



Linking Policy, Practice and Research across
Early Childhood Development, Care and Education

Head Start's Ninth National Research Conference

Hyatt Regency
Washington on
Capitol Hill
Washington, DC

June 23-25, 2008

Presented by

Office of Head Start

**Office of Planning, Research
and Evaluation**

**Administration for Children
and Families**

**U.S. Department of Health and
Human Services**



with planning by

**Columbia University, Mailman
School of Public Health**

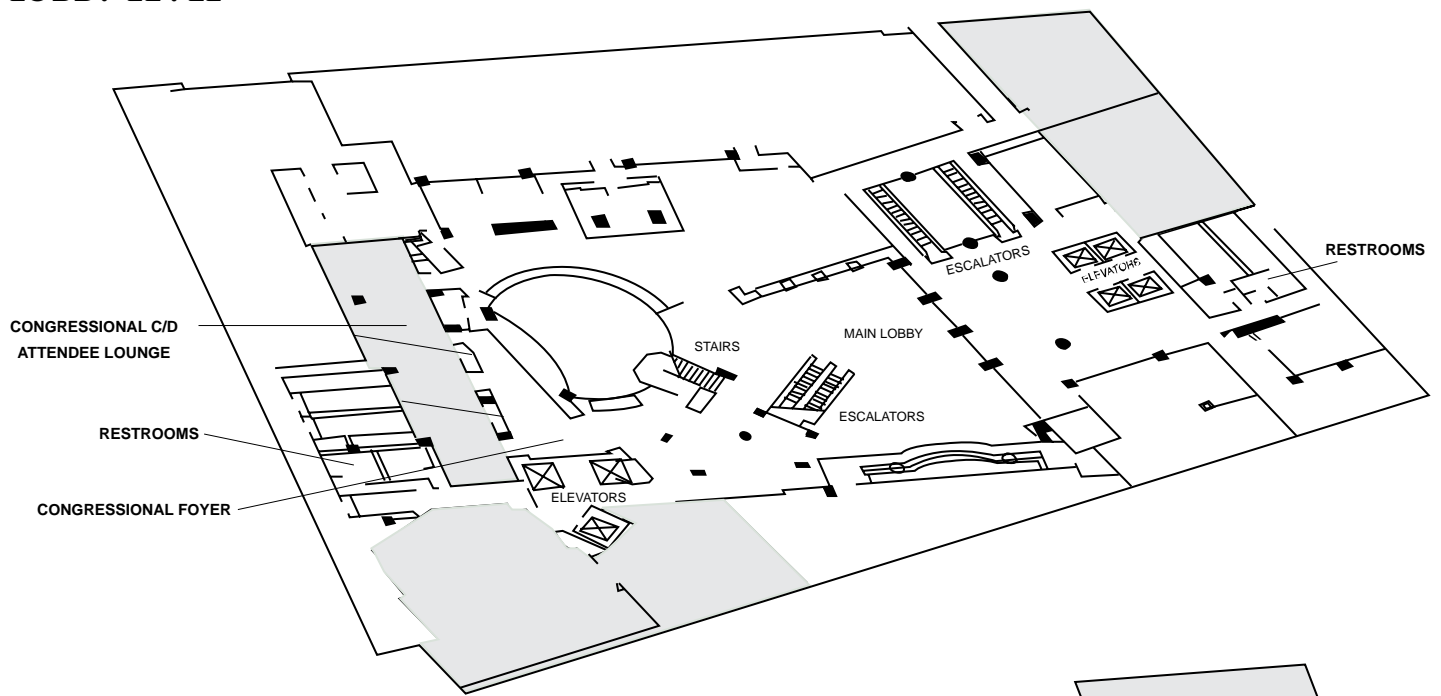
**Society for Research in Child
Development**

Xtria, LLC

HEAD START'S NINTH NATIONAL RESEARCH CONFERENCE

2008 PROGRAM

LOBBY LEVEL

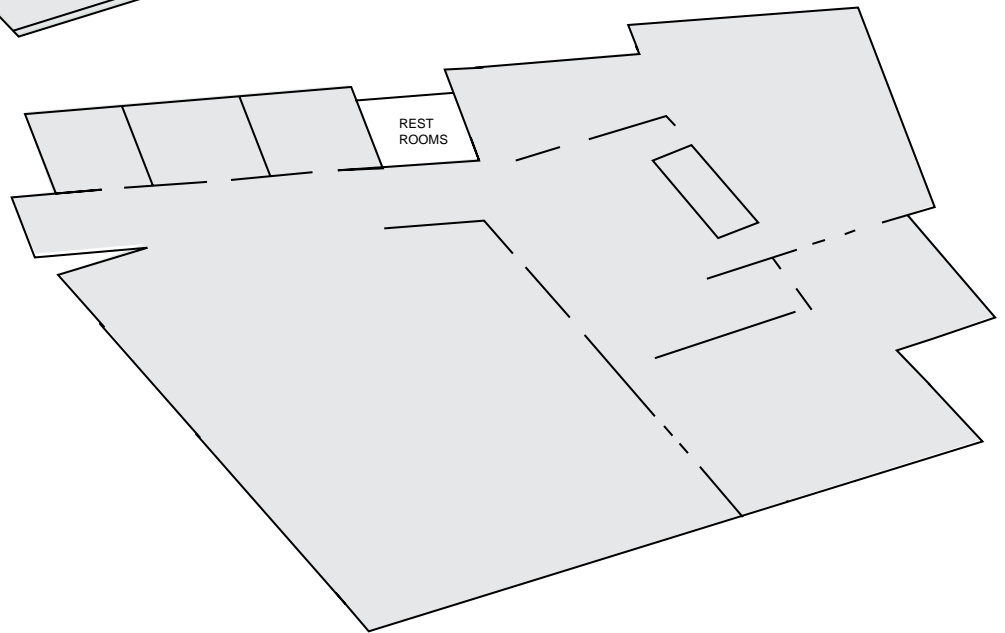


BALLROOM LEVEL

The Restaurant is located on the 11th floor.

The Pool and Health Club are located on the 2nd floor.

The attendee lounge is located in Congressional C/D on the lobby level.



Registration/Information Center

The Conference Information Center is located at the bottom of the escalators on the Ballroom Level.

Hours

Sunday, June 22, 5:00 p.m. – 7:00 p.m.
Monday, June 23, 7:30 a.m. – 5:00 p.m.
Tuesday, June 24, 7:30 a.m. – 5:00 p.m.
Wednesday, June 25, 7:30 a.m. – 5:00 p.m.

Cooperating Organizations

For information about our cooperating organizations, visit the display tables along the Hall of Battles.

FUNDING AGENCY

**Office of Planning,
Research and Evaluation**

Office of Head Start

**Administration for Children
and Families**

**U.S. Department of Health
and Human Services**

EXECUTIVE COMMITTEE

Mary Bruce Webb, Ph.D.
Director of the Division of Child
and Family Development, Office of
Planning, Research and Evaluation,
Administration for Children and
Families

Faith Lamb-Parker, Ph.D.
Scientific Director, Columbia
University, Mailman School of
Public Health

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

Wendy DeCoursey, Ph.D.
Federal Project Officer, Office of
Planning, Research and Evaluation,
Administration for Children and
Families

*The views expressed in written
conference materials or publications
and by speakers and moderators at
HHS-sponsored conferences do not
necessarily reflect the official policies
of the Department of Health and
Human Services, nor does mention of
trade names, commercial practices, or
organizations imply endorsement by the
U.S. Government.*

PROGRAM COMMITTEE

Clancy Blair, Ph.D.
Pennsylvania State University

Margaret Burchinal, Ph.D.
University of North Carolina

Gayle Cunningham
Jefferson County Committee for Economic
Opportunity Head Start-Early
Head Start Program

Wendy DeCoursey, Ph.D.
Administration for Children
and Families

Nathan A. Fox, Ph.D.
University of Maryland at
College Park

John W. Hagen, Ph.D.
University of Michigan

Marilou Hyson, Ph.D.
National Association for
the Education of Young
Children (NAEYC)

Faith Lamb-Parker, Ph.D.
Columbia University

Tammy Mann, Ph.D.
Early Head Start National
Resource Center at
ZERO TO THREE

Mariela Pérez, Ed.D.
Boston College

John M. Pascoe, M.D.
Wright State University

Suzanne M. Randolph, Ph.D.
University of Maryland at
College Park

Gerald E. Sroufe, Ph.D.
American Education
Research Association
(AERA)

Mary Bruce Webb, Ph.D.
Administration for Children
and Families

Martha Zaslow, Ph.D.
Child Trends

Edward Zigler, Ph.D.
Yale University
Emeritus

PLANNING ORGANIZATIONS

**Columbia University, Mailman
School of Public Health**

Linda Fried
Dean

**Heilbrunn Department of
Population and Family Health**

John Santelli
Chair

Faith Lamb-Parker
Scientific Director

Sandi Kay Frank
Program Coordinator

**Society for Research in
Child Development**

Arnold Sameroff
President

Lonnie R. Sherrod
Executive Director

Mary Ann McCabe
Director, Office of Policy and
Communications

Steven R. Pacynski
Research Associate

Xtria, LLC

Carolyn Swaney
Conference Manager

Allison Buck
Conference and Events Associate

COOPERATING ORGANIZATIONS

American Educational Research Association	Mental Health America
American Orthopsychiatric Association	National Association for the Education of Young Children
American Psychological Association	National Association of Pediatric Nurse Practitioners
American Public Health Association	National Association of School Psychologists
American Public Human Services Association	National Black Child Development Institute, Inc.
American School Health Association	National Center for Learning Disabilities
American Speech-Language-Hearing Association	National WIC Association
Association for Childhood Education International	Society for Developmental and Behavioral Pediatrics
Association for Psychological Science	Society for Pediatric Research
Columbia University: National Center for Children and Families	Society for Research on Adolescence
Child Welfare League of America	World Association for Infant Mental Health
Family Support America	ZERO TO THREE: National Center for Infants, Toddlers, and Families

PEER REVIEWERS

Martha S. Abbott-Shim, Ph.D.	Corinne W. Garland, M.Ed.	Paul A. LeBuffe, M.A.	Adele Proctor, Sc.D.
Sally M. Atkins-Burnett, Ph.D.	Richard F. Gonzales, M.Ed.	Lisa M. Lopez, Ph.D.	Sara E. Rimm-Kaufman, Ph.D.
Lula A. Beatty, Ph.D.	Rivka Greenberg, Ph.D.	David L. Macphee, Ph.D.	Lori A. Roggman, Ph.D.
Billi L. Bromer, Ed.D.	Daryl B. Greenfield, Ph.D.	Lynn Milgram Mayer, Ph.D.	Janis Santos, B.A.
Jeanne Brooks-Gunn, Ph.D.	James A. Griffin, Ph.D.	Wendy McCarty, Ed.D.	Victoria R. Seitz, Ph.D.
Donna M. Bryant, Ph.D.	Ann Higgins Hains, Ph.D.	Mary McCord, M.D., M.P.H.	Mary Lou Siantz, Ph.D.
Suellen G. Butler, Ph.D.	Harriet E. Heath, Ph.D.	Nicole Meise, Ph.D.	Annette M. Sibley, Ph.D.
Frances A. Campbell, Ph.D.	Susan M. Hegland, Ph.D.	Beverly A. Mulvihill, Ph.D.	Diana T. Slaughter-Defoe, Ph.D.
Sarah Caverly, M.A.	James H. Heller, M.A., M.S.	Minnie Murphy, M.A.	Linda L. Sperry, Ph.D.
Mary Anne Chalkley, Ph.D.	Alice Sterling Honig, Ph.D.	Sekile Nzinga-Johnson, Ph.D.	Jane Squires, Ph.D.
Anne McDonald Culp, Ph.D.	Sheldon H. Horowitz, Ed.D.	Sherri L. Oden, Ph.D.	Martha Staker, R.N., M.S., M.A.
Leslie Davidson, M.D., M.Sc.	Mark S. Innocenti, Ph.D.	Margaret Tresch Owen, Ph.D.	Eleanor Stokes Szanton, Ph.D.
Mary Cunningham Deluca, B.S.	Sheila Dove Jones, Ed.D.	Kathleen Deeney Paget, Ph.D.	Susan Taylor-Brown, M.P.H.
Dale C. Farran, Ph.D.	Anita F. Kieslich, Ed.D.	Barbara Alexander Pan, Ph.D.	William Douglas Tynan, Ph.D.
Janet E. Fischel, Ph.D.	Sally A. Koblinsky, Ph.D.	Monica Gordon Pershey, Ed.D.	Brian E. Vaughn, Ph.D.
Hiram E. Fitzgerald, Ph.D.	Richard G. Lambert, Ph.D.	Sandra Helene Petersen, M.A.	Xiaoli Wen, Ph.D.
Martha Foster, Ph.D.	Robert Lawrence, Ph.D.	Roger D. Phillips, Ph.D.	Leanne Whiteside-Mansell, Ed.D.
Michael D. Franzen, Ph.D.	Irving Lazar, Ph.D.	Douglas Robert Powell, Ph.D.	

Acknowledgment to Peer Reviewers and Cooperating Organizations

We wish to acknowledge the peer reviewers and the leadership of the cooperating organizations for the giving of their time and expertise toward the success of this conference.

CONFERENCE OVERVIEW

MONDAY, JUNE 23

7:30 a.m.

Check-in begins & Continental Breakfast

8:30 a.m.

Opening Session
Competencies and Credentials
for Early Childhood Educators: What
Do We Know and What Do We
Need to Know?

Margaret Burchinal, Ph.D.
University of North Carolina at
Chapel Hill

Respondent

Robert C. Pianta, Ph.D.
University of Virginia

10:15 a.m.

Breakout Sessions

12:00 p.m.

Lunch (Conference attendees on their own)

2:00 p.m.

Breakout Sessions

4:00 p.m.

Poster Session

6:00 p.m.

Opening Night Reception

TUESDAY, JUNE 24

7:00 a.m.

Student/Mentor Networking
Roundtable

7:30 a.m.

Check-in begins & Continental Breakfast

8:30 a.m.

Plenary Session I
Developing Literacy in Second-
Language Learners

Nonie K. Lesaux, Ph.D.
Harvard University

David J. Francis, Ph.D.
University of Houston

Diane August, Ph.D.

Center for Applied Linguistics

10:15 a.m.

Breakout Sessions

12:00 p.m.

Lunch (Conference attendees on their own)

1:15 p.m.

Plenary Session II
How Research May Influence
Policy and Practice

Hirokazu Yoshikawa, Ph.D.
Harvard University

Mark T. Greenberg, Ph.D.
Pennsylvania State University

3:00 p.m.

Breakout Sessions

4:45 p.m.

Poster Session

WEDNESDAY, JUNE 25

7:30 a.m.

Check-in begins & Continental Breakfast

8:30 a.m.

Plenary Session III
Emotion Regulation, Children's Brains
and Learning

Mary K. Rothbart, Ph.D.
University of Oregon

Adele Diamond, Ph.D.
University of British Columbia

Discussant

Clancy Blair, Ph.D.
Pennsylvania State University

10:15 a.m.

Breakout Sessions

12:00 p.m.

Lunch (Conference attendees on their own)

1:30 p.m.

Breakout Sessions

3:30 p.m.

Closing Session
More than Workshops, Websites
and Synthesis: Busting Assumptions
and Building Research-Practice
Connections

Pamela J. Winton, Ph.D.
Frank Porter Graham Institute

Respondent

Mary Ann McCabe, Ph.D.
SRCD Office of Policy and
Communications

Closing Remarks

Faith Lamb-Parker, Ph.D.
Columbia University

MONDAY, JUNE 23

OVERVIEW

MONDAY

7:30-8:30 a.m. Check-in begins & Continental Breakfast
Regency Foyer

8:30-10:00 a.m. Opening Session
Regency Ballroom

Greetings and Introduction

John W. Hagen, Ph.D.

University of Michigan

Opening Remarks

Naomi Goldstein, Ph.D

Office of Planning, Research and Evaluation

Patricia Brown

Office of Head Start

Lonnie R. Sherrod, Ph.D

Society for Research in Child Development

Keynote Speaker

Margaret Burchinal, Ph.D

University of North Carolina at Chapel Hill

Respondent

Robert C. Pianta, Ph.D.

University of Virginia

10:15 a.m.-12:00 p.m. Morning Breakout Sessions (100-107)
Capitol Rooms A and B, Congressionals A and B on Lobby Level
Columbias A, B, C, and Foyer, Lexington/Concord on Ballroom Level

12:00-2:00 p.m. Lunch
Conference attendees on their own

2:00-3:45 p.m. Afternoon Breakout Sessions (108-116)
Capitol Rooms A and B, Congressionals A and B on Lobby Level
Columbias A, B, C, and Foyer, Lexington/Concord on Ballroom Level

4:00-6:00 p.m. Poster Session
Regency Ballroom

6:00-7:30 p.m. Opening Night Reception
Columbia A/B/C

OPENING SESSION

8:30 – 10:00 a.m. • Regency Ballroom

Greetings

John W. Hagen

Past Executive Officer, Society for Research in Child Development
Professor of Psychology, University of Michigan

Opening Remarks

Naomi Goldstein

Director, Office of Planning, Research and Evaluation
Administration for Children and Families

Patricia Brown

Acting Director, Office of Head Start
Administration for Children and Families

Lonnie R. Sherrod

Executive Director
Society for Research in Child Development

Keynote Speaker

Margaret Burchinal

Professor, Department of Education, University of California-Irvine
Senior Scientist, FPG Child Development Institute, University of North Carolina
at Chapel Hill

Competencies and Credentials for Early Childhood Educators: What Do
We Know and What Do We need to Know?

Respondent

Robert C. Pianta

University of Virginia
National Center for Early Development and Learning

Teachers and other providers of early care and education are key to successful academic and social outcomes for young children. What makes the difference between effective early educators and those who are not as effective? Recent research suggests that early educators' degrees alone do not account for differences in either classroom quality or child outcomes. Promising new models of education, training, and on-site consultation and coaching are helping to expand educators' competence in promoting early development and learning.

MONDAY

OPENING SESSION

8:30 – 10:00 a.m. • Regency Ballroom

John W. Hagen

John W. Hagen (Ph.D., Psychology, Stanford University) is Professor of Psychology and Chair of Students Academic Affairs at the University of Michigan. The development of attention and cognition, with an emphasis on individual differences, has been the focus of his scholarship. He has used the learning strategies model to understand children with mental retardation, chronic illnesses, and learning disabilities. A major contribution of his work has been his clarifying and refining circumstances and interventions that lead to facilitating development in children and youth. Later work has included children in foster care and development in college students. He served as Executive Officer of the Society for Research in Child Development (SRCD) from 1989 through 2007. A major advance in SRCD during Hagen's tenure is the increasing emphasis on diversity. This came in many forms, including sustained support for issues of special concern to members from minority groups as well as fostering of research and theory on children and youth from all groups and backgrounds. He continues to play important roles in several organizations including the American Psychological Association.



Naomi Goldstein

Naomi Goldstein received a B.A. (Philosophy) from Yale University, a Masters (Public Policy) from the Kennedy School of Government, and a Ph.D. (Public Policy) from Harvard University. Dr. Goldstein is Director of the Office of Planning, Research and Evaluation (OPRE) in the Administration for Children and Families (ACF) at the Department of Health and Human Services. She is responsible for advising the Assistant Secretary for Children and Families on increasing the effectiveness and efficiency of ACF programs.

Prior to her appointment as Director of OPRE in 2004, Dr. Goldstein served as Director of the Division of Child and Family Development in OPRE. Previously she directed the United States Postal Service Commission on A Safe and Secure Workplace, an independent commission that examined workplace violence affecting the Postal Service and the nation. She served as Project Manager for the Urban Institute's Assessing the New Federalism project, and as Executive Officer in the Office of the Assistant Secretary for Planning and Evaluation at HHS. Earlier in her career, she served in the Massachusetts state government and developed infant mortality prevention programs at Brigham and Women's Hospital in Boston.



MONDAY

OPENING SESSION

8:30 – 10:00 a.m. • Regency Ballroom

MONDAY

Lonnie R. Sherrod

Lonnie R. Sherrod (Ph.D., Psychology, Yale University) is currently Executive Director of the Society for Research in Child Development (SRCD) and Professor of Psychology in Fordham University's Applied Developmental Psychology Program (ADP). He edits The Social Policy Reports, is a former member of American Psychological Association's (APA) Committee on Children, Youth and Families, has served on SRCD's Publications Committee, and is a member of the NAS/IOM Committee on Adolescent Health Services. He has been Vice President of the Federation of Behavioral, Psychological and Cognitive Sciences, chair of the Committee on Child Development, Public Policy and Public Information of the SRCD, a member on the Executive Council of Division 7 of the APA, and served on the Program Committee several times for the biennial Head Start Research Conference. He is a Fellow of the APA and the American Psychological Society. He has served on the editorial boards of numerous journals. 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).



Margaret Burchinal

Margaret Burchinal (Ph.D., Psychology, University of North Carolina at Chapel Hill) is a Professor in the Department of Education at the University of California at Irvine. She was at the University of North Carolina where she had been the Director of the Design and Statistical Computing Unit at the FPG Child Development Institute and a Research Professor in the Psychology. She served as the primary statistician for many educational studies of early childhood, including the 11-state Pre-Kindergarten Evaluation for the National Center for Early Learning and Development, the longitudinal study in NICHD Study of Early Child Care; the 4 state evaluation of child care in the Cost, Quality, and Child Outcomes Study; and the Abecedarian and CARE Projects. As an applied methodologist, she demonstrates that sophisticated methods such as meta-analysis, fixed-effect modeling, hierarchical linear modeling, piecewise regression, and generalized estimating equations provide educational researchers with advanced techniques to address important educational issues. She also pursues interest in early education as a means to improve school readiness for at-risk children, and is a leading contributor to this literature.



OPENING SESSION

8:30 – 10:00 a.m. • Regency Ballroom

Robert C. Pianta



Robert C. Pianta (Ph.D., Psychology, University of Minnesota) is the Dean of the Curry School of Education at the University of Virginia, as well as the Novartis U.S. Foundation Professor of Education and Professor in the Department of Psychology. He also serves as the Director for both the National Center for Research in Early Childhood Education and the Center for Advanced Study of Teaching and Learning. Dr. Pianta's work focuses on the predictors of child outcomes and school readiness, particularly adult-child relationships, and the transition to kindergarten. Recent work has focused on understanding the nature of teacher-child interactions, classroom quality, and child competence. He has published more than 300 scholarly papers and is lead author on several influential books related to early childhood and elementary education. He has recently begun work to develop a preschool mathematics curriculum, incorporating a web-based teacher support component.

MONDAY

MORNING SESSIONS

10:15 a.m.-12:00 p.m.

MONDAY

- 100 Columbia Foyer**
Conversation Hour, 10:15 – 11:15 a.m.
The National Children's Study in 2008: An Update

CHAIR/DISCUSSANT

John M. Pascoe

PRESENTER

Peter Scheidt

The design as well as other plans for the National Children's Study will be presented and discussed. The National Children's Study will examine the effects of environmental influences on the health and development of more than 100,000 children across the United States, following them from before birth until they are 21 years old. Pregnant women will be recruited to participate and their children will be carefully studied from birth through their different phases of growth and development. Preliminary results will be available in 2009-2010.

- 101 Columbia A**
FACES 2006: A Portrait of Head Start Children, Families and Programs at Program Entry
Presented by the Office of Planning, Research and Evaluation
Administration for Children and Families

CHAIR

Maria Woolverton

DISCUSSANT

Gayle Cunningham

PRESENTERS

Jerry West, Louisa Banks Tarullo, Nikki L. Aikens

FACES 2006 highlights a number of new focal areas of tremendous policy interest, such as childhood obesity, challenges facing dual language learners, and assessment of classroom opportunities for developing skills in early math. The most recent information available on the characteristics of the diverse population of 3- and 4-year-old children as they enter Head Start will be provided. Features presented will include child and family demographics, risk and protective factors, and children's performance as they first come to Head Start in multiple domains of early academic skills, social skills, and approaches to learning. Additionally, features of the HS programs themselves will be discussed, including characteristics of Teachers and Classrooms.

MORNING SESSIONS

10:15 a.m.-12:00 p.m.

MONDAY

102

Columbia B

Poster Symposium

Hot off the Presses: Measurements for Early Head Start and Head Start

CHAIR

Wendy DeCoursey

DISCUSSANT

Helen Holz Raikes

PRESENTERS

Judith J. Carta, Mark S. Innocenti, Gina A. Cook, Lori A. Roggman, Leanne Whiteside-Mansell, Barbara Alexander Pan, Jeannette Mancilla-Martinez, James Clyde DiPerna, Mildred Horodyski, Susan J. Spieker, Marie-Celeste Cordon

In 2004, the Administration for Youth and Families funded eight projects to develop new measurement instruments or further validate existing instruments. The assessment tools will guide practice and improve programs supporting low-income preschool children and families. In 2008, these projects are reaching their conclusions. Highlights of lessons learned during the development and validation processes will be given and details of the collaborative research partnerships with Head Start and Early Head Start programs will be presented.

- **Measures for Monitoring Progress During Interventions for Early Head Start Children and Families**
Kathleen M. Baggett, Judith J. Carta, Dale Walker
- **PICCOLO: Parenting Interactions with Children: Checklist of Observations Linked to Outcomes**
Lori A. Roggman, Mark S. Innocenti, Vonda K. Jump, Gina A. Cook, Katie Christiansen, Cora Price, Laura Michele Gardner
- **Documenting Head Start Impacts with the Family Map**
Leanne Whiteside-Mansell, Robert H. Bradley, Nicola A. Connors-Burrow, Patti Ann Bokony, Carol Amundson Lee, Davette M. Mclemore, Danya Johnson, LaTunja Sockwell
- **Tracking Bilingual Children's Vocabulary Development: Reporter- and Language-Related Measurement Challenges**
Barbara Alexander Pan, Jeannette Mancilla-Martinez, Shaher Banu Vagh
- **Development of Early Arithmetic, Reading, and Learning Indicators for Head Start Populations**
James Clyde DiPerna, Paul L. Morgan, Puiwa Lei
- **Validity of Mealtime Behavior Self-Report of African American and Caucasian Early Head Start Mothers of Toddlers**
Mildred Horodyski, Holly Brophy-Herb, Manfred Stommel, Lorraine Weatherspoon
- **The Toddler Attachment Sort-45 (TAS-45): A Tool for Child-Parent Relationship Assessment and Individualized Parent Support in Early Head Start**
Susan J. Spieker, Marie-Celeste Condon, Elizabeth Nelson

MORNING SESSIONS

10:15 a.m.-12:00 p.m.

MONDAY

103

Lexington/Concord

Talking With Children, Not Just Talking

CHAIR

Lauren Supplee

DISCUSSANT

Jerlean Daniel

PRESENTERS

Barbara Wasik, Karen Bierman

This panel will present promising instructional strategies related to the use of language in the early childhood classroom. The first presentation will address the importance of instructional conversations in promoting early literacy and math skills, focusing on the development of oral language skills. The second presentation will present instructional strategies that utilize language to develop young children's capacity for self-regulation and social collaboration during the preschool years. Finally, the discussant will make recommendations for practice, including professional development for teachers around language in the classroom.

- **Using instructional conversations to support oral language, early literacy and early math**
Barbara Wasik
- **Using language effectively to support child social-emotional development**
Karen Bierman

104

Capitol Room A

Evaluation of Head Start Health Interventions: Studies of Program Enhancements Focused on Obesity Prevention, Oral Health, and Asthma

**Presented by the Office of Planning, Research and Evaluation
Administration for Children and Families**

CHAIR

Laura Hoard

DISCUSSANTS

Kim McLeish Mitchell, Chris A. Sciarrino, Rachel F. Schiffman

PRESENTERS

Mary Kay Fox, Patricia Del Grosso, Belinda Wilburn Nelson

Head Start has led the way in supporting low-income children's healthy growth and development. Three studies of health interventions in Head Start programs provide lessons for programs, policy, and research. Each intervention or program enhancement was at a different stage of "development" and the research designs ranged from descriptive studies of implementation (obesity prevention and oral health) to a randomized trial (asthma health care). Lessons drawn from the interventions that would be useful for program practice and future research will be discussed.

MORNING SESSIONS

10:15 a.m.-12:00 p.m.

MONDAY

- **The Implementation Evaluation of I am Moving, I am Learning (IM/IL): Lessons Learned about a Head Start Program Enhancement Designed to Prevent Childhood Obesity**
Mary Kay Fox, Kristin Hallgren, Kimberly Boller, and Daniel Finkelstein
- **Oral Health Promotion, Prevention, and Treatment Strategies for Head Start Families: Findings from the Oral Health Initiative Evaluation**
Patricia Del Grosso, Amy Brown, Naomi Tein, Sandra Silva, Jamila Henderson, Diane Paulsell
- **The Detroit Head Start Asthma Project: An Intervention to Improve Asthma Morbidity and Health Care Use Among Low Income Urban Preschool Children**
Belinda Wilburn Nelson, Dan Awad, Noreen Clark

105

Capitol Room B

The Value of Play for Social and Emotional Development and Academic Learning

CHAIR

Gerald E. Sroufe

DISCUSSANT

Delyne Hicks

PRESENTERS

Susanne A. Denham, Anthony Pellegrini, Kathleen Roskos

Play is central to the lives of young children and to their healthy development and well being. However, what is now needed is to examine more closely how play benefits children's development and learning. Evidence will be presented to document the many ways in which play fosters children's social, emotional, and cognitive development. The role of teachers and other adults in providing intentional support for play in and out of the classroom will be discussed from the practitioners' point of view.

- **Play's The Thing: The Value of Play to Preschoolers' Emotional Competence**
Susanne A. Denham
- **The Role of Rough-and-Tumble Play in Children's Development**
Anthony Pellegrini
- **Play and the New Preschool Basics**
Kathleen Roskos

MORNING SESSIONS

10:15 a.m.-12:00 p.m.

MONDAY

106

Congressional A

Implications of Long-Term Studies of Three Model Preschool Programs for Head Start

CHAIR

Lawrence J. Schweinhart

PRESENTERS

**Elena V. Malofeeva, Lawrence J. Schweinhart, Michelle M. Englund,
Arthur J. Reynolds, Craig T. Ramey, Sharon Ramey**

Head Start and similar early childhood programs often find justification in their promise of long-term effects and return on investment. The evidence supporting this promise comes largely from three studies of model early childhood programs – the High/Scope Perry Preschool Study, the Carolina Abecedarian Project, and the longitudinal study of the Chicago Child-Parent Centers. A key challenge to Head Start is to identify and emulate the effective elements of these programs.

- **Implications of the High/Scope Perry Preschool Study for Head Start**
Lawrence J. Schweinhart, Elena V. Malofeeva
- **Causal Mechanisms of Change in the Child-Parent Centers and Perry Preschool**
Michelle M. Englund, Arthur J. Reynolds
- **Effective Pre-K Programs: Implications for Head Start**
Craig T. Ramey, Sharon Ramey

MORNING SESSIONS

10:15 a.m.-12:00 p.m.

MONDAY

107 Congressional B

Parent-Child Interactions & Development within American Indian, Migrant and Seasonal Farm Worker Families: Lessons for Head Start and Early Head Start

CHAIR

Paul Spicer

DISCUSSANT

Michael Lopez

PRESENTERS

Sandra Barrueco, Michael Lopez, Paul Spicer, Karen Fehringer, Michelle Sarche, Lisa K. Boyce

A unique set of researchers whose studies examine parent-child engagement among young families from American Indian, migrant, and seasonal communities will present a multifaceted perspective on early childhood development within the MSHS and AI-IN Head Start programs. Innovative developments, approaches, and considerations in research and assessment procedures for use with these and other multilingual, multicultural populations will be discussed.

- **Emotional and Physical Functioning within Migrant and Seasonal Head Start Families: Parent-Child Engagement, Developmental Processes, and Methodological Advancements**
Kendra Sena, Sandra Barrueco, Raquel Cumba, Christine Alvarado
- **Bi-directional, Longitudinal Influences between Parent-Toddler Engagement and Young Children's Development in a Northern Plains American Indian Tribe**
Nicole Thompson, Karen Fehringer, Michelle Sarche, Mary Eunice Romero-Little, Paul Spicer
- **Story-telling for the Home Enrichment of Language and Literacy (SHELLS): Impacts on Language and Emergent Literacy through Parent-Child relationships in Migrant and Seasonal Head Start Families**
Lisa K. Boyce, Lori A. Roggman, Vonda K. Jump, Mark S. Innocenti

AFTERNOON SESSIONS

2:00 p.m. - 3:45 p.m.

MONDAY

108 Columbia Foyer

Head Start Evaluation of Social Emotional Curriculum
**Presented by the Office of Planning Research and Evaluation
Administration for Children and Families**

CHAIR

Lauren Supplee

DISCUSSANT

Amanda Bryans

PRESENTERS

Pamela Morris, Karen Bierman

Focus will be on a newly established federally-funded group-randomized trial examining social-emotional prevention programs within Head start classrooms (Head Start CARES). The design of the study, including the program models selected and the plan to assess both implementation and impact will be presented. The contribution of this study to the field of scientific research will be discussed. A review of how this project will inform practice within Head Start will be included.

- **Design of implementation and impact evaluation of the Head Start CARES project**
Pamela Morris
- **Contributions of the Head Start CARES project to prevention science**
Karen Bierman

109 Columbia A

Roundtable

New and Improved Data Bases for Early Childhood Research
**Presented by the Office of Planning, Research and Evaluation
Administration for Children and Families**

CHAIR/DISCUSSANT

Mary Bruce Webb

PRESENTERS

Alberto Sorongon, Anne Bloomenthal, Gail Mulligan

Several publicly available, rich and underutilized sources of data regarding early childhood education will be discussed. The Family and Child Experiences Survey (1997, 2000, and 2003), the Early Childhood Longitudinal Study (ECLS-K, ECLS-B) and the Early Head Start Research and Evaluation (EHSRE) databases will be presented. Experts on the dataset will be ready to discuss measures, methods and recent exciting projects derived from the datasets. These data bases could expand our knowledge and approach to early childhood issues: why aren't you analyzing right now?

AFTERNOON SESSIONS

2:00 p.m. - 3:45 p.m.

MONDAY

110

Columbia B

Father and Mother Involvement: Differences in Socialization and Effects by Gender and Culture

CHAIR

Helen Holz Raikes

PRESENTERS

Natasha Cabrera, Michelle Simpson, Ashley Smith, Robert H. Bradley

A portrayal of complex portrait of mother and father socialization practices will be woven together from the findings of multiple data sources within the Early Head Start Research and Evaluation study. Their relation to variation in the development of boys and girls in different racial/ethnic/cultural contexts assessed prior to school entry will be discussed.

- **Low-Income Mother and Father Interactions with their Preschool Children's Social and Emotional Development: Gender Effects**
Natasha Cabrera, Jacqueline Dee Shannon, Robert H. Bradley, Catherine S. Tamis-LeMonda
- **Father Presence and Aggressive Behavior Problems in Pre-kindergarten Boys and Girls**
Michelle Simpson, Helen Holz Raikes, Eunju Jung
- **Gender Socialization in Low-Income Families: Differences in Father Behaviors**
Ashley Smith, Catherine S. Tamis-LeMonda, Karen McFadden, Diane N. Ruble, Kristina Zosuls
- **Personal and Contextual Factors Connected to Head Start Fathers**
Robert H. Bradley

111

Columbia C

Serving Children Across the Age Range: Infant to Toddler to Preschool

CHAIR

Martha Zaslow

DISCUSSANT

Tammy Mann

PRESENTERS

Catherine Scott-Little, Noreen Yazejian, Rachel Chazan Cohen

Infant/toddler-preschool- school transitions will focus on an integrated service approaches within Head Start and what programs need to know about serving infants and toddlers. Also included are the Bounce Learning Network and evaluation, and the BUILD Initiative.

AFTERNOON SESSIONS

2:00 p.m. - 3:45 p.m.

- **Program Evaluation Birth to Five: The Bounce Learning Network Implementation Study**
Noreen Yazejian, Donna M. Bryant
- **Early Learning Standards Across the Ages: Conceptualizations of Development and Policy Frameworks**
Catherine Scott-Little
- **Early Head Start and Beyond: Contributions to Child Outcomes**
Rachel Chazan Cohen, Helen Holz Raikes, John M. Love, Ellen Kisker, Cheri Vogel

112 Lexington/Concord

Taking the Measure of Assessment for Young Children: Recommendations from Two National Panels

CHAIR

Louisa Banks Tarullo

DISCUSSANTS

Jacqueline Jones, Gayle Cunningham

PRESENTERS

Catherine E. Snow, Sharon Lynn Kagan

Measuring children's developmental status and progress can serve multiple purposes: fostering enhancements to an individual child's learning or determining the effectiveness of early care and education settings. Recent comprehensive reports by national expert panels, led by the National Research Council and the Pew Charitable Trusts, have focused on the goals and methods of child assessment. Recommendations of these influential panels and their implications for Head Start research, policy, and practice will be considered and discussed.

- **NRC Committee on Developmental Outcomes and Assessments for Young Children**
Catherine E. Snow, Susan B. Van Hemel
- **The National Early Childhood Accountability Task Force**
Sharon Lynn Kagan, Thomas Schultz

Capitol Room A

MONDAY

AFTERNOON SESSIONS

2:00 p.m. - 3:45 p.m.

MONDAY

113 Valuing Benefits of Early Childhood Education Programs

CHAIR

Nathan Fox

DISCUSSANT

Lawrence J. Schweinhart

PRESENTERS

Greg Duncan, David Deming

Estimating the costs and benefits of policy changes can enhance the policy relevance of many applied developmental studies. At their heart, cost-benefit calculations indicate whether a policy or a program is likely to be an effective investment of public funds and resonate with both policy makers and the business community. New evidence on the long-run impacts of the Head Start program is used to illustrate the utility of the cost/benefit approach.

- **Translating Effect Sizes into Policy Relevant Benefits**
Greg Duncan
- **Early Childhood Intervention and Life-Cycle Skill Development: Evidence from Head Start**
David Deming

114 Capitol Room B Language and Literacy Research with English Language Learners: Connections Between Research and Practice

CHAIR

Mariela Paez

DISCUSSANT

Patton O. Tabors

PRESENTERS

Lisa M. Lopez, Carol Scheffner Hammer, Dina C. Castro

Education and language development researchers have emphasized the urgency of addressing the needs of young bilingual learners. Children from Spanish-speaking backgrounds make up a particularly high percentage of the English language learners entering early childhood educational settings. Key finding from research projects with Spanish-speaking children in Head Start Programs will be revised and critiqued. Emphasis will be given to the connections between research and practice including information about how children's bilingual language and literacy development during Head Start contributes to reading in elementary school, results from a professional development program targeting teachers working with Spanish-speaking students, and effective research collaborations in Florida for programs serving monolingual and bilingual learners.

AFTERNOON SESSIONS

2:00 p.m. - 3:45 p.m.

- **Studying the Development of English Language Learners through Research Collaborations with Head Start Agencies in Florida**
Lisa M. Lopez
- **They're Following Me: Findings from a Longitudinal Study of Bilingual Preschoolers' Language and Literacy Development**
Carol Scheffner Hammer
- **The Nuestros Niños Early Language and Literacy Program: A Teacher Quality Improvement Intervention**
Dina C. Castro

115 Congressional A

Enhancing Young Children's Development through Teacher Consultation and Curriculum: Results from Three Studies

CHAIR

Bridget Hamre

DISCUSSANT

Stephanie M. Jones

PRESENTERS

Donna M. Bryant, Patricia Wesley, Andrew J. Mashburn, Anita McGinty

Systematic efforts to improve early childhood programs' benefits for children are a critical aspect of "bringing to scale" the lessons learned from early intervention research and basic scientific studies using experimental designs. Research and development efforts focusing on identifying effective and replicable approaches are needed. Results from three studies assessing the effectiveness of teacher consultation and/or curriculum as mechanisms for changing teacher behavior and improving outcomes for young children will be presented.

- **Effectiveness of On-Site Consultation for Quality Enhancement and Children's Development**
Patricia Wesley, Donna M. Bryant, Martha Zaslow, Ivelisse M. Martinez-Beck
- **Effects of a Web-Based Professional Development Intervention on Children's Development of Literacy, Language and Social-Emotional Skills**
Andrew J. Mashburn, Jason Troy Downer, Xitao Fan, Bridget Hamre, Robert C. Pianta
- **Effectiveness of a Language and Literacy Curriculum Supplement for At-Risk Preschoolers**
Anita McGinty, Sonia Cabell, Laura Marie Justice

MONDAY

AFTERNOON SESSIONS

2:00 p.m. - 3:45 p.m.

MONDAY

116 Congressional B

Overweight in At-Risk Youngsters: Where Are We and Where Are We Going?

DISCUSSANT

Hiram E. Fitzgerald

PRESENTERS

John Worobey, Mildred Horodyski, Sara Gable

Childhood obesity is a major health concern, especially with low-income minority children. Current research has shown the importance of addressing the issue of overweight with very young children. Early predictors of overweight for sample groups of low-income minority infants, toddlers, and kindergarteners will be presented. Discussion will highlight systemic preventative-intervention programs essential to stemming the rising obesity crisis.

- **Maternal Behaviors that Predict Infant Weight Gain in the First Year**
John Worobey
- **Maternal Perceptions of Toddler Weight Status in Low-Income African American and Caucasian Families**
Mildred Horodyski, Manfred Stommel, Lorraine Weatherspoon, Holly Brophy-Herb
- **Child Race, Weight Status, and Academic Achievement: Mediated-Effects, Longitudinal Analysis**
Sara Gable, Yiting Chang

POSTER SESSION

4:00 p.m.-6:00 p.m. • Regency Ballroom

MONDAY

Head Start Graduate Student Research Grantees

M1

Fostering the Socio-Emotional Adjustment of Hispanic English Language Learners: A Comparison of the Effects of the Universal Pre-K and Head Start Programs in Oklahoma

Amy E. Lowenstein, Deborah A. Phillips, William Gormley

PRESENTER

Amy E. Lowenstein

Using data from an ongoing evaluation of the universal pre-kindergarten (UPK) program in Tulsa, Oklahoma, an overview of a project designed to capture the relative effects of the Tulsa Public Schools UPK and Community Action Project Head Start programs on low-income, 4-year-old Hispanic English Language Learners' socio-emotional adjustment is presented. The sample, measures, and research design used are described.

M2

Promoting Early Numeracy Skill Growth in Head Start Children: NumberFun Pilot Study

Erin E. Reid, James Clyde DiPerna

PRESENTER

Erin E. Reid

An early numeracy intervention was developed and evaluated. Children from eight Head Start classrooms (n = 130) participated in the pilot study. Children in half of the classrooms (n = 61) engaged in supplemental early mathematics activities for a 6 week period. Data on child, teacher, and classroom characteristics, as well as the children's early numeracy skills, was collected in all classrooms before and after the intervention. Initial findings are discussed.

M3

A Multi-Method Examination of the Association between Teacher-Child Relationship Quality and Children's Externalizing Behaviors in Head Start

Jessica E. Vick, Brenda Jones Harden

PRESENTER

Jessica E. Vick

A multi-method approach was used to explore the impact of teacher-child relationship quality on children's externalizing behaviors. Results revealed that teacher-child conflict, cohesion, dependency, and positive interactions significantly predicted children's externalizing behaviors, with conflict being the strongest and most consistent predictor. The findings presented have important implications for researchers, practitioners, and policy makers in understanding how to strengthen teacher-child relationships as a means to promote Head Start children's competence in the behavioral domain.

M4

Using Mixed Methods to Explore the Development of Head Start Preschoolers Exhibiting Underactive Behaviors

Marissa Owsianik, Christine McWayne

PRESENTER

Marissa Owsianik

Preschoolers who display disproportionately high levels of underactive behaviors (e.g., waits for you to greet him/her first) when compared to their peers are at-risk for developing emotional, behavioral, and academic difficulties. This mixed methods study with Head Start families and staff aims to identify young, vulnerable children exhibiting underactive behaviors and provide needed information to support their development across multiple contexts.

POSTER SESSION

4:00 p.m.-6:00 p.m.

● Regency Ballroom

MONDAY

M5

How Do Early Childhood Teachers Know How They're Doing?

Amy M. Casey, Robin A. McWilliam

PRESENTER

Amy M. Casey

A questionnaire has been sent nationwide to assess Head Start and childcare teachers' perceptions of the feedback they receive about classroom practices. The importance of feedback and its implications for quality assurance are discussed, details regarding the questionnaire development process are described, and field test data collected from Head Start teachers are presented.

M6

Attributes of Effective Head Start Mental Health Consultants: A Multilevel Study of Rural and Urban Programs

Mary Dallas Allen, Beth Green

PRESENTER

Mary Dallas Allen

Skills and attributes of rural and urban mental health consultants that contribute to the effectiveness of mental health consultation in Head Start programs as they relate to Head Start mental health policy and practice are identified. Hierarchical linear models were created from a national survey of 407 Head Start staff and 57 mental health consultants to determine the attributes of consultants that contribute to improved child behavioral outcomes and to positive relationships with staff.

M7

Making Changes Last: A Mixed Method Study of the Sustainability of an Evidence-based Curriculum

Rebecca Sanford DeRousie

PRESENTER

Rebecca Sanford DeRousie

Sustainability of an evidence-based preschool curriculum (Head Start REDI) for the first two years following the implementation year of a randomized trial comparing the "enriched" REDI curriculum to the "usual" practice of Head Start classrooms was examined. Using mixed methodology, the study investigates the extent to which the intervention teachers continue to use the REDI curriculum and to identify factors that support or hinder sustainability.

M8

Evidence Based Practices with Head Start Students At-Risk for Later Behavior Problems: Using an Evidence-Based Parent Training Program

Jessica Kruer, John Carlson, Angela Maupin, Danielle Palmer

PRESENTER

Jessica Kruer

Acceptability, integrity and effectiveness of the use of the self-administered version of The Incredible Years Parent Training Program were examined. Study participants included 30 Head Start parents who rated their children as being significantly at-risk for behavioral problems. The project was designed to contribute to the growing body of knowledge on effective treatment of children at-risk for the development of behavioral problems.

POSTER SESSION

4:00 p.m.-6:00 p.m.

● Regency Ballroom

MONDAY

M9

A Play Intervention with Mothers and Their Young Children

Linnie Green, Christine McWayne

PRESENTER

Linnie Green

An intervention that aims to promote preschool children's social and emotional competence by enhancing the quality of mothers' interactions with their children using an innovative "live action model" approach is presented. An overview of the development of the rationale for the intervention plan, the implementation methods, results from the data analyses of the pilot, preliminary results from the full intervention, and implications for future research are described.

M10

An Oral Language Assessment Tool (OLA) for Latino English Language Learners At Risk of Language Impairment

Gabriela Simon-Cereijido, Vera Gutierrez-Clellen

PRESENTER

Gabriela Simon-Cereijido

Early identification of language impairment (LI) in preschool is critical. However, distinguishing between language limitations due to English learning and true language impairment is hindered by the lack of valid measures for ELLs. The aim of the project is to develop and validate an oral language tool for Latino ELLs at risk of LI who use Spanish and/or English. It will be determined whether affected children have disproportionately more difficulties with increasingly complex verbs than age and language peers.

Accountability/Fidelity/Cost Benefit

M11

Assurance of Outcome Evaluation: Curriculum Fidelity

Sue Vartuli, Jovanna Rohs

PRESENTERS

Sue Vartuli, Jovanna Rohs

Abstract Fidelity measurement has increasing significance when making claims of educational practices being effective in today's classrooms. Reliability using multi-informants and convergent validity using multi-sources for curriculum fidelity was explored. There are significant differences between the outside observer, teacher, and educational coordinator scores. Observer fidelity scores are moderately related to the observed classroom interactions.

M12

Building Early Childhood Accountability Systems that Cross Programs: The Kentucky Approach

Beth Rous, Katherine M. McCormick

PRESENTERS

Beth Rous, Katherine M. McCormick

Kentucky's efforts to build an integrated accountability system for early childhood are described. Specific information on design, data collection and analysis, and issues and considerations for a statewide system of outcomes measurement for young children across multiple early childhood programs are presented.

POSTER SESSION

4:00 p.m.-6:00 p.m. • Regency Ballroom

M13

Comparing Program Implementation and Fidelity of an Adult-child Interaction Curriculum Resource Across a Variety of Service Modalities

Joseph J. Sparling

PRESENTER

Joseph J. Sparling

Uses of fidelity data, especially as a means of internal feedback to programs, are illustrated and compared using a single curriculum resource across multiple types of service delivery. Increased and more insightful uses of fidelity data will enable the field of early childhood education to develop interventions characterized by ongoing interaction between process and outcome.

M14

Examining Revenue and Expenditures Across Three Child Care Program Types in Los Angeles

Sandraluz Lara-Cinisomo, Lynn A. Karoly, Allison Sidle Fuligni, Carollee H. Howes

PRESENTER

Sandraluz Lara-Cinisomo

While there is growing interest in child care quality and outcomes, few have examined program revenue and expenditures and how they vary by setting type. Revenue and cost across three types of child care settings: public center-based, private center-based, and family center-based programs in Los Angeles were explored. Results indicate that revenue mix varied by program type and cost structures were very similar for center-based care. Per child revenue and expenditures varied by program type.

Child Care

M15

Identifying Longitudinal Patterns in Childcare Arrangements Among Low-Income Families During the First 36 Months of Life: Type and Multiplicity of Care

Alison G. Wishard Guerra, Allison Sidle Fuligni, Dana C. Nelson

PRESENTERS

Alison G. Wishard Guerra, Allison Sidle Fuligni

A month-by-month calendar of child care experiences from 0-41 months was created and was modeled from the Early Head Start National Research Project. Child care experiences are described in terms of prevalence of non-maternal care, prevalence and description of multiple simultaneous arrangements, and type and formality of non-maternal care. An accurate understanding of longitudinal patterns of child care use is imperative to understand the differential impacts of early non-maternal care on outcomes of low-income children.

Classroom/Program Quality

M16

Are Preschool Curriculum Statements Related to Classroom Quality? Examining the Association between Philosophy and Practice

Sandra L. Soliday-Hong, Yiching D. Huang, Stephen Zuniga

PRESENTERS

Sandra L. Soliday-Hong, Yiching D. Huang

Preschool programs are often evaluated based on their curriculum and philosophy statements. Association between curriculum statements, classroom quality, and curriculum implementation was examined. Contents of curriculum statements were good predictors for classroom quality and programs with more elaborated curriculum statements demonstrated higher levels of classroom quality. Additionally, 62% of curricular goals were implemented.

MONDAY

POSTER SESSION

4:00 p.m.-6:00 p.m. • Regency Ballroom

MONDAY

M17

Classroom Situational Dimensions of Emotional and Behavioral Adjustment and Cognitive and Social Outcomes for Head Start Children
Rebecca Shearer, John W. Fantuzzo, Paul McDermott

PRESENTERS

Rebecca Shearer, John W. Fantuzzo, Paul McDermott

Developmental-ecological approach was employed to empirically: (a) identify three reliable latent classroom situational dimensions where behavior problems occurred in Head Start: Structured Learning, Peer Interaction, and Teacher Interaction situations, and (b) investigate the unique contribution of early problems in preschool classroom situations to a comprehensive set of readiness competencies. Early situational problems uniquely and differentially predicted lower peer social and classroom learning outcomes. Findings contribute to a more comprehensive picture of children's needs.

M18

Hispanic Head Start: Examining Issues of Program Access and Quality

Rene Rosenbaum, Eboni N. Walker, Gregory R. Anderson

PRESENTERS

Rene Rosenbaum, Eboni N. Walker, Gregory R. Anderson

National Census and Head Start Program Information Report data was investigated to analyze issues of program access and quality of care for Hispanic populations. Hispanics in Head Start were examined to estimate Hispanic utilization of Head Start services by state. Structural indicators of program quality were analyzed for programs serving Hispanic and non-Hispanic children and families. Findings reveal potential areas of improvement for educational and service delivery to Hispanic populations within Head Start.

M19

Predictors of Head Start Teacher Retention: Implications for Program Quality

Gregory R. Anderson, Eboni N. Walker, Rene Rosenbaum

PRESENTERS

Gregory R. Anderson, Eboni N. Walker, Rene Rosenbaum

Teacher turnover was explored as an indicator of Head Start program quality. Relationships between Head Start program characteristics and teacher turnover were analyzed to predict teacher retention. Additional structural analyses reveal a model that best explains teacher attrition and variables that are likely to preserve Head Start teachers in the field. Implications from data will inform policy practices reducing teacher attrition, and therefore sustain high levels of quality for Head Start programs.

M20

Environment Rating Scales: Assessing Quality in Urban Subsidized Pre-School and Head Start Programs
Rhonda Deshawn Wells-Wilbon, Barbara Ferguson-Kamara

PRESENTERS

Rhonda Deshawn Wells-Wilbon, Barbara Ferguson-Kamara, Margaret Pittman

Findings of a five year period from 2002 to 2007 of a study evaluating the quality of selected child care and Head Start programs in the District of Columbia are reported. From 2002, over 220 pre-school age classroom assessments, in approximately 130 programs were conducted using the Early Childhood Environment Rating Scale(s) developed by Thelma Harms and her colleagues at the University of North Carolina at Chapel Hill.

POSTER SESSION

4:00 p.m.-6:00 p.m.

● Regency Ballroom

MONDAY

M21

Reexamining Quality: Exploring the Relationship Between the Early Childhood Work Environment and the Classroom

Sarah Elizabeth Dennis

PRESENTER

Sarah Elizabeth Dennis

Research demonstrates that high quality early childhood education may support economically disadvantaged children's development. Research on factors contributing to high-quality early childhood experiences ignores the school context. Relationship between organizational climate and classroom quality among early childhood centers serving low-income families is examined.

Cognitive Competence/
Approaches to Learning/
School Readiness/Academic
Achievement

M22

Project EXCEL in Head Start: Improving Kindergarten Readiness Using Tools of the Mind

Steffen L. Saifer, Deborah Jane Leong, Lena Ko

PRESENTERS

Steffen L. Saifer, Deborah Jane Leong, Lena Ko

A quasi-experimental study was conducted on the effects of the Tools of the Mind curriculum (used in Project ExCEL, an Early Reading First program in five Head Start programs in Oregon) on a number of measures of classroom quality (e.g., teacher-child interactions, teacher scaffolding, literacy activities) and child outcomes including language, literacy and self-regulation/executive functioning. Findings are discussed.

M23

Getting Ready for School: Views of School Readiness Among Parents, Teachers, and Administrators

Julie Spielberger, Stephen Baker

PRESENTERS

Julie Spielberger, Stephen Baker

Palm Beach County, Florida has been building an infrastructure of services for children and families for twenty years, emphasizing early childhood and school readiness. Since 2005, the Early Childhood Cluster Initiative (ECCI), based on the High/Scope Perry Preschool model, has been operating in public schools in targeted areas of the county. Results of an independent implementation study, focusing on beliefs of pre-kindergarten and kindergarten teachers, school administrators, and parents regarding school readiness are presented.

M24

Leave No Child Behind: Identifying the What, How, When and Where of Early Risks to Academic Success

Heather Lynn Rouse, Whitney Ann LeBoeuf, John W. Fantuzzo

PRESENTERS

Heather Lynn Rouse, Whitney Ann LeBoeuf

Development and use of an innovative, integrated data system is described. A developmental-epidemiological model provides a population-based and child-centered approach to early childhood research. The model presented provides the foundation for an integrated data system among multiple, municipal agencies to examine risk and protective factors influencing school readiness.

POSTER SESSION

4:00 p.m.-6:00 p.m.

● Regency Ballroom

MONDAY

M25

Responses to Academic Challenge for Head Start Graduates

Eleanor Brown, Alison Miller, Eric Pizzini, Ronald Seifer, Susan Dickstein

PRESENTER

Eleanor Brown

Responses to academic challenge for Head Start graduates in their kindergarten year were examined. A narrative coding system (Miller & Brown, 2006) based on Dweck & Leggett's (1988) social cognitive model of motivation was used to rate children's goal orientation, persistence, and inattention in the face of challenge. Variables showed expected interrelations and relations to other school readiness variables. Implications concern preparing Head Start children for the challenges of formal schooling.

M26

Head Start Children and Families at Risk: Can Classroom Quality Protect the Children from Negative Cognitive and Emotional Outcomes?

Mary Ann D'Elio, Robert W. O'Brien, Shefali N. Pai-Samant, Michael Vaden-Kiernan

PRESENTER

Mary Ann D'Elio

Children are exposed to multiple risk factors that impact cognitive and social development. Effects of risk on child developmental outcomes in the FACES 2003 cohort are investigated. Whether having high quality Head Start classroom experiences protects children from negative cognitive and emotional outcomes is explored.

Family Literacy

M27

Links Among Preschool Children's Home Literacy Environment, Interest in Literacy Activities, and Emergent Literacy Skills

Alison Elizabeth Baroody, Karen E. Diamond

PRESENTERS

Alison Elizabeth Baroody, Karen E. Diamond

Relation among home literacy environment (HLE), children's interest in literacy, and emergent literacy skills was examined in a sample of 58 low-income families. Parents completed a questionnaire on HLE. Preschoolers were assessed on five emergent literacy skills and asked about their literacy interest. Interest was positively associated with letter/word knowledge, but not with other emergent literacy outcomes or HLE. HLE did not moderate the relation between interest and emergent literacy.

M28

The Influence of Home Learning Activities on Head Start Children's School Readiness: A Longitudinal Analysis of Language and Emergent Literacy Skills from Preschool through First Grade

Heather Marie See

PRESENTER

Heather Marie See

Using data from the Head Start Family and Child Experiences Survey of 1997 (FACES), a latent growth model was conducted to examine: (1) the development of children's receptive language and emergent literacy skills from preschool through first grade, and (2) the role of home learning activities as a protective factor against poverty. Findings may be used to inform the design of intervention programs aimed at improving children's readiness for school.

POSTER SESSION

4:00 p.m.-6:00 p.m.

● Regency Ballroom

MONDAY

M29

The Home Literacy Environment: Trajectories Across the First Five Years in Relation to Pre-Kindergarten Academic Performance in Children from Low-income Families

Eileen T. Rodriguez

PRESENTER

Eileen T. Rodriguez

An investigation focusing on the literacy environments of 1,852 children from low-income families across the first five years is presented. Children's literacy environments were assessed at 14, 24, 36, and 60 months of age. A semi-parametric, group-based modeling approach was used to identify distinct trajectories of stability and change in children's environments over time. Subsequent to identifying and validating trajectories, predictors and consequences of group membership are investigated.

M30

Characteristics of Participants and Non-Participants in a Literacy-Oriented Family Involvement Program

Rebecca England, Cheryl Fountain, Afesa Adams, Stephanie Wehry

PRESENTERS

Rebecca England, Cheryl Fountain, Afesa Adams, Stephanie Wehry

Participation-related characteristics of families interested in a literacy-oriented family involvement program were examined. The program was designed to address research-identified barriers to participation. A variety of strategies were used to recruit families with children attending preschool/kindergarten in low-income neighborhoods. Participant and non-participant interview responses were statistically compared. Participants had higher academic expectations for their children, more at-home learning resources, and children who viewed less television. Strategies to increase participation are discussed.

M31

Bridging Cultural Models in Immigrant Family Literacy: Confianza (Trust)

Hengameh Kermani, Helena A. Janes

PRESENTERS

Hengameh Kermani, Helena A. Janes

Many Latino families have reported distrust of deficit-based models in family literacy programs leading to typically high attrition. The current growth in Latino student-population and their low achievement-rate makes it critically important to engage parents in programs by honoring their own cultural models. Parent-liaisons in a tutorial project and how it helped to bridge distrust, reverse attrition, and exemplify parent involvement in a number of areas considered key to program effectiveness is described.

Fathering, Father Involvement

M32

Involvement Among Resident Fathers and Links to Infant Cognitive Outcomes

Jacinta Bronte-Tinkew, Jennifer Carrano, Allison Horowitz, Akemi Kinukawa

PRESENTER

Jacinta Bronte-Tinkew

Association between father involvement and infant cognitive outcomes in two domains was examined using a sample of resident fathers in the ECLS-B. Results indicate that varied aspects of father involvement are associated with a lower likelihood of infant cognitive delay. Interaction models indicate that father involvement is related to greater reductions in infant cognitive delay for male than for female infants and for disabled than for non-disabled infants.

POSTER SESSION

4:00 p.m.-6:00 p.m.

● Regency Ballroom

MONDAY

M33

Predicting the Quality of Low-Income African-American Fathers' Interactions With Their Children and Toddlers Social and Emotional Development
Stephanie Jolley Mitchell, Natasha Cabrera

PRESENTERS

Stephanie Jolley Mitchell, Natasha Cabrera

Partner and extended family relationships, father-child interactions, and toddlers' social-emotional development of 49 low-income African American fathers of children in EHS were explored. Fathers who rated relationships more positively also reported that their children were more socially competent with fewer behavior problems than children of other fathers. Fathers who displayed more negative-overbearing behavior have less socially competent children than fathers who engaged in less negative-overbearing behavior.

M34

Direct and Indirect Influences of Paternal Parenting on Children's Development
Kimberly Sue Howard

PRESENTER

Kimberly Sue Howard

Latent growth curve modeling was used to examine parenting trajectories among fathers with young children. Results show that fathers who had experienced abuse or neglect as children had less positive attitudes about parenting. Paternal parenting, in turn, predicts both maternal abuse potential and children's attention. Maternal abuse potential also predicts children's attention, suggesting both direct and indirect pathways by which fathers influence their children's development.

M35

The Many Faces of Father Involvement: Profiles of Fathers' Responsibility, Accessibility, and Engagement with Their Children
Kimberly Sue Howard, Catherine S. Tamis-LeMonda, Natasha Cabrera

PRESENTER

Kimberly Sue Howard

Profiles of father involvement along the dimensions of responsibility, accessibility, and engagement are examined. Cluster analyses are used to identify profiles of father involvement at child ages 24 months, 36 months, and Prekindergarten. Continuity and change in profiles of father involvement are examined using cross-age analyses, and demographic factors (e.g., father residency, income, marital status, mother-father relationship quality, work status) are explored as predictors of cluster membership.

M36

Low-income Teen Fathers' Involvement over Time: Influence of Individual, Coparental, and Contextual Characteristics
Allison K.H. Tarkow

PRESENTER

Allison K.H. Tarkow

Low-income, younger (14 - 17 yrs) and older (18 - 19 yrs) teen fathers' involvement patterns with their children from 14- through 64-months were examined. Age differences in influences (e.g., prenatal behaviors, race) on involvement trajectories and in concurrent status influence (e.g., coparental relationship, employment) on involvement are assessed.

POSTER SESSION

4:00 p.m.-6:00 p.m.

● Regency Ballroom

M37

Church-Partnered Fatherhood Programs Guided by Secondary Analysis of Data from the Fragile Families and Child Wellbeing Study

Wrenetha A. Julion

PRESENTER

Wrenetha A. Julion

Paternal Involvement (PI) is important to the health and well-being of children, fathers and families. However, 2/3 of African-American (AA) children do not live with their fathers. Based upon the historically important role of AA churches, the applicant hypothesizes that church-partnered fatherhood programs hold great promise for changing this trajectory. Data from the Fragile Families and Child Wellbeing Study (FFCWS) are analyzed in order to develop contextually and culturally relevant interventions for AA fathers.

M38

African American Men Caregivers of Children with Disabilities: Rewards and Challenges

James C. Bridgers, Jr., Suzanne M. Randolph, Sally A. Koblinsky

PRESENTER

James C. Bridgers, Jr.

A qualitative study employing an ecological systems framework to examine the rewards, challenges, and needs of African American male caregivers of young children with special needs is presented. Thirty men in a hospital support group for caregivers of children with disabilities provided data for the study, analyzed with qualitative software. Recurring themes generated recommendations for developing culturally-sensitive programs and policies to improve parenting and educational outcomes, strengthen family systems, and provide support services for male caregivers.

Foster Care

M39

Building Bridges: Promoting the Educational Well-Being of Young Foster Children

Staci M. Perlman, Laura Hawkinson, Faith Sproul, John W. Fantuzzo

PRESENTER

Staci M. Perlman

Recent federal legislation highlights the importance of educational well-being of vulnerable young children. A population-based study is presented that used integrated data to examine the relationship between out-of-home placement, child maltreatment, and homelessness and educational well-being. Findings on the unique impact of out-of-home placement in a multiple risk context and the timing of first experiences of social risks are described. Implications include the importance of interagency collaborations and high quality early childhood education.

Language/Literacy Development

M40

Association Between Maternal Educational Levels and Expressive Language of Urban, African American Preschoolers from Low-income Families

Cathy Huaqing Qi, Ann P. Kaiser, Stephanie Milan

PRESENTERS

Cathy Huaqing Qi, Ann P. Kaiser

Association between maternal educational levels and three measures of spontaneous speech was examined in 205 African American preschoolers from low-income families: mean length of utterance in morphemes (MLUm), number of different words (NDW), and the Expressive Communication scores of the Preschool Language Scale-3 (PLS-3). Children whose mothers had higher educational levels scored higher on the language sample measures than those whose mothers had less than a high school education or high school diplomas.

MONDAY

POSTER SESSION

4:00 p.m.-6:00 p.m.

● Regency Ballroom

MONDAY

M41

Head Start Language & Literacy Development:
What Works, and Why?

Jennae Bulat, Alissa McLean

PRESENTER

Libby Preble

Preschool students at a North Carolina Head Start center made dramatic gains in letter identification, phonological processing, and print awareness using an innovative language and literacy program. Children at this site demonstrated considerably more growth than children who did not use this program. Explicit, multisensory instruction delivered using innovative technology-enhanced materials plays an essential role in building a foundation for reading in young children.

M42

“El Frog Se Escapó del Jar”: Code-Switching and
Young Children’s Early Literacy Development

Margaret Sarah Caspe, Alexandra Rodriguez, Gigliana Melzi

PRESENTERS

Margaret Sarah Caspe, Alexandra Rodriguez, Gigliana Melzi, Joy Lorenzo Kennedy

Code-switching patterns between Dominican mothers and their Head Start children were examined and how this practice related to children’s early literacy was explored. Results show that mothers’ level of education is positively associated with their usage of code-switching and that children’s use of code-switching is positively related to their emergent literacy skills. Implications are discussed in relation to assessing young bilingual children in two languages simultaneously.

M43

Can Storytelling and Story-Acting by Low-Income
Preschoolers Promote School Readiness?

Ageliki Nicolopoulou, Aline de Sa, Hande Ilgaz, Kai Schnabel-Cortina, Carolyn Brockmeyer

PRESENTER

Ageliki Nicolopoulou

Whether a storytelling and story-acting activity, when used regularly in preschool classrooms serving low-income children, can promote development in language, emergent literacy, and social competence were examined. Participants were children from 6 experimental and 6 comparison classrooms. Participation in this activity promoted some narrative abilities, print and word awareness, cognitive pretend play abilities as well as increased self-inhibition and decreased play disruption. Preliminary results for vocabulary, and peer interaction skills appear to be mixed. Conditions for enhanced effectiveness of this activity are discussed.

M44

Reading outcomes of children with speech-language
impairment: Longitudinal evidence from the ECLS-K

Elizabeth J. Spencer, C. Melanie Schuele

PRESENTERS

Elizabeth J. Spencer, C. Melanie Schuele

The study used the Early Childhood Longitudinal Study – Kindergarten to investigate the effect of speech-language impairment (S-LI) on reading growth between Kindergarten and fifth grade. S-LI was a significant negative predictor of literacy ability at fall of kindergarten and rate of reading growth. Children with S-LI begin kindergarten with poor literacy skills and demonstrate a slower rate of reading growth relative to peers with typical speech and language.

POSTER SESSION

4:00 p.m.-6:00 p.m.

● Regency Ballroom

MONDAY

M45

Learning Vocabulary From Educational Television

David Ian Cohen, Jennifer A. Kotler, Rosemarie Truglio, Jennifer Schiffman

PRESENTERS

David Ian Cohen, Jennifer Schiffman

A children's television program developed new segments that highlight vocabulary words. A study that researched whether or not children learned the target vocabulary words after viewing the episodes was analyzed. Results indicate that children who viewed the episodes with the new segments knew more target words at post-test compared to children in a control group who viewed non-literacy based episodes.

M46

Effects of Interactive Storybook Reading on the Grammatical Development of Preschool Children from Low-Income Environments

Lori Ann Bass, Howard Goldstein

PRESENTERS

Lori Ann Bass, Howard Goldstein

Seven participants recruited from a Southeastern Head Start program participated in a listening center intervention. Activities focused on increasing children's familiarity with specific SAE grammatical structures. For 8 weeks, children listened to prerecorded storybooks with embedded language activities for 3 days/week and were tested on the 4th day. Substantial gains in SAE use were shown using a multiple baseline design across behaviors and these results were replicated across all children.

M47

Theory of Mind and Language in Head Start Children

Virginia Lee Holloway, M. Jeffrey Farrar, Mary Ellen McKay-Easters

PRESENTERS

Virginia Lee Holloway

Relationship between theory of mind (ToM) and language in a sample of 80 Head Start (HS) children is examined. Expressive and receptive vocabulary was measured at Time 1. Approximately 6.5 months later, children were given measures of vocabulary, complement syntax, and ToM. Children were delayed in ToM. Receptive vocabulary at Time 2 was the best predictor of ToM performance. Results suggest that language plays a causal role in HS children's delayed ToM development.

M48

Improving the Language Skills of Children in Head Start Using Storybooks with Digital Pictures

Eileen Hund Gravani, Jacqueline Meyer

PRESENTERS

Eileen Hund Gravani, Jacqueline Meyer

Young children's language abilities have a strong relationship to later reading with narrative skills in kindergarten linked to reading comprehension in fourth grade (Tabors, Snow, and Dickinson, 2001) and preschoolers' knowledge of grammar has been related to later reading comprehension (Muter et al, 2004). Storybooks with digital pictures of children in Head Start were used as a means of enhancing language. Improvements in children's syntax were statistically significant for 2 and 3 clause sentences.

POSTER SESSION

4:00 p.m.-6:00 p.m. • Regency Ballroom

MONDAY

M49

Two Strategies for Teaching Phonemic Segmentation to Children in Head Start: A Preliminary Study

Eileen Hund Gravani, Jacqueline Meyer

PRESENTERS

Eileen Hund Gravani, Jacqueline Meyer

Phonological awareness has become increasingly recognized as important in children's reading decoding. An ongoing research with Head Start in Cortland County NY that emphasizes phonological awareness is presented. Two means of introducing and teaching the specific skill of phonemic segmentation to 4 year olds were addressed. Improvements in phonemic segmentation were statistically significant. The sequenced progression, lesson plans and sample activities are included.

M50

Theory of Mind and Narrative: Are the Effects Bidirectional?

Wendy K. Mages

PRESENTER

Wendy K. Mages

Does earlier Theory of Mind (ToM) predict later narrative competence or does earlier narrative competence predict later ToM? One-hundred fifty-five urban Head Start children were observed to investigate the direction of effect in the relation between the children's narrative competence and ToM development. Also considered is the important role receptive vocabulary plays in this relation.

M51

Using Narrative Storytelling to Screen for Language Difficulties in Economically Disadvantaged Preschoolers

Carolyn Stephenson Gosse, Khara Pence Turnbull, Laura Marie Justice

PRESENTERS

Carolyn Stephenson Gosse, Khara Pence Turnbull

Narrative assessment should be a part of an evaluation for economically-disadvantaged children at risk for language difficulties. Historically, assessing narrative abilities has proven time-consuming and somewhat subjective. A scoring system, the Narrative Assessment Protocol (NAP; Pence, Justice, & Gosse, 2007), that allows clinicians and researchers to code narrative language samples effectively and efficiently is described. The NAP demonstrates adequate sensitivity (81.6%) and specificity (77.6%) for predicting children's language status as measured by the CELF Preschool-2.

M52

The BELLE Project (Bellevue Project for Early Literacy, Language and Education Success): Early Outcomes

Alan Mendelsohn, Harris Solomon Huberman, Samantha Brooke Berkule, Benard P. Dreyer, Catherine S. Tamis-LeMonda, Virginia Flynn

PRESENTERS

Alan Mendelsohn, Harris Solomon Huberman

A large randomized controlled trial funded by the National Institute of Child Health and Human Development (R01 HD047740-03) presents early outcomes of the BELLE Project (Bellevue Project for Early Literacy, Language and Education Success) with the goal to determine impact on parenting, child development and school readiness of low intensity relationship-based interventions based in pediatric primary care.

POSTER SESSION

4:00 p.m.-6:00 p.m. • Regency Ballroom

MONDAY

M53

Preschoolers' Vocabulary Growth: Gaining Ground on the Gap?

Molly F. Collins

PRESENTER

Molly F. Collins

Head Start children's vocabulary growth over the first year of a comprehensive early language, cognition, and literacy project were examined. Participants were 200 three- and four-year-olds in 10 preschool classrooms in a large urban city. Vocabulary tests at the beginning and end of the first year reveal substantial gains in vocabulary with 3-year-olds making larger gains than 4-year-olds. Implications for early education and the potential for closing the vocabulary gap are discussed.

M54

Addressing Language Learning Challenges in Head Start: A Randomized Design Study

David K. Dickinson, Jill Freiberg, Tanya Flushman, Patricia Plemmons, Catherine Darrow

PRESENTER

David K. Dickinson

A random assignment intervention that is based in a Head Start program in a large city in the south that is seeking to foster language and early literacy skills, with a special focus on vocabulary learning, is described. The program is implementing a curriculum that places special emphasis on language. Language-related challenges faced by this program, strategies used to support teachers, and patterns of fidelity of curriculum implementation are presented.

M55

Building Language, Literacy and Conceptual Knowledge in Head Start

Susan B. Neuman, Ellen Hamilton, Serene Koh

PRESENTER

Ellen Hamilton

An intervention study designed to accelerate children's vocabulary and conceptual knowledge is described. Working in collaboration with a Head Start agency in a large urban area, the quasi-experimental study examines the efficacy of an embedded multimedia curriculum (the World of Words) on Head Start early outcomes in health, science, social studies and mathematics for 600 children.

Measures/Methods/Constructs

M56

Teacher-Child Relationships in Preschool: Measuring the Construct

Stacey M. Neuharth-Pritchett, Mi-Young Webb

PRESENTER

Stacey M. Neuharth-Pritchett

Teacher child relationships are predictive of school success but measurement is inconsistent across groups of preschoolers. The Student Teacher Relationship Scale was examined for 308 children using confirmatory factor analysis and measurement invariance across groups of 4 year olds was analyzed. Children from different racial groups differed suggesting associations connected to young children's school readiness outcomes may not be valid.

POSTER SESSION

4:00 p.m.-6:00 p.m.

● Regency Ballroom

MONDAY

M57

Head Start and Hurricane Recovery: Using a Family Outcomes Measure to Assess the Impact of Program Services

Richard Anthony Janiak

PRESENTERS

Richard Anthony Janiak

Head Start family case worker assistance can be a critical resource to families, particularly following a family crisis. However, there has been the lack of a user-friendly, validated instrument for assessing the impact of services provided. A recently developed family outcomes measure was used to assess the impact of services during the hurricane recovery process. Results revealed significant gains in a number of domains. Recommendations are offered for refining the instrument.

M58

From Bangladesh to the Midwest: An Ethnographic Study of Parents, Teaching Staff and Project Head Start

Sue Agnes Krolikowski

PRESENTER

Sue Agnes Krolikowski

Ethnography was used to investigate the relationships of selected Head Start teaching staff and newcomer Bangladeshi parents. Results illustrate how program practices differed from Head Start's stated policies and mandates. The program emphasized Traditional Early Childhood themes creating a striking asymmetry with the families' cultural background. However, the parents endorsed staff and favored the program.

M59

Child Care Quality Rating Systems: The Story from Four States

Carla A. Peterson, Helen Holz Raikes, Kathy R. Thornburg, Jane Atwater, Susan M. Hegland, Jacqueline Scott, Wayne Mayfield, Judith Mumford, Lana Messner, Jennifer Hecker, Julia Torquati, Dawn Davis, Carolyn Pope Edwards, Debra Motagna, Candice Rutter

PRESENTER

Carla A. Peterson

Four Midwestern states (Iowa, Kansas, Missouri, and Nebraska) have joined almost two-thirds of states to take steps toward development and implementation of a Quality Rating System (QRS). Each state's QRS as well as the current regulatory and political context of each state, implementation plans and progress in each state, and results of an examination of QRS implementation and impact across the four states are described.

M60

A Comparison of Clinical Judgment (Informed Opinion) with Performance-Based Assessment to Document Early Intervention Status

Eileen McKeating-Esterle, Stephen J. Bagnato

PRESENTERS

Eileen McKeating-Esterle, Stephen J. Bagnato

A statewide study investigates two models of assessment; clinical judgment (informed opinion) and performance-based assessment as methods for documenting child developmental status for early intervention eligibility determination. Ratings based on informed opinion were found to be significantly correlated with results from the performance-based tool in assessing children in inclusive settings including Head Start classrooms. The benefits of using informed opinion for eligibility determination and program planning are discussed.

POSTER SESSION

4:00 p.m.-6:00 p.m.

● Regency Ballroom

MONDAY

M61

Examining the Psychometric Properties of the Family Crisis Oriented Personal Scale for Mothers of Toddlers in Low-Income Families

Lorraine M. McKelvey, Rachel F. Schiffman, Hiram E. Fitzgerald, Lori A. Roggman, Holly Brophy-Herb, Gina A. Cook, Danya Johnson

PRESENTER

Lorraine M. McKelvey

Coping is essential to understanding stress and its effects on individuals and families. Psychometric properties of the Family Crisis Oriented Personal Scale were examined. Using a scale structure previously suggested, findings confirm the appropriateness of an alternative scale arrangement with low-income mothers. Better measuring the elements that contribute to coping processes can help to better understand the ways in which stress and coping interact to predict parenting behaviors.

M62

Parental Expectations of Their Children's School Prior to Kindergarten: Development of a Measure

Danielle Marie Baran, Laura D. Pittman

PRESENTERS

Danielle Marie Baran, Laura D. Pittman

Currently, few studies include parents in the dialogue of school readiness. Measures to examine multidimensionality in the construct of parental expectations for their child's school were created. Preliminary analyses indicate that the construct of parental expectations for their child's school is unidimensional, with one factor of overall satisfaction explaining 47% of the variance. Implications for using this measure both in research and practice are examined.

M63

Parenting Behaviors and Preschool Children's Social and Emotional Skills: A Question of the Consequential Validity of Traditional Parenting Constructs for Low-Income African Americans

Christine McWayne, John W. Fantuzzo, Marissa Owsianik, Linnie Green

PRESENTERS

Christine McWayne, John W. Fantuzzo, Marissa Owsianik, Linnie Green

Few researchers question the use of traditional parenting dimensions (based largely on Baumrind's theoretical work) with low-income ethnically diverse groups, despite the equivocal evidence for their utility. Findings from two independent samples, in which the relationship between traditional parenting constructs and African American Head Start children's social-emotional competencies were examined, question the consequential validity of these constructs for this group and highlight inconsistencies among the larger body of parenting work.

M64

Reliability and Validity of the Preschool Numeracy Indicators

Robin Lee Hojnoski, Randy Floyd, Benjamin Silbergliitt

PRESENTER

Robin Lee Hojnoski

Preschool Numeracy Indicators (PNIs) and the research conducted to establish their reliability and validity with a large sample of Head Start children are described. Results are presented for test-retest reliability, evidence based on internal and external relations, relation to the Individual Growth and Development Indicators (IGDIs), and sensitivity to growth over time. Findings suggest the PNIs hold promise for monitoring the development of early number knowledge and skills.

POSTER SESSION

4:00 p.m.-6:00 p.m.

● Regency Ballroom

MONDAY

M65

Using a Cultural and Developmental, Relational Approach to Engage Native American Families

Rob Goslin, Elisa Vele-Tabaddor, Joshua Sparrow

PRESENTERS

Rob Goslin, Elisa Vele-Tabaddor

The legacy and effects of oppression for Native-American families have left them overwhelmed, isolated and hopeless, putting children at-risk. A culturally based parenting program aims to support caregivers using a cultural, developmental and relational approach. Program effectiveness was examined among Native, Early Head Start families, using a pre-post, within-group design. The program improved families' knowledge of child development and culture and strengthened their confidence as caregivers. Findings have implications for early childhood parent engagement efforts.

M66

Improving the Parent-Child Communicative Relationship: The Impact of a Parent-Intervention Program for Head Start Families

Patricia Ann Griffin

PRESENTER

Patricia Ann Griffin

Research shows the critical importance of communicative relationships to early language development. Poverty environments may not provide optimal early language experiences and may result in children being at risk for language and learning deficits. A parent-intervention program was developed based on language development research and designed to enhance parent-child communicative relationships and children's language development. Data includes quantitative and qualitative measures. Findings include increased quantity and quality of language for parents and children.

M67

Curriculum Outcome Measures for Preschool

Victoria W. Carr, Mary Boat, Sally Moomaw

PRESENTERS

Victoria W. Carr, Mary Boat, Sally Moomaw

Curriculum Outcome Measures for Preschool, created to monitor student's growth in the Head Start mandated outcome areas were developed with specific criterion for validity, reliability, efficiency, developmentally appropriateness, intervention sensitivity, and embedded instructional skills. Use for these COMPs in a data based decision-making and problem-solving classroom model is described.

M68

Connecting Research and Practice in Linking Family Success and Self-Sufficiency to Child Outcomes: Developing a Measure of Family Outcomes within Head Start

Lisa M. Lopez, Susan Allen, Dana Broadway, Leeza Rooks

PRESENTERS

Lisa M. Lopez, Susan Allen

Family outcomes research in the area of early intervention has taken a multi-faceted approach. Research investigating the state of family outcomes in Head Start programs linked to this approach is presented. Themes found in semi-structured interviews with Head Start families and focus groups with family service workers provide a comprehensive list of family outcome factors. These factors are correlated to child outcomes in meeting the needs of the family as a unit.

POSTER SESSION

4:00 p.m.-6:00 p.m.

● Regency Ballroom

Parent Education/Engagement

M69

Parenting Class and Child Cognitive Development in Head Start
Boyoung Park

PRESENTER

Boyoung Park

An Early Head Start Research and Evaluation study data focusing on parental involvement and children's cognitive outcome were analyzed. Parents who attended parenting classes stimulated their children's cognitive development and provided educational activities, resulting in significantly higher Bayley MDI scores, than the children of parents who had never attended.

M70

Maternal Self-efficacy: Does it Explain School Involvement?
Iheoma Iruka

PRESENTER

Iheoma Iruka

Using a predominantly African American Head Start sample, whether or not maternal self-efficacy moderated the relationships between their involvement and children's academic readiness, approaches to learning, and socio-emotional development was examined. Findings provide evidence of the importance of self-efficacy and involvement in children's school readiness, as well as examining activities occurring in the home when mothers may not be comfortable in the school setting.

M71

What Do Parents Want? Parenting Program Preferences Among Culturally Diverse Caregivers
Ernesto Ricardo Barnabas, Jr., Patricia H. Manz, Brook Sawyer

PRESENTER

Ernesto Ricardo Barnabas, Jr.

A partnership-based investigation of parent training preferences among low-income and ethnic minority families is described. Preferences were evaluated using a Q-sort assessment with primary caregivers from low-income, urban areas of the Eastern United States. Caregiver preferences of evidence-based parenting program components among low-income and ethnic minority families are presented. Parent education practitioners can learn more about culturally relevant priorities in parenting to gain information that could increase their effectiveness with high-risk, vulnerable families.

M72

Parent Engagement and Infant-Toddler Development: Interim Effects of a Parent Engagement Intervention
Keely Dyan Cline, Lisa L. Knoche, Carolyn Pope Edwards

PRESENTERS

Keely Dyan Cline, Lisa L. Knoche, Carolyn Pope Edwards

Children's early relationships with parents set the stage for their development and school success. Interim effects of a large-scale, longitudinal, child- and parent-focused intervention on parental engagement and related child outcomes were explored. Observational and child data are included from 75 infants and toddlers and their caregivers. Results will provide Head Start practitioners and researchers information on an innovative, partnership-oriented approach to facilitating parent engagement and school readiness in young children.

MONDAY

POSTER SESSION

4:00 p.m.-6:00 p.m. • Regency Ballroom

MONDAY

M73

The Role of Family Risk Type on Parent Involvement, Experience and Satisfaction with Head Start
Shefali N. Pai-Samant, Mary Ann D'Elio, Robert W. O'Brien, Jean Lennon, Kyle Snow

PRESENTERS

Shefali N. Pai-Samant, Mary Ann D'Elio, Robert W. O'Brien, Jean Lennon, Kyle Snow

Parent involvement, experience and satisfaction as moderators of the effects of cumulative risk on child outcomes in the Family and Child Experiences Survey (2003 cohort) are examined. An attempt is made to further explain diversity of risk in Head Start and its implications for creating a responsive delivery system.

Parents/Parenting Attitudes, Practices/Parental Self-Efficacy

M74

Racial Socialization and the Verbal and Nonverbal Skills, Attention Skills, and Behavior of African American Preschoolers Attending Head Start
Danielle D. Brown, Deborah Winders Davis, Barbara M. Burns

PRESENTERS

Danielle D. Brown, Deborah Winders Davis, Barbara M. Burns

Children living in poverty are at risk for problems in cognitive skills and behavior, which contribute to lower academic achievement. Parental racial socialization as a protective factor for African American preschoolers in Head Start was examined. Previous work shows that racial socialization influences behavior, but not IQ. However, racial socialization may predict individual differences in specific cognitive abilities. Results will contribute to better understanding of resilience factors for children in poverty.

M75

Exploring Parenting Behaviors and Home Environments of Low-income Latino Families: What Mediates the Associations Between Parenting and Young Children's Development?
Youngok Jung

PRESENTER

Youngok Jung

Associations among low-income Latino families' parenting behaviors, home environments, and parent perception of their child's development were explored. Parent stress, discipline strategy, and home environment were associated with parent perceptions of children's development in cognitive, motor, and speech domains. Children's problem behaviors were identified to mediate the associations, with full mediation between parent stress and children's cognitive and speech development and partial mediation between parent stress and children's motor development.

M76

Implications of Physical and Mental Well-being of Migrant Head Start Parents
Raquel Cumba, Sandra Barrueco, Kendra Sena, Christine Alvarado

PRESENTER

Raquel Cumba

Relationships between physical health, mental health, and Head Start engagement among migrant farm working parents (MFWs) participating in Migrant and Seasonal Head Start (MSHS) are evaluated. Fifty MSHS parents were interviewed about their depression, migratory-related stress, overall physical health, current level of pain, and participation in Head Start activities. Health and mental health well-being of this population and areas for programmatic development within MSHS are discussed.

POSTER SESSION

4:00 p.m.-6:00 p.m.

● Regency Ballroom

MONDAY

M77

Assessing Play Beliefs of Parents of Head Start Children: Linkages to School Readiness Outcomes
Julia L. Mendez, Jeremy S. Cohen, Judy Wong, Johanna Carpenter

PRESENTER

Julia L. Mendez, Judy Wong

Validity of the Parent Play Belief Scale with a sample of mothers of children attending Head Start is further extended. Test-retest reliability was established. The Play Support subscale was associated with positive parenting characteristics and behaviors, as well as children's school readiness. The Academic Focus subscale was negatively associated with these constructs. Findings suggest the importance of fostering parents' beliefs in support of play-based learning for preschool children.

M78

Assessing the Impact of Family Coaching on Parental Attitudes and Behaviors
James Young, Cheryl Fountain, Rebecca England

PRESENTERS

James Young, Cheryl Fountain, Rebecca England

Effects of a family coaching program on parental self-efficacy and use of encouragement and reinforcement behaviors are investigated. Families with preschool and/or kindergarten children attending classes in low-income neighborhoods were recruited to participate. Scales adapted from Hoover-Dempsey and Sandler were used in a pre-/post-intervention design. No significant participant-by-comparison group differences were found. However, 6 months later, participants reported the family coaching program positively impacted their at-home, school-related parenting behaviors.

M79

Multiple Profiles of Adaptive and Challenged Parenting in Low-Income Caregivers of Preschool Children
Johanna Carpenter

PRESENTERS

Johanna Carpenter, Jeremy S. Cohen, Judy Wong

In a sample of 359 caregivers, person-centered analyses were used to identify five distinct patterns of parenting. Three adaptive and two challenged profiles of parents emerged. Adaptive parents had lower levels of children's problem behaviors, compared to challenged parents. These results indicate the heterogeneity of parenting within an economically-disadvantaged context.

Partnerships/Collaborations

M80

Children at Risk in the Child Welfare System: Collaborations to Promote School Readiness
Helen Ward, Erin Oldham, Sun Young Yoon, Julie Atkins, Patricia Morris

PRESENTER

Helen Ward

Very young children in the child welfare system are at much greater risk of developmental problems and poor educational outcomes. In order to achieve positive outcomes for these children, it is critical that child welfare, early intervention, and early care and education are coordinated in a way that enhances the early learning environments of these at-risk children during the most critical stages of their development before they reach school age.

POSTER SESSION

4:00 p.m.-6:00 p.m.

● Regency Ballroom

MONDAY

M81

Child Welfare-Early Childhood Partnerships:
Promising Practices and Implications for Improving
Outcomes on State Child and Family Service
Reviews (CFSR)
Elliott Thomas Graham, James P. Desantis, Paula J.
Margraf

PRESENTERS

Elliott Thomas Graham, Paula J. Margraf

Findings from a multi-year initiative designed to promote partnerships and service collaboration among local child welfare agencies and early childhood service providers are presented. Service strategies, outcome trends, and implications for States' Child and Family Service Reviews (CFSR) are discussed. In addition, detailed findings from one Early Head Start program that focused efforts on services and treatment linkages for families with substance abuse issues are reviewed.

M82

Project CARES: A Case Illustration of Conducting
Culturally-Valid, Early Childhood Research in
Partnership with Stakeholders
Patricia H. Manz, Ernesto Ricardo Barnabas, Jr., Pamela
Williams, Cesar Zuniga

PRESENTERS

Patricia H. Manz, Ernesto Ricardo Barnabas, Jr., Pamela Williams, Cesar Zuniga, Catherine Bracaliello

Conducting research in partnership with stakeholders offers the potential to produce intervention programs that are acceptable, administered with integrity and effective for low-income and ethnic-minority children and families. Application of the participatory intervention model to the evaluation of a large-scale, urban implementation of a national home visiting program for toddlers is presented. Challenges and solutions encountered in partnership-based research are described.

M83

A Successful Collaboration: An Evaluation
of the Partnership between Early Head Start
and Child Welfare Services In a Rural
Midwestern Community
Sheila J. Brookes

PRESENTER

Sheila J. Brookes

A partnership with an intensified Early Head Start program and Child Welfare Services (CWS) was evaluated. Families were referred to this project following a hotline call for child abuse or neglect. Qualitative methods were used to understand the affects of this project on juvenile officers, attorneys, and CWS workers. Results are discussed from the perspective of best practices for working with families with children 0-3.

Play/Peer Relationships

M84

The Selection of Friends in Preschool Children
Karla Patricia Perez, Sandy Romero, Elyse Brauch
Lehman, Robert Pasnak

PRESENTERS

Karla Patricia Perez, Sandy Romero, Elyse Brauch Lehman, Robert Pasnak

Determinant factors Head Start children use when selecting friends (N=61) were investigated. Focus was on social behavior and the physical demographics of friends. Likeability was assessed using sociometric tasks, roster rating and peer nomination. Social behavior was observed using a time series method. Children of all ethnicities have similar preferences-friends that display positive assertiveness behavior and are of the same sex. No preference was found for ethnicity.

POSTER SESSION

4:00 p.m.-6:00 p.m.

● Regency Ballroom

MONDAY

M85

Negotiations During Social Pretend Play Are Serious Business for Socio-Cognitive Development in Preschool Age Children
Jessica Beer

PRESENTER

Jessica Beer

Negotiations of three to five year olds during dyadic pretend play were investigated. Relationships between children's use of internal state words, justifications of their position, their familiarity with one another, and the complexity and success of their play negotiations were analyzed. Results have implications for the development of interpersonal understanding in preschoolers, theory of mind (ToM), collaborative cognition, and preschool learning environments.

M86

Linkages Between Sociodramatic Play and School Readiness in Head Start Classrooms
Sandra K. Machida, Jacqueline R. Bacino, David Philhour, Sarah Freeman

PRESENTER

Sandra K. Machida

The increasing academic standards in kindergarten have diminished the role of play in early childhood curriculum as a valuable way to learn. The link between sociodramatic play and school readiness in 119 HS children was examined. After controlling for fall scores, age, gender, and the child's home language, the fall sociodramatic play rating was found to predict cognitive competencies and positive approaches to learning scores in spring ($p < .001$).

M87

Diversity-Related Materials Lead to Greater Positive Interactions Among Preschoolers
Sarah Elizabeth Gaither, Adriana Nevado, Roopa Iyer

PRESENTERS

Sarah Elizabeth Gaither, Adriana Nevado

Positive relations between the amount of diversity-related curricula materials (e.g., books, toys etc.) present within the classroom and the levels of positive peer interactions among preschoolers were examined. Preliminary analyses of data collected in Fall 2006 and Spring 2007 from 42 low-income preschools using the ECERS showed that the mere presence diversity materials did not effect peer interactions but integration of materials into curriculum showed an increase in positive peer interaction.

M88

Children's Pretend Play and School Readiness: Significant Relationships for Sustained Amounts of Pretend Play and all Domains of Development
Jacqueline R. Bacino, Sandra K. Machida, Leesa Huang, David Philhour, Sarah Freeman

PRESENTER

Jacqueline R. Bacino

Preschoolers' play was observed in two State Preschool classrooms (N=44). In addition, state preschool teachers rated developmental competencies aligned with school readiness: cognitive, language, social-emotional, motor competencies, and learning approaches. Results indicate that the more time children spent in pretend play the higher the children's school readiness competencies as reported by their state preschool teachers. Future research recommendations and policy are discussed.

POSTER SESSION

4:00 p.m.-6:00 p.m. • Regency Ballroom

MONDAY

M89

Emotion Regulation, Receptive Language Skills, and the Stability of Head Start Children's Peer Play Competence
Jeremy S. Cohen

PRESENTER

Jeremy S. Cohen

Stability of peer play competence over the course of the academic year in 348 children who attended Head Start was examined. Whereas some children show improvements, a subset of children exhibited high levels of disruption and/or withdrawal throughout the year. Differential relationships between receptive vocabulary, emotion regulation, and the trajectory of peer play behavior were examined.

M90

Impact of Childcare Outdoor Environments on Children's Active Play

Gayle Luze, William Henninger, Christine Cook, Mary Jane Brotherson

PRESENTER

Gayle Luze

Children's active play is related to health and overweight; however, little research has been conducted into how childcare programs promote children's physical activity, especially outdoors. Through interviews and observations of children's active play in local childcare programs, and a state-wide survey of childcare programs; current policies and practices regarding children's active play were examined. Initial findings showed a commitment to outdoor play, and a relationship between quality of outdoor environments and amount of use.

M91

Mother-Child Play at 36 Months and Mother-Child Personal Narratives at Pre-Kindergarten: Relations to Children's School Readiness
Tonia Natalie Cristofaro, Catherine S. Tamis-LeMonda

PRESENTERS

Tonia Natalie Cristofaro, Catherine S. Tamis-LeMonda

Ways in which 75 ethnically diverse mothers from low-income families encouraged their preschoolers' narrative performance and school readiness concurrently and longitudinally are highlighted. Mother-child play interactions at 36 months and mother-child personal narratives at Pre-Kindergarten were examined. Structural equation modeling determined an indirect pathway from mothers' early language to children's overall school readiness, through children's independent narrative contributions. Findings may inform the design of more effective literacy interventions with ethnically diverse families.

Professional Development/ Knowledge

M92

The Social Aspects of Learning: the Role of Theory of Mind, the Understanding of Teaching and Social Competence in School Readiness
Elizabeth Woodburn

PRESENTER

Elizabeth Woodburn

In an effort to identify the developmental processes relevant to school readiness among Head Start children, the relationship of theory of mind to school readiness was examined through two pathways: the developing understanding of teaching and children's social competence. Results can inform future work on individual differences in school readiness as well as work addressing contrasting pedagogy in early childhood.

POSTER SESSION

4:00 p.m.-6:00 p.m. • Regency Ballroom

MONDAY

M93

Supporting Language and Literacy Development in Preschool Classrooms through Effective Teacher-Child Interactions & Relationships: An Overview and Pilot Findings from a Major Professional Development Research Study

Bridget Hamre, Robert C. Pianta, Donna M. Bryant, Margaret Burchinal, Jason Troy Downer, Carollee H. Howes, Laura Marie Justice, Catherine Scott-Little, Karen LaParo

PRESENTERS

Bridget Hamre, Robert C. Pianta, Donna M. Bryant, Margaret Burchinal, Jason Troy Downer, Carollee H. Howes, Laura Marie Justice, Catherine Scott-Little, Karen LaParo

There is little evidence that current approaches to professional development produce demonstrable gains for children. Responding to this need, a set of interventions was designed targeting teachers' interactions with children. Value of these opportunities was assessed through a randomized trial with 450 teachers. An overview of the study design and results from development and piloting of course materials and measures are presented.

M94

Mentor-Coaching and Teacher Professional Development

Grace Nyaboke Onchwari, Jared Keengwe

PRESENTERS

Grace Nyaboke Onchwari, Jared Keengwe

Effectiveness of Head Start early literacy staff development mentor-coach initiative model in a local Head Start Program was examined. Analysis of 44 teacher interviews point to the positive effectiveness of the mentor-coach model and support of similar initiatives in the future for enhancing teacher instructional practices.

M95

Supporting Pre-Kindergarten Teachers in High-Need Communities Through Professional Development to Enhance Classroom Quality: Results of Large Scale Implementation in Florida
Rebecca A. Marcon, Phyllis K. Kalifeh, Beverly G. Esposito, Saralyn Grass, Lynn C. Hartle, Barbara Saunders

PRESENTERS

Rebecca A. Marcon, Phyllis K. Kalifeh, Beverly G. Esposito, Saralyn Grass, Lynn C. Hartle, Barbara Saunders

Florida Partners in Education and Research for Kindergarten Success (PERKS) provided professional development for new prekindergarten teachers in high-need communities. PERKS sought to increase teacher knowledge and skills through coursework on curriculum and assessment, and to test effectiveness of varying levels of technical assistance. Control teachers showed no significant change. PERKS intervention teachers increased significantly in classroom quality and cognitive stimulation.

M96

Can Professional Development Impact the Way Head Start Teachers Talk with Children?

Barbara Wasik, Annemarie H. Hindman, Ann Marie Jusczyk

PRESENTERS

Barbara Wasik, Annemarie H. Hindman, Ann Marie Jusczyk

Abstract A professional development (PD) model, which trained teachers to use research-based strategies to increase the opportunities for their children to talk, was evaluated with 20 Head Start intervention teachers and 20 controls. Teachers and children were assessed to determine the impact of the PD. Results indicate that teachers in the intervention group did increase the opportunities for children to talk and the children's scores on the Peabody Picture Vocabulary Test also improved.

POSTER SESSION

4:00 p.m.-6:00 p.m.

● Regency Ballroom

MONDAY

M97

Mental Health Professionals in Early Childhood

Centers: Impacts on Teachers

LaTunja Sockwell, Nicola A. Conners-Burrow,
Lorraine M. McKelvey, Leanne Whiteside-Mansell

PRESENTERS

LaTunja Sockwell, Leanne Whiteside-Mansell

Preschool providers report that disruptive behavior in classrooms is a serious problem. The Early Childhood Mental Health project facilitated collaborations between Community Mental Health Centers and childcare programs. Teachers reported learning new strategies for managing problem behaviors and were less punitive in interactions with children. Incorporating mental health support into childcare may prove an effective strategy for reducing problem behaviors and promoting school readiness.

M98

Collaborative Coaching with Head Start Teachers: Dialogic Reading and Children's Language and Communication Development

Sherri L. Oden, Gerald Freeman, Lisa Sturges, Patricia
Ann Griffin

PRESENTERS

**Sherri L. Oden, Gerald Freeman, Lisa Sturges, Patricia
Ann Griffin**

A collaborative coaching approach for teaching dialogic reading techniques with Head Start teachers and three- and four-year-old children was developed and studied. Qualitative analyses utilized Atlas.ti to identify the emergent processes in the approach. Quantitative analyses employed SALT and found increasing use of dialogic reading techniques by teachers and enhancement of children's language and communication across sessions.

M99

Assistant Teachers in Prekindergarten Programs: What Roles Do They Play in Classroom Management and Teaching?

Laura Stout Sosinsky, Walter S. Gilliam

PRESENTERS

Laura Stout Sosinsky, Walter S. Gilliam

In a nationally representative sample of state-funded prekindergarten classrooms, the importance of assistant teachers to basic classroom management and teaching was rated higher by lead teachers when ratios were low, the lead teacher held less than a BA, and the assistants' highest degree was more than high school. Additionally, assistants' teaching roles were more important in classrooms in program settings other than school-based non-Head Start. Early education workforce quality and expansion are discussed.

M100

The Impact of Coaching on Teacher Knowledge, Teacher Practice and Child Outcomes

Serene Koh, Linda Cunningham, Tanya Wright, Susan B.
Neuman

PRESENTER

Tanya Wright

Benefits of a practice-based theory of professional development on early language and literacy practices and child outcomes were examined. Based on the premise that subject-matter in early literacy is essential, but not sufficient, differential effects of two professional development approaches (coursework alone; coursework plus coaching) compared to a control group and its relationship to quality early literacy practices and children's early literacy skills were examined. Teachers from 304 early childhood centers and home-based settings in four priority urban areas serving high poverty children were randomly selected to one of three groups: Group 1 (N=86), professional development 3-credit course in early language and literacy at their local community college; Group 2 (N=85), professional development course plus ongoing coaching; Group 3 (N=133), control group, no professional development course or coaching. Pre- and post early literacy assessment are presented.

POSTER SESSION

4:00 p.m.-6:00 p.m.

● Regency Ballroom

Resilience/Risk

M101

Cumulative Risk as a Moderator of Development in Children From Low-Income Families

Eileen T. Rodriguez, Kathy R. Thornburg, Mark Spellmann, Wayne Mayfield

PRESENTERS

Eileen T. Rodriguez, Kathy R. Thornburg

Extent to which families' cumulative risk status moderates the relative contribution of specific risks on children's pre-Kindergarten outcomes is explored. SEM is used to model the effects of change in risk during children's first three years and assess the relative influence of earlier (birth to 18 months) vs. later risks (approximately 20 to 36 months) on children's developmental and health outcomes at pre-Kindergarten.

Science/Music/Art

M102

Teachers' Use of Music in Head Start and Non-Head Start Preschool Classrooms

Catherine Wilson Gillespie, Kendra R. Glider

PRESENTERS

Catherine Wilson Gillespie, Kendra R. Glider

Direct classroom observation data were collected in four Head Start classrooms and one non-Head Start preschool classroom to investigate how teachers used music in Head Start and preschool classrooms. Teachers used music frequently throughout the day to scaffold children's behavior and learning.

M103

Head Start Teachers Supporting Young Mathematicians and Scientists: Project Evaluation

Lin Moore, David L. Brown

PRESENTERS

Lin Moore, David L. Brown

A three-year evaluation of a math/science curriculum is presented. The curriculum provided classroom materials, plus training and mentoring for Head Start teachers who were randomly assigned to treatment and control group. Classrooms observations documented implementation; teacher interviews recorded perceived changes. Children's math and science skills were measured using the Test of Early Mathematics Ability (TEMA-3) and the Learning Accomplishment Profile (LAP). Significant differences between treatment and control groups are evident in Year 2.

M104

Differential Item Functioning in a Large-Scale Preschool Science Assessment

Ariela Caren Greenberg, Daryl B. Greenfield, Randall D. Penfield

PRESENTER

Ariela Caren Greenberg

Validity of a teacher rating scale of preschool science skills was evaluated. Since test outcomes inform child, classroom, and program-level decisions, the rating scale should be fair for all groups. An item level comparison of ethnic groups and gender matched on ability tested for differential item functioning (DIF) in a sample of 3,636 Head Start children. Primarily small to moderate DIF effects were found, supporting overall validity; items with large effects are discussed.

MONDAY

POSTER SESSION

4:00 p.m.-6:00 p.m.

● Regency Ballroom

MONDAY

M105

Quasi-Experimental Comparison Group Study of the Wolf Trap Institute for Early Learning Through the Arts' Performing Arts Based Early Learning and Professional Development Strategies

Douglas Klayman, Mimi Flaherty Willis, Akua Femi Kouyate

PRESENTERS

Douglas Klayman, Mimi Flaherty Willis, Akua Femi Kouyate

Under the Fund for the Improvement of Education (FIE) program, Wolf Trap Institute for Early Learning Through the Arts designed a comprehensive, professional development training in the area of emergent literacy utilizing performing arts based learning strategies. Effectiveness and quality of the program and its impact on children were measured using a quasi-experimental comparison group design and conducted by Social Dynamics, LLC.

M106

Creating a Foundation for Scientific Thinking: Head Start on Science

Laurie A. Van Egeren, Dyane Watson, Bradley Morris

PRESENTER

Laurie A. Van Egeren

Head Start on Science (HSS) is an early childhood curriculum specifically developed to impact preschool children's early learning around science, more general cognitive abilities, and school readiness skills, including behavior regulation. A pilot evaluation of the program revealed that HSS teachers evidenced more HSS strategies and HSS children had significantly better scientific reasoning skills than the comparisons, suggesting that the specific processes focused upon in the curriculum may have contributed to better school readiness outcomes.

M107

Development of an IRT-based Direct Assessment of Preschool Science

Daryl B. Greenfield, Ximena Dominguez, Janna Marie Fuccillo, Michelle Filomena Maier, Ariela Caren Greenberg

PRESENTERS

Daryl B. Greenfield, Ximena Dominguez, Janna Marie Fuccillo, Michelle Filomena Maier, Ariela Caren Greenberg

Science is emerging as an important focus area of early childhood curricula. Evaluating the effectiveness of this focus requires reliable and valid measures of children's science knowledge and science process skills, which are largely unavailable. Reports on the development of a new IRT-based, direct assessment of preschool science, are presented. Of interest both to researchers and practitioners is discussion of a consensus document of content areas and process skills that define preschool science.

M108

Young Naturalists: Concept Mapping as an Instructional Tool for Conceptual Development of Preschool Children

Janice K. Hunter, Heather M. Monroe-Ossi

PRESENTERS

Janice K. Hunter, Heather M. Monroe-Ossi

The Young Naturalists project focused on increasing background knowledge and science concept development of preschool children. This study built on research regarding concept mapping, elementary science learning, and the knowledge gap of at-risk, young children. Learning experiences involved plants and their role in the environment. Concept mapping was used to assess children's knowledge before, during, and after learning experiences. Assessment results demonstrated improved articulation of concept connections for both 3- and 4-year-old children.

POSTER SESSION

4:00 p.m.-6:00 p.m.

● Regency Ballroom

Social-Emotional Development and Competence/Social Skills

M109

Teaching Social Skills to Increase Social Competency
Candace H. Lacey, Patrice LeBlanc

PRESENTERS

Candace H. Lacey, Patrice LeBlanc

The Five Essential Social Skills Curriculum, based on an extensive research and a review of the psychology and education literature, is presented. The five skills: Intrapersonal, Interpersonal, Communication, Group Skills, and Conflict Resolution are framed upon a constructivist perspective, where students develop at their own rates, constructing their own affective learning. The curriculum provides a vehicle for social skills instruction to enhance the development of social competency.

M110

Connecting the Dots in Cleveland County: Fostering Social and Emotional Growth in Early Childhood
Joan F. Walsh

PRESENTER

Joan F. Walsh

A four-year project linking Head Start and child care center teachers with primary health care providers and pediatric mental health specialists, and has four levels: teacher training, classroom assessment, and consultation; individual screening by teachers and parents; referral to primary health care providers, and follow-up for evaluation and treatment if needed. Results are available from the first two intervention years.

M111

Text and Language Connections: Bilingual English-Spanish Speaking Children's Early Literacy Skills
Becky L. Spritz

PRESENTER

Becky L. Spritz

Fostering social competence requires knowing which emotion skills are most salient to social outcomes. Social and emotional competence of 44 Head Start preschoolers was examined. While emotion regulation correlated with student-teacher closeness, emotional lability correlated with student-teacher conflict and peer likeability. Comparisons of two models reveal that emotional lability mediates the relationship between peer likeability and student-teacher conflict. Implications for emotion-based interventions in Head Start classrooms are discussed.

M112

Parent-Provider Relationship: Rating of Children's Socio-Emotional Development
Iheoma Iruka, Donna M. Bryant

PRESENTER

Iheoma Iruka

Relationship between parents and their childcare providers was observed to examine whether it influenced providers' ratings of children's socio-emotional development. Results indicate the closer parents and providers agreed on their relationships, the more likely providers rated children as more advanced in their social skills and behaviors. Positive parent-provider relationship proved to be beneficial for Hispanic children. This possible link to the rating of ethnic minority and low-income children are further discussed.

MONDAY

POSTER SESSION

4:00 p.m.-6:00 p.m.

● Regency Ballroom

MONDAY

M113

An Investigation of Social Skills, Emotion Regulation, and Academic Readiness in Low-Income Preschool Children.

Laura L. White, Shavaun Wall, Michaela L. Farber, Lynn Milgram Mayer

PRESENTER

Laura L. White

Empirical relationships of social skills, emotion regulation, and academic readiness in low-income preschool children were explored. Multivariate analyses found that emotion regulation both mediates and moderates the relationship between social skills and children's language. Significant gender differences existed for some of the measures. Pearson's correlations evidenced the importance of language development in children's readiness for school.

M114

Prediction of Emotional and Social Competence from Maternal Behavior in Head Start and Non-Head Start Enrolled African American Children

Pamela Watkins Garner

PRESENTER

Pamela Watkins Garner

African American preschoolers' prosocial and regulatory ability from their mothers' socialization behaviors was investigated, after accounting for SES (Head Start vs. middle-income). Prosocial maternal variables predicted prosocial behavior whereas emotion socialization variables were more strongly related to emotion regulation. Lack of research on African American children varying in SES and the challenges of conducting research on diverse populations are discussed.

M115

Gender and Race Differences in Parents' and Teachers' Perspectives on Behavior Problems in Pre-Kindergarten Age Children

Eunju Jung, Michelle Simpson, Helen Holz Raikes

PRESENTERS

Eunju Jung

Influence of gender and race in parents' and teachers' behavior problem ratings was examined. Data were collected from the Early Head Start Research Project; the sample size was 904. Results show that parents and teachers reported higher behavior problems in boys than girls, but teachers' rating in behavior problems in girls were lower than parents' ratings. White children were reported to have higher behavior problems by both parent and teacher than Black and Hispanic children. However, Hispanic parents reported higher behavior problems than teachers for Hispanic children.

M116

Socioemotional Adjustment in Pre-school Children Following a Natural Disaster: Going Beyond "Main Effects"

Mumbe S. Kithakye, Sonya Myers

PRESENTERS

Mumbe S. Kithakye, Sonya Myers

Social adjustment of 119 pre-school children following Hurricane Katrina was examined. Pre and post-disaster data is available for 52 of the children. Teachers reported on child adjustment while parents reported on both the disaster experience and child adjustment. Results indicate an association between the disaster experience and child adjustment, but other variables may influence the association.

POSTER SESSION

4:00 p.m.-6:00 p.m.

● Regency Ballroom

MONDAY

M117

Unpacking the Relationship Between Preschool Social Skills and First Grade Academic Competence

Brittany L. Rhoades, Heather Kiernan Warren, Mark T. Greenberg, Celene E. Domitrovich

PRESENTERS

Brittany L. Rhoades, Heather Kiernan Warren

Young children with poor social-emotional skills perform less well academically. Relationship between preschool social-emotional skills and 1st grade academic competence was investigated in a sample of economically-disadvantaged children. Results show that social-emotionally competent preschoolers had greater academic competence in 1st grade and attention during kindergarten was a significant mediator of this relationship. Importance of Social-emotional and attention skills as targets for academically-focused interventions is discussed.

Miscellaneous

M118

Summer Vacation and Early Learning: Is there Summer Loss for Low-Income Preschoolers?

Kathryn E. Grogan, Rebecca A. Marcon, Susan M. Perez

PRESENTERS

Kathryn E. Grogan, Rebecca A. Marcon

Although low-income school-age children experience greater summer loss of academic skills than do higher-income peers, loss patterns for preschool children are unknown. Unlike prior findings, a 2-year study of 78 rural Head Start or low-income public school prekindergarten children found steady increases in early literacy and mathematics skills and no summer loss. Skills developed in preschool vs. formal schooling may be easier to maintain. Summer activities in rural settings may contribute to skill maintenance.

M119

Helping Military Families with Preschool Children Cope with the Deployment Process: The Impact of A Multiple-Media Project

David Ian Cohen, Jeanette Betancourt, Jennifer Schiffman

PRESENTERS

David Ian Cohen, Jeanette Betancourt, Jennifer Schiffman

Recent research indicates that departures to and returns from operational deployment impose stresses on military families and are likely to increase the rate of child maltreatment. To address the needs of these military families, materials were produced to provide tools and ideas to parents and caregivers on how to help young children cope with the process of deployment. Impact of these materials on parents' behaviors and attitudes are assessed.

M120

A Mobile Program of Occasional Care and Education: A Vehicle for Multigenerational Experiences in Unconventional Settings That Can Support Early Childhood Development and Learning and Have an Ongoing Impact on All Family Members

Judith A. Colbert

PRESENTER

Judith A. Colbert

Policy, research, and practice come together in an initiative to develop a program of occasional care and education that may be provided on a mobile basis at itinerant sites in space not usually designed for use by young children. Instead of bringing families to programs, it takes programs to families. Its hallmark is care that is safe for children, meets professional operating standards and supports high-quality learning experiences for both children and parents.

TUESDAY, JUNE 24

OVERVIEW

TUESDAY

7:00-8:15 a.m. Student/Mentor Networking Roundtable
Columbia Foyer

7:30-8:30 a.m. Check-in begins & Continental Breakfast
Regency Foyer

8:30-10:00 a.m. Plenary Session I
Developing Language and Literacy in Second Language Learners
Regency A

Nonie K. Lesaux, Ph.D.
Harvard University

David J. Francis, Ph.D.
University of Houston

Diane August, Ph.D.
Center for Applied Linguistics

10:15 a.m.-12:00 p.m. Morning Breakout Sessions (200-209)
Capitol Rooms A and B, Congressionals A and B on Lobby Level
Columbias A, B, C, and Foyer, Lexington/Concord on Ballroom Level

12:00-1:15 p.m. Lunch (Conference attendees on their own)

1:15-2:45 p.m. Plenary Session II
How Research May Influence Policy and Practice
Regency A

Hirokazu Yoshikawa, Ph.D.
Harvard University

Mark T. Greenberg, Ph.D.
Pennsylvania State University

3:00-4:45 p.m. Afternoon Breakout Sessions (210-218)
Capitol Rooms A and B, Congressionals A and B on Lobby Level
Columbias A, B, C, and Foyer, Lexington/Concord on Ballroom Level

4:45-6:30 p.m. Poster Session
Regency Ballroom

NETWORKING ROUNDTABLE

7:00 a.m.- 8:15 a.m.

Student–Mentor Networking Roundtable

7:00–8:15 a.m. • Columbia Foyer

CHAIRS

Heather Lynn Rouse, Patricia H. Manz, Julia L. Mendez

PARTICIPANTS

Rebecca Shearer - University of Miami and
the Erikson Institute

Brenda Jones Harden - University of Maryland

Patricia H. Manz - Lehigh University

Christine McWayne - New York University

Julia L. Mendez - Temple University

Frederick J. Morrison - University of Michigan

Heather Lynn Rouse - University of Pennsylvania

Edward Zigler - Yale University

The Head Start Graduate Student Research Grants Program provides support for graduate students who form partnerships with Head Start or Early Head Start programs in their communities, as a way of encouraging the conduct of research with Head Start populations. This Program also promotes the development of mentor-mentee relationships which support students' graduate training and professional development as researchers engaged in policy-relevant research. An emphasis is placed on supporting the active communication, networking and collaboration among graduate students, their mentors and other prominent researchers in the field, both during their graduate training, and into the early stages of their independent research careers.

The 2008 Mentoring Breakfast Roundtable will be a discussion of the role of mentoring in assisting early research scholars to formulate professional networks during the transition from graduate training to early career. Roundtable discussants will talk about what they learned during their doctoral training as a mentee and how this experience helped them as early career researchers working with Head Start. The senior scholars on the panel will address issues from their perspectives, especially how they may sometimes need to modify their training of students who plan to pursue primarily applied research.

TUESDAY

PLENARY I

8:30 a.m. - 10:00 a.m. • Regency A

Regency A

Plenary I

Developing Language and Literacy in Second-Language Learners

CHAIR

Mariela Paez

PRESENTERS

Nonie K. Lesaux, David J. Francis, Diane August

An increasing number of the children who are entering early childhood education settings, such as preschool, Head Start, and child care centers, are English language learners (i.e. children who do not speak English as their first language). Given these students' low levels of literacy attainment, teaching them how to read and write well in English has become an urgent challenge for educators around the nation. The National Literacy Panel on Language-Minority Children and Youth was formed to identify, assess, and synthesize research on the education of language minority or ELL children and youth with respect to their attainment of literacy, and to produce a comprehensive report evaluating and synthesizing this literature. A summary of results will be presented and implications for the education of young ELLs will be discussed. Future research directions in the study of this population will be included..

- **Language Diversity and Literacy Development: Development of Literacy Skills in Young Language Minority Learners**
Nonie K. Lesaux
- **Language of Instruction: Findings from the Report of the National Literacy Panel**
David J. Francis
- **Effective Literacy Instruction for Second-language Learners**
Diane August

TUESDAY

PLENARY I

8:30 a.m. - 10:00 a.m. • Regency A

Nonie K. Lesaux



Nonie K. Lesaux (Ph.D., Psychology, University of British Columbia) is Marie and Max Kargman Associate Professor in Human Development and Urban Education Advancement at the Harvard Graduate School of Education. She leads a program that focuses on reading development and difficulties of children from linguistically diverse backgrounds. Her research has implications for practitioners, researchers, and policy-makers. From 2002-2006, Lesaux was Senior Research Associate of the National Literacy Panel on Language Minority Youth and contributing author to three chapters in that national report. She has also published in leading journals including *Developmental Psychology*, *Journal of Educational Psychology*, and *The Reading Teacher*. Dr. Lesaux was named one of five WT Grant scholars in 2007. She is a member of the Society for the Scientific Study of Reading, International Academy for Research in Learning Disabilities, Society for Research in Child Development. She is also a member of the Reading First Advisory Committee for the Secretary of Education, U.S. Department of Education.

David J. Francis



Dr. Francis is the Hugh Roy and Lillie Cranz Cullen Distinguished Professor of Quantitative Methods and Chairman of the Department of Psychology at the University of Houston, where he also serves as Director of the Texas Institute for Measurement, Evaluation, and Statistics, and Co-Director of the Texas Learning and Computation Center. He is a Fellow of Division 5 (Measurement, Evaluation, and Statistics) of the American Psychology Association and current member of the Independent Review Panel for the National Assessment of Title I, and is a frequent advisor to the US Department of Education on issues related to assessment, accountability, research design and evaluation, children with disabilities, and children who are English language learners. He is a former Chairman of the Mental Retardation Research Subcommittee of the National Institute of Child Health and Human Development (NICHD), a former Chairman of the Advisory Council on Education Statistics, a former member of NIH's Behavioral Medicine Study Section, and a current member of the Reading and Writing Review Panel of the Institute of Education Sciences. He is a recipient of the Albert J. Harris Award (2006) from the International Reading Association, and has won awards from the University of Houston for teaching (1989), and research (2007), and in 2008 received the Esther Farfel Award, UH's highest accolade recognizing faculty excellence in teaching, research, and service over an entire career. Dr. Francis currently collaborates on multiple contracts and grants funded by NICHD, the Institute of Education Sciences of the US Department of Education, and the Texas Education Agency.

TUESDAY

PLENARY I

8:30 a.m. - 10:00 a.m. • Regency A

Diane August



Diane August (Ph.D., Education, Stanford University) is currently Senior Research Scientist at the Center for Applied Linguistics as well as a consultant located in Washington D.C. She is the Principal Investigator for a study investigating the development of literacy in English-language learners, Co-Principal Investigator for a randomized evaluation of English immersion and transitional bilingual programs, and Co-Principal Investigator at the National Research and Development Center on English-language Learners. She has been a Senior Program Officer at the National Academy of Sciences where she was study director for the Committee on Developing a Research Agenda on the Education of Limited English Proficient and Bilingual Students. Dr. August has worked as a teacher, school administrator, and legislative assistant, and was Director of Education for the Children's Defense Fund. She has published widely in journals and books.

TUESDAY

MORNING SESSIONS

10:15 a.m.-12:00 p.m.

200

Columbia Foyer

10:15-11:15 a.m.

From the Academy to Policy: Honoring the Career of Edward Zigler
The Edward Zigler Master Lecture

CHAIR

Lonnie R. Sherrod

PRESENTER

Deborah A. Phillips

Research in child development has a unique history, and the formal recognition of child development as an intellectual field came about in the mid-1920's when the national research council of the National Academy of Sciences established their first committee on child development. From the beginning, it was recognized as a field that requires interdisciplinary work and a commitment to both basic and applied research. Edward Zigler's career exemplifies the criteria set forth eighty years ago. In this special session, the argument will be made that Dr. Zigler's commitment to children's issues over five decades contributed to the evolution of the field of child development itself, through his sheer intellect, commitment, and patience. We honor his tremendous contributions, which continue to this day.

Deborah A. Phillips



Deborah A. Phillips (Ph.D., Psychology, Yale University) is Professor of Psychology and Associated Faculty in the Public Policy Institute, Georgetown University. She is also Co-Director of the Georgetown University Center for Research on Children in the U.S. She served as the first Executive Director of the Board on Children, Youth, and Families of the National Research Council's Commission on Social and Behavioral Sciences and the Institute of Medicine. She also served as Study Director for the Board's comprehensive report on early childhood development: *From Neurons to Neighborhoods. The Science of Early Child Development*, released in October 2000. Her research focuses on the developmental effects of early childhood programs, as well as issues associated with the child care workforce, most recently as principal investigator of the National Institute of Child Health and Human Development funded study of Child Care and Temperament.

TUESDAY

MORNING SESSIONS

10:15 a.m.-12:00 p.m.

Edward Zigler



Edward Zigler (Ph.D., Psychology, University of Texas) joined the psychology department at Yale in 1959 and also served on the faculty of Yale's Child Study Center. He founded and is Director Emeritus of Yale's Edward Zigler Center in Child Development and Social Policy, one of the first centers to combine training in developmental science and social policy construction. He is Sterling Professor of Psychology, Emeritus. In addition to being one of the founders of the field of applied developmental psychology, Dr. Zigler pioneered the discipline of developmental psychopathology as well as the developmental approach to mental retardation and adult psychopathology. He conceptualized the School of the 21st Century, which has been adopted by more than 1,300 schools in 20 states. He has played a central role in establishing universal preschool education. Dr. Zigler helped to plan several national projects, including Head Start, Early Head Start, and the Family and Medical Leave Act. He served as the founding Director of the U.S. Office of Child Development (now ACYF) and Chief of the Children's Bureau. He is a member of the Institute of Medicine and the American Academy of Arts and Sciences.

TUESDAY

MORNING SESSIONS

10:15 a.m.-12:00 p.m.

201 Columbia A

Local Research Partnerships and the AI/AN Head Start Research Center
American Indian/Alaskan Native Research Center
**Presented by the Office of Planning Research and Evaluation
Administration for Children and Families**

ORGANIZER

Anne Bergan

CHAIR

Douglas K. Novins

DISCUSSANT

Paul Spicer

PRESENTERS

Sharon Rosenkoetter, Clint Jacks, David Beaulieu, Mary Eunice Romero-Little, Hiram E. Fitzgerald, Jessica Barnes

The American Indian and Alaska Native Head Start Research Center (AIANHSRC; University of Colorado School of Medicine) has supported the development of three partnerships between universities and tribal Head Start programs as part of its effort to address substantial research gaps concerning AI/AN Head Start programs. Findings that have emerged from these three partnerships with Warm Springs Higher Education Partnership, University of Michigan and the University of Arizona will be presented. The Warm Springs Higher Education Partnership is implementing and studying a model to increase higher education accomplishments of Head Start staff of the Tribal Early Childhood Education Center. The Gila River Indian Community is engaging in a community-wide dialogic process of identifying and defining the nature of the O'odham and Maricopa cultures, the key values associated with it, and what is appropriate and necessary in order to create a healthy learning environment for Native children. The American Indian/Alaskan Native workforce preparation and early childhood development project involves a partnership between the Michigan Inter-Tribal Council is co-creating a research program to investigate the impact of teacher academic preparation on EHS/HS work force issues and consequent child development outcomes in order to improve workforce preparation and inclusion of cultural education among Tribal EHS/HS.

- **Warm Springs Higher Education Partnership: A Catalyst for Change; Confederated Tribes of the Warm Springs**
Clint Jacks, Wendell Jim, Sharon Rosenkoetter
- **Native Identity among O'odham and Maricopa Children in the Gila River Indian Community: Investigating Relationships of Cultural Curriculum, Schooling Processes, and Professional Development in Head Start**
David Beaulieu, Pat Foster, Gilbert Innis, Robin Notah, Mary Eunice Romero-Little
- **American Indian/Alaskan Native Workforce Preparation and Early Childhood Development Project; Michigan Inter-Tribal Council**
Jessica Barnes, Ann Belleau, Holly Brophy-Herb, George Cornell, Patricia Farrell, Hiram E. Fitzgerald, Renee Rosenbaum, Anne K. Soderman

TUESDAY

MORNING SESSIONS

10:15 a.m.-12:00 p.m.

202

Columbia B

Poster Symposium

Evaluation and Measurement Challenges of Research for a New Universal Preschool Initiative in a Culturally and Linguistically Diverse Community

ORGANIZER

Armando Jimenez

CHAIR

William Gormley

DISCUSSANTS

Don Rock, John M. Love

PRESENTERS

Patricia Lozano, Katie Fallin, Michael Lopez, Christine A. Ong, Eric Cane, Jessica Brauner, Tamara Hamai, Nikki L. Aikens, Margaret Sarah Caspe, Susan Sprachman, Sally M. Atkins-Burnett, Stephen Michael Moore, Aaron Rae Douglas, Cheri Vogel, Annalee Kelly, Rita Rico, R. Jatzin Alvarado, Deanna Gomby, Margaret Sarah Caspe, Julieta Lugo-Gil, Elaine Hill, Deborah Parrish, Sandra Barrueco, Tamara Hamai

Methodological and measurement challenges related to evaluating a new universal preschool initiative within Los Angeles County, a large, culturally and linguistically diverse urban context will be discussed. Various ELL assessment challenges (e.g., differential home language experiences, rates of language and literacy development within each language, exposure to classroom instructional practices, and determination of the appropriate language of assessment), as well as limitations of current assessment approaches (e.g., psychometric properties of measures and measurement equivalence analyses) will be presented.

- **A Vision for Research on Universal Preschool: Background, Purpose, and Goals of the Universal Preschool Program and its Evaluation**
Katie Fallin, Michael Lopez, Patricia Lozano, Jessica Brauner, Christine A. Ong, Eric Cain, Tamara Hamai
- **Development of a Language Routing Protocol for Determining Bilingual Spanish-English Speaking Children's Language of Assessment**
Nikki L. Aikens, Margaret Sarah Caspe, Susan Sprachman, Michael Lopez, Sally M. Atkins-Burnett
- **Use of Conceptual Scoring to Increase Reliability and Validity of Direct Child Assessments with Linguistically Diverse Preschoolers**
Sally M. Atkins-Burnett, Nikki L. Aikens, Stephen Michael Moore
- **Psychometric and Measurement Equivalence Analyses of Teacher Rating Scales and Child Outcome Measures with a Large Culturally and Linguistically Diverse Sample of Preschool-Aged Children**
Aaron Rae Douglas, Sally M. Atkins-Burnett, Cheri Vogel

TUESDAY

MORNING SESSIONS

10:15 a.m.-12:00 p.m.

- **What do Parents Mean When they Rate Their Children's Behavior?**
Nikki L. Aikens, Susan Sprachman, Sally M. Atkins-Burnett, Annalee Kelly, Christine A. Ong, Rita Rico, R. Jatzin Alvarado, Deanna Gomby
- **Development of a "Respect for Differences Scale": A New Parent-Report Measure**
Susan Sprachman, Margaret Sarah Caspe, Sally M. Atkins-Burnett
- **How Parents' Ratings of Their Children's Behavior and Development Contribute to Our Understanding of Program and Family Influences on Development**
Julieta Lugo-Gil, Cheri Vogel, Elaine Hill, John M. Love, Deanna Gomby, Deborah Parrish
- **Outreach and Communication with Practitioners About Measures and Research: Development and Use of a Compendium and Consumer's Guide**
Patricia Lozano, Christine A. Ong, Sandra Barrueco, Michael Lopez, Katie Fallin
- **Supporting Cultural and Linguistic Diversity in a Universal Preschool Initiative and its Preschool Network: Implications for Research and Measurement**
Tamara Hamai, Jessica Brauner

203 Regency Foyer

Sesame Workshop's Bilingual Initiative for Military Families Talk, Listen, Connect: Deployments, Homecomings, Changes

PRESENTERS

Jeanette Betancourt, David Ian Cohen

The most recent version of Sesame Workshop's bilingual initiative for military families, Talk, Listen, Connect: Deployments, Homecomings, Changes, will be presented. The initiative involves research-based practical strategies to assist military families with young children during very challenging and emotional experiences. Included will be an exploration of how specific strategies emerged as a result of the formative research with military families (i.e., active duty, Guard, and Reserve service members and their spouses who had young children and were either deployed repeatedly or experienced a "change" due to a physical and/or invisible injury). The challenges for these military families will be presented. Developmentally appropriate activities and tips to help parents and educators talk, listen, and connect with their children around these challenging transitions will be shared. A copy of the Talk, Listen, Connect kit including print and DVDs will be given to attendees.

TUESDAY

MORNING SESSIONS

10:15 a.m.-12:00 p.m.

TUESDAY

204 Lexington/Concord

Head Start/Child Care Partnerships: Longitudinal Research Findings

CHAIR

Diane Schilder

DISCUSSANT

Carmen Bovell-Chester

PRESENTERS

Diane Schilder, Youngok Lim, Danielle Ewan

Partnerships between Child Care and Head Start are emerging as an innovative and collaborative way to improve the quality of child care and increase the likelihood that low-income children will enter school ready to learn. The impact of partnerships between Head Start and child programs on: a) observed structural variables of quality b) children's school readiness c) supports for participating children's parents will be examined.

- **Head Start/Child Care Partnerships: Impact on Child Care Quality and School Readiness**
Diane Schilder, Ben Chauncey
- **Supporting Parents Through Head Start/Child Care Partnerships**
Youngok Lim, Diane Schilder
- **All Together Now: Collaborating for Children and Families**
Danielle Ewan

205 Capitol Room A

Understanding Autism Spectrum Disorder

CHAIR/DISCUSSANT

Nathan Fox

PRESENTERS

Catherine Lord, Amy Wetherby

Autism Spectrum Disorders (ASD) have been the focus of great interest with regard to early detection and the efficacy of early intervention. Two internationally known experts in the field of autism will present information for scientists and practitioners on issues of detection and intervention. How ASD is manifested in very young children and the nature of development in ASD from the toddler to preschool years will be presented. Current issues in research and neurobiology such as genetics and possible early biological "markers" of ASD will be discussed. Examples of screening and diagnostic instruments appropriate for young children and the ways in which information can be put together to create a working diagnosis that leads to a treatment plan will be presented. Issues for families with young children who may have ASD will also be highlighted. A brief overview of the recommendations of the National Academy of Sciences Committee on Educational Interventions for Children with Autism will be provided. Active ingredients of evidence-based interventions for young children with ASD will be delineated.

MORNING SESSIONS

10:15 a.m.-12:00 p.m.

Guidelines for targeting meaningful outcome measures that address core deficits of ASD in toddlers will be offered along with suggestions for future research needs.

- **Understanding and Diagnosing ASD in Toddlers and Preschool Children**
Catherine Lord
- **Evidence-based Intervention for Young Children with Autism Spectrum Disorders: What are the Active Ingredients?**
Amy Wetherby

206 Capitol Room B

Childhood Chronic Health Conditions and Family Literacy

CHAIR

John M. Pascoe

DISCUSSANT

Mary Capello

PRESENTERS

Shalini Forbis, Anne Turner-Henson, Frank A. Franklin

Clinicians have understood that family literacy is related to their young patients' health outcomes, but there has been a dearth of rigorous research that addresses the impact of parents' literacy on their children's health. Of course, Head Start provides an excellent forum to address the early precursors of health lifestyle choices. This session will focus on family literacy and its relation to two critically important childhood chronic health conditions-childhood asthma and childhood overweight/nutrition. Ample discussion time will be allotted and audience participation will be encouraged.

- **Impact of Low Health Literacy on Asthma Outcomes**
Shalini Forbis
- **Promoting Health Behaviors among Head Start Children: Health Education through Active Learning**
Anne Turner-Henson
- **Parenting the Head Start Child for Obesity Prevention**
Frank A. Franklin

TUESDAY

MORNING SESSIONS

10:15 a.m.-12:00 p.m.

207 Congressional A Fostering Active Engagement in Learning

CHAIR

Clancy Blair

DISCUSSANT

Frederick J. Morrison

PRESENTERS

Deborah Jane Leong, John W. Fantuzzo

Children's learning requires dedicated teachers and well-resourced programs, but also the active engagement of the children themselves. Instructional practices that have been shown to increase the engagement and motivation of young children will be explored, and will also call attention to practices that can discourage some children and keep them from learning.

- **Teaching for Regulated Behaviors: A Case of an Integrated Early Childhood Curriculum**
Deborah Jane Leong
- **Learning-in-Time and Teaching-to-Learn: The Unique Contribution of Learning Behaviors to Early School Success**
John W. Fantuzzo, Paul McDermott

TUESDAY

MORNING SESSIONS

10:15 a.m.-12:00 p.m.

208 Congressional B Master Lecture

10:15 – 11:00 a.m.

One Child, Two Languages: A New and Improved Guide for Early Childhood Educators of Young Children Learning English as a Second Language

CHAIR

Mariela Paez

LECTURER

Patton O. Tabors

The pathway that young second language learners take to develop their understanding and use of their new language and the activities that early childhood educators can incorporate into their classrooms to support these children and their families will be presented. The changing requirements of early childhood programs serving an ever-more diverse population of children by providing information on facilitating second language literacy acquisition, bringing children's home languages into the classroom, and using context-embedded and dual-language assessments with young second language learners will be included. Information about the second language acquisition of internationally adopted children will be offered.

Patton O. Tabors



Patton O. Tabors (Ed.D., Harvard Graduate School of Education) retired in 2005 as Principal Research Associate at the Harvard Graduate School of Education. Throughout her career, Dr. Tabors directed research on first and second language and literacy acquisition. She is the author and co-author of many publications, including *One Child, Two Languages: A Guide for Early Childhood Educators of Children Learning English as a Second Language*. She has recently completed work on *One Child, Two Languages in Action: A Professional Development DVD*.

TUESDAY

MORNING SESSIONS

10:15 a.m.-12:00 p.m.

209

Columbia C

Identifying Children with Language Delays and Behavior Problems in Head Start

CHAIR

Ann P. Kaiser

DISCUSSANT

Mary Louise Hemmeter

PRESENTERS

Cathy Huaqing Qi , Ann P. Kaiser, Terry B. Hancock, Tina Lynn Stanton-Chapman

Findings from three studies focused on the identification of children with language delays and behavior problems will be presented. Three key questions will be addressed: 1) what are the prevalence rates of language delays and behavior problems in Head Start children? 2) Does the presence of language delays increase the risk for behavior problems? 3) Are children from low-income backgrounds uniquely at risk for co-occurring language and behavior problems?

- **Relationship between Language Delays, Behavior Problems and Social Skills in Hispanic Children in Head Start**
Cathy Huaqing Qi
- **Language and Behavior Problems Among 4-Year-Old Children**
Ann P. Kaiser, Terry B. Hancock, Jennifer Frey
- **Social and Behavioral Characteristics of Rural Preschoolers with Specific Language Impairment**
Tina Lynn Stanton-Chapman, Laura Marie Justice

TUESDAY

PLENARY II

1:15 p.m.-2:45 p.m. • Regency A

Regency A

Plenary II

1:15 p.m. – 2:45 p.m.

How Research May Influence Policy and Practice

CHAIR

Nathan Fox

PRESENTERS

Hirokazu Yoshikawa, Mark T. Greenberg

In spite of important advances in our knowledge and understanding of children's development and positive influences from family, schools, and the community, there remain substantial gaps between findings from research and policies affecting children. A major reason concerns the differences in the "cultures" of researchers, advocates, policy groups, and policy makers. Learning each others' "languages" is key to bridging the gaps. The integration of two macro contexts: culture and public policy, in relation to young children's development will be presented. Focus will be on the intersection of culture and public policy. How prevention research can impact policy making and the many missteps and lessons learned along the way will be discussed.

- **Culture, Public Policy, and Young Children's Development**
Hirokazu Yoshikawa
- **Prevention Research and Policy-making Opportunities and Lessons Learned**
Mark T. Greenberg

TUESDAY

PLENARY II

1:15 p.m.-2:45 p.m. • Regency A

Hirokazu Yoshikawa

Hirokazu Yoshikawa (Ph.D., Psychology, New York University) is Professor of Education at the Harvard Graduate School of Education. A developmental and community psychologist, he conducts research on the development of young children in immigrant families, and the effects of public policies, for employment and antipoverty on children's development. His is Principal Investigator of the NSF-funded Center for Research on Culture, Development, and Education, which examines how public policies, parental employment, and transnational contexts influence children's development in Chinese, Mexican, Dominican, and African American families. This work combines longitudinal survey, observational, and ethnographic methods. He is also working on a cluster-randomized trial of a professional development program to improve preschool education in Chile. Another project focuses on economic reforms affecting family life in China. He has received 3 early career awards from the American Psychological Association (APA), and the ethnic minority mentorship award from APA's division of community psychology.



Mark T. Greenberg

Mark T. Greenberg (Ph.D., Psychology, University of Virginia) holds The Bennett Endowed Chair in Prevention Research in the Pennsylvania State University's College of Health and Human Development. He is the Director of the Prevention Research Center for the Promotion of Human Development. Dr. Greenberg's work examines the effectiveness of school and family-based curricula to improve the social, emotional, and cognitive competence of elementary-aged children. He is senior investigator on a number of prevention projects involving early childhood interventions involving both schools and families and is the author of more than 200 articles and chapters on developmental psychopathology, well-being, and the effects of prevention efforts on children and families. He was awarded the Distinguished Research Scientist Award of the Society for Prevention Research.



AFTERNOON SESSIONS

3:00 p.m. - 4:45 p.m.

210 Columbia Foyer

Master Lecture

3:00 p.m. – 3:45 p.m.

How Effective are Early Childhood Anti-Poverty Interventions

CHAIR

Lonnie R. Sherrod

LECTURER

Greg Duncan

Results will be presented from recent research based on the Panel Study of Income Dynamics linking high-quality income data across all of childhood with adult outcomes measured as late as age 37. The wide range of adult outcomes considered include educational attainment earnings, work hours, receipt of food stamps and cash assistance, nonmarital child bearing, crime, and mental and physical health.

Greg Duncan



Greg Duncan (Ph.D., Economics, University of Michigan) is the Edwina S. Tarry Professor, School of Education and Social Policy and a Faculty Fellow at the Institute for Policy Research at Northwestern University. Duncan has published extensively on issues of income distribution, child poverty and welfare dependence. He is co-author with Aletha Huston and Tom Weisner of *Higher Ground: New Hope for the Working Poor and Their Children* (2007). With Jeanne Brooks-Gunn, he co-edited *Consequences of Growing up Poor* (1997). Prior to joining the Northwestern faculty in 1995, he was principal investigator of the Panel Study of Income Dynamics at the University of Michigan's Survey Research Center. Duncan was elected president of the Population Association of America for 2008 and is the president elect of the Society for Research in Child Development.

TUESDAY

AFTERNOON SESSIONS

3:00 p.m. - 4:45 p.m.

TUESDAY

211

Columbia A

Conversation Hour

3:00-4:00 p.m.

Design of the Migrant and Seasonal Head Start Survey Discussion Hour

**Presented by the Office of Planning, Research and Evaluation
Administration for Children and Families**

CO-CHAIRS

Sandra Carton, Wendy DeCoursey

PRESENTERS

Robert W. O'Brien, Sandra Barrueco, Michael Lopez, Douglas Klayman, Mary Ann D'Elio

The goal for the MSHS Survey is gathering accurate and detailed information from the Migrant and Seasonal Head Start administration, staff, teachers, families and children, in order to fully inform MSHS policy and practice. Migrant and Seasonal Head Start has not been included in previous national Head Start data collections, primarily because of concerns regarding accurate, comparable measurement of the unique features of the programs and the bilingual migrant children and families. Highlighted will be some of the strengths of the research plan, and solutions/decisions that are being considered. Some of the current questions and concerns of the design team will be shared for discussion with participants.

212

Columbia B

Poster Symposium

What Have We Learned from Twelve Years of Early Head Start Research?

**Presented by the Office of Planning Research and Evaluation
Administration for Children and Families**

CHAIRS

Rachel Chazan Cohen, Helen Holz Raikes

DISCUSSANTS

John M. Love, Joan Lombardi, Hirokazu Yoshikawa

PRESENTERS

**Early Head Start Research Consortium
Early Promotion and Intervention Research Consortium
Early Head Start National Resource Center at Zero To Three**

The Early Head Start (EHS) program initiative, designed for low-income pregnant women and families with infants and toddlers up to age 3, began in 1996. At the very start, Congress mandated a rigorous random assignment study, the Early Head Start Research and Evaluation Project, which is continuing to collect data on children and families as children are in 5th grade. This study provides rich contextual information on the 17 original EHS programs, collected by local researchers and focusing on program functioning and impacts of the programs for children and families. Recently, two descriptive studies, the Survey of EHS programs and the EHS Family and Child Experiences Survey (Baby FACES) considered a national view of EHS children, families and programs. At the same time, additional information was collected on unique

AFTERNOON SESSIONS

3:00 p.m. - 4:45 p.m.

program initiatives, including father involvement, infant mental health, oral health, and services to kith and kin child care providers, among others. Information across the different projects will be integrated, identifying some of the messages and themes emerging from this vast and varied research. Discussants will unify the messages from the research and address implications for Early Head Start programs as well as the broader world of early care and education.

213 **Lexington/Concord** **3:00-4:00 p.m.**

Special Session

Institute of Educational Sciences, U.S. Department of Education

CHAIR

Gerald E. Sroufe

PRESENTER

Grover Whitehurst

The Institute of Education Sciences (IES), in the U.S. Department of Education, funds projects that provide data on development in early childhood and that evaluate the effectiveness of programs and practices that aim to enhance school readiness and long-term academic achievement of children from low-income backgrounds. These include PCER (preschool curriculum evaluation research), CLIO (Classroom Literacy Interventions and Outcomes in Even Start), the evaluation of Early Reading First, and the Early Childhood Longitudinal Study, Birth Cohort. Results from these and other projects will be presented and comments will be provided on the role of rigorous evidence in transforming education in general and preschool education in particular.

214 **Capitol Room A**

Prevention and Intervention to Promote Prosocial Behavior

CHAIR

Tammy Mann

PRESENTERS

Mark T. Greenberg, C. Cybele Raver, Brenda Jones Harden

Addressing the social and emotional needs of young children in early care and education settings is of increasing interest to researchers, practitioners, and policymakers. Highlights will be presented of important, evidence-based strategies that have been found to yield important outcomes, both at the staff and child level, across Head Start/Early Head Start and community based child care programs. Three interventions will be described, including evaluation strategies, key findings, and important lessons learned.

- **Promoting Social and Emotional Learning in Early Childhood:
Learning from the PATHS Curriculum**
Mark T. Greenberg

TUESDAY

AFTERNOON SESSIONS

3:00 p.m. - 4:45 p.m.

- **Early Lessons Learned from the Chicago School Readiness Project**
C. Cybele Raver
- **Incorporating Infant Mental Health Services into Early Head Start**
Brenda Jones Harden

215 Capitol Room B

School Readiness from Start to Finish: Enacting Emotion Knowledge and Social-information Processing to Achieve Competent Behavior

CO-CHAIRS

Heather Kiernan Warren, Susanne A. Denham

DISCUSSANT

Clancy Blair

PRESENTERS

Todd M. Wyatt, David Schultz, Susanne A. Denham

The use of portable, reliable measures of social-emotional skill predictive of early school readiness will be examined. Processes and mechanisms by which Head Start preschoolers can achieve success in Kindergarten will be presented. The study utilized observational, computerized, and direct child measures in Head Start classrooms. Implications of the findings for children of families at socioeconomic risk are contextualized for discussion.

- **Regulation During Play: The Relation Between Preschool Self-regulation and Social Success within a Socioeconomic Context.**
Todd M. Wyatt, Sara Corll Kalb
- **Measuring Predictors of Social Competence in Head Start Classrooms: The STEP-P Social Information Processing Assessment**
Archana Ambike, Sean Logie, David Schultz
- **Emotionally Competent, Self-regulated Preschoolers and “Getting Ready for School”: What Matters and in What Context?**
Susanne A. Denham, Hideko Hamada Bassett, Heather Kiernan Warren

TUESDAY

AFTERNOON SESSIONS

3:00 p.m. - 4:45 p.m.

216 Congressional A

New Theories, Insights and Practices in Early Writing Assessment and Instruction

CHAIR

Steffen L. Saifer

DISCUSSANT

Elena Bodrova

PRESENTERS

Steffen L. Saifer, Elena Bodrova, Deborah Jane Leong, Carin L. Neitzel

Three Head Start studies from 2001 to 2007 that serve a culturally distinct population will be described. The role of culture will be presented from the studies' multicultural evaluators and Head Start practitioners. Discussion will focus on the use of standardized testing and culturally appropriate alternative methods. Lessons learned contribute to the debate regarding cross-cultural program accountability.

- **Instruction and Assessment of Early Writing**
Steffen L. Saifer
- **Theoretical Benefits of Dynamic Assessment in Early Writing**
Elena Bodrova, Deborah Jane Leong
- **The Impact of Personal Interest on Preschool Writing**
Carin L. Neitzel

217 Congressional B

3:00 p.m. - 3:45 p.m.

Master Lecture

A Historical-Based Thought Experiment: Meeting the Challenges of the 21st Century for Children's Well-Being and Health Care

CHAIR

John M. Pascoe

PRESENTER

Howard Markel

When it comes to children's health care issues in the United States, historians have a great deal to offer to those struggling with policy dilemmas--precisely because they have a nuanced and contextualized view of how the dilemmas began and evolved--but also because a study of the past reveals many useful models and good ideas that still deserve to be acted upon. Or as the late President Harry Truman once opined, "there is nothing new in the world, except the history you don't know." This is particularly true in the case of U.S. child health and welfare policy. Part of the lecture's title, "a historical thought experiment" is taken from the school of Aristotle, where it will be recalled; he encouraged his students to think out the potential ramifications and results

TUESDAY

AFTERNOON SESSIONS

3:00 p.m. - 4:45 p.m.

of whatever social quandary they were trying to tackle. In terms of children's health and well-being policy, the need to begin such a thought experiment will be presented by looking back to the early twentieth century, when it appeared for the briefest of moments that children would be the centerpiece of our federal domestic policy, with the founding of the Children's Bureau in 1912. Where would we be today if the vision that propelled the founders of this first federal agency devoted exclusively to child welfare had been realized? Or, what if the United States now created a cabinet-level agency dedicated to children?

Howard Markel



Howard Markel is a pediatrician, medical educator, and historian of medicine at the University of Michigan. He received an M.D. from the University of Michigan and a Ph.D. in the history of science, medicine, and technology from Johns Hopkins University.

Dr. Markel is the author of several books including *The Portable Pediatrician*, *The Practical Pediatrician: The A to Z Guide to Your Child's Health, Behavior and Safety*, the critically acclaimed study of immigration and public health in the United States during the 19th century, *Quarantine! East European Jewish Immigrants and the New York City Epidemics of 1892*, and *When Germs Travel: Six Major Epidemics That Have Invaded America Since 1900 and the Fears They Have Unleashed*. He is also the author of articles, essays, and reviews on pediatrics and the history of medicine in the scholarly academic literature and is a frequent contributor to *The New York Times*.

Dr. Markel is the recipient of the Robert Wood Johnson Generalist Faculty Scholars Award, the James Shannon Director's Award of the National Institutes of Health, the National Institutes of Health National Research Service Award, the Commonwealth Fund, the Burroughs-Wellcome Fund 40th Anniversary History of Medicine Award, and a National Library of Medicine/ National Institutes of Health Award.

AFTERNOON SESSIONS

3:00 p.m. - 4:45 p.m.

218 Regency Foyer

Creating Connections between Latino Families and Early Childhood Programs:
Investigating the Role of Language and Literacy in Latino Families

CHAIR/DISCUSSANT

Marlene Zepeda

PRESENTERS

Alison G. Wishard Guerra, Lisa M. Lopez, Dina C. Castro

Latino families are enrolling in Head Start and Early Head Start programs in large numbers. Focus will be on the characteristics of Latino families with a child enrolled in early childhood programs. Cultural community, enacted and articulated language practices, and demographic variables, such as maternal education and immigration history, are factors leading to the heterogeneity found among this population. These variables will be highlighted and discussed, providing implications for early childhood personnel working with this community.

- **Cultural Communities, Family Practices, and Language Practices in Mexican-Heritage Families**
Alison G. Wishard Guerra
- **Educational Experiences, Immigration History, and the Home Environment of Latino Families: Making the Connection between Beliefs and Practices**
Lisa M. Lopez
- **Beliefs about School Readiness and Dual Language Development Among Latino Parents and Early Childhood Professionals**
Dina C. Castro

TUESDAY

POSTER SESSION

4:45 p.m.-6:30 p.m. • Regency Ballroom

Behavioral Changes

T1

How Does Having a Child with Behavioral Special Needs Affect Parents' Ability to Work, Access Child Care, and Maintain Financial Security?

Helen Ward, Lisa Morris, Julie Atkins, Angela Herrick, Erin Oldham

PRESENTER

Julie Atkins

A multi-method study investigates the impact of having a child with behavioral special needs on parents' ability to balance work and family. Child care decisions made by families and the issues they face in keeping child care arrangements were examined. Ability to retain their job, the impact on the number of hours worked, and the financial security of the family were also explored.

T2

Brief Behavioral Intervention for Early Childhood Behavior Problems

Marni Elyse Axelrad, Beth Hackethorn Garland

PRESENTER

Beth Hackethorn Garland

Externalizing behavior problems in preschool children are commonly cited difficulties from parents and teachers. Clinically, behavioral parent training is the most common intervention for these behavior problems; however, the majority of these programs are lengthy and rigid. The Brief Behavioral Intervention is an approximately six-session program developed to meet the individual needs of families. Benefits of BBI on specific externalizing behaviors in home and school settings are examined.

T3

Learning Behaviors Mediating the Relationship Between Behavior Problems and Educational Outcomes

Ximena Dominguez, Daryl B. Greenfield

PRESENTERS

Ximena Dominguez, Daryl B. Greenfield

Relationships between behavior problems, learning behaviors and educational outcomes for urban at-risk preschool children were examined. Learning behaviors were found to mediate the effect behavior problems have on literacy and math. Findings provide a preliminary explanation regarding the mechanism through which behavior problems relate to educational outcomes in early childhood.

Bilingual/English Language Learners/Challenges

T4

Early Literacy Skill Development for English Language Learners.

Joann M. Farver

PRESENTER

Joann M. Farver

Spanish-speaking ELLs are at risk for reading difficulties. A pilot study contrasted the relative impact of English only (n= 32) with Spanish-to-English instruction (n= 32) on the development of Head Start preschoolers' emergent literacy skills in Spanish and English over a school year. Children who received the transition tutoring program have higher emergent literacy skill scores compare to those who received the English only program or were in the control group.

POSTER SESSION

4:45 p.m.-6:30 p.m. • Regency Ballroom

T5

Text and Language Connections: Bilingual English-Spanish Speaking Children's Early Literacy Skills
Margaret Sarah Caspe, Jamie Gonzalez, Gigliana Melzi

PRESENTERS

Margaret Sarah Caspe, Jamie Gonzalez, Gigliana Melzi, Joy Lorenzo Kennedy

Aspects of narrative ability relating to print-related literacy within a bilingual English-Spanish speaking sample of Head Start children are described. Seventy-three Latino children participated in the study. Knowledge of concepts about print is positively related to narrative coherence. Results are discussed in terms of developing a clearer picture of language and literacy development for young bilinguals and how programs can continue to improve services for them.

T6

Bilingual Children's English and Spanish Expressive Language Skills: A Focus on Individual Differences in Syntactic Complexity, Lexical Diversity, and Verb Morphology
Barbara L. Rodriguez, Amanda Winslow, Carol Scheffner Hammer, Adele W. Miccio

PRESENTERS

Barbara L. Rodriguez, Amanda Winslow, Carol Scheffner Hammer, Adele W. Miccio

Participants were 12 bilingual children of Puerto Rican descent who attended Head Start programs in Central Pennsylvania. Six children lived in homes where English and Spanish were spoken and six children lived in homes where Spanish was the primary language spoken. A longitudinal study examining English and Spanish semantic and syntactic language skills in young bilingual children who were exposed to different sets of linguistic input is presented.

T7

Low-Income, Spanish-English Bilingual Children's Conceptual Vocabulary Knowledge: Why the Application of the Spanish IDHC Norms May be Misleading
Jeannette Mancilla-Martinez, Barbara Alexander Pan

PRESENTERS

Jeannette Mancilla-Martinez, Barbara Alexander Pan

The MacArthur CDI/IDHC parent report measures can yield a useful index of bilingual children's total conceptual vocabulary (Pearson, et al., 1993). However, bilingual norms are still unavailable. Comparing standard scores based on English and on Spanish norms for a sample of bilingual EHS/HS children, results found very different estimates of the proportion of children whose vocabulary development is 'on track.' Implications of home language environment for interpretation of total conceptual vocabulary scores are discussed.

T8

Language Development in Mexican- and Dominican-American toddlers at 14 Months and 24 Months: Relations to Home Experiences and Cognitive Development
Fernanda Lucchese, Catherine S. Tamis-LeMonda, Ronit Kahana Kalman, Annie Dalebroux, Rebecca B. Skolnick

PRESENTERS

Fernanda Lucchese

Early language development of 130 low-income Dominican- and Mexican-American toddlers was studied at 14 and 24 months of age. Toddlers' productive vocabularies were analyzed by national origin, bilingualism, language exposure, demographics, and cognitive development. Across ages, Dominican-Americans had larger vocabularies than Mexican-American toddlers. Language exposure and familial demographics were key players in children's early vocabulary development. Furthermore, findings suggest that early language competencies predict later language and cognitive abilities in low-income Latino children.

TUESDAY

POSTER SESSION

4:45 p.m.-6:30 p.m. • Regency Ballroom

T9

Examining the Shared Bookreading Styles of Low-Income, Latino Caregivers and Their Children

Catherine Bracaliello, Ageliki Nicolopoulou, Patricia H. Manz, Julie Curran

PRESENTERS

Catherine Bracaliello, Ageliki Nicolopoulou, Patricia H. Manz

Shared bookreading is an important context for the development of vocabulary and oral language skills, especially for low-income, Latino children. In an effort to design culturally relevant literacy interventions, researchers must take into account the natural bookreading styles of caregivers and their children.

Yet, little is known concerning the naturally occurring bookreading styles of low-income, Latino families.

Forty low-income caregivers (predominantly Latino) and their children were observed during a shared bookreading task.

T10

Understanding Language Development in ELL Preschoolers: Making the Connection Between Language Dominance, Phonological Abilities, and Vocabulary Development

Timothy David Hill, Lisa M. Lopez, Adele W. Miccio, Carol Scheffner Hammer, Barbara L. Rodriguez

PRESENTERS

Timothy David Hill, Lisa M. Lopez

Despite a significant growth in the English language learner (ELL) population in recent years, research has not provided sufficient information on the development of language and early literacy skills among bilingual children. Relationships between language dominance, phonological abilities, and vocabulary in ELL preschoolers were examined. Research findings providing important information to guide policy as well as provide educators with knowledge to better support ELL children academically are discussed.

T11

Language Development and Bilingual Children: The Relation of Home Language and Literacy Environment

Brandy Lee Clarke, Lisa L. Knoche, Danielle Bauer, Sandie Plata-Potter

PRESENTERS

Brandy Lee Clarke, Lisa L. Knoche, Danielle Bauer, Sandie Plata-Potter

Relation of home language and literacy environment to the language development of 25 Spanish-speaking children entering Head Start using best practices in bilingual assessment was investigated. Increased household numbers positively relates to English receptive vocabulary and availability of language/literacy materials. Engagement in language/literacy activities positively relates to total concept knowledge (vocabulary across languages) and language development. Understanding the links between home environment and language development is important for promoting family involvement.

T12

Supporting New Parents: Barriers and Facilitators of Service Use Among Low-income Families in South Florida

Julie Spielberger, Marcia Gouvea

PRESENTERS

Julie Spielberger, Marcia Gouvea

Early findings from a mixed-methods longitudinal study of service use by low-income families with young children in Palm Beach County, Florida are presented. Cluster analyses of survey data reveal different patterns of service use in terms of the number and kinds of services used. These service patterns are associated with families' demographic characteristics, health status, social support, maternal functioning, previous service experiences, and other individual, provider, and community characteristics.

POSTER SESSION

4:45 p.m.-6:30 p.m. • Regency Ballroom

Child Abuse/Family Violence

T13

A Population-Based Examination of Children's Involvement in Domestic Violence

Rachel Fusco

PRESENTER

Rachel Fusco

A qualitative review of all police narratives recorded at the scene of domestic violence reports was conducted to better understand the ways children become involved in domestic violence events is presented. Findings revealed three clear types of children's involvement, with some significant differences in child age and child sex across types. Children younger than six were more likely to call for help and become physically involved. Important developmental implications for children's mental and physical health are described.

T14

A National Picture of the Special Education Outcomes of Five-Year-Olds, Maltreated as Infants

Anita A. Scarborough, Julie McCrae

PRESENTERS

Anita A. Scarborough, Julie McCrae

The National Survey of Child and Adolescent Well-Being was used to describe 5-year-olds investigated for maltreatment as infants. Analysis of information collected on 1,196 infants compares child, family and maltreatment characteristics and the receipt of Part C early intervention services with special education placement 60 months later.

Cognitive Competence/ Approaches to Learning/ School Readiness/Academic Achievement

T15

Predictors of Academic Achievement During Early Childhood

Bethanne McKenna Schlee

PRESENTERS

Bethanne McKenna Schlee, Ann K. Mullis

Parents and teacher/school's social and resource capital as predictors of academic achievements in early childhood were explored. An Early Childhood Longitudinal Study – Kindergarten was utilized. Results found that teacher/school social capital is a better predictor of children's academic achievement than parents' social capital and that parent's resource capital is a better predictor of children's academic achievement than teacher/school resource capital.

T16

Attachment and Achievement: The Mediating Effect of Motivation

Janna Marie Fuccillo, Daryl B. Greenfield

PRESENTERS

Janna Marie Fuccillo, Daryl B. Greenfield

Quality of a child's relationship with his teacher during preschool may play a significant role in promoting school readiness (Pianta & Stuhlman, 2004). Motivation as a mechanism through which teacher-child relationships might impact academic outcomes in preschool was tested. Measures of attachment, motivation, and academic achievement were obtained from a sample of 215 preschoolers participating in Head Start.

TUESDAY

POSTER SESSION

4:45 p.m.-6:30 p.m. • Regency Ballroom

T17

Early Cognitive Skills and Motivation as Mediators of Long-term Benefits of Early Childhood Educational Intervention

Frances A. Campbell, Kirsten Kainz, Joseph J. Sparling

PRESENTERS

Frances A. Campbell, Kirsten Kainz, Joseph J. Sparling

Early childhood educational intervention can have long-lasting benefits for children who were born into low-income families. Extent to which early childhood and early adolescent cognitive development and early childhood motivation mediate the effects of early childhood education on young adult educational attainments and vocational accomplishments was examined. Standardized test performance and teacher ratings in childhood and adolescence and interview information in adulthood were obtained.

T18

Pathways of Cognitive Competence

Pinar Gurkas

PRESENTER

Pinar Gurkas

Predictors of object play competence were examined. Participants were 110 preschoolers and their teachers. Half of the participants were attending Head Start. In Head Start classrooms quality was higher, chaos was lower, and there were more positive teacher-child interactions. Preschoolers in Head Start were less negatively emotional and more competent in object play. Global quality and chaos were significant predictors of play competence.

T19

Responding to Joint Attention as a Predictor of Concurrent and Subsequent Cognitive-Linguistic Outcomes in an At-Risk Sample

Shira Kolnik, Dolores Farhat, Marygrace Kaiser

PRESENTER

Shira Kolnik

Twelve-month responding to joint attention (RJA) in a sample of children prenatally exposed to cocaine was examined. RJA can potentially be used to identify children who are at risk for language and cognitive delays in order to improve school outcomes. RJA is a significant predictor of cognitive-linguistic outcomes, up to three years of age. An early RJA intervention could lead to vastly improved cognitive-linguistic skills in a child about to enter Head Start.

T20

The Differential Role of Initiative and Persistence in Early Childhood

Michelle Filomena Maier, Daryl B. Greenfield

PRESENTERS

Michelle Filomena Maier, Daryl B. Greenfield

Effect of two important components of Approaches to Learning, persistence and initiative, on 3- to 5-year-old Head Start children's school readiness outcomes in language/literacy was examined. Learning-related behaviors are differentially important across age.

POSTER SESSION

4:45 p.m.-6:30 p.m. • Regency Ballroom

Early Childhood Interventions/ Program Evaluation

T21

Oklahoma's Pilot Early Childhood Program Birth through Three Years: Program Description and Policy Implications

Diane Marie Horm, Carla Goble, Andrea H. Hughes, Michelle Boatright

PRESENTERS

Diane Marie Horm, Carla Goble, Andrea H. Hughes, Michelle Boatright

A statewide project to expand and enhance services for infants, toddlers, and their families is described. Information regarding the initiation and implementation of the project, the professional development requirements and training, and the design and implementation of a program evaluation is presented.

T22

The Influence of the Jumpstart Intervention on Head Start Children's Language, Literacy, and Social-Emotional Outcomes

Jessica Taisey Petrie, Dean Elson

PRESENTERS

Jessica Taisey Petrie, Dean Elson

Jumpstart is an intervention for preschoolers, which is supplemental to the child's Head Start or other preschool experience. Pre-post intervention gains in language, literacy, and social skills for participants and comparisons from Head Start sites were investigated. Results show significantly greater effects for Jumpstart participants than comparison children, with the most compelling outcomes for children in the area of social-emotional skill development.

T23

Evaluating the Impact of a Developmental and Relational Intervention on Parent-Provider Relationships and Parental Stress

Jayne Singer, Elisa Vele-Tabaddor, Joshua Sparrow

PRESENTERS

Jayne Singer, Elisa Vele-Tabaddor

A developmental and relational intervention designed to facilitate collaborative relationships with families was examined in Early Care and Education centers representing urban, ethnically diverse families, with a random, wait-list control-group design. Measures at baseline and 6 months post-intervention indicate that the approach improves parents' relationships with ECE providers, and stabilizes parental stress during periods of risk for disruption in familial and developmental functioning. Results have implication for quality of care in ECE settings.

T24

Variability in the Effectiveness of a Preventive Parenting Program for Head Start Mothers: 1-Year Follow-up

Nazli Baydar, Carolyn Webster-Stratton

PRESENTERS

Nazli Baydar, Carolyn Webster-Stratton

Negative parenting is a risk factor for conduct problems and occurs at high rates among families who experience environmental stressors and associated mental health problems. Effects of a preventive parent training program in Head Start mothers are presented: (1) whether training was effective in producing beneficial longitudinal trajectories of change in parenting behaviors; and (2) whether enduring beneficial changes were generalized to mothers with mental health risk factors.

TUESDAY

POSTER SESSION

4:45 p.m.-6:30 p.m. • Regency Ballroom

T25

Sufficient Capacity? Early Care and Education Patterns for Low-Income, Rural Families in New York State

Lisa McCabe, John Sipple, Judith Ross-Bernstein

PRESENTER

Lisa McCabe

Data from three New York State data bases (regulated child care program data, NYS Department of Education data, US Census data) was used to examine availability of early care and education programs in counties (n=57) and school districts (n=644). Findings suggest disproportionately low early care and education capacity in high-need rural areas and clear differences in childcare patterns in poor rural versus more wealthy and urban communities. Policy implications of findings are discussed.

T26

Linking Transition and Child Outcomes: A Conceptual Framework and Emerging Findings from

a National Study

Beth Rous, Katherine M. McCormick

PRESENTERS

Beth Rous, Katherine M. McCormick

Efforts across the country have increased with respect to better support for transition and school readiness efforts in response to growing research findings that confirm and expand our understanding of the link between early childhood experiences and later school success. Findings from a series of national studies on the transition of young children with disabilities are presented within the context of a conceptual framework for transition, child and family outcomes.

T27

Evaluations in the Real World: Addressing the Clinical and Research Nexus in an Early Childhood Parenting Intervention

Donna Catherine Berthelsen, Jan Nicholson, Louise Docherty, Vicky Abad, Kate Williams

PRESENTER

Donna Catherine Berthelsen

The Australian Government provides funding for innovative and proven early intervention programs. Sing & Grow is an early intervention program for parents and their young children (aged 0-3 years). Musical activities are used therapeutically to strengthen parent-child relationships and assist children to meet developmental milestones. Funding requires a robust evaluation by external evaluators. Challenges and benefits arising from the evaluation process from the perspectives of the evaluators and clinicians involved are examined.

T28

Assessment and Evaluation for a Large Statewide Pre-K Program: Georgia's Approach to Developmentally Appropriate Child Level Assessments and Program Evaluation

Bentley D. Ponder, Mary Mazarky

PRESENTERS

Bentley D. Ponder, Mary Mazarky

Approach of Georgia's Pre-K program in meeting the assessment needs of individual programs, teachers, and children while setting the stage of using the developmentally appropriate assessments for overall program evaluation is described. The way which Georgia's Pre-K program, currently serving 78,000 children, utilizes Work Sampling System is presented. Internal evaluation procedures regarding the implementation is currently being undertaken by Georgia Pre-K teachers.

POSTER SESSION

4:45 p.m.-6:30 p.m.

● Regency Ballroom

T29

Effectiveness of an Early Intervention Program for Children Diagnosed with Autistic Spectrum Disorder
Nurit Sheinberg

PRESENTER

Nurit Sheinberg

Research supports the benefits of providing early intervention services to young children identified with autistic spectrum disorder (ASD). Results of an early intervention program developed for children ages 18 to 36 months diagnosed with ASD are presented. A sample of 36 parent-child dyads participated in the program. Parent and child level measures were administered at pre and at post. Potential implications for young children diagnosed with ASD are included.

Emotional Development/
Emotion Regulation/Emotional
Competence

T30

Early Emotional Development in Infants and Toddlers: Perspectives of Early Head Start Staff and Parents

Holly Brophy-Herb, Erika London-Bocknek, Sara B. Dupuis, Mildred Horodyski, Laurie A. Van Egeren, Rachel F. Schiffman, Hiram E. Fitzgerald, Esther Onaga, Mary Cunningham-DeLuca, Shelley Hawver, Madonna J. Adkins

PRESENTERS

Holly Brophy-Herb, Erika London-Bocknek, Sara B. Dupuis, Mildred Horodyski, Rachel F. Schiffman, Hiram E. Fitzgerald

As part of a curriculum development project, focus groups were implemented with Early Head Start staff and with parents. Three major themes were identified for the staff and parent focus groups: (a) infants' and toddlers' abilities to have emotions and to be aware of others' emotions; (b) roles of parents as advocates, teachers and disciplinarians; and, (c) parental reflectivity about their own experiences as influences on their parenting.

T31

Examining Relations Between Emotional Reactivity, Regulation, and the Teacher-Child Relationship in Predicting Head Start Children's Socioemotional Adjustment

Sonya Myers, Amanda Sheffield Morris, Mumba S. Kithakye

PRESENTERS

Sonya Myers, Amanda Sheffield Morris, Mumba S. Kithakye

Relations of child temperament and teacher-child relationships to socio-emotional adjustment among 154 Head Start children were examined. Parents provided information on child temperament. Teachers reported on the teacher-child relationship (lead teacher) and on children's school adjustment (teacher assistants). Results indicate that aspects of a difficult temperament were related to fewer socioemotional problems in children with close teacher-child relationships, and were related to more socioemotional difficulties in children with conflictual teacher-child relationships.

T32

A Gender Comparison of the Relationship Between Preschool Emotional Competencies of Children in Low-Income Families and Their Learning Outcomes at Transition to Kindergarten.

Michaela L. Farber, Holly Brophy-Herb, Erika London-Bocknek, Lorraine M. McKelvey

PRESENTERS

Michaela L. Farber, Holly Brophy-Herb

Research supports that children's formal school-learning is based on early learning readiness. Link between children's emotional competencies at preschool and their learning at transition to kindergarten was investigated through multivariate analyses. Findings reveal that preschool boys from low-income families evidence less optimal emotional regulation than do girls. Emotional competencies of boys and girls significantly predicted their learning outcomes at transition to kindergarten, but in different ways. Implications for practice and policy are discussed.

TUESDAY

POSTER SESSION

4:45 p.m.-6:30 p.m. • Regency Ballroom

T33

The Role of Emotional Regulation and Reactivity in Head Start Children's Academic and Social Development

Amy L. Halliburton, Amanda Sheffield Morris, Sonya S. Meyers, Mumbé S. Kithakye, Aesha John, Kimberly Whitty, Brenda L. McDaniel

PRESENTERS

Amy L. Halliburton, Amanda Sheffield Morris

One cornerstone of children's development is their ability to regulate emotions in socially appropriate ways. Associations between emotional reactivity (anger and sadness), emotional regulation (effortful control), and Head Start children's social and academic development were examined. Findings indicate that emotion regulation predicted language and math skills, school readiness, prosocial behavior, and low levels of peer and conduct problems. Anger reactivity predicted conduct problems and low prosocial behavior; sadness reactivity predicted poor school readiness.

T34

Emotional and Motivational Readiness in Head Start Graduates

Amanda Berhenke, Alison Miller, Eleanor Brown, Ronald Seifer, Susan Dickstein

PRESENTER

Alison Miller

Child motivation, specifically emotions and task behavior, during challenging puzzle tasks among Head Start graduates in kindergarten was assessed. Observers coded mutually exclusive emotion states (neutral, positive, interest, sadness, confusion, anxiety, anger), emotion events (frustration, hostility, pride, shame), and task-related behaviors (on-task, on-task/socializing, off-task; soliciting help). Findings support the reliability and validity of the assessment: emotion expression predicted teacher-rated academic competence, classroom adjustment, emotion regulation, and attention. Future analyses will examine task behavior.

Health/Nutrition/Safety

T35

Dental Caries in American Indian Preschool Children: Parental Beliefs and Behaviours

Valerie A. Orlando

PRESENTER

Valerie A. Orlando

Dental decay is the single most common chronic disease of childhood. For children, dental decay can result in inability to concentrate in school, delayed learning, speech and language dysfunction, and failure to thrive. While trends show a decline in overall incidence, profound disparities persist and dental decay continues to affect more than 68% of American Indian and Alaska Native children ages 2-5. Parental beliefs and behaviors relevant to dental disease prevention are explored.

T36

Food Insecurity Works Through Depression, Parenting, and Infant Feeding to Influence Overweight and Health in Toddlers

Jacinta Bronte-Tinkew, Martha Zaslow, Randolph Capps, Allison Horowitz, Michelle McNamara

PRESENTER

Jacinta Bronte-Tinkew

ECLS-B 9 and 24-month surveys (n=8693) and Structural Equation Modeling were used to examine associations between food insecurity and toddlers' overweight, physical health, and length for age. Findings indicate food insecurity worked through parental depression, parenting, and infant feeding to influence overweight and physical health, but associations were insignificant for length for age. Findings suggest that social policy should address parental depression to alleviate problematic child health outcomes.

POSTER SESSION

4:45 p.m.-6:30 p.m. • Regency Ballroom

T37

Evaluation of the Public Health Agency of Canada's (PHAC) Aboriginal Head Start in Urban and Northern Communities (AHSUNC)

Lynne Robertson

PRESENTERS

Lynne Robertson, Melanie Pellmann

Aboriginal Head Start in Urban and Northern Communities is a culturally-based, comprehensive early intervention and health promotion program for preschool First Nations, Inuit and Métis children and families living off-reserve in urban and northern communities. A recent impact evaluation demonstrates that the program contributes to the health and social development of participating children and families. Methodology and findings are discussed.

T38

The Influence of Family Socioeconomic Status, Race/Ethnicity on Change in Children's BMI

Florensia Flora Surjadi, K. A. S. Wickrama, Frederick O. Lorenz

PRESENTER

Florensia Flora Surjadi

Family socioeconomic status as a predictor of children's risk for being overweight, after taking into account the influences of gender, race/ethnicity, and children's earlier Body Mass Index (BMI), was examined. Preliminary results from a national longitudinal dataset are presented.

T39

The Relationship of Parent Beliefs and Behaviors with Pre-School Children's Consumption Patterns

Jessica S. Hafetz, Ann Higgins-D'alessandro

PRESENTERS

Jessica S. Hafetz, Ann Higgins-D'alessandro

Parent beliefs and behaviors regarding their Head Start children's health were examined. Relationship between beliefs and child consumption patterns was determined. Results show parent beliefs and behaviors are significantly related to some, but not all, indicators of child consumption assessed in this study, offering some support to interventions that target parents as a way to benefit young children.

T40

Nutritional and Physical Activity Practices in Childcare and at Home and Their Relation to Overweight in Young Children

Jennifer Anh-Thu Vu, Allison Sidle Fuligni, Suzanne Mitchell

PRESENTERS

Jennifer Anh-Thu Vu, Allison Sidle Fuligni

Using a sample of low-income and primarily non-English-speaking children in an urban area, nutritional and physical activity practices in childcare and home environments are compared, and whether these factors play a role in predicting child overweight while the child is enrolled in childcare and at a one year follow-up are explored.

TUESDAY

POSTER SESSION

4:45 p.m.-6:30 p.m. • Regency Ballroom

T41

Obesity, Asthma, and Secondhand Smoke Exposure in Head Start Children

Anne Turner-Henson, Cynthia Irwin Joiner, Marquita Davis, Yolanda Reese

PRESENTER

Anne Turner-Henson

Relationships between obesity, asthma and secondhand smoke exposure in a Head Start population are examined. A secondary analysis was conducted on a secondhand smoke exposure study and Head Start agency database. Secondhand smoke exposure, respiratory symptoms/disease/morbidity prevalence and school absences were high (n=240 children, mothers). Data analysis to examine the relationships between asthma, obesity and secondhand smoke are underway. Preventive health practices to reduce risk factors among Head Start children are clearly indicated.

T42

Assessing Risk Patterns in Home & Car Safety Across Three Cultural Groups

Danya Johnson, Leanne Whiteside-Mansell, Nicola A. Conners-Burrow, Robert H. Bradley, Patti Ann Bokony, Carol Amundson Lee, Davette M. Mclemore, LaTunja Sockwell

PRESENTERS

Danya Johnson, Leanne Whiteside-Mansell, LaTunja Sockwell

Injury and accidents are leading causes of morbidity and mortality in young children but the risk is not equal across income status or cultural groups in the U.S. Usefulness of a module of an assessment tool (The Family Map) in assessing the safety of the HS child's home environment, pattern of risk areas across home and car safety, and differences and similarities across cultural groups were examined.

T43

The Impact of a Family Based Intervention on Child Health Outcomes

Ruby Ann Natale, Sarah Messiah, Jennifer Barth, Gabriela Lopez-Mitnik, Lee Sanders

PRESENTER

Ruby Ann Natale

The purpose of this study was to design an intervention program aimed at reducing the modifiable risk factors of obesity (ie TV viewing, consumption of high carbohydrate snacks, consumption of sweetened beverages, etc.) in a school-based setting with special emphasis on parent involvement. The parent component of the intervention proved to yield significant changes in the dietary habits of the home environment, highlighting how interventions targeting the home can have a positive influence on health and behavior.

T44

Maryland Infant Feeding Study: Dietary Patterns Among WIC Infants

Kristen Marie Hurley, Margo Candelaria, Maureen M. Black

PRESENTER

Kristen Marie Hurley

Pediatric overweight is a public health problem common among low-income minority children. Factors that influence early dietary and growth patterns, including findings from a statewide survey of 781 WIC mothers, are reviewed. Dietary diversity in later infancy was low. Non-responsive child feeding styles were more likely for mothers who reported mental health symptoms and difficult infant temperament. EHS is a setting where discussions and activities about infant nutrition and feeding behaviors could take place.

POSTER SESSION

4:45 p.m.-6:30 p.m. • Regency Ballroom

Home Visiting

T45

Home Visitation Coach Perceptions and Experiences in Working with High Risk Mothers for Abuse and Neglect

Elaine Williams Domian, Kathleen M. Baggett, Judith J. Carta

PRESENTER

Elaine Williams Domian

Coaches' experiences with mothers perceived to be at greatest risk for abuse and neglect along with the mother's level of engagement during intervention sessions are examined. A qualitative descriptive approach provided a summary of three themes reflecting coaches' perceptions of the fragile state of these mother's lives. Hearing directly from dedicated coaches will contribute to an improved understanding of these mothers and the difficult task of engagement facing professionals working with this at-risk population.

T46

Using Accelerated Learning to Train Early Head Start Home Visitors to Strengthen Parents' Capacity to Promote Children's Learning

Jennifer Swanson, Carol Trivette

PRESENTERS

Jennifer Swanson, Carol Trivette

Accelerated learning training materials with emphasis on parent-implemented practices were evaluated for their effectiveness in training Early Head Start home visitors to support parents' capacity to promote their children's learning. Preliminary results indicated that home visitors view the accelerated training activities as useful and acceptable. Current correlational analyses and one way ANOVAs indicate that the more accelerated training activities home visitors complete, the better their capacity-building interactions with parents.

T47

Supporting Family, Friend, and Neighbor Caregivers Through Home Visitation

Karen A. Guskin, Tomoko Wakabayashi, Kerry K. Caverly

PRESENTER

Karen A. Guskin

A survey methodology was utilized to explore how the "Supporting Care Providers through Personal Visits" (SCPV) curriculum and training developed and provided by Parents as Teachers National Center, Inc. are being used to provide personal visits to family, friend, and neighbor (FFN) care providers. Results suggest that SCPV is a promising curriculum for supporting FFN care providers and improving quality of care, hence increasing children's success in school and beyond.

T48

In-Home Intervention to Reduce Depressive Symptoms in EHS Latina Mothers With Limited English Language Proficiency (The ALAS ["Wings"] Project)

Linda S. Beeber, Krista M. Perreira, Diane Holditch-Davis, Todd Schwartz

PRESENTERS

Linda S. Beeber, Jamie Rogers-Cook

A culturally sensitive psychotherapy intervention to reduce maternal depressive symptoms and improve parenting interactions was tested in 80 Latina EHS mothers. English-speaking psychiatric nurses paired with project-trained Spanish interpreters, 66% of whom were EHS staff, delivered the in-home intervention. Mothers in the intervention group had a significant reduction in depressive symptoms at 14, 22 and 26 weeks post-baseline. Model demonstrated a way of offering mental health services to parents who have low English proficiency.

TUESDAY

POSTER SESSION

4:45 p.m.-6:30 p.m. • Regency Ballroom

International

T49

Effectiveness of a Mathematics Program for Preschoolers in Rural Bangladesh

Aftab Opel, Syeda Sazia Zaman, Ferdousi Khanom, Frances E. Aboud

PRESENTERS

Nishat Fatima Rahman, Syeda Sazia Zaman

Efficacy of a 9-month comprehensive math program for preschool children with the intention of increasing their math reasoning and skills was examined. An analysis of covariance on posttest scores, covarying pretest scores, child's age, and sex, height for age, mother's education and family assets indicated that intervention children doubled their scores on almost all tests while control children increased only slightly. Results indicate that children in the preschool years can acquire sophisticated math reasoning and operations skills given a challenging and stimulating program.

T50

The Effect of Preschool Dialogic Reading on Vocabulary Among Rural Bangladeshi Children

Aftab Opel, Syeda Saadia Ameer, Frances E. Aboud

PRESENTERS

Nishat Fatima Rahman, Syeda Sazia Zaman

Efficacy of a 4-week dialogic reading intervention with rural Bangladeshi preschoolers with the intention of increasing their expressive vocabulary was examined. Their expressive vocabulary was tested on 170 challenging words before and after the program and compared with that of control children who participated in the regular language program. Results are discussed in terms of the successful application of dialogic reading to low-resource preschools.

T51

Effectiveness of a Community-Based Child Stimulation Programme in Rural Bangladesh

Aftab Opel, Syeda Sazia Zaman, Ferdousi Khanom, Frances E. Aboud

PRESENTERS

Nishat Fatima Rahman, Syeda Sazia Zaman

Parenting programs are frequently offered to help promote practices that help children develop to their full potentials. In Bangladesh, these programs have entailed largely the transfer of knowledge to groups of mothers with young children. Behaviour-change strategy in a 5-session weekly program delivered to groups of mothers and their children 18-40 months of age were examined. Results indicated that Responsive Stimulation mothers' scores on the HOME Inventory and their responsive conversations with their child while talking about pictures were significantly higher than the regular group, controlling for baseline scores and sociodemographic variables. The benefits of behaviour-change strategy and responsive stimulation are both discussed.

Literacy/Numeracy/Reading/ Writing/Math

T52

Print Concepts: Building a Strong Foundation for Future Reading Success

Bronwyn McLemore, Janice Wood, Stephanie Wehry, Madelaine Cosgrove

PRESENTERS

Bronwyn McLemore, Janice Wood, Stephanie Wehry, Madelaine Cosgrove

An efficacy study of the Print Concept Initiative (PCI), designed to improve the pre-reading skills of 4-year-old, at-risk preschoolers is presented. PCI is a focused, explicitly-taught intervention involving hands-on learning experiences and was implemented in a pilot study during spring 2007. An abbreviated interrupted time series, using 5 years of fall and spring data that include two nonequivalent dependent variables, provides evidence that PCI improved at-risk preschoolers' print concept knowledge.

POSTER SESSION

4:45 p.m.-6:30 p.m. • Regency Ballroom

T53

Development in Early Literacy Skills During the Pre-Kindergarten Year in Head Start: Growth in Children's Writing and Understanding of Letters
Hope Kenarr Gerde , Karen E. Diamond, Douglas Robert Powell

PRESENTERS

Hope Kenarr Gerde , Karen E. Diamond, Douglas Robert Powell

Relations among early writing competence, letter knowledge, alliteration, and print concepts were explored in a sample of Head Start children. Results revealed that children using more sophisticated writing scored higher in letter knowledge, alliteration, and print concepts. Children who used letters in their writing learned letter names at a faster rate than children who did not write letters. Findings suggest that learning to write may facilitate learning of letter names and sounds.

T54

Assessing Language, Literacy, and Mathematics Skills with Work Sampling for Head Start
Samuel J. Meisels, Yange Xue, Melissa Shamblott

PRESENTER

Samuel J. Meisels

Reliability and validity of the language, literacy, and mathematics domains of Work Sampling for Head Start with 112 three- and four-year-olds were examined. Outcome data were individually-administered early reading and mathematics tests. Results indicate very high internal reliability of the assessment's subscales; moderate correlations between Work Sampling and the outcomes; and unique contributions to the reading and math scores by Work Sampling, over and above demographic variables.

T55

The Longitudinal Relationship Between Aspects of Executive Function and Early Literacy and Math Skills.
Harshini K. Shah, Mark T. Greenberg, Celene E. Domitrovich

PRESENTER

Harshini K. Shah

Relationship between executive function (EF) and emerging literacy and math ability in 231 preschool children was examined. Measures of inhibitory control and sustained attention at age 4 were related to measures of receptive vocabulary, reading and math skills in kindergarten. Findings reveal that early EF is predictive of early literacy and math abilities thus indicating that promoting EF skills may be useful in helping children achieve academic success.

T56

An Investigation of Head Start Parents' Emergent Numeracy Beliefs and Practices
Shannon Claire Monahan

PRESENTER

Shannon Claire Monahan

The Mathematics At Home questionnaire (MaH) was designed to understand the household mathematical environment of children from three urban Head Start centers. In total, 157 MaH questionnaires were returned. The MaH asked about caregiver beliefs regarding preschool mathematics and household mathematical activities involving children. Relations between caregiver responses on the MaH, children's performance on mathematics assessments, and teacher ratings of learning behaviors were explored.

TUESDAY

POSTER SESSION

4:45 p.m.-6:30 p.m. • Regency Ballroom

T57

SEEL: Systematic and Engaging Early Literacy Instruction

Carol Westby, Barbara Culatta, Kendra Hall

PRESENTERS

Carol Westby, Barbara Culatta

Systematic and Engaging Early Literacy Instruction is a literacy project conducted in Head Start where children are exposed to salient examples of literacy targets in engaging activities. Instruction addresses phonological, print, and meaning-based skills. Instructors highlight targets as they interact in play and class routines. SEEL's effectiveness in improving early literacy skills is illustrated. Engaging activities, fit within authentic contexts, permit instructors to control exposure to targets and keep children motivated.

T58

Executive Functions and Math Achievement

Virginia Vitiello, Daryl B. Greenfield

PRESENTER

Virginia Vitiello

Effects of executive functions on math achievement among low income children from first to third grade, two-thirds of whom were former Head Start students, were examined. In a growth model, executive functions significantly predicted baseline math achievement but not growth over time, controlling for gender and verbal ability. Results indicate that children with higher executive functions in first grade have higher math achievement, but do not learn math at a faster rate.

T59

Overcoming the Barrier of College Math: A Case Study of Head Start Teachers Returning to College

Allison Renee Elmer, Harriett D. Romo, Sophia Marie Ortiz

PRESENTER

Sophia Marie Ortiz

As the federal government has raised the standards for Head Start teachers, requiring a bachelor's degree for lead teachers in Head Start classrooms, many Head Start teachers have had to return to college. For many, mathematics courses have become major barriers to taking higher level college courses. Ways of how an institution of higher education can help Head Start teachers overcome math anxiety are examined. Head Start teachers are non-traditional students returning to higher education.

T60

Clarification of the Active Ingredients of Shared Reading Practice in Preschool

Kim Lehman Atwill, Elena Bodrova, Helen Apthorp

PRESENTER

Elena Bodrova

A study to decompose three IES What Works Clearinghouse (WWC) reports on shared reading practices into a teacher-friendly format is presented. Researchers identified active ingredients of shared reading and correlated these with pre-literacy outcomes, adjusting for confounding variables: teacher (experience, education) and child (language ability, gender, socio-economic status, ethnicity). Instructor syllabi from early childhood programs were reviewed for coursework addressing these instructional practices. Recommendations for classroom practice and professional development are included.

POSTER SESSION

4:45 p.m.-6:30 p.m. • Regency Ballroom

T61

Using Concrete Materials to Aid Children's Emerging Fraction Concept Knowledge

Tracy Nishida

PRESENTER

Tracy Nishida

Concrete materials are commonly used in elementary school math curricula. Whether actively manipulating objects influences children's acquisition of math concepts was investigated. First-grade children from diverse socioeconomic backgrounds were taught basic fraction concepts. Children that actively used manipulatives correctly answered more post-test questions immediately following the lesson than children in other conditions. Findings contribute to the understanding of children's early math development, and of using materials in early elementary math curricula.

T62

Scaling up a Pre-Kindergarten Mathematics Curriculum in Public Preschool Programs

Roopa Iyer, Alice Klein, Prentice Starkey, Victoria Molfese, Elizabeth Todd Brown

PRESENTER

Roopa Iyer

Early childhood educators play an important role in establishing the foundation for young children's future academic success, particularly for those living in disadvantaged homes. The child-based factors and specific intervention strategies that contribute to the development of math skills in early childhood are examined. Efficacy of preschool intervention strategies is discussed.

T63

The Effects of Early Reading First on Preschool Classroom Environments and Children's Language and Literacy Skills

Christine M. Ross

PRESENTER

Christine M. Ross

Early Reading First (ERF) is a federal program that funds enhancements of the language and early literacy environments of Head Start, state pre-kindergarten, and private preschool programs. An ERF evaluation using regression discontinuity design to estimate impacts on classroom language and early literacy instruction and on preschool children's language, early literacy, and social-emotional development is presented.

Measures/Methods/Constructs

T64

KIPS eLearning: Effective Online Training to Assess Parenting Behavior with the Keys to Interactive Parenting Scale

Marilee Comfort, Philip R. Gordon

PRESENTERS

Marilee Comfort, Philip R. Gordon

Can Family Service Providers learn to reliably assess parenting on the Web? KIPS eLearning, an effective model for online training, is presented. Streaming video, ratings practice, immediate feedback, and automated polling results in engaging and effective online training and addresses a range of learning and literacy needs. Online training provides a convenient and scalable means of training FSPs to use an observational assessment of parenting strengths and needs for program evaluation.

TUESDAY

POSTER SESSION

4:45 p.m.-6:30 p.m. • Regency Ballroom

T65

Multigroup Ethnic Identity Measurement: Scale and DIF Analysis

Corrie Lynn Hurtt, Melvin Wilson

PRESENTER

Corrie Lynn Hurtt

Item Response Theory Differential Item Functioning analysis is applied to the Multigroup Ethnic Identity Measurement. Several items were shown to function differently across adolescent groups of African Americans and Caucasians. Implications for research are discussed.

T66

Examining the Relation of the Preschool Learning Behaviors Scale to Children's Motivation Orientation in Head Start

Crystal A. Day, Ruby C. Harris, Deborah Winders Davis, Ashley B. Ford, Barbara M. Burns

PRESENTERS

Crystal A. Day, Heather Richard

Motivation orientation has been shown to have important implications for academic outcomes in children. Thus, considering motivation as a key learning behavior has very useful implications for interventions. Reliability and validity of the Preschool Learning Behaviors Scale is evaluated for measuring motivation orientation in the classroom. Results provide important information on the practicality of using motivation measures in the classroom to support the development of mastery motivation in young children.

T67

Multi-Level Modeling of Observational Ratings Using the Classroom Assessment Scoring System – Child Version (CLASS-C)

Jason Troy Downer, Amy E. Luckner, Leslie Booren, Olivia Kathryn Aranda Lima, Bonnie Yoder

PRESENTER

Jason Troy Downer

When examining observational ratings of children's behavior, it is important to consider and account for variance at the individual and setting levels. Multilevel modeling was conducted to examine different sources of variance included in observations of pre-K students using the Classroom Assessment Scoring System – Child Version. Significant variance in ratings was found at each of the four nested levels (cycle-visit-child-classroom). Further analyses examine factors predicting variance at each of these levels.

T68

Assessing School Readiness in Canada's Aboriginal Head Start On Reserve (AHSOR) Children

Lynne Robertson, Rena Morrison

PRESENTER

Lynne Robertson

A participatory, culturally appropriate methodology was piloted by AHSOR to examine the program's contributions to children's health and school readiness. Data on early screening and medical testing, child observation, key informant interviews, school readiness indicators and the impact of the First Nations Culture and Language component were collected.

TUESDAY

POSTER SESSION

4:45 p.m.-6:30 p.m. • Regency Ballroom

T69

Authentic Assessment of Children's Literacy and Language Development: Validity of the CHILD

Mary M. Klute, Chris A. Sciarrino, Rebecca Soden

PRESENTER

Mary M. Klute

Assessment is important to gather information about children to guide teachers in making educational decisions (NAEYC & NAECS/SDE, 1990). The CHILD is designed to meet this need in the area of literacy and language development. Findings are reported from a validation study of the CHILD designed to address two questions: 1) What is the structure of the CHILD? and 2) Is the CHILD associated with standardized assessments of language abilities and pre-literacy skills?

T70

Use of Classroom Observation and Child Assessment to Improve Program Quality: Results from an Ongoing Study with Head Start Children

Jennifer Helen Chalmers-MacDonald, Reanna Erasmus, Tina Zoe

PRESENTERS

Jennifer Helen Chalmers-MacDonald, Reanna Erasmus, Tina Zoe

An ongoing study of culturally distinct, English speaking, Head Start children that has helped practitioners improve and enhance their programs is described. Data was collected over the last seven years on child outcomes, social skills, program attendance, classroom quality, and parent data. Findings confirm that quality early childhood programs are possible with Indigenous Head Start programs, and that the multi-measure and multi-method approach to program evaluation is useful with this population.

T71

Connections: Program Evaluation of a Comprehensive Infant Mental Health Screening System

Kathleen M. Baggett, Leslie Warlen

PRESENTER

Kathleen M. Baggett

Program evaluation results of a comprehensive community infant-toddler screening and referral system are described. Characteristics of families that have participated in the program and formal screening results on a variety of factors that contribute to the developmental and behavioral health status of very young children and their families are summarized. Family satisfaction and pre-post changes in access to community services are also discussed.

T72

The EARLI Probes: Early Academic Progress Monitoring Measures for Children in Head Start

James Clyde DiPerna, Paul L. Morgan, Puiwa Lei, Anne McGinnis, Erin E. Reid, Qiong Wu

PRESENTERS

James Clyde DiPerna, Erin E. Reid

Despite increased interest in promoting the development of early skills to prevent later academic difficulty, few measures exist for monitoring academic growth in the preschool years. Year 3 findings from the Early Arithmetic and Reading Learning Indicators (EARLI) Project, a longitudinal study designed to develop a set of progress monitoring measures to assess key early literacy and numeracy skills of children in Head Start, are reported.

TUESDAY

POSTER SESSION

4:45 p.m.-6:30 p.m. • Regency Ballroom

T73

Comparing Teacher vs. Observer Scores
Using the Penn Interactive Peer Play Scale of
Head Start Children's Socioemotional Skills in
Low Income Classrooms

Emily Pressler, Carissa DeHoyos, Kelly Haas, Molly
Metzger, Christine Li-Grining, C. Cybele Raver

PRESENTERS

Emily Pressler, Carissa DeHoyos, Kelly Haas

Observational checklist of the Penn Interactive Peer Play Scale (PIPPS) for describing the behaviors of children in low income preschool classrooms is described. Previous works by Milfort and Greenfield (2002) were replicated and how PIPPS subscales correlate to a teacher report form (C-TRF; Achenbach & Rescorla, 2001) was determined. PIPPS, when paired with a teacher report, effectively describes child behavior.

T74

Reliability and Validity of the Ounce Scale in
Early Head Start

Samuel J. Meisels, Kristy Beachy-Quick, Xiaoli Wen

PRESENTER

Samuel J. Meisels

Reliability and validity of the Ounce Scale, an observational assessment for 0 - 42 month olds, was studied in 7 EHS centers with >250 children. Results show moderate reliability and low to moderate concurrent validity, depending on age of child and domain assessed. Results from 21 audio taped interviews with teachers provide information about teachers' use of and reaction to the Ounce.

Mother-Child Interaction/ Relationship

T75

Mother-Child Storytelling Interactions: Implications for
Literacy Interventions and Adult Education Policies
Stephanie M. Curenton

PRESENTER

Stephanie M. Curenton

Mothers and preschoolers' were observed during storytelling interactions. Decontextualized oral language measures were assessed. Mothers with more advanced literacy skills made more decontextualized comments/questions during the interactions. Results are discussed in terms of implications for interventions and policies designed to enhance maternal education and literacy interventions.

T76

A Multivariate Investigation of Maternal Risks
and their Relationship to Low-Income, Preschool
Children's Competencies

Marlo A. Perry, John W. Fantuzzo

PRESENTER

Marlo A. Perry

Data from the Comprehensive Child Development Program evaluation was used to examine multiple maternal risks across time on diverse, low-income, preschool children's preschool skills using variable-centered and person-centered approaches. Variable-centered analyses highlighted maternal education and depression as most salient for children's early school skills. Person-centered analyses revealed eight distinct maternal risk profiles. Implications for Head Start and educational policy are discussed.

POSTER SESSION

4:45 p.m.-6:30 p.m. • Regency Ballroom

T77

The Role of Parenting Attitudes, Depressive Symptoms, Maternal Education, And Social Support in the Relationship Between Economic Hardship and Parent Socialization in Single Mother, African American Families

Kimberly Vinoa Van Putten-Gardner, Suzanne M. Randolph

PRESENTER

Kimberly Vinoa Van Putten-Gardner

There is a need to identify factors that influence/protect against the impact of economic hardship on single mothering. Economic hardship indirectly impacting the parental socialization of single mothers through its negative impact on maternal parenting attitudes is discussed. Relationship between parenting attitudes and teaching/provision of stimulating materials was strengthened for mothers that obtained some college or more. Furthermore, as parenting attitudes improved, spanking behaviors decreased for mothers with instrumental supports.

T78

Una Madre Buena: A Qualitative Study of Mexican Mothers' Childrearing and Teaching Strategies

Augustina M. Brooks

PRESENTER

Augustina M. Brooks

A qualitative study consisting of 8 Mexican mothers was conducted to investigate the maternal values concerning their child's development and the influence of culture on parenting and maternal teaching practices. The influence of the child-teacher relationship on maternal attitude towards the school experience and how the quality of the parent-teacher relationship influenced parental involvement at the child's school were assessed. Mothers aspired to be una madre buena, motivated by cultural expectations, their role as their child's first teacher, and the desire to be actively involved in their child's school experiences.

T79

Cultural Styles of Mother-Infant Collaborating and Communicating

Lisa D. Tafuro-Docherty, Cristina Hunter, Catherine S. Tamis-LeMonda, Ronit Kahana Kalman

PRESENTER

Lisa D. Tafuro-Docherty

A longitudinal investigation focusing on patterns of collaborating and communicating for 200 ethnically diverse mother-infant dyads is presented. Patterns were examined in relation to children's cognitive and linguistic outcomes. Results highlight mothers' use of posture and positioning to highlight communicative intent, which moves beyond gaze and gesture as primary channels of communication. Ways in which culture and parenting contribute to children's early language and cognitive development are discussed.

T80

Relation of Maternal Internalizing Symptoms and Parenting Techniques on Preschooler's Externalizing Behaviors

Beth Hackethorn Garland, Tammy D. Barry, Robert W. Heffer

PRESENTER

Beth Hackethorn Garland

Child behavior problems are frequently reported difficulties for both parents and educators. Research suggests that parental characteristics, such as depression, and parenting techniques may contribute to a child's behavior problems. Role of parenting techniques, as well as the role of maternal internalizing symptoms, on externalizing behavior problems in preschool children enrolled in Head Start is investigated.

TUESDAY

POSTER SESSION

4:45 p.m.-6:30 p.m. • Regency Ballroom

Parents/Parenting Attitudes, Practices/Parental Self-Efficacy

T81

Experiences of Non-Custodial Parents in
Grand-Families
Leah A. Pigatti

PRESENTER

Leah A. Pigatti

A quantitative study looking at non-custodial parents' perspective on their experiences of finding services and support from family, friends, and community social services programs is presented. Four themes identified were (a) this generation felt "forgotten", (b) community social services programs were not helpful to them, (c) they did find informal support networks, and (d) they identified resources that would be helpful.

T82

The Importance of Disciplinary Practices in
Preparing Children for School Entry
Aimee Kleisner Walker, David L. Macphee

PRESENTERS

Aimee Kleisner Walker, David L. Macphee

Do at-risk families' child-rearing practices affect children's school readiness, and do differences in these parenting practices contribute to ethnic gaps in school readiness? Findings identify children's social skills and mastery motivation as mediating factors in this relation. Results suggest that attention needs to be paid to low-income children from collectivistic cultures because of a potential mismatch with the individualistic atmosphere of most schools.

T83

Developmental Outcomes of Children Enrolled in the
Early Head Start Research and Evaluation Program:
The Role of Family Characteristics, Maternal Well
Being, and Parenting Behaviors
Yvonne Rafferty, Dimitra Robokos, Ken Griffin

PRESENTERS

Yvonne Rafferty, Dimitra Robokos, Ken Griffin

Influence of risk factors within family setting, maternal well-being, and parenting behaviors were explored. Developmental outcomes of 2,108 children who were enrolled in the Early Head Start (EHS) Research and Evaluation Program at 36 months are presented focusing on cognitive development, language development, and aggressive behaviors. Family, maternal, and parenting risk factors were differentially associated with the developmental outcomes.

T84

Parenting Behaviors Among Families Enrolled in the
Early Head Start Research and Evaluation Project: The
Role of Maternal Depression, Parental Distress, and
Adequacy of Family Resources
Yvonne Rafferty, Ken Griffin, Dimitra Robokos

PRESENTERS

Yvonne Rafferty, Ken Griffin, Dimitra Robokos

Parenting behaviors of 1,916 mothers of infants and toddlers enrolled in the EHS Evaluation Project are described. Positive aspects (warmth, supportiveness), negative aspects (harshness, detachment, intrusiveness, negative regard), and support for language and learning in the home are included. How parenting behaviors are influenced by maternal well being (depression, parental distress), and the adequacy of family resources are explored.

POSTER SESSION

4:45 p.m.-6:30 p.m. • Regency Ballroom

T85

Ethnic Variation in the Association Between Family Structures and Practices on Child Outcomes at 36 Month: Results from Early Head Start

Iheoma Iruka

PRESENTER

Iheoma Iruka

Association between family structural characteristics, (maternal education, number of parents, employment status, and number of children), parenting practices (sensitive responsive and negative controlling parenting, cognitively stimulating home environment, authoritarian parenting), and children's outcomes (receptive language, cognitive development, and problem behavior) was examined to observe whether it differs across ethnicity. Though there were also ethnic differences in parenting practices, there was no evidence that ethnicity moderated the relation between these parenting processes and children's language, cognitive, and behavioral outcomes.

T86

Unpackaging Early Literacy Beliefs and Practices of Low-Income, Latino Parents with Children in Head Start Programs

Eli Lieber, Helen Miller Davis, Thomas S. Weisner, Sloane Lefkowitz-Burt

PRESENTER

Eli Lieber

Emergent Literacy (EL) beliefs and practices characterizing the home literacy environment (HLE) among low income Latino parents were assessed through the EL Ecocultural Family Interview. Focus was on HLE activities that support three key EL components: oral language, phonological awareness, and print knowledge. HLE supports for some components were practiced by most families, but not always as a package. Variations are discussed as a function of home language and other family aspects.

T87

Parenting Club: Supporting Early Childhood Development Through Structured Parent-to-Parent Interactions

Melanie Mikusa, W. Brad Faircloth

PRESENTERS

Melanie Mikusa, W. Brad Faircloth

Parent education is essential for encouraging parents' active participation in child development. When parents receive parenting supports, optimal early childhood development is more likely. Parenting Club aims to promote parents' confidence and competence, and ultimately their children's development. Parents (N=48) met weekly for two hours over eight weeks. Preliminary analyses (n=34) reveal variability in improvement across five domains of parent development identified by Head Start.

T88

Pathways from Parenting to Problem Behaviors for Toddlers Enrolled in Early Head Start: The Roles of Toddlers' Sustained Attention, Negative Affect, and Family Risk.

Nicole Marie Denmark, Brenda Jones Harden

PRESENTERS

Nicole Marie Denmark, Brenda Jones Harden

Toddler's sustained attention and negative affect within mother-child interactions are examined as mediators of longitudinal associations between mothers' warm attitudes and intrusive behaviors and children's development of problem behaviors. Family risk is expected to moderate this process. Toddlers (N =114) attended Early Head Start and mothers were 82% African-American and 83% single. Mother's warmth negatively predicts children's problem behaviors. Further work will include a path analysis and comparison of high and low-risk groups.

TUESDAY

POSTER SESSION

4:45 p.m.-6:30 p.m. • Regency Ballroom

Pre-K Outcomes

T89

How Are We Doing?: Results of a Quasi-Experimental Evaluation Examining the Outcomes of a Pre-K Program.

Molly Colleen Bradshaw, Shawn Bauldry

PRESENTER

Molly Colleen Bradshaw

Efforts to detect a pre-K program's outcomes are discussed. After documenting implementation results, analysis of academic and behavioral outcomes were conducted. Initial outcomes suggest that attending a pre-K program compared with children with no pre-K exposure has: increased the self-confidence of the young children when they entered Kindergarten, helped the children with English as their second language become classified as English proficient more quickly, and demonstrated some evidence of increased test scores at certain times.

T90

Toward Beating the Odds in Preschool and Beyond: Developmental and Educational Outcomes for Young Migrant Children

Jessica Lynn Johnson, Suzanne Hartman, Adam Winsler

PRESENTERS

Jessica Lynn Johnson, Suzanne Hartman, Adam Winsler

Migrant farm workers are among the most disadvantaged groups in the United States and as a result their children often face multiple developmental, educational, and health risks. It is now well known that a quality early education experience can offset such risks, however, the gains children make in preschool are not always sustained. School readiness and subsequent kindergarten outcomes of a sample of young, migrant children are investigated.

T91

The Conceptualization of Childhood According to Child Development, Early Care, and Education: A Historical Analysis

Ruth Piker, Abigail M. Jewkes

PRESENTERS

Ruth Piker, Abigail M. Jewkes

The evolving relationships among child development, early care, education, and policy over the past century were examined in order to better understand the current state and purpose of preschool in the United States. Results highlight changes in three primary areas: (1) the conceptualization of young children, (2) the responsibility of the government, and (3) the role of education, which will be discussed in regard to recent K-12 educational reforms.

Professional Development/ Knowledge

T92

Formal Education, Credential, or Both: Early Childhood Program Classroom Practices

Jennifer Anh-Thu Vu, Hyun-Joo Jeon

PRESENTERS

Jennifer Anh-Thu Vu, Hyun-Joo Jeon

Teachers with the California Child Development Permit of different levels of education, training, and experience were observed. Question of whether or not the permit system is a plausible substitute for a BA degree was raised. MANOVA/ANOVA analyses and multi-level modeling point to the importance of considering not only teachers' education, but also the effects of supervision and auspice, when looking at classroom quality.

POSTER SESSION

4:45 p.m.-6:30 p.m. • Regency Ballroom

T93

Measuring Teachers' Knowledge of Early Mathematical Development and Their Beliefs About Mathematics and Its Teaching and Learning in Early Childhood Programs
Linda Michele Platas

PRESENTER

Linda Michele Platas

Instrument to measure pre- and in-service early childhood teachers' knowledge of early mathematical development and their beliefs about mathematics teaching and learning was developed and validated. A multiphase study consisting of three parts: 1) an instrument development phase; 2) a pilot study; and 3) a validation study was conducted. Important elements of the development process, as well as results of the validation phase, are presented.

T94

Emotional Labor in Early Intervention
Valeri Lane

PRESENTER

Valeri Lane

Emotional labor in the work of EHS home visitors was examined. Findings show emotional labor to be present in the work, with participants experiencing physical and emotional effects from managing their emotions to maintain an appropriate presence with families. Aspects of the work contributing to emotional labor include expectations of a relationship-based approach, the intimacy of the work, the impact of poverty, the vulnerability of children, and the absence of supervisory support.

T95

Roots and Wings: Portrait of Leadership in an Early Childhood Learning Organization
Teri Talan

PRESENTER

Teri Talan

Leadership in a community-based, early childhood program that is thriving in a time of extraordinary change was examined. Social science portraiture is used to collect, code, and analyze the data, as well as to create a portrait of an exemplary program that effectively blends Head Start, Child Care Assistance Program, and Pre-Kindergarten funding. Findings reveal an early childhood learning organization that embraces change, promotes individual, team, and organizational learning, and demonstrates shared leadership and an organizational culture of deep appreciation, caring, and support.

T96

Partnering to Encourage Transfer of Learning: Providing Professional Development Follow-Up Supports to Head Start Teachers
Elizabeth Margaret McLaren, Jennifer Grisham-Brown

PRESENTER

Elizabeth Margaret McLaren

A randomized-controlled field trial evaluated two interventions, professional development supplemented with peer coaching and professional development supplemented with on-site consultation, to promote the transfer of learning from the workshop to the classroom. Changes in teacher knowledge, teacher attitude, teacher behavior, and child behavior were measured for 18 Head Start staff and 50 students. Descriptive statistics indicate that participants in both intervention groups demonstrated greater increases in targeted teacher behaviors than participants in the control group.

TUESDAY

POSTER SESSION

4:45 p.m.-6:30 p.m. • Regency Ballroom

T97

Using Mental Health Consultation to Decrease Disruptive Behaviors in Preschoolers: Adapting an Empirically-Supported Intervention

Amanda Paige Williford, Terri L. Shelton

PRESENTER

Amanda Paige Williford

Effectiveness of adapting an empirically-supported intervention for use in early childhood mental health consultation was examined. Ninety-six preschoolers, their teachers, and their caregivers participated. The intervention group received individualized mental health consultation focused on providing teachers with behavioral strategies for decreasing child disruptive behavior. Parent training was provided. The treatment was effective in decreasing disruptive behavior. Adapting empirically-supported treatments for use in mental health consultation may help bridge the gap between research and practice.

T98

Teachers' Identification of Work Supports in Metropolitan Head Starts Participating in a Comprehensive Mental Health Intervention.

Kelley L. O'Carroll, Jennifer A. DiBara, Maureen Elizabeth Brinkworth, Nicole Rodier, Catherine C. Ayoub, William R. Beardslee, Caroline Watts, Mary Watson Avery

PRESENTERS

Kelley L. O'Carroll, Jennifer A. DiBara, Maureen Elizabeth Brinkworth, Nicole Rodier, Catherine C. Ayoub

Processes by which Head Start teachers receive support in their work were explored. Interviews with teachers from six Head Start centers participating in a comprehensive mental health intervention were conducted. Results are expected to demonstrate that high levels of communication among Head Start staff and families, clear referral processes, team teaching, and availability of professional consultation can support Head Start teachers. Relationship of the intervention to the findings is discussed.

T99

Assessing the Effectiveness of an Intervention Aimed at Directors of Low-Income Childcare Centers to Enhance the Quality of Classroom Language and Early Literacy Environments

Nurit Sheinberg, Lorraine Breffnie

PRESENTERS

Nurit Sheinberg, Lorraine Breffnie

Many children living in impoverished conditions are not exposed to high quality literacy environments negatively affecting their ability to be successful learners. An intervention project aims at supporting child-care center directors' ability to successfully and effectively mentor and lead their teachers in the areas of early literacy development through the use of an "Early Literacy Toolkit" is described. A wait-list comparison design with pre and post intervention measures was used to evaluate program's effectiveness.

T100

Reflective Supervision in Child Care Environments: Fostering Caregiver Insightfulness

Amanda Berhenke, Alison Miller, Eleanor Brown, Ronald Seifer, Susan Dickstein

PRESENTER

Alison Miller

Effects of reflective and traditional supervision and training on caregiver insightfulness were explored. Results show that caregiver insightfulness was relatively stable, while increased scores in components of caregiver insightfulness over a period of approximately 2.5 months were positively associated with reflective supervision and training.

POSTER SESSION

4:45 p.m.-6:30 p.m. • Regency Ballroom

T101

Helping Caregivers Attune to Individual Infants: Infants' and Caregivers' Use of Infant Sign Language Enhances Caregiver Responsiveness

Claire D. Vallotton

PRESENTER

Claire D. Vallotton

Does infant sign language help caregivers be more responsive to infants? Longitudinal observations of infant-caregiver interaction in an infant-signing childcare classroom were used to test whether infant-signing enhanced caregiver responsiveness. Results show infants' signing in response to caregivers elicited greater responsiveness from caregivers; caregivers' signing also predicted greater responsiveness.

Special Needs

T102

A Look at the Relationship Between Disability and the Emergent Literacy and Numeracy Skills of Black Boys Attending Head Start

Roseanne L. Flores

PRESENTER

Roseanne L. Flores

To date there have been few studies that have examined the characteristics of young Black males attending early childhood programs and their relationship to early literacy skills. Relationship between gender, race and diagnosis of disability in early childhood and pre-literacy and numeracy skills was examined. Findings suggest that gender, race and disability are significantly related to performance on pre-literacy and numeracy measures.

T103

Closing the Gap: A Qualitative Analysis of How Early Head Start Facilitates Continuity from Early Intervention to Preschool Special Education and Prepares for the Later Identification of Preschoolers who Need Special Education Services

Lynn Milgram Mayer, Harriet Liebow, Shavaun Wall, Nancy E. Taylor

PRESENTERS

Lynn Milgram Mayer, Harriet Liebow, Shavaun Wall

A qualitative study of children with developmental delays explores the following questions: 1) What promotes continuity of services? What can EHS programs do to promote continuity and 2) What helps facilitate new Part B services after the transition from EHS for children who need it? What can EHS do as part of transition planning to promote referrals? How can programs collaborate with parents in this process?

T104

Using Survival Analysis to Describe the Developmental Achievements of Kindergartners who Received Part C Early Intervention Services

Anita A. Scarborough, Kathleen M. Hebbeler, Donna Spiker

PRESENTER

Anita A. Scarborough

Survival analysis, using nationally representative data from the National Early Intervention Longitudinal Study (NEILS) are presented to describe the developmental profiles of 2,326 kindergartners who had received Part C services as infants and toddlers. Developmental attainment is based on caregiver report. Survival functions in motor, cognition, and communication domains are compared for specific subgroups of children, such as Part C eligibility categories at the time of entry to Part C.

TUESDAY

POSTER SESSION

4:45 p.m.-6:30 p.m.

● Regency Ballroom

Teachers/Teaching Strategies/ Practices/Characteristics

T105

Efficacy of a Direct Instruction Approach to Promote Early Learning

Jennifer Lee Salaway, Kara McGoey, Stephen J. Bagnato

PRESENTER

Stephen J. Bagnato

An investigation designed to examine the efficacy of an intervention implemented in a Head Start preschool setting intended to (a) integrate a Direct Instruction module as an enhancement to the regular developmentally appropriate practice curriculum and (b) provide evidence of the effectiveness of the enhancement in the form of increased early literacy, preacademic, and social behavioral competencies for high-risk children is presented. Results and practical implications are discussed.

T106

Classroom Model and Peer Influence: The Relation Between Preschoolers' Behavior and Academic Achievement in the Classroom

Rhonda S. Jamison, Rebecca A. Marcon, Susan M. Perez

PRESENTERS

Rhonda S. Jamison, Rebecca A. Marcon

Whereas previous researchers have found a relation between academic achievement and behavior within a child, the current study of 214 low-income preschoolers found that classmates influence each other in both academic achievement and classroom behavior. Furthermore, findings support the idea that the relation between preschoolers' academic achievement and classroom behavior may depend on the context of the classroom in which it is taking place.

T107

Differential Contributions of Whole-Group and Center Activities to Preschoolers' Gains in Achievement and Behavioral Regulation

Claire Cameron Ponitz, Frederick J. Morrison

PRESENTER

Claire Cameron Ponitz

Contributions of time in whole-group classroom (N = 40) activities (instruction, organization, and transition) and center activities (free play, and teacher-or child-managed center work) to preschoolers' (N = 134) gains in behavioral regulation and achievement (emergent literacy, vocabulary, mathematics) were examined. Hierarchical analyses revealed that overall, whole-group but not center activities predicted gains. For example, more instruction predicted greater vocabulary gains, whereas more transitions predicted fewer literacy and vocabulary gains for all children, and fewer behavioral regulation gains for boys. Findings highlight the importance of whole-group practices, especially minimizing transitions, and potential interactions among child factors and preschool activities.

T108

Psychological Profiles of Teachers and their Implications for Teacher Quality in High Risk Preschool Settings

Lauren Elizabeth Decker

PRESENTER

Lauren Elizabeth Decker

Contribution of teachers' personal attributes in predicting teacher quality and at-risk student achievement in pre-kindergarten was examined. Three questions are addressed: 1) what are the psychological profiles of pre-k teachers? 2) what is the relationship between teacher profile membership and observed classroom quality in pre-k classrooms while considering classroom poverty? 3) are there differential impacts of teacher profile membership on at-risk (poverty status) versus non at-risk pre-k student achievement? Findings indicate that psychological profiles are predictive of classroom quality and that some profile types differentially relate to children's language and literacy outcomes in pre-kindergarten.

POSTER SESSION

4:45 p.m.-6:30 p.m. • Regency Ballroom

T109

The Effect of Children's Behaviors and Teachers' Characteristics on Teacher-Child Relationships

Maureen Elizabeth Brinkworth, Nicole Rodier, Kelley L. O'Carroll, Jennifer A. DiBara, Catherine C. Ayoub, William R. Beardslee, Caroline Watts, Mary Watson Avery

PRESENTERS

Maureen Elizabeth Brinkworth, Nicole Rodier, Kelley L. O'Carroll, Jennifer A. DiBara, Catherine C. Ayoub

Impact of teachers' characteristics and children's behaviors on teacher-child relationship quality was examined. Three metropolitan Head Start centers involved in a mental health intervention were sampled. Final results are expected to show child problem behaviors and teachers' preparation and attitudes contribute to variation in relationship quality. Findings are explored and discussed in light of the mental health intervention implemented at the centers.

T110

Is Teacher Knowledge an Adequate Predictor of Early Literacy Skills?

Anne E. Cunningham, Jamie Zibulski

PRESENTERS

Anne E. Cunningham, Jamie Zibulski

Relationship between early childhood educators' actual and perceived knowledge in the domains of language, literacy, and pedagogy was explored. No significant associations were found between overall perceived and actual knowledge. Close examination of educators' responses may help inform future intervention programs and the development of instruments measuring knowledge.

T111

Do Teachers Practice What They Believe? The Impact of Head Start Teachers' Literacy Beliefs on Classroom Practices

Annemarie H. Hindman, Barbara Wasik

PRESENTER

Annemarie H. Hindman, Barbara Wasik

Links between teacher background, literacy beliefs/knowledge, and practices were explored. Teachers specializing in early childhood expressed more evidence-based beliefs about oral language on the Teacher Belief Questionnaire (Seefeldt, 2003), while experience predicted evidence-based beliefs about writing. In turn, controlling for these factors, beliefs were not associated with classroom practices.

TUESDAY

WEDNESDAY, JUNE 25

OVERVIEW

7:30-8:30 a.m. Check-in begins & Continental Breakfast
Regency Foyer

8:30-10:00 a.m. Plenary Session III
Emotion Regulation, Children's Brains and Learning
Regency A

Mary K. Rothbart, Ph.D.
University of Oregon

Adele Diamond, Ph.D.
University of British Columbia

DISCUSSANT

Clancy Blair, Ph.D.
Pennsylvania State University

10:15-12:00 a.m. Morning Breakout Sessions (300-307)
Capitol Rooms A and B, Congressionals A, B, C and D on Lobby Level
Columbias A, B, C, and Foyer, Lexington/Concord on Ballroom Level

12:00-1:15 p.m. Lunch (Conference attendees on their own)

1:30-3:15 p.m. Afternoon Breakout Sessions (308-315)
Capitol Rooms A and B, Congressionals A, B, C and D on Lobby Level
Columbias A, B, C, and Foyer, Lexington/Concord on Ballroom Level

3:30-4:30 p.m. Closing Session
More than Workshops, Websites and Synthesis: Busting
Assumptions and Building Research-Practice Connections
Regency A

Pamela J. Winton, Ph.D.
Frank Porter Graham Institute

RESPONDENT

Mary Ann McCabe, Ph.D.
SRCD Office of Policy and Communications

CLOSING REMARKS

Faith Lamb Parker, Ph.D.
Columbia University

PLENARY iii

8:30 a.m.-10:00 a.m. • Regency A

Regency A

Plenary III

Emotion Regulation, Children's Brains and Learning

CHAIR/DISCUSSANT

Clancy Blair

PRESENTERS

Mary K. Rothbart, Adele Diamond

The human brain and central nervous system are key to understanding all aspects of development in young children. In this session, both temperament and executive function are addressed by the speakers. The information is especially pertinent to parents as well as educators as we seek better ways to integrate biological growth with emotional and cognitive development. School readiness and success and reducing disparities in achievement are considered as well.

- **Temperament and the Development of Self-Regulation**
Mary K. Rothbart
- **Cognitive Control (Executive Functions) in Young Children: Relevance of What We Know to What Can be Done to Help Children**
Adele Diamond

Mary K. Rothbart



Mary K. Rothbart (Ph.D., Psychology, Stanford University) is Emerita Distinguished Professor of Psychology at the University of Oregon. For 40 years, she has studied temperament and emotional development. In collaboration with Michael Posner, she has also studied the development of attention and its relation to temperamental, effortful control, recently coauthoring the book *Educating the Human Brain*. Dr. Rothbart is currently preparing a book on temperament and development. She makes regular contributions to the education and support of new parents through Birth to Three in Eugene, Oregon, and has been honored by this group as a "Champion of Children."

WEDNESDAY

PLENARY iii

8:30 a.m.-10:00 a.m. • Regency A

Adele Diamond

Adele Diamond (Ph.D., Psychology, Harvard University) is a developmental psychologist and a cognitive neuroscientist. She completed a postdoctoral in Neuroanatomy at Yale University. One of the pioneers of the field of “developmental cognitive neuroscience,” her specialty is the study, especially in young children, of the cognitive control functions (“executive functions”) that depend on a region of the brain known as “prefrontal cortex.” Dr. Diamond studies the development of these abilities, their neural bases and modulation by genes and neurochemistry, their modulation by the environment, how they become derailed in disorders (as in ADHD or autism), effective treatments for preventing or ameliorating such disorders, and educational implications. Her current work demonstrates there can be marked benefits from an early education program that emphasizes social pretend play and that supports, and challenges, executive functions in activities through the day. Participants show superior executive functioning and academic performance, as compared to children who spend less time playing and more time in direct academic instruction.



Clancy Blair

Clancy Blair (Ph.D., Psychology, University of Alabama at Birmingham) is Associate Professor of Human Development and Family Studies at the Pennsylvania State University. His research is on the development of self-regulation in young children. His primary interest is in cognitive aspects of self-regulation, referred to as executive functions. He is especially known for his work demonstrating the important role that self-regulation plays in school readiness and early school achievement. Dr. Blair’s interests also include discovering the best ways to enhance self-regulation in young children and the evaluation of preschool and early elementary school curricula, as well as activities designed to promote self-regulation to prevent school failure.



MORNING SESSIONS

10:15 a.m.-12:00 p.m.

300

Columbia Foyer

**Children with Disabilities in Head Start and Early Head Start
Presented by the Office of Planning Research and Evaluation
Administration for Children and Families**

CHAIR

Maria Woolverton

DISCUSSANT

Jim O'Brien

PRESENTERS

Judith J. Carta, Carol Andreassen, Julie Wennekes

Findings pertaining to children with disabilities from two national studies: the Early Head Start Research and Evaluation Project (EHSRE) and the Head Start Family and Child Experiences Survey (FACES) will be presented. The EHSRE project is a random assignment evaluation that followed 3000 children and families across 17 sites. Patterns of identification and services use among program and control group families will be discussed, based on data collected while children were aged 0-3 and aged 3-5 (pre-kindergarten follow-up). Data from FACES will be used to discuss characteristics of children with disabilities and their families enrolled in Head Start, as well as family participation in and satisfaction with services provided by the program. Discussion regarding program services for children with disabilities will be offered as a context to the data.

301

Columbia A

Poster Symposium

**Head Start University Partnerships: Curriculum Development
Presented by the Office of Planning Research and Evaluation
Administration for Children and Families**

CHAIR

Wendy DeCoursey

DISCUSSANT

Carl Dunst

PRESENTERS

Donna M. Bryant, Noreen Yazejian, Mary M. Klute, Shelly Anderson, Holly Brophy-Herb, Mark S. Innocenti, Lisa K. Boyce, Linda S. Beeber, Jennifer Swanson, Carol Trivette

In 2005, six grants were awarded to support development and validation studies for Early Head Start and Head Start curriculums. The targeted curricula include home-based and center-based care. The curricula are varied but all were developed with close consideration of focus on strengthening the parent-child interactions as the context for learning, addressing parent depression, social-emotional development, development of literacy skills, and development of parenting skills and children's early pre-academic skills. The projects have focused on

WEDNESDAY

MORNING SESSIONS

10:15 a.m.-12:00 p.m.

developing tools for integrating and training teachers, and for maintaining fidelity of the curricula in the field. Questions that will be addressed include: how training changes teacher/home visitor behaviors; what tools work best to support continued careful application of the curricula; how do teachers and home visitor perceptions of the curricula influence the interventions and how does the curricula work in the 'real world' practical education setting?

- **Program Evaluation Birth to Five: The Bounce Learning Network Implementation Study**
Donna M. Bryant, Noreen Yazejian
- **Fidelity and Implementation of 'Learning through Relating', a Pre-Literacy and Social Communication Curriculum for Infants and Toddlers**
Mary M. Klute, Amanda J. Moreno, Chris A. Sciarrino, Shelly Anderson
- **The "Building Early Emotion Skills (BEES)" Reports on Implementation, Fidelity of Implementation, and Curricular Effectiveness**
Holly Brophy-Herb, Rachel F. Schiffman, Esther Onaga, Laurie A. Van Egeren, Mildred Horodynski, Hiram E. Fitzgerald, Sara B. Dupuis, Erika London-Bocknek, Madonna J. Adkins, Shelley Hawver, Joanne Pittman
- **Effectively Engaging Migrant Families to Promote Children's Language and Literacy: "Storytelling for the Home Enrichment of Language and Literacy" (SHELLS)**
Mark S. Innocenti, Lisa K. Boyce, Vonda K. Jump, Lori A. Roggman
- **EHS Staff Reach Out to Depressed Parents: Supported Observational Learning Promotes Fidelity to the "Alumbrando el camino/Bright Moments" Curriculum**
Linda S. Beeber, Regina Canuso, Coleen Meehan, Krista M. Perreira, Diane Holditch-Davis, Todd Schwartz, Jo Ann Dowell
- **Windows of Opportunity: Treatment Fidelity Results from a Capacity Building Model with Early Head Start Home Visitors**
Carol Trivette, Jennifer Swanson

MORNING SESSIONS

10:15 a.m.-12:00 p.m.

302

Columbia B

Poster Symposium

Measurement in Early Childhood Consortium

CHAIR

James Griffin

DISCUSSANT

Samuel L. Odom

PRESENTERS

Clancy Blair, Stephanie Carlson, Susanne A. Denham, Herbert P. Ginsburg, Adele W. Miccio, Robert C. Pianta

In 2005 the National Institute of Child Health and Human Development (NICHD) and the Administration for Children and Families (ACF) within the Department of Health and Human Services (DHHS), and the Office of Special Education and Rehabilitation Services (OSERS) of the U.S. Department of Education funded six grant projects to develop and test cognitive and socioemotional 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 and socioemotional functioning, including executive functioning, mathematical abilities, bilingual phonological development, and teacher ratings of socioemotional functioning in the classroom. Preliminary findings from the measurement development of the Consortium projects will be presented. Results to date suggest that these projects are developing promising measures of both the cognitive and socioemotional development of children otherwise at risk for social and achievement difficulties.

- **Development of a Measurement Battery of Executive Functioning in Children ages 3-5**
Clancy Blair, Michael Willoughby, Emily Werner
- **Development of Executive Function and Self-Control in Preschoolers**
Stephanie Carlson, Danielle M. Beck
- **Structure of the Preschool Self Regulation Assessment: A Replication Investigation**
Heather Kiernan Warren, Hideko Hamada Bassett, Todd M. Wyatt, Alyssa M. Perna, Susanne A. Denham
- **A Comprehensive Mathematics Assessment for Preschool-Age Children**
Sandra Pappas, Herbert P. Ginsburg, Young-Sun Lee, Genevieve Hartman, Deborah Rosenfeld
- **Bilingual Spanish-English Phonological Assessment for Young Children**
Adele W. Miccio, Carol Scheffner Hammer, Lisa M. Lopez, Barbara L. Rodriguez
- **Exploring the CLASS-C: Associations among Children's Age, Observed Classroom Behaviors, and Teacher Ratings**
Leslie Booren, Olivia Kathryn Aranda Lima, Jason Troy Downer, Amy E. Luckner, Bonnie Yoder, Robert C. Pianta

WEDNESDAY

MORNING SESSIONS

10:15 a.m.-12:00 p.m.

303 Columbia C

To Test or Not to Test: Lessons to Inform Policy and Practice from the Evaluation of Head Start in Eight Culturally Distinct Communities

CHAIR

Jennifer Helen Chalmers-MacDonald

DISCUSSANT

Elizabeth Cayen

PRESENTERS

Jennifer Helen Chalmers-MacDonald, Cheryl Bradbury, Marjan Saghatoleslami, Reanna Erasmus, Joyce Villeneuve, Nancy Lafleur, Marjorie Matheson-Maund, Julie-Ann Blake

Three Head Start studies from 2001 to 2007 that serve a culturally distinct population will be described. The role of culture will be presented from the studies' multicultural evaluators and Head Start practitioners. Discussion will focus on the use of standardized testing and culturally appropriate alternative methods. Lessons learned contribute to the debate regarding cross-cultural program accountability.

- **Use of Culture-Bound Assessment Measures in the Hands of Multicultural Practitioners**
Jennifer Helen Chalmers-MacDonald, Cheryl Bradbury
- **Addressing Social Development: The Perspective of Culture-Based Program Practitioners in Using Research to Guide Practice**
Reanna Erasmus, Joyce Villeneuve, Nancy Lafleur
- **"Strong Like Two People..." and Other Reasons to Engage in Qualitative Research with Culturally Diverse Communities.**
Marjorie Matheson-Maund, Julie-Ann Blake

304 Capitol Room A

Instructional Influences on Growth of Early Literacy: The Case for Individualization

CHAIR

John W. Hagen

DISCUSSANT

Barbara Wasik

PRESENTERS

Frederick J. Morrison, Michael Gerber

Recent research aimed at understanding the nature and impact instruction for children during the transition to school will be considered. Effective instruction differs for children at differing skill levels. An intervention program that individualizes instruction for first-grade children will be presented. Being responsive to individual differences – particularly individual differences in responsiveness to instruction – is a major concern. Instructional strategies that can flexibly

MORNING SESSIONS

10:15 a.m.-12:00 p.m.

apply to groups of varying size, adapt to curricular and learning goals, and remain instructionally responsive to individual differences is required. The Core Intervention Model (CIM), developed in reading interventions for high-risk pre-K to first grade students who are English learners will be presented. Elements of behavioral and cognitive scaffolding to promote effective instruction for small groups will be included.

- **Implementing Instruction Appropriate to The Child's Skill Level**
Frederick J. Morrison
- **Reading Interventions for High Risk Students Who Are English Learners**
Michael Gerber

305 Capitol Room B **Roundtable**

Parenting and Family Outcomes in Head Start and Early Head Start

CHAIR

Benjamin Allen

PRESENTERS

Helen Holz Raikes, Benjamin Allen, Ronna Cook, T'Pring R. Westbrook, Daniel Rice, Robert W. O'Brien

Much recent research and commentary regarding the Head Start and Early Head Start multiple data sources within the Early Head Start Research and Evaluation study have focused on the impacts that these programs have had on child outcomes. Attention will be paid to Head Start's and Early Head Start's family and parenting outcomes in a discussion by a former Head Start parent and researchers from the Family and Child Experiences Survey.

WEDNESDAY

MORNING SESSIONS

10:15 a.m.-12:00 p.m.

306 Congressional A

Addressing the Social and Emotional Needs of Preschool Children in Head Start

CHAIR

Deborah A. Gross

DISCUSSANT

Nicholas S. Ialongo

PRESENTERS

Deborah A. Gross, Anil Chacko, Stephanie M. Jones

Three innovative intervention models for promoting young children's social and emotional development in Head Start will be described. Outcomes from three randomized trials testing the effects of these interventions on parents, teachers, preschool children, and classroom environments will be presented. A synthesis of the results and their implications for policies and programs supporting the social and emotional health of young children in Head Start will be discussed.

- **The Development, Effectiveness, and Dissemination of the Chicago Parent Program in Head Start**
Alison Ridge, Deborah A. Gross, Christine Garvey, Wrenetha A. Julion, Louis Fogg
- **The Success Model: A Multi-Component Early Intervention Model for Preschool Children with ADHD Attending Head Start**
Anil Chacko, Jeffrey Newcorn, Mary McKay
- **Are Classroom-Level Benefits of the Chicago School Readiness Project Sustained Across Time and Across Types of Program?**
Stephanie M. Jones, Christine Li-Grining, Fuhua Zhai, C. Cybele Raver

307 Lexington/Concord

Approaches to Learning and Early School Achievement: Implications for Practice and Policy for Urban Head Start Children

CHAIR

Rebecca Shearer

DISCUSSANT

Vivian L. Gadsden

PRESENTERS

Heather Lynn Rouse, Whitney Ann LeBoeuf, Laura Hawkinson, Daryl B. Greenfield, J'Lene George, Pelin Munis, Rebecca Shearer, John W. Fantuzzo, Christine McWayne, Jennifer Ann Sidoti, Katherine Cheung

Four studies that examine empirically the contribution of preschool learning behaviors to academic achievement and social adjustment for two large, urban public school district Head

MORNING SESSIONS

10:15 a.m.-12:00 p.m.

Start populations will be presented. Perspectives of early childhood educators who foster approaches to learning competencies in their daily classroom-based teaching practices will be shared. Research findings, lessons learned from practice, and policy implications for Head Start will be included.

- **Achievement Outcomes for Head Start Children: The Progressive Influence of Early Learning Behaviors**
Heather Lynn Rouse, Whitney Ann LeBoeuf, Laura Hawkinson
- **The Role of Structured Tasks in Assessing Approaches to Learning in Low-Income Urban Preschool Children's School Readiness**
Daryl B. Greenfield, J'Lene George, Pelin Munis
- **Dimensions of Social-Emotional Classroom Behavior and School Readiness**
Rebecca Shearer, John W. Fantuzzo
- **A Picture of Strength: Preschool Competencies Mediate the Effects of Early Behavior Problems on Later Academic and Social Adjustment**
Katherine Cheung, Christine McWayne, Jennifer Ann Sidoti

WEDNESDAY

AFTERNOON SESSIONS

1:30 p.m. - 3:15 p.m.

308 Columbia Foyer

The Changing Faces of Dual Language Learners in Head Start: Findings from Three Cohorts of the Head Start Family and Child Experiences Survey

CHAIR

Behnosh Najafi

DISCUSSANTS

Michael Lopez, Sharon Yandian

PRESENTERS

Alberto Sorongon, Yair Ziv

Successive cohorts of the Head Start Family and Child Experiences Survey (FACES) were designed to provide comprehensive, longitudinal information on the characteristics, experiences and outcomes for children and families served by Head Start. Utilization of data from three FACES cohorts (1997, 2000 and 2003) will be used to examine changes in the demographics of DLL children and families in Head Start and how Head Start serves the needs of this growing population. The social and cognitive skills of DLL children in Head Start, and the relationships of these skills to the characteristics of families, classrooms and programs within and across the three FACES cohorts will be explored. Results will be discussed with respect to methodological and measurement issues and understanding the educational experiences of DLL children in Head Start.

309 Columbia B

Poster Symposium

Weaving Together Academic and Social-Emotional Learning Through Integrated Curricula and Teacher Professional Development

CHAIR

James Griffin

DISCUSSANT

Amy Madigan

PRESENTERS

Karen Bierman, Samuel L. Odom, John W. Fantuzzo, Janis Kuperschmidt, Robert C. Pianta, C. Cybele Raver, Carollee H. Howes, Susan M. Sheridan

In 2003 the National Institute of Child Health and Human Development (NICHD), the Administration for Children and Families (ACF), and the Assistant Secretary for Planning and Evaluation (ASPE) within the Department of Health and Human Services (DHHS), and the Office of Special Education and Rehabilitation Services (OSERS) of the U.S. Department of Education funded eight grant projects to study integrative early childhood interventions and programs across a variety of early childhood settings in promoting school readiness for children who are at risk of later school difficulties. These integrative programs include components intended to promote children's school readiness across multiple domains of cognitive and socioemotional functioning. Preliminary findings from the eight ISRC projects will be presented. Results to date

AFTERNOON SESSIONS

1:30 p.m.- 3:15 p.m.

suggest that a variety of curriculum and teacher training interventions can positively impact both the cognitive and socioemotional development of children otherwise at risk for social and achievement difficulties in Head Start and other early care settings.

- **Promoting Child School Readiness With Improved Teaching Practices: Mechanisms of Action in Head Start REDI**
Karen Bierman, Scott Gest, Robert Nix, Celene E. Domitrovich, Damon Jones, Suhkdeep Gill, Janet Welsh
- **Children's School Success: Treatment Dosage and Child Outcomes**
Samuel L. Odom, Karen E. Diamond, Marci Hanson, Joan Lieber, Gretchen Butera, Eva Horn, Susan Palmer, Janet Marquist, and Kandace Fleming
- **Evidence-based Program for the Integration of Curricula (EPIC)**
John W. Fantuzzo, Vivian L. Gadsden, Paul McDermott
- **Preliminary Findings from the Building Bridges Kindergarten Readiness Program**
Janis Kupersmidt, Mary Ellen Voegler-Lee, Michael Willoughby, David Arnold, Donna M. Bryant, Ellen Peisner-Feinberg
- **Teachers' Use of Web-Based Professional Development Resources and Children's Language and Literacy Development**
Jason Troy Downer, Andrew J. Mashburn, Robert C. Pianta, Bridget Hamre
- **Multi-component Intervention Targeting Children's Behavior Problems in Head Start-funded Preschool Classrooms: A Cluster-randomized Controlled Trial**
Stephanie M. Jones, Christine Li-Grining, Fuhua Zhai, Kathleen Zadzora, Emily Pressler, Carissa DeHoyos,
- **School Readiness of English-Speaking and English-Learning 4-Year-Olds: Links to Features of Early Learning Settings**
Allison Sidle Fuligni, Carollee H. Howes, Sandraluz Lara-Cinisomo, and Lynn A. Karoly
- **Getting Ready: Preliminary Effects of a Parent Engagement Intervention to Promote School Readiness**
Susan M. Sheridan, Lisa L. Knoche, Carolyn Pope Edwards, James A. Bovaird, Brandy Lee Clarke, Kevin A. Kupzyk

WEDNESDAY

AFTERNOON SESSIONS

1:30 p.m.- 3:15 p.m.

310 Columbia C

Early Care and Education Experiences of American Children: Findings from the Early Childhood Longitudinal Study-Birth Cohort

CHAIR

Jennifer Park

DISCUSSANT

Ivelisse M. Martinez-Beck

PRESENTERS

Thomas Snyder, Meryl Yoches, Cameron B. McPhee, Rachel Chazan Cohen, Jennifer Park, Tamara Halle, T'Pring R. Westbrook, Kyle Snow, Susan Kinsey, Melissa Raspa, Jean Lennon

Information from a large-scale nationally representative birth cohort study, the Early Childhood Longitudinal Study-Birth Cohort (ECLS-B) will be presented. The early care and education experiences of children and to describe associations between early care settings and family characteristics as well as child functioning will be described. Factors associated with family income will be explored.

- **Child Care Quality and Early Academic Skill Acquisition among Preschoolers**
Thomas Snyder, Jennifer Park, Meryl Yoches, Cameron B. McPhee
- **Examining the Relationship between Child Care Quality and Child Outcomes across Settings for Low-Income Families**
T'Pring R. Westbrook, Nicole Forry, Kathleen M. Dwyer, Tamara Halle, Elizabeth Hair, Jessica E. Vick, Martha Zaslow, Ivelisse M. Martinez-Beck
- **Using the Early Childhood Longitudinal Study Cohorts to Examine Head Start Experiences**
Kyle Snow, Susan Kinsey
- **Early Care and Education: Similarities and Differences between Children in Head Start and Those Eligible for Head Start**
Melissa Raspa, Jean Lennon, Kyle Snow

AFTERNOON SESSIONS

1:30 p.m.- 3:15 p.m.

311 Lexington/Concord

Home Visit Assessments Linked to Interventions: EHS and HS

CHAIR

Brenda Jones Harden

DISCUSSANTS

Leanne Whiteside-Mansell, Judith Jerald

PRESENTERS

Lori A. Roggman, Mark S. Innocenti, Vonda K. Jump, Gina A. Cook, Katie Christiansen, Leanne Whiteside-Mansell, Patti Ann Bokony, Robert H. Bradley, Danya Johnson, LaTunja Sockwell, Lorraine M. McKelvey, Terese Patrick, Jody Veit-Edrington

The assessment of the home and parenting environment and responsive follow-up is a critical step in improving the lives of EHS/HS families. Information on the use of assessment tools for home visits conducted by EHS and HS educators and intervention strategies for use during the home visit will be presented.

- **PICCOLO (Parenting Interactions with Children: Checklist of Observations Linked to Outcomes): A new measure for assessing parenting, guiding parenting interventions, and tracking program outcomes.**
Gina A. Cook, Katie Christiansen, Lori A. Roggman, Mark S. Innocenti, Vonda K. Jump
- **The Family Map: A Tool to Assess Risk and Strength in Head Start Home Visits**
Patti Ann Bokony, Robert H. Bradley, Nicola A. Conners-Burrow, Davette M. Mclemore, Carol Amundson Lee, Leanne Whiteside-Mansell, Danya Johnson, LaTunja Sockwell
- **Brief Parenting Intervention: An Innovative Model for Parent Education**
Lorraine M. McKelvey, Terese Patrick, Jody Veit-Edrington, Robert H. Bradley, Patti Ann Bokony

312 Capitol Room A

Variations in Non-parental Home-based Care: Fitting Supports to Caregivers' Interests and Needs

CHAIR

Moncrieff Cochran

PRESENTERS

Moncrieff Cochran, Barbara J. Rudin, Richard N. Brandon

Relatively little research attention has been devoted to understanding the purposes, variety, and quality of home-based early care and education settings. This symposium focuses on variations in the types of home-based, non-parental child care and evaluations of efforts at providing community supports for home-based child care providers.

WEDNESDAY

AFTERNOON SESSIONS

1:30 p.m.- 3:15 p.m.

- **Caring for Quality: Assessing the quality of home-based care**
Moncrieff Cochran, Lisa McCabe
- **Evaluation of a professional development program for family, friend and neighbor child care providers**
Barbara J. Rudin
- **Promoting First Relationships: An Evaluation**
Richard N. Brandon

313 Capitol Room B **Roundtable**

Challenges and Strategies in Using Research to Improve the Outcomes for Young Children

CHAIR

Mary Ann McCabe

PRESENTERS

Linda Citlali Manning, Walter S. Gilliam, Moncrieff Cochran, Mary Ann McCabe, Lee Kreader, John W. Hagen, Gerald E. Sroufe, Tammy Mann, Michael McGrady

Strategies used by several national organizations to strengthen the links among early childhood research, practice, and policy will be examined. Topics will include (1) the systems set up within each organization that are focused on early childhood development research, (2) how these systems operate, and (3) how they assist in the utilization of research by practitioners and policymakers. Participants include: National Association for the Education of Young Children's (NAEYC) Office of Applied Research (OAR), Society for Research on Child Development's (SRCD) Office for Policy and Communication, National Center for Children in Poverty's (NCCP) Research Connections, American Educational Research Association (AERA), American Psychological Association (APA), National Head Start Association (NHSA), and Zero-to-Three (ZTT).

AFTERNOON SESSIONS

1:30 p.m.- 3:15 p.m.

314 Congressional A **Master Lecture and Discussion**

Risk, Resilience, and Gene-environment (G x E) Interactions in Primates

CHAIR/DISCUSSANT

Clancy Blair

LECTURER

Stephen J. Suomi

Research with both humans and rhesus monkeys has demonstrated significant gene-environment (G x E) interactions involving a polymorphism ("long" vs. "short" allele) in the serotonin transporter (5-HTT) gene and early attachment relationships. One interpretation of these findings is that the "long" 5-HTT allele somehow confers resiliency to adverse early attachment relationships ("good genes"). An alternative interpretation of the same data is that secure attachment relationships somehow confer resiliency to individuals who carry the "risk" 5-HTT allele ("good environments"). These two interpretations are not mutually exclusive. Difference in their respective implications for developing prevention and intervention strategies is considerable and will be fully discussed.

Stephen J. Suomi



Stephen J. Suomi (Ph.D., Psychology, University of Wisconsin) is Chief of the Laboratory of Comparative Ethology at the Eunice Kennedy Shriver National Institute of Child Health & Human Development (NICHD), National Institutes of Health (NIH) in Bethesda, Maryland. He also holds appointments at several universities including the University of Virginia, the University of Maryland, and The Johns Hopkins University. Dr. Suomi has received international recognition for his research on biobehavioral development in rhesus monkeys and other primate species. He has identified heritable and experiential factors that influence individual biobehavioral development, characterized both behavioral and physiological features of distinctive rhesus monkey phenotypes, and demonstrated the adaptive significance of these different phenotypes in naturalistic settings. His present work focuses on the interaction between genetic and environmental factors in shaping individual developmental trajectories, and on the issue of continuity versus change and the relative stability of individual differences throughout development.

WEDNESDAY

AFTERNOON SESSIONS

1:30 p.m. - 3:15 p.m.

315

Columbia A

Professional Development to Improve Literacy Instruction: Lessons from Early Reading First

CHAIRS

Judith J. Carta, Barbara D. DeBaryshe

DISCUSSANTS

Susan Fowler, Rebecca A. Marcon

PRESENTERS

Sheila A. Smith, Martha Buell, Barbara D. DeBaryshe, Judith J. Carta, Mary Abbott, Amy Lea Herring, Jane Atwater, Yi-Juin Liu

Early Reading First aims to enhance the school readiness of at-risk children by improving the quality of preschool literacy instruction. Panel members represent four ERF projects. We will present the critical elements of our professional development models, including curriculum, coaching, assessment, and effects on classroom quality and child outcomes.

- **Focused Coaching for Preschool Teachers**
Sheila A. Smith, Sarah Elizabeth Dennis
- **Lessons Learned from Early Reading First: The Coach's Role in Achieving Literacy Goals**
Carol Vukelich, Myae Han, Martha Buell, Jeff Benatti
- **Coaching, Classroom Quality, and Child Outcomes**
Barbara D. DeBaryshe, Dana M. Gorecki, Melanie Ho, Lori Mishima-Young, Melissa Fujimoto, Ji-Yeon Kim
- **Early Reading First: Translating Research on Early Literacy Intervention to Practice in Head Start Programs**
Judith J. Carta, Martha Staker
- **A Professional Development Model for Early Reading First Classrooms**
Mary Abbott, Amy Lea Herring
- **Child Outcomes in Urban Early Reading First Programs: Results of a 3-year Program Evaluation**
Jane Atwater, Stephani Howarter
- **Qualitative Investigations of Key Elements of a Promising Early Reading First Classroom**
Yi-Juin Liu

CLOSING SESSION

3:30 p.m.- 4:30 p.m. • Regency A

Regency A

Closing Session

3:30–4:30 p.m.

More than Workshops, Websites, and Syntheses: Busting Assumptions
and Building Research-Practice Connections

Chair

Faith Lamb-Parker

Presenter

Pamela J. Winton

Respondant

Mary Ann McCabe

Closing Remarks

Faith Lamb-Parker

The gap between research and practice is long standing and has garnered attention recently because of the emphasis on evidence-based practice. The tendency in the past has been for researchers and teachers to blame each other, an approach which has not led to solutions. Research and challenge assumptions related to the persistent gap will be shared. Collective solutions for building stronger research to practice connections will be explored.

WEDNESDAY

CLOSING SESSION

3:30 p.m.- 4:30 p.m. • Regency A

Pamela J. Winton

Pamela J. Winton (Ph.D., Education, University of North Carolina at Chapel Hill) is Senior Scientist and Director of Outreach at Frank Porter Graham Center. She is involved in research, outreach, and professional development related to early childhood including work on 12 different federally funded early childhood research institutes and projects. Currently, she is Principal Investigator on two national centers: the first, the National Center on Professional Development on Inclusion works with states to create a cross-agency system of high quality professional development for early childhood personnel working with young children with disabilities in inclusive settings, and the second, CONNECT: Center to Mobilize Early Childhood Knowledge is designed to develop web-based professional development resources to enhance the use of evidence-based practice. She is Associate Editor for the Journal of Early Intervention. Her most recent book is Practical Approaches to Early Childhood Professional Development: Evidence, Strategies and Resources. She is also a Research Professor in the School of Education at the University of North Carolina at Chapel Hill.



Mary Ann McCabe

Mary Ann McCabe (Ph.D., Psychology, The Catholic University of America) is Director of the Office for Policy and Communications, Society for Research in Child Development (SRCD), and Associate Clinical Professor of Pediatrics, George Washington University School of Medicine. She oversees activities in science policy, social policy, and the dissemination of research findings in child development for SRCD. She also directs the SRCD Congressional and Executive Branch fellowship programs. One of the five current SRCD strategic goals focuses on the importance of dissemination of research-based knowledge to inform research priorities, public policy, professional and educational practice, and the broader public. Prior to assuming her position with SRCD, Dr. McCabe was the Director of Health Psychology and Director of Training in Psychology at Children's National Medical Center. Her areas of research have focused in neuropsychological and behavioral sequelae of medical treatments in children, and she has published work regarding minors' capacity for involvement in decision making about medical and mental health treatment.



CLOSING SESSION

3:30 p.m.- 4:30 p.m. • Regency A

Faith Lamb-Parker



Faith Lamb-Parker (Ph.D., Psychology, New School for Social Research) is Assistant Clinical Professor of Public Health at the Heilbrunn Department of Population and Family Health, Mailman School of Public Health, Columbia University, where she conducts research/evaluation, teaches child development and social policy, and directed the domestic practicum program. She is the scientific director of Head Start's Ninth National Research Conference, and has directed Head Start's eight other national research conferences. She has conducted longitudinal research on various aspects of Head Start including: parent involvement, community links to elementary school outcomes, and evaluations of mental health interventions. Her international work includes child development and care through professional training and community development in rural South Africa and with BRAC University, Bangladesh. Her publications focus on Head Start children and parents, mental health issues, and early childhood intervention.

DIRECTORY

Vicky Abad 82

Sing & Grow Project Playgroup, Queensland
Brisbane, Australia
d.berthlesen@qut.edu.au

Mary Abbott 120

Juniper Gardens Children's Project
University of Kansas
Kansas City, KS
mabbott@ku.edu

Frances E. Aboud 88

McGill University
Montreal, QC, Canada
Frances.Aboud@Mcgill.ca

Afesa Adams 29

Florida Institute of Education
Jacksonville, FL
aadams@unf.edu

Madonna J. Adkins 83, 108

Eightcap Inc.
Greenville, MI
madonna@8cap.org

Nikki L. Aikens 10, 60, 61

Mathematica Policy Research, Inc.
Washington, DC
naikens@mathematica-mpr.com

Benjamin Allen 111

National Head Start Association
Alexandria, VA
ballen@nhssa.org

Mary Dallas Allen 23

Portland State University
Portland, OR
marydall@pdx.edu

Susan Allen 38

University of South Florida
St. Petersburg, FL
sfallen@stpt.usf.edu

Christine Alvarado 15, 40

East Coast Migrant Head Start Project
Raleigh, NC
alvarado@ecmhsp.org

R. Jatzin Alvarado 60, 61

Juarez & Associates
Los Angeles, CA
jalvarado@juarezassociates.com

Archana Ambike 72

University of Maryland, Baltimore County
Baltimore, MD
aarch1@umbc.edu

Syeda Saadia Ameer 88**Gregory R. Anderson 26**

Xtria, LLC
Vienna, VA
ganderson@xtria.com

Shelly Anderson 107, 108

The Clayton Foundation
Denver, CO

Carol Andreassen 107

Westat
Rockville, MD
andreac1@westat.com

Helen Apthorp 90

Mid-Continent Research for Education
and Learning
Denver, CO
haphorp@mcrel.org

David Arnold 115

University of Massachusetts, Amherst
Amherst, MA
darnold@psych.umass.edu

Julie Atkins 41, 76

University of Southern Maine
Portland, ME
jatkings@usm.maine.edu

Sally M. Atkins-Burnett 60, 61

Mathematica Policy Research, Inc.
Washington, DC
satkins-burnett@mathematica-mpr.com

Jane Atwater 36, 120

University of Kansas
Kansas City, KS
janea@ku.edu

Kim Lehman Atwill 90

Mid-Continent Research for Education and
Learning
Denver, CO
katwill@mcrel.org

Diane August 54, 56

Center for Applied Linguistics
Washington, DC
daugust@msn.com

Mary Watson Avery 100, 103

Family Connections Project
Boston, MA
watsavery@aol.com

Dan Awad 13

University of Michigan
Ann Arbor, MI
awadd@umich.edu

Marni Elyse Axelrad 76

Texas Children's Hospital
Houston, TX
meaxelra@texaschildrenshospital.org

Catherine C. Ayoub 100, 103

Harvard University
Cambridge, MA
ayoubca@gse.harvard.edu

Jacqueline R. Bacino 43

California State University, Chico
Chico, CA
jacqueline.bacino@gmail.com

Kathleen M. Baggett 11, 87, 93

University of Kansas
Kansas City, KS
kbaggett@ku.edu

Stephen J. Bagnato 36, 102

Children's Hospital of Pittsburgh
University of Pittsburgh
Pittsburgh, PA
steve.bagnato@chp.edu

Stephen Baker 27

University of Chicago
Chicago, IL
s-baker@uchicago.edu

Danielle Marie Baran 37

Northern Illinois University
DeKalb, IL
danielle.baran@gmail.com

Ernesto Ricardo Barnabas, Jr. 39, 42

Lehigh University
Perkasie, PA
ebarnabas@lehigh.edu

DIRECTORY

Jessica Barnes 59

Michigan State University
East Lansing, MI
barnes33@msu.edu

Alison Elizabeth Baroody 28

Purdue University
West Lafayette, IN
abaroodyp@purdue.edu

Sandra Barrueco 15, 40, 60, 61, 70

The Catholic University of America
Washington, DC
barrueco@cua.edu

Tammy D. Barry 95

The University of Southern Mississippi
Hattiesburg, MS
tammy.barry@usm.edu

Jennifer Barth 86**Lori Ann Bass 33**

University of Nevada, Reno
Reno, NV
lbass@medicine.nevada.edu

Hideko Hamada Bassett 72, 109

George Mason University
Fairfax, VA
hhamada@gmu.edu

Danielle Bauer 78

University of Nebraska-Lincoln
Lincoln, NE
dansb1111@yahoo.com

Shawn Bauldry 98

University of North Carolina at Chapel Hill
Chapel Hill, NC
sbauldry@email.unc.edu

Nazli Baydar 81

Koc University and University of Washington
Istanbul, Turkey
nbaydar@ku.edu.tr

Kristy Beachy-Quick 94

Erikson Institute
Chicago, IL
kbeachy-quick@erikson.edu

William R. Beardslee 100, 103

Children's Hospital Boston
Boston, MA
william.beardslee@tch.harvard.edu

David Beaulieu 59

Arizona State University
Tempe, AZ
David.Beaulieu@asu.edu

Linda S. Beeber 87, 107, 108

University of North Carolina at Chapel Hill
Chapel Hill, NC
beeber@email.unc.edu

Jessica Beer 43

Indiana University School of Medicine
Indianapolis, IN
jesbeer@indiana.edu

Ann Belleau 59

Inter-Tribal Council of Michigan, Inc.
Sault Ste. Marie, MI
ann@itcmi.org

Jeff Benatti 120

New Castle County Head Start
Newark, DE
jbenatti@aol.com

Anne Bergan 59

Office of Planning, Research, and Evaluation
Washington, DC
abergan@acf.hhs.gov

Amanda Berhenke 84, 100

University of Michigan
Ann Arbor, MI
berhenke@umich.edu

Samantha Brooke Berkule 34

New York University School of Medicine
New York, NY
Samantha.Berkule@med.nyu.edu

Donna Catherine Berthelsen 82

Queensland University of Technology
Brisbane, Australia
d.berthelsen@qut.edu.au

Jeanette Betancourt 51, 61

Sesame Workshop
New York, NY
helen.cuesta@sesameworkshop.org

Karen Bierman 12, 16, 114, 115

Pennsylvania State University
University Park, PA
kb2@psu.edu

Maureen M. Black 86

University of Maryland
Baltimore, MD
mblack@umaryland.edu

Clancy Blair 64, 72, 105, 106, 109, 119

Pennsylvania State University
University Park, PA
cbb11@psu.edu

Julie-Ann Blake 110

Tetlit Zheh Child Centre
Fort McPherson, NT, Canada
ths@nt.sympatico.ca

Anne Bloomenthal 16

Mathematica Policy Research, Inc.
Princeton, NJ
abloomenthal@mathematica-mpr.com

Mary Boat 38

University of Cincinnati
Cincinnati, OH
mary.boat@uc.edu

Michelle Boatright 81

Community Action Project of
Tulsa County, Inc.
Tulsa, OK
mboatright@captc.org

Elena Bodrova 73, 90

Mid-Continent Research for
Education and Learning
Aurora, CO
ebodrova@mcrel.org

Patti Ann Bokony 11, 86, 117

University of Arkansas for Medical Sciences
Little Rock, AR
bokonypattia@uams.edu

Kimberly Boller 13

Mathematica Policy Research, Inc.
Princeton, NJ
kboller@mathematica-mpr.com

Leslie Booren 92, 109

University of Virginia
Charlottesville, VA
booren@virginia.edu

DIRECTORY

James A. Bovaird 115

University of Nebraska-Lincoln
Lincoln, Nebraska
jbovaird2@unl.edu

Carmen Bovell-Chester 62

U.S. Department of Health and
Human Services
Washington, DC
carmen.bovellchester@acf.hhs.gov

Lisa K. Boyce 15, 107, 108

Utah State University
Logan, UT
lisa.boyce@usu.edu

Catherine Bracaliello 42, 78

Lehigh University
Bethlehem, PA
cbb206@lehigh.edu

Cheryl Bradbury 110

Chalmers & Associates Consulting
Maple, ON, Canada
bradbury.cheryl@torontorehab.on.ca

Robert H. Bradley 11, 17, 86, 117

University of Arkansas at Little Rock
Little Rock, AR
rhbradley@ualr.edu

Molly Colleen Bradshaw 98

Public/Private Ventures
Oakland, CA
mbradshaw@ppv.org

Richard N. Brandon 117, 118

University of Washington
Seattle, WA
hspcnews@u.washington.edu

Jessica Brauner 60, 61

Los Angeles Universal Preschool
Los Angeles, CA
jbrauner@laup.net

Lorraine Breffnie 100

Nova Southeastern University
Ft. Lauderdale, FL
breffni@nova.edu

James C. Bridgers, Jr. 31

MayaTech Corporation
Silver Spring, MD
jbridgers@mayatech.com

Maureen Elizabeth Brinkworth 100, 103

Harvard Graduate School of Education
Cambridge, MA
maureen.brinkworth@gmail.com

Dana Broadway 38

Pinellas County Head Start/Early Head Start
Pinellas Park, FL
dbroadway@pinellascountyheadstart.org

Carolyn Brockmeyer 32

Lehigh University
Bethlehem, PA
cabb@lehigh.edu

Jacinta Bronte-Tinkew 29, 84

Child Trends
Washington, DC
jbronte@childtrends.org

Sheila J. Brookes 42

University of Southern Mississippi
Hattiesburg, MS
sheila.brookes@usm.edu

Augustina M. Brooks 95

Texas Tech University
Lubbock, TX
augustina.brooks@ttu.edu

Holly Brophy-Herb 11, 21, 37, 59, 83, 107, 108

Michigan State University
East Lansing, MI
brophyherb@mich.com

Mary Jane Brotherson 44

Iowa State University
Ames, IA
mjbrothe@iastate.edu

Amy Brown 13

Altarum Institute
Washington, DC
Amy.Brown@altarum.org

Danielle D. Brown 40

University of Louisville
Louisville, KY
danielle.brown@louisville.edu

David L. Brown 47

Texas A&M University-Commerce
Commerce, TX
david_l_brown@tamu-commerce.edu

Eleanor Brown 28, 84, 100

West Chester University
West Chester, PA
ebrown@wcupa.edu

Elizabeth Todd Brown 91

University of Louisville
Louisville, KY
etbrow01@louisville.edu

Patricia Brown 6

Office of Head Start
Washington, DC
Patricia.brown@acf.hhs.gov

Amanda Bryans 16

Office of Head Start
Washington, DC
abryans@acf.hhs.gov

Donna M. Bryant 18, 20, 45, 49, 107, 108, 115

University of North Carolina at Chapel Hill
Chapel Hill, NC
bryant@unc.edu

Martha Buell 120

University of Delaware
Newark, DE
mjbuell@udel.edu

Jennae Bulat 32

LeapFrog
Emeryville, CA
jbulat@leapfrog.com

Margaret Burchinal 6, 8, 45

University of North Carolina at Chapel Hill
Chapel Hill, NC
burchinal@unc.edu

Barbara M. Burns 40, 92

University of Louisville
Louisville, KY
bburns@louisville.edu

Sonia Cabell 20

University of Virginia
Charlottesville, VA
sqc2d@virginia.edu

Natasha Cabrera 17, 30

University of Maryland
College Park, MD
ncabrera@umd.edu

DIRECTORY

Frances A. Campbell 80

University of North Carolina at Chapel Hill
Chapel Hill, NC
campbell@mail.fpg.unc.edu

Margo Candelaria 86

University of Maryland
Baltimore, MD
mcandelaria@peds.umaryland.edu

Eric Cane 60

First 5 LA
Los Angeles, CA
ecain@first5la.org

Regina Canuso 108

P.E.A.C.E., Inc.
Syracuse, NY

Mary Capello 63

Texas Migrant Council, Inc.
Laredo, TX
mary.capello@mail.tmccentral.org

Randolph Capps 84

Urban Institute
Washington, DC
rarcapps@ui.urban.org

John Carlson 23

Michigan State University
East Lansing, MI
carloj@msu.edu

Stephanie Carlson 109

University of Washington
Seattle, Washington
carlsons@u.washington.edu

Johanna Carpenter 41

Temple University
Philadelphia, PA
johannac@temple.edu

Victoria W. Carr 38

University of Cincinnati
Cincinnati, OH
victoria.carr@uc.edu

Jennifer Carrano 29

Child Trends
Washington, DC
jcarrano@childtrends.org

Judith J. Carta 11, 87, 107, 120

University of Kansas
Kansas City, KS
carta@ku.edu

Sandra Carton 70

Administration for Children and Families
Washington, DC
Sandra.carton@acf.hhs.gov

Amy M. Casey 23

Vanderbilt Center for Child Development
Nashville, TN
amy.m.casey@vanderbilt.edu

Margaret Sarah Caspe 32, 60, 61, 77

Mathematica Policy Research, Inc.
Princeton, NJ
mcaspe@mathematica-mpr.com

Dina C. Castro 19, 20, 75

University of North Carolina at Chapel Hill
Chapel Hill, NC
dina_castro@unc.edu

Kerry K. Caverly 87

Parents As Teachers National Center
St. Louis, MO
kerry.caverly@parentsasteachers.org

Elizabeth Cayen 110

Gwich'in Tribal Council
Inuvik, NT, Canada
dalite1@hotmail.com

Anil Chacko 112

Mount Sinai School of Medicine
New York, NY
anil.chacko@mssm.edu

Jennifer Helen Chalmers-MacDonald 93, 110

Ti'ondih Healing Society
Regina, SK, Canada
jennchalmers@hotmail.com

Yiting Chang 21

Adelphi University
Garden City, NY
chang@adelphi.edu

Ben Chauncey 62

Education Development Center, Inc.
Newton, MA
bchauncey@edc.org

Katherine Cheung 112, 113

New York University
New York, NY
kc1007@nyu.edu

Katie Christiansen 11, 117

Utah State University
Logan, UT
katichrsti@cc.usu.edu

Noreen Clark 13

University of Michigan
Ann Arbor, MI
nmclark@umich.edu

Brandy Lee Clarke 78, 115

University of Nebraska-Lincoln
Lincoln, NE
bclarke1@bigred.unl.edu

Keely Dyan Cline 39

University of Nebraska-Lincoln
Lincoln, NE
kcline2unl@yahoo.com

Moncrieff Cochran 117, 118

Cornell University
Ithaca, NY
mmc6@cornell.edu

David Ian Cohen 33, 51, 61

Sesame Workshop
New York, NY
david.cohen@sesameworkshop.org

Jeremy S. Cohen 41, 44

Temple University
Philadelphia, PA
cohen92@temple.edu

Rachel Chazan Cohen 17, 18, 70, 116

Office of Planning, Research and Evaluation
Washington, DC
rachel.cohen@acf.hhs.gov

Judith A. Colbert 51

Early Care and Education Consultant
Guelph, ON Canada
judith.colbert@sympatico.ca

Molly F. Collins 35

Erikson Institute
Chicago, IL
mcollins@erikson.edu

DIRECTORY

Marilee Comfort 91

Comfort Consults
Cheyney, PA
marilee@comfortconsults.com

Nicola A. Conners-Burrow 11, 46, 86, 117

UAMS College of Medicine
North Little Rock, AR
ConnersNicolaA@uams.edu

Christine Cook 44

Iowa State University
Ames, IA
ccccook@iastate.edu

Gina A. Cook 11, 37, 117

Utah State University
Logan, UT
gina@eiri.usu.edu

Ronna Cook 111

Westat
Rockville, MD
ronnacook@westat.com

Marie-Celeste Cordon 11

University of Washington
Seattle, WA
mariec@u.washington.edu

George Cornell 59

Native American Institute
Lansing, MI
cornell@msu.edu

Madelaine Cosgrove 88

University of North Florida
Jacksonville, FL
mcosgrove@unf.edu

Tonia Natalie Cristofaro 44

New York University
New York, NY
tnc204@nyu.edu

Barbara Culatta 90

Brigham Young University
Provo, UT
barbara_culatta@byu.edu

Raquel Cumba 15, 40

Catholic University of America
Washington, DC
38cumba@cua.edu

Anne E. Cunningham 103

University of California, Berkeley
Berkeley, CA
acunning@berkeley.edu

Gayle Cunningham 10, 18

Jefferson County Committee for Economic
Opportunity
Birmingham, AL
gcjcceo@aol.com

Linda Cunningham 46

University of Michigan
Ann Arbor, MI
lindacc@umich.edu

Mary Cunningham-DeLuca 83

Jackson Community Action Agency
Jackson, MI
mdeluca@caaajlh.org

Stephanie M. Curenton 94

Rutgers University
New Brunswick, NJ
scurenton@nieer.org

Julie Curran 78

Lehigh University
Bethlehem, PA
jacf@lehigh.edu

Jerlean Daniel 12

National Association for the Education of
Young Children
Washington, D.C.
jdaniel@naeyc.org

Catherine Darrow 35

Vanderbilt University
Nashville, TN
catherine.l.darrow@vanderbilt.edu

Dawn Davis 36

University of Nebraska
Lincoln, NE
ddavis6@unl.edu

Deborah Winders Davis 40, 92

University of Louisville
Louisville, KY
dwdavis@louisville.edu

Helen Miller Davis 97

University of California, Los Angeles
Los Angeles, CA
hmdavis@ucla.edu

Marquita Davis 86

Jefferson County Committee for Economic
Opportunity
Birmingham, AL
mdavis@jcceo.org

Crystal A. Day 92

University of Louisville
Louisville, KY
crystal.day@louisville.edu

Barbara D. DeBaryshe 120

University of Hawaii at Manoa
Honolulu, HI
debarysh@hawaii.edu

Lauren Elizabeth Decker 102

University of Virginia
Charlottesville, VA
laurendecker@virginia.edu

Wendy DeCoursey 11, 70, 107

ACF, Office of Planning, Research and
Evaluation
Washington, DC
wendy.decoursey@acf.hhs.gov

Carissa DeHoyos 94, 115

New York University
New York, NY
crd251@nyu.edu

Patricia Del Grosso 12, 13

Mathematica Policy Research, Inc.
Princeton, NJ
pdelgrosso@mathematica-mpr.com

Mary Ann D'Elío 28, 40, 70

The CDM Group, Inc.
Bethesda, MD
Maryann.delio@cdmgroup.com

David Deming 19

Harvard University
Cambridge, MA
demingd@nber.org

Susanne A. Denham 13, 72, 109

George Mason University
Fairfax, VA
sdenham@gmu.edu

Nicole Marie Denmark 97

University of Maryland
College Park, MD
nicole_denmark@yahoo.com

DIRECTORY

Sarah Elizabeth Dennis 27, 120

New York University
New York, NY
sek213@nyu.edu

Rebecca Sanford DeRousie 23

Pennsylvania State University
University Park, PA
rms353@psu.edu

James P. Desantis 42

James Bell Associates, Inc.
Arlington, VA
desantis@jbassoc.com

Adele Diamond 105, 106

University of British Columbia
Vancouver, BC, Canada
adele.diamond@ubc.ca

Karen E. Diamond 28, 89, 115

Purdue University
West Lafayette, IN
kdiamond@purdue.edu

Jennifer A. DiBara 100, 103

Harvard Graduate School of Education
Cambridge, MA
jad896@mail.harvard.edu

David K. Dickinson 35

Vanderbilt University
Nashville, TN
david.dickinson@vanderbilt.edu

Susan Dickstein 28, 84, 100

Bradley Hospital/Brown University
East Providence, RI
susan_dickstein@brown.edu

James Clyde DiPerna 11, 22, 93

Pennsylvania State University
University Park, PA
jdiperna@psu.edu

Louise Docherty 82

Playgroup Association of Queensland
Brisbane, Australia
louise@playgroup.org.au

Elaine Williams Domian 87

University of Kansas School of Nursing
Kansas City, KS
edomian@kumc.edu

Ximena Dominguez 48, 76

University of Miami
Miami, FL
xdominguez@psy.miami.edu

Celene E. Domitrovich 51, 89, 115

Pennsylvania State University
University Park, PA
cxd130@psu.edu

Aaron Rae Douglas 60

Mathematica Policy Research, Inc.
Washington, DC
adouglas@mathematica-mpr.com

Jo Ann Dowell 108

University of North Carolina, Chapel Hill
Chapel Hill, NC
jdowell@email.unc.edu

Jason Troy Downer 20, 45, 92, 109, 115

University of Virginia
Charlottesville, VA
jd2fe@cms.mail.virginia.edu

Benard P. Dreyer 34

NYU School of Medicine-Bellevue Hospital
Center
New York, NY
bpd1@nyu.edu

Greg Duncan 19, 69

Northwestern University
Evanston, IL
greg-duncan@northwestern.edu

Carl Dunst 107

Orelana Hawks Puckett Institute
Asheville, NC
dunst@puckett.org

Sara B. Dupuis 83, 108

Michigan State University
East Lansing, MI
sarabdupuis@yahoo.com

Kathleen M. Dwyer 116

Office of Planning, Research and Evaluation
Washington, DC
kathleen.dwyer@acf.hhs.gov

Carolyn Pope Edwards 36, 39, 115

University of Nebraska-Lincoln
Lincoln, NE
cedwards1@unl.edu

Allison Renee Elmer 90

University of Texas at San Antonio
San Antonio, TX
allison.elmer@utsa.edu

Dean Elson 81

Jumpstart for Young Children
Somerville, MA
dean.elson@jstart.org

Rebecca England 29, 41

Florida Institute of Education
Jacksonville, FL
rengland@unf.edu

Michelle M. Englund 14

University of Minnesota
Minneapolis, MN
englun008@umn.edu

Reanna Erasmus 93, 110

Yellowknives Aboriginal Head Start
Yellowknife, NT, Canada
headstart@yellowknife.com

Beverly G. Esposito 45

Children's Forum
Tallahassee, FL
besposito@thechildrensforum.com

Danielle Ewan 62

Center for Law and Social Policy
Washington, DC
dewen@clasp.org

W. Brad Faircloth 97

Family, Infant, and Preschool Program
Morganton, NC
Brad.Faircloth@ncmail.net

Katie Fallin 60, 61

First 5 LA
Los Angeles, CA
kfallin@first5la.org

Xitao Fan 20

University of Virginia
Charlottesville, VA
xfan@virginia.edu

John W. Fantuzzo 26, 27, 31, 37, 64, 94, 112, 113, 114, 115

University of Pennsylvania
Philadelphia, PA
johnf@gse.upenn.edu

DIRECTORY

Michaela L. Farber 50, 83

The Catholic University of America
Washington, DC
farber@cua.edu

Dolores Farhat 80

University of Miami
Coral Gables, FL
d.fals@umiami.edu

M. Jeffrey Farrar 33

University of Florida
Gainesville, FL
farrar@ufl.edu

Patricia Farrell 59

Michigan State University
East Lansing, MI
pfarrell@msu.edu

Joann M. Farver 76

University of Southern California
Los Angeles, CA
farver@usc.edu

Karen Fehringer 15

University of Colorado at Denver
Aurora, CO
karen.fehringer@UCHSC.edu

Barbara Ferguson-Kamara 26

District of Columbia
Washington, DC
barbara.kamara@dc.gov

Daniel Finkelstein 13

Mathematica Policy Research, Inc.
Cambridge, MA
dfinkelstein@mathematica-mpr.com

Hiram E. Fitzgerald 21, 37, 59, 83, 108

Michigan State University
East Lansing, MI
fitzger9@msu.edu

Roseanne L. Flores 101

Hunter College
New York, NY
rflores@hunter.cuny.edu

Randy Floyd 37

University of Memphis
Memphis, TN
rgfloyd@memphis.edu

Tanya Flushman 35

Vanderbilt University
Nashville, TN
tanya.r.flushman@vanderbilt.edu

Virginia Flynn 34

Bellevue Hospital Center
New York, NY
ginnyf45@juno.com

Louis Fogg 112

Rush University
Chicago, IL
louis_fogg@rush.edu

Shalini Forbis 63

The Children's Medical Center of Dayton
Dayton, OH
shalini.forbis@wright.edu

Ashley B. Ford 92

University of Louisville
Louisville, KY
albhav01@gwise.louisville.edu

Nicole Forry 116

Child Trends
Washington, DC
nforry@childtrends.org

Pat Foster 59

Gila River Indian Community-Head Start
Sacaton, AZ
pat.foster@gric.nsn.us

Cheryl Fountain 29, 41

University of North Florida
Jacksonville, FL
fountain@unf.edu

Susan Fowler 120

University of Illinois
Champaign, IL
safowler@uiuc.edu

Mary Kay Fox 12, 13

Mathematica Policy Research, Inc.
Cambridge, MA
mfox@mathematica-mpr.com

Nathan Fox 19, 62, 67

University of Maryland
College Park, MD
fox@umd.edu

David J. Francis 54, 55

Texas Institute for Measurement, Evaluation,
& Statistics
Houston, TX
dfrancis@uh.edu

Frank A. Franklin 63

University of Alabama at Birmingham
Birmingham, AL
frankln@uab.edu

Gerald Freeman 46

Oakland University
Rochester, MI
gfreeman@oakland.edu

Sarah Freeman 43

California State University
Chico, CA
sfreeman4@gmail.csuchico.edu

Jill Freiberg 35

Vanderbilt University
Nashville, TN
jill.b.freiberg@vanderbilt.edu

Jennifer Frey 66

Jefferson County Committee for
Economic Opportunity
Birmingham, AL
jfrey@jcceo.org

Janna Marie Fuccillo 48, 79

University of Miami
Coral Gables, FL
jfuccillo@gmail.com

Melissa Fujimoto 120

University of Hawaii
Honolulu, HI
Melissa.fujimoto@gmail.com

Allison Sidle Fuligni 25, 85, 115

University of California, Los Angeles
Los Angeles, CA
fuligni@gseis.ucla.edu

Rachel Fusco 79

University of Pittsburgh
Pittsburgh, PA
raf45@pitt.edu

Sara Gable 21

University of Missouri
Columbia, MO
gables@missouri.edu

DIRECTORY

Vivian L. Gadsden 112, 115

University of Pennsylvania
Philadelphia, PA
viviang@gse.upenn.edu

Sarah Elizabeth Gaither 43

University of California, Los Angeles
Los Angeles, CA
sarah.gaither@gmail.com

Laura Michelle Gardner 11

Utah State University
Logan, UT

Beth Hackethorn Garland 76, 95

Texas Children's Hospital
Houston, TX
bhgarlan@texaschildrenshospital.org

Pamela Watkins Garner 50

George Mason University
Fairfax, VA
pgarner1@gmu.edu

Christine Garvey 112

Rush University
Chicago, IL
Christine_A_Garvey@rush.edu

J'Lene George 112, 113

University of Miami
Coral Gables, FL
jgeorge@miami.edu

Michael Gerber 110, 111

University of California, Santa Barbara
Santa Barbara, CA
mgerber@education.ucsb.edu

Hope Kenarr Gerde 89

Purdue University
West Lafayette, IN
hgerde@purdue.edu

Scott Gest 115

Pennsylvania State University
University Park, PA
gest@psu.edu

Suhkdeep Gill 115

Pennsylvania State University
York, PA
sgill@psu.edu

Catherine Wilson Gillespie 47

Drake University
Des Moines, IA
catherine.gillespie@drake.edu

Walter S. Gilliam 46, 118

Yale University
New Haven, CT
walter.gilliam@yale.edu

Herbert P. Ginsburg 109

Teachers College, Columbia University
New York, NY
hpg4@columbia.edu

Kendra R. Glider 47

Drake University School of Education
Des Moines, IA
krg002@drake.edu

Carla Goble 81

Tulsa Community College
Tulsa, OK
cgoble@tulsacc.edu

Howard Goldstein 33

Florida State University
Tallahassee, FL

Naomi Goldstein 6, 7

Office of Planning, Research, and Evaluation
Washington, DC
Naomi.Goldstein@acf.hhs.gov

Deanna Gomby 60, 61

Deanna Gomby Consulting
Sunnyvale, CA
eleganttern@earthlink.net

Jamie Gonzalez 77

New York University
New York, NY
jamieg@nyu.edu

Philip R. Gordon 91

Comfort Consults
Cheyney, PA
phil@comfortconsults.com

Dana M. Gorecki 120

University of Hawaii
Honolulu, HI
gorecki@hawaii.edu

William Gormley 22, 60

Georgetown University
Washington, DC
gormleyw@georgetown.edu

Rob Goslin 38

Red Cliff Band of Lake Superior,
Chippewa Early Childhood Center
Bayfield, WI
redcliff_fatherhood@yahoo.com

Carolyn Stephenson Gosse 34

University of Virginia
Charlottesville, VA
carolyn@thegosses.com

Marcia Gouvea 78

University of Chicago
Chicago, IL
mgouvea@chapinhall.org

Elliott Thomas Graham 42

James Bell Associates
Arlington, VA
graham@jbassoc.com

Saralyn Grass 45

Children's Forum
Tallahassee, FL
sgrass@thechildrensforum.com

Eileen Hund Gravani 33, 34

State University of New York at Cortland
Cortland, NY
gravanie@cortland.edu

Beth Green 23

NPC Research
Portland, OR
green@npcresearch.com

Linnie Green 24, 37

New York University
New York, NY
linniegreen@gmail.com

Ariela Caren Greenberg 47, 48

University of Miami
Coral Gables, FL
ac_greenberg@yahoo.com

Mark T. Greenberg 51, 52, 67, 68, 71, 89

Pennsylvania State University
State College, PA
mxg47@psu.edu

DIRECTORY

Daryl B. Greenfield 47, 48, 76, 79, 80, 90, 112, 113

University of Miami
Coral Gables, FL
dgreenfield@miami.edu

James Griffin 109, 114

National Institutes of Health
Rockville, MD
James.griffin@nih.hhs.gov

Ken Griffin 96

Weill Medical College of Cornell University
New York, NY
kgriffin@med.cornell.edu

Patricia Ann Griffin 38, 46

Oakland University
Rochester, MI
pgriffinkdg@aol.com

Jennifer Grisham-Brown 99

University of Kentucky
Lexington, KY
jgleat00@uky.edu

Kathryn E. Grogan 51

Georgia State University
Atlanta, GA
kgrogan1@student.gsu.edu

Deborah A. Gross 112

Rush University
Chicago, IL
deborah_gross@rush.edu

Alison G. Wishard Guerra 25, 75

University of California, San Diego
La Jolla, CA
awishard@ucsd.edu

Pinar Gurkas 80

Columbus State University
Columbus, GA
gurkas_pinar@colstate.edu

Karen A. Guskin 87

Parents As Teachers National Center
St. Louis, MO
karen.guskin@parentsasteachers.org

Vera Gutierrez-Clellen 24

San Diego State University
San Diego, CA
vclellen@mail.sdsu.edu

Kelly Haas 94

Loyola University Chicago
Chicago, IL
khaas1@luc.com

Jessica S. Hafetz 85

The Children's Hospital of Philadelphia
Philadelphia, PA
jessicahafetz@yahoo.com

John W. Hagen 6, 7, 110, 118

University of Michigan
Ann Arbor, MI
jwhagen@umich.edu

Elizabeth Hair 116

Child Trends
Washington, DC
ehair@childtrends.org

Kendra Hall 90

Brigham Young University
Provo, UT
kendra_hall@byu.edu

Tamara Halle 116

Child Trends
Washington, DC
thalle@childtrends.org

Kristin Hallgren 13

Mathematica Policy Research, Inc.
Seattle, WA
khallgren@mathematica-mpr.com

Amy L. Halliburton 84

Oklahoma State University
Tulsa, OK
amy.halliburton@okstate.edu

Tamara Hamai 60, 61

Los Angeles Universal Preschool
Los Angeles, CA
thamai@laup.net

Ellen Hamilton 35

University of Michigan
Ann Arbor, MI
eehamilt@umich.edu

Carol Scheffner Hammer 19, 20, 77, 78, 109

Pennsylvania State University
University Park, PA
cjh22@psu.edu

Bridget Hamre 20, 45, 115

University of Virginia
Charlottesville, VA
hamre@virginia.edu

Myae Han 120

University of Delaware
Newark, DE
myaehan@udel.edu

Terry B. Hancock 66

Vanderbilt University
Nashville, TN
terry.hancock@vanderbilt.edu

Marci Hanson 115

San Francisco State University
San Francisco, CA
mjhanon@sfsu.edu

Brenda Jones Harden 22, 53, 71, 72, 97, 117

University of Maryland at College Park
College Park, MD
bjharden@umd.edu

Ruby C. Harris 92

Mid-Continent Research for Education and Learning
Denver, CO
charris@mcrel.org

Lynn C. Hartle 45

University of Central Florida
Orlando, FL
lhartle@mail.ucf.edu

Genevieve Hartman 109

Teachers College, Columbia University
New York, NY
glh2108@columbia.edu

Suzanne Hartman 98

George Mason University
Fairfax, VA
shartma1@gmu.edu

Laura Hawkinson 31, 112, 113

University of Pennsylvania
Philadelphia, PA
lhawk@dolphin.upenn.edu

Shelley Hawver 83, 108

Jackson Community Action Agency
Jackson, MI
shawver@caaajlh.org

DIRECTORY

Kathleen M. Hebbeler 101

SRI International
Davis, CA
kathleen.hebbeler@sri.com

Jennifer Hecker 36

Juniper Gardens Children's Project
Kansas City, KS
jhecker@ku.edu

Robert W. Heffer 95

Texas A&M University
College Station, TX
rob-heffer@tamu.edu

Susan M. Hegland 36

Iowa State University
Ames, IA
shegland@iastate.edu

Mary Louise Hemmeter 66

Vanderbilt University
Nashville, TN
ml.hemmeter@vanderbilt.edu

Jamila Henderson 13

Mathematica Policy Research, Inc.
Princeton, NJ
jhenderson@mathematica-mpr.com

William Henninger 44

Iowa State University
Ames, IA
whenning@iastate.edu

Angela Herrick 76

University of Southern Maine
Portland, ME
aherrick@usm.maine.edu

Amy Lea Herring 120

Project EAGLE Community Programs
Kansas City, KS
aherring@kumc.edu

Delyne Hicks 13

Jefferson County Committee for Economic
Opportunity
Birmingham, AL
dhicks@jcceo.org

Ann Higgins-D'alessandro 85

Fordham University
Bronx, NY

Elaine Hill 60, 61

Mathematica Policy Research, Inc.
Princeton, NJ
ehill@mathematica-mpr.com

Timothy David Hill 78

University of South Florida
Tampa, FL
timhill55@yahoo.com

Annemarie H. Hindman 45, 103

University of Michigan
Ann Arbor, MI
ahindman@umich.edu

Melanie Ho 120

Honolulu Community Action Program
Oahu Head Start
Honolulu, HI
mkiho@hawaii.edu

Laura Hoard 12

Office of Planning, Research and Evaluation
Washington, DC
lhoard@acf.hhs.gov

Robin Lee Hojnosi 37

Lehigh University
Bethlehem, PA
roh206@lehigh.edu

Diane Holditch-Davis 87, 108

Duke University
Durham, NC
holdi003@mc.duke.edu

Virginia Lee Holloway 33

University of Florida
Gainesville, FL
aurora16@ufl.edu

Diane Marie Horm 81

University of Oklahoma-Tulsa
Tulsa, OK
dhorm@ou.edu

Eva Horn 115

University of Kansas
Lawrence, KS
evahorn@ku.edu

Mildred Horodynski 11, 21, 83, 108

Michigan State University
East Lansing, MI
millie@msu.edu

Allison Horowitz 29, 84

Child Trends
Washington, DC
ahorowitz@childtrends.org

Kimberly Sue Howard 30

Teachers College, Columbia University
New York, NY
howard@tc.edu

Stephani Howarter 120

University of Kansas
Lawrence, KS
sschmidt@ku.edu

Carollee H. Howes 25, 45, 114, 115

University of California, Los Angeles
Los Angeles, CA
howes@gseis.ucla.edu

Leesa Huang 43

California State University, Chico
Chico, CA
lvhuang@csuchico.edu

Yiching D. Huang 25

University of California, Los Angeles
Los Angeles, CA
yichingdhuang@gmail.com

Harris Solomon Huberman 34

SUNY Downstate Medical Center
Brooklyn, NY
harris.huberman@downstate.edu

Andrea H. Hughes 81

Community Action Project of Tulsa County
Tulsa, OK

Cristina Hunter 95

New York University
New York, NY
ch3217@nyu.edu

Janice K. Hunter 48

University of North Florida
Jacksonville, FL
j.hunter@unf.edu

Kristen Marie Hurley 86

University of Maryland
Baltimore, MD
khurley@peds.umaryland.edu

DIRECTORY

Corrie Lynn Hurtt 92

University of Virginia
Charlottesville, VA
corrie@virginia.edu

Nicholas S. Ialongo 112

Johns Hopkins University
Baltimore, MD
nialongo@jhsph.edu

Hande Ilgaz 32

Lehigh University
Bethlehem, PA
hai205@lehigh.edu

Gilbert Innis 59

Arizona State University
Tempe, AZ
Gilbert.Innis@asu.edu

Mark S. Innocenti 11, 15, 107, 108, 117

Utah State University
Logan, UT
mark.innocenti@usu.edu

Iheoma Iruka 39, 49, 91

University of North Carolina at Chapel Hill
Chapel Hill, NC
iruka@unc.edu

Roopa Iyer 43, 91

University of California, Berkeley
Berkeley, CA
roopa.v.iyer@gmail.com

Clint Jacks 59**Rhonda S. Jamison 102**

University of Illinois
Champaign, IL
rjamiso2@uiuc.edu

Helena A. Janes 29

California State University, Stanislaus
Stockton, CA
hajanes@gmail.com

Richard Anthony Janiak 36

Charlotte County Public Schools
Punta Gorda, FL
richard_janiak@ccps.k12.fl.us

Hyun-Joo Jeon 98

University of Alabama
Tuscaloosa, AL
hjeon@ches.ua.edu

Judith Jerald 117

Office of Head Start
Washington, DC
jjerald@acf.hhs.gov

Abigail M. Jewkes 98

Hunter College
City University of New York
New York, NY
ajewkes@hunter.cuny.edu

Wendell Jim 59

Warm Springs Tribe
Warm Springs, OK

Armando Jimenez 60

First 5 LA
Los Angeles, CA
ajimenez@first5la.org

Aesha John 84

Oklahoma State University
Tulsa, OK
aesha.john@okstate.edu

Danya Johnson 11, 37, 86, 117

University of Arkansas for Medical Sciences
North Little Rock, AR
johnsondanyal@uams.edu

Jessica Lynn Johnson 98

George Mason University
Fairfax, VA
jjohnsm@gmu.edu

Cynthia Irwin Joiner 86

University of Alabama
School of Nursing
Birmingham, AL
irwin@uab.edu

Damon Jones 115

Vanderbilt University
Sewanee, TN
damon.jones@vanderbilt.edu

Jacqueline Jones 18

New Jersey State Department of Education
Trenton, NJ
jajones@doe.state.nj.us

Stephanie M. Jones 20, 112, 115

Fordham University
New York, NY
astjones@fordham.edu

Wrenetha A. Julion 31, 112

Rush University
Chicago, IL
Wrenetha_A_Julion@rush.edu

Vonda K. Jump 11, 15, 108, 117

Utah State University
Logan, UT
vonda@eiri.usu.edu

Eunju Jung 17, 50

University of Nebraska-Lincoln
Lincoln, NE
ejjung@bigred.unl.edu

Youngok Jung 40

University of California, Los Angeles
Los Angeles, CA
yc7d@ucla.edu

Ann Marie Jusczyk 45

Johns Hopkins University
Baltimore, MD
ajusczyk@csos.jhu.edu

Laura Marie Justice 20, 34, 45, 66

University of Virginia
Charlottesville, VA
ljustice@virginia.edu

Sharon Lynn Kagan 18

Teachers College, Columbia University
New York, NY
sharon.kagan@yale.edu

Kirsten Kainz 80

University of North Carolina, Chapel Hill
Chapel Hill, NC
kkainz@email.unc.edu

Ann P. Kaiser 31, 66

Vanderbilt University
Nashville, TN
ann.kaiser@vanderbilt.edu

Marygrace Kaiser 80

University of Miami
Coral Gables, FL
myale@miami.edu

Sara Corll Kalb 72

George Mason University
Fairfax, VA
skalb@gmu.edu

DIRECTORY

Phyllis K. Kalifeh 45

Children's Forum
Tallahassee, FL
pkalifeh@thechildrensforum.com

Ronit Kahana Kalman 77

New York University
New York, NY
rk2024@nyu.edu

Lynn A. Karoly 25, 115

RAND Corporation
Arlington, VA
karoly@rand.org

Jared Keengwe 45

University of North Dakota
Grand Forks, ND
jared.keengwe@und.edu

Annalee Kelly 60, 61

Mathematica Policy Research, Inc.
Princeton, NJ
akelly@mathematica-mpr.com

Joy Lorenzo Kennedy 32, 77

New York University
New York, NY
joykennedy@nyu.edu

Hengameh Kermani 29

University of North Carolina, Wilmington
Wilmington, NC
kermanih@uncw.edu

Ferdousi Khanom 88**Ji-Yeon Kim 120**

University of Hawaii
Honolulu, HI
jjiyeonk@hawaii.edu

Susan Kinsey 116

RTI
Research Triangle Park, NC
shk@rti.org

Akemi Kinukawa 29

Child Trends
Washington, DC
akinukawa@childtrends.org

Mumbe S. Kithakye 50, 83, 84

Oklahoma State University
Tulsa, OK
mumbe.kithakye@okstate.edu

Ellen Kisker 18

Longmont, CO
ekisker@comcast.net

Douglas Klayman 48, 70

Social Dynamics, LLC
Potomac, MD
DKlayman@socialdynamicsllc.com

Alice Klein 91

University of California, Berkeley
Berkeley, CA
asklein@berkeley.edu

Mary M. Klute 93, 107, 108

Clayton Early Learning
Denver, CO
mklute@claytonearlylearning.org

Lisa L. Knoche 39, 78, 115

University of Nebraska-Lincoln
Lincoln, NE
lknoche2@unl.edu

Lena Ko 27

Northwest Regional Educational Laboratory
Portland, OR
kol@nwrel.org

Sally A. Koblinsky 31

University of Maryland
College Park, MD
koblinsk@umd.edu

Serene Koh 35, 46

University of Michigan
Ann Arbor, MI
serenek@umich.edu

Shira Kolnik 80

University of Miami
Coral Gables, FL
s.kolnik@umiami.edu

Jennifer A. Kotler 33

Sesame Workshop
New York, NY

Akua Femi Kouyate 48

Wolf Trap Institute for Early Learning
Through the Arts
Vienna, VA
akuak@wolftrap.org

Lee Kreader 118

National Center for Children in Poverty
New York, NY
jk821@columbia.edu

Sue Agnes Krolikowski 36

Grosse Pointe, MI
tedkrol@peoplepc.com

Jessica Krueer 23

District HS 211
Palatine, IL
krueerjes@msu.edu

Janis Kupersmidt 114, 115

innovation Research and Training
Durham, NC
jkupersmidt@irtinc.us

Kevin A Kupzyk 115

University of Nebraska-Lincoln
Lincoln, Nebraska

Candace H. Lacey 49

Nova Southeastern University
North Miami Beach, FL
lacey@nova.edu

Nancy Lafleur 110

Hay River Reserve
Aboriginal Head Start
Hay River, NT, Canada
leonie_vermillion@southslave.learnnet.ca

Faith Lamb-Parker 121, 123

Columbia University
New York, NY
Flp1@columbia.edu

Valeri Lane 99

ZERO TO THREE
Washington, DC
vlane@iland.net

Karen LaParo 45

University of North Carolina, Greensboro
Greensboro, NC
kmlaparo@uncg.edu

Sandraluz Lara-Cinisomo 25, 115

RAND Corporation
Pittsburgh, PA
slara@rand.org

DIRECTORY

Patrice LeBlanc 49

Nova Southeastern University
Ft. Lauderdale, FL
leblanpc@nova.edu

Whitney Ann LeBoeuf 27, 112, 113

University of Pennsylvania
Philadelphia, PA
wleboeuf@dolphin.upenn.edu

Carol Amundson Lee 11, 86, 117

Child Development, Inc.
Russellville, AR
clee@childdevinc.org

Young-Sun Lee 109

Teachers College, Columbia University
New York, NY
yslee@tc.columbia.edu

Sloane Lefkowitz-Burt 97

University of California, Los Angeles
Los Angeles, CA
sloane10@ucla.edu

Elyse Brauch Lehman 42

George Mason University
Fairfax, VA
elehman@gmu.edu

Puiwa Lei 11, 93

Pennsylvania State University
University Park, PA
puiwa@psu.edu

Jean Lennon 40, 116

RTI
Research Triangle Park, NC
jlennon@rti.org

Deborah Jane Leong 27, 64, 73

Metropolitan State College of Denver
Denver, CO
leongd@mscd.edu

Nonie K. Lesaux 54, 55

Harvard University
Cambridge, MA
nonie_lesaux@gse.harvard.edu

Eli Lieber 97

University of California, Los Angeles
Los Angeles, CA
elieber@ucla.edu

Joan Lieber 115

University of Maryland
College Park, MD
jlieber@umd.edu

Harriet Liebow 101

The Catholic University of America
Washington, DC
liebow@cua.edu

Christine Li-Grining 94, 112, 115

Loyola University Chicago
Chicago, IL
cligrining@luc.edu

Youngok Lim 62

Education Development Center
Newton, MA
ylim@edc.org

Olivia Kathryn Aranda Lima 92, 109

University of Virginia
Charlottesville, VA
lima@virginia.edu

Yi-Juin Liu 120

University of Kansas
Kansas City, KS
juin@ku.edu

Sean Logie 72

The Catholic University of America
Washington, DC
sean.logie@gmail.com

Joan Lombardi 70

The Children's Project
Washington, DC
lombardij@aol.com

Erika London-Bocknek 83, 108

Michigan State University
East Lansing, MI
londoner@msu.edu

Lisa M. Lopez 19, 20, 38, 75, 78, 109

University of South Florida
Tampa, FL
Lopez@coedu.usf.edu

Michael Lopez 15, 60, 61, 70, 114

National Center for Latino Child & Family
Research
Laytonsville, MD
milopez@earthlink.net

Gabriela Lopez-Mitnik 86

University of Miami
Miami, FL

Catherine Lord 62, 63

UMACC
Ann Arbor, MI
celord@umich.edu

Frederick O. Lorenz 85

Iowa State University
Ames, IA
folorenz@iastate.edu

John M. Love 18, 60, 61, 70

Mathematica Policy Research, Inc.
Ashland, OR
jlove@mathematica-mpr.com

Patricia Lozano 60, 61

First 5 LA
Los Angeles, CA
plozano@first5la.org

Fernanda Lucchese 77

New York University
New York, NY
F1488@nyu.edu

Amy E. Luckner 92, 109

University of Virginia
Charlottesville, VA
ael6n@virginia.edu

Julieta Lugo-Gil 60, 81

Mathematica Policy Research, Inc.
Princeton, NJ
jlugo-gil@mathematica-mpr.com

Gayle Luze 44

Iowa State University
Ames, IA
gluze@iastate.edu

Sandra K. Machida 43

California State University
Chico, CA
smachida@csuchico.edu

David L. Macphee 96

Colorado State University
Fort Collins, CO
macphee@cahs.colostate.edu

DIRECTORY

Amy Madigan 114

ASPE
Washington, DC
amy.madigan@hhs.gov

Wendy K. Mages 34

Harvard Graduate School of Education
Cambridge, MA
mageswe@gse.harvard.edu

Michelle Filomena Maier 48, 80

University of Miami
Coral Gables, FL
maier.michelle@gmail.com

Elena V. Malofeeva 14

High/Scope Educational Research
Foundation
Ypsilanti, MI
lenam@highscope.org

Jeannette Mancilla-Martinez 11, 77

Harvard Graduate School of Education
Cambridge, MA
mancilje@gse.harvard.edu

Tammy Mann 17, 71, 118

ZERO TO THREE
Washington, DC
tmann@zerotothree.org

Linda Citlali Manning 118

National Association for the Education of
Young Children
Washington, DC
lmanning@naeyc.org

Patricia H. Manz 39, 42, 53, 78

Lehigh University
Bethlehem, PA
phm3@lehigh.edu

Rebecca A. Marcon 45, 51, 102, 120

University of North Florida
Jacksonville, FL
rmarcon@unf.edu

Paula J. Margraf 42

Community Services for Children
Allentown, PA
pmargraf@cscinc.org

Howard Markel 73, 74

University of Michigan
Ann Arbor, MI
howard@umich.edu

Janet Marquist 115**Ivelisse M. Martinez-Beck 20, 116**

Office of Planning, Research and Evaluation
Washington, DC
ivelisse.martinezbeck@acf.hhs.gov

Andrew J. Mashburn 20, 115

University of Virginia
Charlottesville, VA
amashburn@virginia.edu

Marjorie Matheson-Maund 110

Tlcho Community Services Board
Bechoko, NT, Canada
marjoriem@dogrib.net

Angela Maupin 23

Michigan State University
East Lansing, MI
maupinan@msu.edu

Lynn Milgram Mayer 50, 101

The Catholic University of America
Washington, DC
mayer@cua.edu

Wayne Mayfield 36, 47

Center for Family Policy and Research
Columbia, MO
mayfieldw@missouri.edu

Mary Mazarky 82

Bright from the Start: Georgia Department of
Early Care and Learning
Atlanta, GA
Mary.Mazarky@dec.al.ga.gov

Lisa McCabe 82, 118

Cornell University
Ithaca, NY
lam4@cornell.edu

Mary Ann McCabe 118, 121, 122

Society for Research in Child Development
Washington, DC
mmccabe@srcd.org

Katherine M. McCormick 24, 82

University of Kentucky
Lexington, KY
kmcco2@uky.edu

Julie McCrae 79

University of Pittsburgh
Pittsburgh, PA
jsmccrae@pitt.edu

Brenda L. McDaniel 84

Oklahoma State University
Tulsa, OK
brenda.mcdaniel@okstate.edu

Paul McDermott 26, 64, 115

University of Pennsylvania
Philadelphia, PA
drpaul4@verizon.net

Karen E. McFadden 17

New York University
New York, NY
karen.mcfadden@nyu.edu

Anne McGinnis 93

Pennsylvania State University
University Park, PA
amm480@psu.edu

Anita McGinty 20

University of Virginia
Charlottesville, VA
as2g@virginia.edu

Kara McGoeys 102

Duquesne University
Pittsburgh, PA
mcgoeyk@duq.edu

Michael McGrady 118

National Head Start Association
Alexandria, VA
mmcgrady@nhsa.org

Mary McKay 112

Mt. Sinai School of Medicine
New York, NY
mary.mckay@mssm.edu

Mary Ellen McKay-Easters 33

University of Florida
Gainesville, FL
memckay@ufl.edu

Eileen McKeating-Esterle 36

Children's Hospital of Pittsburgh
University of Pittsburgh
Pittsburgh, PA
eim4@pitt.edu

DIRECTORY

Lorraine M. McKelvey 37, 46, 83, 117
University of Arkansas for Medical Sciences
North Little Rock, AR
mckelveylorraine@uams.edu

Elizabeth Margaret McLaren 99
Morehead State University
Morehead, KY
e.mclaren@moreheadstate.edu

Alissa McLean 32
LeapFrog
Emeryville, CA
amclean@leapfrog.com

Bronwyn McLemore 88
University of North Florida
Jacksonville, FL
bmclemor@unf.edu

Davette M. McLemore 11, 86, 117
UAMS Head Start
Little Rock, AR
McLemoreDavetteM@uams.edu

Michelle McNamara 84
Child Trends
Washington, DC
mmcnamara@childtrends.org

Cameron B. McPhee 116
McPhee Consulting
Hyattsville, MD
Ctr_cmcphree@air.org

Christine McWayne 22, 24, 37, 53, 112, 113
New York University
New York, NY
cm106@nyu.edu

Robin A. McWilliam 23
Vanderbilt Center for Child Development
Nashville, TN
robin.mcwilliam@vanderbilt.edu

Coleen Meehan 108
P.E.A.C.E., Inc.
Syracuse, NY
Coleen.meehan@internetmci.com

Samuel J. Meisels 89, 94
Erikson Institute
Chicago, IL
smeisels@erikson.edu

Gigliana Melzi 32, 77
New York University
New York, NY
gigliana.melzi@nyu.edu

Alan Mendelsohn 34
New York University School of Medicine and
Bellevue Hospital Center
New York, NY
alm5@nyu.edu

Julia L. Mendez 41, 53
Temple University
Philadelphia, PA
jmendez@temple.edu

Sarah Messiah 86

Lana Messner 36
KACCRRRA
Wichita, KS
LMes458036@aol.com

Molly Metzger 94
Northwestern University
Evanston, IL
mmetzger@gmail.com

Jacqueline Meyer 33, 34
State University of New York at Cortland
Cortland, NY
meyerj@cortland.edu

Sonya S. Meyers 84
University of Virginia
Charlottesville, VA
ssm5x@virginia.edu

Adele W. Miccio 77, 78, 109
Pennsylvania State University
University Park, PA
awm4@psu.edu

Melanie Mikusa 97
Family, Infant, and Preschool Program
Morganton, NC
melanie.mikusa@ncmail.net

Stephanie Milan 31
University of Connecticut
Storrs, CT
stephanie.milan@uconn.edu

Alison Miller 28, 84, 100
University of Michigan
Ann Arbor, MI
alimill@umich.edu

Lori Mishima-Young 120
University of Hawaii
Honolulu, HI
lorimy@hawaii.edu

Kim McLeish Mitchell 12

Stephanie Jolley Mitchell 30
CNMC
Washington, DC
sjmitche@cnmc.org

Suzanne Mitchell 85
Harvard Medical School
Gloucester, MA
sem1014@aol.com

Victoria Molfese 91
University of Louisville
Louisville, KY
tori@louisville.edu

Shannon Claire Monahan 89
Mathematica Policy Research, Inc.
Princeton, NJ
SMonahan@mathematica-mpr.com

Heather M. Monroe-Ossi 48
University of North Florida
Jacksonville, FL
h.monroe-ossi@unf.edu

Sally Moomaw 38
University of Cincinnati
Cincinnati, OH
Sally.Moomaw@uc.edu

Lin Moore 47
Texas Woman's University
Denton, TX
linmoore@earthlink.net

Stephen Michael Moore 60
University of California, Berkeley
El Cerrito, CA
smmoore@berkeley.edu

Amanda J. Moreno 108
Omni Institute
Denver, Colorado
amoreno@omni.org

DIRECTORY

Paul L. Morgan 11, 93

Pennsylvania State University
University Park, PA
paulmorgan@psu.edu

Amanda Sheffield Morris 83, 84

Oklahoma State University
Tulsa, OK
amanda.morris@okstate.edu

Bradley Morris 48

Grand Valley State University Grand
Rapids, MI
morrisb@gvsu.edu

Lisa Morris 76

University of Southern Maine
Portland, ME
lmorris@usm.maine.edu

Pamela Morris 16

Manpower Demonstration Research
Corporation
New York, NY
pamela_morris@mdrc.org

Patricia Morris 41

University of Southern Maine
Portland, ME
pmorris@usm.maine.edu

Frederick J. Morrison 53, 64, 102, 110, 111

University of Michigan
Ann Arbor, MI
fjmorrison@umich.edu

Rena Morrison 92

Health Canada
Ottawa, ON, Canada
rena_Morrison@hc-sc.gc.ca

Debra Motagna 36

Juniper Gardens Children's Project
Kansas City, KS
debram@ku.edu

Gail Mulligan 16

National Center for Education Statistics
Washington, DC
Gail.Mulligan@ed.gov

Ann K. Mullis 79

Florida State University
Tallahassee, FL
amullis@garnet.acns.fsu.edu

Judith Mumford 36

University of Missouri
Columbia, MO
mumfordj@missouri.edu

Pelin Munis 112, 113

University of Miami
Coral Gables, FL
p.munis@umiami.edu

Sonya Myers 50, 83

University of Virginia
Charlottesville, VA
ssm5x@virginia.edu

Behnosh Najafi 114

Office of Planning, Research and Evaluation
Washington, DC
Behnosh.najafi@acf.hhs.gov

Ruby Ann Natale 86

University of Miami
Miami, FL
rnatale@med.miami.edu

Carin L. Neitzel 73

Vanderbilt University
Nashville, TN
carin.neitzel@vanderbilt.edu

Belinda Wilburn Nelson 12, 13

University of Michigan
Ann Arbor, MI
belindan@umich.edu

Dana C. Nelson 25

University of Washington
Seattle, WA
dnelson@u.washington.edu

Elizabeth Nelson 11

IMPACT Program
Glendale, WI
enelson@columbia-stmarys.org

Stacey M. Neuhaert-Pritchett 35

University of Georgia
Athens, GA
sneuhart@uga.edu

Susan B. Neuman 35, 46

University of Michigan
Ann Arbor, MI
sbneuman@umich.edu

Adriana Nevado 43

University of California, Berkeley
Belmont, CA
admath@gmail.com

Jeffrey Newcorn 112

Mt. Sinai School of Medicine
New York, NY
jeffrey.newcorn@mssm.edu

Jan Nicholson 82

Murdoch Childrens Research Institute
Melbourne, Australia
jan.nicholson@mcri.edu.au

Ageliki Nicolopoulou 32, 78

Lehigh University
Bethlehem, PA
agn3@lehigh.edu

Tracy Nishida 91

University of California, Berkeley
Berkeley, CA
tnishida@berkeley.edu

Robert Nix 115

Pennsylvania State University
University Park, PA
RNix@psu.edu

Robin Notah 59

Arizona State University
Tempe, AZ
robin.notah@asu.edu

Douglas K. Novins 59

University of Colorado Health Sciences
Center
Denver, CO
Douglas.Novins@uchsc.edu

Jim O'Brien 107

Office of Head Start
Washington, DC
jobrien@acf.hhs.gov

Robert W. O'Brien 28, 40, 70, 111

The CDM Group, Inc.
Bethesda, MD
Bob.obrien@cdmgroup.com

DIRECTORY

Kelley L. O'Carroll 100, 103

Harvard Graduate School of Education
Cambridge, MA
kelleyocarroll@gmail.com

Sherri L. Oden 46

Oakland University
Rochester, MI
oden@oakland.edu

Samuel L. Odom 109, 114, 115

University of North Carolina
Chapel Hill, NC
slodom@unc.edu

Erin Oldham 41, 76

Oldham Innovative Research
Portland, ME
eoldham@maine.rr.com

Esther Onaga 83, 108

Michigan State University
East Lansing, MI
onaga@msu.edu

Grace Nyaboke Onchwari 45

University of North Dakota
Grand Forks, ND
gnyaboke@yahoo.com

Christine A. Ong 60, 61

First 5 LA
Los Angeles, CA
cong@first5la.org

Aftab Opel 88

BRAC University Institute of Educational
Development
Dhaka, Bangladesh
aftab.opel@gmail.com

Valerie A. Orlando 84

ACF Region VIII
Aurora, CO
valerie.orlando@uchsc.edu

Sophia Marie Ortiz 90

University of Texas at San Antonio
San Antonio, TX
sophia.ortiz@utsa.edu

Marissa Owsianik 22, 37

New York University
Manhattan, NY
mo522@nyu.edu

Mariela Paez 19, 54, 65

Boston College
Chestnut Hill, MA
mariela.paez@bc.edu

Shefali N. Pai-Samant 28, 40

ICF International
Fairfax, VA
spai-samant@icfi.com

Danielle Palmer 23**Susan Palmer 115**

University Of Kansas
Lawrence, KS
spalmer@ku.edu

Barbara Alexander Pan 11, 77

Harvard Graduate School of Education
Cambridge, MA
panba@gse.harvard.edu

Sandra Pappas 109

Higher Education Chair - District 65
Saint Paul, MN
sen.sandy.pappas@senate.mn

Boyoung Park 39

Radford University
Radford, VA
bpark3@radford.edu

Jennifer Park 116

National Center for Education Statistics
Washington, DC
Jennifer.Park@ed.gov

Deborah Parrish 60, 61

American Institutes for Research
Palo Alto, CA
debparish@air.org

John M. Pascoe 10, 63, 73

Wright State University
Dayton, OH

Robert Pasnak 42

George Mason University
Fairfax, VA
rpasnak@gmu.edu

Terese Patrick 117

UAMS
Little Rock, AR
patrickterese@uams.edu

Diane Paulsell 13

Mathematica Policy Research, Inc.
Princeton, NJ
dpaulsell@mathematica-mpr.com

Ellen Peisner-Feinberg 115

University Of North Carolina
Chapel Hill, NC
ellenpf@unc.edu

Anthony Pellegrini 13

University of Minnesota
Minneapolis, MN
pelle013@umn.edu

Melanie Pellmann 85

Public Health Agency of Canada
Ottawa, ON, Canada
melanie_pellmann@hc-sc.gc.ca

Randall D. Penfield 47

University of Miami
Coral Gables, FL
penfield@miami.edu

Karla Patricia Perez 42

George Mason University
Fairfax, VA
kperez1@gmu.edu

Susan M. Perez 51, 102

University of North Florida
Jacksonville, FL
sperez@unf.edu

Staci M. Perlman 31

University of Pennsylvania
Philadelphia, PA
speckham@sp2.upenn.edu

Alyssa M. Perna 109

George Mason University
Fairfax, VA
aperna@gmu.edu

Krista M. Perreira 87, 108

University of North Carolina, Chapel Hill
Chapel Hill, NC
perreira@email.unc.edu

Marlo A. Perry 94

Adagio Health
Pittsburgh, PA
mperry@adagiohealth.org

DIRECTORY

Carla A. Peterson 36

Iowa State University
Ames, IA
carlapet@iastate.edu

Jessica Taisey Petrie 81

Jumpstart for Young Children
Boston, MA
jessica.petrie@jstart.org

David Philhour 43

California State University, Chico
Chico, CA
dphilhour@csuchico.edu

Deborah A. Phillips 22, 57

Georgetown University
Washington, DC

Robert C. Pianta 6, 9, 20, 45, 109, 114, 115

University of Virginia
Charlottesville, VA
rcp4p@virginia.edu

Leah A. Pigatti 96

Mahube Community Council
Detroit Lakes, MN
lpigatti@mahube.org

Ruth Piker 98

California State University, Long Beach Long Beach, CA
rpiker@csulb.edu

Joanne Pittman 108

Mid-Michigan Community Action Agency
Clare, Michigan
jpittman@mmcaa.org

Laura D. Pittman 37

Northern Illinois University
DeKalb, IL
lpittman@niu.edu

Margaret Pittman 26

Morgan State University
Baltimore, MD

Eric Pizzini 28

West Chester University
West Chester, PA
EP577716@wcupa.edu

Sandie Plata-Potter 78

University of Nebraska-Lincoln
Lincoln, NE
spotter1@bigred.unl.edu

Linda Michele Platas 99

University of California, Berkeley
Palo Alto, CA
linda.platas@gmail.com

Patricia Plemmons 35

Vanderbilt University
Nashville, TN
patricia.plemmons@vanderbilt.edu

Bentley D. Ponder 82

Bright From the Start: Georgia Department of Early Care and Learning
Atlanta, GA
bentley.ponder@dec.al.state.ga.us

Claire Cameron Ponitz 102

University of Virginia
Charlottesville, VA
ccponitz@virginia.edu

Douglas Robert Powell 89

Purdue University
West Lafayette, IN
powelld@purdue.edu

Libby Preble 32

LeapFrog School
Emeryville, CA
lpreble@leapfrog.com

Emily Pressler 94, 115

New York University
New York, NY
eap4@nyu.edu

Cora Price 11

Early Intervention Research Institute
Utah State University
Logan, UT

Cathy Huaqing Qi 31, 66

University of New Mexico
Albuquerque, NM
hqi@unm.edu

Yvonne Rafferty 96

Pace University
New York, NY
yrafferty@pace.edu

Nishat Fatima Rahman 88

BRAC University Institute of Educational Development
Dhaka, Bangladesh
nfrahman@bracuniversity.ac.bd

Helen Holz Raikes 11, 17, 18, 36, 50, 70, 111

University of Nebraska-Lincoln
Lincoln, NE
hraikes2@unl.edu

Craig T. Ramey 14

Georgetown University
Washington, DC
ctr5@georgetown.edu

Sharon Ramey 14

Georgetown University
Washington, DC
sr222@georgetown.edu

Suzanne M. Randolph 31, 95

University of Maryland
College Park, MD
suzanner@umd.edu

Melissa Raspa 116

RTI Research
Research Triangle Park, NC
MRaspa@rti.org

C. Cybele Raver 71, 72, 94, 112, 114

New York University
New York, NY
cybele.raver@nyu.edu

Yoland Reese 86

Jefferson County Committee for Economic Opportunity
Birmingham, AL
yreese@jccceo.org

Erin E. Reid 22, 93

Pennsylvania State University
University Park, PA
eer121@psu.edu

Arthur J. Reynolds 14

University of Minnesota
Minneapolis, MN
ajr@umn.edu

DIRECTORY

Brittany L. Rhoades 51

Pennsylvania State University
University Park, PA
blr162@psu.edu

Daniel Rice 111

Falls Church, VA
daniel.s.rice@gmail.com

Heather Richard 92

University of Louisville
Louisville, KY
heather.richard@louisville.edu

Rita Rico 60, 61

Juarez & Associates
Los Angeles, CA
rrico@juarezassociates.com

Alison Ridge 112

Rush University
Chicago, IL
Alison_C_Ridge@rush.edu

Lynne Robertson 85, 92

Health Canada
Ottawa, ON, Canada
Lynne_Robertson@hc-sc.gc.ca

Dimitra Robokos 96

Albert Einstein College of Medicine
Riverdale, NY
drobokos@aeom.yu.edu

Don Rock 60

Educational Testing Service
Princeton, NJ
DonaldR706@aol.com

Nicole Rodier 100, 103

Harvard Graduate School of Education
Cambridge, MA
narodier@gmail.com

Alexandra Rodriguez 32

New York University
New York, NY
ar948@nyu.edu

Barbara L. Rodriguez 77, 78, 109

University of New Mexico
Albuquerque, NM
brodrig@unm.edu

Eileen T. Rodriguez 29, 47

New York University
New York, NY
etr212@nyu.edu

Jamie Rogers-Cook 87

University of North Carolina at Chapel Hill
Chapel Hill, NC
jrogers3@email.unc.edu

Lori A. Roggman 11, 15, 37, 108, 117

Utah State University
Logan, UT
falori@cc.usu.edu

Jovanna Rohs 24

University of Missouri-Kansas City
Kansas City, MO
rohsj@umkc.edu

Sandy Romero 42

George Mason University
Fairfax, VA
sromero@gmu.edu

Mary Eunice Romero-Little 15, 59

Arizona State University
Tempe, AZ
m.eunice@asu.edu

Harriett D. Romo 90

University of Texas at San Antonio
San Antonio, TX
harriett.romo@utsa.edu

Leeza Rooks 38

University of South Florida
Tampa, FL
leezarooks@gmail.com

Rene Rosenbaum 26, 59

Michigan State University
East Lansing, MI
rosenba5@msu.edu

Deborah Rosenfeld 109

Education Development Center
Division of Mathematics Learning and
Teaching (MLT)
Newton, Massachusetts
Drosenfeld@edc.org

Sharon Rosenkoetter 59**Kathleen Roskos 13**

John Carroll University
University Heights, OH
roskos@jcu.edu

Christine M. Ross 91

Mathematica Policy Research, Inc.
Princeton, NJ
cross@mathematica-mpr.com

Judith Ross-Bernstein 82

Cornell University
Ithaca, NY
jr42@cornell.edu

Mary K. Rothbart 105

University of Oregon
Eugene, OR
maryroth@uoregon.edu

Beth Rous 24, 82

University of Kentucky
Lexington, KY
brous@uky.edu

Heather Lynn Rouse 27, 53, 112, 113

University of Pennsylvania
Philadelphia, PA
rouseh@gse.upenn.edu

Diane N. Ruble 17

New York University
New York, NY
diane.ruble@nyu.edu

Barbara J. Rudin 117, 118

Caliber Associates, Inc.
Alexandria, VA
rudinb@calib.com

Candice Rutter 36

Iowa State University
Ames, IA
cshimmin@iastate.edu

Aline de Sa 32

Lehigh University
Bethlehem, PA
abd205@lehigh.edu

Marjan Saghatoleslami 110

Seneca College
Toronto, ON, Canada
marjan.saghatoleslami@seneca.on.ca

DIRECTORY

Steffen L. Saifer 27, 73

Northwest Regional Educational Laboratory
Portland, OR
saifers@nwrel.org

Jennifer Lee Salaway 102

Children's Hospital of Pittsburgh of UPMC
Pittsburgh, PA
jennifer.salaway@chp.edu

Lee Sanders 86

University of Miami
Department of Pediatrics
Miami, FL
leesanders@miami.edu

Michelle Sarche 15

University of Colorado
Aurora, CO
michelle.sarche@uchsc.edu

Barbara Saunders 45

Early Education Solutions
Ft. Myers, FL
blsaunders@mindspring.com

Brook Sawyer 39

Thomas Jefferson University
Philadelphia, PA
brook.sawyer@jefferson.edu

Anita A. Scarborough 79, 101

University of North Carolina, Chapel Hill
Chapel Hill, NC
Anita_Scarborough@unc.edu

Peter Scheidt 10

National Children's Study
Bethesda, MD
ps80v@nih.gov

Jennifer Schiffman 33, 51

Sesame Workshop
New York, NY
jennifer.schiffman@sesameworkshop.org

Rachel F. Schiffman 12, 37, 83, 108

University of Wisconsin - Milwaukee
Milwaukee, WI
schiffma@uwm.edu

Diane Schilder 62

Education Development Center, Inc.
Newton, MA
dschilder@edc.org

Bethanne McKenna Schlee 79

Indiana State University
Terre Haute, IN
bschlee@isugw.indstate.edu

Kai Schnabel-Cortina 32

University of Michigan
Ann Arbor, MI
schnabel@umich.edu

C. Melanie Schuele 32

Vanderbilt University
Hearing and Speech Sciences
Nashville, TN
melanie.schuele@vanderbilt.edu

David Schultz 72

University of Maryland, Baltimore County
Baltimore, MD
dschultz@umbc.edu

Thomas Schultz 18

The Pew Charitable Trusts
Washington, DC
tschultz@pewtrusts.org

Todd Schwartz 87, 108

University of North Carolina, Chapel Hill
Chapel Hill, NC
twchwart@email.unc.edu

Lawrence J. Schweinhart 14, 19

High/Scope Educational Research
Foundation
Ypsilanti, MI
lschweinhart@highscope.org

Chris A. Sciarrino 12, 93, 108

The Clayton Foundation
Denver, CO
sciarrinoc@gwclayton.org

Jacqueline Scott 36

Center for Research and Family Policy
Columbia, MO
scottj@missouri.edu

Catherine Scott-Little 17, 18, 45

University of North Carolina, Greensboro
Greensboro, NC
mcscottl@uncg.edu

Heather Marie See 28

University of Maryland
College Park, MD
hsee@umd.edu

Ronald Seifer 28, 84, 100

Bradley Hospital/Brown University
East Providence, RI
Ronald_Seifer@brown.edu

Kendra Sena 15, 40

East Coast Migrant Head Start Project
Raleigh, NC
ksena@ECMHSP.org

Harshini K. Shah 89

Pennsylvania State University
State College, PA
hks117@psu.edu

Melissa Shablott 89

St. Paul Public Schools
West St. Paul, MN
sham0006@tc.umn.edu

Jacqueline Dee Shannon 17

Brooklyn College, CUNY
New York, NY
shannon@brooklyn.cuny.edu

Rebecca Shearer 26, 53, 112, 113

Erikson Institute/Chicago Public Schools
Chicago, IL
rebashearer@yahoo.com

Nurit Sheinberg 83, 100

Nova Southeastern University MSI
Hollywood, FL
nurit@nova.edu

Terri L. Shelton 100

University of North Carolina, Greensboro
Greensboro, NC
tlshelton@uncg.edu

Susan M. Sheridan 114, 115

University of Nebraska-Lincoln
Lincoln, NE
ssheridan2@unl.edu

Lonnie R. Sherrod 6, 8, 57, 69

Society for Research in Child Development
Ann Arbor, MI
sherrod@srcd.org

Jennifer Ann Sidoti 112, 113

New York University
New York, NY
jas815@nyu.edu

DIRECTORY

Benjamin Silbergliitt 37

TIES
St. Paul, MN
Benjamin.silbergliitt@ties.k12.mn.us

Sandra Silva 13

Altarum Institute
Washington, DC
sandra.silva@altarum.org

Gabriela Simon-Cereijido 24

San Diego State University
University of California, San Diego
San Diego, CA
gsimoncereijido@crl.ucsd.edu

Michelle Simpson 17, 50

University of Nebraska-Lincoln
Lincoln, NE
msimpson12@hotmail.com

Jayne Singer 81

Brazelton Touchpoints Center, Children's
Hospital Boston
Boston, MA
jayne.singer@childrens.harvard.edu

John Sipple 82

Cornell University
Ithaca, NY
jws28@cornell.edu

Rebecca B. Skolnick 77

New York University
CRCDE
New York, NY
rebeccaskolnick@gmail.com

Ashley Smith 17

New York University
New York, NY
ashley.smith@nyu.edu

Sheila A. Smith 120

New York University
New York, NY
sheila.smith@nyu.edu

Catherine E. Snow 18

Harvard University
Cambridge, MA
catherine_snow@gse.harvard.edu

Kyle Snow 40, 116

RTI International
Washington, DC
ksnow@rti.org

Thomas Snyder 116

National Center For Educational Statistics
Chantilly, VA
tom.snyder@ed.gov

Latunja Sockwell 11, 46, 86, 117

UAMS
North Little Rock, AR
SockwellLatunjaR@uams.edu

Rebecca Soden 93

Clayton Early Learning
Denver, CO
rsoden@claytonearlylearning.org

Anne K. Soderman 59

Michigan State University
Early Childhood Education
East Lansing, MI
soderman@msu.edu

Sandra L. Soliday-Hong 25

University of California, Los Angeles
Los Angeles, CA
sandyhong@gmail.com

Alberto Sorongon 16, 114

Westat
Rockville, MD
albertosorongon@westat.com

Laura Stout Sosinsky 46

Fordham University
Bronx, NY
sosinsky@fordham.edu

Joseph J. Sparling 25, 80

MindNurture
Hillsborough, NC
joseph@mindnurture.com

Joshua Sparrow 38, 81

Brazelton Touchpoints Center, Children's
Hospital Boston
Boston, MA
joshua.sparrow@childrens.harvard.edu

Mark Spellmann 47

New York University
New York, NY
mes4@nyu.edu

Elizabeth J. Spencer 32

Vanderbilt University
Nashville, TN
elizabeth.j.spencer@vanderbilt.edu

Paul Spicer 15, 59

University of Colorado at Denver and Health
Sciences Center
Aurora, CO
Paul.Spicer@UCHSC.edu

Susan J. Spieker 11

University Of Washington-School
Of Nursing
Seattle, WA
speiker@u.washington.edu

Julie Spielberger 27, 78

University of Chicago
Chicago, IL
julies@uchicago.edu

Donna Spiker 101

SRI International
Menlo Park, CA
donna.spiker@sri.com

Susan Sprachman 60, 61

Mathematica Policy Research, Inc.
Princeton, NJ
ssprachman@mathematica-mpr.com

Becky L. Spritz 49

Roger Williams University
Bristol, RI
bspritz@rwu.edu

Faith Sproul 31

University of Pennsylvania/Temple University
Philadelphia, PA
fsproul@temple.edu

Gerald E. Sroufe 13, 71, 118

American Educational Research Association
Washington, DC
jsroufe@aera.net

Martha Staker 120

Project EAGLE Community Programs
Kansas City, KS
mstaker@kumc.edu

Tina Lynn Stanton-Chapman 66

University of Virginia
Charlottesville, VA
stantonchapman@virginia.edu

DIRECTORY

Prentice Starkey 91

University of California, Berkeley
Berkeley, CA
pstarkey@berkeley.edu

Manfred Stommel 11, 21

Michigan State University
East Lansing, MI
stommel@msu.edu

Lisa Sturges 46

Oakland University
Rochester, MI
lasturge@oakland.edu

Stephen Suomi 119

National Institute of Child Health and Human
Development
Bethesda, MD
suomis@mail.nih.gov

Lauren Supplee 12, 16

Office of Planning, Research and Evaluation
Washington, DC
lauren.supplee@acf.hhs.gov

Floresia Flora Surjadi 85

Iowa State University
Ames, IA
fsurjadi@iastate.edu

Jennifer Swanson 87, 107, 108

Orelana Hawks Puckett Institute
Morganton, NC
jswanson@puckett.org

Patton O. Tabors 19, 65

Harvard Graduate School of Education
Cambridge, MA
patton_tabors@post.harvard.edu

Lisa D. Tafuro-Docherty 95

New York University
New York, NY
lisa.tafuro@nyu.edu

Teri Talan 99

McCormick Tribune Center for Early
Childhood Leadership, National-Louis
University
Wheeling, IL
teri.talan@nl.edu

**Catherine S. Tamis-LeMonda 17, 30, 34,
44, 77, 95**

New York University
New York, NY
catherine.tamis-lemonda@nyu.edu

Allison K. H. Tarkow 30

University of Maryland, College Park
College Park, MD
akhtarkow@yahoo.com

Louisa Banks Tarullo 10, 18

Mathematica Policy Research, Inc.
Washington, DC
ltarullo@mathematica-mpr.com

Nancy E. Taylor 101

The Catholic University of America
Washington, DC
taylor@cua.edu

Naomi Tein 13

Health Systems Research, Inc.
Intercultural Health Practice Area
Washington, DC
ntein@hsrnet.com

Nicole Thompson 15

Mississippi State University
Mississippi State, MS
nt65@colled.msstate.edu

Kathy R. Thornburg 36, 47

University of Missouri
Columbia, MO
thornburgk@missouri.edu

Julia Torquati 36

University of Nebraska-Lincoln
Lincoln, NE
jtorquati1@unl.edu

Carol Trivette 87, 107, 108

Orelana Hawks Puckett Institute
Morganton, NC
ctrivette@puckett.org

Rosemarie Truglio 33

Sesame Workshop
New York, NY
rosemarie.truglio@sesameworkshop.org

Khara Pence Turnbull 34

University of Virginia
Charlottesville, VA
kharapence@gmail.com

Anne Turner-Henson 63, 86

University of Alabama at Birmingham
Birmingham, AL
turnhena@uab.edu

Michael Vaden-Kiernan 28

Southwest Educational Development
Laboratory
Austin, TX
mvadenki@sedl.org

Shaher Banu Vagh 11**Claire D. Vallotton 101**

Harvard University
Cambridge, MA
vallotcl@gse.harvard.edu

Laurie A. Van Egeren 48, 83, 108

Michigan State University
East Lansing, MI
vanegere@msu.edu

Susan B. Van Hemel 18

National Research Council
Washington, DC
svanhemel@nas.edu

Kimberly Vinoa Van Putten-Gardner 95

University of Maryland, University College
Adelphi, MD
kvanputt@umd.edu

Sue Vartuli 24

University of Missouri-Kansas City
Kansas City, MO
vartulis@umkc.edu

Jody Veit-Edrington 117

North Little Rock School
Little Rock, AR
edringtonj@nlrsd.k12.ar.us

Elisa Vele-Tabaddor 38, 81

Brazelton Touchpoints Center
Boston, MA
elisa.vele-tabaddor@childrens.harvard.edu

DIRECTORY

Jessica E. Vick 22, 116

University of Maryland
College Park, MD
jev4@umd.edu

Joyce Villeneuve 110

Fort Providence Aboriginal Head Start
Fort Providence, NT, Canada
fpahs@airware.ca

Virginia Vitiello 90

University of Miami
Coral Gables, FL
virginia.vitiello@gmail.com

Cheri Vogel 18, 60, 61

Mathematica Policy Research, Inc.
Princeton, NJ
cvogel@mathematica-mpr.com

Jennifer Anh-Thu Vu 85, 98

University of California, Los Angeles
Los Angeles, CA
jav@ucla.edu

Carol Vukelich 120

Deleware Center for Teacher Education
Newark, DE
vukelich@udel.edu

Tomoko Wakabayashi 87

Parents as Teachers National Center
St. Louis, MO
tomoko.wakabayashi@parentsasteachers.org

Aimee Kleisner Walker 96

Colorado State University
Fort Collins, CO
aimeew@lamar.colostate.edu

Dale Walker 11

University Of Kansas
Kansas City, KS
walkerd@ku.edu

Eboni N. Walker 26

Kforce Government Solutions
Washington, DC
eboni.walker@ed.gov

Shavaun Wall 50, 101

The Catholic University of America
Washington, DC
walls@cua.edu

Joan F. Walsh 49

University of North Carolina, Chapel Hill
Chapel Hill, NC
walshj@email.unc.edu

Helen Ward 41, 76

University of Southern Maine
Portland, ME
hward@usm.maine.edu

Leslie Warlen 93

Project EAGLE Community Programs
Kansas City, KS
lwarlen@kumc.edu

Heather Kiernan Warren 51, 72, 109

George Mason University
Fairfax, VA
hkwarren@gmu.edu

Barbara Wasik 45, 103

Temple University
Philadelphia, PA
bwasik@csos.jhu.edu

Barbara Wasik 12, 110

University of North Carolina
Chapel Hill, NC
wasik@unc.edu

Dyane Watson 48

Michigan State University
East Lansing, MI
hawkin44@msu.edu

Caroline Watts 100, 103

Children's Hospital Boston
Boston, MA
wattsca@gse.harvard.edu

Lorraine Weatherspoon 11, 21

Michigan State University
East Lansing, MI
weathe43@msu.edu

Mary Bruce Webb 16

Office of Planning, Research and Evaluation
Washington, DC
mary.webb@acf.hhs.gov

Mi-Young Webb 35

University of Georgia
Athens, GA
myw@uga.edu

Carolyn Webster-Stratton 81

University Of Washington
Seattle, WA
cws@u.washington.edu

Stephanie Wehry 29, 88

University of North Florida
Jacksonville, FL
swehry@unf.edu

Thomas S. Weisner 97

University of California, Los Angeles
Los Angeles, CA
tweisner@ucla.edu

Rhonda Deshawn Wells-Wilbon 26

Morgan State University
Baltimore, MD
asili@verizon.net

Xiaoli Wen 94

Erikson Institute
Chicago, IL
XWen@Erikson.edu

Julie Wennekes 107

Office of Head Start
Washington, DC
julie.wennekes@acf.hhs.gov

Emily Werner 109

Pennsylvania State University
University Park, PA
ebw12@psu.edu

Patricia Wesley 20

Frank Porter Graham Child Development
Institute
Chapel Hill, NC
wesley@mail.fpg.unc.edu

Jerry West 10

Mathematica Policy Research, Inc.
Washington, DC
jwest@mathematica-mpr.com

T'Pring R. Westbrook 111, 116

Office of Planning, Research and Evaluation
Washington, DC
tpring.westbrook@acf.hhs.gov

Carol Westby 90

Brigham Young University
Albuquerque, NM
mocha@unm.edu

DIRECTORY

Amy Wetherby 62, 63

Florida State University
Tallahassee, FL
awetherb@fsu.edu

Laura L. White 50

The Catholic University of America
Annandale, VA
18white@cua.edu

Grover (Russ) Whitehurst 71

Institute of Education Sciences
Washington, DC
grover.whitehurst@ed.gov

Leanne Whiteside-Mansell 11, 46, 86, 117

UAMS College of Medicine
North Little Rock, AR
WhitesideMansellLeanne@uams.edu

Kimberly Whitty 84

Oklahoma State University
Tulsa, OK
kim.whitty@okstate.edu

K. A. S. Wickrama 85

Iowa State University
Ames, IA
s2kas@iastate.edu

Kate Williams 82

Sing & Grow Project Playgroup Queensland
Brisbane, Australia
kwilliams@playgroupqld.com.au

Pamela Williams 42

School District of Philadelphia
Philadelphia, PA
pswilliams@phila.k12.pa.us

Amanda Paige Williford 100

University of North Carolina, Greensboro
Greensboro, NC
apwillif@uncg.edu

Mimi Flaherty Willis 48

Wolf Trap Institute for Early Learning Through the Arts
Vienna, VA
mimif@wolftrap.org

Michael Willoughby 109, 115

University of North Carolina, Chapel Hill
Chapel Hill, NC

Melvin Wilson 92

University of Virginia
Charlottesville, VA
mnw@virginia.edu

Adam Winsler 98

George Mason University
Fairfax, VA
awinsler@gmu.edu

Amanda Winslow 77

Pennsylvania State University
University Park, PA
alw278@psu.edu

Pamela J. Winton 121, 122

University of North Carolina, Chapel Hill
Chapel Hill, NC
winton@mail.fpg.unc.edu

Judy Wong 41

Temple University
Philadelphia, PA
jwong1221@temple.edu

Janice Wood 88

University of North Florida
Jacksonville, FL
jawood@unf.edu

Elizabeth Woodburn 44

University of Pennsylvania
Philadelphia, PA
woodburn@dolphin.upenn.edu

Maria Woolverton 10, 107

Office of Planning, Research and Evaluation
Washington, DC
maria.woolverton@acf.hhs.gov

John Worobey 21

Rutgers University
New Brunswick, NJ
worobey@rci.rutgers.edu

Tanya Wright 46

University of Michigan
Ann Arbor, MI
tsbw@umich.edu

Qiong Wu 93

Pennsylvania State University
University Park, PA
qiong@psu.edu

Todd M. Wyatt 72, 109

George Mason University
Fairfax, VA
twyatt1@gmu.edu

Yange Xue 89

Mathematica Policy Research, Inc.
Princeton, NJ
yxue@mathematica-mpr.com

Sharon Yandian 114

Department of Health and Human Services
Washington, DC
sharon.yandian@acf.hhs.gov

Noreen Yazejian 17, 18, 107, 108

University of North Carolina at Chapel Hill
Chapel Hill, NC
yazejian@mail.fpg.unc.edu

Meryl Yoches 116

Child Trends
Washington, DC
Ctr_myoches@air.org

Bonnie Yoder 92, 109

University of Virginia
Charlottesville, VA
bjy4z@cms.mail.virginia.edu

Sun Young Yoon 41

University of Southern Maine
Portland, ME
syoong@usm.maine.edu

Hirokazu Yoshikawa 67, 68, 70

Harvard Graduate School of Education
Cambridge, MA
hiro_yoshikawa@harvard.edu

James Young 41

Clay County Florida Public Schools
Orange Park, FL
jyoung@mail.clay.k12.fl.us

Kathleen Zadzora 115

New York University
New York, NY
kzadzora@nyu.edu

Syeda Sazia Zaman 88

BRAC University Institute of Educational Development
Dhaka, Bangladesh
sazia.zaman@bracuniversity.ac.bd

DIRECTORY

Martha Zaslow 17, 20, 84, 116

Child Trends
Washington, DC
mzaslow@childtrends.org

Marlene Zepeda 75

California State University, Los Angeles
Los Angeles, CA
mzepeda@calstatela.edu

Fuhua Zhai 112, 115

New York University
New York, NY
fuhua.zhai@nyu.edu

Jamie Zibulski 103

University of California, Berkeley
Berkeley, CA
jzibulsky@berkeley.edu

Edward Zigler 53, 57, 58

Yale University
New Haven, CT
edward.zigler@yale.edu

Yair Ziv 114

Westat
Rockville, MD
yairziv@westat.com

Tina Zoe 93

Yellowknives Aboriginal Head Start
Yellowknife, NT, Canada
headstart@yellowknife.com

Kristina Zosuls 17

New York University
New York, NY
kmz205@nyu.edu

Cesar Zuniga 42

The National Center for Parent Child Home
Port Washington, NY
czuniga@parent-child.org

Stephen Zuniga 25

University of California, Los Angeles
Los Angeles, CA
szuniga@gseis.ucla.edu