; and risk, equity, and schooling.

Ann Turnbull (EdD, Special Education, University of Alabama, Tuscaloosa) has been a professor, teacher, researcher, and advocate for individuals with disabilities, their families, and service providers for almost 40 years. In 1988, she was the co-founder of the Beach Center on Disability, a vital hub of national and international research and development on issues that impact the quality of life for individuals with disabilities and their families. In 1987, the National Down Syndrome Congress presented its National Research Award to the Beach Center. Dr. Turnbull has been principal investigator selected as one of 36 individuals who "changed the course of history for individuals with intellectual and developmental disabilities in the 20th century." Dr. Turnbull has provided leadership in national professional and family organizations, including as the president of the American Association on Intellectual Disabilities. She has received the University of Kansas highest awards for graduate education, as well as for research. She was selected in 1990 for the Rose Fitzgerald Kennedy International Leadership Award, as well as for The Arc's Distinguished Research Award in 2004. In addition to her professional credentials, Dr. Turnbull is the parent of three children, one of whom, Jay (1967–2009), was an adult son with multiple disabilities who had what she describes as an "enviable life" in terms of his inclusion; productivity; and contributions to his family, friends, and community.

10:15 a.m. – 12:00 p.m.

201

Ballroom H/I

The Measurement of Teacher–Child Interactions in American Indian/Alaska Native Head Start Programs Using the Classroom Assessment Scoring System (CLASS): A Debate Between Culturally Responsive and Standardized Assessment Practices

Chair
Hope Gerde

Discussant
Lori Roggman

Presenters
Jessica Barnes, Hiram Fitzgerald, Heather Whitty, Paul Spicer, Keith Kleszynski

This session will discuss teacher–child interactions in 44 American Indian/Alaska Native (AI/AN) classrooms as measured by the Classroom Assessment Scoring System (CLASS). Parent and teacher focus group data speak to the importance of cultural content within AI/AN Head Start programming. The presenters will discuss the benefits and cautions of utilizing a standardized observational measure, which lacks cultural responsiveness, as well as successful strategies for building capacity within tribal communities to use CLASS reliably for program evaluation and teacher professional development.

The Classroom Assessment Scoring System (CLASS) in the American Indian Head Start Programs: Implementation, Evaluation, and Cultural Responsiveness

Ann Belleau, Jessica Barnes, Michelle Sarche, Patricia Farrell, Hiram Fitzgerald

Effects of Distance-Learning Professional Development for Teachers of American Indian Head Start on Children's Math and Literacy Outcomes

Hope Gerde, Jessica Barnes, Ann Belleau, Heather Whitty

Langauge and Culture in American Indian Head Start

Paul Spicer, Keith Kleszynski, Ivan Ozbolt, William Foster, Gloria TallBull

202

Ballroom F/G

Home Visiting: Evidence for Impacts and Implementation Across Models and Outcomes

Chair
Lauren Supplee

Discussant
David Jones

Presenters
Sarah Avellar, Patricia Del Grosso

The Maternal, Infant, and Early Childhood Home Visiting (MIECHV) Program was authorized by the Affordable Care Act in 2010. The program dramatically expands evidence-based home visiting services for communities at risk. The legislation requires that MIECHV Program grantees show improvement in six benchmark areas, including maternal and child health, school readiness, and coordination of resources and referrals. As an evidence-based federal initiative, the legislation required the Secretary of Health and Human Services to establish criteria for evidence of effectiveness. The Home Visiting Evidence of Effectiveness (HomVEE) Project is a systematic review of the available evidence on home visiting effectiveness to support the state and tribal programs. There will be a review of the HomVEE Project, including a description of the results and lessons learned about implementation of evidence-based home visiting programs. A home visiting administrator will provide perspective on the use of the systematic review, as well as implementation experiences.

203

Ballroom D/E

Case Studies of Dual Language Preschool Programs: Implementation and Evaluation

Chair

Mariela Páez

Discussant

Fred Genesee

Presenters

W. Steven Barnett, Mileidis Gort

A key issue in the education of young bilingual students is the language of instruction. Studies on preschool children have shown that bilingual programs, which support and develop children's first language skills in addition to English, may have important advantages for language and literacy development over time and can be at least as effective as English immersion programs. The presenters will discuss different models of instruction for young bilingual learners in the United States, including dual language preschool programs. The objectives are to describe the critical features of the programs and the participating children, including effective instructional practices, and to review the findings with respect to their success in supporting particular aspects of dual language development.

A Comparison of Dual Language and Monolingual English Immersion in Preschool Education

W. Steven Barnett, Jessica Thomas, Kwanghee Jung, Alexandra Figeuras

The Influence of Context, Language Environment, and Teacher Practices on Young, Emergent Bilingual Children's Development of Academic Language: A Focus on Descriptive Discourse Features in Spanish and English Show-and-Tell

Mileidis Gort, Sabrina Sembiante

Look for the related Research to Practice Discussion Hour: Session 218, Tuesday, June 19, 3:15 p.m., Franklin Square/McPherson Square

204

Ballroom B/C

Global Partnerships in Early Childhood: Bridging Research, Practice, and Policy

Chair

Pia Rebello Britto

Presenters

Nurper Ulkuer, Pia Rebello Britto, Pablo Stansbery

Globally, the strengths of the Early Childhood Development (ECD) community and its work reside in its partnerships and collaborations. There are several key actors who are involved in ECD in low- and middle-income countries, including the government, nongovernmental organizations (international and national), the United Nations and other development agencies, academia, foundations, community-based organizations, the private sector, and donor countries and agencies. The effective and successful examples of bridging research, practice, and policy are apparent through several different models of partnerships. This session will provide vibrant examples of strengthened collaborations and partnerships among key stakeholders of the global ECD community, including the partnership between SRCD and UNICEF to bring research to bear upon evidence-based policy, and a practice-to-practice partnership that highlights Save the Children's operational research, which was sponsored by a development agency. There will be a discussion of the implications of these partnerships for the U.S. research, practice, and policy communities.

Role of UNICEF in Bridging Research, Practice, and informing Policies for ECD

Nurper Ulkuer

Bridging Development: An Illustrative Partnership Between Child Development Research and International Development Agencies

Pia Rebello Britto

The Power of Preschool in Africa: Translating Research Into Policy

Pablo Stansbery

205

Lafayette Park/Farragut Square

POSTER SYMPOSIUM

Head Start University Research Partnerships: Strategies for Increasing Teacher Effectiveness

Chairs

Wendy DeCourcey, Laura Hoard

Discussant

Judith Carta

Presenters

Betty Zan, Carol Trivette, Melinda Raab, Steve Bagnato, Jennifer Salaway, Susan Burns, Julie Kidd, Ilham Nasser

In 2009, the Administration for Children and Families established the Head Start University Partnership Grants to identify strategies that increase Head Start teacher effectiveness. Each project developed and refined professional development content and utilized coaching, mentoring, and consulting as a primary mechanism. This session will present background evidence regarding content and the processes chosen. The presenters will discuss in-depth findings and implementation within Head Start programs across diverse grantees. They will also address the effective process components of mentoring, coaching, and consulting, and the resultant changes in teacher and assistant teacher classroom practices.

The Impact of Reflecting, Coaching, and Mentoring on Teacher–Child Interactions in Head Start Classrooms

Mary Donegan-Ritter, Betty Zan

Relating Characteristics of a Mentor Coaching Intervention With Teacher Classroom Practices

Carol Trivette, Melinda Raab

Effectiveness of the DRIVES Professional Development in Improving Teachers' Oral Language and Literacy Strategies in Classrooms With Dual Language Learners

María Adelaida Restrepo

Mentoring for Effective Head Start Teaching Practices: A University–Community Applied Research Collaborative

Steve Bagnato, Jennifer Salaway

Differentiated Coaching as a Key Component of Mentoring in Head Start

Susan Burns, Julie Kidd, Ilham Nasser

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Wilson/Roosevelt

Themes From the Advisory Committee on Head Start Research and Evaluation

Chair

Jennifer Brooks

Discussant

Tammy Mann

Presenters

Jennifer Brooks, Martha Zaslow, Margaret Burchinal, Tom Schultz

This session will focus on the work of the Advisory Committee on Head Start Research and Evaluation, a committee that was formed to provide recommendations to the Secretary of Health and Human Services. Chartered in May 2010, the Committee concentrated its work on what research suggests about improving Head Start and other Early Childhood Education (ECE) programs and identifying the

gaps in existing research. Committee members will provide information on what is known about Head Start programs currently, what existing research says about effective practice, and their recommendations for both improving the field of ECE practice and improving the research base.

Background and Purpose of the Advisory Committee on Head Start Research and Evaluation

Jennifer Brooks

Overarching Recommendations From the Advisory Committee on Head Start Research and Evaluation

Martha Zaslow

Head Start's Effectiveness and Improving the Quality of Teaching and Learning and Health Services in Head Start: The Committee's Deliberations and Findings

Margaret Burchinal

Improving the Quality of Parent, Family, and Community Engagement and Increasing Cultural and Linguistic Responsiveness in Head Start Programs

Tom Schultz

Don't forget to stop by the Poster Session tonight and leave a hand written or video message for Edward Zigler!

A Message from Edward Zigler

May 23, 2012

Dear Conference Attendees,

It is with much regret that I cannot join you this year, but I wanted you to be aware of why these bi-ennial Head Start Researchers/Practitioners Conferences are held. The history of these conferences can be traced back to the birth of Head Start in the summer of 1965.

During a planning meeting of the founders, and rather late in the process, a disagreement occurred. I was adamant that we include at least a minimal evaluation of the first summer's program. Since the Head Start intervention included best practices e.g., health care, social services and parent involvement, other members of the Planning Committee argued that there was really no need for an evaluation.

At the very beginning I argued that Head Start should be a national laboratory which would provide information that would be helpful to all of America's children. This argument took place before Donald Campbell issued his famous dictum that no program should be evaluated before that program was "proud."

Head Start was certainly not proud at its inception, during that first summer. Today we would never do an outcome evaluation unless it was preceded by a process evaluation in which we determined that the program was actually being delivered as planned.

The argument was finally resolved by Julius Richmond, Head Start's first director, and my own mentor. He decided we would have an evaluation that first summer and he informed me that if we were to have an evaluation, I would have to design it.

With the help of a group of my graduate students, we did indeed design and mount a weak evaluation the very first summer. Taking the lead in this evaluation in Washington was Edmond Gordon who was Head Start's first research director. In those early days, Head Start had a Research Committee consisting of Ed Gordon, Urie Bronfenbrenner, and myself. The design of that first evaluation was embarrassingly weak, consisting of pre and post testing without any comparison groups.

I visited many programs that first summer to see how the programs and the evaluation were proceeding. I patiently discussed with staff that the primary goal of child development researchers was to discover the determinants and course of human development. I was told repeatedly by staff that if we wanted to assess Head Start's impact, we should simply come into the Head Start classroom and see for ourselves. If this was not enough, I was advised to simply ask Head Start parents to tell us how much they liked the program and ask them what impact the program was having on their children.

Many years later a study was done in which parents were asked about their approval of the impact Head Start was having on their children. Unsurprisingly, Head Start parents were extremely positive and since then have been the program's most vocal advocates.

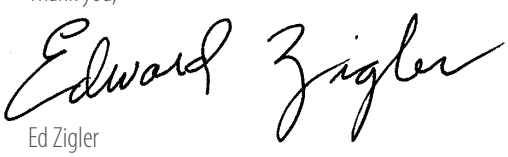
I was the Federal Official responsible for the Head Start Program in the early 70's. One of our goals was to build a true partnership between Head Start staffers in centers throughout the country and research people who were doing studies within Head Start Centers. The work of these two groups was and is quite synergistic but they spoke different languages and had different priorities so the relationship was a tenuous one. We badly needed a mechanism where researchers and Head Start practitioners became much more knowledgeable about the work of each other.

A researcher on my staff, Esther Kresh, pursued this effort for several years and championed the birth of these research to practice conferences in which practitioners and researchers could learn from each other. I, myself, served on the Planning Committee for the first ten conferences.

With the passage of time, these conferences have become highly admired events with many well-known scholars and researchers taking part. The success of these conferences is due in large part to the hard work of the Planning Committees and particularly the guidance of two individuals, Faith Lamb-Parker then at Columbia University, now at Bank Street College of Education and John Hagen, representing the Society for Research and Child Development (SRCD). I would like to personally thank these two stellar individuals.

While I can't be at this conference in person, I am certainly there in spirit. Have a great conference and continue to build bridges between researchers and Head Start practitioners.

Thank you,



Ed Zigler

Sterling Professor of Psychology, Emeritus

Director Emeritus, The Edward Zigler Center in Child Development and Social Policy

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Cabin John/Arlington

EDWARD ZIGLER MASTER LECTURE

Early Experience and Brain Development: Opportunities for Prevention and Early Intervention

Presenter

Charles Zeanah

There is a convergence of data from a variety of fields of inquiry that emphasizes the importance of early experiences for children's developmental trajectories, especially social and emotional development. Dr. Zeanah will review the principles of brain development and clinical, research, and policy perspectives on why experiences during the first few years of life are important, as well as how they may exert long-term influences on social and emotional development. Each of these perspectives brings an urgent set of questions for which there are incomplete answers. Nevertheless, much has been learned about how and when to intervene in order to enhance mental health outcomes for children living with adversity.

Charles Zeanah (MD, Tulane University) is the Sellars-Polchow Professor of Psychiatry, professor of Clinical Pediatrics, and vice chair for Child and Adolescent Psychiatry in the Department of Psychiatry and Behavioral Sciences at the Tulane University School of Medicine in New Orleans. He is also executive director of the Institute for Infant and Early Childhood Mental Health at Tulane. Throughout his career, his clinical and research focus has been on early experiences and their effects. Since 1994, together with Julie Larrieu, PhD, he has led a community-based intervention program for abused and neglected infants and toddlers in the New Orleans area. Since 2000, with Charles Nelson, PhD, and Nathan Fox, PhD, he has been co-principal investigator of the Bucharest Early Intervention Project, a longitudinal, randomized, controlled trial of foster care as an alternative to institutional care among severely deprived, abandoned young children in Romania. The focus of Dr. Zeanah's clinical interests and research has been the effects of adverse early experiences on young children and methods for helping them recover.

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Bulfinch/Latrobe/Burnham

The Family Life of Diverse Cultural Groups Using Between- and Within-Group Approaches: Implications for Families With Young Children

Chair

Doré LaForett

Discussant

Natasha Cabrera

Presenters

Iheoma Iruka, Doré LaForett, Lorraine Taylor

This session will illustrate the use of between- and within-group methods for examining the family life of diverse cultural groups among families with young children. The findings provide information about potential universal and culture-specific family processes

as they relate to three types of outcomes: academic school readiness, behavioral competence, and home–school relationships. Furthermore, these papers challenge existing theoretical models and assumptions about diverse families. The presenters will discuss the implications for early childhood programs that serve diverse families.

Examining the Validity of the Investment and Economic Stress Parenting Frameworks and Relationship to Children's School Readiness Across Five Cultural Groups

Iheoma Iruka, Doré LaForett, Erika Odom

Daily Variation in Parenting and Young Child Behavior Problems in Mexican Immigrant Families

Anna Gassman-Pines

Teacher–Child and Home–School Relationships: Understanding Key Factors in the Academic Success of Young Boys of Color

Lorraine Taylor, Oscar Barbarin, Iheoma Iruka, Donna-Marie Winn, Samuel Field, Christine Harradine, Marvin McKinney, Allen Buansi

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Franklin Square/McPherson Square

RESEARCH TO PRACTICE DISCUSSION HOUR

Discussion linked to Plenary I: Parents as Educational Partners: Embracing Diversity

Chair

Ellen Pinderhughes

Presenters

Vivian Gadsden, Ann Turnbull, Catherine Ayoub (National Center on Parent, Family, and Community Engagement)

Dr. Pinderhughes, Dr. Gadsden, and Dr. Turnbull will return for a discussion that is an extension of Plenary I and will be joined by Dr. Ayoub, director of the Office of Head Start's National Center on Parent, Family, and Community Engagement (NCPFCE). This session includes an opportunity for dialogue on

- strategies for helping parents and educators collaborate more effectively,
- issues facing parents of culturally diverse learners who have special needs, and
- issues facing parents of African American and Latino children.

There will be a discussion on the mission and objectives of the NCPFCE, with an overview of their developed resources. The presenters will also discuss the intersection of research and practice in partnering with parents of young children across settings and diverse situations.

Note: Although it may be helpful to have attended Plenary I: Parents as Educational Partners: Embracing Diversity, it will not be necessary for participation in this discussion hour.

12:15 p.m. – 1:15 p.m | Wilson/Roosevelt

Roundtable Discussion for Graduate Students and Mentors: Fostering Mentor–Mentee Relationships That Move the Field Forward

Chair

Rebecca J. Bulotsky-Shearer, Linnie Green Wright

Panelists

Jason T. Downer
Stephanie M. Jones
Brenda Jones Harden
Michael L. Lopez

To move the field forward, a commitment is needed to mentoring graduate students as they conduct research that is responsive to the complex and changing needs of our nation's increasingly diverse children and families. A collaborative mentor–mentee relationship is essential for conducting high-quality, methodologically rigorous early childhood research. The unique relationship that develops between mentors and mentees within the research context helps foster the intellectual and professional development of junior scholars. In addition, research that is sensitive to the needs of the community is hard work and requires a long-term commitment from both mentors and mentees. This discussion will provide an opportunity for mentors and mentees to discuss the challenges and benefits of negotiating the mentor–mentee relationship within the context of early childhood research and students' professional growth and development.

Participants

Catherine Ayoub
Sandra Barrueco
Margaret Burchinal
Natasha Cabrera
Susanne A. Denham
Annemarie H. Hindman
Jason T. Hustedt
Lisa L. Knoche
Doré R. LaForett
Patricia H. Manz
Christine McWayne
Gigliana Melzi
Ruby Takanishi

1:30 p.m. – 3:00 p.m. | Independence Ballroom A

PLENARY II

The Changing Demographics of America's Children and Families

Chair

John W. Hagen

Presenters

Ajay Chaudry, Donald J. Hernandez

The steady growth of poverty in the United States has left millions of American families afraid that they won't have enough money to put food on the table. With shifts in poverty demographics, federal and local programs involved in supporting young children and their families must expand their understanding of "who needs what" in order to adapt outreach and organizational responses and reduce obstacles to service. This session will examine the changes in basic demographics and the features of U.S. low-income populations, including details about special at-risk populations (e.g., DLLs, tribes, immigrants, homeless). The presenters will discuss these demographics in the context of service programs and examples of how the programs adapt to match their communities' current needs.

Ajay Chaudry (PhD, Public Policy, Harvard University) is the deputy assistant secretary for Human Services Policy in the Office of the Assistant Secretary for Planning and Evaluation in the U.S. Department of Health and Human Services. Previously, he was at the Urban Institute in Washington, DC, where he was a senior fellow and director of the Center on Labor, Human Services, and Population. He has led public policy research focused on child poverty, child well-being and development, human services programs in the social safety net, and the early childhood care system for young children. From 2004 to 2006, Dr. Chaudry served as the deputy commissioner for Child Care and Head Start at the New York City Administration for Children's Services, where he oversaw the city's early childhood development programs serving 150,000 children in low-income families. He is the author of Putting Children First: How Low-Wage Working Mothers Manage Child Care and articles related to child poverty, children of immigrant families, and social policies. Dr. Chaudry received his AB from Columbia University, MPP from Harvard's Kennedy School of Government, and PhD from Harvard University.

Donald J. Hernandez (PhD, Sociology, University of California, Berkeley) is a professor in the Department of Sociology, Hunter College, and The Graduate Center, CUNY; and a senior advisor for the Foundation for Child Development (FCD). He authored America's Children: Resources From Family, Government, and the Economy (Russell Sage Foundation, 1993). Recent publications include Children in Immigrant Families in Eight Affluent Countries: Their Family, National, and International Context (UNICEF Innocenti Research Centre); Double Jeopardy: How Third-Grade Reading Skills and Poverty Influence High School Graduation (Annie E. Casey Foundation); Children in Immigrant Families: Ensuring Opportunity for Every Child in America (First Focus and FCD); "Early Childhood Education Programs: Accounting for Low Enrollment in Immigrant and Minority Families," in The Next Generation: Immigrant Youth in Comparative Perspective (NYU Press); Declining Fortunes of Children in Middle-Class Families: Economic Inequality and Child Well-Being in the 21st Century (FCD); PreK–3rd: Next Steps for State Longitudinal Data Systems (FCD); and Children of Immigrants: Essential to America's Future (FCD). He currently is using the Foundation for Child Development Child Well-Being Index to study disparities in child well-being by race/ethnic, immigrant, and socioeconomic status, and for the Annie E. Casey Foundation to assess the features of family environments of at-risk children that foster resilience leading to success in reading by third grade, and ultimately high school graduation. Dr. Hernandez earned his BA in sociology from the University of Illinois, Urbana-Champaign, and his MA and PhD in sociology from the University of California, Berkeley.

3:15 p.m. – 5:00 p.m.

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Ballroom H/I

Capacity Building and Professional Development: Lessons From Multi-Country Models

Chair

Pia Rebello Britto

Presenters

Mahmuda Akhter, Roger Neugebauer, Tina Hyder

A major global thrust to improve the quality and effectiveness of programs is building the capacity of service providers and early childhood professionals. Three different multi-country models will be presented. The World Forum Foundation, through a competitive program, selects Global Leaders for Young Children, who make a commitment to serve as change agents in their own communities to improve the quality of services for young children. In return for their commitment to participate, Global Leaders participate in a 2-year mentoring/networking/skill development project. The second model focuses on advocacy, awareness, and capacity building through the Bangladesh Early Childhood Development (ECD) Network and academic program through BRAC University in Dhaka, Bangladesh. The model uses a post-graduate training program for professionals, with or without training in child development and education, to improve their effectiveness in their current professional careers related to educational programming and/or policy development. The third model, operated by the Early Childhood Program of the Open Society Foundations, is based on a participatory capacity-building model with different groups of professionals, such as decision makers, civil servants, community-based organizations, and teachers. The model is implemented through a range of training and professional development initiatives devised in response to the specific capacity gaps identified by governments and civil society partners in each country where the program operates. The development of models for Liberia and Southern Africa will illustrate two differing approaches to the design of capacity-building initiatives.

Capacity Building: Bringing Global Knowledge Into Practice: The Bangladesh Experience

Mahmuda Akhter

Global Leaders for Young Children

Roger Neugebauer

ECD Capacity Building Africa: Lessons Learned from Liberia and Southern Africa

Tina Hyder

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Ballroom F/G

Emerging Findings From the National Survey of Early Care and Education

Chair

Ivelisse Martinez-Beck

Presenters

Robert M. Goerge, A. Rupa Datta, Wladimir Zanoni

The National Survey of Early Care and Education (NSECE) is a 50-state data collection of the full range of non-parental care providers, including community-based child care, family child care, Head Start, prekindergarten, and informal care, as well as all families with children under 13 years of age. The presenters will provide an overview of the NSECE to date, which includes design and data collection, as well as a schedule for reports and public data release. They will also present early learnings from the analysis of the sampling frame and provider screener data. Together, these two data sources provide a significant source of provider auspice and location data. There will be a discussion of research on the distribution of providers across the country and by geographic and socioeconomic characteristics, as well as in-depth information on the co-location of Head Start programs with prekindergarten and child care programs.

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Ballroom D/E

Examining Key Ingredients of Coaching for Promoting High-Fidelity Implementation of Evidence-Based Early Education

Chair

Judith Carta

Presenters

Barbara A. Wasik, Patricia Snyder

Discussant

Eboni C. Howard

Coaching is increasingly recognized as a critical element in successful professional development models in early care and education. Research indicates that coaching with individualized feedback leads to higher fidelity of implementation of intentional teaching practices, improvements in classroom quality, and growth in children's outcomes. However, the structural process, content, and quality features of coaching, until recently, have all been virtually unexamined. These two research teams are focusing on some of these critical features of coaching. The presenters will discuss the essential elements of coaching that can be used to promote high-fidelity implementation of instructional practices.

Developing a Web-Based Component for ExCELL, An Effective Coaching Intervention: Key Ingredients for Success

Barbara A. Wasik

Professional Development With Coaching With Performance Feedback Provides Support to Intentional Teaching

Patricia Snyder

214

Lafayette Park/Farragut Square

POSTER SYMPOSIUM

New Learning and Future Directions for Dual Language Learners: Recommendations From the ELL Consortium Projects (2007–2010)

Chair

Julia Mendez

Discussant

Nonie Lesaux

Presenters

Vera Gutierrez-Clellen, Gabriela Simon-Cereijido, Lisa Lopez, Julia Mendez, Diana Westerberg, Matthew Alexander Thibeault, Gigliana Melzi, Christine McWayne, Joy Kennedy, Adina Schick, Jeanette Mancilla-Martinez, Perla Gamez, Nonie Lesaux

This session will provide an overview of recent diverse research findings involving dual language learners (DLLs) and their families. Intervention research with DLL children in the classroom setting (Poster 1) and with families of DLL children (Poster 3) will be presented. Findings on the developmental trajectories of DLL children (Poster 2) and the development of measures (Poster 4 and 5) will also be reported. There will be a discussion on the results of these projects with regard to programmatic needs, public policy, and future research.

VOLAR: An Intervention for Latino Learners With Language Disabilities

Vera Gutierrez-Clellen, Gabriela Simon-Cereijido

Understanding the School Readiness Development of Latino Dual Language Learners Attending Head Start: Assessing in Two Languages

Lisa Lopez, Liza Arango, John Ferron

A Culturally Adapted Treatment to Promote Parent Efficacy and Home–School Connection for Families of Dual Language Learners

Julia Mendez, Diana Westerberg, Matthew Alexander Thibeault

Latino Parents' Conceptualizations of Family Involvement in Their Children's Preschool Education

Gigliana Melzi, Christine McWayne, Joy Kennedy, Kevin Mundt, Adina Schick

Validating Tools to Track Young Spanish–English Bilingual Children's Vocabulary Development

Jeanette Mancilla-Martinez, Perla Gamez, Nonie Lesaux

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Wilson/Roosevelt

Early Care and Education for Children Involved in the Child Welfare System: Predictors, Practice, and Outcomes

Chair

Mary Elizabeth Meloy

Discussant

Brenda Jones Harden

Presenters

Helen Ward, Shannon Lipscomb, Mary Elizabeth Meloy

Young children involved in the child welfare system exhibit extensive developmental needs. High-quality early care and education (ECE) programs, including Head Start, have the potential to improve the well-being of these at-risk children. However, very little is known about the ECE experiences of young children involved in the child welfare system. The presenters will explore emerging research that examines predictors, patterns, and outcomes associated with ECE use for these children and the degree to which the two systems (welfare and ECE) collaborate to address these young children's developmental needs.

Children at Risk in the Child Welfare System: Collaborations to Promote School Readiness

Helen Ward

Early Care and Education for Children in Out-of-Home Living Arrangements: Implications for School Readiness

Shannon Lipscomb, Katherine Pears

Predictors and Outcomes Associated With Child Care Experiences for Young Children Involved in the Child Welfare System

Mary Elizabeth Meloy, Deborah Phillips

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Cabin John/Arlington

Exploring the Foundations for Academic and Social Emotional Outcomes in Later Schooling: Are There Thresholds to School Readiness?

Chair

Pamala Trivedi

Discussants

Amy Madigan, Amanda Bryans

Presenters

Tamara Halle, Martha Zaslow, Margaret Burchinal

This session will explore whether there are thresholds of school readiness that young children need to attain prior to kindergarten in order to ensure later success. The presenters will draw from multiple approaches to identifying school readiness thresholds, including an assessment of the evidence in previous research and secondary analyses of thresholds in ECLS-K and NICHD SECCYD data. There will be a discussion of the implications of current state and federal efforts to define what it means for children to be "school ready."

In the Running for Successful Outcomes: A Review of Evidence for Thresholds of School Readiness

Tamara Halle, Rachel Anderson, Martha Zaslow, Amy Madigan, Julia Wessel, Ali Chrisler

School Readiness: Latent Profiles and Growth Curve Analyses of Students From Kindergarten Through Eighth Grade

Elizabeth Hair, Tamara Halle, Lele Yang

Testing Thresholds in School Readiness Skills Using Growth Curve Analyses of Academic and Social Outcomes From Kindergarten Through Eighth Grade

Margaret Burchinal, Hsiao-Chuan Tien, Anamarie Auger, Yi Pan, Tamara Halle

217

Bulfinch/Latrobe/Burnham

Lessons Learned about Implementation Fidelity of Three Social Emotional Approaches in Head Start

Chair

Lauren Supplee

Discussant

Tammy Mann

Presenters

Chrishana Lloyd, Shira Kolnik Mattera

The Head Start CARES Demonstration is a large-scale national research study that is designed to test the effects of programs to strengthen children's social and emotional development in Head Start settings. Three programs—The Incredible Years, Preschool PATHS (Promoting Alternative Thinking Strategies), and Tools of the Mind—were implemented by preschool teachers over the course of one academic year. Teachers received support for implementation via a professional development package that included training and classroom coaching. The presenters will provide an overview of Head Start CARES project design and implementation, including descriptions of the preschool context and the quality and dosage of key intervention components (classroom implementation, coaching, and training). They will also share the challenges and facilitators of implementation, as well as preliminary lessons for scaling up social and emotional programs in Head Start settings.

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Franklin Square/McPherson Square

RESEARCH TO PRACTICE DISCUSSION HOUR

Discussion linked to Session 203: Case Studies of Dual Language Preschool Programs

Chair

Mariela Páez

Presenters

Mileidis Gort, Julie Hirschler and Anne Dudley-Marling (National Center on Culture and Linguistic Responsiveness)

Dr. Gort will return for a discussion that is an extension of Session 203 and will be joined by Dr. Hirschler and Ms. Dudley-Marling with the Office of Head Start's National Center on Cultural and Linguistic Responsiveness (NCCLR). The participatory and interactive framework of Show-and-Tell serves as a mediating tool in purposeful language/literacy activity and supports a flexible distribution of knowledge. There will be a discussion on the integrative role of the NCCLR as it relates to the other national centers, as well as some of their resources that are focused on dual language learners.

Note: Although it may be helpful to have attended Session 203: Case Studies of Dual Language Preschool Programs to attend this session, it will not be necessary for participation in this session.

5:00 p.m. – 7:00 p.m. | Constitution Ballroom

Assessment (Program)

T1

Is the Story in the Subgroups? The Implications for Child Development of Early Care and Education Choices in the Head Start Impact Study

Sara Bernstein

Presenter: Sara Bernstein

The 2010 Head Start Impact Study Final Report could be masking a compelling story because the study compares children randomly assigned to Head Start with a group of control children whose families could use other child care services—services that, in some circumstances, might have very closely resembled Head Start. Whether local variations in availability and quality of care are associated with variation in impacts is examined using urbanicity as one proxy for availability.

T2

Integrating Head Start Elements Into Quality Rating Improvement Systems

G. G. Weisenfeld

Presenter: G. G. Weisenfeld

There are several different ways in which Head Start performance standards are incorporated into states' Quality Rating Improvement System (QRIS) designs. However, the number of states that have integrated them into their QRIS is relatively small. This poster highlights some of the methods that have been successful, as well as some of the challenges faced by Head Start Collaboration Offices and QRIS administrators.

T3

School Readiness Outcomes of a Growing State Pre-Kindergarten Initiative: New Findings From the New Mexico Pre-K Evaluation

Jason Hustedt, W. Steven Barnett

Presenter: Jason Hustedt

This research expands the knowledge base on school readiness outcomes associated with the New Mexico Pre-K Initiative. As part of a multi-year study, child assessment data were collected using a diverse sample of 1,359 4-year-olds during the 2008–2009 school year. The results, based on a regression-discontinuity approach, showed the positive impacts of prekindergarten participation on children's language, literacy, and math skills. These findings suggest that the initial effectiveness of the initiative was not diminished as it expanded statewide.

T4

Head Start Administrative Practices, Director Qualifications, and Links to Classroom Quality

Teri Talan, Diana Schaack

Presenter: Teri Talan

An examination was made of how administrative practices in Head Start programs relate to classroom quality. The research looked at specific dimensions of director qualifications to understand their relationship to the quality of Head Start administrative practices and classroom learning environments. The Program Administration Scale was used in 138 centers in Chicago to assess the quality of administrative practices; the Early Childhood Environment Rating Scale—Revised was used in 452 classrooms to assess classroom quality.

T5

Quality Rating and Improvement: Efforts to Address Provider Concerns About Participation

Lorraine McKelvey, Melanie Chapin-Critz, Kathy Stegall

Presenter: Lorraine McKelvey

A Quality Rating and Improvement System (QRIS) measures the quality of child care programs, shares information with consumers, and offers support for programs with the goal of continuous improvement. In 2010, a southern state implemented a QRIS for centers, family child care, and school-age programs. This poster describes the concerns of providers, as expressed in focus groups, online surveys, and qualitative studies, and addresses changes that the state has made or is considering to increase participation.

T6

Statewide Evaluation of the Illinois State Preschool Program: Program Implementation, Classroom Quality, and Child Outcomes

Erika Gaylor, Donna Spiker, Jon Korfmacher, Jana Fleming

Presenter: Erika Gaylor

Many states are increasing public investments in early education programs, but questions remain: How do we know what works, for whom, and how? Data are presented from a statewide evaluation of Illinois's state-funded preschool program. Using a mixed-method pre /post-outcome design, data were collected with multiple measures to examine program characteristics, implementation and quality, and child outcomes. Analyses showed positive school readiness outcomes for children at kindergarten entry.

T7

Inter-Rater Agreement on the Pre-K CLASS in English-Only and Multi-Lingual Classrooms

Virginia Vitiello

Presenter: Virginia Vitiello

As the use of the Pre-K CLASS™ observation becomes more widespread, important questions have been raised about its appropriateness for diverse settings. Inter-rater agreement during observations in which teachers used English only versus another language, either alone or with English, was examined. The results from 2,163 observations suggested that raters coded both with similar levels of agreement. More work is needed to further establish the reliability and validity of classroom observations in diverse classrooms.

T11

Validation of Quality Rating and Improvement Systems (QRIS) for Early Care and Education

Gail Zellman, Richard Fiene, Michel Lahti

Presenter: Michel Lahti

This poster addresses validation and its importance in early childhood QRIS. A four-component validation approach is described, including (a) examining the validity of key underlying concepts, (b) assessing the psychometric properties of quality assessment measures, (c) studying the outputs of the rating process, and (d) relating ratings to child outcomes. Examples are provided of validation efforts from several states, with special emphasis on Maine's QRIS.

Caregiver–Child Interactions

T12

Communicative Interactions in Childcare Centers

Carol Westby, Baji Rankin

Presenter: Carol Westby

The goal of Project PLAY was to improve the communicative development of infants/toddlers in child care centers by increasing the frequency of attuned playful interactions between infants/toddlers and their caregivers. Caregivers attended training workshops and received on-site mentoring. LENA digital processors were used to collect and analyze the number of words spoken by caregivers and children. Caregivers exhibited changes in attitudes and beliefs about caregiving, but did not increase the frequency of communications with infants/toddlers.

T13

Congruence of Teacher and Teaching Assistant Ratings of Children's Behavior Problems

Jessica Vick Whittaker, Bridget Hatfield, Karyn Hartz, Jennifer LoCasale-Crouch, Amanda Williford

Presenters: Jessica Vick Whittaker, Bridget Hatfield, Karyn Hartz, Jennifer LoCasale-Crouch, Amanda Williford

Little research exists on the congruence between teachers' and teaching assistants' (TAs) ratings of children's behavior. The congruence between teachers' and TAs' ratings of children's behavioral problems and associated child demographic and behavioral characteristics was examined. The results suggest low correlations between teacher and TA ratings for children with high levels of behavioral problems. The implications of these findings with regard to the impact of teacher perceptions of behavior on teacher–child classroom interactions are discussed.

T14

Exploring the Predictable Classroom: Teacher Stress, Emotional Supportiveness, and Students' Social-Emotional Behavior in Private Preschool and Head Start Samples

Katherine Zinsser, Craig Bailey, Timothy Curby, Susanne Denham, Hideko Hamada Bassett, Carol Morris

Presenters: Katherine Zinsser, Craig Bailey

Using a sample of preschoolers and their teachers from private and Head Start centers, the impact of teacher's mean emotional support and variability in emotional support on children's social and emotional behavior was studied. Teacher stress was also included in the multi-level model predicting children's behavior. The findings support the inclusion of emotional support variability in assessments of teacher quality and underline the importance of managing classroom-related stress. The differences between private centers and Head Start are discussed.

T15

The Influence of Classrooms on Children and Children on Classrooms: Testing Bidirectional Associations During a Typical Day of Preschool

Timothy Curby, Jason Downer, Leslie Booren

Presenter: Timothy Curby

Teachers and children in 314 classrooms were studied to determine the extent to which teacher and child behaviors were interrelated throughout the day. Classrooms were observed using the CLASS™ measure. Two children per classroom were subsequently observed using the inCLASS measure. This cycle was repeated three or four times. Cross-lagged autoregressive models indicated that, in some instances, teachers and students influenced one another's behaviors over time, while in other instances, child behaviors drove teacher behaviors.

T16

Associations Among Child Care Changes, Positive Teacher–Child Interactions, and Social Adjustment of African American Children in Pre-Kindergarten

Mary Bratsch, Lynne Vernon-Feagans, The Family Life Project Key Investigators

Presenter: Mary Bratsch

Data based on a sample of African American children were used to examine associations among child care changes and child care teacher–child positive interactions from 6 to 36 months and social adjustment outcomes at prekindergarten. The results indicated that after controlling for multiple family and child care factors, teacher–child interactions were positively associated with social competence. Contrary to hypotheses, there were no associations between child care changes and social competence, nor did teacher–child interactions moderate this relationship.

T17

Examining Teacher Behavior Guidance Techniques and Beliefs About Children to Gain an Additional Perspective in the Development of Social and Emotional Development of Children

Erica Russo, Jennifer Vu

Presenters: Erica Russo, Jennifer Vu

This study explored whether/how teachers' self-reporting of their beliefs about children and behavior guidance techniques during observed child–teacher interactions involving peer conflict are related. By comparing both teacher beliefs and observed tactics to guide behavior, it is hoped that another perspective will be gained as to which beliefs about children translate well into promoting social competence in children.

T18

Shared Storybook Readings: Evaluating the Relationship Between Caregivers' Speech Acts and Toddlers' Language Outcomes

Rachel Eisenberg, Patricia Manz

Presenter: Rachel Eisenberg

The predictive relationship between caregivers' reading behaviors and children's vocabulary outcomes were examined. Discussion centers on the differences in natural reading tendencies among English- and Spanish-speaking ethnic minority caregivers and on the relative benefits of various caregiver reading behaviors on children's vocabulary development. The benefits of various approaches to reading with children are presented, along with the importance of maintaining cultural sensitivity to caregivers' natural reading preferences.

T19

Can Classroom Emotional Support Enhance Pro-Social Development Among Children With Depressed Caregivers?

Stacy Grossman, Adina Seidenfeld, Carroll Izard

Presenter: Stacy Grossman

The extent to which emotional support in Head Start classrooms enhances the development of pro-social behavior among children with depressed caregivers was investigated. The results showed that caregiver depression predicted lower baseline levels of pro-social behavior. However, classroom emotional support promoted the development of pro-social behavior in children of depressed caregivers. This research suggests that preventive interventions should foster emotional support in the classroom to support the development of pro-social behavior.

T20

Ethnic and Gender Differences in Mother's Language During Wordless Book Sharing With Their Toddlers: Developmental Trajectory

Claudia Robinette, Yana Kuchirko, Catherine Tamis-LeMonda

Presenter: Yana Kuchirko

Ethnic and gender differences in the mother's language during mother–child interaction in low-income ethnically diverse families were studied. The mother–child dyads were videotaped while sharing a wordless book at both 3 and 4 years of age. The results showed ethnic and ethnicity by gender differences in the language used by mothers with their children. However, no gender effects were discovered at either age.

T21

Predicting Change in Teacher–Child Interactions Based on Teacher Characteristics and Frequency of Mental Health Consultation

Nicola Conners-Burrow, Jennifer Harman, Leanne Whiteside-Mansell, Latunja Sockwell, Taren Swindle

Presenter: Leanne Whiteside-Mansell

Pre- and post-assessments of 127 teachers with access to early childhood mental health consultation services through a pilot project were studied. The characteristics of teachers (demographics, stress, and attitudes toward training) that may predict the level of consultation that a teacher receives or the outcome of the consultation in terms of change in teacher behaviors were examined. Analyses also examine whether the frequency of consultation predicts teacher behavior change over the course of the school year.

T22

Effect of Teacher–Child Interactions on Low-Income Children's Early Self-Regulation Development

Sandra Soliday Hong, Carollee Howes, Allison Sidle Fuligni

Presenter: Sandra Soliday Hong

Early school success is dependent on children's ability to function as a regulated member of a classroom, including appropriately managing emotions and behavior and attending to relevant information and tasks (Peth-Pierce, 2000; Raver, 2002). The effects of teacher–child interactions on the growth of young children's self-regulation skills are investigated from preschool through kindergarten for a diverse group of children mostly growing up in poverty.

T23

Documenting the Impact of Caregiver Beliefs and Knowledge on Caregiving Behavior

Jessica Pleuss, Amy Susman-Stillman

Presenters: Jessica Pleuss, Amy Susman-Stillman

Links between internal provider characteristics, such as knowledge and beliefs, and actual caregiving practices have not been well documented. These links were examined by exploring whether scores on paper-and-pencil measures of caregivers' knowledge and beliefs were related to actual caregiving behavior over time. Data were collected from 98 providers via self-report questionnaires and naturalistic observation of the caregiving relationship. Knowledge of infant development, traditionalism, beliefs about spoiling, and dissatisfaction were predictive of caregiving behavior.

T24

Investigating the Relationship Between Teacher–Child Interactions and Achievement Gains in Preschoolers

Katherine Newman, Mary Fuhs, Dale Farran

Presenter: Katherine Newman

Teacher Observation in Preschool (TOP) measures teacher behaviors in preschool classrooms via systematic snapshots across time. One teacher action captured by TOP (behavior disapproving) had a significant negative effect on academic outcomes, highlighting the importance of classroom emotional climate and specific negative teacher–child interactions on the learning environment. Further exploration of teacher characteristics associated with behavior disapproving in relation to outcomes will be necessary to determine how classroom emotional climate enables or disables learning.

T25

Associations Between Social and Cognitive Development Among Young Bilingual Mexican-Heritage Children Attending Head Start: The Role of Adult–Child Relationships

Alison Wishard Guerra

Presenter: Alison Wishard Guerra

The association between social and cognitive development was identified among a group of dual language learner, low-income, Mexican-heritage Head Start preschool children. The associations among teacher–child relationships in the classroom, school readiness outcomes, and child–adult interactions in a university partnership computer literacy program were the subject of focus. Child–adult relationships were significantly related to both social and cognitive development, with bilingual and English-dominant children performing better than their Spanish-dominant peers.

T26

Early Childhood Teachers' Psychological Characteristics and Executive Functions in Relation to Classroom Climate and Perceptions of Children's Challenging Behaviors

Patricia Jennings, Allison Friedman, C. Cybele Raver, Juliana Neuspiel, John Kinsel

Presenters: Patricia Jennings, Allison Friedman

Preschool teachers' stress and psychological well-being are frequently overlooked influences on their ability to manage their classrooms and their students' healthy development. This study uses data collected from 35 preschool teachers to explore well-being, efficacy, and mindfulness in relation to classroom climate and ratings of semi-structured interviews about a challenging student. A second study is also presented that utilizes data from 70 Head Start teachers to examine the link between their job-related stress and executive functioning abilities and students' challenging behaviors.

Diversity Among Children and Families

T27

Similarities and Differences in Low-Income African American and Hispanic Parents' Socialization of Their Children's Academic Development

Susan Sonnenschein, Joy Thompson, Heather Lewis

Presenter: Susan Sonnenschein

Low-income African American and Hispanic parents' reading and math socialization beliefs and practices were studied, along with the relations between parents' own reading/math activities and children's engagement. Children engaged in home-based reading and math activities less frequently than educators recommend. Hispanic children engaged in such activities and observed their parents engage in such activities less frequently than African American children. This poster addresses the implications of these ethnicity-related differences for children's academic development.

T28

A Repeated Measures Mixed Model Analysis of HOME Scores: The Association Between Race/Ethnicity, English Fluency, and Program Type in Early Head Start

Traci Kutaka, Pavel Chernyavskaiy, Helen Raikes

Presenters: Traci Kutaka, Pavel Chernyavskaiy, Helen Raikes

A repeated-measures mixed model was fit to Early Head Start data from 2,934 families to examine the effects of race/ethnicity, family structure, English language fluency, and program type on standardized HOME scores (S-HOME). A three-way interaction indicated that there were significant differences in S-HOME scores, on average, among participants of varying combinations of ethnicity, English fluency, and program type. Specifically, S-HOME scores were significantly lower, on average, in mixed programs than home- and center-based programs for all ethnicities and English fluency levels.

T29

Do Parents' Early Care and Education Preferences and Reasons for Choosing Licensed Child Care Settings Differ by Ethnicity and Language Status?

Nikki Kovan, Amy Susman-Stillman, Erika Gaylor, Donna Spiker, Kathryn Tout

Presenter: Nikki Kovan

Using a large, low-income, multi-ethnic sample, a study was conducted on whether parental preferences and choices regarding early care and education differed according to race and English language status. Although families from all backgrounds were most likely to choose quality as the main reason that they chose their early childhood education (ECE) setting, race and English language status did relate to parental ratings of the importance of two key characteristics of ECE settings related to diversity.

T30

Does SES Moderate the Association Between Childcare and English Proficiency for Hispanic Immigrant Children?

Erin Bumgarner, Meiko Lin

Presenters: Erin Bumgarner, Meiko Lin

Using a nationally representative sample of kindergarten children, an investigation was conducted on (a) the association between center-based child care and Hispanic immigrant children's English proficiency in the fall of kindergarten, and (b) whether socioeconomic status (SES) moderates this association. The results suggest that the association between center-based child care and English proficiency is large and positive for very poor Hispanic immigrant children but does not reach significance among less poor Hispanic immigrant children.

Dual Language Learners

T33

Vocabulary Skills and Peer Interaction Styles of Spanish-Speaking Children in Head Start

Ana Maria Senior, Francisco Palermo, Ariana Mikulski, Richard Fabes, Laura Hanish, Carol Martin

Presenters: Ana Maria Senior, Francisco Palermo

The relationship between Spanish-speaking children's vocabulary skills in English and Spanish and their interaction styles with peers in bilingual Head Start classrooms was examined. The results revealed that English receptive and expressive vocabulary skills measured in the fall semester of Head Start were positively associated with children's peer interaction styles in the spring semester. However, children's scores on Spanish vocabulary measures showed no relationship with either peer interaction or disconnection.

T34

Bilingual Children's Narrative Competencies Over the Preschool Years

Gigliana Melzi, Adina Schick, Margaret Caspe, Silvia Niño

Presenters: Gigliana Melzi, Adina Schick, Silvia Niño

Narrative development during the early childhood years is predictive of both literacy and social and emotional outcomes. This poster presents a study that examined the narrative styles of Spanish-speaking Latino Head Start mothers over a 2-year period and explored the relation between mothers' book-sharing styles and children's narrative skills. The knowledge gained through this study has the potential to inform researchers and practitioners alike.

T35

The Role of Language Exposure, Language Usage, and Parental Characteristics in Predicting Bilingual Preschoolers' Language Abilities

Carol Hammer, Eugene Komaroff, Lisa Lopez, Barbara Rodriguez, Shelley Scarpino, Brian Goldstein

Presenter: Carol Hammer

The impact of maternal characteristics, child language exposure, and usage variables on bilingual preschoolers' Spanish and English vocabulary and expressive language was examined. Participants were 191 Latina mothers and their children. Regression analyses revealed that different combinations of variables contributed to children's abilities in Spanish and English. More than half of the variance in children's vocabulary abilities were explained by the variables investigated.

T36

Bilingual Preschoolers' Early Math Skills in Spanish and English

Meghan Goldman, Barbara Sarnecka, James Negen, Cristina Flores, Crystal Alcala, Tanya Anaya, Belinda Guzman, Christian Jimenez

Presenter: Meghan Goldman

What do bilingual preschoolers know about numbers in each of their languages? This study examines bilingual preschoolers' early math skills in Spanish versus in English. Participants who attended a Head Start program in Southern California were given a battery of numerical tasks in each language. The results show that bilinguals' knowledge of numbers is highly correlated between Spanish and English; however, they are generally more proficient in English than Spanish.

T37

Emergent Biliteracy Skills in Hebrew/English-Speaking Dual Language Learners

Isabelle Barriere, Tami Mor, Mariela Alda, Naomi Baine, Rosalie Fallas, Yvette Faour, Brendan Royston, Lilach Gez,Sophia Hazan

Presenter: Isabelle Barriere

Emergent literacy was investigated in bilingual preschoolers who are being taught both the Hebrew and the English writing systems simultaneously and who are exposed to both languages' oral and written forms concurrently. Preschoolers were administered tasks that tap various sub-skills, including invented spelling, letter knowledge, print recognition, language preference, direction of book opening, distinguishing alphabets, verbal analogies, and vocabulary skills. This poster addresses the implications of the results for Head Start dual language policy.

Family Interactions

T38

Dads' Parenting Interactions With Children—Checklist of Observations Linked to Outcomes (PICCOLO-D): A Measure for Head Start Practitioners to Use With Fathers

Sheila Anderson, Lori Roggman, Gina Cook

Presenters: Sheila Anderson, Lori Roggman

To promote early father contributions to children's lives, Early Head Start programs need a valid and reliable measure of fathers' behaviors that are linked to positive child outcomes. The observational measure Dads' Parenting Interactions with Children—Checklist of Observations Linked to Outcomes (PICCOLO-D) was tested for reliability and validity in a low-income, ethnically diverse sample and it was found to predict children's cognitive, language, and social development. Early Head Start practitioners have used PICCOLO-D to encourage fathers to support their children's early development.

T39

Relationship Between Dimensions of Family Involvement and School Readiness Outcomes for Spanish-Speaking Low-Income Latino Children

Rebecca Bulotsky-Shearer, Veronica Fernandez, Johayra Bouza, Stefano Rainelli

Presenters: Rebecca Bulotsky-Shearer, Veronica Fernandez, Johayra Bouza

A series of common factor and confirmatory factor analyses provided evidence for the three-dimensional structure of the shortened version of the Family Involvement Questionnaire (FIQ-21) for Spanish-speaking Latino families. The three dimensions (home-based involvement, school-based involvement, and home–school conferencing) were positively associated with literacy, language, and mathematics outcomes at the end of the Head Start year, providing convergent validity for these constructs. This poster addresses future directions and implications.

T40

The Effects of Parenting Stress on Children's 36-Month Developmental Outcomes in a Low-Income Sample

Tamesha Harewood, Holly Brophy-Herb, Claire Vallotton

Presenters: Tamesha Harewood, Claire Vallotton

The effects of parenting stress on children's 36-month outcomes were tested. Multiple regression analysis revealed significant effects for mothers' parenting stress on all tested outcomes, but no gender differences were found. Fathers' parenting stress predicted children's lower cognitive scores at 36 months. Girls, not boys, were found to be more susceptible to fathers' higher parenting stress in the cognitive domain. Further analyses were conducted using multi-level modeling that included both parents in the model.

T41

Paternal Distress and Child Behavior Problems Among a Low-Income and Ethnically Diverse Sample: A Moderated-Mediation Model

Michael Flores, Kyle Murdock, Laura Pittman

Presenter: Michael Flores

A moderated-mediation model in which paternal internalizing symptoms, child gender, and quality of father–child interactions are incorporated among a sample of 229 low-income mothers and fathers was examined. The results indicate that negative father–child interactions mediate the relationship between paternal internalizing symptoms and child behavioral problems. Moreover, child gender moderated the link between paternal internalizing symptoms and negative father–child interactions. This poster addresses the implications of these findings.

T42

Family Mobility, Parental Warmth, and Children's Aggressive Behavior in Low-Income Families

Linlin Yao, Helen Raikes

Presenter: Linlin Yao

This study examined the moderating effect of parental warmth on the association between family mobility and children's aggressive behavior from 36 months through grade 5. The study included 3,001 participants and data were collected at 36 months, age 5, and grade 5. Parental warmth was found to moderate the effect of family mobility on children's aggressive behavior at 36 months but was not found to moderate the change of aggression.

T43

"How Should We Tell the Story?" Ethnic Variation in Mother–Child Book-Sharing Styles at Ages 3 and 4

Yana Kuchirko, Rufan Luo, Eva Liang, Catherine Tamis-LeMonda

Presenter: Yana Kuchirko

Narrative exchanges during book sharing promote children's language and cognitive skills. A number of studies highlight the differences among mothers in styles of book sharing. Some mothers are more likely to co-construct the story with their children, whereas other mothers narrate the story to their children. Ethnic variation in mother–child book-sharing styles when children are 3 and 4 years of age was explored. The results indicate ethnic and gender variations in book-sharing styles for all four cultural groups.

T44

Parental Education and the Value of Parental Investments in Children

Aleksandra Holod

Presenter: Aleksandra Holod

Previous research demonstrates that the home environment is an important factor that influences children's early development. A more nuanced view is presented in which children's home environments are disaggregating into parental investments of time and materials. The results show that investment in cognitively stimulating materials has a larger positive association with children's academic skills than the time that parents spend doing learning activities. Parental education moderates the benefit of these parental investments, although not always in the expected direction.

T45

Ethnic and Gender Variation in Types of Questions Mothers Ask During Book Sharing With Their Children: Developmental Trajectory

Yana Kuchirko, Ximena Rivera, Catherine Tamis-LeMonda, Eva Liang

Presenters: Yana Kuchirko, Eva Liang

Shared book reading is an interactive way for parents to provide children with the opportunity to actively participate in reading sessions that promote children's language, narrative, and cognitive skills. Literature in child development emphasizes the value of dialogic reading, where parents do not just tell the story, but they engage the child using evocative techniques and informative feedback. Ethnic and gender differences in the types of questions that mothers ask their children across development are explored.

T46

Mexican American Mothers' Romantic Relationship Quality and Toddlers' Social Competence and Behavior Problems: The Role of Nurturing Parenting and Child Gender

Jennifer Mortensen, Jessica Calcagni, Melissa Barnett

Presenter: Jennifer Mortensen
Mothers' positive romantic relationships may be a protective factor for young children. The process by which Mexican American mothers' romantic relationship quality influences toddlers' social and behavior outcomes, the mediating role of nurturing parenting behaviors, and how these processes differ by child gender are examined. The results are discussed in terms of their application to Head Start and other professionals working with Mexican American families with young children.

T47

The Impact of Parental Involvement on Preschool Children's Later Language Development in Low-Income Hispanic English Language Learners

Yanjie Long, Helen Raikes, Julia Torquati

Presenter: Yanjie Long
This study examined how early and concurrent parental involvement affects language development in young Hispanic English language learners. The results show that early home language and cognitive stimulation and parent supportiveness are associated with English-speaking children's English development level at age 2. Early parent supportiveness has a greater impact on English-speaking children's language level at age 3, while for Spanish-speaking children, early home stimulation in language and cognition shows more effects.

T48

Exploring the Role of TRIOS in Head Start Mothers and Their Children

Charlotte Anne Marshall, James M. Jones

Presenter: Charlotte Anne Marshall
TRIOS is a life view characterized by self-protective and self-enhancing motivations for individuals living in a universal racism context. Consisting of orientations toward Time, Rhythm, Improvisation, Orality, and Spirituality, a TRIOS life view facilitates regulatory and coping processes that research has shown Head Start Mothers employ to maintain psychological well-being in the face of abundant life stressors. This poster addresses how TRIOS benefits are conveyed to and enhance the children of these mothers.

T49

Child-Rearing Practices as Training for Preschoolers' Social Problem-Solving Skills

Aimee Kleisner Walker, David MacPhee

Presenter: Aimee Kleisner Walker
The relations between child-rearing practices and social problem-solving skills (SPSS) were investigated in a Head Start sample to better understand the origins of SPSS and the contributing role of parent cognitions. Disciplinary practices were unrelated to SPSS, although parent social cognitions were related, especially attributions that denigrated the child. These results demonstrate that how parents reason with regard to social conflict serves as a representation for their children of how to solve interpersonal problems, even more than parental disciplinary factors.

T50

Parent–Teacher Agreement on Ratings of Children's Socioemotional Development: An Examination of Associations With Child and Parent Characteristics

Mary Klute

Presenter: Mary Klute
Child and parent characteristics were examined as predictors of teachers' and parents' ratings of 105 Head Start children's social and emotional development. Parents' reports of their children's social and emotional development were less positive when

parents were under stress. However, children from high-stress families were rated similarly to their peers by their teachers. These findings highlight the importance of considering children's family circumstances to ensure that all children and families get the support they need.

Health and Nutrition

T51

Effects of Lead Exposure on Head Start Children's Social Skill Development

Marisa Schlieber, Stacey Neuharth-Pritchett

Presenters: Marisa Schlieber, Stacey Neuharth-Pritchett

The effect of lead exposure on the development of Head Start children's social skills from kindergarten through third grade was examined through parental and teacher ratings. The results suggest that children whose parents reported lead exposure for their child rated their children as having poorer social skills than children who were not exposed to lead. The same outcome was found for teacher ratings of children's social skills with regard to lead exposure.

T52

Acculturation Significantly Influences Body Mass Index in Ethnically Diverse Preschool-Age Children

Ruby Natale, Sarah Messiah, Stephanie Scott, Gabriela Lopez-Mitnik, Susan Uhlhorn, Alan Delamater

Presenter: Ruby Natale

In the United States, one in four children under 5 years of age is overweight, yet little is known about the association between acculturation and overweight in young children. Parents who consented to have their child participate in a RCT completed a baseline survey and a body mass index (BMI) measurement was obtained for the child (N = 1,103). A t test showed that children whose parents were born outside of the United States were significantly more likely to have a higher BMI percentile than the children of parents born in the United States.

T53

Efficacy of a Child Care Center-Based Obesity Prevention Program

Ruby Natale, Monica Hobbs

Presenter: Ruby Natale

In the United States, one in four children under age 5 is currently either overweight or obese. As a response to the epidemic of childhood obesity, a community-based intervention targeting nutrition and physical activity within child care facilities throughout Miami-Dade County was developed. Policies were implemented with regard to (a) TV viewing, (b) physical activity, (c) snack time, and (d) beverages served. The results revealed pre-post improvements in nutrition and physical activity practices.

T54 A

Low-Income African American Mothers' Food Insecurity Management Strategies: Implications for Parenting Workshops

Robin Jarrett, Ozge Sensoy Bahar

Presenter: Ozge Sensoy Bahar

This study examined the strategies that low-income African American caregivers of preschoolers used to manage food insecurity. Guided by resilience theory, the study found that data from qualitative interviews identified multiple food-based, social network-based, and institution-based strategies that caregivers used to address inadequate food supplies. The findings were used to develop a culturally sensitive parenting curriculum delivered in a workshop format with Head Start mothers. The workshops sought to enhance nutritional and health knowledge and to promote behavioral change in a supportive environment.

T54 B

"She's Just Happy Runnin' Up and Down": Promoting Child Physical Activity in a Low-Income African American Neighborhood

Robin Jarrett, Ozge Sensoy Bahar, Mona Taylor

Presenter: Ozge Sensoy Bahar

This study identified child management practices among a sample of African American mothers that facilitate child physical activity in a low-income, inner-city neighborhood. Using diverse qualitative methods and demographic data, the research revealed seven caregiver management strategies: (a) ecological appraisal, (b) boundary enforcement, (c) chaperonage, (d) kin-based play groups, (e) collective supervision, (f) local resource brokering, and (g) extra-local resource brokering. Management strategies served to reduce the negative effects of neighborhood social processes that potentially undermined child physical activity.

T55

Evaluating the Impact of the Child and Adult Care Food Program on Food Insecurity in Households With Children

Sara Gable, Irma Arteaga, Colleen Heflin

Presenter: Sara Gable

There is growing concern about the number of households with children who are experiencing food insecurity (i.e., a lack of consistent access to adequate food). Food insecurity has significant implications for children's development. The impact of participation in the Child and Adult Care Food Program (CACFP) on food insecurity in households with children was evaluated to determine whether the impact of CACFP participation on food insecurity varies by child care entity, including Head Start.

T56

Family Nutritional Deficiencies and Associated Risks in Rural Head Start Children

Taren Swindle, Leanne Whiteside-Mansell, Danya Johnson

Presenter: Leanne Whiteside-Mansell

Children need an adequate amount and quality of food for healthy development. However, many Head Start families struggle with nutrition. The proportion of families in a rural Head Start sample that do not have enough food (food insecurity) and that do not meet daily recommendations of fruit and vegetable intake from the home is presented. Examination of common co-occurring risks of nutritional deficiencies promises to promote a better understanding of the complexity of nutritional issues.

T57

Development of Obesity in Head Start Children in Rural Arkansas and Tennessee

Mark Swanson, Leanne Whiteside-Mansell

Presenter: Leanne Whiteside-Mansell

Low-income children are at great risk of becoming overweight. The subjects were 322 children who were followed from birth to 10 years of age, with weight documented at 5 and 10 years. Those with obesity at 5 and 10 years were compared to non-obese peers and differed in key mediating variables.

T58

Implementation and Evaluation of a Preschool-Based Nutrition Education Program in Preschools Serving Low-Income Families in Rural Low-Income Communities

Stacey Knepple, Diane Tidwell, Chiquita Briley, Barry Hunt, Michelle Lee, Kathleen Ragsdale

Presenter: Stacey Knepple
Childhood obesity and nutrition-related health problems are public health concerns that impact American children as early as the preschool years. Children from rural, low-income, and minority families, especially those in economically disadvantaged states, experience profound disparities. Preschools are in a unique position to mitigate this trend. Preschool-based nutrition programs influence the development of healthy behaviors in early childhood, enhance nutrition knowledge, and play a pivotal role in sustaining life-long healthy behaviors and preventing childhood and future obesity.

T59

Predictors of Overweight and Obesity for Children in Early Head Start

Pia Caronongan, Cheri Vogel, Yange Xue, Kimberly Boller, Lauren Bernstein

Presenter: Pia Caronongan
Overweight and obesity have become more common in children as young as age 2, with children from certain racial/ethnic groups facing an elevated risk. Data from the Early Head Start Family and Child Experiences Study were used to relate parent demographics, reports of infant feeding practices for their 1-year-olds, and other risk factors to overweight and obesity at age 2. Whether feeding practices and other risk factors differ by race/ethnicity and maternal education are examined.

T60

Effects of Prematurity, Low Birth Weight, and Parenting Stress Level on Response to a Vocabulary Intervention With Children From Lower Socio-Economic Status Families Enrolled in Preschool

Teasha-Lee Frattarelli, Diane Langkamp, Lisa Lenhart, Kathleen Roskos

Presenters: Teasha-Lee Frattarelli, Diane Langkamp
This study explored whether low birth weight, premature birth, or high parenting stress level negatively affects either vocabulary scores or response to a vocabulary intervention in children enrolled in preschool from lower socioeconomic status families. In the sample studied, neither low birth weight, premature birth, nor high parenting stress level were found to adversely impact either vocabulary scores or response to the vocabulary intervention in children enrolled in preschool from lower socioeconomic status families.

T61

Obesity and Food Insecurity at the Same Table: How Head Start Programs Respond

Rachel A. Gooze, Robert C. Whitaker

Presenters: Rachel A. Gooze, Robert C. Whitaker
Children in Head Start are at risk for both food insecurity and obesity, posing a stressful dilemma for teachers when managing children's portion sizes at mealtimes. In the Study of Healthy Activity and Eating Practices and Environments in Head Start (SHAPES), 1,583 Head Start program directors (87%) responded to a survey and described the practices used by teachers to address food insecurity and determine portion sizes during meals.

Home Visiting

T63

Emerging Research in Home Visiting: A Research Portfolio With Implications for Investments, Quality, and Outcomes

Sarika S. Gupta, Andrea Hewitt

Presenters: Sarika S. Gupta, Andrea Hewitt
Preliminary results are presented from a national portfolio of research commissioned to fill critical gaps in the home-visiting

evidence base, addressing how best to integrate fathers, the efficacy of different standards of practice, and which home-visiting programs provide positive rates of return. The findings provide the information needed to strengthen state home-visitation policies and to help ensure that home-visiting programs promote cost-effective, meaningful outcomes for children and families.

T64

Quantity, Quality, Content: Key Components of Service Delivery in Early Head Start

Catherine Bracaliello, Patricia Manz

Presenters: Catherine Bracaliello, Patricia Manz

This study evaluated intervention implementation in Early Head Start home-visiting programs. Multiple indicators of the quantity, quality, and content of home-visiting programs are examined, and service delivery is comprehensively evaluated according to these indicators for low-income, culturally diverse children and families.

T65

Family Involvement: Examining the Extended Impact of Home Visiting on Caregivers

Catherine Bracaliello, Rachel Eisenberg, Vanessa Pressimone, Patricia Manz

Presenters: Catherine Bracaliello, Rachel Eisenberg, Vanessa Pressimone

This study evaluated a home-visiting program for low-income, ethnic minority families. Specifically, the poster will examine family involvement as a unique outcome of home visiting and present evaluation data of family involvement repeatedly assessed across intervention years and into early childhood.

T66

The Impact of South Carolina First Steps to School Readiness Parenting Strategies on Parent Outcomes

Kimberly Browning, Zongping Xiang

Presenter: Kimberly Browning

This poster addresses the impact of home visitation on participants of South Carolina's First Steps to School Readiness-funded home-visitation programs. Research questions included (a) Do parent home-visitation strategies increase parental effectiveness related to child nurturance, learning and interaction, language, health, and safety? and (b) Do parent home-visitation strategies increase the overall quality of parenting skills? The findings indicated that parenting programs were able to significantly increase parenting skills.

T67

Home-Based Parenting Intervention for Adolescent Mothers: Examining the Effects on Nurturing Attitudes and Beliefs

Lorraine McKelvey, Nicola Conners-Burrow, Leanne Whiteside-Mansell, Taren Swindle, Pam Plummer, Latunja Sockwell, Lauren Barton

Presenters: Lorraine McKelvey, Leanne Whiteside-Mansell, Lauren Barton

The poster presents the effects of the Thrive Program on the parenting beliefs of teen mothers. The program offered home-visiting services, combined with support groups, using two established parenting interventions: (a) Nurturing Parenting Programs, and (b) Parents as Teachers. Teen parents who received the intervention had significantly more positive parenting beliefs than those who did not. There is also evidence that this program impacted parenting beliefs beyond the established beliefs of young mothers.

T68

Home Visit Observations: How Much Is Enough?

Carla Peterson, Allison Flittner, Lindsey Aaron, Kimberly Doudna, Rachel Chazan-Cohen

Presenters: Carla Peterson, Allison Flittner, Lindsey Aaron, Kimberly Doudna, Rachel Chazan-Cohen

The observation of home visits has proven to be useful for examining relations between intervention experiences and outcomes. Interest in using observations is growing as more resources are being directed to both expanded implementation and careful evaluation of home-visiting programs. The results of an observational study are used to explore the range of intervention experiences for individual families and to provide guidance regarding the number of observations needed to capture an accurate portrayal of intervention experiences.

T69

Home Visit Participation Patterns: Relations to Home Visiting Intervention Experiences and Outcomes

Carla Peterson, Dong Zhang, Jane Atwater, Lori Roggman, Jon Korfmacher, Beth Green, Lorraine McKelvey, Rachel Chazan-Cohen

Presenters: Carla Peterson, Dong Zhang, Jon Korfmacher, Lorraine McKelvey

Families who participated in Early Head Start home-based services were categorized into four service uptake groups that reflected their overall levels of participation. Families in the different groups experienced significantly different amounts of services and types of activities and interactions during home visits. The family's overall participation level, as well as the percentage of time spent on child-focused activities, was related to a number of positive family and child outcomes when the children were in fifth grade.

T70

Home Visiting: Effects on Mother's Skills and Children's Health

Angela Nievar, Laura Nathans, Arminta Jacobson, Robert McAmis

Presenters: Angela Nievar, Arminta Jacobson

Home-visiting programs promote positive parenting and child development. This poster presents a study that contrasts 134 mother–child dyads (3- to 4-year-olds) recruited through inner-city elementary schools with 177 fathers from similar neighborhoods who participated in a home-visiting program. The program positively affected parental skills in cognitive involvement, which is the general focus of the program, and child health. There were no significant effects on parental social and emotional involvement.

T72

Who Needs What? How Different Aspects of Home Visiting Matter to Different Parents

Lori Roggman, Gina Cook, Lorraine McKelvey, Carla Peterson, Dong Zhang, Beth Green, Kim D'zatko

Presenters: Lori Roggman, Lorraine McKelvey, Carla Peterson

Using data from the Early Head Start Research and Evaluation Project, two parenting groups were identified at child age 1: developmentally supportive parents and non-supportive parents. Home-visiting dosage, content, and engagement were examined in relation to parenting and child outcomes at ages 2, 3, and 5. Child development content predicted outcomes in both groups, but dosage was more important for developmentally supportive parents, and relationship building was more important for non-supportive parents.

T73

Impacts of Early Head Start Home Visiting Programs and the Role of Implementation of the Head Start Program Performance Standards

Rachel Chazan-Cohen, Brenda Jones Harden, Helen Raikes

Presenter: Rachel Chazan-Cohen

The legislation authorizing Early Head Start mandated a rigorous evaluation of this new program. The evaluation included both a random-assignment component and an implementation study. The impacts of home-based services are considered, as well as the role of implementation in the effectiveness of services. Immediate and long-term positive impacts for families were found. Patterns of impacts varied depending on how well the programs implemented the Head Start Program Performance Standards.

Implementation Science

T74

Implementation of Banking Time in Year One of a Randomized Control Trial

Karyn Hartz, Jennifer LoCasale-Crouch, Jessica E. Vick Whittaker, Amanda Williford

Presenter: Karyn Hartz

Implementation is a critical aspect of examining the feasibility and effectiveness of an intervention. The implementation of Banking Time, an intensive school-based intervention for preschool children with disruptive behavioral problems, was examined. The results indicate that despite substantial variability, teachers' implementation fidelity was high overall. The intervention consultant invested more time upfront with teachers, who had greater fidelity later in the intervention. Teacher and classroom characteristics associated with implementation are examined.

T75

Foundations of Science Literacy: Moving From Quantitative to Qualitative Data in Science Teaching

Cindy Hoisington, Nancy Clark-Chiarelli, Jess Gropen, Ingrid Chalufour, Karen Worth, Jeff Winokur

Presenters: Cindy Hoisington, Nancy Clark-Chiarelli, Jess Gropen

Foundations of Science Literacy (FSL) is a credit-bearing professional development (PD) program that responds to the critical need for improved science teaching and learning in preschool. Implemented primarily in Head Start programs, FSL integrates a comprehensive approach to science PD that addresses teachers' pedagogical science knowledge. Foundations of Science Literacy builds teachers' content knowledge of science and how children learn it, and supports their classroom practices in planning, implementing, facilitating, and assessing children's science experiences.

T76

Evaluating the Piramide Approach: Examining Teacher Practice and Fidelity

Gary Bingham, Kyong-Ah Kwon, Hyun-Joo Jeon

Presenters: Gary Bingham, Kyong-Ah Kwon, Hyun-Joo Jeon

The impact of a new early childhood approach, Piramide, on teachers' instructional practices was examined. For this quasi-experimental project, teachers were evaluated on the Classroom Assessment Scoring System and a fidelity tool that examined their implementation of key Piramide concepts. Repeated measures Analysis of Variance are used to explore the differences between Piramide and the usual practices in classrooms.

T77

Using Fidelity Measurement in the Evaluation of Professional Development for Head Start Teachers

Carol Trivette, Melinda Raab

Presenters: Carol Trivette

The effectiveness of an evidence-based participatory approach to professional development (PD) with Head Start teachers was examined by determining the extent to which variations in PD fidelity were related to differences in teacher adoption of responsive and interest-based classroom practices. The PD approach involved teachers' acquisition of knowledge, application of practices, and self-reflection/assessment against practice standards. The manner in which study findings illustrate the relationship between PD implementation and classroom intervention is discussed.

Intentional Teaching/Learning

T78

Program and ELL Differences in the Quantity and Quality of Preschool Language and Early Literacy Instruction and Child Outcomes

Charles R. Greenwood, Judith J. Carta, Jane Atwater, Waylon Howard

Presenters: Charles R. Greenwood, Judith J. Carta

Too many young children are not ready for kindergarten because they have not had key language and early literacy experiences in the years prior to kindergarten. A multi-site study of the language and early literacy experiences that preschool children received in the year prior to kindergarten sought to determine the quantity and quality of instruction provided, child outcomes, and how program and child contextual factors influenced these relations. Implications are discussed.

T80

Effects of a Phonological Awareness Intervention on Preschoolers' Emergent Literacy Skills

Sean Noe, Trina Spencer, Lydia Kruse, Sarah Downing, Howard Goldstein

Presenter: Sean Noe

Phonological awareness is a key domain of early literacy that is predictive of future reading success. A multiple baseline design was employed to evaluate the effects of an intervention embedded in children's books on at-risk preschool children's phonological awareness skills. Children listened to 12 prerecorded stories with embedded interventions in small groups. The intervention improved children's ability to produce rhymes and to identify the initial sounds of words.

T81

The Role of Classroom Relational and Instructional Supports in the Language Development of At-Risk Preschoolers

Carolyn Gosse, Anita McGinty, Andrew Mashburn

Presenter: Carolyn Gosse

An investigation was conducted regarding the extent to which Relational Support (RS) and Instructional Support (IS) are associated with at-risk preschool children's language development, as well as whether this association varies as a function of children's initial language ability. The findings show that close relationships with their teachers appeared to matter more for children with lower incoming language skills. Children with high initial language skills appeared to be better able to take advantage of classrooms that were high in instructional support.

T82

Intentional Teaching and Learning to Help Young Dual Language Learners Meet the New Common Core Standards in Language Arts

Diane August, Louise J. Corwin

Presenters: Diane August, Louise J. Corwin

Research has demonstrated the importance of oral language skills for literacy development. An intentional teaching and learning program that was designed to help prekindergarten and kindergarten dual language learners and other children with developing English language skills meets the Common Core State Standards in Language Arts. The preliminary results indicate that the program, now operating in early childhood settings throughout a northeast state, has promise for improving the vocabulary knowledge of both groups of children.

T84

We're Not All the Same: Which Children Benefit the Most From Early Reading First

Barbara DeBaryshe, Ji-Yeon Kim, Dana Gorecki, Janina Martin, LaVerne Potemra, Genee DeMello, Margarita Cholymay, Kathleen Tran, Reiko Kawamura, Dana Davidson, Patricia Sheehey

Presenter: Barbara DeBaryshe

Variation in children's responsiveness to an Early Reading First (ERF) intervention was explored. Participants were 166 children and 38 teachers from 10 Head Start classrooms. The results indicated no effects of classroom quality, which may be due to the high degree of uniformity caused by the ERF protocol. Some evidence was found for greater gains among older children, dual language learners, children placed in higher level small learning groups, and those not participating in RTI.

T85

Taking a Snapshot of Early Childhood Response to Intervention Across the United States: 2009–2012

Maura Linas, Charles Greenwood, Judith Carta

Presenter: Maura Linas

The prevalence of Response to Intervention (RTI) is increasing nationwide. This study examines the trajectory of RTI in early childhood programs from 2009 through 2012 across the United States. This poster provides data sampled from 4 years (2009, 2010, 2011, and 2012) and national progress made (a) in the current state of RTI implementation in preschool classrooms, (b) components of RTI currently used in preschool classrooms, and (c) identified challenges to successful implementation.

T86

Project BLOOM: Building an Intentional and Engaging Classroom Vocabulary and Language Learning Environment Through Media-Enhanced Intervention

Beth Phillips, Yuting Zhao, Jane Weekley

Presenter: Beth Phillips

A summary is provided of the initial development and field trial for a new vocabulary and language enrichment supplemental intervention for at-risk preschool children. Fidelity of implementation is investigated in the context of teacher background, initial instructional quality, and receptivity to the intervention. Initial results indicate teachers' quality implementation of the lessons and extended integration of the enriched language throughout the classroom routines, as well as the associations of fidelity with select background characteristics.

Issues of American Indian, Alaskan Native, and Migrant Families

T87

An Exploration of Gender Differences in the Play Behaviors of Young Migrant Mexican Immigrant Children in the U.S.

Smita Mathur, Myriam Buitrago

Presenter: Smita Mathur

Gender differences in the play of children of migrant farm workers are explored. Participants included 41 migrant children (21 boys, 20 girls), who were observed in three play settings: (a) structured classroom play, (b) outdoor free-play, and (c) unstructured play at home. No significant gender differences were found in the content of play, peer groupings, and preferred language used in any of the three play settings. The gender-neutral play underscores the importance of an analysis of the cultural context of migrant children's play.

T88

Connecting the Past and the Future to Understand the Present: A Narrative Inquiry Into the History of Tribal Early Education Among the Sisseton-Wahpeton Oyate

Renetta Goeson, Andrew Stremmel

Presenters: Renetta Goeson, Andrew Stremmel

Employing the methods of narrative inquiry, a Head Start director examined how early childhood education in her tribal community has been defined historically, personally, and through the insights and views of others in her tribe. Her story has helped both her and her mentor, a professor in teacher education, reframe their preconceptions of early education in tribal communities and make explicit teaching assumptions about teaching and working with American Indian students and teachers.

T89

Grammar Development in Bilingual Migrant Children

Rocio Perez-Tattam, Hans Stadthagen-Gonzalez, Virginia C. Mueller Gathercole, Rebecca Burns

Presenters: Rocio Perez-Tattam, Rebecca Burns

Previous research in language acquisition has identified socioeconomic status as being correlated with vocabulary size, but its effect on grammatical structures is unclear. The results are presented from a study that addresses this issue in bilingual language acquisition by comparing two groups of Spanish/English bilingual children: migrant children with Mexican/Central American backgrounds attending a charter school and children from bilingual homes attending a private institution. Both groups are matched.

T90

Identifying and Supporting the Home Language(s) of Dual-Language Learners in Head Start Programs

Rebecca Burns, Penney Norton, Judy Burleson

Presenters: Rebecca Burns, Judy Burleson

Many Head Start, Migrant Head Start, and Early Head Start families come from small villages in Mexico and Guatemala where hundreds of indigenous languages are spoken. HS/MHS/EHS staff need technical support to identify these little-known languages and to support these dual language learners. The poster presents the use of online language maps, resources, and training modules for staff who enroll families and plan home language activities.

Language Development

T91

Narrative Production, School Readiness, and the Development of Executive Function

Raven Bates, Margaret Friend

Presenter: Raven Bates

The relationship among narrative production, school readiness, and executive function across the fourth year was studied. Forty-two children between 48 and 60 months were tested and 37 returned again 6 months after their initial visit. The results indicate that accuracy on executive function tasks is positively related to school readiness skills and that latency measures on executive function tasks are negatively related to narrative production. In addition, school readiness is positively related to overall language production.

T92

Stories and Patterns: The Relationship Between Narrative and Pattern Abstraction in 5-Year-Olds

Dana Liebermann Finestone, Daniela O'Neill, Clarissa Leung, Shilpi Majumder

Presenters: Dana Liebermann Finestone, Daniela O'Neill

Because story comprehension and patterning skills are emphasized in preschool and early elementary curricula, the relation between narrative abilities and the higher order mathematical reasoning skill of pattern abstraction was examined. Across two studies, the performance of 5-year-olds on a narrative theme identification task and a perspective-shifting task, but not a narrative sequencing task, were related to performance on a pattern abstraction task that assessed the children's ability to abstract a pattern from a series of objects.

T93

Understanding Vocabulary Development in Head Start: Extent and Contributions of Classroom Instruction in the FACES 2006 Data

Annemarie Hindman, Barbara Wasik

Presenter: Annemarie Hindman

The nationally representative Family and Child Experiences Survey (FACES) 2006 data set was examined to determine the nature and quality of vocabulary instruction in Head Start, as well as its contributions to children's vocabulary learning. Teachers reported providing children with a variety of teacher- and child-directed vocabulary learning opportunities. Instructional quality was low to moderate. Both the quality and nature of the vocabulary instruction contributed to child vocabulary, although the effects varied with the children's initial vocabulary and learning-related social skills.

T94

Fostering Low-Income Preschoolers' Narrative Comprehension Through Interactive Reading and Reenactment

Aline Sá, Ageliki Nicolopoulou, Lindsay Hough

Presenters: Aline Sá, Ageliki Nicolopoulou, Lindsay Hough

This study compared the effects of two 8-week interactive book-reading programs based on story grammar and text-based questions used in interaction and the effects of two post-reading activities (enactment vs. art activity) on low-income preschoolers' narrative comprehension. Seventy 4- to 5-year-olds participated. The results indicate that story grammar questions promote specific elements of the text, while text-based inferences support connections about the causes and consequences of the characters' actions. Both effects are enhanced through enactment.

T95

Language Ability and Language Experience as Predictors of Speech Sound Accuracy in Bilingual Spanish–English Speaking Children

Shelley Scarpino, Carol Scheffner Hammer, Brian Goldstein, Lisa Lopez, Barbara Rodriguez

Presenters: Shelley Scarpino, Carol Scheffner Hammer, Lisa Lopez

The effects of sociolinguistic factors and language skills on Spanish-/English-speaking preschoolers' speech sound accuracy were examined. Participants were 199 bilingual children ages 36–77 months. The Percentage of Consonants Correct–Revised (PCC-R) was computed from participant responses to a single-word elicitation task conducted in English and Spanish. Regression analyses revealed that home language use, vocabulary scores, and speech sound accuracy in the other language were the best predictors of PCC-R in Spanish and English.

T96

Which Comes First: Narrative Competence, Theory of Mind, or Both?

Carolyn Brockmeyer Cates, Ageliki Nicolopoulou

Presenter: Carolyn Brockmeyer Cates

Research has highlighted a special relationship between the Theory of Mind (ToM) ability and narrative competence, which are argued to be important for school readiness and later language/literacy outcomes. Whether book reading could promote ToM for low-income preschoolers was explored, and the relationship between ToM and narrative competence measured at two time points was analyzed. The results highlighted a two-factor structure for ToM, with these factors relating differentially to narrative competence.

T97

Supporting Young Children's Telling and Understanding of Narratives: A Systematic Review of the Intervention Literature

Diane Pesco

Presenter: Diane Pesco

A variety of interventions intended to foster the oral narrative skills of children during the preschool and early elementary years have been evaluated in the research literature. This poster presents the results from a systematic review of such research that addresses the interventions in terms of their conceptual basis, reports their effects on children's narrative skills, and evaluates their potential for supporting the narrative development of children from diverse sociocultural communities and with varied linguistic and cognitive abilities.

T98

Influences on Semantic and Syntactic Development From Pre-Kindergarten to Grade 3

Lisa Bedore, Elizabeth Pena

Presenter: Lisa Bedore

Cross-sectional analysis was used to evaluate the effects of socioeconomic status, input, output, and age of first exposure on semantic and morphosyntactic screeners at prekindergarten (N = 1,500), first (N = 400), and third grade (N = 300). At preschool age, input contributes to semantic knowledge, but input and output impact syntactic performance (Bohman et al., 2010). By exploring how these variables influence performance at first grade and third grade, insight is gained into the influences of the environment on language outcomes.

Literacy Knowledge and Skills

T99

Evaluating Lasting Effects of Full-Day Prekindergarten Program on Academic Performance and Special Education Services

Huafang Zhao, Shahpar Modarresi

Presenters: Huafang Zhao, Shahpar Modarresi

This study examined whether the longer instructional time in the Head Start full-day prekindergarten program had a lasting effect on students' academic performance and special education services requirements by the end of kindergarten. The results showed that the full-day prekindergarten program had a positive impact on students' reading skills, especially for African American students. The full-day prekindergarten students required approximately 62% fewer special education service hours per week compared with their counterparts without prekindergarten experience.

T100

Shared Alphabet Book Reading and Emergent Literacy Skill Development in Children Attending Head Start

Autumn B. Wyant, Anne K. Murphy, Mary Wagner Fuhs, Jeanne D. Day

Presenter: Autumn B. Wyant

This study examined the effects of shared alphabet book reading on children's vocabulary and alphabet knowledge in Head Start classrooms, along with the effects of various adult extra-textual input types during shared alphabet book reading on children's letter and vocabulary learning. The results indicate that alphabet books may be effective resources for Head Start teachers to use for enhancing emergent literacy skills in their students, especially if picture-focused extra-textual input is included.

T101

Early Literacy Skill Development: A Comparison of Skill Acquisition in Children With and Without Individual Education Plans Attending Head Start and Other Program Types

Tracy E. McElhattan, Gabriela Guerrero, Maura Linas, Naomi Bell Schneider, Judith Carta

Presenters: Tracy E. McElhattan, Gabriela Guerrero, Maura Linas, Naomi Bell Schneider, Judith Carta

Emergent literacy skills developed during preschool years predict later reading success. Because of varying environmental factors and child characteristics, including disabilities, these skills develop at differing rates. This poster presents the results from a descriptive early literacy study of 609 preschool children across multiple program types. Analyses concentrate on the initial scores and growth rates of emergent literacy skills across three measurement occasions, focusing on growth curves for children with and without individual education plans.

T104

Read to Me! Early Literacy Interventions With Teachers and Parents in an Early Head Start Program

Evelyn Blalock, Deirdre Greer, Camille Lawrence

Presenters: Evelyn Blalock, Deirdre Greer, Camille Lawrence

A quasi-experimental study was conducted using a shared-book reading intervention to support the language and literacy development of children from birth to age 3 in an Early Head Start setting. Meaning- and code-related shared-book reading interventions were implemented by teachers and families after training. The results showed a significant increase in book reading practices with teachers ($\eta 2 = 0.61$) and parents ($\eta 2 = 0.21$); however, children's language did not change significantly.

T105

Head Start Parents' Use of Decontextualized Language During Book Reading and Children's Emergent Literacy Skills

Kathryn Leech, Meredith Rowe, Geetha Ramani

Presenters: Kathryn Leech, Meredith Rowe, Geetha Ramani

Parental book-reading strategies were examined in a sample of 30 parent–child dyads. Parental utterances were coded for decontextualized language and children's literacy skills were measured. On average, the majority of the parents' utterances were explicit reading of text and decontextualized talk was minimal, yet there was wide variation across parents. Parents who used more decontextualized language had children with stronger literacy skills. The results suggest that decontextualized language should be highly encouraged among Head Start families.

T106

The Use of Nonfiction in Head Start Preschool Classrooms: An Analysis of Teachers' Read Aloud Habits, Classroom Libraries, and Self-Reported Preferences

Jennifer Crandell

Presenter: Jennifer Crandell

This poster presents an analysis of the use of nonfiction in 28 preschool classrooms in eight Head Start centers run by two different organizations in the urban ring of a large city. Children's access to nonfiction in the classroom was measured by the number and types of books in the classroom libraries and on the teachers' read-aloud logs. In addition, teachers reported their beliefs and attitudes about reading aloud, and nonfiction specifically, in surveys.

T107

Family Literacy ECE Programs: Associations Between Instructional Teacher Talk, Child Language Proficiency, and Gains in School Readiness Skill

Yiching D. Huang, Sandra Soliday Hong, Carollee Howes

Presenter: Yiching D. Huang

Effective early childhood education programs for Mexican-heritage dual language learners who experience high levels of socioeconomic risk were studied. Using a combination of classroom- and child-level measures, classroom instructional support was examined, as well as the amount of instructional teacher talk that individual children receive. The language of instruction and children's language proficiency at program entry were also examined. Predictive relationships between these factors and gains in children's school readiness skills were investigated.

T108

Examining the Effects of a Summer Transition Program on Preschoolers' Early Literacy Skills

Yaoying Xu, Laura Severns, Christopher Chin, Cynthia Hutchinson

Presenters: Yaoying Xu, Laura Severns, Christopher Chin

The immediate and long-term effects of an intensive summer transition program provided through a federally funded early literacy project were examined. Pre- and post-tests showed that participating children's early literacy skills were improved as shown in uppercase letter recognition, print and word awareness, and name writing. Participating children were also compared with children who did not participate in the summer program in similar literacy areas.

T109

Facilitating Comprehension of Informational Texts and Concepts in Young Children

Barbara Culatta, Kendra Hall-Kenyon

Presenters: Barbara Culatta, Kendra Hall-Kenyon

A pilot project implemented and evaluated a theme-based unit designed to teach expository comprehension skills in four preschool classrooms. Data sources included expository compare/contrast and problem/solution tasks, classroom observations, teacher and parent interviews, and parent surveys. Most of the 71 participating children made gains in both the expository tasks and spontaneously applied problem/solution strategies in non-instructional settings. Teachers and parents reported that children were motivated by the playful instruction and expository content in the unit.

Professional Development and Training

T110

The Impact of Curriculum Training on State-Funded Prekindergarten Teachers' Knowledge, Beliefs, and Practice

Lorraine Breffni, Rebecca Freedman

Presenters: Lorraine Breffni, Rebecca Freedman

The number of state-funded prekindergarten programs continues to grow in the United States. The quality of these early childhood programs, however, often depends on the type of professional development provided. Outcomes are presented from an investigative study where an experimental pre-post causal-comparative research design was employed to evaluate the impact of an 8-week curriculum course on state-funded prekindergarten teachers' knowledge about developmentally appropriate curriculum, beliefs about best practices, and actual observed classroom instructional performance.

T111

Relations Between Teachers' Education and Large Group Time Literacy Instructions

Chenyi Zhang, Karen Diamond, Douglas Powell

Presenters: Chenyi Zhang, Karen Diamond, Douglas Powell

This study examined how teachers' educational background and their teaching experience in Head Start preschool classrooms are associated with their implementation of evidence-based teaching practices during a naturally occurring large group time. The results indicate that teachers tended to focus on different types of literacy teaching during different segments of large group time, and that the level of the teachers' education was related to their explicit literacy teaching practices.

T112

Transforming Teacher Candidate Dispositions About Linguistic and Cultural Diversity: The Impact of Intercultural Communications

Cynthia Elliott, Wendy Jacocks, Mindy Crain-Dorough, Susan Spring

Presenter: Cynthia Elliott

This study explored the impact of field experiences in a dual language preschool classroom for teacher candidates who were seeking early childhood education (ECE) certification. Quantitative and qualitative data were collected to capture teacher candidate perceptions of their observations and interactions with 4-year-olds during a methods course. The results indicate a change in dispositions supporting greater awareness and appreciation of linguistic/cultural diversity. An overwhelmingly positive response was voiced by the teacher candidates regarding this learning opportunity.

T113

Teacher Beliefs and Practices in Linguistically Diverse Head Start Classrooms

Yvonne Lau Ribas, Araceli Castellanos, Kaveri Subrahmanyam, Marlene Zepeda

Presenters: Yvonne Lau Ribas, Araceli Castellanos, Kaveri Subrahmanyam

This study examined the relationship between Head Start teachers' beliefs and reported practices about language and literacy development and their actual practices in linguistically diverse classrooms. Although teachers supported bilingualism and believed that social interactions, play, and teachers were important for fostering language development, their classroom practices did not consistently reflect these beliefs. These results suggest that teacher training should help teachers develop and execute strategies (e.g., effective book reading) to foster language development in linguistically diverse classrooms.

T114

The Impact of the Touchpoints Practice Model on Early Care and Education Providers' Developmental Knowledge and Relational Skills

Catherine Ayoub, Elisa Vele-Tabaddor, Adam Von Ende, Mallary I. Swartz, Joshua Sparrow

Presenter: Catherine Ayoub

The effectiveness of the Touchpoints (TP) Practice Model on early care and education direct care professionals' knowledge and relational skills is examined. TP is a developmental, relational professional development training program with ongoing guidance in reflective practice. Non-trained comparison samples were also examined. TP providers reported gains in knowledge of child development and strength-based practice pre to post. When compared with comparison providers, TP providers reported more knowledge and skill application pre to 6 months.

T115

The Impact of the Touchpoints Practice Model on Child Welfare Professionals' Knowledge of Child Development and Relational Skills

Catherine Ayoub, Elisa Vele-Tabaddor, Adam Von Ende, Mallary Swartz, Jacqueline Muniz

Presenter: Catherine Ayoub

The effects of the Touchpoints (TP) Practice Model, a developmental relationship-based training program with ongoing reflective practice, on child welfare providers' knowledge and practice were examined. TP-trained providers gained knowledge of child development and strength-based practices. A comparison group of untrained providers failed to show similar gains. The results have implications for development and implementation of relationship-based interventions in early childhood programs serving at-risk children and families.

T116

Analytic Study of the Professional Development Research in Early Childhood Education

Rachel Schachter, Erin Flynn

Presenters: Rachel Schachter, Erin Flynn

This study reviewed professional development (PD) programs for early childhood educators. The design, implementation, and evaluation of PD were examined in 37 empirical studies. The results indicate a heavy emphasis on language and literacy instruction, with an increasing use of coaching. One third of the PD designs targeted teachers' knowledge, skills, and dispositions. Half of the studies did not measure changes in teachers' practice or children's outcomes. The implications for designing and measuring PD are discussed.

T117

Preparing a Diverse Early Childhood Workforce

Karin Spencer, Lorelei Emma, Marian Jarrett

Presenters: Karin Spencer, Lorelei Emma, Marian Jarrett

The Diversity Teacher Belief Q-Sort (D-TBQ) measures the priorities in the beliefs of early childhood special education (ECSE) teachers in their work with culturally and linguistically diverse children and families. Procedures for its construction and validation are presented, along with the results of administration at the beginning and end of an ECSE master's degree program. How this tool can be used in both early childhood personnel preparation programs and professional development settings is detailed.

T118

DCPEL Quality Indicators: Measuring the Quality of Early Childhood Educational Environments

Cara Conway, Chavaughn Brown, Annena Younger

Presenters: Cara Conway, Chavaughn Brown, Annena Younger

The DCPEL Quality Indicators (QIs) are an observational tool that facilitates targeted professional development for educators by providing a standardized evaluation process for the best practices in early childhood educational environments. AppleTree Institute was awarded an Investing in Innovation (I3) grant from the U.S. Department of Education in 2010 to validate the QIs in diverse classroom settings. This poster reviews the research aligned with the QIs and the validation results thus far.

T119

Inquiry and Inspiration: It's Natural for Teachers and Preschoolers

Eleanor Luken, Victoria Carr

Presenters: Eleanor Luken, Victoria Carr

This poster presents evaluation data from a 2-year professional development program for early childhood educators. Teachers were educated about the importance of nature-based experiences in the preschool curriculum. One-on-one mentorship was provided to teachers that focused on lesson planning and instructional strategies. Key findings are presented, including a modified instrument designed and piloted to measure change in classroom opportunities for natural science learning. Recommendations for replicating this program are included.

T120

Identifying Profiles of Quality Among Home- and Center-Based Early Care and Education Providers Enrolled in an On-Site Consultation-Based Professional Development Program

Nicole Forry, Iheoma Iruka, Amy Blasberg

Presenter: Nicole Forry

Multiple dimensions of quality offered by home- and center-based early care and education providers are examined simultaneously. Profile analysis, a person-centered latent variable technique, is used to create subgroups of providers who score similarly on multidimensional assessments of quality. The characteristics of the provider and care setting are examined to describe and compare providers in each quality subgroup. These characteristics are also examined by comparing the providers whose quality improved following the receipt of on-site consultation.

T121

A Study of Head Start Center Director Time Use in Three U.S. Regions

Jessica Francis, Ellen Frede, Emily DeGroof

Presenter: Jessica Francis

Interviews were conducted with a sample of 17 Head Start Center directors in three different regions of the United States. How Head Start directors spend their time during the work day was studied with the goal of ultimately maximizing the time spent directly with teachers on training and development.

T122

"This is My Calling": An Analysis of Teacher Resilience, Commitment, and Determination Among Head Start Teachers Facing Professional and Economic Challenges

Janese Daniels, Edyth J. Wheeler

Presenters: Janese Daniels, Edyth J. Wheeler

This study examined resiliency and commitment among Head Start teachers. Head Start teachers in urban and rural programs were interviewed to explore how changing economic and workspace conditions affect their work and their willingness to remain in the field. The findings indicate that teachers remain committed to Head Start, with many believing that the work is a calling, and are undeterred by challenging circumstances. The implications for Head Start and community stakeholders are discussed.

School Readiness

T123

Children's Social Competence, Adjustment, and Academic Trajectories from Preschool Through Second Grade

Chanele Robinson, Karen Diamond

Presenter: Chanele Robinson

Research examined the mediating effects of children's social competence on the associations among classroom quality, kindergarten adjustment, and academics from prekindergarten to elementary. Academic and social competence assessments of 329 preschoolers were completed and teacher–child interaction quality measured during the prekindergarten year. Parents and kindergarten teachers reported on children's adjustment to kindergarten. Preliminary results indicate associations among children's pre-academic skills, social competence, and teacher–child interaction quality in prekindergarten. In addition, structural equation modeling was conducted.

T124

Stability and Sequence of Center-Based vs. Family Childcare: Links With Low-Income Children's School Readiness

Arya Ansari, Adam Winsler

Presenter: Arya Ansari

Ethnically diverse, low-income children's school readiness was examined as a function of whether they remained in family child care (FCC) or center-based care through ages 3 and 4, or whether they switched child care types. Children who received stable child care made moderate gains, while children who changed child care types showed less growth (with those who switched to FCC doing worse), except for those who switched to public school prekindergarten programs, who showed the best outcomes.

T125

Head Start Children's Socioemotional Adjustment and Academic Success Across the Preschool Year: Evidence From FACES

Valerie Flores, Jaclyn Lennon, Kelly Haas, Maria Marcus, Donna Flores, Christine P. Li-Grining

Presenter: Christine P. Li-Grining

Self-regulation was examined as a predictor of academic skills among children attending Head Start programs in a national,

ethnically diverse sample. Preliminary findings suggest that low-income preschoolers' social and emotional development, including their social skills, hyperactivity, motivation, and persistence, is modestly linked to their academic competence, controlling for child and family background characteristics. The implications of these findings for future research and for policies and programs designed to improve low-income children's school readiness are discussed.

T126

The Effect of the Childcare Sequence on Children's Reading Achievement in Kindergarten

Ummuhan Yesil-Dagli

Presenter: Ummuhan Yesil-Dagli

Research explores the effect of child care sequence on children's reading skills at the time of kindergarten entry. The data source was the Early Childhood Longitudinal Study—Birth Cohort (ECLS-B), 9-month kindergarten wave. The analytic approaches included the propensity score model to reduce the assignment bias results from the parents' child care selection factors and multiple regression analyses.

T127

School Readiness in High-Risk Children: Relations With Parent–Child Interactions and Child Executive Functions

Rachel M. Abenavoli, Mark T. Greenberg, Robert L. Nix

Presenter: Rachel M. Abenavoli

Family context and children's self-regulation are important predictors of school readiness, but less is known about how proximal mechanisms, such as family processes and specific self-regulatory skills, predict readiness. How observed parent–child interactions and child executive functions (EF) are related to school readiness in a high-risk urban sample of kindergartners was examined. Among boys, parent–child interactions were related to EF, and both parent–child interactions and EF had unique effects on school readiness.

T129

Getting Ready for School: A Parent-Focused School Readiness Intervention

Helena Duch, Kimberly Noble

Presenter: Helena Duch

The promise of the Getting Ready for School (GRS) parent-focused intervention in Latino preschool children participating in an urban Head Start program was assessed. The results indicated a significant time by GRS interaction ($p < 0.036$), confirming that Head Start children whose parents received GRS showed more overall growth in language and math skills than children who were enrolled in Head Start as usual.

T130

Using the Individualized Classroom Assessment Scoring System (inCLASS) to Measure Preschool Children's Engagement With Teachers, Peers, and Tasks: Examining Measurement Invariance Across Gender, Ethnicity, and Poverty Status in Three Samples

Natalie Bohlmann, Jason Downer, Leslie Booren, Michelle Maier, Amanda Williford

Presenters: Natalie Bohlmann, Jason Downer

Confirmatory factor analysis (CFA) was used to examine preschoolers' classroom engagement as assessed by inCLASS across three samples and demographic groups (gender, poverty status, and ethnicity). CFA of the hypothesized four-factor model (teacher, peer, task, and negative engagement) yielded adequate model fit. Criteria for measurement invariance were met across the three samples and across the demographic groups using the combined sample. Mean differences across demographic groups were examined.

Social and Emotional Development

T131

Observed Emotions for Children in an Arts-Integrated Head Start Preschool

Eleanor Brown, Kacey Sax, Blanca Velazquez, Mallory Garnett

Presenters: Eleanor Brown, Kacey Sax, Blanca Velazquez, Mallory Garnett

Creative art forms, such as music, dance, and visual arts, have been proposed to offer emotional benefits. The Affex classification system was used to examine the observed expression of interest, happiness, and pride in school for 153 low-income children attending an arts-integrated Head Start. Consistent with study hypotheses, children showed greater incidence of these positive emotions in music, dance, and visual arts compared with regular early learning classes.

T132

Comparing Parent and Teacher Perceptions of Social-Emotional Health

Jennifer Fleming

Presenter: Jennifer Fleming

Anecdotal reports suggest that Head Start parents rate their children's social and emotional health more negatively than both teachers and non-Head Start parents. These reports are directly examined by comparing parent and teacher ratings from a Head Start sample with a nationally representative sample of ratings on the Devereux Early Childhood Assessment for Preschoolers (DECA-P2). Potential explanations, as well as implications for parent–teacher collaboration, are explored.

T133

Understanding Socio-Emotional Development With Spanish-Speaking Dual Language Learners

Dina C. Castro, Ximena Franco, Cristina Gillanders, Donna Bryant

Presenters: Dina C. Castro, Ximena Franco

Research examined whether receptive English language proficiency is associated with parent and teacher ratings of behaviors in a group of Spanish-speaking dual language learners (DLLs), as well as whether parental acculturation influences the strength of this association. The study is part of a larger project examining the efficacy of the Nuestros Niños intervention to promote school readiness for Spanish-speaking DLLs. Pre-intervention data from 283 children and their parents and teachers are analyzed.

T134

LEAP Frog: A New Mood Induction for Preschool Children

Sean Logie, David Schultz

Presenter: Sean Logie

Existing mood inductions do not allow researchers to examine early childhood information processing in a robust manner. They are either developmentally inappropriate, produce a short-lived effect, or do not induce anger. Investigators developed a computer-based induction to address these concerns. For validation, investigators used (a) manipulation checks, (b) self-report of emotion, (c) video recording of emotion expressions, and (d) eye-blink startle responses. The results suggest that the procedure successfully induces happiness and holds promise as an effective anger induction for preschool-aged children.

T135

The Language of Emotion-Regulation in Toddlerhood: Content of Mothers' Speech Affects Children's Strategies for Self-Regulation of Emotion

Claire Vallotton, Kathy Stansbury, Kalli Decker, Jessica Topor

Presenter: Claire Vallotton

Language skills support the development of self-regulation during childhood, but little is known about how mothers' and children's use of language during distressing episodes supports children's self-regulation strategies. This study examined mothers' mental, emotional, and desire-state speech, as well as affectionate and affiliative speech as they are related to toddlers' coping strategies. Mothers' use of emotion language was related to children's persistence in getting what they want, but mothers' use of language indicating togetherness predicted children's compliance and compromise.

T136

Emotion Talk and the Social-Emotional Development of Latino Head Start Children

Lauren Scarola, Laura Schneebaum, Cindy Almanzar, Adina Schick, Gigliana Melzi

Presenters: Lauren Scarola, Laura Schneebaum, Cindy Almanzar, Adina Schick, Gigliana Melzi

Preschoolers' interactions with caregivers and teachers lay the foundation for the development of social and emotional skills, which, in turn, are integral in shaping children's success in formal schooling. This longitudinal study investigated the emotion talk used by Latino Head Start children and their parents and teachers, and how that related to the children's social and emotional outcomes. The knowledge gained through this work has the potential to inform both researchers and educators.

T137

Latent Classes of Maternal Verbalization Patterns During Mother–Child Shared Book Reading: Relations to Preschool Children's Socio-Emotional Functioning

Judith Baer, Hillary Mi-Sung Kim

Presenters: Judith Baer, Hillary Mi-Sung Kim

Latent class mixture modeling was used to empirically identify maternal verbalization patterns from the Early Childhood Longitudinal Study–Birth Cohort (ECLS-B). The sample ($n = 437$) consisted of mother–child dyads during book reading (child's preschool age mean = 51.75 months, weighted $N = 2{,}610{,}000$). The results showed three classes of maternal verbalization patterns. Preschoolers of mothers from the least verbally sensitive class had more externalizing behavioral problems and less social competence than others.

T138

The Influences of Being From a Low-Income Family, Being an ELL, and Self-Regulation on Academic Skills During the Transition to Formal School

Shannon Wanless, Megan McClelland

Presenter: Shannon Wanless

Recent research suggests that sociodemographic risk factors and self-regulation influence academics during the transition to kindergarten, but few studies have examined these factors in one model. A study is presented which found that being from a low-income family and being an English language learner had negative effects on initial academic skills, but limited effects on the rate of skill development over prekindergarten and kindergarten. After controlling for risks, self-regulation is significantly positively related to math skills over time.

T139

Playfulness: A Vital Ingredient of Social and Emotional Health

Rebecca Cornelli Sanderson, Rolland Janairo, Susana Telles-Casher, Steven Gross

Presenter: Rebecca Cornelli Sanderson

The relationship between playfulness and other key markers of social and emotional wellness in preschool-aged children was evaluated. Participants were 28 teachers from six different low-income preschools who completed measures of social competence, emotion regulation, resilience, and playfulness on 229 children between the ages of 3 and 5. The results indicate that playfulness is highly positively correlated with all three social and emotional markers and negatively correlated with internalizing and externalizing behaviors.

T140

Examining Bidirectional Associations Between Problem Behavior and Language and Literacy Skills in Head Start Children

Ximena Dominguez, Elizabeth Bell, Rebecca Bulotsky-Shearer, Daryl Greenfield

Presenters: Ximena Dominguez, Elizabeth Bell, Rebecca Bulotsky-Shearer, Daryl Greenfield

Using a sample of Head Start children, structural equation models were conducted to examine bidirectional associations between problem behaviors and language and literacy skills. The findings indicate that specific problem behavior difficulties at the beginning of the year were associated with language and literacy difficulties at the end of the year, and that specific language and literacy difficulties at the beginning of the year were also associated with problem behavior at the end of the year.

Home Literacy Environment

T141

Home Literacy Environments and English Vocabulary Skills of Spanish-Speaking Head Start Children

Ariana Mikulski, Francisco Palermo, Richard Fabes, Laura Hanish, Carol Martin, Matthew Gottheiner

Presenters: Ariana Mikulski, Francisco Palermo

The relations between home literacy environments, including reading behaviors and the number of English children's books at home, and the English vocabulary skills of a predominantly Mexican-origin sample of Spanish-speaking children at Head Start entry ($n = 110$) were examined. Multivariate linear regression analyses revealed that age and child use of English were significant predictors in English receptive and expressive vocabulary. However, no individual home literacy variables significantly predicted children's English vocabulary skills.

T142

Early Literacy Development of Spanish-Speaking English Language Learners and English Only Children: The Role of Home Literacy Environment

Gabriela Guerrero, Tracy E. McElhattan

Presenters: Gabriela Guerrero, Tracy E. McElhattan

Research has shown a strong relationship between the development of emergent literacy skills and home literacy environment for all children, including English language learners (ELLs). The relationship between the home literacy environment and emergent literacy skills for ELL and English only preschool children is examined. Specifically, the role of the home literacy environment on initial and growth curves across three measurement occasions is analyzed.

Other

T143

Early Childhood Education/Child Welfare Service Partnerships: The Challenges and the Potential

Carolyn Sullins, Lauren Kass, Shawna Rodrigues

Presenters: Elliot Graham, Lauren Kass, Shawna Rodrigues
Collaborations between child welfare and early childhood educational programs can address the multifaceted needs of vulnerable young children and their families. They can pool human and material resources in order to meet children's health, developmental, educational, and social and emotional needs. These collaborations take considerable time and effort, as both types of agencies operate in contexts that pose unique challenges. However, they have resulted in increased access to pediatric care, better parental coping, and numerous other benefits.

T144

The Effect of Child Care Subsidies on Children's Cognitive Development: Mediating Pathways

Laura Hawkinson

Presenter: Laura Hawkinson
Previous research finds a negative relationship between child care subsidy use and children's cognitive outcomes. Structural equation modeling with propensity-score matched groups of subsidy recipients and non-recipients was used to test the mediating effects of child care experiences and the family environment on the observed negative relationship between child care subsidy use during preschool and children's math and reading skills at kindergarten entry.

T145

Child Care Choices of Low-Income Families: Variations Between Hispanic Parents' Ratings of Aspects of Care

Meryl Yoches, Elisa Klein

Presenters: Meryl Yoches, Elisa Klein
Parents' decisions about child care are complex. They are based on both preferences for aspects of care and an accommodation to the reality of family life. A mixed-methods study examining parents' ratings of aspects of care and the reasons behind these ratings is presented. Differences among Hispanic families emerge in both the ratings of importance of different aspects of care and the reasons for these ratings. The results are discussed in relation to these differences.

Early Care and Education Scholars

T146

The Impact of Home and Head Start/Child Care Classroom Nutritional Environments on Childhood Obesity: A Cumulative Risk Model

Dipti Dev, Brent McBride, Barbara Fiese, STRONG Kids Team

Presenters: Dipti Dev, Brent McBride, Barbara Fiese
A cumulative risk model outlining the determinants of early childhood obesity was developed. The subjects were 497 children attending 6 Head Start and 36 licensed child care centers and their families. Survey data gathered from families assessed the potential influences on children's inappropriate weight gain while anthropometric assessments (height and weight measurements) were collected to assess children's weight status. The results hold implications for Head Start policies related to nutritional practices.

T147

Appalachian Head Start Families' Shared Reading, Mind-Mindedness, Guided Participation, and Scaffolding

Bradford Wiles, Victoria Fu, Danielle Skurka

Presenters: Bradford Wiles, Victoria Fu, Danielle Skurka

This poster addresses the effects of a shared-reading intervention on the use of scaffolding, guided participation, and mind-minded approaches over time among Appalachian Head Start families. A sample of 18 Head Start adult–child dyads completed a shared-reading, guided participation, and mind-mindedness intervention. The results indicate the effectiveness of the intervention and the theoretical model's validity in domains such as mind-mindedness and intentional, targeted scaffolding in Appalachian families, including a qualitative shift in the approach to reading after adults receive the intervention.

T148

A Cultural and Linguistically Responsive Vocabulary Intervention for Dual Language Learners

Lucia I. Méndez, D. C. Castro, E. R. Crais

Presenters: Lucia I. Méndez, D. C. Castro, E. R. Crais

The gains and retention of receptive vocabulary by Spanish-speaking Latino preschoolers who are dual language learners (DLLs) were compared after a Culturally and Linguistically Responsive (CLR) shared-reading approach or an English-only Culturally Responsive (ECR) approach. Forty-two Spanish-speaking Head Start DLLs were randomly assigned to the CLR group ($n = 20$) or ECR group ($n = 22$) using a comparison group research design. The CLR intervention yielded greater gains and retention of the English target words relative to those of the ECR comparison group at post-test. The gains in Spanish vocabulary were also observed in the CLR intervention group, but not in the ECR comparison group.

T149

Exploring the Effectiveness of Interactive Writing in the Head Start Preschool Setting

Anna H. Hall, Jennifer Grisham-Brown

Presenters: Anna H. Hall, Jennifer Grisham-Brown

A pre-test/post-test control group design was used to examine the effects of interactive writing on Head Start students' acquisition of uppercase, lowercase, and letter sound identification skills. An analysis of covariance statistical model was used to examine post-test scores after adjusting for pre-test scores and absenteeism rates. Although the results of this study demonstrated no statistically significant difference between the groups for any of the three outcome variables, observed differences suggested that meaningful relationships may exist between interactive writing instruction and lowercase and letter sound identification. This suggests pathways for further research.

T150

Predicting Infant/Toddler Social-Emotional Outcomes from Intrapersonal Caregiver Characteristics and Child Care Process Quality

Catherine Tsao

Presenter: Catherine Tsao

Despite compelling evidence about the importance of high-quality early education for at-risk children, there continues to be a lack of quality in U.S. infant/toddler programs. Why is there a disparity between what we know and what we are able or willing to do? The current study uses a mixed-methods approach to analyze a framework for making domain-specific linkages among intrapersonal caregiver characteristics (psychological characteristics associated with the formation of relationships), process quality, and infant/toddler social and emotional development.

Research questions asked whether (a) intrapersonal caregiver characteristics directly predict process quality and child outcomes, (b) process quality directly predicts child outcomes, and (c) process quality mediates the association between intrapersonal caregiver characteristics and child outcomes. Participants included 100 caregiver–child dyads from Early Head Start and community-based infant/toddler child care classrooms. Children were 10–24 months and have been in the classroom with the caregiver for at least 2 months. The data collected included child and classroom observation measures, surveys, and semi-structured interviews.

T151

Beyond Barriers: The Relationship Between Head Start Parents' Social Capital, Their Involvement, and Children's Preschool Competencies

Kelley L. O'Carroll

Presenter: Kelley L. O'Carroll

The relationship among parents' social networks, their involvement, and children's academic readiness in Puerto Rican and non-Hispanic families in Head Start was examined. Survey and direct assessment data were gathered, and a path model was tested (N = 95). The findings suggest that home-based involvement mediates a relationship between family- and Head Start-based social networks and children's outcomes in the full sample; however, exploratory analyses suggest that Head Start-based networks and not family-based networks are salient in this relationship among Puerto Rican families. The findings may inform Head Start strategies to enhance parental involvement and support children's academic readiness in families of different ethnic backgrounds.

T152

The Development of Narrative Coherence in Latino Dual-Language Learning Preschoolers

Joy Lorenzo Kennedy

Presenter: Joy Lorenzo Kennedy

A longitudinal study investigated the development of narrative coherence in 125 preschoolers. Children completed three narrative tasks in English and in Spanish. Analyses showed that narrative complexity increased over time. However, development was not consistent across tasks (the more structured the task, the greater the increase in narrative complexity) or across languages (children showed the greatest gains in narratives produced in English). Research demonstrated that dual language learner (DLL) children's narrative performance is not equivalent to their monolingual peers. Instead, narrative development in DLL children follows a unique trajectory that is sensitive to task requirements and the language of elicitation.

T153

Peer Play as a Context for Identifying Profiles of Children for Improving Academic Readiness in Head Start

Elizabeth R. Bell, Daryl B. Greenfield

Presenter: Elizabeth R. Bell

Peer play is utilized as a context to identify subgroups of children who display specific profiles of behavior and will examine the academic trajectories of these children over 1 year of Head Start. In fall 2011, 898 children from Miami-Dade Head Start were rated by their teachers on their peer play behaviors. In the fall, winter, and spring of the 2011–2012 school year, these children were assessed on their early math, literacy, and science skills. This poster presents the results from the latent profile analysis of children's fall peer play behaviors.

T154

Dosage Effects on Language, Literacy, and General Development for Children Enrolled in Early Intervention Programs: Head Start, Pre-Kindergarten, and Early Reading First

Jisu Han, Stacey Neuharth-Pritchett

Presenters: Jisu Han, Stacey Neuharth-Pritchett

The dosage effects of multiple early intervention programs on young children's language, literacy, and general development were examined. By employing hierarchical liner modeling, the developmental outcomes of approximately 3,000 4-year-olds receiving differing numbers of intervention services are compared: Group 1: Prekindergarten only, Group 2: Prekindergarten + Early Reading First, and Group 3: Prekindergarten + Early Reading First + Head Start. This study seeks to disentangle the roles of multiple intervention programs in the development of young children from families with limited economic resources and to provide policy implications on appropriate levels of intervention intensity.

T155

The Relationship Between Participation in the Early Head Start Program and Maltreatment Prevention: Implications for Practitioners and Policy Makers

Grace S. Hubel, David J. Hansen

Presenter: Grace S. Hubel

This poster presents an examination of Early Head Start's (EHS) ability to reduce child maltreatment. Initial findings from a project utilizing archival data on EHS family participation in a local program, along with Juvenile Court records of instances of maltreatment, are presented, as well as information on how intensity and type of components received through EHS relate to prevention of maltreatment. Recommendations are provided regarding the ways that EHS can best be delivered to prevent maltreatment and associated problems and disruptions in families.

T156

Parental Literacy Behaviors and Engagement in Homes of Dual Language Learners: A Mixed-Methods Study

Sandra I. Plata-Potter

Presenter: Sandra I. Plata-Potter

The National Early Literacy Panel (2008) indicates that it is pivotal for children to begin their formal education equipped with school readiness skills. In addition to being the largest minority group in the United States, Latinos constitute the largest percentage of ethnic minority children who are at the preschool age level. Using secondary data from an emergent literacy project conducted with Head Start preschoolers, along with in-depth interviews from a subsample of participants, this explanatory mixed-methods approach examines child outcomes and the perspectives of families who participated in the program. This poster addresses quantitative and qualitative findings and recommendations.

T157

Church-Sponsored Child Care: Association of Regulatory Level With Quality for Young Children

Joellen T. Lewsader

Presenter: Joellen T. Lewsader

The specific aims of this research are to explore the quality of church-sponsored, center-based child care as observed in three levels of state child care regulation. The first objective is to determine whether and how global child care quality and teacher–child interactions vary in infant classrooms and preschool classrooms across three groups of differently regulated church-sponsored centers. The second objective is to determine whether the structural characteristics of group size, adult–child ratio, caregiver education level, and caregiver age mediate the relationship between the level of state regulation and child care quality.

Research questions include (a) Does overall child care quality and teacher–child interaction differ in infant classrooms and preschool classrooms across the three groups of differently regulated centers? (b) Do group size, adult–child ratio, caregiver education level, and caregiver age mediate the relationship between the level of regulation and global quality scores? and (c) Do group size, adult–child ratio, caregiver education level, and caregiver age mediate the relationship between the level of regulation and teacher–child interaction? To answer these questions, investigators employ a three-group, quasi-experimental comparison study design, using a matched purposeful sample.

T158

Child Development at the Intersection of Early Care and Education and Child Welfare

Mary Elizabeth Meloy

Presenter: Mary Elizabeth Meloy

Empirical interest in the developmental outcomes of young foster children has surged in recent years, leading to a large knowledge base that describes the risks associated with their experiences of trauma and toxic stress, and the potential of foster care experiences to compound or ameliorate those risks. A parallel literature documents the benefits that can accrue to similarly at-risk populations of young children from early care and education (ECE) programs that are explicitly designed to support developmental well-being and growth, as well as the detrimental impacts that can arise from less advantageous programs.

Despite growing empirical and policy interest surrounding the developmental consequences of both child welfare and ECE for at-risk children, there is a dearth of research at the critical nexus of these systems. An attempt has been made to close this gap by utilizing national and state-level data to (a) provide descriptions of the ECE arrangements experienced by young children who become involved with the child welfare system, with a focus on those in foster care; (b) identify predictors of ECE experiences, including foster parent and child demographics, and child welfare placement type; and (c) explore the relationship of foster placement stability and developmental outcomes to ECE use, type, and public funding.

Foster child age, ethnicity, and disability status, as well as foster parent employment, education, and relationship to the child (kin vs. non-kin) predicted both the use and type of ECE experienced by children in foster care. Public funding for ECE was associated with more stable foster placements. Children receiving in-home services displayed different patterns of associations between developmental outcomes and ECE experiences than children in kinship foster placements. Children in kinship placements demonstrated benefits from Head Start, but other child care arrangements appeared to be detrimental. Children living at home only benefited from other child care. These results have implications for developmental science with regard to the potential role of ECE in mitigating or exacerbating the impacts of toxic stress among this vulnerable population of young children and for policies aimed at promoting developmentally supportive linkages between ECE and child welfare services.

T159

Sustaining Family Child Care Providers' Psychosocial Wellness

Rebecca Swartz

Presenter: Rebecca Swartz

Although past research indicates that work–family balance issues create unique challenges for family child care providers (FCCPs) and their psychosocial wellness, and that FCCPs may benefit from professional and social support, to date, no studies have linked these factors using a theoretically driven framework. This mixed-methods study will contribute to the literature on the psychosocial wellness of FCCPs by investigating an integrated theoretical framework that describes the impact of work–family balance

challenges on FCCPs' psychosocial wellness, and accounting for the role of professional and social support in sustaining these individuals in their work and family roles.

Research questions included (a) Are higher levels of perceived stress among FCCPs associated with higher levels of provider consideration of exiting the FCC profession and less engagement in professional development? (b) How do the routines in family child care (FCC) homes reflect the challenges that FCCPs face in managing the overlaps of personal family life and the child care business? Specifically, what do FCCPs perceive to be the advantages and challenges of providing FCC? How do the rhythms of child care and family life facilitate or interfere with FCCPs accomplishing their professional development plans? and (c) How do the personal and professional networks of FCCPs support their child care work and psychosocial wellness? Specifically, how do FCCPs view the role of other FCCPs and child care support personnel, what have their experiences been like when interacting with child care support personnel, and which support services have been most helpful?

T160

Predicting Latino Children's Enrollment Into Care Arrangements at 2- and 4-Years

Erin Bumgarner, Jeanne Brooks-Gunn

Presenter: Erin Bumgarner

This study investigates what factors predict Latino children's enrollment into care arrangements at 2 years (center-based care, parental care, or other home-based care) and 4 years (Head Start, prekindergarten, other center-based care, parental care, or other home-based care). Using nationally representative data from the Early Childhood Longitudinal Study—Birth (ECLS-B) investigators ran multinomial regression models that predicted care arrangements from a rich set of variables, including economic factors, cultural factors, and parental preferences for care characteristics.

Selected Posters from the Evaluation Work of the Office of Planning, Research and Evaluation

T161 – T166

Quality Rating Improvement Systems (QRIS)

T167

Features of On-Site Technical Assistance and Coaching in Quality Rating Improvement Systems

Sheila Smith, Lee Kreader, Taylor Robbins

Presenters: Sheila Smith, Taylor Robbins

This poster presents the results of an interview study that examined the features of technical assistance (TA) and coaching offered to center-based programs and home-based providers in QRIS. Thirty-four TA providers in 17 states with statewide QRIS participated in interviews with fixed-response and open-ended questions. Trends are reported for several features of TA, including (a) content focus (environment, language supports), (b) amount, (c) methods (e.g., modeling practices, helping the director support the teachers), and (d) types of training for TA providers.

T168

Taking a Validation Lens to Child Care Quality Measurement: Secondary Analyses of Quality Ratings Across Three QRIS

Lizabeth Malone, Gretchen Kirby, Pia Caronongan, Kathryn Tout, Kimberly Boller

Presenters: Lizabeth Malone, Gretchen Kirby, Pia Caronongan, Kathryn Tout, Kimberly Boller

This poster presents findings from secondary analyses on the validity of QRIS quality ratings. A common metric for quality rating components across three QRIS is defined and differences in the components across rating levels and center types (including Head Start) are examined. Also included are the unique effects of the components on observed quality and patterns of quality across the three systems. Data sources include QRIS administrative databases, professional development registries, and QRIS ERS databases.

T169

Evaluation of a State Child Care Quality Rating and Improvement System: Providers', Parents', and Children's Participation

James Elicker, Carolyn Langill, Karen Ruprecht, Joellen Lewsader, Treshawn Anderson

Presenters: James Elicker, Carolyn Langill, Joellen Lewsader, Treshawn Anderson

This 4-year evaluation focused on the implementation of Indiana's new voluntary child care QRIS, Paths to QUALITY™ (PTQ). The results provided evidence that (a) the PTQ rating system was valid, (b) there were high participation rates by child care providers, (c) parents said that they would use PTQ ratings to inform their decisions, and (d) child care quality measures were associated with children's development. Recommendations are made for future development of the PTQ system.

T170

An Overview of Quality Rating and Improvement Systems (QRIS)

Shannon Moodie, Kathryn Tout, Margaret Soli, Rebecca Starr

Presenter: Shannon Moodie

QRIS are currently operating in more than 26 states/communities. This poster provides an overview of QRIS and the Compendium, which is a compilation of information regarding QRIS nationwide. Several findings are presented that highlight both QRIS innovations and challenges as a systemic strategy for improving early care and education quality and children's outcomes.

T171

Using Quality Rating and Improvement System (QRIS) Evaluation Findings to Inform Policy and Program Improvements

Laura Rothenberg, Tabitha Isner, Rebecca Starr, Sarah Daily, Shannon Moodie, Margaret Soli, Beth Rous

Presenter: Laura Rothenberg

The findings are presented from a QRIS evaluation aimed at informing modifications to the QRIS after a decade in operation. Findings address (a) questions related to encouraging provider participation in the QRIS, (b) improving the measurement of quality and the overall rating process, (c) making the QRIS more useful to parents, and (d) improving the technical assistance provided. This poster also addresses how findings are being used to shape revisions to QRIS policy and implementation.

T172

The Effectiveness of Efforts to Engage Parents and Providers in a Pilot Quality Rating and Improvement System (QRIS)

Rebecca Starr, Tabitha Isner, Meg Soli, Jennifer Cleveland, Kathryn Tout

Presenter: Rebecca Starr

This poster presents findings from an evaluation of a pilot QRIS aimed at engaging providers in a quality improvement effort and supporting parents in the selection of high-quality care, including the effectiveness of the efforts with both parents and providers. The effort is unique nationally because of the explicit goal of QRIS—improving children's school readiness.

T173

Validation of Quality Rating and Improvement Systems (QRIS) for Early Care and Education

Gail Zellman, Richard Fiene, Michel Lahti

Presenter: Michel Lahti

This poster addresses validation and its importance in early childhood QRIS. It also presents a four-component validation approach, including (a) examining the validity of key underlying concepts, (b) assessing the psychometric properties of quality assessment measures, (c) studying the outputs of the rating process, and (d) relating ratings to child outcomes. Examples of validation efforts from several states, with a special emphasis on Maine's QRIS, are given.

WEDNESDAY, JUNE 20

Morning

7:30 a.m.	Check-In Begins
8:30 a.m. – 10:00 a.m.	Plenary Session III

Promoting Healthy Eating and Life Styles in Children and Families

Sandra Hassink
American Academy of Pediatrics

Barbara Fiese
University of Illinois, Urbana-Champaign

10:15 a.m. – 12:00 p.m.	Breakout Sessions
12:00 p.m. – 1:15 p.m. (conference attendees on their own)	Lunch

Afternoon

1:30 p.m. – 3:15 p.m.	Breakout Sessions
3:30 p.m. – 5:00 p.m.	Closing Session

The "Give and Take" in Multinational Research in Early Childhood Care and Education

Kofi Marfo
Univeristy of Southern Florida, Tampa

Nurper Ulkuer
United Nations Children's Fund

Marc H. Bornstein
Eunice Kennedy Shriver National Institute of Child Health and Human Development

Please visit the Society for Research in Child Development poster and display located on the Constitution Level. Of special interest are features from the SRCD website (www.SRCD.org). One is the *Social Policy Reports*. The second is the SRCD Oral History Project. For the past 25 years, SRCD has collected oral histories from over 150 major figures in child development and developmental science. For this conference, four oral histories of figures who have played major roles in the history of Head Start are available. They are: Urie Bronfenbrenner, Julius Richmond, Eleanor Maccoby and our own Edward Zigler!

NEW for HSRC11! Please look for this symbol for Research-to-Practice discussion hours, to be led by the Head Start National Centers!

8:30 a.m. – 10:00 a.m. | Independence Ballroom A

PLENARY III
Promoting Healthy Eating and Life Styles in Children and Families

Chairs

John W. Hagen
John Pascoe

Presenters

Sandra Hassink
Barbara Fiese

Childhood obesity is at an all-time high; if left unchecked, there will be serious consequences in the future. This session will consider recent research that delves into the importance of the family in developing appropriate nutritional attitudes, perceptions, and behavioral choices. Professionals, including pediatricians, nutritionists, child and family researchers, and teachers, play an important role in the development of healthy life styles and the prevention of unhealthy habits and weight gain. The presenters will provide an overview of the results of a recent working group of the American Academy of Pediatrics, including explicit recommendations for parents and professionals. Recent work shows the importance of family mealtime in the home. There will be a discussion on shopping and food choice, how having meals together without distractions such as television lead to positive outcomes for young children, and the implications for social policy.

WEDNESDAY PLENARY III

Sandra Hassink (MD, FAAP Pediatrics, Vanderbilt University) has practiced at Nemours since 1988 when she started the Alfred I. DuPont Hospital for Children Weight Management Clinic. She is currently the director of the Nemours Obesity Initiative and is still actively caring for patients. She has collaborated in basic research efforts to identify the pathophysiologic mechanisms of obesity, centering on the role of leptin, and has lectured widely in the field of pediatric obesity. She has authored A Parent's Guide to Childhood Obesity; Pediatric Obesity: Prevention, Intervention, and Treatment Strategies for Primary Care; and Clinical Guide to Pediatric Weight Management. Dr. Hassink is a member of the Board of Directors of the American Academy of Pediatrics (AAP) and the current chair of the AAP Obesity Leadership Workgroup. She recently served on the Institute of Medicine writing committee for the Accelerating Progress in Obesity Prevention report. She also chairs the Governor's Council on Health Promotion and Disease Prevention for the State of Delaware. In addition, she chairs the Ethics Committee at the Alfred I. duPont Hospital for Children and co-chairs the Delaware State Ethics Committee. Dr. Hassink is a member of the Institutional Review Board and has a master's degree in Pastoral Care and Counseling.

Barbara Fiese (PhD, Clinical and Developmental Psychology, University of Illinois, Chicago) is a clinical and developmental psychologist whose research focuses on family factors that promote health and well-being in children. She holds the Pampered Chef, Ltd , Endowed Chair in Family Resiliency and is professor and director of the Family Resiliency Center at the University of Illinois, Urbana-Champaign, with affiliated appointments in the Departments of Pediatrics and Psychology. She is considered one of the national experts on the role that shared family mealtimes may play in promoting health during early childhood and the elementary school years. She has applied this knowledge to advance public policy through the Society for Research in Child Development's Social Policy Report on Reclaiming the Family Table and crafted the American Psychological Association's Resolution on the Prevention of Obesity and Disordered Eating and Promotion of Healthy Active Lifestyles for Children, Youth, and Families. With support from the Pampered Chef, a series of public service announcements are being developed that provide solutions to common mealtime dilemmas. She is a co-principal investigator for the Illinois Transdisciplinary Obesity Program, an MPH/PhD training program in obesity prevention; co-principal investigator on the STRONG Kids Program, a cells-to-society approach to healthy weight in preschool-age children; and co-principal investigator for the ICAP Project, a series of workshops aimed at developing innovative methods of physical activity measurement in preschool-age children in their natural environments. Dr. Fiese is president-elect of the American Psychological Association's Society of Family Psychology and associate editor of the Journal of Family Psychology.

10:15 a.m. – 12:00 p.m.

301

Ballroom H/I

MASTER LECTURE

Genetics, Genomics, Cognition, and Development

Chair

Clancy Blair

Presenter

Elena Grigorenko

Dr. Grigorenko seeks to untangle genetic and environmental risk factors in order to understand and provide more effective interventions for child learning problems. With creative use of diverse methodologies, from molecular genetics to cross-cultural studies, she makes substantial contributions to the understanding of flexibility and malleability in human development. Dr. Grigorenko examined populations that included international adoptees brought to the United States early in life and differential learning disability rates in harsh environments ranging from poor areas in the United States to Africa, India, and Russia. She will present the implications of the findings for guiding and improving learning in young and elementary-age children.

Elena Grigorenko (PhD, General Psychology, Moscow State University; PhD, Developmental Psychology and Genetics, Yale University) is the Emily Fraser Beede Professor of Developmental Disabilities, Child Studies, Psychology, and Epidemiology and Public Health at Yale University, and adjunct professor of psychology at Columbia University and Moscow State University. She has published more than 300 peer-reviewed articles, book chapters, and books. Dr. Grigorenko has received multiple professional awards for her work and received funding for her research from the National Institutes of Health, the National Science Foundation, the U.S. Department of Education, the U.S. Agency for International Development, Cure Autism Now, the Foundation for Child Development, the American Psychological Foundation, and other federal and private sponsoring organizations in the United States and worldwide.

302

Ballroom F/G

What We Know About Dual Language Learners in Head Start and Early Head Start and What We Still Need to Know

Chair

Ann Rivera

Discussant

Virginia C. Mueller Gathercole, Sharon Yandian

Presenters

Nikki Aikens, Jerry West, Dina Castro, Carol Scheffner Hammer

The Administration for Children and Families has funded several research efforts to improve information on children who are dual language learners (DLLs), including analysis of existing nationally representative data and a research center to build capacity in the research field to provide better information regarding young DLLs. This session presents work from these two efforts. First, based on analyses of national survey and administrative data, researchers from Mathematica Policy Research, Inc., will describe the demographic characteristics of young DLLs and their families in Head Start and Early Head Start programs, the services they receive, the characteristics of their teachers and classrooms, and their developmental status. Second, researchers from the Center for Early Care and Education Research Dual Language Learners (CECER-DLL) will present two recent efforts intended to help advance the state of knowledge regarding DLLs in the United States: (a) a survey instrument to capture the early home experiences of DLLs, and (b) a comprehensive theoretical framework that describes the development of young DLLs.

Dual Language Learners in Early Head Start and Head Start: Characteristics of the Children and Families Served and the Services Received

Nikki Aikens, Jerry West, Yange Xue, Judy Cannon, Cheri Vogel, Kimberly Boller

Conceptual and Methodological Considerations in Research With Dual Language Learners: Contributions From the CECER-DLL

Dina Castro, Carol Scheffner Hammer, Linda Espinosa, Eugene Garcia, Fred Genesee, Patton Tabors, Ellen Peisner-Feinberg, Virginia Buysse, Cristina Gillanders, Doré LaForett

303

Ballroom D/E

ROUNDTABLE

Early Head Start Research and Evaluation Project's Findings From Ages 3, 5, and 10: What Did We Learn and What Are the Implications for Policy, Practice, and Future Research?

Chair

Helen Raikes

Discussant

Tammy Mann

Presenters

Rachel Chazan-Cohen, Catherine Ayoub, Helen Raikes

This session will present findings from multiple data collections of the Early Head Start Research and Evaluation Project and consider lessons for policy, practice, and research from this long-term study. The papers focus on age 3, age 5, and grade 5 impacts. The presenters will discuss variability by subgroups in short- and long-term impacts on children's development in terms of in-home and out-of-home factors (e.g., schools).

304

Ballroom B/C

ROUNDTABLE

Implications of the National Early Literacy Report for Preschool Literacy

Chair

Mariela Páez

Presenters

David Dickinson, William Teale, Marlene Zepeda

In January 2009, Developing Early Literacy: Report of the National Early Literacy Panel was issued (NELP, 2008; available at http://lincs.ed.gov/publications/pdf/NELPReport09.pdf). The report presents a research synthesis of approximately 500 studies that provide findings about precursors and interventions for early literacy learning. Given the influence of this report on research and pedagogy, we need to understand the limitations, as well as the strengths, of this report. During this session, scholars from the field of early literacy will provide a critical examination of this report. The presenters will discuss the role of language learning in supporting reading development, implications for curriculum and instruction in early literacy, and the needs of the dual language learner.

305

Lafayette Park/Farragut Square

POSTER SYMPOSIUM

Addressing Childhood Obesity in Child Care Settings: STRONG Kids Ecological Approach and Promising Interventions

Chairs

Kathryn Henderson, Barbara Fiese

Discussant

Canary Girardeau

Presenters

Margarita Teran-Garcia, Brent McBride, Diana Grigsby-Toussaint, Dipti Dev, Kelly Bost, Kristen Harrison, Angela Wiley, Lorrene Ritchie, Angela Crowley

This session provides details regarding research and practice approaches for one of the toughest challenges in early childhood health and well-being: childhood obesity. The evidence highlights the importance of addressing obesity early, and the potential for considering community, child care, social, and genetic factors. The presenters will provide details regarding approaches for preventing and reducing early childhood obesity in child care settings. Three papers will review findings from the STRONG Kids "cells-to-society" approach that link unhealthy weight in the early preschool years to multiple factors, including genetic, family interaction, food environment, and media environment factors. Three studies address nutrition and physical activity, including nutritional practices in Head Start; a multilevel whole-system intervention; and strategies to improve the nutritional balance of meal intake in child care.

The STRONG Kids Model: The 6'C Model in Childhood Obesity Development: The Sphere of Biological Influence "Cell-1-Study" (Genetic Associations)

Margarita Teran-Garcia, Ying-Ying Wang, Anthony Wang, Sharon Donovan

Child Care Environment Influences on Childhood Obesity: The Role of Child Care Teachers During Mealtimes and the Neighborhood of the Child Care Facility

Brent McBride, Diana Grigsby-Toussaint, Dipti Dev

Home Environment Influence on Childhood Obesity: An Exploration of Associations Between Caregiver Attachment, Family Routines, Media Exposure, Emotion Eating, and Children's Food Consumption

Kelly Bost, Kristen Harrison, Janet Liechty, Angela Wiley

Head Start Centers Offer More Nutritious Foods and Beverages Than Other Types of Child Care

Lorrene Ritchie, Marla Boyle, Kumar Chandran, Sarah Samuels

Nurse Consultant Nutrition Intervention Improves Nutrition and Physical Activity Knowledge, Policy, and Practice, and Reduces Obesity in Child Care

Angela Crowley, Abbey Alkon, Yi Pan, Sara Benjamin Neelon, Jonathan Kotch

Modifying Family-Style Meals to Promote Fruit and Vegetable Intake in Head Start

Kathryn Henderson, Marlene Schwartz, Meghan O'Connell, Stephanie Scarmo, Ann Middleton, Elizabeth Claydon

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306

Wilson/Roosevelt

Linkages Between Quality and Child Outcomes: Deepening Our Understanding

Chair

Ivelisse Martinez-Beck

Discussant

Martha Zaslow

Presenters

Margaret Burchinal, Yange Xue, Pamela Morris

Federal, state, and local policy makers seek guidance on the dimensions of child care quality that relate to children's positive developmental outcomes. Emerging research examines associations between the quality of early care and education settings and child outcomes, asking whether certain thresholds or dosages of high-quality care need to be met, or particular aspects of quality need to be present before linkages are apparent. This session will present recent findings from a comprehensive literature review and secondary data analyses of multiple studies. The following are some key guiding research questions:

- What aspects of quality in center-based early care and education programs serving children from birth through age 5 make a difference in child outcomes? What are the mechanisms by which different quality features support children's outcomes?
- What thresholds of global quality or specific quality features are needed to support gains in child outcomes? Is there a minimum threshold of quality necessary to affect child outcomes? How well are measures of quality capturing these thresholds?
- What levels of exposure to quality (or dosages) are needed to support gains in child outcomes?

Exploring Evidence of Thresholds in Associations of Child Care Quality and Child Outcomes

Margaret Burchinal, Yange Xue, Hsiao Tien, Anamarie Auger, Andy Mashburn, Louisa Tarullo

Exploring Linkages Between Head Start Classroom Quality and Child Outcomes in FACES 2009

Yange Xue, Emily Moiduddin, Nikki Aikens, Louisa Tarullo, Jerry West

Secondary Analysis of Variation in Impacts of Head Start Center: Moderators, Mechanisms, Methods, and Measurement in the Head Start Impact Study

Pamela Morris, Hiro Yoshikawa, Howard Bloom

307

Cabin John/Arlington

ROUNDTABLE

Family-Visiting With Families-in-Transition: Homeless, Migrant, and Transnational Families

Chair

Ellen Pinderhughes

Presenters

Anne Giordano, Roseanne Flores, Cleo Rodriguez, Sandra Barrueco, Hyun-Kyung You, Lyn Moreland

Families who need Head Start and similar early childhood programs are finding themselves in transition. As a result, they have situational realities that present challenges for the home-visiting approach and family engagement services that are typically used in Head Start programs. This session will focus on homeless, migrant, and transnational families. Practitioners and researchers with expertise in at least one of these populations will briefly discuss the challenges facing families and will present ideas for effective services that address families' needs. The presenters will discuss common challenges across families and the unique needs of each population, followed by an open discussion with attendees.

Look for the related Research to Practice Discussion Hour: Session 318, Wednesday, June 20, 1:30 p.m., Franklin Square/McPherson Square

308

Bulfinch/Latrobe/Burnham

Making a Difference: Research and Practice With a Child-Centered Curriculum for Head Start Children in Indigenous and Tribal Communities

Chair/Discussant

Kim Wingert

Presenters

Jennifer Chalmers, Joyce McLeod, Renie Squirrel, Reanna Erasmus, Shelley Galbiati

Making a Difference is a child-centered curriculum developed by tribal communities for their Head Start children. The session will address the rationale for the curriculum, which spans years of community-based child outcome research. The three papers highlight the research, the field results of the work with the curriculum, and the coaching program developed for the practitioners. The presenters will highlight the essential collaborative relationships developed with these complex communities.

Using Community-Based Research to Guide the Development of "Making a Difference" Child-Centered Curriculum for Head Start Children in Tribal Communities

Jennifer Chalmers

Field Testing Results for "Making a Difference": A Child-Centered Curriculum That Brings Back Play for Indigenous and Tribal Children

Joyce McLeod, Renie Squirrel

Findings From the Evaluation of a Coaching Program to Support the "Making a Difference" Child-Centered Curriculum in Tribal Communities

Reanna Erasmus, Shelley Galbiati

309

Franklin Square/McPherson Square

RESEARCH TO PRACTICE DISCUSSION HOUR

Discussion linked to Session 119: Biopsychosocial Factors That Affect the Function of Children's Chronic Health Conditions

Chair

Faith Lamb-Parker

Presenters

Shalini Forbis, Kimberly Stice, Amy Hunter (National Center on Health)

Dr. Forbis will participate in a discussion that is an extension of Session 119, which will provide an opportunity to delve into the intervention and prevention issues of young children's chronic health conditions, with a specific focus on asthma. Ms. Stice and Ms. Hunter of the Office of Head Start's National Center on Health will share the mission and goals of the center and their resources, especially those related to chronic health conditions.

Note: Although it may be helpful to have attended Session 119: Biopsychosocial Factors That Affect the Function of Children's Chronic Health Conditions to attend this session, it will not be necessary for participation in this session.

1:30 p.m. – 3:15 p.m.

310

Ballroom H/I

Critical Examination of Language Exposure and Use With Spanish-Speaking Dual Language Learner Children

Chair
Carol Scheffner Hammer

Discussant
Mariela Páez

Presenters
Lisa Lopez, Barbara Rodriguez, Brook Sawyer

Using the same population of Spanish-speaking dual language learner (DLL) children who were participants in a larger intervention, each paper in this session specifically targets a different aspect of language exposure and/or use in understanding the nuances related to language development. These three papers together inform both researchers and practitioners on the current home and school language environments of DLLs and the benefit of the home language in determining whether speech/language concerns are present and identified at an early age.

Exploring Language Interactions in the Homes of Young Latino Dual Language Learners

Lisa Lopez, Barbara Rodriguez, Shelley Scarpino, Carol Scheffner Hammer, Dana Bitetti, Brian Goldstein, Eugene Komaroff

Cuidando Los Niños: Characteristics of Latino Children's Early Education and Child Care Experiences

Barbara Rodriguez, Lisa Lopez, Shelley Scarpino, Carol Scheffner Hammer, Eugene Komaroff, Brian Goldstein, Dana Bitetti

Relation Between Maternal Concerns and Speech and Language Abilities of Young Bilingual Children

Brook Sawyer, Dana Bitetti, Eugene Komaroff, Carol Scheffner Hammer, Lisa Lopez, Barbara Rodriguez, Shelley Scarpino

311

Ballroom F/G

The Road Less Traveled: Measurement Development Responsive to the Increasingly Culturally and Linguistically Diverse Head Start Population

Chair
Michael L. Lopez

Discussant
Nonie Lesaux

Presenters
Christine McWayne, Gigliana Melzi, Rebecca J. Bulotsky-Shearer, Christopher Lonigan

This session presents three studies that utilized both qualitative and quantitative approaches to developing culturally and linguistically responsive, yet psychometrically sound measures that span different domains of preschool-aged children's functioning and types of respondents. The presenters will highlight the demand for creating culturally sensitive and linguistically appropriate measures for use with the increasingly diverse population of children and families in Head Start. They will also articulate specific steps that researchers can utilize in their own measurement development efforts.

Developing a Parent-Derived Measure of Latino Family Involvement: A Mixed Methods Approach With Head Start Families

Christine McWayne, Gigliana Melzi

Initial Development of the Spanish Form of the Adjustment Scale for Preschool Intervention (ASPI) for Bilingual Spanish-Speaking Head Start Teachers

Rebecca J. Bulotsky-Shearer, Paul McDermott, Mileidis Gort, Michael L. Lopez

Development of a Comprehensive Measure of Early Literacy Skills for Preschoolers Who Are Spanish-Speaking English Language Learners: Iterative Process and Preliminary Reliability and Validity Findings

Christopher Lonigan, JoAnn Farver, Kimberly McDowell

312

Ballroom D/E

Management and Leadership in Head Start Programs: A Critical Component of Head Start Quality

Chair

Jennifer Brooks

Discussant

Thomas Schultz

Presenters

Emily Moiduddin, Marilyn A. Hosea, Kathleen Roche

This session will discuss findings related to organizational management and leadership and their link to Head Start quality, including research highlighting what we know about management and leadership both within Head Start and in other social service settings, and how this relates to understanding Head Start quality. The first presenter will provide an overview of data from the Head Start FACES study that describes the characteristics of Head Start management and management approaches. The second presenter will address findings from a mixed-methods study that describes the critical tension between promoting compliance and innovation in highly regulated government-funded programs such as Head Start. Finally, the third presenter will discuss an exploratory, mixed-method study of the impact of the economic recession on nonprofit/agency legitimacy and endurance, and the implications for Head Start programs. There will be a discussion on why this area of research is so critical to understanding and promoting quality in Head Start programs.

Working in Head Start Programs: Correlates of Teacher Perceptions of Management Climate
Emily Moiduddin, Nikki Aikens, Louisa Tarullo, Jerry West

Worlds Connected and Worlds Apart: Postures and Dependencies Influencing Government–Agency Relations
Marilyn A. Hosea

The Great Recession and Nonprofit Endurance: Framing the Mission-Defensive Paradox
Kathleen Roche

313

Ballroom B/C

Implementing Evidence-Based Coaching Models at Scale: Early Lessons From MyTeachingPartner

Chair
Bridget Hamre

Discussant
Martha Zaslow

Presenters
Bridget Hamre, Virginia Vitiello, Chau Nguyen

There is a national focus on the importance of coaching for early childhood teachers. This session will present the results from research on one coaching model, MyTeachingPartner (MTP). The presenters will focus on lessons learned regarding implementation and supporting coaches to deliver the model successfully at scale. They will bring together multiple perspectives on these issues, including those from researchers, an organization responsible for disseminating MTP at scale, and a coach in a Head Start program.

Supporting MyTeachingPartner Coach Fidelity and Quality
Bridget Hamre, Jennifer LoCasale-Crouch

Moving a Research-Based Program Into a Community Setting: An Example From the Field
Virginia Vitiello, Sedra Spano

My Experience as a MyTeachingPartner (MTP) Coach: Assisting Teachers to Reflect on and Improve Their Interactions With Children in the Context of Highly Supportive Coach–Teacher Relationships
Chau Nguyen

314

Lafayette Park/Farragut Square

POSTER SYMPOSIUM

Issues in Assessing Quality in Early Childhood Settings for Quality Rating and Improvement Systems

Chair

Richard Clifford

Discussant

Peggy Ball

Presenters

Kristen Jamison, Jennifer LoCasale-Crouch, Karen La Paro, Richard Clifford, John Sideris, Thelma Harms, Angela Keyes

Researchers, as well as national initiatives aimed at increasing classroom quality, have found it difficult to assess quality in early childhood classrooms. The presenters will discuss the results from research studies and states' implementation of Quality Rating Improvement Systems using the ECERS-R, ITERS-R, CLASS-Infant, and CLASS-Toddler measures. They will address the implications of using these measures as indicators of quality in early childhood classrooms and will discuss policy implications regarding quality assessment in QRIS.

Measuring the Quality of Infant–Teacher Interactions in Center-Based Child Care

Kristen Jamison, Sonia Cabell, Jennifer LoCasale-Crouch

Assessing Teacher–Child Interactions in Toddler Classrooms for Quality Standards Assessments

Karen La Paro

Alternative Scoring Method for ECERS-R

Richard Clifford, John Sideris, Stephanie Reszka

Achieving Interrater Reliability on Environmental Rating Scales

Thelma Harms, Cathy Riley, Debby Cryer

A Picture of Quality: Lessons From Louisiana's QRIS

Angela Keyes, Geoffrey Nagle

315

CONVERSATION HOUR

Wilson/Roosevelt

Center for Early Care and Education Research Dual Language Learners [CECER-DLL]: Findings From Critical Research Reviews and a Secondary Analysis

Chair
Dina Castro

Discussant
Patton Tabors

Presenters
Cristina Gillanders, Marlene Zepeda, Ellen Peisner-Feinberg

This session will present findings from CECER-DLL's critical reviews of the research on dual language learners (DLLs) that are related to language and literacy, social and emotional development, early care and education practices, and program quality measures, as well as the results of a secondary analysis of the ECLS-B. Together, these research activities document gaps in research evidence on the development and early care and education of DLLs. The presenters will discuss the implications for research and practice.

316

Cabin John/Arlington

Trauma-Informed Systems Development in Head Start

Chair
Christopher Blodgett

Discussant
Karen Peterson

Presenters
Angel Cantu Griffith, Avis Smith

This session will present two large-scale research programs, each of which addresses the adaptation of practice principles that originated in the treatment of trauma in children as developed for use in Head Start. Developed independently, the two programs tested systems improvement through training and the integration of individual services for trauma-exposed children and families. The presentation will include a review of the underlying research that supports these emerging practices, and how addressing trauma complements existing family and child development efforts in Head Start.

Reducing Children's Exposure to Violence Through Trauma-Informed Early Learning

Angel Cantu Griffith, Christopher Blodgett

Reducing the Long-Term Impact of Trauma Through Evidence-Based Training for Head Start Personnel and Site-Based, Trauma-Informed Treatment for Head Start Children and Families

Avis Smith

317

ROUNDTABLE

Bulfinch/Latrobe/Burnham

The Early Childhood Workforce: Building Coherence and Supports Across Early Care and Education, Home Visiting, Early Intervention, and Child Welfare

Chair

Kimberly Boller

Discussant

Brenda Jones Harden

Presenters

Diane Paulsell, Deborah Daro, Sharon Ryan, Beth Rous

The early childhood workforce is diverse in its strengths and needs; however, across disciplines, common issues are emerging that require a systems-based approach and coordination. Researchers from different sectors will be brought together to reflect on the state of integration and coordination in the education and professional development systems that produce and support the early childhood workforce. The panel will work with the audience to compile lessons for policy makers, practitioners, and researchers.

318

Franklin Square/McPherson Square

RESEARCH TO PRACTICE DISCUSSION HOUR

Discussion linked to Session 307: Family-Visiting With Families-in-Transition: Homeless, Transnational, and Migrant Families

Chair

Ellen Pinderhughes

Presenters

Anne Giordano, Roseanne Flores, Amanda Perez (National Center on Early Head Start)

Dr. Flores and Ms. Giordano will participate in a discussion that is an extension of Session 307. They will be joined by Ms. Perez, with the Office of Head Start's National Center on Early Head Start. The discussion will focus on the issues of family visiting with homeless families, including the mission and objectives of the Center and available resources, particularly those that are related to the special circumstances and needs of homeless families.

Note: Although it may be helpful to have attended Session 307: Family-Visiting With Families-in-Transition: Homeless, Transnational, and Migrant Families to attend this session, it will not be necessary for participation in this session.

3:30 p.m. – 5:00 p.m. | Independence Ballroom A

CLOSING SESSION

The "Give and Take" in Multinational Research in Early Childhood Care and Education

Chair

Faith Lamb-Parker

Discussant

Kofi Marfo

Presenters

Marc H. Bornstein

Nurper Ulkuer

There are some important new steps in research on young children's development in the developing world. The Closing Session will present two perspectives on recent findings from this emerging body of work. The first perspective will provide a unique view on variation in the contexts of young children's development by summarizing nationally representative household surveys in 28 developing countries, including parent-report data on young children's health and nutrition, early stimulation in the home, disciplinary practices, and exposure to early care and education. The second perspective will summarize new work on evaluating interventions aimed at strengthening early childhood development, sometimes tracking children's outcomes at the community level prior to and after the intervention. Others are evaluating interventions using experimental designs. These new evaluation initiatives will be examined in light of their global context. There will be a discussion on how we can build and benefit from bridges with the emerging multinational research, both contributing to and learning from this work.

WEDNESDAY CLOSING SESSION 3:30 p.m. – 5:00 p.m.

Kofi Marfo (PhD, Educational Psychology, University of Alberta, Canada) is professor of educational psychology at the University of South Florida, Tampa. During his 30-year career, he has held positions at five universities in three countries: Ghana, Canada, and the United States. He has published in the areas of early intervention, parent–child interactions, childhood disability, cognitive education, and behavioral development in internationally adopted children. Citations of his work have appeared in more than 150 professional journals worldwide. He has been a National Academy of Education Spencer Fellow; an Irving B. Harris Zero to Three Leadership Fellow; and most recently, a residential fellow at the Center for Advanced Study in the Behavioral Sciences at Stanford University. His current scholarly interests include developmental science and social policy, culture and developmental science, and philosophical challenges in social and behavioral science inquiry. He is co-leader of an Africa child development research capacity-building initiative aimed at supporting research capacity building and advancing Africa's contributions to a global science of child development. On the international scene, he served on the World Health Organization's task force that produced the International Classification of Functioning, Disability, and Health, and he has been a member of the international faculty of the Early Childhood Development Virtual University (ECDVU) during the 12 years that the ECDVU has been involved in leadership preparation and capacity building in sub-Saharan Africa. Dr. Marfo has given keynote addresses at major conferences in Australia, Canada, Germany, New Zealand, and South Africa.

Marc H. Bornstein (PhD, Yale University) is Senior Investigator and Head of Child and Family Research at the Eunice Kennedy Shriver National Institute of Child Health and Human Development. Dr. Bornstein was a J. S. Guggenheim Foundation Fellow, and he received a Research Career Development Award from the National Institute of Child Health and Human Development. Dr. Bornstein sits on the Governing Council of the Society for Research in Child Development and the Executive Committee of the International Society of Infancy Studies. He was named to the Top 20 Authors for Productivity in Developmental Science by the American Educational Research Association. Dr. Bornstein is Editor Emeritus of Child Development and founding Editor of Parenting: Science and Practice. His has published in experimental, methodological, comparative, developmental, and cultural science as well as neuroscience, pediatrics, and aesthetics.

3:30 p.m. – 5:00 p.m. WEDNESDAY CLOSING SESSION

Nurper Ulkuer (PhD, Comparative Education, University of London) is senior advisor for early childhood and head of Early Childhood Development Programmes at UNICEF Headquarters New York. She has worked as the UNICEF area advisor in the Central Asian Republics and Kazakhstan, providing technical and professional support to UNICEF country offices and their national counterparts in Turkmenistan, Uzbekistan, Tajikistan, Kyrgyzstan, and Kazakhstan. She started her career with UNICEF in 1989 as a national education officer in Turkey, also covering the areas of Early Childhood Development, Communication for Women, Research and Monitoring, Child Protection, and Policy Planning and Advocacy. Prior to UNICEF, she was as an associate professor and chair of Child Development at Gazi University in Ankara, Turkey. Dr. Ulkuer holds a BSc in Child Development (Hacettepe University, Turkey), and an MA and PhD in Education from the Institute of Education, University of London.

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