

THE ADMINISTRATION FOR CHILDREN AND FAMILIES'  
NATIONAL RESEARCH CONFERENCE ON EARLY CHILDHOOD

*Access to Quality in Early Care and  
Education: Building the Evidence Base  
for Policy and Practice*



**JULY 11-13, 2016**

**GRAND HYATT WASHINGTON**

1000 H STREET, NW

WASHINGTON, DC 20001

**PRESENTED BY:**

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

**WITH PLANNING BY:**

IMPAQ International, LLC  
University of Massachusetts Boston  
Society for Research in Child Development

# Hotel Maps

Restaurants are located on the lobby and lagoon levels.

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

## Registration/Information Desk

The Conference Registration/Information Desk is located on the Constitution level.

## Registration/Information Desk Hours

Sunday 5:00 p.m. - 7:00 p.m.

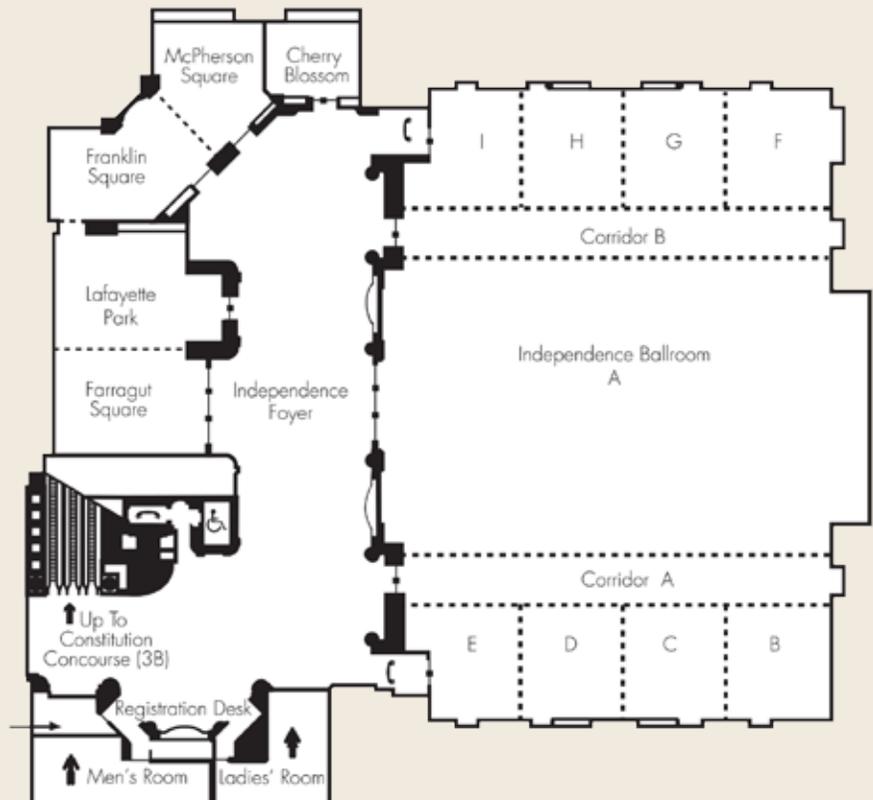
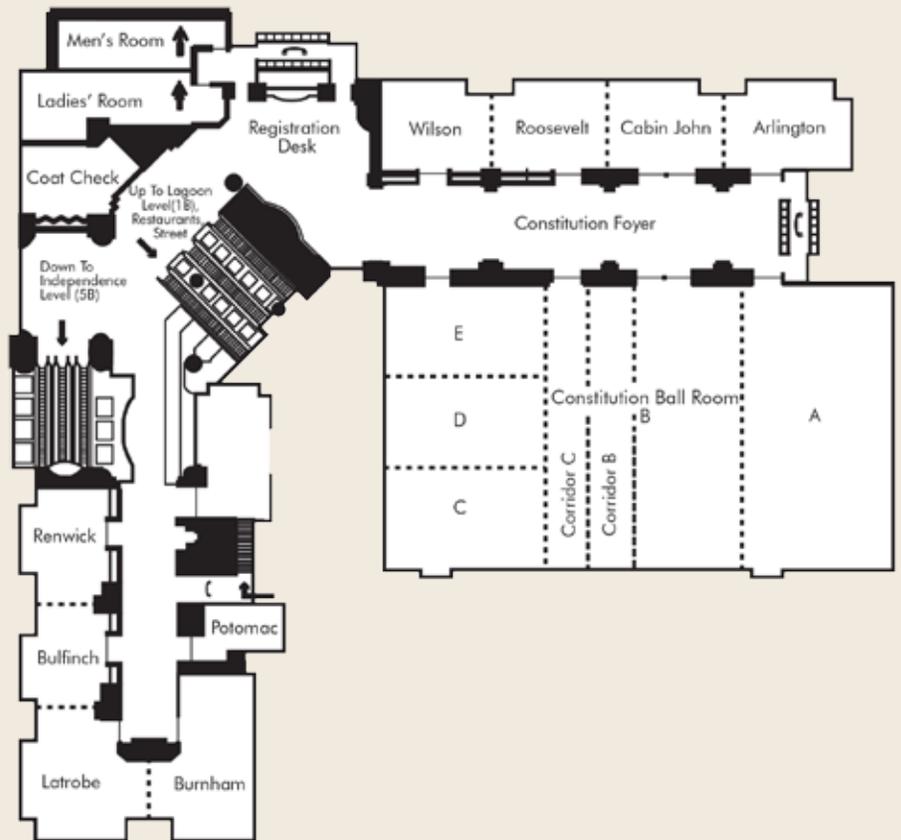
Monday 7:00 a.m. - 5:30 p.m.

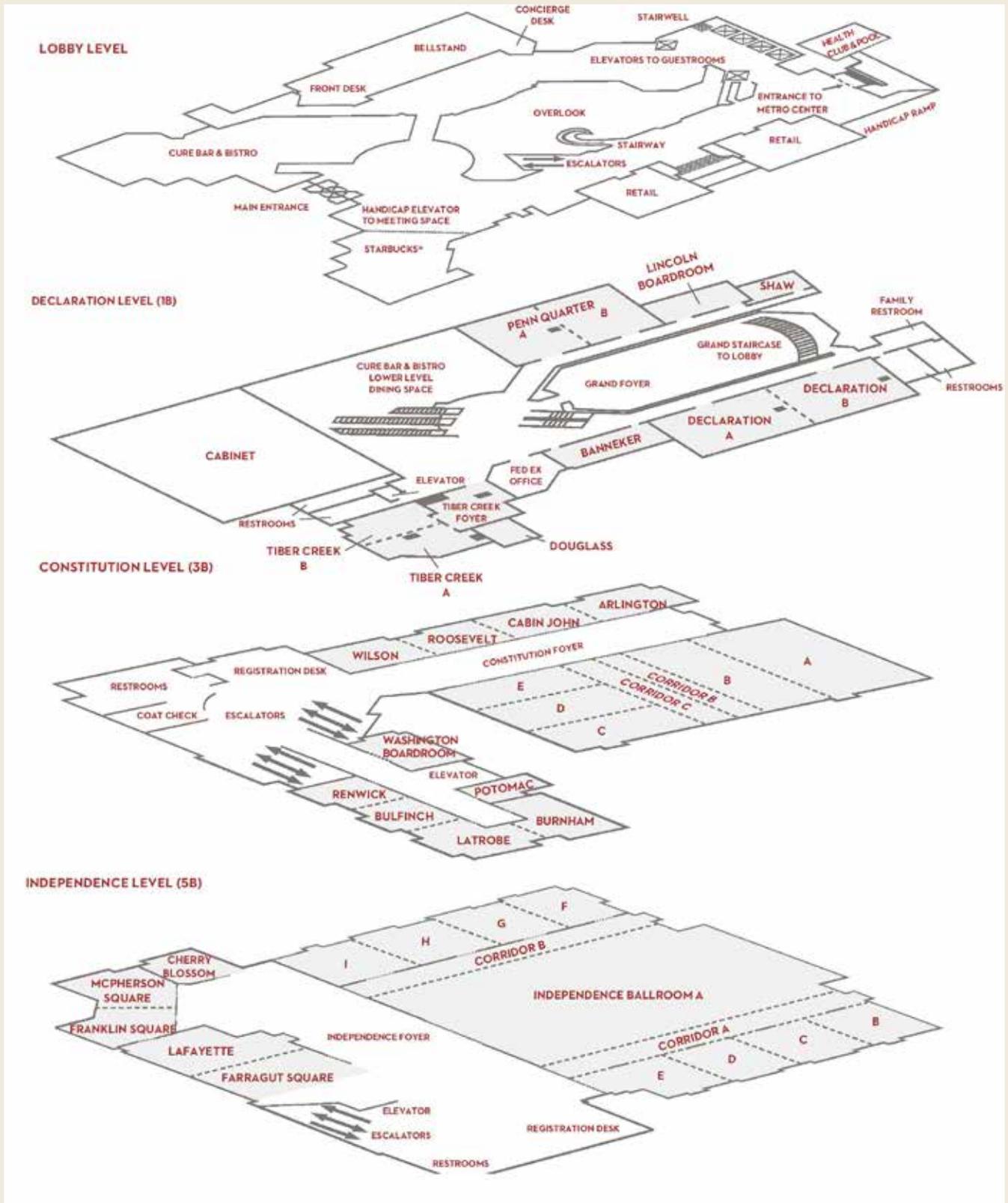
Tuesday 7:30 a.m. - 5:30 p.m.

Wednesday 7:30 a.m. - 4:30 p.m.

## Resource Tables

Resource tables can be found on both the Constitution and Independence levels.





## Executive Committee

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University of Michigan and  
Society for Research in Child Development

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Office of Planning, Research and Evaluation  
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**Annie Chinnici Oliver**

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Society for Research in Child Development  
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National Head Start Association

**Kathy Edler**

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**Sara Vecchiotti**

Foundation for Child Development

**Sarah Watamura**

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## 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

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## **Cooperating Organizations**

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

**American Educational Research Association**

**American Psychological Association**

**American Public Human Services Association**

**American Speech-Language-Hearing Association**

**Association for Psychological Science**

**CCDF Policies Database, Urban Institute**

**Center for Culturally Responsive Practice, Bank Street College of Education**

**Childcare and Early Education Research Connections**

**Child Welfare Information Gateway**

**HomVEE**

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**National Center on Afterschool and Summer Enrichment**

**National Center on Early Childhood Development, Teaching, and Learning**

**National Center on Early Childhood Health and Wellness**

**National Center on Parent, Family, and Community Engagement**

**National Head Start Association**

**National Research Center on Hispanic Children and Families, Abt Associates**



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American Public Human Services Association  
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AMERICAN  
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Pediatric  
NATIONAL  
ASSOCIATION OF  
Nurse  
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ASSOCIATION FOR  
PSYCHOLOGICAL SCIENCE



NATIONAL HEAD START ASSOCIATION



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Society for Research  
in Child Development



HomVEE



Early Childhood  
National Centers

Cooperating organization logos provided as of production date.

## Peer Reviewers

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

Jale Aldemir	Allison Fuligni	Naneida Lazarte	Adina Schick
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Roseanne Flores	Melissa Kull	Karen Ruprecht	
Christine Fortunato	Aleta Lawson	Brook Sawyer	

## MONDAY, JULY 11, 2016

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8:30 AM — 10:00 AM: OPENING PLENARY SESSION **CONSTITUTION BALLROOM**

### GREETINGS

**John W. Hagen**, University of Michigan,  
Society for Research in Child Development

**Lonnie R. Sherrod**, Executive Director,  
Society for Research in Child Development

**Naomi Goldstein**, Deputy Assistant Secretary for Planning,  
Research and Evaluation, Administration for Children and  
Families

**Linda Smith**, Deputy Assistant Secretary for Early Childhood  
Development, Administration for Children and Families

*Access to High-Quality Early Care and Education: Challenges and Opportunities  
in Innovative Efforts*

### CHAIR

**Chrishana Lloyd**, The Nicholson Foundation

### PRESENTERS

**Shannon Rudisill**, Associate Deputy Assistant Secretary for Early Childhood Development, Administration for  
Children and Families; **Sarah Friese**, Child Trends

### DISCUSSANT

**Veronica Ray**, The Leaguers, Inc. Head Start Program

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10:15 AM — 12:00 PM: BREAKOUT SESSIONS

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12:00 PM — 1:15 PM: LUNCH (CONFERENCE ATTENDEES ON THEIR OWN)

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1:30 PM — 3:15 PM: BREAKOUT SESSIONS

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3:30 PM — 5:30 PM: POSTER SESSION **INDEPENDENCE A**

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## TUESDAY, JULY 12, 2016

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8:30 AM — 10:00 AM: PLENARY SESSION **CONSTITUTION BALLROOM**

*Universal Home Visiting: Evidence of Impact*

### CHAIR

**Rachel Chazan Cohen**, University of Massachusetts Boston

### PRESENTERS

**Kenneth A. Dodge**, Duke University; **Barbara DuBransky**, First 5 LA

### DISCUSSANT

**Deborah Daro**, Chapin Hall at the University of Chicago

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10:15 AM — 12:00 PM: BREAKOUT SESSIONS

---

12:00 PM — 1:15 PM: LUNCH (CONFERENCE ATTENDEES ON THEIR OWN)

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1:30 PM — 3:00 PM: PLENARY SESSION **CONSTITUTION BALLROOM**

**GREETINGS**

**Keith Motley**, Chancellor, University of Massachusetts Boston

*Using a Cultural Lens to Improve Early Childhood Classroom Interactions with Children of Color*

**CHAIR**

**Iheoma Iruka**, University of Nebraska, Lincoln

**PRESENTERS**

**Stephanie Curenton**, Rutgers University; **Bryant Jensen**, Brigham Young University

**DISCUSSANT**

**Tonia Durden**, University of Nebraska, Lincoln

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3:15 PM — 5:00 PM: BREAKOUT SESSIONS

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5:00 PM — 7:00 PM: POSTER SESSION **INDEPENDENCE A**

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**WEDNESDAY, JULY 13, 2016**

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8:30 AM — 10:00 AM: PLENARY SESSION **CONSTITUTION A/B**

*Unique Needs Out of the City: Supporting the Development of Young Children in Rural Communities*

**CHAIR**

**Chrishana Lloyd**, The Nicholson Foundation

**PRESENTERS**

**Susan Sheridan**, University of Nebraska, Lincoln; **Lynne Vernon-Feagans**, University of North Carolina at Chapel Hill

**DISCUSSANT**

**Helen Raikes**, University of Nebraska, Lincoln

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10:15 AM — 12:00 PM: BREAKOUT SESSIONS

---

12:00 PM — 1:15 PM: LUNCH (CONFERENCE ATTENDEES ON THEIR OWN)

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1:30 PM — 3:15 PM: BREAKOUT SESSIONS

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3:30 PM — 4:30 PM: CLOSING PLENARY SESSION **CONSTITUTION A/B**

*The 2016 Edward Zigler Master Session –  
Self-Regulation and Executive Function: The Forest and the Trees*

**CHAIR**

**Sarah Watamura**, University of Denver

**PRESENTERS**

**Clancy Blair**, New York University; **Stephanie Jones**, Harvard University

## MONDAY, JULY 11, 2016

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8:30 AM — 10:00 AM: OPENING PLENARY SESSION

CONSTITUTION BALLROOM

### GREETINGS

**John W. Hagen**, University of Michigan, Society for Research in Child Development

**Lonnie R. Sherrod**, Executive Director, Society for Research in Child Development

**Naomi Goldstein**, Deputy Assistant Secretary for Planning, Research and Evaluation, Administration for Children and Families

**Linda Smith**, Deputy Assistant Secretary for Early Childhood Development, Administration for Children and Families

*Access to High-Quality Early Care and Education: Challenges and Opportunities in Innovative Efforts*

### CHAIR

**Chrishana Lloyd**, The Nicholson Foundation

### PRESENTERS

**Shannon Rudisill**, Associate Deputy Assistant Secretary for Early Childhood Development, Administration for Children and Families; **Sarah Friese**, Child Trends

### DISCUSSANT

**Veronica Ray**, The Leaguers, Inc. Head Start Program

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10:15 AM — 12:00 PM: BREAKOUT SESSIONS

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12:00 PM — 1:15 PM: LUNCH (CONFERENCE ATTENDEES ON THEIR OWN)

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1:30 PM — 3:15 PM: BREAKOUT SESSIONS

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3:30 PM — 5:30 PM: POSTER SESSION

INDEPENDENCE A

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## Opening Plenary

CONSTITUTION BALLROOM

### GREETINGS

**John W. Hagen**, University of Michigan; Society for Research in Child Development

**Lonnie R. Sherrod**, Executive Director, Society for Research in Child Development

**Naomi Goldstein**, Deputy Assistant Secretary for Planning, Research and Evaluation, Administration for Children and Families

**Linda Smith**, Deputy Assistant Secretary for Early Childhood Development, Administration for Children and Families

### *Access to High-Quality Early Care and Education: Challenges and Opportunities in Innovative Efforts*

### CHAIR

**Chrishana Lloyd**, The Nicholson Foundation

### PRESENTERS

**Shannon Rudisill**, Associate Deputy Assistant Secretary for Early Childhood Development, Administration for Children and Families

**Sarah Friese**, Child Trends

### DISCUSSANT

**Veronica Ray**, The Leaguers, Inc. Head Start Program

The 2014 reauthorization of the Child Care and Development Block Grant emphasized providing access to high-quality care that meets parents' needs. Traditionally, Head Start has been a critical player in supplying quality care in areas of high poverty. With the new Early Head Start-Child Care (EHS-CC) Partnerships, programs are working together in innovative ways to provide care for families in areas where the supply of quality care may be low.

This session begins with a presentation by Shannon Rudisill, Associate Deputy Assistant Secretary for Early Childhood Development, who will offer an overview of policy initiatives aimed at expanding access to high quality. A second presentation by Sarah Friese of Child Trends will provide an overview on the development of a framework to assess access to high-quality early childhood education by a group of experts working for the Office of Planning, Research and Evaluation. This synopsis also will include a discussion of how some of the administration models for creating high-quality supply (EHS-CC Partnerships and using contracts for the Child Care and Development Fund in areas of low supply) can help when the market is not responding to demand. The session will conclude with a discussion of EHS-CC Partnerships as a strategy for increasing access to high quality. Veronica Ray will provide discussant comments. She serves as Executive Director and Chief Executive Officer of The Leaguers Head Start Program, and is the President of both the Region II Head Start Association and the New Plenary Biographies

**PLENARY BIOGRAPHIES**



**Shannon Rudisill**

Shannon Rudisill is the Associate Deputy Assistant Secretary for Early Childhood Development at the Administration for Children and Families (ACF), U.S. Department of Health and Human Services. Ms. Rudisill serves on the ACF senior leadership team for early childhood programs, setting strategy for ACF programs such as child care and Head Start, as well as programs jointly administered with the U.S. Department of Education such as the Race to the Top–Early Learning Challenge and the Preschool Development Grants. She is especially proud of the new \$500 million Early Head Start–Child Care Partnership grants, which will bring higher quality early care and comprehensive services to thousands of infants and toddlers who come from families in poverty. Ms. Rudisill also serves on the ACF-wide Interagency Policy Board for Early Learning.



**Sarah Friese**

Sarah Friese is a Principal Policy Analyst in the Early Childhood Development area at Child Trends. Ms. Friese facilitates a group for the Office of Planning, Research and Evaluation now working to develop methodological approaches for measuring access to early care and education. She also has worked on multiple evaluations of quality of early care and education settings and Quality Rating and Improvement Systems (QRIS) for the past eight years. Her specific expertise is in the design, implementation and management of early childhood data collection systems for state QRIS evaluations. She manages [qriscompendium.org](http://qriscompendium.org) for the Build Initiative, which collects and provides comprehensive data about all QRIS operating in the U.S. She also led the development of a data toolkit for states and authored a brief on current issues and challenges related to QRIS data collection, management, and storage. She received a Master of Public Policy from the University of Minnesota.



**Veronica E. Ray**

Veronica E. Ray currently serves as the Executive Director/CEO of The Leaguers, Inc. Ms. Ray has in-depth experience that has allowed her to build an exemplary administrative team and a vast support network of contacts in many sectors of the community. She developed and implemented a holistic approach to providing clients with a diverse range of services. Prior to welfare reform, she instituted an adult education and job placement program to move public assistance recipients from welfare to work; the program had a 98 percent retention rate. Ms. Ray oversaw the private financing and construction of the agency's new 44,000 square foot administrative and child care facility, which opened in Newark, New Jersey, in 2009. Ms. Ray is the past President of the Region II Head Start Association and President of the New Jersey Head Start Association where she advocates for the rights of over 99,000 Head Start children and families throughout the region.

# MONDAY BREAKOUT SESSIONS

10:15 AM - 12:00 PM

MORNING BREAKOUT SESSIONS

**101**

## INDEPENDENCE B/C

*Consultation and Home Visitor Implementation Approaches to Parenting Interventions in Early Head Start: Lessons Learned and What's Next for the Buffering Toxic Stress Consortium*

### CHAIR

**Aleta Meyer**, Office of Planning, Research and Evaluation, Administration for Children and Families

### PRESENTERS

**Clancy Blair**, New York University

**John Constantino**, Washington University

**Jason Hustedt**, University of Delaware

**Brenda Jones-Harden**, Institute for Child Study, University of Maryland

**Cybele Raver**, New York University

**Michelle Sarche**, Centers for American Indian and Alaska Native Health, University of Colorado, Denver

**Sarah Watamura**, University of Denver

### DISCUSSANT

**Deborah F. Perry**, Georgetown University

**Joshua Sparrow**, Brazelton Touchpoints Center; Harvard University

The Buffering Toxic Stress (BTS) Consortium is a set of six grants examining the implementation and efficacy of different promising parenting interventions in Early Head Start (EHS) settings to address the question: Can parenting interventions in EHS buffer infants and toddlers from toxic stress? As the BTS Consortium completes their evaluations, which are parallel to one another, members have worked together to articulate lessons learned from their implementation of parenting interventions in EHS settings. Specifically, the BTS Consortium will present on their two overarching approaches for supplementing EHS with parenting interventions. The first approach has been to train and supervise existing home visiting staff in parenting interventions (e.g., Promoting First Relationships; Playing and Learning Strategies — Paper #1). The second approach has been a consultation approach. In this approach mental health professionals have implemented parenting interventions (e.g., Attachment Bio-behavior Catchup; Incredible Years for Toddlers; Filming Interactions to Nurture Development, and Parent Child Interaction Therapy —Paper# 2). In a third paper, the Office of Planning Research and Evaluation (OPRE) will share their expectations regarding what can be learned from the BTS Consortium and their efficacy studies. In addition to understanding the efficacy studies, OPRE hopes to optimize the relevance of this research for practice and to promote cross-site developmental science.

*Home Visitor Implementation Approaches to Parenting Interventions in Early Head Start: Lessons Learned*

**Clancy Blair, Jason Hustedt, Cybele Raver**

*Consultation Approaches to Parenting Intervention in Early Head Start: Lessons Learned*

**Lisa Berlin, John Constantino, Brenda Jones-Harden, Michelle Sarche, Sarah Watamura**

*What's Up and Coming for the Buffering Toxic Stress Consortium*

Christine Fortunato, Aleta Meyer

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102

INDEPENDENCE D/E

*Defining Leadership and Navigating Pathways for Early Childhood Leaders:  
Current Status and Future Directions*

**CHAIR**

**Sara Vecchiotti**, Foundation for Child Development

**PRESENTERS**

**Maurice Sykes**, University of the District of Columbia

**Teri Talan**, McCormick Center for Early Childhood Leadership at National Louis University

**DISCUSSANT**

**Emily Moiduddin**, Mathematica Policy Research

A range of rich learning experiences during the early years is critical for young children to succeed in school and in life. A focus on leaders in early childhood programs is missing from the body of current research and practice. After teachers, leaders are the second most important factor in influencing child outcomes. To address this emerging research area, this session will focus on competencies that define effective leadership, on the relationships between leadership, quality of practice, and program quality. The session also will provide a national context of these issues specific to leaders in Head Start programs.

First, Dr. Maurice Sykes will discuss current national and international research and practices regarding early childhood leadership development. Dr. Sykes will present the emerging consensus regarding the knowledge, skills, and disposition required to lead early childhood programs across settings effectively. Next, Dr. Teri Talan will explore how the Program Administration Scale and the Early Childhood Work Environment Survey have been used to measure two aspects of program leadership: administrative practice and organizational climate in early childhood. Finally, Dr. Emily Moiduddin will provide a portrait of leaders and program supports and structural characteristics in Head Start programs using data from the 2014 Head Start Family and Child Experiences Survey (FACES). This session also will include interactive exercises to encourage participants to contribute to the knowledge and thinking on the session topic and to assist in identifying next steps for building the

research and policy agenda for leadership.

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**103****INDEPENDENCE F/G***New Approaches to Measuring Parent and Family Engagement***CHAIR**

**Emmalie Dropkin**, National Head Start Association

**PRESENTERS**

**Catherine Ayoub**, Brazelton Touchpoints Center; Harvard University

**Marc W. Hernandez**, NORC at the University of Chicago

**DISCUSSANT**

**Christine McWayne**, Tufts University

Although Head Start has had a two-generation focus on supporting parents and extended family along with their young children for a long time, measurement and evaluation efforts have focused primarily on the child's growth and development. New efforts focus on better understanding family and community constructs related to children's success and on measuring the experiences and perceptions of families through the development of new tools.

Marc Hernandez is leading a Parent, Family, and Community Engagement Study to gather parent stories from a national sample of Head Start programs and use text analysis to explore the themes from parent narratives and to create a tool for programs to use to measure and track family engagement in the future. Catherine Ayoub leads the National Center on Parent, Family, and Community Engagement, which has created a Compendium of Parenting Interventions and a host of other resources. Christine McWayne, who will provide a response to the presentations, has worked extensively to develop and validate psychometrically sound and culturally relevant assessment measures for use in urban preschool programs. These include measures of parenting and family

engagement practices for socioculturally diverse groups such as Head Start Latino families.

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**104****INDEPENDENCE H/I***Key Outcome Domains of Infant/Toddler Development***CHAIR**

**Rachel Chazan Cohen**, University of Massachusetts Boston

**PRESENTERS**

**Sandra Barrueco**, The Catholic University of America

**Helen Raikes**, University of Nebraska, Lincoln

**Lynne Vernon-Feagans**, University of North Carolina at Chapel Hill

**Cheri Vogel**, Mathematica Policy Research

**DISCUSSANT**

**Brenda Jones-Harden**, Institute for Child Study, University of Maryland

Meaningful, predictive and reliable measurement of infant and toddler development is an ongoing challenge for both researchers and practitioners. However, recent large-scale studies use innovative methods to examine infant and toddler development through direct child assessment, environmental assessment, and caregiver-child interaction. This roundtable will feature experts in the field to discuss their experience with measuring infant/toddler development in the context of these large-scale studies. The presenters will give brief overviews of the studies, including a short description of the measures used to assess infant/toddler development. Following these presentations, a moderated discussion with audience participation will address the strengths and weaknesses of these measures, sensitivity of the measures to intervention effects or other systematic variation in infant/toddler experiences, best practices for measures of dual language learners, and what measurement work is still needed to advance assessment of infant/toddler development. The discussant will wrap-up the conversation, providing comments on the empirical and practical applications for measurement of infant/toddler

development.

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**105****LAFAYETTE PARK/FARRAGUT SQUARE**

*Poster Symposium – Access and Utilization of Early Care and Education among Immigrant and Latino Families: Exploring Across and Within Group Diversity*

**CHAIRS**

**Julia Mendez Smith**, University of North Carolina at Greensboro

**Colleen Vesely**, George Mason University

**PRESENTERS**

**Arya Ansari**, University of Texas at Austin

**Anna Colaner**, University of Illinois at Chicago

**Danielle Crosby**, University of North Carolina at Greensboro

**Erica Greenberg**, Urban Institute

**Todd Grindal**, Abt Associates

**Shelby Hickman**, Child Trends

**Elizabeth B. Miller**, University of California, Irvine

**Colleen Vesely**, George Mason University

**DISCUSSANTS**

**Michael López**, Abt Associates

**Shannon Rudisill**, Associate Deputy Assistant Secretary for Early Childhood Development, Administration for Children and Families

Hispanic and immigrant populations represent a fast-growing segment of the early childhood population. In order to maximize school readiness for these children, early care and education (ECE) programs are a critical resource for families to access. However, these populations are also likely to encounter barriers to access that may impede participation in ECE. This poster symposium examines contemporary perspectives on ECE access and utilization by Hispanic and immigrant families in the United States. Using a combination of different data sets and mixed methods, the posters are uniquely contributing to new knowledge regarding ECE for an increasingly diverse group of children and families.

*Portrait of Hispanic Early Care and Education (ECE): Factors that Shape it and Characteristics of Providers Serving Hispanic Children*

**Lina Guzman**, Shelby Hickman, Kimberly Turner, Child Trends

**Lisa A. Gennetian**, New York University

*Socio-demographic Disparities in Supply: An Analysis of Public Preschool Availability in the Chicago Area*

**Anna Colaner**, University of Illinois at Chicago

*Preschool Participation Patterns and Barriers to Access among Low-Income Children of*

*Immigrants in Silicon Valley***Gina Adams, Erica Greenberg, Devlin Hanson, Heather Koball, Molly Michie**, Urban Institute*Pathways to Kindergarten: Investigating the Use of Publicly-funded Early Care and Education Services among Hispanic Children***Robert Goerge, Wladimir Zanoni**, Chapin Hall at the University of Chicago**Todd Grindal, Michael López**, Abt Associates*Selection into Early Care and Education Programs for Latino Families in America***Arya Ansari**, University of Texas at Austin*Non-Standard Care and Work among Low-Income Hispanic Children and Families***Danielle Crosby, Julia Mendez Smith**, University of North Carolina at Greensboro*The Role of Spanish Instruction for Spanish Speaking DLL Families' Child Care Decisions***Elizabeth B. Miller**, University of California, Irvine*Using a Community-based Participatory Research (CBPR) Approach to Understand ECCE Access among Low-income Immigrant Families from Central America***Laura Dallman, Elizabeth DeMulder, Rachael Goodman, Bethany Letiecq, Colleen Vesely**, George Mason University**106****FRANKLIN SQUARE/MCPHERSON SQUARE***Staff Wellness: A Crucial Element to Early Care and Education Success***CHAIR****Ariella Herman**, UCLA/Johnson & Johnson Health Care Institute**PRESENTERS****Lynn Karoly**, RAND**Rebecca Shahmoon-Shanok**, Relationships for Growth & Learning Program**Robert C. Whitaker**, Temple University

This session will begin with a review of new work on staff perceptions of control, stress, and depression. It also will address the potential of mindfulness as a central organizer for staff physical and emotional wellness. Given parallels between adult and child development, mindfulness for staff members also could benefit children and parents, including those with risk factors. By focusing on staff wellness in both Head Start and child care, the session will consider the practical questions of how to generate momentum for staff wellness in governing bodies and how to fit mindfulness into a

preschool day.

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**107****CONSTITUTION B***Preparing for Success in School: What Matters the Most***CHAIR**

**Sally Atkins-Burnett**, Mathematica Policy Research

**PRESENTERS**

**Lizabeth Malone**, Mathematica Policy Research

**Margaret Burchinal**, Frank Porter Graham Child Development Institute, University of North Carolina at Chapel Hill

**Yange Xue**, Mathematica Policy Research

**DISCUSSANT**

**Douglas Clements**, University of Denver

Most early childhood programs have a goal to prepare children for kindergarten. The papers in this symposium draw on large-scale studies of Head Start, child care, and preschool programs to look at preschool indicators that predict continued success in elementary school – kindergarten and beyond. The indicators include end of preschool outcomes, including language and early academic skills, social-emotional adjustment, attention, and health as well as preschool home and school experiences.

*Sustaining Children's Development from Head Start through Kindergarten—The Role of Home and Classroom Learning Environments*

**Ashley Kopack Klein, Lizabeth M. Malone, Jerry West**

*Early Language Outshines Other Predictors of Academic and Social Trajectories in Elementary School*

**Rebecca M. Alper, Margaret Burchinal, Roberta Golinkoff, Kathy Hirsh-Pasek, Amy Pace**

*Children's Preschool Skills in Universal Preschool: How Do They Predict Elementary School Achievement?*

Sally Atkins-Burnett, Emily Moiduddin, Yange Xue

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**CONSTITUTION C/D/E**

*Scaling Up Evidence-Based Programs for Early Childhood: What Does it Take?*

**CHAIR**

**Martha Zaslow**, Society for Research in Child Development; Child Trends

**PRESENTERS**

**Peter Loft**, University of Washington Parenting Clinic

**Allison Metz**, Frank Porter Graham Child Development Institute, University of North Carolina at Chapel Hill

**Arthur J. Reynolds**, University of Minnesota; Human Capital Research Collaborative

**Carolyn Webster-Stratton**, University of Washington School of Nursing

**DISCUSSANT**

**Kathleen McCoy**, Office of Planning, Research and Evaluation, Administration for Children and Families

There are a plethora of evidence-based interventions (EBIs) including multiple programs for parents and young children. Many EBIs are created and funded annually, yet few are sustained over time (Schoenwald & Hoagwood, 2001; Hallfors & Godette, 2002; Glasgow, Lichtenstein & Marcus, 2003). For example, many EBIs are efficacious in randomized-control trials but the intervention is not implemented following grant funding. This is problematic. This panel will focus on how to scale up and implement evidence-based programs with fidelity and will focus specifically on programs for early childhood. The first presenter, Allison Metz, an expert in implementation science, will focus on what it takes to implement and scale up evidence-based programs. The next two presenters are Peter Loft, a trainer working with Carolyn Webster-Stratton on the implementation of the Incredible Years, and Arthur Reynolds, who developed and implemented the Chicago Child-Parent Center program and is now documenting and evaluating its scale-up in other sites. They will use these two evidence-based programs to illustrate how one can scale up an evidence-based program taking into account the principles and data collection recommendations of implementation science. A general discussion will focus on challenges in scaling up and recommendations for using implementation science to guide and evaluate this process.

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**LUNCH (CONFERENCE ATTENDEES ON THEIR OWN) 12:00 PM - 1:15 PM MONDAY**

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# MONDAY AFTERNOON BREAKOUT SESSIONS

1:30 PM - 3:15 PM

AFTERNOON BREAKOUT SESSIONS

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## INDEPENDENCE B/C

### *Continuity of Care in Infant-Toddler Programs: Are the Benefits Measurable?*

#### **CHAIR**

**James Elicker**, Purdue University

#### **PRESENTERS**

**Diane Horm**, University of Oklahoma at Tulsa

**Karen Ruprecht**, Purdue University in West Lafayette, Indiana

#### **DISCUSSANT**

**Peter Mangione**, WestEd's Center for Child and Family Studies

Continuity of care as a practice used in programs for children birth to three is universally recommended as a best practice. This recommendation is made despite little recent data about its prevalence in the US or its potential benefits for children. Methods and conceptualizations are challenging in evaluating effects of continuity. Operationalization of continuity is difficult because models vary across settings. There are various program approaches, including mixed-age grouping and looping. Policymakers and practitioners are interested in determining if there are benefits for children, considering the administrative challenges and potential expense in maintaining continuity of care. In this session, two speakers will provide empirical data from state and national studies showing the extent to which continuity of care in the first three years of life is beneficial for children's early learning and development. The discussant, an authority on this issue, will comment on the research presented and also share the national standards on continuity of care, highlight key methodological and implementation considerations, and offer a view of what good continuity of care should look like for infant-toddler early care and education programs.

**110****INDEPENDENCE D/E***Integration of Early Care and Education Services through Standards, Regulation, and Quality Rating Systems: Considerations for Research and Policy in a Mixed Delivery System***CHAIR****Meryl Barofsky**, Office of Planning, Research and Evaluation, Administration for Children and Families**PRESENTERS****Kelly Maxwell**, Child Trends**Ellen Peisner-Feinberg**, Frank Porter Graham Child Development Institute, University of North Carolina at Chapel Hill**Kathryn Tout**, Child Trends**DISCUSSANT****Ivelisse Martinez-Beck**, Office of Planning, Research and Evaluation, Administration for Children and Families

Increasingly, early care and education (ECE) programs blend funding across many public sources. In doing so, programs must adhere to different standards and regulations across early childhood settings. There have been few research studies conducted to advance the understanding of the similarities and differences across settings (i.e., Head Start programs, pre-kindergarten programs and licensed child care centers) and the implications for quality improvement and professional development. This session will present findings and considerations from two research projects that studied ECE programs in mixed delivery systems.

The session will begin with a presentation providing background on the multiple sets of standards and regulations across ECE settings and will include how some states have integrated standards within Quality Rating and Improvement Systems (QRIS). The second presentation will describe a validation study of Minnesota's QRIS. The third presentation will discuss a set of studies evaluating North Carolina and Georgia's public pre-K programs. Both of these presentations will address lessons learned while doing research in mixed delivery systems and future directions as the ECE systems become more integrated. Finally, the discussant will comment on the research presented and implications for future research and policy initiatives. The session will conclude with a guided discussion and questions from the audience.

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## INDEPENDENCE F/G

*Parenting in the Context of Trauma: Health, Developmental, and Maltreatment Outcomes***CHAIR****Brenda Jones-Harden**, Institute for Child Study, University of Maryland**PRESENTERS****Rachel Chazan Cohen**, University of Massachusetts Boston**Brenda Jones-Harden**, Institute for Child Study, University of Maryland**Colleen Morrison**, University of Maryland**DISCUSSANT****James Venza**, The Lourie Center for Children's Social & Emotional Wellness

Experiencing trauma in the early years places children on a compromised developmental path. Maternal past and/or current trauma has the potential to affect adversely mothers' parenting of their young children and may place children at developmental risk. This symposium will address the relationship of trauma to parenting and associated outcomes by presenting three studies of infants and toddlers from low-income families. Implications for practice also will be discussed.

*Associations between Early Parenting and Maltreatment in a High-Risk Sample***Catherine Ayoub, Rachel Chazan Cohen, Carrie Furrer, Katie Paschall, Adam Von Ende***Trauma, Early Parenting, and Toddler Emotion Regulation***Lisa Berlin, Erin Cannon, Brenda Jones Harden, Tiffany Martoccio***Exposure to Trauma and Adverse Birth Outcomes in Low-income African American Women***Brenda Jones Harden, Colleen Morrison**

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## INDEPENDENCE H/I

*Actionable Intelligence (AI) for Early Childhood Education: The Use of Integrated Data Systems to Build and Sustain Effective High-Quality Program Models***CHAIR****John Fantuzzo**, University of Pennsylvania; Actionable Intelligence for Social Policy Network**PRESENTERS****Erin Dalton**, Office of Data Analysis, Research, and Evaluation, Allegheny County Department of Human Services**Whitney LeBoeuf**, University of Pennsylvania**Wladimir Zanoni**, Chapin Hall at the University of Chicago**DISCUSSANT****Donald Kettl**, University of Maryland; Brookings Institution

The session will introduce the Actionable Intelligence (AI) Model for Continuous Quality Improvement and demonstrate how well-established Integrated Data Systems (IDS) can be used to actualize this model to serve state and local government. Fully developed IDS routinely can use administrative records across agencies to provide an evidence-based picture of the whole child and family within entire state or local jurisdictions. Whitney Leboeuf will demonstrate how integrated data on evidence-based early risk factors can serve as AI for universal pre-K efforts. Erin Dalton will explore IDS in Allegheny County and provide examples of its use in practice. He will focus on models that assist child welfare workers to make better screening decisions at the time of birth to prevent future child abuse and neglect. Wladimir Zanoni will present quasi-experimental data evaluating the effects of child care subsidies on parent employment and earnings and child achievement. The discussant, Donald Kettl, will put this work into a national public policy context and consider the contributions of IDS to meeting the need for integrated government services.

*Using Philadelphia's Integrated Data System to Inform Universal Pre-K investment*

**Whitney LeBoeuf**

*Using Integrated Data Systems (IDS) to Protect Young Children*

**Erin Dalton**

*Using Integrated Data Systems (IDS) to evaluate the Effects of Child Care Subsidies on Parental Employment and Child Development*

**Wladimir Zanoni**

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## LAFAYETTE PARK/FARRAGUT SQUARE

*Poster Symposium – Validity Explorations in Culturally-Situated Measures Designed to Promote Preschool Children’s School Readiness***CHAIR****Brandon Foster**, Tufts University**PRESENTERS****Rebecca Bulotsky-Shearer**, University of Miami**Brandon Foster**, Tufts University**Sunah Hyun**, Tufts University**Lisa Lopez**, University of South Florida**Patricia Manz**, Lehigh University**Christine McWayne**, Tufts University**Rica Ramirez**, University of South Florida**DISCUSSANT****Julia Mendez**, University of North Carolina, Greensboro

Increasingly, researchers are calling attention to the importance of developing and validating culturally sensitive measures of constructs known to promote preschool children’s school readiness. This is because the behaviors of constructs that promote school readiness across all levels of a child’s ecology look different depending on the socio-cultural backgrounds of children and families. The aim of this symposium is to present several approaches to validating culturally-situated measures. Presenters will discuss the implications for policy and practice.

*Partnership-Based Development of the Toddler & Play Scale for Home Visiting Programs Serving Low-Income and Ethnic Minority Families*

**Patricia Manz**

*Concurrent Validity for the Spanish Form of the Adjustment Scales for Preschool Intervention for Culturally and Linguistically Diverse Latino Children*

**Rebecca Bulotsky-Shearer, Michael López, Paul McDermott**

*Culturally Relevant Measurement of Latino Caregiver’s Family Involvement: A Rasch Analysis of the Parental Engagement of Families from Latino Backgrounds (PEFL- English) and Participación Educativa de Familias Latinas (PEFL- Spanish) Measure*

**Brandon Foster, Christine McWayne, Gigliana Melzi**

*Contextual Factors Influence Peer Interactions among Bilingual Learners*

**Sandra Damiron, Carol Scheffner Hammer, Lisa Lopez, Travis Marn, Nicole Molina, Rica Ramirez**

*Profiles of Culturally Salient Positive Parenting Practices among Low-Income, Urban-Residing African American Head Start Families*

**Sunah Hyun, Jacqueline Mattis, Christine McWayne**

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## CONSTITUTION B

*Master Lecture — Early Childhood Development in an Era of Widening Economic Disparities***CHAIR****Hakim Rashid**, Howard University**PRESENTER****Rashmita Mistry**, University of California, Los Angeles

The precarious state of economic inequality in the United States and globally is one of the most pressing social issues of the day and has far-reaching consequences at an individual and societal level. In the United States, economic inequality has dramatically increased since the 1970s. Inequality is more severe than it has been since before the Great Depression. Although many American adults believe that hard work and drive are important factors in one's economic mobility, in reality, four out of ten children born into the bottom quintile of the income distribution will remain there as adults. This is a consequence of structural and social barriers including the lack of educational opportunities and earning decent wages. In this talk, Dr. Rashmita Mistry first will review the scientific evidence on the causes and consequences of poverty on young children's development with a particular focus on families and early child care settings as contexts for development. Heightened levels of economic disparity touch children's lives in myriad ways, including through changes in the socio-demographic composition of communities and schools. As children increasingly attend economically segregated schools and live in economically segregated communities, they experience vastly different social worlds. In the second half of the presentation, Dr. Mistry will review a more limited but growing body of research on young children's emergent beliefs about wealth and poverty, as well as evidence regarding the benefits and challenges of socio-economic status-related school integration policies for teachers and students.

**MASTER LECTURE BIOGRAPHY****Rashmita S. Mistry**

Rashmita S. Mistry, PhD, is Professor of Education in the Graduate School of Education & Information Studies at the University of California, Los Angeles. She received her doctorate in Human Development and Family Sciences from the University of Texas at Austin and completed postdoctoral training at the Center for Developmental Science, University of North Carolina at Chapel Hill. Dr. Mistry is a developmental psychologist and her research examines the consequences of family socioeconomic resources and disadvantage (i.e., poverty) on children's developmental outcomes; children's understanding of social status and social identity development (i.e., race, ethnicity, nationality, and social class); and the implications of school-level socioeconomic diversity on teaching, learning, and child development.

**115****CONSTITUTION C/D/E***Making High-Quality Preschool Inclusion a Reality: Bringing Together Research, Policy, and Practice***CHAIR****Rashida Banerjee**, University of Northern Colorado**PRESENTERS****Rashida Banerjee**, University of Northern Colorado**Sanna Harjusola-Webb**, Kent State University**Sharmila Lawrence**, National Center for Children in Poverty, Columbia University**Sheila Smith**, National Center for Children in Poverty, Columbia University**Elena Soukakou**, Frank Porter Graham Child Development Institute, University of North Carolina at Chapel Hill**Tracey West**, Frank Porter Graham Child Development Institute, University of North Carolina at Chapel Hill**DISCUSSANT****Shantel Meek, Administration for Children and Families**

General education classrooms increasingly serve young children with disabilities with typically developing peers. Thus, it is imperative that researchers investigate the factors that facilitate implementation of quality preschool inclusion for young children and study practice and policy impacts. Three groups of cross-disciplinary presenters from national centers discuss empirical papers on research, policy, and evidence-based practice related to preschool inclusion and provide recommendations for future policy and research.

*Assessing the Quality of Inclusion: A Critical Issue for States, Programs, and Children*

**Elena Soukakou, Tracey West**

*The Effects of Increased Opportunities for Expressive Communication in Young Children with Autism Spectrum Disorders in their Preschool Classroom*

**Sanna Harjusola-Webb**

*Towards High-Quality Preschool Inclusion: Research-Informed Policy Recommendations and Directions for Future Research*

**Rashida Banerjee, Sharmila Lawrence, Sheila Smith**

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## WILSON/ROOSEVELT

*Conversation Hour — The Migrant and Seasonal Head Start (MSHS) Study: Solving Challenges to Effective Study Methods***CHAIRS****Sandra Carton**, Office of Head Start, Administration for Children and Families**Wendy DeCoursey**, Office of Planning, Research and Evaluation, Administration for Children and Families**PRESENTERS****Sandra Barrueco**, Catholic University of America**Michael López**, Abt Associates**Cleo Rodriguez**, National Migrant and Seasonal Head Start Association

The Migrant and Seasonal Head Start (MSHS) Study is a nationally representative study that will describe the characteristics and experiences of the children and families who enroll in MSHS and the practices and services of the MSHS programs that serve them. The goal of the study is to gather accurate and detailed information about MSHS programs, children, and families to inform MSHS policy and practice. MSHS has not been included in previous national Head Start data collections. This is primarily because of concerns regarding accurate, comparable measurement of the unique features of the programs and the bilingual migrant children and families. Challenges for studying MSHS programs include variations in scheduling (i.e., programs range from 6 weeks to 12 months); serving the full age range (birth to five years of age); and the prevalence of dual language learners (80 percent of the population). The presenters will highlight the strengths of the proposed study design, measures for data collection, and the analysis. The study team will share challenges and current solutions with participants for input and discussion. Presenters welcome feedback from the audience on key measurement and conceptualization issues.

**117****CABIN JOHN/ARLINGTON***Infant/Early Childhood Mental Health Consultation in Head Start***CHAIR****Sangeeta Parikshak**, Office of Head Start, Administration for Children and Families**PRESENTERS****Amanda Bryans**, Office of Early Childhood Development, Administration for Children and Families**Neal Horen**, Georgetown University**Stephen O'Connor**, DC Department of Behavioral Health

Current standards require a mental health professional to be on-site to provide mental health consultation for Early Head Start (EHS) and Head Start programs. This session will explore the following: the role of the mental health consultant in EHS and Head Start; effective strategies for designing mental health consultation services; and resources for developing and supporting an effective infant early childhood mental health consultant workforce. The session also will describe how Infant/early childhood mental health consultation supports EHS/Head Start programs to build their capacity in key areas of mental health including but not limited to the following: trauma/toxic stress; reflective practice; and promoting social emotional development and challenging behaviors.

## Poster Session

### INDEPENDENCE A

### *Poster Topic: Assessment*

#### M001

*Assessing Head Start Children's Perceptions of Themselves and Their Parents as Learners: Evaluation of the Child-Parent-School Puppet Interview (CPSPI) Tool*

—Emily Ross, Courtenay Kessler, Terri Sabol, Amanda Morris

#### PRESENTERS

**Emily Ross, Courtenay Kessler**

Two-generation programs that offer human capital services to parents while children are enrolled in preschool are gaining popularity. However, researchers currently lack sufficient measurement tools to understand how participation may affect children in dynamic ways. This includes children's self-perceptions and perceptions of their parents' involvement in learning and education. The team developed the Child-Parent-School Puppet Interview (CPSPI) measure to interview children about their perceptions, and we present preliminary empirical support for this tool, including reliability and validity.

#### M002

*Testing the Validity of GOLD Assessments in the Real-world: Does Including GOLD Learning Outcomes in Teacher Accountability Impact the Validity of the Teacher-Assessed Student Learning Metrics?*

—Erika Blackburn, Catherine Worrell, Alden Wells

#### PRESENTERS

**Erika Blackburn, Catherine Worrell, Alden Wells**

The current study tests the validity of GOLD child learner assessment data in a program that simultaneously uses GOLD to evaluate teacher effectiveness. Researchers examine the correlations between teacher-assessed GOLD ratings and direct assessment data collected by independent researchers to identify any issues with validity, inform policy changes concerning teacher evaluations, and improve support. Moderate correlations (N=358) provide evidence of GOLD validity in the context of its use for teacher accountability.

**M003***Identifying Depression in Head Start Mothers: Pitfalls, Challenges, and Solutions*

—Ferol Mennen, William Monro, Chung Hyeon Jeong, Yoewon Yong

**PRESENTER****Ferol Mennen**

This study describes the process of developing a screening protocol to identify mothers with depression in a Head Start program so they could be invited to join a study to evaluate the effectiveness of an Interpersonal Psychotherapy Group to treat these mothers. Results from both the qualitative study designed to learn about mothers' attitudes toward depression and depression screening, the protocol developed from those findings, and the application of that protocol are presented.

**M004***HighScope's COR for Kindergarten Validation Study*

—Jeffrey Beal, Zongping Xiang

**PRESENTER****Jeffrey Beal**

HighScope's new Kindergarten Entry Assessment (COR for Kindergarten) is designed to measure what a child knows and is able to do at kindergarten entry. During this presentation, participants will learn how HighScope developed their assessment for and with kindergarten teachers by including the teachers in the design, review, and validation of the assessment. Participants will hear about the results of the validation studies and engage in discussions about the implications of the studies.

**M005***Measuring Social-Emotional Skill Growth Using a Behavior Rating Scale in an Economically Disadvantaged Pre-K Population*

—Jennifer Fleming Robitaille, Paul LeBuffe

**PRESENTER****Jennifer Fleming Robitaille**

The importance of promoting children's social-emotional competence is well recognized, and early childhood programs are increasingly required to document their impact on children's well-being. This study examines the use of the DECA, a nationally normed behavior rating scale designed to assess within-child protective factors related to resilience and to evaluate the impact of a social-emotional learning program for preschool children. Findings indicate that the DECA was sensitive to skill change and can be used to evaluate program outcomes.

**M007***Language Comprehension Skills in Haitian Creole, Hebrew, Spanish, and Russian- and English-Speaking Dual Language Learners: Multidimensional Perspectives*

—Isabelle Barriere, Katsiaryna Aharodnik, Sarah Kresh, Elena Kulagina, Fatma Hassaneen, Blandine Joseph, Sally Ng, Devorah Stein, Geraldine Legendre, Thierry Nazzi

**PRESENTERS****Isabelle Barriere, Katsiaryna Aharodnik**

Sentence comprehension skills that predict subsequent language and literacy skills were examined in four groups of twenty Haitian Creole, Hebrew, Russian and Spanish-speaking Dual Language Learners. The relations between factors related to the context of acquisition, preschoolers' language preference, vocabulary, semantic fluency and sentence comprehension were investigated. English comprehension skills were compared across groups speaking the different languages to determine whether and to what extent the specific characteristics of each language influence the comprehension of English.

**M008***Validation of Parent and Teacher Assessments of Peer Play Interactions for Low-Income Chinese Immigrant Children*

—Katherine Cheung, Lok-Wah Li, Sunah Hyun, Christine McWayne

**PRESENTERS****Katherine Cheung, Lok-Wah Li, Sunah Hyun**

This study examined the construct validity of parent and teacher assessments of children's home and classroom peer play behaviors using the Penn Interactive Peer Play Scale (PIPPS). Two hundred and ten Chinese Head Start immigrant families were recruited from 21 Head Start classrooms in a large northeastern city. Initial analyses supported the validity of the measure with Chinese Head Start children. Results affirmed the importance of having culturally and linguistically appropriate measures in early childhood.

**M009***Assessing the Value of a District-Wide Measure of Kindergarten Classroom Engagement Skills*

—Kristen Coe, Benjamin Brumley, Katherine Barghaus, Whitney LeBoeuf

**PRESENTER****Kristen Coe**

This study investigates the psychometric properties of a teacher-reported measure of behavioral classroom engagement, called the Classroom Engagement Scale (CES). The 14-item scale is being used on the kindergarten report card in one of the largest urban school districts in the U.S. The goal is to provide useful information to teachers and families that will allow them to better understand how knowledge of early engagement skills can predict later student outcomes.

**M010***Developmental Changes in Emergent Comprehension:  
An Analysis of Errors Made by Low-Income Children on an Early Literacy Assessment*

—Laura DeWynngaert, Alisa Zeliger-Kandasamy, Linda Baker, Sagar Patel

**PRESENTER**

**Laura DeWynngaert**

The emergent comprehension skills of preschoolers are important precursors of reading comprehension. In this study, the errors children made on a test of meaning construction were examined for what they could reveal about skill growth over time. Participants were low-income children followed from pre-kindergarten through first grade. Early errors involved picture-governed understanding and later errors involved text-governed understanding. These results highlight the importance of looking beyond standardized test scores to characterize emergent comprehension skills.

**M011***Assessing Adverse Childhood Experiences in Center-Based Preschool Programs*

—Leanne Whiteside-Mansell, Lorraine McKelvey, Jana Bays, Robert Bradley

**PRESENTER**

**Leanne Whiteside-Mansell, Jana Bays, Robert Bradley**

The Adverse Early Childhood Experiences (ACE) study was based on adults recalling childhood traumatic experiences and found long-term physical and emotional health consequences (Anda et al., 2006; Felitti et al., 1998). Researchers describe an assessment of ACEs during preschool years for children attending center-based programs serving low-income families. The tool was designed to enhance the teacher-family partnership and individualize services. Results support the parent-sensitive assessment as a useful ACE assessment beyond its original intent.

**M012***Preliminary Validity of Two New Measures for Observing and Promoting Positive  
Early Father Toddler Rough and Tumble Play*

—Sheila Anderson, Jennifer St. George, Shanalyn Wheeler, Lori Roggman

**PRESENTER**

**Sheila Anderson, Shanalyn Wheeler**

This exploratory study examined the psychometric properties of two observational intervention measures of father rough and tumble play with toddlers. Both the Dad's Parenting Interactions with Children: Checklist of Observations Linked to Outcomes, and the Rough and Tumble Play Quality Scale demonstrated strong psychometric properties and predicted child social-emotional and language outcomes into prekindergarten. These initial promising results suggest the tools may be effective in helping programs improve the quality of services for fathers.

## Poster Topic: Dual Language Learners

### M016

#### *The Oral and Academic Language Skills of Spanish-Speaking Preschoolers*

—Adine Schick, Gigliana Melzi, Maria del Rosario Maita, Lauren Scarola

#### PRESENTERS

**Adine Schick, Gigliana Melzi, Maria del Rosario Maita, Lauren Scarola**

Low-income Latino preschoolers from Spanish-speaking homes have low rates of school readiness and overall school success. Past research has suggested that supporting children's language skills in their first language (e.g., Spanish) serves as a critical foundation to their acquisition of English and, in turn, their academic success. Thus, the current study presents an in-depth description of the Spanish language skills of first-generation Latino preschoolers (N=72), and highlights the parenting practices that best support these skills.

### M017

#### *Parental Control Strategies and Toddler Compliance in a Low-Income Latino Immigrant Couple*

—Catherine Kuhns, Natasha Cabrera

#### PRESENTER

**Catherine Kuhns**

This study examines the mechanisms by which Latino immigrant mothers' control strategies (i.e., commands, indirect commands, explanations, and so forth) are associated with their children's compliance. This study uses observational data and an event-based coding scheme to capture the frequency of both control strategies and compliance. It also includes a measure of the emotional climate (shared affect) of the interaction, and examines if shared affect strengthens the association between parental control strategies and child compliance.

### M018

#### *Parent Language Skills, Hyperactivity, and Literacy Skills: Child Gender Differences*

—Christine Meng, Ya-Fang Cheng

#### PRESENTERS

**Christine Meng, Ya-Fang Cheng**

This study selected 350 Spanish bilingual children (174 males and 176 females; 85 Hispanic, 247 Mexican, 17 Puerto Rico) in the Head Start Family and Child Experiences Survey (FACES 2003 cohort) to examine whether child gender moderated the association among parents' English and Spanish language skills, Spanish bilinguals' hyperactivity, and the children's English literacy skills. Findings suggest that for both male and female children, Spanish bilinguals' hyperactivity has differential effects on their English literacy skills.

**M019***Selection into Head Start Classrooms Using English or Spanish for Instruction: Characteristics of Children, Families and Centers*

—Elisa Garcia

**PRESENTER****Elisa Garcia**

This study examined characteristics predicting selection into Head Start classrooms using predominantly English or Spanish for instruction. Using the Head Start FACES 2009 cohort data, researchers predicted enrollment in classrooms using English or Spanish for instruction with child, classroom, and center level variables. There is evidence of non-random selection into classrooms using English or Spanish instruction. This helps inform the understanding of the context surrounding DLL children's development in classrooms with different languages of instruction.

**M020***Interactive Effects of the Language of Instruction on Dual Language Learner's English and Spanish Vocabulary Development in Head Start*

—Elisa Garcia

**PRESENTER****Elisa Garcia**

This study examines the interactive effects of the classroom language context and the frequency of vocabulary instruction on Dual Language Learner (DLL) children's vocabulary outcomes. Children who were instructed predominantly in Spanish had significantly lower English and higher Spanish spring vocabulary skills, but only when teachers did not teach vocabulary every day. Results show that instructional activities may be more important for DLLs than the language in which they are instructed.

**M021***Learning Grammatical Morphemes in L2-English: A Comparison between L1-Spanish and L1-Cantonese Children*

—Gabriela Simon-Cereijido, Pui Fong Kan, Fanyin Cheng, Katy Wyatt

**PRESENTER****Gabriela Simon-Cereijido, Pui Fong Kan**

This study explored the acquisition of English morphology in English Language Learners. Participants included 24 children who spoke Spanish as L1 and 24 children who spoke Cantonese as L1. Each participant produced an English sample elicited with the question, "Frog, where are you?" Results indicated that all participants exhibited use of Brown's morphemes. However, correct use percentages were low. In addition, children produced morphemes in a different order than the normative order for monolingual English-speaking children.

**M022***Home Literacy Activities in Latino Immigrant Families: Contributions to Toddlers' Language Skills*

—Jenessa Malin, Natasha Cabrera

**PRESENTER****Jenessa Malin**

This study explores the mechanisms by which home literacy activities (i.e., reading, telling stories, singing songs) contribute to toddlers' receptive and expressive language skills in a sample of U.S. born Latino toddlers and their immigrant mothers and fathers. This study examines whether parent (i.e., dialogic strategies, quality and quantity of language) and child (engagement, interest) contributions to the quality of home literacy activities strengthen the association between frequent home literacy activities and children's language skills.

**M023***Language Inputs to Infants During Naturalistic Routines in Low-Income, Immigrant Latino Families*

—Kelly Escobar, Catherine Tamis-Lemonda, Stephanie Custode

**PRESENTERS****Kelly Escobar, Catherine Tamis-Lemonda, Stephanie Custode**

Infants engage in culturally-specific activities throughout the day. The amount and type of language infants are exposed to by caregivers will vary across these activities. Despite this cultural view of language socialization, researchers often focus on structured activities rather than capturing language across naturalistic routines. This creates incomplete portraits of infants' daily language environments. This observational study documents the fluctuations in language input during naturalistic routines of Latino infants and their low-income, immigrant caregivers.

**M024***Family Factors and BMI among Mexican and Dominican Children*

—Natalia Rojas

**PRESENTER****Natalia Rojas**

Young children of immigrants in the United States are more likely to be overweight and have a higher percentile body mass index (BMIs) than children of natives of the same racial-ethnic group (Van Hook & Baker, 2010). This study found that family factors such as family acculturation, economic hardships, evaluations of whether their child weighed more or less than the ideal, and child feeding practices were associated with overweight or obesity among Mexican and Dominican children.

**M025***Effects of Dual Language Narrative Intervention on Preschoolers' English and Spanish Language*

—Trina Spencer

**PRESENTER****Trina Spencer**

Head Start teachers delivered a Spanish-English dual language curriculum to nine preschoolers whose home language is Spanish. Lessons targeted storytelling and vocabulary and were delivered in small group and individual arrangements as part of a preschool language multi-tiered system. Results indicated that all children made moderate to significant gains in English retelling. Children's Spanish retelling scores were considerably more variable. Significant improvements were observed in English vocabulary.

*Poster Topic: Early Care and Education Partnerships***M029***Enhancing Impacts of Pediatric Primary Care Based Preventive Intervention through Linkages with Community Programs*

—Alan Mendelsohn, Adriana Weisleder, Anne Seery, Leora Mogilner

**PRESENTERS****Alan Mendelsohn, Adriana Weisleder, Anne Seery, Leora Mogilner**

Presenters report on a citywide initiative seeking population-level impacts on poverty-related disparities in school readiness through dissemination and coordination of programs promoting early literacy. The initiative utilizes multiple platforms, including pediatric primary care, community settings (libraries, community centers), home visiting, and early childhood education. Presentation of this model, together with methodological considerations and preliminary descriptive data from a pilot study of initiative impacts, will inform both policy and research related to the prevention of disparities.

**M030***Even Better Together: HIPPY and Head Start Collaborations and the Benefits to Children and Families*

—Amber Brown

**PRESENTER****Amber Brown**

This session will review the basics and benefits of collaborations between Head Start and HIPPY programs. Head Start and HIPPY programs share the philosophy that parents are the primary teacher of the child. Both programs focus their interventions on disadvantaged children from low-income families to prepare these children for school success. Research shows that the students who participated in Head Start in combination with HIPPY programs score higher on language proficiency measures in kindergarten.

**M031**

*Quantifying Collaboration in Early Care and Education State Administrators and Local Providers using Existing Scales and Interagency Network Analysis: Relationships between State and Local Levels and Predictions of Quality.*

—Gary Resnick, Meghan Broadstone, Sarah Kim

**PRESENTERS**

**Gary Resnick, Meghan Broadstone**

Presenters provide preliminary results from the Child Care Collaboration and Quality Study, which used inter-agency network analysis and existing scales to quantify collaboration at both the state and local provider levels. Results will map the professional networks of state child care administrators in Vermont and Maryland and determine links with collaboration among representative samples of child care providers in these two states. Implications for increased collaboration on child care access and quality will be discussed.

**M032**

*Uses of Technology to Increase Quality in Home-Based Care: Opportunities in Early Care and Education Partnerships*

—Josh Maticotta

**PRESENTER**

**Josh Maticotta**

Home-based child care providers experience time-consuming administrative burdens and operational challenges running their early care and education (ECE) programs. This interrupts engagement in quality improvement and professional development activities. A literature review on the role of technology to support ECE providers was conducted. Also, an evolving technology partnership and implementation of a data management platform were studied. Findings suggest that partnerships incorporating technology support can offset costs, support professional development, and improve program quality.

**M033**

*Doing Double Duty: Making Sense of Head Start, District, and State Policies in a Public Pre-K Classroom*

—Kaitlin Northey, Sharon Ryan

**PRESENTERS**

**Kaitlin Northey, Sharon Ryan**

This presentation examines how public pre-K policy is implemented in a Head Start setting. Using rich qualitative data, presenters describe how the teacher navigated differing regulations, organizational aims, and resourcing to implement her pre-K program. The research questions guiding this study were: What policies are enacted in a Head Start classroom offering public pre-K? How does the pre-K program as enacted reflect or differ from the state pre-K policy and in what ways?

**M034***Perceptions of School Readiness and Ready Schools of Head Start Directors and Title I Elementary Principals in Addressing Student Achievement*

—Linda Hampton

**PRESENTER****Linda Hampton**

This is a quantitative study of readiness perceptions of Head Start directors and Title I elementary principals of children transitioning from Head Start to kindergarten in addressing student achievement. Four research questions are addressed regarding the perceptions of school readiness and ready schools, and the personal and professional demographics of directors and principals. Recommendations are presented for both practice and future research.

**M035***Collaborations Between Early Childhood Education Programs and Social Service Agencies to Enhance Services for Young Children and Families: A Mixed Method Exploratory Analysis*

—Lynn Mayer, Sandra Barrueco, Shavaun Wall, Franssy Zablah

**PRESENTERS****Lynn Mayer, Sandra Barrueco, Shavaun Wall, Franssy Zablah**

The present study examined the nature of collaborations between early childhood education programs and social service agencies to provide comprehensive services for young children and families. First, a quantitative survey was completed by principals (n=670) and social service program directors (n=100) in 24 large urban metropolitan areas. The survey was followed by in-depth interviews of key exemplars. Findings indicated that 26 percent reported engaging in collaboration and that creativity and shared values facilitated collaborations.

**M036***Cross-System Collaboration and Data Sharing in Alaska: Increasing Service Access for Maltreated Infants and Toddlers*

—Taletha Derrington, Lisa Balivet, Kenneth Smith, Haidee Bernstein

**PRESENTERS****Taletha Derrington, Lisa Balivet, Kenneth Smith, Haidee Bernstein**

Alaska increased the number of maltreated infants and toddlers who were referred to and enrolled in Part C Early Intervention (EI) programs by piloting referral policies and procedures and data system automation to transfer referral data from Child Welfare to EI for infants/toddlers with substantiated maltreatment. This poster presents lessons learned from these two efforts and underscores the importance of cross-system coordination to engage these difficult-to-serve children and families.

## Poster Topic: Family Engagement

### M040

#### *Parental Engagement and Self-Efficacy: Precursors to Children's School Readiness*

—Adina Schick, Gigliana Melzi, Lauren Scarola, Lillian Maltz

#### PRESENTERS

**Adina Schick, Gigliana Melzi, Lauren Scarola, Lillian Maltz**

The preschool years are a critical period for the development of the emergent literacy, cognitive, and social-emotional skills that are predictive of children's school readiness and overall academic success. Past research has suggested that parental engagement and parental self-efficacy serve as key precursors to children's school readiness. However, the precise nature of that relationship is unclear. The current study explored the relationship between parental engagement, parental self-efficacy, and low-income preschoolers' (N=65) school readiness.

### M041

#### *Engaging Parents in the Delivery of the Health Services Component in Early Head Start and Head Start*

—Anamarie Auger, Lynn Karoly, Laurie Martin

#### PRESENTERS

**Anamarie Auger, Lynn Karoly**

Results from the Head Start Health Manager Descriptive Study are analyzed to examine the strategies used by Early Head Start (EHS) and Head Start programs to engage families in addressing the health needs of children and adults, the challenges with ensuring robust and sustained engagement with health-related supports, and how challenges vary by program and population characteristics. Researchers also identify evidence-based practices and initiatives that EHS/Head Start programs can use to increase health-related parent engagement.

### M044

#### *Parent Academic Expectations Influence Child Academic Performance: Longitudinal Models Illuminate Behavioral and Additudinal Mediators*

—John Loughlin-Presnal, Karen Bierman

#### PRESENTERS

**John Loughlin-Presnal, Karen Bierman**

A cross-lagged, longitudinal model identified bi-directional associations between parent academic expectations and child academic performance from first through fifth grade. Additional analyses indicated that parent academic expectations influenced child academic performance indirectly, mediated by child learning behaviors from first to third grade, and by child perceived academic competence from second to fifth grade. Parent involvement in child learning was related to parent expectations and child performance but did not mediate associations at either time point.

**M045***Parent and Teacher Agreement on Racial-Ethnic Socialization Beliefs and Practices: Implications for Child Care Quality*

—Kimberly Davidson, Jaipaul Roopnarine

**PRESENTERS****Kimberly Davidson**

As the US population continues to diversify, early childhood programs serving our nation's youngest citizens strive to meet the needs of culturally diverse families. Utilizing a sample of teachers, children, and families in Head Start programs, researchers examine the effects of parent-teacher agreement with regard to racial-ethnic socialization on children's development of protective factors. The study's findings lay bare the importance of parent-teacher collaboration. Presenters discuss implications of collaboration on child care quality.

**M047***Recruiting and Retaining High-Risk Families in Evidence-Based Home Visiting Programs Implemented by Community-Based Organizations*

—Sarah Kaye, Lauren Rabinovitz, Ana Katrina Aquino, Deborah Perry

**PRESENTERS****Lauren Rabinovitz, Ana Katrina Aquino**

The national Maternal Infant and Early Childhood Home Visiting (MIECHV) initiative funds evidence-based home visiting (EBHV) programs to engage high-risk parents in home visiting programs. Community-based agencies implementing EBHV must recruit high-risk families and keep them engaged for up to three years. This poster presents quantitative and qualitative findings to examine the reach of EBHV and retention of families in MIECHV-funded programs in Washington, DC.

**M048***Uncovering Biases: How Home Visits Transform Early Childhood Pre-Service Educators' Attitudes for Diverse Family Engagement*

—Swati Mehta, Colleen Vesely, Jenny McCarthy, Elizabeth Brown, Laura Dallman

**PRESENTERS****Swati Mehta, Colleen Vesely, Jenny McCarthy, Elizabeth Brown, Laura Dallman**

Teachers demonstrate a limited awareness for how cultural backgrounds of students inform the daily functions of diverse families. By maintaining a sense of cultural humility, teachers can develop skills, knowledge, and attitudes for working across diverse families. This study examined transformative experiences of early childhood education candidates (N= 160) through a home visit. Critical self-reflection during home visits helped candidates uncover their biases related to marginalized families and transformed those biases.

**M050***The Intersection of University-based Child Care and the Parents of Young Children from Low-Income Homes: Can Child Care Benefit Both Parents and Children?*

—Tracey Dewart, Karen McFadden, Lorraine Mondesir, Jacqueline Shannon,  
Daniel Debonis, Katherine Pace-Miles

**PRESENTERS**

**Tracey Dewart, Karen McFadden, Daniel Debonis**

Family socio-economic resources are strongly associated with parenting and parental well-being and play a primary role in the determination of child outcomes. The current paper examines whether the provision of university-based, child care for low-income parents supports parents' education and parenting, reduces parenting stress, and promotes child development. Findings demonstrate that the provision of child care increases parents' GPA and degree-progress and increases their parenting behaviors and perceived efficacy while reducing stress. Ongoing analyses will examine child outcomes.

## Poster Topic: Parent-Child Interactions

**M055***Parenting Style as a Moderator of Head Start Participation and Children's Socio-Emotional Development: Findings from the Head Start Impact Study*

—Allison Cooperman, Elise Chor

**PRESENTER**

**Allison Cooperman**

This study examines the influence of home and school environments on children's socio-emotional development. Using experimental Head Start Impact Study data, researchers find that, although Head Start participation reduces hyperactivity on average, children with neglectful mothers have increased hyperactivity during the Head Start year. This relationship is consistent above and beyond maternal depression. These results provide support for fostering positive parenting styles to increase Head Start's effectiveness.

**M056***Exploring the Intergenerational Transmission of Risk: Parent Experiences, Parent-Child Relationship, and Child Cortisol Patterns*

—Cara D. Bosler, Jennifer Hays-Grudo, T. Kent Teague, Sherri Castle

**PRESENTERS**

**Cara D. Bosler, Jennifer Hays-Grudo**

The purpose of this study was to explore the relationship of parents' experiences to their children's cortisol patterns. Linear growth model results indicated that more parent-child conflict and parent stress predicted flatter slopes of salivary cortisol from morning to afternoon. Further, SEM path analyses revealed that parent Adverse Childhood Experiences (ACEs) were linked to less adaptive cortisol patterns via parent depressive symptoms, the number of stressful life events, and parent-child conflict. Implications for interventions are discussed.

**M057***Promoting the Symbolic Play of Low-Socioeconomic Status (Low-SES) Mexican Mother-Toddler Dyads through a Parenting Program in Pediatric Healthcare*

—Carolyn Brockmeyer Cates, Adriana Weisleder, Catherine Tamis-Lemonda, Angelica Alonso, Yana Kuchirko, Caitlin Canfield, Anne M. Seery, Samantha Berkule Johnson, Jenny A. Arevalo, Jennifer Ledesma, Benard P. Dreyer, Alan Mendelsohn

**PRESENTERS**

**Carolyn Brockmeyer Cates, Adriana Weisleder, Alan Mendelsohn**

This study examined whether a pediatric primary care parenting intervention, which was delivered beginning at birth, was effective in enhancing the quantity of symbolic play engaged in by low-SES Mexican mother-toddler dyads for a child 24 months of age. Findings suggest enhancements in mother and child symbolic play activities resulting from participation in the program. Effects were most robust for families with less than a 7th grade education. Results support use of play-based parenting interventions in the healthcare setting in early childhood.

**M058***Person-Centered Parenting Patterns and Pre-kindergarteners' Cognitive Competences*

—Chang Su-Russell, Jean Ispa, Francisco Palermo, Gustavo Carlo

**PRESENTER**

**Chang Su-Russell**

Using a person-centered approach, researchers identified four distinct parenting patterns and examined how these patterns were associated with children's cognitive competences at pre-kindergarten. Data were from the Early Head Start Research and Evaluation Project (EHSREP). Participants (N = 3001) were from diverse ethno-racial backgrounds. Compared to parents in other clusters, parents with relatively high warmth, low directiveness, high cognitive stimulation, and high provision of learning materials had children with greater cognitive competence.

**M059***Latino Parenting Practices and Preschoolers' Self-Regulation*

—Gabrielle Gunin, Gigliana Melzi

**PRESENTER**

**Gabrielle Gunin**

Parenting practices are critical in the development of self-regulation during early childhood. Extant research with low-income communities is limited. This research examines parenting mostly through self-report. Using both observational and self-reported data, the study explored low-income Latino parenting and its relationship to preschoolers' self-regulatory skills. Results showed that low maternal sensitivity was positively related to permissive parenting but also to higher levels of self-regulation. Results are discussed in relationship to cultural conceptualizations of parenting.

**M060***Multiple Dimensions of Fathers' Parenting: Links to Children's Behavior Problems and Language Development*

—Melissa Barnett, Katherine Paschall, Melissa Curran

**PRESENTERS**

**Melissa Barnett, Katherine Paschall**

This study draws data from families participating in the Building Strong Families (BSF) intervention to examine links between three dimensions of fathers' parenting (observed supportive parenting, observed harsh parenting, and father-reported engagement in caregiving activities) and preschool children's behavior problems and receptive language skills. Results, controlling for mothers' observed parenting, suggest that fathers' harsh parenting is linked to externalizing and internalizing symptoms. The implications for father involvement and family support programs will be discussed.

**M061***Little Talks: Bolstering Children's Vocabulary through Evidenced-Based Home Visiting*

—Patricia Manz, Lori Roggman, Thomas Power, Rachel Eisenberg

**PRESENTERS**

**Patricia Manz, Lori Roggman**

Responding to the call for evidenced-based home visiting, Little Talks was designed in partnership with Early Head Start staff and families. Little Talks is a 24-module intervention that builds high quality parent-child interactions around book sharing and dialoguing. Little Talks entails implementation supports for home visitors as they administer evidenced-based interventions and monitor parent and child progress. Outcomes from a randomized evaluation of Little Talks will be presented in this poster.

**M062***Parental Contributors to Children's Persistence and School Readiness: Testing a Moderated-Mediation Model*

—Sarah Prendergast, David MacPhee

**PRESENTERS**

**Sarah Prendergast, David MacPhee**

In a low-income sample of families from an early childhood program evaluation (N= 2977), parental scaffolding at 14 months was assessed in relation to children's later school readiness. Children's persistence was examined as a mediator and parenting style as a moderator. Scaffolding significantly predicted children's school readiness and persistence partially accounted for the association. However, parenting style did not moderate the model. The results indicate that scaffolding can promote children's persistence and school readiness.

**M063***Early Father-Child Verbal Interactions in Low-Income Families*

—Smriti Ingrole, Beth Phillips, Lisa Melcher

**PRESENTER****Smriti Ingrole**

Fathers' contributions to children's language development have been understudied. Parental early language input differs for their sons and daughters. Therefore, this study investigates fathers' early verbal interactions with both sons and daughters. Sixty father-child dyads (3-4 years of age; 32 daughters and 28 sons) for 15-minutes each from low-socioeconomic status families were videotaped. The quantity of fathers' and children's language and the quality of fathers' language is being coded. Statistical tests using ANOVA and Correlations will be used to analyze data.

*Poster Topic: Quality***M069***Child Care Quality in Preschool Classrooms and School Readiness in South Central Kentucky*

—Jonghee Shim

**PRESENTER****Jonghee Shim**

The purpose of the present study was to examine associations among the quality of environments, children experiences, teacher-child interactions, children's teacher-rated social competence, and children's social and affective behaviors in preschool classrooms in south central Kentucky. Twenty-three preschool classrooms participated in the study. Five or six children per classroom were videotaped for 10 minutes on two separate days during center time; a variety of teacher-child interactions were assessed by a different observer. Lead teachers completed three questionnaires on children's social competence. A global measure of quality was utilized. Findings and limitations are discussed in terms of implications for policy and practice in early childhood programs and school readiness.

**M070***Elementary School Quality Moderates Third Grade Academic Outcomes Associated with Attending Public School Pre-K and Subsidized Center-Based and Family Child Care*

—Kaitlyn Mumma, Alex Moffett, Adam Winsler

**PRESENTERS****Kaitlyn Mumma, Alex Moffett, Adam Winsler**

Using data from the Miami School Readiness Project (n = 25,454), researchers addressed the influence of elementary school quality on preschool fadeout effects in third grade. The effect of later school quality depends on the early care and education contrast—for family child care versus center-based care, convergence/fade out increases as school quality increases, but for the pre-K versus center-based care, there is increasing effect (no fade-out) as elementary school quality increases.

**M071***Home Visits: Variations Across and Within Models*

—Kere Hughes-Belding, Carla Peterson, Melissa Clucas, Neil Rowe

**PRESENTERS**

**Kere Hughes-Belding, Carla Peterson, Melissa Clucas, Neil Rowe**

Home visiting services are expanding rapidly, and home visiting programs have a rich history of effectiveness evaluations. Observations of 80 home visits using three models (Early Head Start, Nurse Family Partnership, and Healthy Families America) revealed differences in the length of visits. There also were variations in how home visit time was apportioned among types of interaction partners, intervention content areas, and the amount of time home visitors used different intervention strategies. Information utility will be discussed.

**M072***Recognizing Gaps in Social-Emotional Competencies of Preschool Teachers*

—Manal Abukishk, Diana Bermudez

**PRESENTERS**

**Manal Abukishk, Diana Bermudez**

In spite of the recent emphasis on social-emotional curricula for preschools, little attention has been paid to the competencies of teachers to promote social-emotional development. The purpose of this research is to assess potential gaps in social-emotional competencies among teachers and to describe the social-emotional skill domains in which deficiencies were found. Researchers will use a cross-sectional design to observe and assess the frequency of the use of social-emotional skills by teachers from two preschools.

**M073***Strategies for Implementing Early Childhood Mental Health Consultation in Rural Early Head Start and Head Start Programs*

—Mary Dallas Allen, Shawna Ragan, Shirley Pittz

**PRESENTERS**

**Mary Dallas Allen, Shawna Ragan**

Early childhood mental health consultation (ECMHC) is a promising practice for improving the quality of early care and education programs. However, rural programs experience many challenges when implementing ECMHC. This grounded theory study conducted telephone interviews with rural Head Start directors and held telephone focus groups with rural mental health coordinators and consultants to identify strategies that rural Head Start programs use to implement the core components of ECMHC.

**M075***Innovations in Quality Improvement: A Breakthrough Series Learning Collaborative for Trauma-Informed Early Care and Education*

—Anne Douglass, Stephanie Doyle

**PRESENTERS****Anne Douglass, Stephanie Doyle**

High quality early care and education is essential to promoting healthy development for young children, particularly children exposed to trauma. This multiple case study examined the implementation of the Breakthrough Series Collaborative methodology to improve trauma-informed practices with children and families in urban early education settings. Results show how improvements in practice were enabled through building collective and organizational capacity for change.

*Poster Topic: School Readiness***M078***Associations Between Cognitive Stimulation and School Readiness in a Low-Income Population in Northern Brazil*

—Adriana Weisleder, Denise Silva Rocha Mazzuchelli, Walfrido Duarte Neto, Aline Sa Lopez, Carolyn Brockmeyer Gates, Hosana Gon alves, Rochele Paz Fonseca, João Batista Araujo e Oliveira, Alan Mendelsohn

**PRESENTERS****Adriana Weisleder, Carolyn Brockmeyer Gates, Alan Mendelsohn**

Research in developed countries shows that cognitive stimulation is critical for supporting school readiness. However, there is limited study of the relationship between cognitive stimulation and school readiness in developing countries. This poster describes a study assessing the relationship between cognitive stimulation and child development in low-income families in Brazil. Findings suggest that parents' provision of cognitive stimulation and reading aloud are associated with language, cognitive, and socio-emotional outcomes among low-income children in northern Brazil.

**M079***Relationships between Primary Early Care and Education Arrangements and Academic Skills and Learning Behaviors at Kindergarten Entry*

—Amy Rathbun, Grace Kena

**PRESENTERS****Amy Rathbun, Grace Kena**

Using data from the Early Childhood Longitudinal Study, Kindergarten Class of 2010–11 survey, this poster explores relationships between children's primary early care and education arrangements the year before kindergarten and their academic skills and learning behaviors at kindergarten entry, after accounting for child and family background characteristics.

**M080***Understanding School Readiness: A Multifaceted Concept Open to Diverse Interpretations*

—Andrea DeBruin-Parecki, Carly Slutzky, Troy Shine

**PRESENTERS**

**Andrea DeBruin-Parecki, Carly Slutzky, Troy Shine**

Definitions of kindergarten readiness have taken on many forms and have been supported by multiple theories, resulting in both positive and negative impacts on young children. This research sought to define kindergarten readiness via focus groups, interviews, and activities that provided results by way of a collaborative process. Varied early childhood education stakeholders defined readiness and discussed impacts and consequences of having diverse definitions.

**M081***An Investigation of a Reciprocal Model for Overlapping Domains of Head Start Children's School Readiness: A Cross-Lagged Structural Equation Modeling Approach*

—Brandon Foster, Christine McWayne

**PRESENTERS**

**Brandon Foster, Christine McWayne**

This study employed a transactional developmental framework to examine bidirectional relations between children's approaches to learning, problem behavior, and cognitive skills. The study consisted of a representative sample of English-speaking Head Start children from the 2006 Head Start Family and Child Experiences Survey cohort. Cross-lagged structural equation modeling provided evidence for stability in children's cognitive skills and problem behavior and instability in their approaches to learning. Cross-lagged relations were demonstrated for children's problem behavior and cognitive skills.

**M082***Kindergarten Entry Peabody Picture Vocabulary Test Scores in 17 Rural US Communities: Community-Wide Assessment in the Context of Save the Children's Early Steps to School Success Intervention*

—Elsa Escalante, Aimee Duncan, Jan Eстераich, Helen Raikes

**PRESENTERS**

**Elsa Escalante, Aimee Duncan, Jan Eстераich, Helen Raikes**

Early Steps to School Success (ESSS) targets vulnerable children in US rural communities. ESSS seeks community-wide change in language by school entry. This poster focuses on community-level kindergarten language scores collected annually for three years in 17 ESSS study communities. Average kindergarten entry scores were 90.9 (100 as standardized mean); with lower scores for Limited English Proficient and those receiving free/reduced lunch but higher when children received pre-k/Head Start services in the community.

**M083***Risk, Resilience, and Readiness: An Investigation of Approaches to Learning using the Birth Cohort of the Early Childhood Longitudinal Study (ECLS-B)*

—Heather Rouse, Ji-Young Choi, Constance Beecher, Quentin Riser

**PRESENTER****Heather Rouse**

Approaches to learning (ATL) are sets of teachable, observable behaviors that indicate ways children engage in learning experiences that are related to school success. This study investigated ATL for young children experiencing early risks that are associated with poor school readiness (e.g., low birthweight, low maternal education, maltreatment). Using a nationally-representative, longitudinal dataset (ECLS-B) this study identified individual and cumulative risk indicators associated with school readiness outcomes in kindergarten and the moderating role of approaches to learning behaviors.

**M084***Risk and Readiness for Kindergarten:  
A Population-Based Investigation of Urban Public School Children*

—Heather Rouse, John Fantuzzo

**PRESENTER****Heather Rouse**

Early risk research documents sets of adverse experiences that threaten child outcomes and are monitored by public surveillance systems. The current study utilized a fully integrated, municipal-level administrative data system to investigate the multiple risk context for an entire cohort of urban children from birth to school entry. Findings document the importance of both the type and amount of early risks and the protective influence of formal center-based care experiences on multiple school readiness outcomes.

**M085***School Readiness: The Role of Context and Self-Regulation*

—Irem Korucu, Sara Schmitt

**PRESENTERS****Irem Korucu, Sara Schmitt**

This study investigated the role of the family home literacy environment (HLE) and school context (classroom quality) for preschoolers' school readiness, social competence (SC) and self-regulation (SR). Researchers also explored whether SR acts as a mechanism underlying the relationship between family and school contexts and children's outcomes. Results showed that HLE was related to SR and classroom quality was linked with SC. Moreover, SR mediated the association between the HLE and school readiness.

**M086***Linking Community Risks and Resources to Statewide Kindergarten Readiness Assessments*

—Shannon Lipscomb, Alicia Miao, Jennifer Finders, Bridget Hatfield

**PRESENTERS**

**Shannon Lipscomb, Alicia Miao**

States are increasingly assessing children at kindergarten entry to get a snapshot of school readiness and to inform policy and programs. Research has shown that individual, familial, and neighborhood factors predict children's school readiness. However, little is known about how these factors operate in aggregate within communities to help explain school readiness. The current study found that socio-demographics, early learning opportunities, and health and well-being factors at the community level predict differences in school readiness.

*Poster Topic: Social and Emotional Development***M090***Effects of the Positive Solutions for Families Intervention on Parent-Child Interactions and Child Behavior*

—Alana Schnitz, Mary Louise Hemmeter, Erin Barton

**PRESENTERS**

**Alana Schnitz, Mary Louise Hemmeter**

This poster presents results from a small randomized control trial that evaluated the effects of the Positive Solutions for Families (PSF) intervention on parent-child interactions and the subsequent effects on children's social-emotional competence and challenging behavior. The PSF intervention was based on the Pyramid Model and included seven group parent training sessions with follow-up phone calls to support parents' implementation of strategies. The methods, results, and implications for research and practice will be presented.

**M091***Longitudinal Links Between Early Mother-Father Conflict and Prosocial and Aggressive Behaviors in Late Childhood*

—Cara Streit, Gustavo Carlo, Jean Ispa

**PRESENTER**

**Cara Streit**

The present study examines the longitudinal links between early mother-father conflict and children's social behaviors, and considers the mediating roles of maternal directiveness and children's self-regulation in these associations. Participants included 2,526 families enrolled in the Early Head Start Research and Evaluation Project and uses data from three measurement points. Maternal directiveness and self-regulation at 24 months mediated the relationship between interparental conflict at 14 months and children's prosocial and aggressive behaviors in 5th grade.

**M092***Fear Regulation Patterns of Young Children in Foster Care:  
An Exploratory Process-Centered Approach*

—Carlomagno Panlilio, Brenda Jones-Harden, Jeffrey Haring, Colleen Morrison

**PRESENTERS**

**Carlomagno Panlilio, Brenda Jones-Harden**

The ability to regulate fear is important because it mitigates the negative effects of early maltreatment on future behavioral and emotional problems. Unfortunately, most studies that examine young maltreated children's emotion regulation in general and fear regulation specifically have employed analytic methods that do not capture the dynamic parameters of this construct. In addition, studies that have examined the heterogeneity of fear regulation patterns using process-centered approaches are limited. This exploratory study proposes the use of group-based trajectory modeling in order to identify clusters of children who may follow different trajectory patterns within an episode of fear elicitation and regulation, thus capturing inter-individual differences in intra-individual change within a sample of young children in foster care. Implications for early childhood educators will be discussed.

**M093***Relations between Language Skills and Behavior Problems: The Mediating Role of Social Skills*

—Cathy Huaqing Qi, Judith Carta

**PRESENTERS**

**Cathy Huaqing Qi, Judith Carta**

The purpose of this study was to examine the potential mediating role of teacher-reported social skills in the relationship between language skills and teacher-reported behavior problems for 106 children enrolled in Head Start. The Preschool Language Scale-5 was administered individually by trained research assistants to participants. Teachers completed the Child Behavior Checklist 1/2-5 -Teacher Form and the Social Skills Improvement System. Results suggested that social skills mediated the relationship between language skills and behavior problems.

**M094***Patterns of Behavioral Self-Regulation in Low-Income Young Children:  
A Person-Centered Approach*

—Helyn Kim, Claire Cameron, Justin Doromal

**PRESENTERS**

**Helyn Kim, Justin Doromal**

Children's behavioral self-regulation is especially relevant for learning and robustly predicts a wide range of important outcomes (McClelland & Cameron, 2012). A latent class analysis was conducted using the first 10 items of the Head-Toes-Knees-Shoulders (Head-Toes-Knees-Shoulders; Cameron Ponitz, McClelland, Matthews, & Morrison, 2009), a valid measure of behavioral self-regulation, to the following: 1) identify subgroups of children based on their specific response patterns, and 2) explore achievement outcomes based on differences in children's response patterns.

**M095***Examining the Effects of Digital Media Use on Head Start Preschoolers' Social/Emotional Outcomes at Different Levels of Parental Joint Media Engagement*

— Jan Esteraich, Helen Raikes

**PRESENTER**

**Jan Esteraich**

This study examined the association of the time preschoolers use digital media at home and their display of concerning behaviors, self regulation and initiative at school, and how this association changes at different levels of parental joint media engagement. One hundred ninety nine parents of preschoolers from three Head Start schools in the Midwest participated. Qualitative focus groups were conducted to further understand the nature of joint media engagement and parents' perceptions about their children's media use.

**M096***Revisiting Age- and Schooling-Related Effects on Self-Regulation During the Transition to Kindergarten: A Multilevel Approach*

— Jennifer Finders, G. John Geldhof, Jessica Alonso, Megan McClelland

**PRESENTERS**

**Jennifer Finders, Jessica Alonso**

This study uses multilevel modeling to clarify relations between age- and schooling-related growth in self-regulation and the impact of Head Start during the transition to kindergarten. Results suggest chronological age better predicted growth in self-regulation. Children in Head Start did not exhibit more rapid growth in self-regulation than their peers. Because self-regulation has been found to be malleable, an explicit focus on self-regulation should be incorporated in early childhood contexts to improve schooling-related effects.

**M097***Pilot Findings from a Data-Driven, Video-Based Early Childhood Teacher Consultation Model to Improve Children's Challenging Behaviors*

— Rebecca Bulotsky Shearer, Amanda Williford, Jason Downer

**PRESENTERS**

**Rebecca Bulotsky Shearer, Amanda Williford, Jason Downer**

Findings from a small, randomized control trial are presented for an innovative early childhood consultation model, Learning to Objectively Observe Kids (LOOK). This data-driven model uses validated, contextual-focused measures of child classroom engagement and guided video-review to support teachers' implementation of evidence-based, behavioral strategies. Findings from intent-to-treat analyses suggest promising effects on teacher (N=49) and child (N=143) outcomes. Implications for the application of this model in early childhood programs will be discussed.

**M098***Promoting School Readiness by Integrating a Self-Regulation Intervention into a School-Based Summer Program*

—Sara Schmitt, Megan McLelland, Robert Duncan

**PRESENTERS**

**Sara Schmitt, Megan McLelland, Robert Duncan**

The current study examines how integrating a self-regulation intervention into a school-based program, Bridge to Kindergarten (B2K) can promote school readiness. Three datasets were used to compare children who received the B2K program with the supplemental self-regulation intervention. Overall, results suggest that B2K children who received the self-regulation games experienced greater gains in self-regulation compared to an active control group and improved in self-regulation and math beyond what would be expected solely by maturation.

*Poster Topic: Special Education***M102***The Relationship Between Family Engagement, Learning Materials and Home Language: An Examination in a Preschool Sample with Developmental Concerns*

—Amanda Moen, Lisa Knoche, Susan Sheridan, Courtney Boise

**PRESENTERS**

**Amanda Moen, Lisa Knoche, Susan Sheridan, Courtney Boise**

Understanding family engagement, the presence of home learning materials, and their association is important for informing the practice of early childhood educators, particularly those serving children with developmental concerns. This study examines these associations as well as differences based on the language spoken in the home in a sample of 196 preschool-aged children with developmental concerns. Results have implications for the provision of high quality educational experiences for families of preschool children with developmental concerns.

**M103***Toward Using Full-day Infant Movement Assessment to Target Early Intervention Services*

—Beth Smith, Ivan Trujillo-Priego

**PRESENTER**

**Beth Smith**

Researchers are using wearable sensors to determine the quantity, type, and quality of infant leg movements produced across a full day. The goals are to differentiate typical, delayed, and impaired developmental trajectories very early in infancy and to design targeted early intervention using the findings. The poster presents the quantity, type, and kinematic characteristics of full-day leg movements for infants with typical development and infants with or at risk for developmental delay.

**M104***Developing Performance Checklists and Practice Guides for Practitioners to Support Implementation of Recommended Practices*

— Carl Dunst, Christina Kasprzak

**PRESENTERS****Carl Dunst, Christina Kasprzak**

Performance Checklists and Practice Guides are being developed to support implementation of the 2014 Division of Early Childhood Recommended Practices for serving young children ages 0-5 years. This poster will describe the processes used to develop the checklists and guides beginning with a content analysis of the practice indicators and including field testing with practitioners. The process includes gathering input from a broader range of stakeholders including families, administrators, and technical assistance providers.

**M105***Improving Developmental Screening Systems through Early Childhood Partnerships: Highlights from an Environmental Scan*

— Kate Taft, Krista Granger

**PRESENTERS****Kate Taft, Krista Granger**

Developmental screening can help to identify potential delay areas for further evaluation and diagnosis and can reduce the likelihood of developing other delays. This poster highlights findings from a national environmental scan on the current state of developmental screening activities. It includes common state strategies, opportunities for collaboration across early childhood programs, and measurement and evaluation approaches. Information on a range of federal and national programs that have a specific objective or measure around developmental screening are incorporated.

**M106***Developing Evidence Syntheses for the Division of Early Childhood Recommended Practices*

— Mary McLean

**PRESENTER****Mary McLean**

Evidence syntheses are currently being developed for each of the 2014 Division of Early Childhood Recommended Practices and will serve as the basis for an ongoing system to update the practices. This poster provides an explanation of each step of the process being followed to develop summative, systematic or meta-analytic evidence syntheses. An example from a completed evidence synthesis will be provided to help explain each step of the process.

**M107***Improving Practices through Online Modules for Faculty and Professional Development Providers*

—Megan Vinh

**PRESENTER****Megan Vinh**

Online modules for higher-education faculty and professional development providers currently are being developed to support the use of Division of Early Childhood Recommended Practices. This poster will provide an overview of the content of the modules including instructor supports and will focus on the results of usability testing conducted with faculty and professional development partners. An example module will be provided to support participants' understanding of the usability testing framework.

**M108***Improving Outcomes for Young Children with Disabilities: Early Intervention and Early Childhood Cross-System Collaboration*

—Taletha Derrington, Laura Hudson, Abby Schachner

**PRESENTERS****Taletha Derrington, Laura Hudson, Abby Schachner**

State Early Intervention (EI) Programs are developing multi-year State Systemic Improvement Plans (SSIP) to improve results for children and families. Because children in EI often are served in other early childhood programs/initiatives, cross-system collaboration presents an opportunity to improve outcomes. A review of 56 EI SSIP plans revealed that many states used cross-system data to inform their selection of goals and improvement strategies and many states plan to improve collaboration with other early childhood programs/initiatives.

**M109***Teacher–Student Relationships and Child Behaviors: Comparisons between Children With and Without Disabilities*

—Xiaozhu An, Rebecca Ullrich, Timothy Curby

**PRESENTER****Xiaozhu An**

The present study analyzed data from Head Start Impact Study to assess associations between teacher–student relationships and children's behavioral outcomes. Results showed that children with disabilities were consistently rated as having poorer teacher–student relationships. Longitudinal associations of teacher–student relationships and children's behaviors were examined. Comparisons between children with and without disabilities showed that associations between teacher–student conflict and problem behaviors were stronger for children with disabilities.

## Poster Topic: STEM

### M113

#### *Preschool Teachers' Science Knowledge*

—Alexandra Alexander

#### PRESENTER

—Alexandra Alexander

Leaders in early educational research have identified science to be an “ideal domain for early childhood education” (Bowman, Donovan, & Burns, 2001, p. 209). However, currently there is no research examining the teacher knowledge necessary for early educators to effectively capitalize on the benefits of science for our youngest learners. This project evaluates the psychometric properties of the Early Childhood Science Survey (ECSS), a new measure of preschool teachers' science knowledge.

### M114

#### *Tapping into Digital Games for Preschool Math: The Impact of Digital and Non-Digital Curricular Activities on Subsequent Math Learning*

—Ashley Lewis Presser, Philip Vahey, Ximena Dominguez, Danae Kamdar

#### PRESENTERS

**Ashley Lewis Presser, Danae Kamdar**

Next Generation Preschool Math is a research and development project involving collaboration between researchers and media developers to develop a preschool math supplement that combines digital games and non-digital activities to support young children's learning. The child math learning results from a blocked randomized design field study show a significant improvement in preschoolers' understanding of the targeted math concepts (subitizing and equipartitioning) at the end of a six-week intervention.

### M115

#### *Promising Approaches to Engaging Families in the Mediation of Science and Art Activities with Preschoolers*

—Babette Moeller, Pilar Gonzalez, Julie Klasen

#### PRESENTERS

**Babette Moeller, Pilar Gonzalez**

This poster will share findings about family engagement from evaluations of four grants funded by the PNC Grow Up Great initiative involving collaborations between child care centers, families, and cultural organizations, to enhance science and art education for preschool children. Family involvement is a key component of these programs based on the recognition of its key role in mediating educational outcomes of young children. This is confirmed by a number of studies ( e.g., Hindman & Morrison, 2011).

**M116***High Impact Strategies for Early Mathematics (HIS-EM):  
Investigating Teaching Quality in Early Mathematics*

—Bilge Cerezci, Jeanine Brownell, Erin Reid, Jennifer McCray

**PRESENTER****Bilge Cerezci**

The low level mathematics performance of U.S. students in relation to national standards and in international comparisons has been a concern for many years. One possible approach to improving math achievement is the delivery of quality mathematics instruction to all students as they enter preschool and kindergarten. The purpose of this poster is to introduce a measure of early mathematics teaching quality (HIS-EM) and to discuss the evidence of its utility in early childhood classrooms.

**M117***Social Competence and Academic Achievement:  
The Effects of Preschool and Early Elementary Social Skills on Mathematics Performance*

—Caitlin Canfield, Adriana Weisleder, Carolyn Gates, Anne Seery

**PRESENTER****Caitlin Canfield**

Previous research indicates that social skills and academic achievement are strongly associated. However, gaps in the evidence remain, including effects on mathematics and the relationship between prior and concurrent social skills. The current study addresses these issues by examining the association between mathematics performance and preschool and concurrent social skills. Children's social skills at all ages significantly predicted mathematics performance, though parent-rated and teacher-rated social competence were not related. Implications for early childhood education are discussed.

**M118***Factors Influencing Tablet Computer Integration in Early Childhood Education*

—Courtney K. Blackwell, Alexis Lauricella, Ellen Wartella

**PRESENTER****Courtney K. Blackwell**

Tablet computers are becoming commonplace in classrooms, with 55 percent of early childhood educators in the US reporting access to these devices. The current study draws on survey data from 411 early childhood educators serving children three to five-years-old to investigate how student, teacher, and school-level factors influence whether and how educators integrate tablet computers into traditional and student-centered practices. Results suggest that teacher-level factors, especially positive attitudes toward technology, are most influential.

**M119***Supports for Teachers, Parents, and Children in the Use of Digital Media for Mathematics Learning*

—Deborah Rosenfeld, Bri Hightower, Carlin Llorente, Naomi Hupert

**PRESENTERS**

—**Deborah Rosenfeld, Carlin Llorente, Naomi Hupert**

This study builds on prior research demonstrating the importance of mediation in technology and media integration in preschool. The current study aimed to understand how families use and support their children's media use for mathematics learning. The study found that, given specific supports for jointly engaging with media and supporting children's math, talk, and problem solving skills, parents increased positive behaviors for learning from media and their children improved their understanding of targeted mathematics skills.

**M120***Self Regulation in Dual Language Learning Preschoolers Enrolled in Head Start: the Association between Hot and Cool Executive Control and Science School Readiness*

—Elizabeth Frechette, Brooke Rumper, Daryl B. Greenfield

**PRESENTERS**

**Elizabeth Frechette, Brooke Rumper**

Children's self-regulation abilities require monitoring emotions, attention, and behavior in response to cues in the environment and are necessary for successful academic and socioemotional entry into kindergarten (Smith-Donald, Raver, Hayes & Richardson, 2007). In the domain of science, children have the opportunity to use their self-regulatory abilities to explore the environment by using scientific practices, such as making predictions, testing hypotheses, and revising hypotheses (Gropen, Clark-Chiarelli, Hoisington, & Ehrlich, 2011). Although associations exist between self-regulation and other academic domains, such as language and math, the association between self-regulation abilities and science school readiness skills in the preschool population has not been established (Kim, Nordling, Yoon, Boldt, & Kochanska, 2013). The current study fills a gap in the literature by examining this association and aims to contribute to the current conflicting findings regarding self-regulation as a unidimensional or two-factor construct with hot and cool components. This study is the first to examine the factor structure of self-regulation and self-regulation's relationship to science in a DLL (Dual Language Learning) population. Additionally, this study contributes to the understanding of this relationship in DLLs by assessing children in their dominant language.

**M121***The Role of iPads in Children's Learning of Early Math Skills*

—Hengameh Kermani, Jale Aldemir

**PRESENTERS**

**Hengameh Kermani, Jale Aldemir**

This study explores how iPads can be used to improve young children's learning of early math skills. Fifty four- and five-year-old Head Start children were pre- and post-tested on number concepts using "Test of Early Mathematics Ability-3 (TEMA-3)" developed by Ginsburg and Baroody (2003). The findings indicate that it is positive to use iPads to foster children's development in early math skills.

**M122***Development of Approaches to Learning and Kindergarten Math Skills*

—Ji Young Choi, Heather Rouse, Shinyoung Jeon, Quentin Riser

**PRESENTER**

**Ji Young Choi**

Using the Head Start Family and Child Experiences Survey 2006 dataset, this study examined whether Head Start children's Approaches to Learning (ATL) skills at program entry and their growth in ATL skills during Head Start year are associated with their kindergarten math skills. Findings showed that children presented higher math skills at kindergarten if they entered Head Start with higher ATL skills or gained ATL skills at a faster rate during the Head Start year. Implications of the study findings are discussed.

**M123***Fostering Early Math Interest and Engagement:  
A Nested Multimedia Mediation Model for Teachers, Families, and Children*

—Mallary Illissa Swartz, Camellia Sanford, Nancy Robie Bunt, Cindy Tananis, Chris Downing Rodgick

**PRESENTERS**

**Mallary Illissa Swartz, Camellia Sanford**

This study used a nested mediation model. Professional development was paired with multimedia tools to strengthen teachers' and parents' capacity to engage preschool children in mathematics. Successful mediation linked math activities to everyday experiences and was childled. Teachers modeled math language and questioning strategies for parents. Project resources provided opportunities for parents to engage with their children around math. Implications for the design of resources to support family engagement in mathematics learning are discussed.

**M124***The Development of Mathematical Skills in the First Three Years of Life:  
Relations with Learning Materials and Opportunities for Enrichment Available at Home*

—Robert Bradley, Robert Corwyn

**PRESENTER**

**Robert Bradley**

Using data from over 1,000 families, the study examines the relationship between access to learning materials and opportunities for enrichment available to children in their home environments at ages 15 and 36 months as well as children's number skills at age 3. Vocabulary attainment at 24 months is examined as a mediator. Findings show that opportunities for enrichment at both time points are related to math competence and that vocabulary attainment operates as a partial mediator of the relationship. Direct and indirect paths from family income to needs and to maternal education were also observed. Findings have implications for parent education.

**M126***Using Parent Focus Groups to Understand Barriers to Effective Implementation of a Home-Based Math Intervention*

—Shari Metzger, Rebecca Dowling, Brittany Gay, Cassandra Simons, Susan Sonnenschein

**PRESENTER****Shari Metzger**

In order to design effective home-based interventions, it is important to understand parents' beliefs about their role in their children's learning. This study used parent focus groups to explore potential barriers to the success of a home-based math board game intervention and examined improvements for the ongoing intervention. Parents provided insights as to why an effective school-based intervention did not work well in the home. Preliminary results of the improved intervention will be discussed.

**M127***Preschool Science Education: Head Start Teachers' Science Beliefs and Practices*

—Varsha Venugopal, Hope Gerde, Laurie Van Egeren

**PRESENTER****Varsha Venugopal**

Due to the increased attention to early childhood science education, this study sought to explain the lack of science in preschool by examining Head Start teachers' beliefs about and practices of science. This mixed methods study of 124 Head Start teachers identified a range of science beliefs and practices and investigated this range in terms of several teacher background variables including teachers' education, experience, and role in the classroom.

**M128***Increasing Young Children's Access to Early Science: Designing an Innovative Curricular Program to Support Early Science Teaching and Learning*

—Ximena Dominguez, Marion Goldstein, Regan Vidiksis, Elica Sharifnia

**PRESENTERS****Marion Goldstein, Regan Vidiksis, Elica Sharifnia**

This paper discusses findings from a federally-funded project to develop, iteratively refine, and evaluate a curricular program to promote preschool children's learning of science concepts, practices, and discourse. The program integrates activities in common preschool formats with developmentally appropriate digital activities to promote science teaching and learning and includes professional development resources to support teachers. In this paper, presenters describe the evidence-based, iterative design process and pilot study findings that informed revisions to resources.

**M129***Next Generation Preschool Science: Developing Innovative Digital Tools to Enhance Early Science Teaching*

—Ximena Dominguez, Marion Goldstein, Regan Vidiksis, Elica Sharifnia, Jillian Orr

**PRESENTERS**

**Marion Goldstein, Regan Vidiksis, Jillian Orr**

This presentation shares findings from Next Generation Preschool Science (NGPS), a project to develop, iteratively refine, and evaluate a curricular program to support teachers as they promote young children's learning of science content, practices, and discourse. Presenters will discuss findings from development and piloting phases, including the affordability of digital tools and digitally-embedded teacher supports as well as teaching strategies to ensure children can engage and benefit from technology-mediated science activities.

*Poster Topic: Workforce/Professional Development***M131***The Moderating Effect of Teachers' Work-Related Stressors: Evidence from a Randomized Field Experiment in Head Start Classrooms*

—Bonnie Mackintosh

**PRESENTER**

**Bonnie Mackintosh**

Teachers' confidence in their ability to effectively manage classroom behavior contributes to promoting positive classroom interactions. This study investigates the moderating effect of teachers' baseline confidence in managing children's behavior on the emotional climate of the classroom in a cluster-randomized multi-component intervention designed to foster children's self-regulation in Head Start classrooms. Adjusting for baseline classroom quality and job demands, findings show heterogeneity of treatment effects that depend on these baseline teacher characteristics.

**M132***Research in the Real World: A Study of the Impact of Instructional Coaching on Access to Quality Pre-K Education*

—Catherine Worrell, Katina Kearney-Edwards, Erika Blackburn, Melissa Neal, Sheila Williams

**PRESENTERS**

**Catherine Worrell, Katina Kearney-Edwards, Erika Blackburn, Melissa Neal, Sheila Williams**

This proposal describes a mixed-methods design to explore the impact of instructional coaching on classroom quality and improvement in targeted instructional practices in an urban Head Start district. Early childhood teachers received individualized coaching during the 2015-2016 school year during which teachers and instructional specialists created targeted coaching goals. Classroom Assessment Scoring System data will be analyzed to measure changes in targeted instructional areas and overall classroom quality with a focus on classrooms identified as high-need.

**M133***Developing Competencies: Pre-service Teachers' Knowledge of Emotion Socialization in the Classroom*

—E. Danielle Roberts

**PRESENTER****E. Danielle Roberts**

This poster displays an examination of pre-service teachers' knowledge of developing emotional competence in young children with an emphasis on emotion socialization practices in the classroom. The mixed-methods design involved 100 undergraduate students from a teacher preparation program at a major, urban university in the northeast using survey and interview questions. The results suggest that pre-service teachers' learning about emotion socialization is largely fostered during student teaching. This highlights the importance of classroom experience in teacher education programs.

**M134***Creating Accessible, Relevant, and Effective Higher Education Opportunities: EarlyEdU Alliance*

—Gail Joseph, Katie Emerson-Hoss, Susan Sandall, Randi Shapiro

**PRESENTERS****Gail Joseph, Katie Emerson-Hoss, Randi Shapiro**

Access, affordability, relevance, and effectiveness have been identified as challenges to meaningful higher education for early childhood teachers (IOM and NRC, 2015; Whitebook, et al., 2012). Concurrently, the need for high quality early childhood teachers is greater than ever. Teachers must understand child development and master practices that engage children at every opportunity. This poster reports on implementation and preliminary results from an online early childhood bachelor's degree completion program at a major university.

**M135***Technology Integration in Early Childhood Teacher Education: An Applied Experience*

—Jale Aldemir, Hengameh Kermani

**PRESENTERS****Jale Aldemir, Hengameh Kermani**

This study aimed to understand early childhood pre-service teachers' attitudes toward integration of iPad and iPad applications in early childhood settings and tested a training model that focused on supporting pre-service teachers' Technological Pedagogical Content Knowledge. Pre-service teachers developed a set of criteria to select developmentally appropriate iPad applications for young children. This practice allowed them to reexamine their technology content knowledge and their skills for developing and implementing assessment tools to select the appropriate technology tools for young children.

**M136***Building Home Visitor-Parent Relationships: Evaluation of a Home Visitor Training in an Infant Mental Health-Based Approach*

—Julie Spielberger, Tiffany Burkhardt, Marcia Gouvea

**PRESENTERS**

**Julie Spielberger, Tiffany Burkhardt**

This poster presents findings and implications for research and practice from an evaluation of an advanced training for home visitors in an infant mental health-based approach. Training was delivered to home visitors and supervisors of nine home visiting programs over an 18-month period. An in-depth training was followed by monthly on-site training. Staff also received support from on-site infant mental health consultants and child development specialists. Findings from staff and parent interviews indicated a change in parent-home visitor relationships and the format and content of home visits.

**M137***Supporting Teachers' Psychological Wellbeing: The Predictors of Early Childhood Teachers' Depression, Stress, and Emotional Exhaustion*

—Lieny Jeon, Cynthia Buettner, Shane Hart

**PRESENTERS**

**Lieny Jeon, Shane Hart**

This study examined the predictors of early childhood teachers' depression, stress, and emotional exhaustion using a sample of 1,129 preschool teachers in the US to explore ways to support teachers' psychological wellbeing. Studying personal and professional backgrounds, teaching competency, and work environments, researchers found that teachers' competence in their job, efficacy, perceived working conditions, child care chaos, and access to professional development opportunities were generally associated with teachers' psychological wellbeing.

**M138***Evaluation of Increasing Teacher Education Requirements in Head Start*

—Katherine Zinsser, Danny Lambouths, Robert Kaestner, Rachel Gordon

**PRESENTERS**

**Katherine Zinsser, Danny Lambouths**

Recent studies have questioned established correlations among Head Start teachers' education levels, program quality, and child outcomes, which were the foundation of the increased baccalaureate requirements stipulated in the 2007 reauthorization of Head Start, the Improving Head Start for School Readiness Act. In this study presenters offer initial findings of a difference in analysis of the variations in the experienced "burden" the Head Start Act placed on Head Start programs using the 2006 Family and Child Experiences Survey.

**M140**

*Impact of “Watch Me!” Training on Head Start, Center-, and Family-Based Early Care and Education Providers’ (ECEPs) Knowledge and Perceived Capacity to Engage Families in Developmental Monitoring*

—Kris Pizur-Barnekow, Gail Chodron, Alexandra Puk, Curtis Jones, Andrea Lupas, Jennifer Roy, Sandy Tierney, Stephen Viehweg

**PRESENTER****Kris Pizur-Barnekow**

Findings are reported from a program evaluation of the Centers for Disease Control and Prevention’s “Watch Me!” online training to support developmental monitoring in early care and education settings. ECEPs completed pre- and post- online questionnaires to determine the impact of the training on their knowledge and perception of having the tools needed to engage in the key components of developmental monitoring: tracking developmental milestones, having conversations with parents, and making referrals. Differences across type of care setting are discussed.

**M142**

*How Coaches Support Curricular Implementation: Coach Perspectives from an Early Childhood Math Intervention*

—Marissa Strassberger, Nicole Leacock, Michelle Maier, Anne Kou

**PRESENTER****Marissa Strassberger**

This poster addresses the emergent interest in the early childhood education field in providing in-class coaching as a way to improve teacher practices and, subsequently, child outcomes by presenting mixed methods data on coaching from a large-scale randomized control trial of a preschool math curriculum. The data will add to the field by providing information on what coaching looks like in practice from the viewpoint of coaches, which is a viewpoint that many current studies lack.

**M139**

*Competencies for Home Visitors in the Infant Toddler Workforce: Overlapping, Expanded, and Additional Knowledge, Attitudes, and Skills.*

—Lori Roggman, Carla Peterson, Jean Ispa, Rachel Chazan Cohen, Gina Cook, Kere Hughes-Belding, Claire Vallotton

**PRESENTERS****Lori Roggman, Claire Vallotton**

What competencies should a home visitor have? Competency areas for the infant-toddler workforce were revised for home visiting by identifying overlapping, expanded, and unique home visitor competencies. A full description of these home-visiting competencies include knowledge, attitudes, and skills of ten home visitor competency areas and their alignment with other competencies, measures, and training resources. Further development of these competencies will inform career preparation and professional development supporting a complex role in a growing field.

**M141***Teacher Professional Development in Head Start: Relations with Teacher Characteristics*

—Manuela Jimenez Herrera, Megan Pratt, Michelle Taylor

**PRESENTERS****Manuela Jimenez Herrera, Megan Pratt, Michelle Taylor**

This study investigates Head Start teachers' professional development (PD) experiences using Head Start Family and Child Experiences Survey data. Variable-centered results suggest that the total number of PD experiences was related to teacher characteristics. Higher education and identifying as a Latino predicted less variety in PD. PD variety was not significantly related to classroom quality. A person-centered approach (i.e., latent class analysis) will further explore these associations to provide a nuanced picture of PD in Head Start.

*Poster Topic: Early Care and Education Scholars***M145***Project Collaborative Care: Experiences of Child Care And Early Intervention Providers*

—Jenna M. Weglarz-Ward, Rosa Milagros Santos

**PRESENTERS****Jenna M. Weglarz-Ward, Rosa Milagros Santos**

This mixed method study describes the experiences of child care and early intervention providers in serving infants and toddlers with disabilities in child care settings. Through survey and focus group data, researchers obtained comments by participants who described factors that promote and hinder the inclusion of infants and toddlers with disabilities in child care settings and the collaborations between child care and early intervention providers. Results provide insight about the training needed by professionals to best support young children and their families.

**M146***Identifying Profiles of Home-Based Child Care Providers Based on Their Beliefs and Practice*

—Alison Hooper, Rena Hallam

**PRESENTER****Alison Hooper**

This study seeks to broaden the understanding of home-based child care providers and the quality of care they provide. This poster shares the results of a secondary analysis of data on listed home-based providers from the National Survey of Early Care and Education. Latent profile analysis was used to explore how providers group into profiles based on the following: characteristics related to their beliefs and practice, specifically their education practices; professional engagement; caregiving beliefs; and family supportive practices.

**M147***Investigating Leverage Points in Quality Rating and Improvement Systems: Profiles of Quality and Professional Perspectives*

—Belle A. Scheef, Julia Torquati

**PRESENTER****Belle A. Scheef**

The purpose of this study is to understand key aspects of the theory of change undergirding Quality Rating and Improvement Systems (QRIS). Latent profile analysis of Midwest Quality Rating System and SWEEP data was used to identify patterns of quality and predictors of quality. Early care and education providers participating in the first year of Nebraska's QRIS were interviewed and data analyzed using a phenomenological approach. The outcomes of this study will inform key improvements to existing QRIS programs and potentially will inform policies and practices across other states.

**M148***Insights into the Black Box of Child Care Supply: Predictors of Provider Participation in the Child Care Subsidy System*

—Kate Giapponi, Pamela Joshi

**PRESENTER****Kate Giapponi**

Using a mixed methods approach, this research study examines what factors are associated with provider participation in the Massachusetts child care subsidy system. Findings offer insights into the following: 1) the potential barriers that child care providers face in participating in the subsidy system, and 2) the approaches states can take to minimize these barriers and alter recruitment efforts in order to expand their supply of providers available to subsidy recipients.

**M149***Early Learning and Development Standards: An Examination of Teachers' Knowledge, Practices, and Professional Development Support and Needs*

—Teresa C. Sumrall

**PRESENTER****Teresa C. Sumrall, Catherine Scott-Little**

This mixed methods descriptive study provides information about preschool teachers' engagement in different types and amount of professional development related to Early Learning and Development Standards (ELDS), the extent to which teachers have learned how to use ELDS with children and families, and additional professional development needs. Using a community-engaged research approach, these areas of inquiry were examined using survey data from 110 preschool teachers and interviews with nine teachers.

**M150***A Multilevel Factor Analytic Investigation of the Learning-to-Learn Scales:  
A More Child-Centered Look at Dimensionality*

—Benjamin Brumley, John Fantuzzo

**PRESENTER****Benjamin Brumley**

Traditional factor analysis, which is commonly employed in the development of assessments for child care settings, does not account for clustering children within classrooms. Addressing this clustering with multilevel methods may result in different dimensionality than that produced by more traditional methods. The present study will demonstrate the use of multilevel factor analysis with the Learning-to-Learn Scales, one of the only multidimensional assessments of children's Approaches to Learning.

**M151***Improving Early Childhood Caregiver Quality and Child Outcomes through Low-Intensity  
Classroom Observation and Individualized Instructional Feedback*

—Katie Dahlke

**PRESENTER****Katie Dahlke**

This study investigates the effects of one strategy for raising quality in early care and education (ECE) programs—providing individualized instructional feedback to preschool teachers on the basis of classroom observations. The current study uses an experimental design to identify treatment effects. Findings from the current study provide evidence that low-intensity quality improvement strategies implemented on a wide scale can be one effective solution for raising quality in ECE environments.

**M152***The Effects of an Integrated Early Literacy and Motor Skill Intervention on Children's Alphabet  
Knowledge, Initial Sound Awareness, and Fundamental Motor Skill Outcomes*

—Tricia L. Biancone, Jacqueline Goodway

**PRESENTERS****Tricia L. Biancone, Jacqueline Goodway**

This study will address two important risk factors: delays in early literacy skills and delays in fundamental motor skill development. Both delays impact school readiness and later academic performance in children served by Head Start. Effects of the Reading and Motor Program for Preschoolers on children's outcomes in alphabet knowledge, initial sound awareness, and fundamental motor skills will be examined compared to business-as-usual instruction. Participants include 120 Head Start preschoolers from ten classrooms across three centers.

**M153***Measuring Motivation in Children Served by Head Start*

—Andres S. Bustamante, Daryl B. Greenfield

**PRESENTER****Andres S. Bustamante**

This study examined a newly developed measure of motivation orientation. Results demonstrate the measure is sensitive, test-retest reliable, and response process valid for children served by Head Start. While it did significantly predict gains in approaches to learning, and science school readiness, the relationships were in the negative direction, which is the opposite of the original hypothesis. Further research is required to understand these negative relationships and provide additional evidence for predictive and concurrent validity.

**M154***Bilingual Language Diversity of Latino Preschoolers*

—Emily Bostwick, Gigliana Melzi

**PRESENTER****Emily Bostwick**

Research has called for a more comprehensive understanding of Latino dual-language learners' language development and skills, given the importance of developing English proficiency while at the same time maintaining and developing Spanish. This study uses latent profile analysis to explore preschool Latino DLLs' language diversity in terms of their distributed linguistic knowledge across Spanish and English and across different language domains as well as the home and classroom factors that are related to such diversity.

**M155***Dynamic Assessments of Navajo Head Start Children's Narrative Ability*

—Davis E. Henderson, M. Adelaida Restrepo

**PRESENTER****Davis E. Henderson**

Cultural and language differences between Navajos and the mainstream may be interpreted as impairments or deficits, although there are none. Dynamic assessment of narratives (DAN) may be a tool for distinguishing language difference from language disorder when examining Navajo children's language use and structure. The purpose of this study is to examine Navajo narratives and language characteristics using DAN to differentiate Navajo Head Start children from being "at-risk" for language impairment or typically developing.

**M156**

*Choosing to Not Enroll? Understanding Parents' Decision Making when Choosing to Enroll or to Not Enroll in Head Start*

—Zoelene Hill

**PRESENTER**

**Zoelene Hill**

Fifty-three percent of children between the ages of three- and five-years-old from low-income families are not enrolled in preschool. Through surveys (n=340) and interviews (n=30) of black and Hispanic Head Start enrollee parents and eligible non-enrollee parents, this study measures the extent to which the following factors predict Head Start enrollment: (1) self-efficacy; (2) socioeconomic status; (3) social connectedness; (4) group consciousness; and (5) group conflict.

**M157**

*More Than Words: The Relations Between Teacher-Child Interactions, Classroom Context, and Latino DLLs' School Readiness*

—Maria Cristina Limlingan, Christine McWayne

**PRESENTER**

**Maria Cristina Limlingan**

This dissertation used secondary and primary data to examine relations between teacher-child interactions, classroom context, and Dual Language Learners' (DLLs) school readiness skills focused on low-income Latino DLLs. The first set of findings discussed the positive associations between teachers' speaking Spanish and student socio-emotional but not language outcomes. The second set of findings focused on how higher concentrations of DLLs were linked to lower language and socio-emotional outcomes. Implications for preschool programs and teacher professional development are discussed.

**M158**

*Logistics of Field Research in Head Start: Successes and Challenges*

—Francesca Longo, Eric Dearing

**PRESENTERS**

**Francesca Longo, Eric Dearing**

Conducting research in the field always comes with some logistical successes and challenges. In the context of a random assignment study of two separate but connected interventions for teachers and parents in Head Start, researchers faced particular successes and challenges. Implications for practice and further inquiry into teacher and parent engagement will be discussed.

**M159***Environmental Dynamics and Head Start Children's Peer Collaboration*

—Christopher Vredenburgh, Tamar Kushnir, Gary Evans

**PRESENTERS**

**Christopher Vredenburgh, Nicole Callautti, Prerana Chatty**

Collaboration, namely coordinating actions and verbalizations towards a common goal, is ubiquitous in preschool and primary school educational settings. However, understanding of the developmental mechanisms that support young children's collaboration is limited. In this poster, presenters analyzed environmental predictors of children's collaboration on a multistep building task modeled on educational setting activities. Fifty dyads of unfamiliar preschoolers participated and their collaborative action was measured on each step. Family income was negatively related to collaboration but this effect was mediated by parental sensitivity, which related positively to collaboration. This suggests that one significant avenue by which children's environments impact the development of important collaborative skills is through the dynamics of the parent-child relationship.

**M160***Executive Functioning and Language Development across the Year in Head Start:  
A Study with Latino Dual Language Learners*

—Lisa J. White, Daryl B. Greenfield

**PRESENTERS**

**Lisa J. White, Daryl B. Greenfield**

Evidence suggests that children who are bilingual experience benefits in executive functioning (EF). Recently, this association was found in Latino Dual Language Learners attending Head Start. This study will build on preliminary research to suggest an EF advantage in this population by examining the dynamic relationship of EF and language development across the year in Head Start. It also will examine the influence of classroom language use on these relationships.

## TUESDAY, JULY 12, 2016

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8:30 AM — 10:00 AM: PLENARY SESSION

CONSTITUTION BALLROOM

*Universal Home Visiting: Evidence of Impact*

**CHAIR**

**Rachel Chazan Cohen**, University of Massachusetts Boston

**PRESENTERS**

**Kenneth A. Dodge**, Duke University; **Barbara DuBransky**, First 5 LA

**DISCUSSANT**

**Deborah Daro**, Chapin Hall at the University of Chicago

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10:15 AM — 12:00 PM: BREAKOUT SESSIONS

12:00 PM — 1:15 PM: LUNCH (CONFERENCE ATTENDEES ON THEIR OWN)

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1:30 PM — 3:00 PM: PLENARY SESSION

CONSTITUTION BALLROOM

**GREETINGS**

**Keith Motley**, Chancellor, University of Massachusetts Boston

*Using a Cultural Lens to Improve Early Childhood Classroom Interactions with Children of Color*

**CHAIR**

**Iheoma Iruka**, University of Nebraska, Lincoln

**PRESENTERS**

**Stephanie Curenton**, Rutgers University; **Bryant Jensen**, Brigham Young University

**DISCUSSANT**

**Tonia Durden**, University of Nebraska, Lincoln

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3:15 PM — 5:00 PM: BREAKOUT SESSIONS

5:00 PM — 7:00 PM: POSTER SESSION

INDEPENDENCE A

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## Plenary Session

CONSTITUTION BALLROOM

### *Universal Home Visiting: Evidence of Impact*

#### CHAIR

**Rachel Chazan Cohen**, University of Massachusetts Boston

#### PRESENTERS

**Kenneth A. Dodge**, Duke University

**Barbara DuBransky**, First 5 LA

#### DISCUSSANT

**Deborah Daro**, Chapin Hall at the University of Chicago

Although efforts to target support services to pregnant women and new parents have achieved notable success, such programs continue to experience high dropout rates and an inability to successfully engage those facing the greatest challenges. Beyond these implementation challenges, targeted programs can be perceived as stigmatizing because they require that families be identified as having certain economic or personal deficits. The very families one hopes to engage in such efforts may refuse participation because they fear being labeled inadequate parents. Durham Connects and Welcome Baby represent a new way of framing assistance to new parents. They emphasize the universal needs all new parents face and the collective responsibility we have to provide the level of support best suited to each family's level of need. Both programs are demonstrating that this method can achieve important gains such as reduced health care costs and greater access to basic services. This session will highlight the evaluations of these universal home visiting programs and discuss policy implications for home visiting and other early care and education programs.

#### PLENARY BIOGRAPHIES



#### **Kenneth A. Dodge**

Kenneth A. Dodge, PhD, is the William McDougall Professor of Public Policy at Duke University where he directs the Center for Child and Family Policy. Trained as a clinical and developmental psychologist, Dr. Dodge is interested in the development and prevention of violent behavior in children and families and in public policies to prevent child abuse. Through prospective inquiry of families across the life course, he has identified risk factors for violent behavior and has articulated models of how violent behavior develops. He and colleagues have developed the Connects Program, a short-term, universal way to reach, screen, and support all families in a community shortly after a child is born to a family. Randomized controlled trials indicate the program's effectiveness in promoting positive parenting and preventing emergency medical injuries and illnesses across the first 24 months of life. The Connects Program is being disseminated in communities across the country. Professor Dodge has published more than 500 scientific articles, which have been cited more than 75,000 times. Professor Dodge was elected to the National Academy of Medicine in 2015.



### **Barbara DuBransky**

Barbara Andrade DuBransky is the Director of the First 5 LA Program Development Department. Ms. DuBransky has developed and implemented many of First 5 LA's programs and initiatives. She has been with First 5 LA for over 15 years and was the primary architect of Best Start LA, its signature place-based investment. She also has overseen the implementation of Best Start's home visiting components. These include Welcome Baby, a universal home visiting program, and the Parents as Teachers and Healthy Families America investments. Ms. DuBransky attended Azusa Pacific University's School of Education and Behavioral Studies where she earned a bachelor's degree in social work. She received her Master of Social Work from UCLA's School of Public Policy and Social Research while working as a human resources manager at a private firm. Before coming to First 5 LA, Ms. DuBransky worked in foster care, adult mental health, Healthy Start and the California Chapter of the National Association of Social Workers (NASW). Barbara played leadership roles in the development of First 5 LA's 2001-2004, 2004-2009 and 2009-2015 Strategic Plans and currently is leading the development of the Families Outcome area of the 2015-2020 Strategic Plan. While at First 5 LA, Ms. DuBransky continued her work with the National Association of Social Workers (NASW) holding several leadership positions in the California Chapter. Ms. DuBransky has served as an adjunct professor at her alma mater Azusa Pacific University, teaching courses in Community Organization and Social Change, Ethics in Social Work Practice, and Social Welfare Policy.



### **Deborah Daro**

Deborah Daro, PhD, is a Chapin Hall Senior Research Fellow at the University of Chicago with over 20 years of experience in evaluating child abuse treatment and prevention programs. She has directed some of the largest multi-site program evaluations completed in the field. Currently, she is leading the development of the Doris Duke Fellowships for the Promotion of Child Well-Being. This new program aims to identify and nurture promising leaders and innovative approaches to child abuse prevention. Most recently, Dr. Daro has focused on developing reform strategies that embed individualized, targeted prevention efforts within more universal efforts to alter normative standards and community context. She also is examining strategies to create more effective partnerships among public child welfare agencies, enhance community-based prevention efforts, and develop informal support systems. Prior to joining Chapin Hall, Dr. Daro served as the Director of the National Center on Child Abuse Prevention Research, a program of the National Committee to Prevent Child Abuse. She has published and lectured widely. Her commentaries and findings frequently are cited in the rationale for numerous child abuse prevention and treatment reforms. Most recently, she testified before the House Ways and Means Committee in support of the President Obama's proposal to provide home visiting services to assist new parents to care for their infants. She has served as President of the American Professional Society on the Abuse of Children and as Treasurer and an Executive Council member of the International Society for the Prevention of Child Abuse and Neglect. Dr. Daro holds a PhD in Social Welfare and a master's degree in City and Regional Planning from the University of California at Berkeley.

# TUESDAY BREAKOUT SESSIONS

10:15 AM - 12:00 PM

MORNING BREAKOUT SESSIONS

**201**

**INDEPENDENCE B/C**

*Creating a Trauma-Informed Culture in Early Childhood Settings*

**CHAIR**

**Emmalie Dropkin**, National Head Start Association

**PRESENTERS**

**Brenda Jones-Harden**, Institute for Child Study, University of Maryland

**Susan Pinne**, Trauma Smart at Crittenton Children's Center

**DISCUSSANT**

**Angelo Knox, Sr.**, Educare of Washington, DC

Having teachers and caregivers trained in trauma-informed care is essential in both Head Start and other early care and education programs serving at-risk children. This session will highlight two evidence-based trauma-informed care training programs for staff serving young children.

Head Start-Trauma Smart (HS-TS) was developed by the Crittenton Children's Center in Kansas City, Missouri, in response to high levels of violence and trauma experienced by children and families in a community where Crittenton staff were providing mental health services to Head Start children. The Head Start-Trauma Smart approach is multi-pronged and includes the following: training for parents and all Head Start program staff; individual trauma-focused intervention for children identified as needing individual support; classroom consultation available from HS-TS therapists for all teachers; and peer-based mentoring for both staff and parents. To date, the program has had significant success in supporting children with multiple adverse childhood experiences and reducing their externalizing and internalizing behaviors to normal levels before kindergarten entry. HS-TS is currently being scaled across states; additional research is ongoing.

**202****INDEPENDENCE D/E***Early Care and Education and Positive Parenting: Promoting Child and Family Resilience in the Face of Homelessness***CHAIR****Sara Vecchiotti**, Foundation for Child Development**PRESENTERS****Mary Haskett**, North Carolina State University**Ann Masten**, University of Minnesota**DISCUSSANT****Marsha Basloe**, Administration for Children and Families

Homelessness is a reality for many families with young children in our country. More than half of all children in federally funded homeless shelters are under the age of six. Experiences of homelessness in early childhood are associated with developmental, educational, and health problems that put children at risk for life-long challenges. Furthermore, there is wide variability in parenting quality among families who experience homelessness; many parents struggle to provide the safe and stable nurturing their young children need to succeed in the midst of their many challenges. Access to high-quality early care and learning opportunities and family supports can promote the resilience of children and families. This session will present emerging research on homelessness in early childhood within the context of potential protective factors that support children's development in the face of such challenges.

It is pivotal to understand the processes that lead to school success among homeless children. This is particularly true in early childhood when there is promising evidence of high return on investments in school readiness. Dr. Ann Masten will present highlights from her recent research on school readiness in young homeless children, focusing on the role of executive function skills and parenting. Next, because one of the strongest influences on children's well-being is the parent-child relationship, Dr. Mary Haskett will discuss parenting in the context of homelessness. She will summarize research on the effects of parenting interventions designed to support positive parenting among families living without homes. She also will discuss potential points of intervention for young children and families experiencing homelessness. Finally, Marsha Basloe will highlight current federal initiatives and practice/policy directions.

**203****INDEPENDENCE F/G***Two-Generation Programs in Head Start: Three Experimental Studies of Aligned Parent and Child Interventions***CHAIR****Kathleen Dwyer**, Office of Planning, Research and Evaluation, Administration for Children and Families**PRESENTERS****Caroline Boxmeyer**, University of Alabama**Teresa Eckrich Sommer**, Northwestern University**Ansley Gilpin**, University of Alabama**Eric Pakulak**, University of Oregon**DISCUSSANT****Mary Bogle**, Urban Institute

This symposium presents three experimental studies that help build an evidence base for two-generation programs from a Head Start platform. Two-generation programs promote children's school readiness by improving the skills and knowledge of children and their parents at the same time. The randomized trials are at the cutting edge of two-generation research and practice as they focus on simultaneity of services and alignment of parent and child curricula. The studies also address implementation challenges.

*Strengthening Head Start Impacts for Dual Language Learner Children: A Mixed Methods Case Study of a Two-Generation Intervention*

**Jeanne Brooks-Gunn, Elise Chor, Celia Gomez, Teresa Eckrich Sommer, Hirokazu Yoshikawa**

*Power PATH: Integrated Two-Generation Social Emotional Intervention for Head Start Preschoolers and Their Parents*

**Caroline Boxmeyer, Jason DeCaro, Ansley Gilpin, John Lochman, Qshequilla Mitchell, Lixin Qu, Stacey Snead**

*Effects of an Integrated Two-Generation Intervention in Head Start on Stress Physiology and Brain Function for Self-Regulation in Children and Parents: Preliminary Results*

**Theodore Bell, Ryan Giuliano, Melissa Gomsrud, Christina Karns, Scott Klein, Zayra Longoria, Helen Neville, Lauren O'Neill, Eric Pakulak**

**204****INDEPENDENCE H/I***Persistent Effects for Early Childhood Educational Programs: Longitudinal Follow-up from Three Randomized Trials***CHAIR****Janet Welsh**, Pennsylvania State University**PRESENTERS****Karen Bierman**, Pennsylvania State University**Douglas Clements**, University of Denver**Stephanie Jones**, Harvard University**Julie Sarama**, University of Denver**Janet Welsh**, Pennsylvania State University**DISCUSSANT****Christina Weiland**, University of Michigan

This symposium reports longitudinal findings from three preschool interventions designed to boost academic and behavioral readiness in vulnerable preschoolers. All three projects included a strong professional development component for preschool teachers, along with ongoing coaching and implementation quality monitoring. All projects were evaluated using randomized trials. The projects followed students from the transition into kindergarten through grade 5 to determine the persistence of program impacts over time.

*Longitudinal Effects of a School Readiness Intervention: 5th grade outcomes of the Head Start Research-based, Developmentally Informed (REDI) Program*

**Karen Bierman, Janet Welsh**

*Preschool Mediators of the Effects of the Chicago School Readiness Project on Children's Social-emotional and Behavioral adjustment in 5th Grade*

**Stephanie Jones, Dana McCoy, Cybele Raver**

*Longitudinal Evaluation of a Scale-Up Intervention in Early Mathematics: Persistence and Sustainability*

**Douglas Clements, Julie Sarama**

**205****LAFAYETTE PARK/FARRAGUT SQUARE***Poster Symposium – The Tribal Early Childhood Research Center Community of Learning Approach to Promote Tribal-University Partnership Based Research on Early Development in Tribal Contexts***CHAIR****Aleta Meyer**, Office of Planning, Research and Evaluation, Administration for Children and Families**PRESENTERS****Catherine Ayoub**, Brazelton Touchpoints Center; Harvard University**Allison Barlow**, Tribal Early Childhood Research Center**Jessica Barnes**, Tribal Early Childhood Research Center**Candace Fleming**, University of Colorado, Denver**Aleta Meyer**, Office of Planning, Research and Evaluation, Administration for Children and Families**Douglas Novins**, Tribal Early Childhood Research Center**Michelle Sarche**, Tribal Early Childhood Research Center**Nancy Whitesell**, Tribal Early Childhood Research Center**DISCUSSANT****Aleta Meyer**, Office of Planning, Research and Evaluation, Administration for Children and Families

The Tribal Early Childhood Research Center (TRC) is funded by the Administration for Children and Families. TRC promotes research on early development in American Indian and Alaska Native (AIAN) communities through partnership with tribal communities and tribal Head Start, Home Visiting, and Child Care Development Fund programs. The TRC Communities of Learning (CoL) provide virtual and face-to-face space for university-based researchers and tribal partners to do the following: 1) determine shared priorities for research; 2) design and implement research; and 3) analyze and disseminate findings. The TRC CoL experience is consistent with a practice-based research network approach used in healthcare settings to promote a knowledge development process that respects the wisdom and expertise of both practitioners and researchers and builds the fields of both practice and research.

This poster symposium includes an overview and discussion of the TRC and its CoL approach as well as posters that provide in-depth information about the activities of seven individual TRC CoLs, including:

1. Use of the Classroom Assessment Scoring System Community in Tribal Head Start Settings
2. The Survey of Well-Being of Young Children (SWYC): Tribal Feasibility Study of a Brief Social-Emotional and Developmental Screener
3. Priorities for a National Assessment of Tribal Early Childhood Service Needs
4. Lessons Learned from the First 3 Cohorts of the Tribal Maternal, Infant, and Early Childhood Home Visiting Initiative
5. An Analysis of Tribal Child Care and Development Fund Annual Plan Data
6. Supporting the Early Childhood Research Training Needs of Tribal and Allied Scholars
7. Reliability of the Infant Toddler Social Emotional Assessment with a Diverse Sample of American Indian Toddlers

**206****FRANKLIN SQUARE/MCPHERSON SQUARE***Effective Promotion of Language Development in Infants and Toddlers and their Families***CHAIR****Lisa Lopez**, University of South Florida**PRESENTERS****Meredith Rowe**, Harvard Graduate School of Education**Catherine Tamis-LeMonda**, New York University**DISCUSSANT****Judith Carta**, University of Kansas

A small but growing research literature on infants and toddlers is providing evidence about the most effective practices for influencing children's language and communication. The presenters will provide the current state of research on how caregivers can promote language and communicative development for both monolingual and dual language learning infants and toddlers. They will highlight how research evidence can be translated into practices for working with young children and families and the importance of cultural sensitivity in this process. Presenters will discuss the broader implications for policy and practice.

**207****CONSTITUTION C/D/E***Innovations to Support Parent Engagement in School Readiness Interventions: A Focus on Head Start***CHAIR****Helena Duch**, Columbia University**PRESENTERS****Karen L. Bierman**, Pennsylvania State University, Child Study Center**Helena Duch**, Columbia University**Lisa A. Gennetian**, New York University, Institute for Human Development and Social Change**Ursula Johnson**, University of Texas Health Science Center at Houston**Maria Marti**, Columbia University, Mailman School of Public Health**DISCUSSANT****Lisa A. Gennetian**, New York University, Institute for Human Development and Social Change

This symposium will focus on describing parent intervention programs that support school readiness in Head Start children and their effectiveness when combined with classroom interventions. Presenters also will discuss the importance of parent engagement. They will address how to increase parents' participation in school readiness interventions by making programmatic changes and using strategies informed by behavioral economics. The findings discussed will help inform the creation and improvement of other parent programs aimed at assisting low-socioeconomic status families.

*Improving School Readiness of High-risk Preschoolers: A Responsive Training Program for Parents***Ursula Y. Johnson, Susan Landry, Jeffrey Williams***Promoting Sustained Benefits by Enriching Head Start Classrooms and Home Visits with Evidence-Based Programming***Karen L. Bierman, Scott D. Gest, Brenda S. Heinrichs, Robert L. Nix, Janet A. Welsh***Behavioral Economic Insights to Increase Parent Engagement with a School Readiness Intervention***Helena Duch, Lisa A. Gennetian, Joy Kennedy, Maria Marti, Samantha A. Melvin, Kimberly G. Noble**

**208****CONSTITUTION B***Master Lecture – Engaging Families in the Health and Well-Being of their Children: The Health Literacy Approach***CHAIR****Ariella Herman**, UCLA/Johnson & Johnson Health Care Institute**PRESENTER****Benard Dreyer**, American Academy of Pediatrics; New York University

A session on health literacy will demonstrate how improving health literacy aligns with the following: the 2015 ACF strategic priorities, Healthy People 2020 objectives, Head Start's commitment to comprehensive services in the Head Start Program Performance Standards, and the US Department of Health and Human Services' National Action Plan to Improve Health Literacy. Health literacy promotes economic, health, and social well-being for individuals, families and communities through an emphasis on:

- Healthy development and school readiness for children, especially those in low-income families and other special populations
- The safety and well-being of children, youth, and families

This session will:

- Raise awareness that poor health literacy is widespread and that health literacy is crucial to family and child wellbeing
- Show the relationship between health literacy and child health outcomes
- Illustrate examples of successful interventions in health literacy in underserved populations

**MASTER BIOGRAPHY****Benard Dreyer**

Benard Dreyer, MD, is a general and development-behavioral pediatrician who has spent his professional lifetime serving poor children and families. Professor of Pediatrics at New York University (NYU), he leads the Division of Developmental-Behavioral Pediatrics, is Director of Pediatrics at Bellevue Hospital and works as a hospitalist. After graduation from NYU School of Medicine and chief residency at Jacobi Hospital, he became the Director of Emergency Medicine, starting the first Emergency Medicine Residency in New York State. For over 30 years, he led a primary care program at Bellevue, including co-located mental and oral health services and clinics in homeless shelters. His research focuses on interventions in primary care to improve early childhood outcomes including early brain development and obesity. Dr. Dreyer has been the American Academy of Pediatrics (AAP) New York Chapter 3 President, and a member of the Committee on Pediatric Research and the Executive Committee of the Council on Communications and Media. He co-chaired the AAP Health Literacy Project Advisory Committee and edited the AAP publication Plain Language Pediatrics. He serves as a member of the Executive Committee of the Section on Lesbian, Gay, Bi-sexual, and Transgender Health and Wellness and the AAP Leadership Workgroup on Poverty and Child Health. Dr. Dreyer was president of the Academic Pediatric Association (APA), and founded and chairs the APA Task Force on Childhood Poverty and the APA Research Scholars Program. He also hosts a weekly radio show on the Sirius XM Doctor Radio Channel, On Call for Kids.

**209****WILSON/ROOSEVELT***All Our Children: Focusing Research on Home-Based Child Care***CHAIR****Jon Korfmacher**, Erikson Institute**PRESENTERS****Juliet Bromer**, Erikson Institute**Toni Porter**, Care and Education Consulting**Roberta Weber**, Oregon State University**DISCUSSANT****Diane Paulsell**, Mathematica Policy Research

Recent data from the National Survey of Early Care and Education (NSECE) confirm that a significant proportion of children, especially infants and toddlers, spend regular time in home-based child care (unregulated family, friend, and neighbor care, and regulated family child care). Although families across all income and racial/ethnic groups use home-based child care, these arrangements are more prevalent among families with low incomes and families of color. Children in these families often face factors that place them at risk for success in kindergarten. Home-based child care has historically received less attention from researchers and policy makers than center-based care and Head Start, although recent policy initiatives, such as the Child Care Development Fund Reauthorization and the Early Head Start-Child Care Partnership grants, have begun to shift this trend. This symposium highlights the essential role of home-based child care in our country's early care and education landscape. It will present a synthesis of existing research, provide new research on home-based provider characteristics and quality improvement strategies, and summarize a conceptual model for supporting quality in home-based child care.

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**210****CABIN JOHN/ARLINGTON***State of States' Maternal, Infant, and Early Childhood Home Visiting (MIECHV) Evaluations***CHAIR****Abby Winer Schachner**, SRI International**PRESENTERS****Lorraine McKelvey**, University of Arkansas for Medical Sciences**Cynthia Osborne**, Child and Family Research Partnership, LBJ School of Public Affairs, University of Texas at Austin**Abby Winer Schachner**, SRI International**DISCUSSANT****Virginia Knox**, MDRC

This symposium describes three state Maternal, Infant, and Early Childhood Home Visiting (MIECHV) evaluation approaches, some preliminary findings, and how these state evaluations complement the national MIECHV evaluation. The design and focus of the MIECHV evaluations in Arkansas, Texas, and Washington are each unique. However, each one is intended to provide practical information that can inform program implementation and offer information to study the impact of evidence-based home visiting at scale. The discussion will seek to strengthen the research-to-practice and practice-to-research feedback loop.

*Enrolling Depressed Parents: Exploring Moderators of Retention and Engagement in Home Visiting Services*

**Nicola Conners-Burrow, Shalese Fitzgerald, Lorraine McKelvey, Leanne Whiteside-Mansell**

*Four Years and 5,000 Families Later: Lessons from Implementing Home Visiting Programs in Texas*

**Kaeley Bobbitt, Cynthia Osborne**

*Researching Implementation Support Experiences (RISE): The Washington State MIECHV Evaluation*

**Lauren Barton, Wei-Bing Chen, Erika Gaylor, Laura Hudson, Abby Winer Schachner**

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**LUNCH (CONFERENCE ATTENDEES ON THEIR OWN) 12:00 PM - 1:15 PM TUESDAY**

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# TUESDAY AFTERNOON PLENARY

1:30 PM - 3:00 PM

PLENARY

## Plenary Session

CONSTITUTION BALLROOM

### GREETINGS

**Keith Motley**, Chancellor, University of Massachusetts Boston

*Using a Cultural Lens to Improve Early Childhood Classroom Interactions with Children of Color*

### CHAIR

**Iheoma Iruka**, University of Nebraska, Lincoln

### PRESENTERS

**Stephanie Curenton**, Rutgers University

**Bryant Jensen**, Brigham Young University

### DISCUSSANT

**Tonia Durden**, University of Nebraska, Lincoln

Maximizing teachers' use of social and cultural interactions in classrooms provides a foundation for improving the learning environments for children of color. The US education system disempowered and underestimated many children of color due to their race, ethnicity, or language. Some research studies report that indicators and processes of classroom quality are universal. The studies conclude that children of color are academically underperforming because they lack access to high-quality classroom practices. Socio-cultural researchers argue that children of color require, in addition to high-quality teaching, classroom learning opportunities that capitalize on culturally situated forms of learning and development. Presenters in this symposium will discuss how teachers' intentional use of cultural and social interactions can successfully foster students' academic achievement and social-emotional development. They also will introduce a new classroom observational protocol designed to assess the cultural and social aspects of classroom interactions, the Classroom Assessment of Sociocultural Interaction for Preschool to Grade 3 (CASI-P3). The presenters will close by discussing how the use of the CASI-P3 can help teachers improve their instructional practices, approaches, and classroom interactions, to promote children's learning and development.

**PLENARY BIOGRAPHIES**



**Stephanie M. Curenton**

Stephanie M. Curenton, PhD, is a Rutgers University Chancellor Scholar and tenured associate professor in the Bloustein School of Planning and Public Policy. She studies the social, cognitive, and language development of low-income and minority children within various ecological contexts, such as parent-child interactions, early childhood education programs, early childhood workforce programs, and related state and federal policies. She serves as the associate editor for *Early Childhood Research Quarterly*, and is the past associate editor of *Early Education and Development*. She was awarded a research policy fellowship from the Society for Research on Child Development (SRCD)/American Association for the Advancement of Science (AAAS) and worked in the Office of Child Care. She has served on education non-profit boards for the National Association for the Education of Young Children (NAEYC) and a local Head Start program. Her research has been funded by the U.S. Department of Health and Human Services in the Office of Planning Research and Evaluation (OPRE), the National Academy of Science Ford Pre-doctoral Fellowship, American Education Research Association (AERA), the Foundation for Child Development, and the W.K. Kellogg Foundation. She earned her PhD in Developmental and Community Psychology from the University of Virginia.



**Bryant Jensen**

Bryant Jensen, PhD, is an Assistant Professor in the David O. McKay School of Education at Brigham Young University. He is interested in improving learning opportunities for underserved children, particularly Latinos from Mexican and Central American immigrant families. His work addresses teaching quality, cultural aspects of social and academic learning, classroom observation, home-school collaborations, mixed methods, and design-based approaches. With colleagues, he recently developed an observational measure of the cultural aspects of teacher-child interactions, called the Classroom Assessment of Sociocultural Interactions (CASI). Mr. Jensen has worked as a school psychologist in urban schools in Phoenix, Arizona, and studied literacy teaching and learning in different communities in Mexico. Previously, he was a research associate for the National Task Force on Early Education for Hispanics, a Fulbright scholar in Mexico, a teacher educator in California's San Joaquin Valley, and an Institute of Education Sciences postdoctoral fellow at the University of Oregon.



**Tonia Durden**

Tonia Durden, PhD, Assistant Professor, University of Nebraska-Lincoln, conducts scholarly activity focused on examining how educators and families can support the sociocultural and identity development and awareness of young children. Engaging in critical dialogs and partnerships with international scholars on issues of educational equity and the identity development of children is an important part of her research and professional trajectory. Therefore, she has extended her scholarship and outreach internationally (Kenya, Shanghai, Chengdu, Sweden). Outreach is an essential component of her work. She believes that taking action through research, service, and scholarship on issues moves educators one step closer in creating quality and equitable educational experiences for all children. She is committed to using extension, outreach, scholarship, and research to develop and support culturally responsive professionals who strive to become agents of change in their classrooms, communities, and beyond.

# TUESDAY AFTERNOON BREAKOUT SESSIONS

3:15 PM - 5:00 PM

BREAKOUT SESSIONS

**211**

**INDEPENDENCE B/C**

*Alternatives to Random Assignment for Large Scale Child Outcome Studies*

**CHAIR**

**James Elicker**, Purdue University

**PRESENTERS**

**Sharon L. Christ**, Purdue University

**Philip Sirinides**, Consortium for Policy Research in Education

**DISCUSSANT**

**Margaret R. Burchinal**, Frank Porter Graham Child Development Institute,  
University of North Carolina at Chapel Hill

This methodology session will focus on alternatives to large-scale randomized trials in early childhood evaluations. Although randomized control trial designs are optimal to evaluate child outcomes and program effectiveness, ethical and practical constraints often prevent this approach in large-scale evaluations in early childhood. Therefore, quasi-experiments with comparison groups constructed using propensity score matching often are recommended as an alternative to experimental designs. Speakers will address the best alternatives to random assignments. Closing remarks from the discussant will focus on the strengths and limitations of these alternative procedures and implications for future early childhood evaluations.

**212****INDEPENDENCE D/E***Relationships Matter: Observing and Measuring in Home Visiting (A Tribute to Kathy Barnard)***CHAIR****Jon Korfmacher**, Erikson Institute**PRESENTERS****Mark Innocenti**, Utah State University**Jon Korfmacher**, Erikson Institute**Carla Peterson**, Iowa State University**Lori Roggman**, Utah State University

Observation-based systems of measurement offer a look into the black box of home visiting research and practice to see exactly how home visitors spend time with families and work with them to promote early care and development. At the heart of home visiting is the relationship between the home visitor and the family and the home visitor's ability to use this relationship to focus on and foster the relationship between the parent and the young child. The use of parallel processes in nurturing development-promoting relationships is not a new idea. Observational measures of the processes currently are the focus of a number of exciting research initiatives. This session will present recent research using observation-based measures to describe home visit processes, understand home visit quality, increase home visitors' attention to and appreciation of the parent-child relationship, inform mechanisms of support staff, and improve practices and communications with families.

This panel also serves as a memorial to one of the true visionaries on the importance of the infant-parent relationship, Kathy Barnard, who taught many how to observe the parent and the child together and to consider how practice helps or interferes with this relationship. The session chair will present a short video to summarize Kathy's contribution to the field. Each speaker will describe current work and link their findings to Kathy's influence. In lieu of a discussion led by a discussant, audience members will share their experiences and explain how Kathy's work influenced their own.

**213****INDEPENDENCE F/G***Teachers' Assessment Practices in Pre-Kindergarten Classrooms: Three Studies of Teachers' Use and Application of Formative Assessments***CHAIR****Nicole Leacock**, MDRC**PRESENTERS****April Crawford**, Children's Learning Institute, University of Texas at Houston**Nicole Leacock**, MDRC**Emily Snell**, Temple University**Bethanie Van Horne**, Children's Learning Institute, University of Texas at Houston**DISCUSSANT****Sally Atkins-Burnett**, Mathematica Policy Research

Assessment supports high-quality pre-K programming, but little is known about how teachers use assessment and how to support them in its use. Presenters will start with an in-depth look at teacher practices using assessment and individualizing instruction, and will offer an example for a practical, effective system for ongoing assessment in pre-K classrooms. Presenters will explain results from studies in a variety of contexts — from the real-world exploration of everyday teaching practice to experimental studies of program models.

*Inside the Black Box of Progress Monitoring: A Qualitative Study***Emily Snell, Barbara Wasik***Set Goals to Meet the Needs of Your Students: Unpacking the Process of Differentiated Instruction in a Pre-K Classroom***Anne Kou, Nicole Leacock, Michelle Maier, Pamela Morris, Marissa Strassberger***Technology-driven Formative Assessment: Progress Monitoring, from Research to Practice***April Crawford, Susan Landry, Bethanie Van Horne**

**214****INDEPENDENCE H/I***Paths towards Developing High-Quality International Early Childhood Systems and Programs***CHAIR****Sara Vecchiotti**, Foundation for Child Development**PRESENTERS****Maria Caridad Araujo**, Inter-American Development Bank**Lisa Bernstein**, Bank Street College of Education**Faith Lamb-Parker**, Bank Street College of Education**Abbie Raikes**, The United Nations Children's Fund (UNICEF)

Early childhood development has become a focus of global investment and policy. Lessons can be learned from the design, implementation, and evaluation of early childhood programs and policies around the world. With the start of new global agenda, many countries are expressing interest in measurement of early childhood development and the quality of learning environments. To reflect on that focus, Dr. Abbie Raikes will discuss how accurate, culturally responsive measurement is essential for ensuring equity and for tracking progress towards goals for program implementation. Dr. Raikes will outline system measurement efforts across the globe, including progress made to date and areas of future development. Dr. Faith Lamb-Parker and Lisa Bernstein will discuss how using community-based participatory research is effective, especially in implementing programs in resource-poor, marginalized communities where ownership and trust are essential to successful change. They will highlight their dual generation work in Bangladesh and Liberia discussing a multi-disciplinary health, literacy, and empowerment program for expectant women and their families. They also will discuss their work in Liberia involving a community education and awareness program for families with infants, toddlers, and preschoolers. Dr. Caridad Araujo will address scale-up and affect evaluation efforts related to Cuna Mas, a national home visiting program in Peru. The program was launched in 2013 and in 2015 served close to 100,000 disadvantaged children, birth through age three, and their families through weekly home visits. Dr. Araujo will discuss results from the randomized control trial embedded in the program design from its inception. Throughout the session, each presenter also will discuss gaps in current research knowledge as well as the practice and policy implications of their work.

**215****LAFAYETTE PARK/FARRAGUT SQUARE**

Poster Symposium – Head Start / Early Head Start University Partnership Model: Optimizing the Communication between Research and Practice to Improve Early Childhood Outcomes

**CHAIRS**

**Kathleen Dwyer**, Office of Planning, Research and Evaluation, Administration for Children and Families

**Aleta Meyer**, Office of Planning, Research and Evaluation, Administration for Children and Families

**PRESENTERS**

**Lisa Berlin**, University of Maryland School of Social Work

**Clancy Blair**, New York University

**John Constantino**, Washington University

**Kathleen Dwyer**, Office of Planning, Research and Evaluation, Administration for Children and Families

**Veronica Fernandez**, University of Miami

**Ansley Gilpin**, University of Alabama

**Daryl Greenfield**, University of Miami

**Eliana Hurwich-Reiss**, University of Denver

**Jason Hustedt**, University of Delaware

**Ursula Johnson**, University of Texas Health Science Center at Houston

**Brenda Jones-Harden**, Institute for Child Study, University of Maryland

**Lisa Knoche**, University of Nebraska, Lincoln

**Ferol Mennen**, University of Southern California

**Aleta Meyer**, Office of Planning, Research and Evaluation, Administration for Children and Families

**Eric Pakulak**, University of Oregon

**Cybele Raver**, New York University

**Michelle Sarche**, Centers for American Indian and Alaska Native Health, University of Colorado, Denver

**Ann Stacks**, Wayne State University

**Sarah Watamura**, University of Denver

**DISCUSSANT**

**Amanda Bryans**, Office of Early Childhood Development, Administration for Children and Families

Head Start/Early Head Start University Partnership (HSUP/EHSUP) research grant programs are unique opportunities for university-based researchers to partner with early childhood programs to evaluate innovative practices for supporting low-income families and their children's readiness for school. This poster symposium will bring all of the currently funded grantees together to highlight some of the common features across the grant programs: partnerships to promote relevance, sustainability, and replicability; a focus on implementation; and collaboration.

*Parenting Enhancements to Early Head Start: Implementation and Sustainability in Early Head Start-University Partnerships to Buffer Children from Toxic Stress*

**Lisa Berlin, Jason Hustedt, Brenda Jones-Harden, Michelle Sarche**

*Challenges and Solutions Related to Parent Engagement in Adult-focused Services/Programs*

**John Constantino, Ansley Gilpin, Ferol Mennen, Eric Pakulak**

*Two sides of the coin: Analyzing Changes in Parenting to Answer Key Questions in Developmental Science and Program Evaluation*

**Clancy Blair, Cybele Raver**

*Early Head Start University Partnerships: Building the Evidence Base for Infant/Toddler Center-based Programs*

**Kathleen Dwyer, Veronica Fernandez, Daryl Greenfield, Ursula Johnson, Lisa Knoche, Ann Stacks**

*Linking Intervention Components to Head Start Program Performance Standards within Early Head Start/Head Start University Partnerships*

**Lisa Berlin, Ansley Gilpin, Jason Hustedt, Brenda Jones-Harden, Eric Pakulak, Leah Leader**

*Working with Technical Assistance Providers to Ensure Research and Evaluation Results Inform Program Improvements*

**Aleta Meyer**

*Using Cross-Site Data from Six Buffering Toxic Stress Head Start-University Partnership Grants to Work Toward Better Measurement of Economic Strain*

**Clancy Blair, Eliana Hurwich-Reiss, Cybele Raver, Sarah Watamura**

**216****FRANKLIN SQUARE/MCPHERSON SQUARE***African American Children's Social and Emotional Development: Toward Culturally and Developmentally Appropriate Early Intervention and Assessment Strategies***CHAIR****Hakim Rashid**, Howard University**PRESENTERS****Marisha Humphries**, University of Illinois at Chicago**Michael Canute Lambert**, University of North Carolina at Chapel Hill**DISCUSSANT****Hakim Rashid**, Howard University

This session will highlight research on the normative development of young African American children in the areas of social and emotional development. The session also will address how this research can inform the creation of culturally and developmentally appropriate early intervention strategies. It also will highlight research on behavioral assessments of young children of African descent and examine their application to multicultural early care and education populations.

Marisha Humphries will present information on factors that support young African American children's social and emotional competence in early childhood settings. There will be an examination of prevention efforts in early childhood settings in terms of pre-service training and identifying the critical elements needed for culturally relevant programming. Then, Michael Lambert will share the Behavioral Assessment for Children of African Heritage (BACAH), a culturally valid multi-informant (e.g., parent and teacher reports) and multi-dimensional set of instruments that measure behavioral and emotional strengths (i.e., resilience as well emotional control and prosocial behavior) and problems (e.g., anxiety, depression, oppositional defiance, conduct problems) in African American children ages four to 18.

**217****CONSTITUTION B***Master Lecture – Brain-Based Learning: Understanding Language Development and the Bilingual Brain***CHAIR****Lisa Lopez**, University of South Florida**PRESENTER****Ioulia Kovelman**, University of Michigan; University of Texas at Austin**DISCUSSANT****Linda Smith**, Deputy Assistant Secretary for Early Childhood Development, Administration for Children and Families

Bilingualism is a typical developmental experience. Research, policies, and educational practice must consider this fact of life. Brain-based research into bilingualism suggests that the bilingual brain includes neural adaptations to allow for proficient dual language processing. In this symposium, presenters will discuss two types of adaptations.

First, bilingualism affects children's neural architecture for learning to read. Orthographies vary in their phonological transparency. Spanish offers better phonological transparency (or sound-to-print mapping) than English. When reading in English, Spanish-English bilinguals show greater reliance on phonology for learning to read as well as greater activation in areas of the brain associated with phonological processing. Imaging findings relate to contexts of bilingual education. For example, bilinguals with later age of bilingual exposure to English read better in phonics-based programs. Bilinguals with earlier age of bilingual exposure to English read better in meaning-based programs.

Second, the bilingual experience extends periods of neural sensitivity to linguistic input. Learning a language proceeds along a sequence of acquisition (i.e., babbling, first words, and so forth.). Prior research suggests that language input is critical to allowing children to progress along this sequence. New neuroimaging evidence suggests that children's brain activity in the left hemisphere is triggered by relevant language input. This allows children to progress towards the next step in language acquisition. For instance, a monolingual infants' left hemisphere activation increases for familiar language sounds just as infants are about to begin producing first words. These periods of neural sensitivity to relevant linguistic input may be extended in the bilingual learner.

Taken together, these findings inform theories of early language acquisition, literacy instruction, and clinical practices for bilingual learners.

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**PLENARY BIOGRAPHIES****Ioulia Kovelman**

Ioulia Kovelman, PhD, is an Assistant Professor at the University of Michigan. Her research focuses on bilingual language and reading acquisition in young children. She is especially interested in how bilingual exposure to different types of languages affects both the language ability and the neural architecture for learning to speak and to read. To accomplish these research goals, Professor Kovelman studies bilingual infants, children, and adults, using both behavioral and neuroimaging methodologies, especially the functional Near Infrared Spectroscopy (fNIRS) and functional Magnetic Resonance (fMRI).

**Linda Smith**

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

**218****CONSTITUTION C/D/E**

*Multiple Levels of Learning about Family Engagement: National Training and Technical Assistance Program Designs, Implementation Strategies, and Outcomes*

**CHAIR**

**Catherine Ayoub**, Brazelton Touchpoints Center; Harvard Medical School

**PRESENTERS**

**Catherine Ayoub**, Brazelton Touchpoints Center; Harvard Medical School

**Tamara Gail Halle**, Child Trends

**Rucha Londhe**, Brazelton Touchpoints Center

**DISCUSSANT**

**Rachel Chazan Cohen**, University of Massachusetts Boston

Three papers provide a comprehensive look at family engagement frameworks and constructs for training and technical assistance (T&TA) resources that support family engagement practices in early care settings. The session explores evaluation design, implementation, and outcomes for a national family engagement T&TA center focused on developing and disseminating resources. Finally, presenters offer an expanded design for evaluation of multi-level T&TA to assess the effectiveness of family engagement work.

*Understanding Family Engagement in Head Start and other Early Care Programs*

**Catherine Ayoub, Jessica Dym Bartlett**

*Evaluation of the National Center on Parent, Family, and Community Engagement: Findings and Lessons Learned*

**Catherine Ayoub, Rucha Londhe, Joshua Sparrow**

*Technical Assistance to Promote Family Engagement in Early Childhood Programs: Using Evaluation to Find Out What Works*

**Jessica Dym Bartlett, Tamara Gail Halle, Rucha Londhe, Manica Ramos**

**219****WILSON/ROOSEVELT***Conversation Hour – Using the Executive Function (EF) Mapping Project to Inform Executive Function and Regulation-Related Programs, Policies, and Assessments***CHAIR****Stephanie Jones**, Harvard University**PRESENTERS****Rebecca Bailey**, Harvard University**Dana McCoy**, Harvard University**Deborah Phillips**, Georgetown University**DISCUSSANT****Martha Zaslow**, Society for Research in Child Development; Child Trends

This session will start with an overview of the EF Mapping Project and the map of EF and regulation-related skills developed to help stakeholders navigate the growing body of research on this topic. The map will serve as a tool for comparing and contrasting the wide variety of different skills, strategies, and assessments used in EF-related work. Each presenter will share an example of EF-related work and will include examples from early childhood program design, measure development, and evaluation. The chair will facilitate a discussion about how using a map can improve work in this area. The map can help stakeholders to better articulate a theory of change by doing the following: identifying specific skills to target in interventions; selecting appropriate measures to assess specific skills or to evaluate the impact of a specific program/policy; and accurately reflecting the evidence-base for specific skills.

**220****CABIN JOHN/ARLINGTON**

*Understanding Quality Improvement in Family Child Care:  
Learning from Family Child Care Providers and the Agencies that Support Them*

**CHAIR****Holli Tonyan**, California State University, Northridge**PRESENTERS****Juliet Bromer**, Erikson Institute**Martha Buell**, University of Delaware**Holli Tonyan**, California State University, Northridge**DISCUSSANT****Dawn Ramsburg**, Office of Child Care, Administration for Children and Families

Family child care (FCC) providers care for large numbers of children receiving subsidies, but quality improvement (QI) initiatives often struggle to recruit and retain FCC providers. Paper #1 examines agency practices and supports and staff approaches to serving FCC. Paper #2 reports on providers' perspectives about a wide variety of QI initiatives. Paper #3 examines FCC experiences in the Quality Rating and Improvement Systems in two states. These three papers highlight mismatches between FCC provider experiences and QI approaches to working with FCC.

*Supporting Quality in FCC: Perspectives and Practices of Agencies and Agency Staff*

**Juliet Bromer, Jon Korfmacher**

*Understanding Family Child Care Providers' Perspectives on Quality Improvement*

**Susan Savage, Holli Tonyan**

*Family Child Care Providers' Engagement in Quality Rating and Improvement Systems in Two States*

**Martha Buell, Rena Hallam**

## Poster Session

### INDEPENDENCE A

## *Poster Topic: Dual Language Learners*

### T001

*Development of Executive Function among English Monolinguals, English-Spanish Bilinguals, and Potential English-Spanish Bilinguals Attending Head Start*

—Ji Young Choi, Shinyoung Jeon, Christine Maynard

### PRESENTER

**Ji Young Choi**

Using Family and Child Experiences Survey 2009 dataset, researchers examined whether there are differences in the executive function (EF) development during the period between Head Start entry and kindergarten across three groups of children: English-Spanish bilinguals, English monolinguals, and potential English-Spanish bilinguals identified at Head Start entry. Our findings showed that bilinguals and English-monolinguals showed higher EF skills at Head Start entry than potential English-Spanish bilinguals. Additionally, bilinguals and potential English-Spanish bilinguals presented faster growth in EF skills than English monolinguals. Implications of the study findings were discussed.

### T002

*Understanding Home Language Use in Chinese Families Living in the US*

—Liuran Fan, Gayle Luze, Carla Peterson

### PRESENTER

**Carla Peterson**

This poster focused on Chinese families to understand more about how families help their children maintain their home languages while living in the US. The study revealed that an overwhelming number of Chinese parents strongly agreed that it would be important to teach their children their home language. Parents reported experiences and strategies used in supporting their children's home language development. Future research and implications for supporting families also were suggested.

**T003**

*Individual Differences and the Effectiveness of Vocabulary Approach for Latino Preschoolers*

—Lucía Méndez

**PRESENTER**

**Lucía Méndez**

This study examined the role of individual differences on a bilingual approach to vocabulary instruction for low-income Latino preschoolers. Results revealed that factors such as home language levels at pre-test or gender did not significantly affect the effectiveness of a bilingual vocabulary approach implemented in a Head Start preschool setting.

**T004**

*Chinese Preschoolers' Dual Language Development: Associations to Language Environments at Home and School*

—Lulu Song, Eva Liang, Tonia Cristofaro, Elizabeth Gerena, Daphne Hu, Christina Impastato

**PRESENTERS**

**Lulu Song, Eva Liang, Elizabeth Gerena**

Chinese Dual Language Learners' (DLLs) vocabulary and language use in English and Chinese, home language environment, teachers' language use in English and Chinese are examined across the preschool/prekindergarten year through standardized assessment, parental interview, and videotaping of classroom activities. Analyses focus on the changes to and relations among children's vocabulary and language use, home language environment, and teachers' language use. Findings will shed light on the specific processes of dual language development of Chinese DLLs in early care and education contexts.

**T005**

*Protective Effects of Bilingualism on Head Start Children: Examining the Relationship between Bilingualism and Approaches to Learning*

—Maria Munoz-Jimenez, Johayra Bouza, Rebecca Shearer, Veronica Fernandez

**PRESENTERS**

**Maria Munoz-Jimenez, Johayra Bouza**

Spanish-speaking bilingual children may bring unrecognized developmental strengths to learning within the preschool classroom. This study shows a positive association between bilingualism and approaches to learning (competence/motivation, attention/persistence, and attitudes towards learning) in 301 Head Start children in Miami Dade centers. Dual language learning should be considered as a learning protective factor in Head Start classrooms.

**T006***Breakthroughs Not Barriers: How Translanguaging Engages and Connects Parents and Teachers in Head Start Programs Serving Dual Language Learners*

— Maria Cristina Limlingan, Kristine Ng Sang, Christine McWayne, Jayanthi Mistry

**PRESENTERS**

**Maria Cristina Limlingan, Kristine Ng Sang, Christine McWayne, Jayanthi Mistry**

In groups that do not share a common language, interpretation is often seen as a barrier to communication. This study shows how educators can find ways to connect with families, even if they do not share linguistic or cultural background. Data come from twelve parent-teacher meetings held monthly across two school years. These meetings provide evidence of how a collaborative approach to the translation process can enhance learning and deepen relationships between parents and teachers.

**T007***The Role of Language Environment on Bilinguals' Cantonese and English Vocabulary Development*

— Pui Fong Kan, Shirley Cheung, Jerry Yang

**PRESENTERS**

**Pui Fong Kan, Jerry Yang**

This study examined the relationships between language-learning environments and the vocabulary skills in English learners who learn Cantonese as L1. Participants were 92 children-parent dyads. Children's language input and vocabulary skills were measured using parent surveys and a Cantonese-English vocabulary test. Results showed that the L1/L2 use by mothers was significantly associated with L1/L2 use during home literacy activities, which was related to children's vocabulary skills. Clinical and educational implications will be discussed.

**T008***Parent and Teacher Perceptions of English Language Learning Preschoolers' School Readiness*

— Seunghee Han, James Larsen, Alicia Lorio, Louis Manfra

**PRESENTER**

**Seunghee Han**

To highlight the different perspectives teachers and parents have of English Language Learning (ELL) preschoolers' school readiness compared to school readiness of non-ELL preschoolers', researchers analyzed data from 387 preschoolers. Researchers examined how parents and teachers perceived preschoolers' school readiness in letter and numeral knowledge and compared these perceptions to children's actual scores. Results suggest teachers may have negatively-biased perceptions of ELLs' school readiness despite no actual difference in ELL and non-ELL children's school readiness scores.

**T009**

*How Much is Enough for Dual Language Learners?*

—Xin Gao, Ada Echevarria

**PRESENTER**

**Ada Echevarria**

The benefits of learning two languages have been widely published and recognized. However, very little research has been done on the effectiveness of different models of dual language instruction. This study is conducted in a northwest region Migrant and Seasonal Head Start where 80 percent of the children were primarily Spanish speaking. The results indicated that when there are equal amounts of language exposure (English and Spanish), children tend to benefit the most.

**T010**

*Beliefs of Parents and Early Childhood Teachers on the Language Development of Preschool Dual Language Learners*

—Brook Sawyer, Patricia Manz, Kristin Martin

**PRESENTER**

**Brook Sawyer**

This qualitative study examined the beliefs of parents and early childhood teachers about the language development of preschool Spanish-speaking dual language learners (DLLs). Fourteen parents and 17 teachers participated in focus groups and interviews. Seven themes emerged that centered on the degree to which parents and teachers held explicit knowledge about second language acquisition, the value of languages, the influence of language on children’s behavior, and factors that relate to linguistic practices and children’s language development.

**T011**

*Predictors of Behavior Problems in the Context of Peer Play Interactions: A Sample of Low-Income Latino Preschoolers*

—Olivia Hernandez, Lisa Lopez

**PRESENTERS**

**Olivia Hernandez, Lisa Lopez**

Latinos are the fastest growing minority group in the United States. The purpose of this study is to better understand Latino children’s problem behaviors and identify those variables that influence such behavior. Approximately 218 five- and six-year-old Latino children and their mothers participated in the study. The relationship between child behaviors and family factors were analyzed using multilevel models. Preliminary findings indicate a relationship between maternal psychopathology and children internalizing behavior.

**T012**

*More than Words: The Relations between Teacher-Child Interactions and Latino Dual Language Learners' Language and Social-Emotional Skills*

—Maria Cristina Limlingan, Christine McWayne, Jayanthi Mistry

**PRESENTERS**

**Maria Cristina Limlingan, Christine McWayne**

This study examines associations between teacher-child interactions and Latino dual language learners' (DLLs) language and socio-emotional outcomes. Data come from 800 Spanish-speaking Latino children from the Head Start Family and Child Experiences Survey 09 and was analyzed using multilevel modeling. Preliminary analyses indicate a relationship between teachers' Spanish use and children's approaches to learning. Emotionally supportive teacher-child interactions were correlated with children's social skills, disruptive behavior, and approaches to learning.

*Poster Topic: Educator-Child Interactions*

**T015**

*Children's Behavior and Activity in the Stress Response System within Early Childhood Classrooms*

—Bridget Hatfield, Staci Ebadirad, Kelly Hoke, Jessica Henry

**PRESENTERS**

**Bridget Hatfield, Staci Ebadirad, Kelly Hoke, Jessica Henry**

Interactions with an early childhood classroom have the potential to influence child behavior and activity in the stress response system. Teacher-child interactions support children's stress response systems and inhibitory control. In addition, the quality and range of individual-child interactions also are important, especially for behaviorally at-risk children. Using observational, biological, and direct assessments, results indicate that classroom and child characteristics predict a decline in cortisol across the morning, inhibitory control, and individual engagement.

**T016***Bilingual Children's Development of Self-regulation: The Role of Classroom Interactions and English Receptive Vocabulary*

—Carolina Melo-Hurtado, Robert Pianta, Jamie DeCoster

**PRESENTER**

**Carolina Melo-Hurtado**

This study examined the role of teacher-child interactions and English receptive vocabulary on the development of self-regulatory skills of bilingual children. The study included 1,400 preschool children from ten different sites across the US. Researchers examined a number of predictive models using full information maximum likelihood estimation to investigate the effect of teacher-child interactions and receptive vocabulary on different self-regulation measures and controlled for fall scores and teacher and child-level covariates. Results revealed that bilingual children who are exposed to higher-quality classroom interactions in the domain of management and routines as well as overall classroom responsiveness improve their self-regulatory skills significantly more than those in lower-quality classrooms. Additionally, research found that bilingual children improved their self-regulatory skills at a greater rate than their monolingual peers when exposed to high quality management and routines. Receptive vocabulary also was found to moderate gains in self-regulatory skills for bilingual children. There were more gains for bilingual children that had a better receptive vocabulary.

**T017***Executive Function and Student-Teacher Relationships in Low-Income Preschool Children*

—Courtney Boise, Susan Sheridan, Amanda Moen, Lisa Knoche

**PRESENTERS**

**Courtney Boise, Amanda Moen**

A positive student-teacher relationship is an important aspect of high quality child care and predictive of developmental outcomes. This study examines the relationship between domains of executive function and the student-teacher relationship in low-income preschool-aged children. Frequency of concerns about executive function and associations with student-teachers relationship will be presented. Results have implications for identifying children who may be at risk for negative student-teacher relationships.

**T018***Student-Teacher Relationship, Physiological Stress Response, and Behavior Problems in Children Attending Head Start*

—Diana Westerberg, Julia L Mendez

**PRESENTERS**

**Diana Westerberg, Julia L Mendez**

Student-teacher relationship affects children's school readiness. Less is known about its contribution to stress physiology and behavior problems. This study examined children's physiological stress response to a stress paradigm, student-teacher relationship, and behavior problems. Results revealed children showing no physiological activation were more likely to experience clinically significant behavior problems. Student-teacher relationship moderated this relation: these children had fewer behavior problems in the context of close relationships, but more in the context of conflicted relationships.

**T019***Impact of Teacher-Child Relationship Quality on the Social and Academic Outcomes of Shy Children Attending Head Start*

—Emily Andrews, Julia Mendez

**PRESENTER****Emily Andrews**

The current study seeks to extend the understanding of the adjustment of shy children by examining the relationships between shyness, teacher-child relationship quality, and social and academic adjustment in a Head Start sample. Results indicated that both child shyness and teacher-child relationship quality are significantly associated with the social and academic outcomes of preschool-aged children attending Head Start. Additionally, there was a significant shyness x dependent teacher-child relationship interaction effect on children's early math skills. There was a significant change in the variance explained when the interaction of teacher-child dependent relationship and child approach was added to the model ( $p = .004$ ); the significance of the interaction was  $p = .05$  once the interaction of child approach and teacher-child conflict was added to the model.

**T020***It's Not Just Tying Your Shoes: What We Can Learn about Children's Self-Regulation from Teacher Ratings at Preschool Entry*

—Jennifer Finders, Alicia Miao, Sara Schmitt, Megan Pratt, Megan McClelland

**PRESENTERS****Jennifer Finders, Alicia Miao**

Self-regulation in preschool is an important precursor for school success in young children (Blair & Razza, 2007; McClelland et al., 2013; McClelland & Cameron, 2011; McClelland et al., 2007). As such, developing and validating measures of self-regulation for use in research and educational settings has been a priority of developmental research. The current study examined two research questions: (1) Are child characteristics (gender, minority status, English Language Learner status, age) at preschool entry concurrently associated with teacher ratings of child self-regulation, controlling for teacher education and experience? and, (2) Are child characteristics at preschool entry more strongly related to teacher ratings of self-regulation compared to a direct child assessment of self-regulation, and do these associations vary by teacher education or experience?

**T021***Teacher Beliefs and the Quality of Interactions with Preschool Children*

—Lauren Carter

**PRESENTER****Lauren Carter**

Warm teacher-child interactions are a critical part of an effective learning environment, particularly for children with disruptive behavior. One factor that may relate to the way in which teachers interact with young children is the beliefs they hold about children and their behavior. This study examines the relationship between a teacher's authoritarian beliefs and behavior attributions and the quality of interactions at the individual child level and at the classroom level. Results demonstrate that beliefs are related to teacher-child interactions and that a child's disruptive behavior moderates the relationship between behavioral attributions and interaction quality.

**T022**

*Teacher-Child Interactions in Free Choice and Whole Group Settings:  
Prediction to School Readiness*

—Priscilla Goble, Robert Pianta

**PRESENTER**

**Priscilla Goble**

This study examined whether time spent in free choice and whole group settings within preschool classrooms was associated with indicators of school readiness and the extent to which learning was related to the quality of teachers' behavior within these settings. Participants were 325 preschool teachers and 1,407 children primarily from low-income backgrounds. Multilevel analyses revealed that time spent in free choice and whole group settings and the quality of teachers' behavior with children within these settings were differentially predictive of children's gains on measures of school readiness.

**T023**

*Early Care and Education Center Quality and Relations to Child Outcomes:  
A Meta Analysis of Six Secondary Datasets*

—Sandy Hong, Terri Sabol, Margaret Burchinal

**PRESENTER**

**Sandy Hong**

Using data from six studies of early care and education quality (n = 2,078 programs) and a meta-analytic approach, we examined the association between quality indicators widely used in policy contexts and children's learning and development outcomes. Results indicated larger gains in school-readiness skills among children in centers that were rated higher on some but not all individual quality indicators. The aggregated rating was significantly related to gains in children's language and literacy scores over the preschool year.

**T024**

*Examining Variability in Teacher-Child Interactions within and between Early Learning Programs*

—Shannon Lipscomb, Roberta Weber, Beth Green, Lindsey Patterson

**PRESENTER**

**Shannon Lipscomb**

Identifying sources of variability in teacher-child interactions within and between early learning programs is critically important to efforts to improve children's school readiness. The current study examined teacher-child interactions in 381 toddler and pre-K classrooms in 229 programs with the Classroom Assessment Scoring System (CLASS). Preliminary analyses point to teachers' primary language, professional development experiences, and child-adult ratio as predictors of program variability in CLASS scores, after accounting for other covariates and between program variability.

## Poster Topic: Evaluation and Research Methodology

**T028**

*Examining a Home-Visiting Program's Benefits for Children of Mothers with High Risk Substance Abuse*

—Allison Barlow, Summer Rosenstock, Allison Ingalls, Crystal Kee

**PRESENTER**

**Allison Ingalls**

A paraprofessional-delivered home-visiting intervention for American Indian teen mothers was evaluated through a randomized controlled trial. Earlier findings reported significant impacts on parenting and behavioral outcomes for intervention mothers and improved social, behavioral, and emotional outcomes for their children up to 36 months postpartum. A new sub-analysis shows benefits are greatest for children born to mothers at higher risk for substance use, indicating this intervention may buffer intergenerational transmission of substance use risk.

**T029**

*Actionable Intelligence about Early Childhood Risks in Philadelphia*

—Cassandra Henderson, Whitney LeBoeuf, Katherine Barghaus, John Fantuzzo

**PRESENTER**

**Cassandra Henderson**

Early childhood risks are markers of early childhood experiences that extensive research has shown to be detrimental to later academic and behavioral outcomes. In Philadelphia, evidence indicates that seven early childhood risks tracked by public agencies have negative effects on early school outcomes. The purpose of this research was to document and geographically map the early risk experiences of the entire population of five-year-old children in Philadelphia between 2008 and 2012.

**T030**

*Unique Experiences Affecting the Academic Achievement of African-American Females*

—Cassandra Henderson, John Fantuzzo, Benjamin Brumley

**PRESENTERS**

**Cassandra Henderson, John Fantuzzo, Benjamin Brumley**

The study will investigate how publicly-monitored familial and health risk factors and levels of school engagement are associated with the academic achievement of children. The study will analyze an existing administrative dataset designed to capture the comprehensive risk and protective experiences of a cohort of children from birth through third grade in Philadelphia. The study will focus specifically on the academic experiences of African-American girls, who are systematically understudied in education and social science research.

**T031**

*New Tools to Support Researchers Designing Home Visiting Effectiveness Studies*

—Emily Sama-Miller, Sarah Avellar, Lauren Akers, Rebecca Coughlin

**PRESENTERS**

**Emily Sama-Miller, Lauren Akers**

The Home Visiting Evidence of Effectiveness (HomVEE) project is a federally-funded systematic review of research about home visiting programs. Responding to the needs of researchers, HomVEE has developed two new tools. The first illustrates how HomVEE criteria are applied when examining evidence, and the relationship of each criterion to the evidence rating. The second is a reporting guide for authors that details the types of information HomVEE examines. The poster will illustrate how criteria are applied. Copies of the illustration and the reporting guide for authors will be available from the presenters and on the project website.

**T032**

*Trends in Published Research in Child Development*

—John W. Hagen, Raymond Cleveland, Robert Kail

**PRESENTERS**

**John W. Hagen, Raymond Cleveland**

Major shifts have occurred in trends in published research concerning children. Studies appearing in two journals, *Child Development* and *Developmental Psychology*, were analyzed for content and subjects since 1979. Topics including cognitive and social-emotional development, and subject characteristics such as chronological age, race/ethnicity and “normal” vs. atypical are included. The importance of these trends to current and future research are discussed as relevant to understanding children’s development including academic and emotional success.

**T033**

*Is There Benefit to Multiple Years of Early Head Start Enrollment?*

—Katherine Paschall, Ann Mastergeorge

**PRESENTER**

**Katherine Paschall**

This study uses propensity score analysis to address selection bias to estimate the impact of multiple years of Early Head Start (EHS) enrollment on parenting behaviors, depression, and children’s school readiness. Data were drawn from the Early Head Start Research and Evaluation Project, and dosage was conceptualized as increasing years of EHS enrollment, from none to three years. Preliminary results with regression modeling indicated significant, positive effects of dosage on maternal positive parenting behaviors and children’s cognitive development.

**T034***A Randomized Study of a High Quality Early Education Program: Child and Parenting Outcomes after One Year of Intervention*

—Noreen Yazejian, Donna Bryant, Sydney Hans, Diane Horm, Lisa St. Clair, Nancy File, Margaret Buchinal

**PRESENTERS**

**Noreen Yazejian, Donna Bryant, Diane Horm**

This study examined an established high-quality birth to five early education program designed to reduce the income-linked achievement gap. Infants and toddlers (n=239) from low-income families were randomly assigned to the program or a control group and were assessed one year later. Results revealed significant differences favoring children assigned to the intervention on language skills, problem behaviors, and parent-child interactions. These results suggest that intervening early can set low-income children on more positive developmental trajectories.

**T035***Using Implementation Science as a Strategy to Predict Positive Family Outcomes: Barriers and Challenges to Fidelity*

—Pamela DiNapoli, Eleanor Jaffee, Tobey Partch-Davies

**PRESENTER**

**Pamela DiNapoli**

The global aim of this program evaluation was to ensure adherence to the standards set by programs to predict positive family outcomes and lead to the progression of site accreditation. Using an implementation science framework, this evaluation studied, analyzed, and evaluated fidelity to the initiative's implementation of the home visiting program using a mixed methods design. At this point in time, based on current reporting capabilities, there is evidence that the program is being delivered with fidelity on some standards. However, conclusions based on this data about fidelity to the program are difficult to make. Barriers and challenges will be discussed.

**T036***HealthyInfants: Prevention Mentoring for Teen Mother-Infant-Caregiver Partners in Appalachian Early Head Start via Evidence-Based Tiered University-Community Partnerships and Supports*

—Stephen Bagnato, Tracy Larson

**PRESENTERS**

**Stephen Bagnato, Tracy Larson**

HealthyInfants (HI) is a University-Early Head Start (EHS) collaboration nurturing responsive caregiving among high-risk infant-parent-caregiver partners. Mentoring via “tiers” of weekly prevention-to-intervention supports occurs via five “innovations.” These include mobile videos, telemedicine, and behavioral health services from a University-Community team. The team includes Early Head Start, child care, Early Intervention, and health and human services partners in the Appalachian region of Pennsylvania and West Virginia in both rural and urban areas. HI field-validations (2013-2015) demonstrate its evidence-based promise—improved caregiving; improved programming; improved infant development; implementation fidelity; and sustainability.

**T037**

*Informing Policy to Protect Our Most Vulnerable Children: Making the Case for Integration of Administrative Data*

—Susan Savage, Jacquelyn McCroskey, Emily Putnam-Hornstein, Michael Olenick

**PRESENTERS**

**Susan Savage, Michael Olenick**

To understand which policies and investments result in effective services for our most vulnerable young children, policymakers need timely and accurate data. Linking administrative data across multiple systems can be an effective tool in this process. This poster will review surprising findings about the number of children receiving subsidized child care who also are involved with the child welfare system. Results raise questions about how best to serve our most vulnerable children.

*Poster Topic: Family Context*

**T041**

*Maternal Self-Efficacy and Maternal Depressive Symptoms on Parent-Child Joint Book Reading*

—Aram Kim, Alan Mendelsohn, Suzy Tomopoulos, Casilda Suarez Hesketh, Victoria Chen

**PRESENTER**

**Victoria Chen**

Maternal depression is associated with decreased parent-child book-reading. Little is known about maternal self-efficacy and book-reading. Latino mother-child dyads were included to determine if (a) self-efficacy is associated with increased book-reading, and (b) self-efficacy mediates the relationship between depressive symptoms and book-reading. Logistic regression showed mothers with self-efficacy engaged in more daily book-reading, but self-efficacy did not mediate the impact of depressive symptoms on book-reading. Therefore, low self-efficacy and depressive symptoms are potential barriers to parent-child book-reading.

**T042**

*Influence of Family Stress Processes on Development of Young Children's Self-Regulation*

—Chelsea Duran, Dave Grissmer, Elizabeth Cottone

**PRESENTERS**

**Chelsea Duran, Elizabeth Cottone**

The family stress model provides that economic well-being affects child outcomes through parents' perceptions of stress, as well as parent-child relationships or parenting quality. Using structural equation modeling, this study tests the model by examining self-regulatory measures as outcomes, which in theory should be affected by family stress processes but have not been studied in this context.

**T043**

*Unpredictability Versus Harshness in Early Life: Unique Predictors of Preschool Boys' and Girls' Self-Regulation*

—Christina Squires, Francisco Palermo, Louis Manfra, Jean Ispa

**PRESENTER**

**Christina Squires**

The current study evaluated the unique effects of two fundamental dimensions of environmental stress—unpredictability and harshness—on preschool children's self-regulation. Results from this longitudinal examination revealed that early-life unpredictability and harshness are two distinct dimensions of environmental stress that uniquely influence children's self-regulation. Multi-group analyses revealed that exposure to unpredictable and/or harsh environments before the age of three differentially impacts the development of self-regulation in males and females.

**T044**

*The Effects of Children's Head Start Participation on Maternal Depression*

—Courtenay Kessler, Terri Sabol

**PRESENTER**

**Courtenay Kessler**

Maternal depression has well-documented negative effects on parenting practices and children's developmental outcomes. Head Start participation may reduce maternal depression through alleviating stress, increasing opportunity to work, and providing social support. Yet there has been no study of the effects of Head Start on parental mental health. Using the Head Start Impact Study, researchers examine the effects of Head Start on maternal mental health, including depression, alcohol use, and use of mental health resources.

**T045**

*The Role of Mothers' Acculturative Status on the Relations between Economic Hardship and Health and Academic Readiness in US Latino Preschoolers*

—Francisco Palermo, Jean Ispa, Gustavo Carlo, Cara Streit

**PRESENTERS**

**Jean Ispa, Gustavo Carlo, Cara Streit**

The study examined the contributions of economic hardship during infancy to Latino preschool children's sociobehavioral health and academic skills, whether mothers' mental health and parenting behaviors mediated those effects, and whether they varied by mothers' acculturation levels. Participants were the 714 Latino families in the Early Head Start Research and Evaluation Project. Economic hardship indirectly contributed to children's outcomes via mothers' mental health and parenting behaviors but the effects did not vary by mothers' acculturation levels.

**T046**

*Understanding Variations in Stress Perceived by Early Head Start Families*

— Jennifer Vu, Rena Hallam, Myae Han, Jason Hustedt, Kaitlin Bargreen

**PRESENTER**

**Jennifer Vu**

Despite a nearly universal experience of poverty and heightened risk, some Early Head Start (EHS) families may be functioning more optimally than others, perhaps due to how stress is perceived. Using cluster analysis, researchers examined potential differences in perceived stressors among EHS families and found that three distinct groups of families experienced different levels of stress. These differences in family functioning may have major implications for the delivery of prevention and intervention programs targeting at-risk families.

**T047**

*Examining Parent and Household Traits That Predict Parent Interest In Early Literacy Skill Training*

— Pamela Burris

**PRESENTER**

**Pamela Burris**

The goal of this study is to identify parent characteristics that predict interest in a training designed to teach techniques that could potentially improve their children's early literacy skill development. Participants included 144 low-socioeconomic status parents of young children who identified motivations or barriers to attending a parent training. The study results will provide insight into possible ways to engage parents in trainings that could potentially improve their children's early literacy skills.

**T048**

*Early Language and Social Skills: The Role of Domain Specific and Cumulative Family Risk in the Context of a Comprehensive Child Development Program*

— Rachel Chazan Cohen, Ji Young Choi, Sherri Castle, Diane Horn

**PRESENTERS**

**Rachel Chazan Cohen, Ji Young Choi, Sherri Castle, Diane Horn**

This poster explores the associations between family risk and children's social-emotional and language outcomes in a low-income sample of 622 toddlers enrolled in a high-quality early childhood education program. Economic and child health risk were associated with poorer outcomes but psychological and demographic risk were not. Cumulative risk across all four categories was associated with both poorer social-emotional and poorer language functioning. Furthermore, length of time in the child development program served as a protective factor.

**T049**

*Relationship of Adversity to Child Wellbeing in Early Care and Education*

—Shannon Guss, Brenda Jones-Harden, Amanda Stein, Noreen Yazejian, Nina Forestieri

**PRESENTERS**

**Shannon Guss, Brenda Jones-Harden, Noreen Yazejian**

This study examined the prevalence of family adversity in a national sample of low-income children (N=3,208) enrolled in a high quality setting, and its association with children’s language, school readiness, social-emotional, and health outcomes. Increased family adversity was associated with compromised school readiness and health. Adversity had mixed associations with social-emotional outcomes and no association with language outcomes. Dosage was positively related to language and school readiness, but did not moderate outcomes’ associations with adversity.

*Poster Topic: Family Engagement*

**T050**

*New Definitions of Parent Engagement at the State Level*

—Amy Glazier-Torgerson, Terri Sabol, Teresa Eckrich Sommer

**PRESENTER**

**Amy Glazier-Torgerson**

Family engagement services are an essential element of early childhood education centers. However, little is understood about the activities that are offered to and desired by parents. This mixed-methods study will present data from focus groups and surveys with 180 parents and staff members about the role of family engagement services in center-based preschools in one state’s Quality Rating and Improvement System (QRIS). Results from this study will add to the evidence base for family partnership indicators in QRIS.

**T051**

*The Role of Funds of Knowledge to Inform Pedagogical Approaches to Early Mathematics*

—Anne Karabon, Anita Wagner

**PRESENTER**

**Anne Karabon**

This poster examines how pre-kindergarten teachers enrolled in a professional development program which was focused on developmentally and culturally responsive early mathematics took up the framework of funds of knowledge to inform their practice. A case study approach was used to understand how three teachers used children’s cultural resources at home to inform curriculum. Data included transcribed class seminars, interviews, and reflective assignments. Findings indicated that teachers drew on skills and interests to design mathematically-rich learning experiences.

**T052**

*Building Head Start Children's Vocabulary: Parent and Educator Perspectives on Involvement*

—Annemarie Hindman, Carly Champagne, Barbara Wasik

**PRESENTERS**

**Annemarie Hindman, Carly Champagne**

Head Start families and educators participated in focus groups in which they offered their views on the following: (a) the nature and frequency of families' efforts to help children learn words; (b) parents' motivations for and self-efficacy around these efforts; and (c) the real-world supports and barriers that affect their involvement in vocabulary learning. Results elucidate a rarely-heard-from perspective in the discussion of the Word Gap and set the stage for the development of feasible, appealing interventions.

**T053**

*Supporting Early Childhood Learning Opportunities at Home with Texting*

—Brita Bookser, Jaime Gutierrez, Sarah Nixon Gerard, Bri Hightower

**PRESENTERS**

**Brita Bookser, Jaime Gutierrez, Sarah Nixon Gerard**

Regular communication is essential to engaging parents around early childhood learning and development. This poster will explore how text messages can support communication between educators and families, bridging home and school to support children's preschool learning. The poster is based on lessons learned from a recent study, which suggests that providing families with concise, content-related tips and suggestions can support parent engagement and preschool children's mathematics learning in specific content domains.

**T054**

*Engaging Head Start Teachers and Families in Curriculum Co-Construction: Home-School Collaboration in the Readiness through Integrative Science and Engineering (RISE) Project*

—Christine McWayne, Jayanthi Mistry, Kimberly Brenneman, Daryl B. Greenfield, Betty Zan

**PRESENTERS**

**Christine McWayne, Jayanthi Mistry, Kimberly Brenneman, Daryl B. Greenfield, Betty Zan**

Key elements of RISE include: (1) ecologically valid science, technology, and engineering (STE) curriculum materials, strategies, and resources; (2) home-school connections forged through authentic exploration of family knowledge, activities, and routines related to STE; (3) design based on a co-construction approach to curriculum development. This poster will present findings based on formative evaluation of the initial curriculum development and implementation process as well as preliminary evidence of success based on a quasi-experimental pilot study.

**T055**

*Family Engagement: Are Visits Enough?*

—Chyanne Eyde, Catherine Worrell, Erika Blackburn

**PRESENTER**

**Chyanne Eyde**

Family engagement is crucial to ensure families can access and utilize available preschool programs. The current study focuses on home visits and measures the impact of home visits on preschool learners within a comprehensive family engagement program. Using child assessment data, the presenter will compare the learning outcomes of children in three groups: 1) children whose parents received a home visit from a teacher participating in a comprehensive parent-engagement program; 2) children whose parents received a home visit from a teacher not participating in a comprehensive family engagement program; and 3) children whose parents were neither part of parent visitation nor the comprehensive family engagement program.

**T056**

*The Effectiveness of Supported Playgroups as a Family Support Intervention: A Systematic Review*

—Donna Berthelsen, Kate Williams, Jan M. Nicholson, Maria Viviani

**PRESENTER**

**Donna Berthelsen**

This poster presents a systematic review on international evidence for the effectiveness of supported playgroups to achieve better outcomes for parents and children. Supported playgroups are soft entry and low-intensity interventions targeted to families who might not otherwise engage in support programs. Thirty-four research studies met the inclusion criteria. Studies which had additional curriculum or intervention components focused on parenting or early development provided the strongest evidence. These studies also had more rigorous research designs.

**T057**

*Oral Stories in the Classroom: Encouraging Preschool Teachers' Use of Cultural Funds of Knowledge*

—Gigliana Melzi, Adina Schick, Lauren Scarola

**PRESENTERS**

**Gigliana Melzi, Adina Schick, Lauren Scarola**

Working in partnership with a Head Start center serving mostly Latino children, the aim of the study was to bridge home and school practices through the use of oral storytelling. Two major objectives were addressed: 1) develop a culturally relevant, classroom storytelling intervention program, and 2) assess its efficacy on children's school readiness skills. Results showed that the oral storytelling program successfully supported Latino children's school readiness skills.

**T058**

*Recojes Lo Que Siembras: Examining the Relationship between Family Engagement and School Readiness Skills for Latino Head Start Children*

—Johayra Bouza, Rebecca Shearer, Veronica Fernandez, Patricia Gaona, Krystal Bichay

**PRESENTERS**

**Johayra Bouza, Patricia Gaona**

This study examined the relationship between family engagement, children’s language skills, and approaches to learning skills. Participants included 301 Latino children and families enrolled in Head Start who completed the Family Involvement Questionnaire-21 (FIQ-21). FIQ-21 consists of the following dimensions: home engagement, school engagement, and home-school conferencing. Results suggested that children whose families provided more learning opportunities in the home had higher English and Spanish language skills, are more persistent during challenging tasks, and have more positive attitudes towards learning.

**T059**

*A Mixed-Methods Approach to Understanding Barriers to Parent Engagement*

—Joy Lorenzo Kennedy, Maria Marti, Lisa A. Gennetian, Helena Duch, Kimberly Noble

**PRESENTERS**

**Joy Lorenzo Kennedy, Maria Marti**

A mixed-methods approach was used to identify barriers to parent engagement in a supplementary Head Start program. Further analyses of both quantitative and qualitative data address how these barriers differ by different levels of parent engagement with the program, as measured by attendance at program activities (a form of school-based involvement) and return of parent-teacher letters (a form of home-school conferencing).

**T060**

*Differential Effects on Child Pre-Academic Skills of Home- and School-Based Parent Involvement in an Integrated School Readiness Intervention*

—Maria Marti, Joy Lorenzo Kennedy, Emily Merz, Kelsey Repka, Kimberly Noble, Helena Duch

**PRESENTERS**

**Maria Marti, Joy Lorenzo Kennedy**

This study examined two types of parent involvement: school-based and home-based, associated with a school readiness intervention in Head Start. Researchers examined associations between demographic, family and child characteristics, and levels of involvement, and whether differences in involvement resulted in effects on children’s school readiness skills post intervention. Attending more than 25 percent of events was associated with higher post intervention pre-academic skills. Self-reported involvement with home-based activities did not predict child school readiness.

**T061***Evaluating the Well Visit Planner: A Quality Improvement Tool to Educate and Engage Families in Well Child Care and the Health of their Children*

—Christina Bethell, Michele Solloway, Judith Shaw, Narangeral Gombojav,  
John Kilty, Cynthia Minkowitz, Paula Duncan

**PRESENTER****Michele Solloway**

The Well Visit Planner (WVP) uses a “cycle of engagement” to promote family-driven quality improvement in well child care. An evaluation with over 3,000 parents found that 92 percent would recommend the tool to others; 85 percent reported that it helped them learn more about their child’s development; 64 percent said it increased the value of the visit. Follow-up quality measures demonstrated a significant increase in developmental surveillance, psychosocial assessment, and meeting parents’ informational needs.

**T135***Exploring the “Cycle of Engagement” and Engaging Families in the Health and Well-Being of their Children: Advancing Implementation of the Well Visit Planner in Head Start Centers*

—Christina Bethell, Michele Solloway, Heather Fitzpatrick, Caitlin Murphy, Narangeral Gombojav

**PRESENTER****Michele Solloway**

The Well Visit Planner (WVP) is a free tool anchored to Bright Futures guidelines and helps parents customize the well-child visit to their family’s needs. In partnership with the American Academy of Pediatrics, the Child and Adolescent Health Measurement Initiative developed an implementation toolkit and other resources for Head Start Centers and implemented the WVP through a series of webinars. Web analytics and a follow-up staff survey suggest high interest. However, ongoing support and technical assistance are needed for full implementation.

## Poster Topic: Health

**T062***Exposure to Environmental Toxicants via Household Products and Low-Income Children’s Mental and Behavioral Health*

—Alexandra N. Davis, Gustavo Carlo, Chung-Ho Lin, Jane McElroy,  
Francisco Palermo, Diego Conejo, Zehra Gulseven

**PRESENTER****Alexandra N. Davis**

Parents of preschool children were recruited from Head Start centers in a Midwest metropolitan area. Data collection is ongoing. Currently, participants include 28 parents of a Head Start child. Parents completed measures of their children’s potential exposure to toxic chemicals as well their children’s mental health, aggression, and prosocial behaviors. The current study examined the links between exposure to toxicants and mental and behavioral health.

**T063**

*Over-Legisating Child Care? How Child Care Licensing Regulations Result in Lowered Participation in the Child and Adult Care Food Program*

—Anneliese Feld, Barbara H. Fiese

**PRESENTER**

**Anneliese Feld**

The Child and Adult Care Food Program (CACFP) provides reimbursement to childcare providers for food served to children. All non-profit child care providers and many for-profit providers qualify. However, participation is low. Using five years of data, researchers looked at the impact of including CACFP menu requirements in state child care licensing regulations. States with these requirements had lower rates of participation. Researchers believe the requirements are discouraging providers not required to participate from becoming licensed, causing decreases in CACFP participation.

**T064**

*Healthy Child Care Georgia: Evaluating the Effectiveness of a Collaborative Project to Improve Nutrition and Physical Activity in Early Care and Education*

—Diane Bales, Caree Cotwright, Jung Sun Lee

**PRESENTERS**

**Diane Bales, Caree Cotwright**

This poster highlights evaluation outcomes from Healthy Child Care Georgia (HCCG), an initiative to provide nutrition education to young children in Head Start and pre-Kindergarten and to improve wellness policies in collaboration with the Clarke County Office of Early Learning. HCCG includes teacher training, nutrition coaching, and age-appropriate nutrition education activities for children. Project effectiveness is measured through teacher surveys, classroom observation, and the Taste and Rate protocol to assess young children's acceptance of fruits and vegetables.

**T065**

*The Impact of Farm to Family on Children's Fruit and Vegetable Consumption*

—Ellyn Schmidt, Jessica Hoffman

**PRESENTER**

**Ellyn Schmidt**

Farm to preschool (F2P) connects early care/education settings to local food with the objectives of serving locally-grown, healthy foods to children, improving child nutrition, and providing educational opportunities. There is a paucity of research investigating the effectiveness of F2P programs. One F2P intervention is Farm to Family (F2F), which provides subsidized farm shares to Head Start families. This pilot study demonstrates preliminary evidence of the positive impact of F2F on children's fruit and vegetable consumption.

**T066**

*Nutritional Status and Cognitive Development of Children in Selected Early Childhood Development Programs in Bangladesh*

—Golam Kibria

**PRESENTER**

**Golam Kibria**

Although early childhood care and education can have significant benefits for children's holistic development, there is a lack of adequate study on early childhood development intervention, child nutrition, and cognitive development in Bangladesh. Significant association has been found between nutritional status and cognitive development of preschool children under a rigorous cross-sectional study. An integration between preschool and nutritional programs is highly essential to ensure optimum development of children and improve the quality of early care and education.

**T067**

*Prevalence, Incidence, and Patterns of Childhood Obesity: A Statewide Longitudinal Study from Kindergarten to Eighth Grade*

—Heather Rouse, Mallik Rettiganti, Katherine Leath, Li Jingyun

**PRESENTER**

**Heather Rouse**

Research on children's weight status has become increasingly important as public awareness of the negative health outcomes associated with obesity has increased. The current longitudinal study investigates the prevalence, incidence, and patterns of obesity for an entire population of public school children from kindergarten through eighth grade. Findings demonstrate the importance of early identification and intervention for children at risk and highlight significant patterns of obesity over time that are distinguished by race, gender, and poverty status.

**T068**

*Perceived Parental Barriers to and Strategies for Supporting Physical Activity and Healthy Eating among Head Start Children*

—Jiyong Ling, Lorraine Robbins, Vicki Hines-Martin

**PRESENTER**

**Jiyong Ling**

Four focus groups with 32 parents were conducted. Three themes reflected barriers: (1) intrapersonal— short attention span and limited eating preferences; (2) interpersonal— lack of time and cooking skills and a tight family budget; and (3) environmental— inaccessible programs, lack of age-appropriate education, electronic media use, and unsafe environment. Recommended strategies to engage parents included the following: parents' support team; family outings at parks; taking a walk or enrolling in classes with children; and planting a garden.

**T069**

*Healthy Behaviors and Quality of Life among Head Start Staff: Implications for Designing School-Based Obesity Preventions*

—Jiyong Ling

**PRESENTER**

**Jiyong Ling**

This study examined the healthy behaviors and quality of life among 80 Head Start staff. On average, staff participated in moderate to vigorous physical activity 200 minutes per week. Most did not know the recommended daily servings of fruits and vegetables, and 26 percent had at least or more than 3 servings of vegetables per day. About 39 percent had major depression or dysthymia and 31 percent had depressive symptoms. Compared with 2006 US norms, this sample had poorer mental health. Implications for designing healthy lifestyle programs with Head Start children will be discussed.

**T070**

*A Qualitative Exploration of how Family Day Care Providers Learn about and Enroll in the Child and Adult Care Food Program*

—Katherine Speirs, Anneliese Feld, Stephanie Sloane, Brenda Koester, Barbara H. Fiese

**PRESENTER**

**Katherine Speirs**

The Child and Adult Care Food Program (CACFP) is a key resource for ensuring that young children eat healthy meals and snacks while in early care and education programs, an important yet often overlooked component of high quality early care and education. The current study aims to generate information that can be used to increase family day care provider enrollment in the CACFP. Specifically, the poster explores how family day care providers learn about and enroll in the program.

**T071**

*Increasing Healthy Eating During Preschool: The Together, We Inspire Smart Eating (WISE) Food Experiences*

—Leanne Whiteside-Mansell, Taren Swindle, Angie White, Carol Lee

**PRESENTER**

**Leanne Whiteside-Mansell**

Obesity among preschoolers is a serious national problem. Interventions to improve eating habits in preschool children have been shown to be effective but often lack evidence of changes in the home nutritional practices. This study provides evidence of improved nutritional practices in the home with the curriculum titled Together, We Inspire Smart Eating (WISE). Parents reported increased consumption of fruits and vegetables in the home and reduced consumption of fast food and sweets.

**T072**

*The Sleeping Profiles of Head Start Children and the Influence on Developmental Outcomes*

— Marisa Schlieber, Jisu Han

**PRESENTER**

**Marisa Schlieber**

Sleep is critical for healthy growth and influences the domains of physical health, cognitive, and socioemotional development. There is limited research investigating sleep in preschool children. Using the 2009 cohort of the Head Start Family and Child Experiences Survey, the study examined the sleeping profiles and cross-sectional associations on developmental outcome measures of 2,868 newly enrolled Head Start children. Results found children's sleeping patterns were significantly associated with their cognitive and behavioral outcomes.

**T073**

*Head Start Program Performance Standards: Exploring the Need for Nutrition Related Professional Development*

— Meghan Fisher, Brent A. McBride, Barbara H. Fiese

**PRESENTERS**

**Meghan Fisher, Brent A. McBride**

The new Head Start Program Performance Standards are shifting from compliance-focused to quality-focused to provide quality professional development that meets the individual needs of teachers and centers. This qualitative study explores 11 Head Start teachers' views on current feeding practices and nutrition trainings and identifies their training needs. This data will assist in creating recommendations for trainings that affect teachers and promote the implementation of recommended nutrition related practices, in accordance with the new performance standards.

**T074**

*National, Regional, and State Policy Levers to Support Healthy Sleep Practices for Young Children: Summary of the Current Landscape*

— Akilah Collins-Anderson, Amanda Schwartz, Barbara Schwartz, Karen Bonuck

**PRESENTERS**

**Akilah Collins-Anderson, Amanda Schwartz, Barbara Schwartz, Karen Bonuck**

Presenters offer initial findings from a five-year mixed methods study of translating knowledge about sleep health promotion (vs. Sudden Infant Death Syndrome), to early care and education (ECE) settings. There is a gap between evidence about the need for young children to obtain enough healthy sleep and integration of this evidence into ECE policies and programs. The research involves conducting a "Knowledge Translation" intervention nested within a National Institutes of Health-funded study to promote sleep health literacy in Head Start.

## Poster Topic: Language and Literacy

**T075**

*To Judge a Book by its Cover: Children's Picture Book Preferences in Head Start and a Private Preschool Program*

—Karen Edlefsen, Jennifer Wallace Jacoby

### PRESENTERS

**Karen Edlefsen, Jennifer Wallace Jacoby**

A study was conducted to investigate how preschool-age children choose books to browse and read. The study was conducted in two settings: an ethnically-diverse, urban Head Start program, and a private, college-based preschool. Preliminary data analysis suggests that regardless of the child's demographic characteristics (i.e., gender, race/ethnicity, and socioeconomic status) books based on popular media characters (e.g., Doc McStuffins) are chosen more frequently than all other types of picture books.

**T076**

*Does Classroom Engagement Mediate Associations between Internalizing Behavior Problems and Language and Literacy Outcomes for Low-income Preschool Children?*

—Krystal Bichay, Rebecca Shearer, Johayra Bouza

### PRESENTERS

**Krystal Bichay, Rebecca Shearer, Johayra Bouza**

Internalizing behaviors in Head Start preschool children are consistently associated with academic difficulties, specifically in language and literacy. Classroom engagement is a malleable, domain-general skill that may explain the relationship between internalizing behavior problems and language and literacy skills. The purpose of the current study is to examine whether classroom engagement across different contexts, including peers, teachers, and tasks, mediates the relationship between internalizing behavior problems and language and literacy skills.

**T077**

*The Effect of E-books on Preschool Children's Emergent Literacy Skills*

—Nurit Sheinberg, Lorraine Breffni

### PRESENTER

**Nurit Sheinberg**

Research consistently acknowledges the strong association between reading and academic performance. However, over one third of children in the US enter school unprepared to learn. One potential benefit of e-book technology is its contribution to improving literacy outcomes for children at risk for falling behind. The goal of the present study is to begin this exploration by comparing the effect e-books have on preschool-aged children's early literacy skills when compared to traditional books.

**T078***Play and Learn: Using Language Recording Technology as a Parenting Intervention for Infants and Toddlers*

—Rebecca Soden, Anderson Shelly, Pamela Harris

**PRESENTERS**

**Rebecca Soden, Anderson Shelly Anderson, Pamela Harris**

This study details implementation and evaluation findings from the first 3 years of an innovative program designed to increase early literacy skills among low-income children age birth to three through play-based parent child groups called Play and Learn. The study tests whether adding LENA, an audio-recording device children wear, to regular Play and Learn components improves child oral and communication skills and the frequency and quality of literacy activities in the home.

**T079***Multiple Early Risk Factors and Children's Reading Growth*

—Whitney LeBoeuf, John Fantuzzo, Benjamin Brumley, Kristen Coe

**PRESENTER**

**Benjamin Brumley**

Reading skills provide a foundation for future educational success. Few studies have had the capacity to examine the unique effects of specific risk experiences. The purpose of this study was to investigate the associations between early risk factors and children's early reading growth. Results showed that early risk factors like homelessness and maltreatment placed children significantly behind their peers. These findings stress the need to understand children's early risk experiences.

**T080***Cradling Literacy and Dialogic Reading: A Study of Impacts on Infants, Toddlers, Parents, and Teachers*

—Rebecca Soden, Anderson Shelly, Pamela Harris

**PRESENTERS**

**Rebecca Soden, Anderson Shelly, Pamela Harris**

This study explores the impact of a program designed to increase early literacy skills among low-income children age birth to three in Denver who are participating in center-based care. The evaluation, using a quasi-experimental study design, tested whether adding Cradling Literacy to Dialogic Reading for teachers in early education settings improves children's oral and communication skills, the frequency and quality of literacy activities in the home, and teachers' knowledge and practice related to child development and interactive reading.

**T081***Targeted Emergent Literacy Intervention in Pre-Kindergarten Classrooms*

—Dana Hilbert

**PRESENTER****Dana Hilbert**

A major initiative of Head Start programs and the universal pre-Kindergarten movement is to ensure young children acquire the foundational components necessary for future success. Emergent literacy/language development are key components of such programs. This study explored the effectiveness of targeted emergent literacy interventions with pre-kindergarteners (n=838) across different settings and varied group compositions. Small group interventions resulted in greater gains than whole group instruction in all areas of emergent literacy targeted in the study.

*Poster Topic: Quality***T085***Patterns of Classroom Quality in Early Education: A Latent Class Approach*

—Clare Irwin, David Bamat, John Madura, Paul McDermott

**PRESENTERS****Clare Irwin, David Bamat**

While research supports the positive relationship between high quality early education classrooms and child outcomes, study results differ and may depend on how quality is measured (Mashburn et al., 2008). This study examined distinct patterns of classroom quality across multiple measures simultaneously using latent class analysis (LCA). LCA is an exploratory statistical method that can uncover distinct patterns of classroom quality that account for the complex nature of early learning environments.

**T086***Assessing Quality across the Center-Based Early Care and Education Workforce*

—Erica Greenberg, Olivia Healy, Teresa Derrick-Mills

**PRESENTERS****Erica Greenberg, Olivia Healy, Teresa Derrick-Mills**

While early care and education (ECE) centers are more likely to provide high quality learning experiences than home-based care, there is a high degree of variation in quality even within centers. This study assesses variation in the quality of ECE workforce staff across centers. Findings indicate that workforce quality varies substantially by the type of funding an ECE center receives, the center's level of flexibility to meet families' needs, and the ages of children served.

**T087***Racial Segregation and Access to High Quality Pre-K Education*

—Erika Blackburn, Catherine Worrell

**PRESENTERS****Erika Blackburn, Catherine Worrell**

This proposal will investigate the impact of racial and economic segregation on pre-K learner outcomes and classroom quality in an urban district. Indices of dissimilarity and exposure were calculated for each school to determine intra-district segregation and identify schools with the most homogenous populations. Classroom Assessment Scoring System (CLASS) data and learner performance on an assessment battery will be used to measure classroom quality and learner outcomes, with a focus on schools with the lowest black-white exposure indices.

**T088***Quality Trends in New Jersey's Public Preschools and Program Improvement Over Time*

—Jessica Francis, Ellen Wolock

**PRESENTERS****Jessica Francis, Ellen Wolock**

In 1998, there was a state supreme court order for high quality preschool for all children residing in the 31 primarily urban school districts serving ¼ of New Jersey children with 40 percent or more low-income. Since this ruling, New Jersey's Department of Early Childhood Education has used a continuous improvement cycle to guide program improvement. Results from an external evaluation show that program quality has improved steadily over time while enrollment also has increased.

**T089***Unpacking Quality in Family Child Care: Constraints and Opportunities*

—Juliet Bromer, Toni Porter

**PRESENTERS****Juliet Bromer, Toni Porter**

Family child care (FCC) represents a large sector of the early childhood workforce yet questions remain about what quality looks like and how to support improvement in quality. This poster presents qualitative data from low-income urban FCC providers' descriptions of their practices, schedules, and environments. Although providers face common constraints, they find opportunities to enhance quality despite limited resources. Implications for understanding and measuring FCC quality and informing quality improvement initiatives are discussed.

**T090**

*Child-Initiated Activities Best Support Engagement and Learning*

—Michelle Englund, Allyson Candee, William Carlson, Arthur J. Reynolds

**PRESENTER**

**Michelle Englund**

The present study examines the following: (a) the relationship between classroom instructional approaches and classroom student engagement, and (b) the prediction of achievement outcomes at the end of pre-K from classroom instructional approaches. Seventy-two pre-K classrooms where the vast majority of students are low-income were included in this study. Results indicate that: (a) child-initiated instruction is positively correlated with student engagement, and (b) classroom levels of child-initiated learning in science predicted socioemotional and oral language proficiency standards.

**T091**

*Triadic Interactions in Home Visiting: Setting the Stage for Quality*

—Neil Rowe, Kere Hughes-Belding, Carla Peterson

**PRESENTERS**

**Neil Rowe, Kere Hughes-Belding, Carla Peterson**

This study examined the prevalence of triadic interactions and the relationships between quality and triadic interactions using data from 78 observed Maternal Infant Early Childhood Home Visiting (MIECHV) supported home visits in Iowa. Approximately 18 percent of visit time overall was spent in triadic interactions. The proportion of visit spent in triadic interactions was significantly correlated with home visit quality measures. Coaching was most strongly related to quality in regression analyses. Implications are discussed.

**T092**

*Head Start Administrator Beliefs about Challenging Behaviors and a Review of Guidance Policies*

—Sarah Garrity, Sascha Longstreth

**PRESENTERS**

**Sarah Garrity, Sascha Longstreth**

Given that children in Head Start programs often face a multitude of risk factors that make them more likely to experience challenging behaviors, it is important to understand directors' perspectives regarding the frequency and type of behavior problems that occur in their centers and the quality of program discipline policies. This study reports on results from the Challenging Behavior Survey (CBS), administered to 95 Head Start center directors and administrators across the nation.

## Poster Topic: School Readiness

### T096

*Early Life Circumstances, Access to Early Childhood Programs and Kindergarten Readiness: Evidence from a Mid-Atlantic City*

— Jeffrey Grigg, Faith Connolly, Stephanie D'Souza, Charlie Mitchell

#### PRESENTERS

**Jeffrey Grigg, Stephanie D'Souza, Charlie Mitchell**

Using multilevel models of children in birth census tracts, researchers examine how early childhood program sequences are associated with kindergarten readiness in an urban city. Enrolling in Head Start for two years is associated with higher levels of kindergarten readiness, and children who enroll in pre-K or Head Start followed by pre-K are the most likely to be kindergarten ready. The greatest differences are observed among children whose mothers reported low levels of education.

### T097

*Family and Neighborhood Level Risk: Associations with Children's Development*

— Krista Schumacher, Sherri Castle, Shawn Schaefer, Julie Miller-Cribbs,  
Jennifer Hays-Grudo, T. Kent Teague, Shannon Guss, Diane Horn

#### PRESENTERS

**Krista Schumacher, Sherri Castle**

This study examines the extent to which children's social and cognitive skills are associated with contextual risk at the family and neighborhood levels.

### T098

*Kindergarten Transition Practices and Children's Social and Academic Adjustment*

— Kyle DeMeo Cook, Rebekah Levine Coley

#### PRESENTER

**Kyle DeMeo Cook**

The transition to kindergarten is a critical period for children and families. Successful transitions set the stage for later success. This study explored the transition practices used by kindergarten teachers and their relationship to children's outcomes. Prospective regression models found that transition activities focused on familiarizing children with the teacher/classroom were associated with children's improved adjustment to school. Activities geared towards parents were associated with children's prosocial behaviors and academic skills in kindergarten.

**T099***Do Pre-Kindergarten Teacher-Child Relationships Explain Associations Between Children's Health and School Readiness Skills?*

—Melissa Kull

**PRESENTER****Melissa Kull**

This study examines whether teacher-child closeness and conflict mediate the association between children's health and their school readiness skills. Drawing on data from the National Center for Early Development and Learning's study of state-funded pre-kindergarten programs, results from path analyses revealed that teacher-child closeness and conflict, as well as preschool absences, indirectly explained associations between children's poor health and school readiness skills from the fall of preschool to the fall of kindergarten.

**T100***Are Preschool Teachers or Parents More Accurate at Estimating Preschoolers' School Readiness?*

—Seunghee Han, James Larsen, Alicia Lorio, Louis Manfra

**PRESENTER****Seunghee Han**

The purpose of this study is to explore parent and teacher perceptions of preschooler school readiness for language and math, and to evaluate the accuracy of their perceptions with children's actual performance. Data from 147 preschoolers were analyzed. Results indicate teachers may have a better sense of preschoolers' school readiness skills compared to parents. The findings also suggest parents have more optimistic perspectives about their children's school readiness than teachers.

**T101***Preschoolers' Executive Functioning and Classroom Performance*

—Sherri Castle, Robert Hudson, Eden Hemming, Nicole Pearce, Nasir Mushtaq

**PRESENTER****Sherri Castle**

The current study extends existing literature linking children's executive functions and classroom performance by examining the utility of having pre-K teachers rate children's levels of executive function. Participants included children enrolled in a universal pre-K program. Findings indicate that teachers' ratings of children's executive function are associated with children's classroom and academic skills at the end of the pre-K year.

**T102***Proximal Influences on the School Readiness of Head Start Children from Immigrant Families: Contributions of the Home Learning Environment and Parental Pre-Academic Stimulation*

—Sonia Roubeni

**PRESENTER****Sonia Roubeni**

Baseline data from the 2009 Head Start Family and Child Experiences Survey, a nationally representative sample of three- and four-year old Head Start children and their families (N = 3,349), were used to examine the school readiness skills of children of first generation immigrants. There was a specific focus on the mediating influence of the home learning environment and parental pre-academic stimulation on the relationship between parents' countries of origin and cognitive, social-emotional, and executive function skills.

**T103***School Readiness: Links with Neighborhood Disadvantage, Parental Involvement, and Teacher-Child Relational Quality*

—Tameka Parker, Pamela Garner

**PRESENTERS****Tameka Parker, Pamela Garner**

The contributions of parental involvement, neighborhood disadvantage, and teacher-child relational quality to kindergarten readiness in 86 Head Start preschoolers were examined. Positive associations of home-school conferencing with social-emotional and language readiness were stronger at lower levels of neighborhood disadvantage. Teacher-child closeness was positively associated with social-emotional readiness and approaches to learning. The importance of neighborhood effects in understanding the role of parental involvement and teacher-child relational quality in readying children for kindergarten are discussed.

**T104***Early Educational Experiences and School Readiness*

—Youn Ah Jung, Ithel Jones

**PRESENTERS****Youn Ah Jung, Ithel Jones**

This study examined the relationship between children's early educational experience before entry into kindergarten and their school readiness using data from the Early Childhood Longitudinal Study-Kindergarten class of 2010-11 (ECLS-K: 2011). The ECLS-K is a nationally representative cohort sample of children enrolled in kindergarten in 2010-11 and in first grade in 2011-12. The findings highlight the fact that, upon entering kindergarten, children's overall reading, mathematics, and science knowledge and skills differ by their early educational experiences.

**T105***Examination of the Psychometric Properties of a Computerized Assessment of Preschoolers' Executive Functions*

—Lisa White, Alexandra Alexander

**PRESENTERS****Lisa White, Alexandra Alexander**

Executive functioning (EF) is an important component of children's cognitive and socio-emotional development and a robust predictor of academic success. However, currently, there are a limited number of efficient assessments of EF for use in early childhood settings that assess the various components of EF in one measure. The current study examines the psychometric properties (including factor structure, reliability, and validity) of a newly developed computerized assessment of preschoolers' EF in a sample of Head Start preschoolers.

*Poster Topic: Social and Emotional Development***T108***Strengths and Limitations of an Intensive Social Emotional Health Program for Preschoolers*

—Cynthia Spering, Christina Wise

**PRESENTER****Cynthia Spering**

This study examined an intensive, therapeutic preschool program for children with significant behavioral and/or emotional dysregulation. The goal of the program was to transition the students back into their classrooms. In the initial pilot study, program participants showed a significant reduction in specific externalizing behaviors (i.e., hyperactivity, aggression, and bullying) and an improvement in social skills.

**T109***A Pre-Kindergarten Social Emotional Health Program Improves Students' Self-Regulation Skills*

—Karen Thierry, Heather Bryant, Rhonda Vincent

**PRESENTER****Karen Thierry**

The impact of a Social Emotional Learning (SEL) curriculum on pre-kindergarten teachers and students from four high need urban schools was examined. All schools had a history of poor academic performance and problems with school culture and climate. Four similarly "high need" schools served as a control group. Students in the SEL schools evidenced greater improvements in self-regulation than control group students. Both groups showed comparable growth in literacy and math. No impact on teachers' classroom practices was found.

**T110**

*Are Very Young Girls More Vulnerable to the Negative Effects of Insecure Attachment on School Achievement?*

—Margareth Lafontant, Ayanna Peters, Lacey Samsoe, Kandice Palmer

**PRESENTERS**

**Margareth Lafontant, Ayanna Peters, Lacey Samsoe**

By three-years-old, children’s emerging self-evaluative abilities make it possible for them to show pride and shame in their performance. This study found that securely attached children showed a greater likelihood to predict success and to persist after failure in a competitive task with an adult. Study results also found that girls were more vulnerable to the negative effects of insecure attachment. Implications for the preschool class and related services are discussed.

**T111**

*The Relationship Between Teachers’ Classroom Management and Engagement of Preschoolers With Disruptive Behavior*

—Michelle Yoder, Virginia Vitiello, Amanda Williford

**PRESENTER**

**Michelle Yoder**

This study explored the bi-directional relationship between teachers’ classroom management and children’s engagement in a sample of preschoolers who displayed disruptive behavior. Four hundred thirty-five children and their teachers were observed and rated across multiple days. Cross-lag analyses indicated that children’s prior engagement and conflict were associated with teachers’ subsequent classroom management, suggesting that for children who display disruptive behavior, child behavior was more likely to drive teachers’ classroom management rather than the reverse.

**T112**

*Assessing the Role of Preschoolers’ Engineering Play on Trajectories of Physical and Social Play in a Large Loose Parts Context*

—Zachary Gold, Aura Mishra, James Elicker

**PRESENTERS**

**Zachary Gold, Aura Mishra, James Elicker**

Preschool-aged children were observed during play with large loose parts to test if frequencies of engineering play predicted frequencies of social and physical play. The study included 67 children (30 girls and 37 boys) observed in a Head Start center and a university laboratory preschool. Results indicated no fixed effects across children. Random effects showed significant variation between children in frequencies of social and physical play over time, and the association between engineering play and physical play.

**T113***Associations Between Parental Subjective Social Status and Executive Function in Preschoolers Attending Head Start*

—Emily Merz, Samantha Melvin, Maria Marti, Helena Duch, Kimberly Noble

**PRESENTER****Emily Merz**

In preschoolers attending Head Start, researchers examined whether parental subjective social status (SSS) was associated with executive function (EF) and whether it made a unique contribution once other socioeconomic status measures (e.g., parental income, education) were considered. Higher parental SSS was significantly associated with greater examiner-reported EF, after accounting for all covariates, but became marginally significant when maternal education was added to the model. Parental SSS may serve as a meaningful marker of children's early environments.

**T114***Associations Between Paternal Involvement and Self-Regulation Abilities in Preschool*

—Elsia Obus, Samantha Melvin, Alyssa Ciarlante, Kimberly Noble, Helena Duch

**PRESENTER****Elsia Obus**

Research shows that both paternal involvement and self-regulation ability during preschool are highly correlated with measures of future success. This study examines the associations between paternal involvement and self-regulation in the birth cohort of the Early Childhood Longitudinal Study preschool sample. Children with resident father figures scored better on a caregiver-reported self-regulation scale than their peers without resident father figures. These results could further elucidate the pathways of self-regulation development and the effects of paternal involvement.

**T115***Physical Punishment in Early Childhood is Detrimental to Preschool Socioemotional Skills*

—Andrew Ribner, M. Paula Daneri, Clancy Blair

**PRESENTER****Andrew Ribner**

Previous literature reports mixed associations of physical punishment with socioemotional skills. However, there has been little causal research on the topic. Researchers used a propensity score approach to causally estimate the effect of physical punishment on preschool socioemotional skills. Physical punishment at age 3 results in more teacher-reported aggressive/oppositional behavior and conduct problems. The conclusion is that there are negative effects of physical punishment on children's self-regulatory skills.

**T116***Parental Language Vocabulary Diversity, but not Complexity, Predicts Child Executive Function*

—M. Paula Daneri, Laura Kuhn, Clancy Blair, Michael Willoughby, Lynne Vernon-Feagans

**PRESENTER****M. Paula Daneri**

Parental language use has been an understudied influence on the development of children's executive function (EF). In this study researchers examined the relationship between early parental language input and preschool EF. A finding was that variety of parental vocabulary, but not parental language complexity, at 24 months predicted 48-month EF. Furthermore, child language at 36 months mediated this relation. Sensitivity analyses revealed that controlling for parenting sensitivity did not alter the pattern of results.

**T117***Contributions of Teacher Stress to Classroom Quality and Preschoolers' Socioemotional Regulation*

—Samantha Melvin, Andrew Ribner, Helena Duch, Kimberly Noble

**PRESENTER****Samantha Melvin**

The negative impacts of stressful home environments on child outcomes are well documented. Little research has looked at how stressful classroom environments impact classroom quality and child outcomes. In a sample of pre-kindergarten teachers, researchers find that teacher stress was associated with less emotionally supportive classrooms and higher incidence of anxious behaviors in children. Also, there may be an optimal level of stress for high quality classroom organization and instructional support.

**T118***Developing and Testing a New Kernel of Practice Focused on Children's Executive Function and Self-Regulation: Preliminary Findings from a 3-School Pilot Study*

—Sophie Barnes, Ann Partee, Rebecca Bailey

**PRESENTERS****Sophie Barnes, Ann Partee**

Despite the great promise of comprehensive programming in social-emotional learning, a number of barriers undermine efforts to effectively go to scale. Therefore, school personnel need access to evidence-based strategies they can use with students in fairly brief but ongoing ways—this is referred to as kernels of practice. This paper presents implementation and skill development findings from a 3-school pilot study of a recently developed kernel of practice focused on children's executive function and self-regulation.

**T119**

*The Relations between Teacher-Child Interactions, Classroom Language Context, and Latino DLLs' School Readiness Skills: Findings from a National and Local Head Start Sample*

—Eleni Manos, M. Paula Daneri, Natalia Rojas, Pamela Morris, C. Cybele Raver

**PRESENTER****Eleni Manos**

One of the challenges early childhood programs face in the US is the ability to meet the needs of young children with increasingly diverse experiences. A salient characteristic among the growing population of preschool children is that they live in households where a language other than English is spoken, often referred to as dual language learners (DLLs). Given the challenges young children face, more research needs to be conducted related to understanding how their language skills in both languages are developed and maintained. The two studies quantitatively examined the relations between teacher-child interactions, a consistently cited feature of high-quality preschools; characteristics of classroom context; and DLLs' school readiness skills. The first study utilized the latest Family and Child Experiences Survey (FACES), a secondary data set representing the population of children who entered Head Start in the US for the first time in fall 2009. The second study was taken from a local Head Start program that consisted of 11 classrooms where more information was collected on DLLs' initial English and Spanish skills. The first set of findings discussed the positive associations between teachers' speaking Spanish and students' socio-emotional skills but not language outcomes. The second set of findings show how higher concentrations of DLLs were linked to lower language and socio-emotional outcomes. Implications for preschool programs and teacher professional development as well as potential directions for future research are discussed.

*Poster Topic: Workforce/Professional Development*

**T121**

*Preparing K-2 teachers to Foster the English Development of Hispanic Early Learners through Dramatic Play*

—Christa Mulker Greenfader, Liane Brouillette

**PRESENTER****Christa Mulker Greenfader**

This study examined an intervention designed to equip K-2 teachers with drama and creative movement strategies to promote the English oral language of Hispanic English learners. Multiple regressions indicated that the treatment group (N=497) significantly outperformed the control group (N=3,295) on speaking assessments. Document review suggested that these activities corresponded with the Common Core State Standards' (CCSS) speaking and listening standards.

**T122**

*The Role of Content and Coaching Expertise in the Effectiveness of Coaching: Results from a Large Cluster Randomized Trial*

—Julie Sarama, Douglas H. Clements, Carrie Germeroth, Christopher Wolfe

**PRESENTERS**

**Julie Sarama, Douglas H. Clements, Carrie Germeroth, Christopher Wolfe**

Research shows that coaching substantially increases the effectiveness of professional development in changing teaching practices (Pianta et al., 2008; Ramey & Ramey, 2008). Our analysis of two years of coaching data highlights the importance of training coaches on both the processes of coaching and the subject matter being coached to support effective teacher-coach relationships.

**T123**

*Increasing the Quality of Young Children’s Interactions with their Caregivers: University Coaching for Parents, Teachers, and Home Visitors in an Early Head Start Setting*

—Karen McFadden, Katherine Pace-Miles, Shana Hewitt, Haroula Ntalla, Jacqueline Shannon

**PRESENTERS**

**Karen McFadden, Katherine Pace-Miles, Shana Hewitt**

The aim of the project is to enhance children’s developmental outcomes with a two-generational intervention that supports caregiver-child interactions (with parents and teachers) and caregiver well being. Researchers examine the pilot implementation of University Early Childhood faculty coaching/mentoring and Professional Development program (e.g., videotaping caregiver interactions and training on family-centered and reflective practice) with eight teachers/teacher assistants and four home-visitors serving 75 Afro-Caribbean and Latino parents and their two-year-olds enrolled in an Early Head Start program (center- or home-based).

**T124**

*Professional Development Interests of Family Child Care Providers: A Two State Comparison*

—Martha Buell, Susan Savage, Holli Tonyan, David Bloom, Danielle Riser

**PRESENTERS**

**Martha Buell, Susan Savage, Holli Tonyan, David Bloom, Danielle Riser**

This poster will present data on family child care providers (FCCP) professional development (PD) interests and needs across two very different states. The patterns of similarities and differences observed for both PD systems will be presented in addition to implications for informing quality improvement programs seeking to recruit and engage FCCP.

**T125**

*Teacher Beliefs Across A Decade: Characteristics Associated with Developmentally Appropriate and Inappropriate Beliefs*

—Melissa Clucas Walter, Christine Lippard

**PRESENTERS**

**Melissa Clucas Walter, Christine Lippard**

This study examined trends in Head Start teachers' beliefs regarding developmentally appropriate practice in 2000, 2003, 2006, and 2009. Results indicate that teachers generally strongly endorse developmentally appropriate beliefs but there is less agreement about developmentally inappropriate beliefs. Comparisons of beliefs between cohorts revealed appropriate beliefs significantly decreased from 2003 to 2006 and 2009 while inappropriate beliefs significantly increased during this time period. These findings are examined in relation to Head Start policy changes.

**T126**

*The Developmental Benefits of Theatre Arts on Low-Income Preschoolers*

—Michelle Englund, Amy Susman-Stillman, Chloe Webb, Alyssa Meuwissen, Jessica Koolick

**PRESENTER**

**Michelle Englund**

The effects of a preschool theatre arts program on a low-income sample of both English Language Learners (ELLs) and non-ELL students using a pre-post design are examined. Controlling for expressive language skill, significant gains were shown in the following: (a) storytelling quality (narrative structure, narrative detail, creativity, story coherence, story word count); (b) grammatical complexity (sentence structure, phrase structure, modifiers, nouns, verbs), and (c) theatre arts skills (role playing, using face and gestures, collaboration, and theatrical quality).

**T127**

*The Influence of Teacher Experience and Education on Reading Readiness Skills in Preschool Aged Children*

—Praina Sethi, Emma Turner, Tatiana Bacigalupe, LaRue Allen

**PRESENTERS**

**Praina Sethi, Emma Turner, Tatiana Bacigalupe**

The preschool years are a crucial period during which children acquire foundational reading readiness skills, ultimately preparing them for school success. Head Start teachers are expected to track and rate children's skills across a variety of domains and to use this information to inform classroom practice. The current study explored the extent to which teachers' ratings vary by level of education and classroom experience. Results highlight the importance of providing teachers with professional development around assessment.

**T128**

*Ready to Read? Transformative Professional Learning In Early Head Start*

— Rebecca Soden, Anderson Shelly

**PRESENTERS**

**Rebecca Soden, Anderson Shelly**

This study explored transformative learning within a linguistically diverse Early Head Start program undertaking a literacy reform initiative. The case study focused on praxis and explored the process of moving from knowledge of early literacy developmental trajectories to sustainable change in teaching interactions. Findings revealed that participants experienced elevated views of themselves as educators and the competencies of very young children in addition to increased fidelity of evidence-based programming and efficacy in fostering meaningful family engagement.

**T129**

*Using Kindergarten Entry Data to Guide Teachers' Beliefs, Skills, and Practice through Instructionally-Focused, Data-Driven Consultation*

— Sadie Hasbrouck, Jaclyn Russo, Jason Downer, Amanda Williford

**PRESENTER**

**Jaclyn Russo**

Drawing from previous evaluations demonstrating teachers' challenges in interpreting and using data in the classroom, the current study evaluated the efficacy of instructionally-focused, data-driven consultation (IFDDC) in affecting teachers' beliefs, skills, and practice in using kindergarten readiness data to inform their instruction. To do this, 72 teachers from one suburban school district were randomly assigned to either treatment or business-as-usual groups. After controlling for demographic and pretest data, the intervention was found to have a significant impact on teachers' skills in interpreting classroom-level data and their feelings of efficacy around data use. Fidelity analyses revealed fairly strict implementation of the model as designed.

**T130**

*Work-Related Stress in Head Start Teachers: Sources and Impacts for Workplace Relationships*

— Samantha Melvin, Kelsey Repka, Helena Duch, Kimberly Noble

**PRESENTERS**

**Samantha Melvin, Kelsey Repka**

The existing literature on teacher stress fails to examine the unique pressures that affect preschool teachers in programs serving low-income students. This study found that primary sources of high work-related stress levels include managing challenging behaviors in the classroom and not having enough time and support to complete compliance requirements. Preliminary data suggests that teachers who report higher stress have poorer relationships with caregivers and seek more help from other teachers and administrators.

**T131***Implementation Effects of the Learning to Objectively Observe Kids (LOOK) Consultation Model: An Exploratory Analysis*

—Shannon Reilly, Jason Downer, Amanda Williford, Rebecca Bulotsky Shearer

**PRESENTER****Shannon Reilly**

Learning to Objectively Observe Kids (LOOK) is a consultation model that supports teachers to meet the needs of children with challenging behaviors. This poster describes intervention implementation and examines how implementation variability is related to child behavior. Results indicate that teachers were engaged, implemented the intervention with fidelity, and focused on some children more than others. Children who received greater attention had more behavior problems. Higher implementation quality was linked with fewer behavioral issues.

**T132***When Confucius meets Constructivist: A Look at Quality from the Perspectives of Preservice Early Childhood Teachers in China and the US*

—Teri Henke, Sheila Anderson, Qiu Wei, Ota Carrie

**PRESENTERS****Teri Henke, Sheila Anderson, Ota Carrie**

This exploratory study is part of an international collaboration between early childhood teacher education programs in the western US and China. The aim is to use evidence-based strategies to improve preservice teacher outcomes. As a first step, researchers compared similarities and differences in teaching beliefs between the students in each program. Preliminary findings suggest that differences may be attributed to broader cultural values. Similarities support a convergence of beliefs about high quality practices.

**T134***The Effects of a Randomized Control Trial of Drama Games on Social Emotional Skills in Low Socioeconomic Status Four-Year-Old Children*

—Thalia Goldstein

**PRESENTER****Thalia Goldstein**

Children from low-socioeconomic status and English as a second language backgrounds often struggle with emotional control. One possible intervention is play. In dramatic pretend play, children “try on” emotions in a safe space, and practice reactions and expressions. In an active control, randomly assigned, test of guided dramatic pretend play games, four-year-old Head Start pre-K children increased their emotional control across tasks when engaged in a pretend play group but not when in a block building or story time group.

## WEDNESDAY, JULY 13, 2016

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8:30 AM — 10:00 AM: PLENARY SESSION

### CONSTITUTION A/B

*Unique Needs Out of the City: Supporting the Development of Young Children in Rural Communities*

#### CHAIR

**Chrishana Lloyd**, The Nicholson Foundation

#### PRESENTERS

**Susan Sheridan**, University of Nebraska, Lincoln; **Lynne Vernon-Feagans**, University of North Carolina at Chapel Hill

#### DISCUSSANT

**Helen Raikes**, University of Nebraska, Lincoln

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10:15 AM — 12:00 PM: BREAKOUT SESSIONS

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12:00 PM — 1:15 PM: LUNCH (CONFERENCE ATTENDEES ON THEIR OWN)

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1:30 PM — 3:15 PM: BREAKOUT SESSIONS

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3:30 PM — 4:30 PM: CLOSING PLENARY SESSION

### CONSTITUTION A/B

*The 2016 Edward Zigler Master Session –  
Self-Regulation and Executive Function: The Forest and the Trees*

#### CHAIR

**Sarah Watamura**, University of Denver

#### PRESENTERS

**Clancy Blair**, New York University; **Stephanie Jones**, Harvard University

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## Plenary Session

### CONSTITUTION A/B

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#### *Unique Needs Out of the City: Supporting the Development of Young Children in Rural Communities*

##### **CHAIR**

**Chrishana Lloyd**, The Nicholson Foundation

##### **PRESENTERS**

**Susan Sheridan**, University of Nebraska, Lincoln

**Lynne Vernon-Feagans**, University of North Carolina at Chapel Hill

##### **DISCUSSANT**

**Helen Raikes**, University of Nebraska, Lincoln

Although rural communities tend to be more cohesive and collaborative and place a high priority on family and relationships, living in these locations poses many challenges: isolation, limited access to services and resources, limited upward mobility, dispersed social networks, and limitations to education, health, mental health, and recreation. Childhood poverty has increased in rural communities. The vulnerability of young children in rural communities may significantly impact the short-term (less prepared for school) and long-term (limited economic opportunity). This session will describe key contextual factors that shape access to and use of early childhood education services in rural communities. Factors include how early care and education (ECE) programs and policies are accessed and activated as well as how these practices and policies impact the availability of ECE services and the early childhood workforce. In addition, because more and better insights are needed to ensure that ECE policies and practices account for the uniqueness of rural communities, this symposium also will shed light on best practices and innovative approaches to research, evaluation, and practice. It will highlight the strengths and challenges that rural communities face in applying, receiving, and implementing ECE programs and services.

**PLENARY BIOGRAPHIES**



**Lynne Vernon-Feagans**

Lynne Vernon-Feagans, PhD, is the William C. Friday Distinguished Professor of Applied Developmental Science and Special Education in the School of Education at the University of North Carolina at Chapel Hill. Dr. Vernon-Feagans has focused her research on children at risk for school failure, especially African-American and non-African American children who live in rural poverty. As part of the Abecedarian Early Intervention Project, she led the work on children's use of language in their home neighborhood and in their classrooms during the transition to school. She has continued this research as the principal investigator of a series of program projects that have followed a representative sample of every baby born to a mother who lived in one of six poor rural counties. There was oversampling for poverty and African Americans. These 1,292 children have been followed since birth and are now 12 years old. She has investigated the role of language input in the home and child care.



**Susan Sheridan**

Susan M. Sheridan, PhD, is Director of the Nebraska Center for Research on Children, Youth, Families and Schools (CYFS), Director of the National Center for Research on Rural Education (R2Ed), and a George Holmes University Professor of Educational Psychology at the University of Nebraska-Lincoln. She graduated from the University of Wisconsin-Madison in 1989 with a doctorate in Educational (School) Psychology. The American Psychological Association's Division 16 (School Psychology) recognized her research excellence with the Lightner Witmer Award (1993) for early career accomplishments and the Senior Scientist Award (2015) for distinguished career-long scholarship. She also received the 2005 Presidential Award from the National Association of School Psychologists, and the 2014 University of Nebraska's Outstanding Research and Creativity Award. Dr. Sheridan's research is focused on early childhood education and interventions; parent-teacher relationships; and the development of meaningful ways to establish home-school partnerships.



**Helen Raikes**

Helen Raikes, PhD, is a Willa Cather Professor of Child, Youth and Family Studies, University of Nebraska- Lincoln. Her research focus is on programs for low-income children, with a special emphasis on infant-toddler programs. She is or has been Principal Investigator or Co-Principal Investigator of Lincoln Educare Evaluation; Save the Children Early Steps to School Success; Thresholds to Quality; Midwest Child Care Research Consortium; the Quality Rating System 4 State Pilot; and others. She received a PhD from Iowa State University. Recently, she has begun research collaborations with researchers in Turkey, Colombia, and other countries investigating topics relating to children's emotion regulation and comprehensive influences including early childhood education, parenting, nutrition, media, and environmental factors such as water quality.

# WEDNESDAY MORNING BREAKOUT SESSIONS

10:15 AM - 12:00 PM

BREAKOUT SESSIONS

**301**

## INDEPENDENCE B/C

*Measuring and Reporting Young Children's Social and Emotional Development: Continued Efforts by the Federal Interagency Forum on Child and Family Statistics*

### CHAIR

**Sarah Watamura**, University of Denver

### PRESENTERS

**Regina Bures**, Eunice Kennedy Shriver National Institute of Child Health and Human Development (NICHD), National Institutes of Health

**Traci Cook**, National Center for Health Statistics, Centers for Disease Control and Prevention; Interagency Forum on Child and Family Statistics

**Kristen Darling Churchill**, Child Trends

**Tamara Halle**, Child Trends

**Jennifer Park**, Statistical and Science Policy Branch, Office of Management and Budget, Executive Office of the President

### DISCUSSANTS

**Reem M. Ghandour**, Health Resources and Services Administration

**Grace Kena**, U.S. Department of Education

**Gail Mulligan**, U.S. Department of Education

**Nina Phillipsen Hetzner**, Office of Planning, Research and Evaluation, Administration for Children and Families

The Federal Interagency Forum on Child and Family Statistics (the Forum) fosters collaboration among more than 20 Federal agencies that produce or use statistical data on the well-being of children and families in the United States. In addition to longstanding data sets, the Forum has recognized the need to explore further early childhood data and to develop more regularly collected indicators, especially in the area of social and emotional development. In 2012, the Forum awarded a contract to Child Trends to inventory existing measures of early social and emotional development in federal surveys and other large-scale federal studies.

This session will begin with a presentation by Forum staff and will focus on why the Forum viewed this examination of measures for assessing young children's social and emotional development as a priority. This will be a joint presentation by Traci Cook (Forum Coordinator), Regina Bures and Jennifer Park. Tamara Halle and Kristen Darling Churchill of Child Trends will share a summary overview of the inventory of existing measures of social and emotional development with recommendations for implementing and refining existing measures and developing new measures in federal surveys. Discussant comments will follow providing examples of the Forum agencies' work in this area and the extent to which this project is contributing to next steps in federal data collection. Participants also will be asked to provide input into considerations for next steps by federal agencies and other entities.

**302**

**INDEPENDENCE D/E**

*Child Care Selection among Ethnically Diverse and Low-Income Families: New Perspectives and Processes*

**CHAIR**

**Kelly Purtell**, The Ohio State University

**PRESENTERS**

**Elizabeth Ackert**, Population Research Center, University of Texas at Austin

**Zoelene Hill**, Duke University

**Kelly Purtell**, The Ohio State University

**DISCUSSANT**

**Michael López**, Abt Associates

This symposium examines the factors that select families and children into different types of early care and education programs. With a focus on ethnically diverse and low-income families, these papers use survey, interview, and nationally representative data to examine the processes that lead parents to utilize different types of care. Taken together, this panel provides new insight into the complex decision-making processes surrounding child care selection, and potential methods of increasing access to underserved populations.

*Bridges and Barriers to Head Start: Predictors of Head Start Enrollment across Racial and Ethnic Groups*

**Zoelene Hill**

*Selection into Pre-Kindergarten Programs among Children in Mexican Immigrant Households*

**Elizabeth Ackert, Arya Ansari, Robert Crosnoe, Lilla Pivnick, Robert Ressler**

*Sequences of Child Care Among Low-Income Children: Family Predictors of Stability and Change*

**Arya Ansari, Elizabeth Gershoff, Kelly Purtell**

**303**

**INDEPENDENCE F/G**

*Roundtable Discussion – Engaging in Early Head Start – Child Care Partnership Research and Evaluation: Opportunities and Challenges*

**CHAIR**

**Christine Fortunato**, Office of Planning, Research and Evaluation, Administration for Children and Families

**PRESENTERS**

**Melissa Brodowski**, Office of Early Childhood Development, Administration for Children and Families

**Patricia Del Grosso**, Mathematica Policy Research

**Josh Matacotta**, Child Care Resource Center

**Diane Paulsell**, Mathematica Policy Research

**Susan Savage**, Child Care Resource Center

The Administration of Children and Families (ACF) awarded 275 Early Head Start-Child Care Partnership (EHS-CCP) and Expansion grants to expand comprehensive services and high-quality early learning opportunities for infants, toddlers and parents in low-income working families. This roundtable encourages participants to exchange experiences and ideas about the promises and challenges of conducting research and evaluations on EHS-CCP. Panelists for this roundtable include experts currently engaging in EHS-CCP research at the national- and local-level as well as ACF staff working on the EHS-CCP initiative. Drawing on their experiences, the panelists will engage the audience in discussions about developing a theory of change, designing measurement approaches, prioritizing research questions, and disseminating lessons learned.

**304**

**INDEPENDENCE H/I**

*Developments in Mobile Technologies: Using Texting to Improve Outcomes for Families and Children*

**CHAIR**

**Emily Snell**, Temple University

**PRESENTERS**

**W. Douglas Evans**, The George Washington University

**Emily Snell**, Temple University

**Ben York**, Stanford University

**DISCUSSANT**

**Cristin Hall**, Pennsylvania State College of Education

The high usage rates and low costs of texting make it an attractive approach for engaging and educating parents and enhancing child outcomes. This session presents findings from three texting-based interventions (READY4K!, Text4Baby, and Text to Talk) that aim to engage parents and affect parent behaviors, parent-child interactions, and child outcomes. The discussant will provide critical analysis of the three papers as well as integrative comments on how texting interventions can enhance family engagement and learning in early childhood contexts.

*One Step at a Time: The Effects of an Early Literacy Text Messaging Program for Parents of Preschoolers*

**Susannah Leob, Ben York**

*Randomized Trial of Text4Baby in the Military Women's Population: Evidence of a Dose-Response Relationship*

**W. Douglas Evans**

*Text-to-Talk: Facilitating Parental Engagement around Language and Literacy with a Text-based Intervention*

**Annemarie Hindman, Emily Snell, Barbara Wasik**

**305**

**LAFAYETTE PARK/FARRAGUT SQUARE**

*Poster Symposium – Promoting State Systemic Change in Early Childhood:  
 New Tools*

**CHAIR**

**Kathleen Hebbeler**, SRI International

**PRESENTERS**

**Debbie Cate**, Frank Porter Graham Child Development Institute, University of North Carolina at Chapel Hill

**Kathleen Hebbeler**, SRI International

**Christina Kasprzak**, Frank Porter Graham Child Development Institute,  
 University of North Carolina at Chapel Hill

**Grace Kelley**, SRI International

**Katy McCullough**, Frank Porter Graham Child Development Institute, University of North Carolina at Chapel Hill

**Abby Schachner**, SRI International

**Donna Spiker**, SRI International

**Sharon Walsh**, Walsh Taylor Associates

**DISCUSSANT**

**Lori Connors-Tadros**, National Institute for Early Education Research, Rutgers University

Building and sustaining high-quality early care and education statewide systems is a complex and ongoing process for state agencies. A systems framework and self-assessment were developed to support early intervention and early childhood special education agencies in improving their state systems. This session will describe these tools and provide examples of how states are using them to drive systemic change and improve outcomes for young children and their families.

*Building and Sustaining High-Quality Early Intervention and Early Childhood Special Education State Systems*

**Christina Kasprzak**

*Building and Sustaining High-Quality State Data Systems and Use of Data for Program Improvement in Early Childhood Programs*

**Donna Spiker**

*Documenting Strengths and Weaknesses in State Systems*

**Kathleen Hebbeler**

*How States Are Using the Early Childhood Technical Assistance (ECTA) and DaSy System Frameworks and Self-Assessment to Improve State Systems*

**Debbie Cate, Grace Kelley, Katy McCullough, Abby Schachner, Sharon Walsh**

**306**

**FRANKLIN SQUARE/MCPHERSON SQUARE**

*Head Start American Indian and Alaska Native Family and Child Experiences Survey: A Collaborative Effort Fills an Information Gap*

**CHAIR**

**W.J. Strickland**, Administration for Children and Families

**PRESENTERS**

**Jaclyn Haight**, Port Gamble S'Klallam Tribe

**Lizabeth Malone**, Mathematica Policy Research

**Michelle Sarche**, University of Colorado Anschutz Medical Campus, Denver

**Jerry West**, Mathematica Policy Research

**DISCUSSANT**

**Sohail Khan**, Cherokee Nation

The first national study of Region XI American Indian and Alaska Natives Head Start programs was launched in fall 2015. The American Indian and Alaska Native Family and Child Experiences Survey (AI/AN FACES) was designed and implemented through a partnership of tribal Head Start leaders, researchers, and federal officials. Presenters will discuss the design of the study, the unique challenges of conducting the study, and will share early findings.

*Planning for the First National Study of American Indian and Alaska Native Head Start Programs: Tribal Participatory Research on a National Scale*

**Jaclyn Haight, Michelle Sarche**

*American Indian and Alaska Native Head Start Family and Child Experiences Survey (AI/AN FACES): Study Design and Execution*

**Joseph Baker, Annalee Kelly, Jerry West**

*A Portrait of Children and Families Served by Tribal Head Start: American Indian and Alaska Native Head Start Family and Child Experiences Survey (AI/AN FACES)*

**Sara Bernstein, Kathleen Feeney, Ashley Klein, Lizabeth Malone, Jerry West**

**307****CONSTITUTION B***Master Lecture – Promoting Early Math: Advances in Understanding Who to Teach What***CHAIR****Daryl Greenfield**, University of Miami**PRESENTERS****Douglas Clements**, University of Denver**Julie Sarama**, University of Denver

Recent attention to the importance of early math for young children has spurred research on how children are learning mathematical concepts, professional development for teachers, and using technology for mathematics instruction. Douglas Clements and Julie Sarama are conducting several research projects on early mathematics education, including the following: their work scaling-up a successful educational innovation program in mathematics (TRIAD = Technology-enhanced, Research-based Instruction, Assessment, and professional Development); development of an interdisciplinary preschool curriculum (Connect4Learning or C4L); and understanding learning trajectories. This session will highlight their work and discuss implications for practice and policy and will engage participants in analyzing videos and discussing issues.

**MASTER LECTURE BIOGRAPHIES**

**Douglas Clements**



Douglas Clements, PhD, Kennedy Endowed Chair in Early Childhood Learning and Professor at the University of Denver, is widely regarded as a chief scholar in the field of early childhood mathematics education. His work has equal relevance to the academy, to the classroom, and to the educational policy arena. At the national level, his contributions have led to the development of new mathematics curricula, teaching approaches, teacher training initiatives, and models of “scaling up” interventions. His contributions also have had a tremendous impact on educational planning and policy, particularly in the area of mathematical literacy and access. He has served on the following panels and committees: the U.S. President’s National Mathematics Advisory Panel; the Common Core State Standards committee of the National Governor’s Association; the Council of Chief State School Officers; the National Research Council’s Committee on Early Mathematics; and the National Council of Teachers of Mathematics.

**Julie Sarama**



Julie Sarama, PhD, is the Kennedy Endowed Chair in Innovative Learning Technologies and Professor at the University of Denver. She conducts research on the following topics: young children’s development of mathematical concepts and competencies; implementation and scale-up of educational reform; professional development models and their influence on student learning; and implementation and the effects of software environments (including those she has created) in mathematics classrooms. These studies have been published in more than 60 referenced articles, five books, 50 chapters, and 70 additional publications. Dr. Sarama has directed over 24 projects funded by the National Science Foundation (NSF), the U.S. Department of Education’s Institute of Education Sciences (IES), and the National Institute of Health (NIH). She is Principal Investigator on her latest NSF award, entitled, “Early Childhood Education in the Context of Mathematics, Science, and Literacy.” She is co-directing three large-scale studies funded by the U.S. Education Department’s IES. The first is entitled, Scaling Up TRIAD: Teaching Early Mathematics for Understanding with Trajectories and Technologies. The second is a longitudinal extension of that work, entitled, Longitudinal Study of a Successful Scaling Up Project: Extending TRIAD. The third, with Dr. Sarama as Principal Investigator, is an efficacy study entitled, Increasing the Efficacy of an Early Mathematics Curriculum with Scaffolding Designed to Promote Self-regulation. Dr. Sarama was previously the lead co-Principal Investigator at the Buffalo site on another IES-funded project entitled, A Longitudinal study of the Effects of a Pre-Kindergarten Mathematics Curriculum on Low-Income Children’s Mathematical Knowledge. (This is one of seven of a cohort of national projects conducted simultaneously as local and national studies and part of the IES’ Preschool Curriculum Evaluation Research project).

**308**

**CONSTITUTION C/D/E**

*The Challenges of Using Observational Quality Rating Tools in Accountability Systems and Strategies to Address Them*

**CHAIRS**

**Nina Phillipsen Hetzner**, Office of Planning, Research and Evaluation, Administration for Children and Families  
**Amy Madigan**, Office of Planning, Research and Evaluation, Administration for Children and Families

**PRESENTERS**

**Margaret R. Burchinal**, Frank Porter Graham Child Development Institute, University of North Carolina at Chapel Hill  
**Rachel Gordon**, University of Illinois at Chicago  
**Christina Weiland**, University of Michigan

This session will examine the following: how observational classroom quality rating tools are used in early care and education (ECE) accountability systems; the psychometric properties of the tools; challenges assessing quality with observational tools in these systems; and strategies for addressing these challenges.

Observational quality rating tools are used widely in accountability systems such as the Head Start Designation Renewal System (DRS) and States' Quality Rating Improvement Systems (QRIS). These include the Classroom Assessment Scoring System (CLASS), Early Childhood Environmental Rating System (ECERS), and others. A growing body of empirical evidence raises questions about the reliability of these tools for accountability as currently implemented. For example, factors such as the rater bias and aggregating classroom level scores to the program level, among others, may contribute to imprecision in measuring ECE program quality. Research studies have examined various methods for conducting quality observations using CLASS and ECERS to understand measurement precision in the accountability context. This session will conclude with an exploration of strategies and a discussion about the cost trade-offs associated with various methods.

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**LUNCH** (CONFERENCE ATTENDEES ON THEIR OWN)      **12:00 PM - 1:15 PM**      **WEDNESDAY**

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# WEDNESDAY AFTERNOON BREAKOUT SESSIONS

1:30 PM - 3:15 PM

BREAKOUT SESSIONS

**309**

## INDEPENDENCE B/C

*Using Evaluation to Improve Early Childhood Education:  
Lessons from a Universal Pre-K Program*

### CHAIR

**Jennifer Hamilton**, Westat

### PRESENTERS

**Julia Alemany**, Metis Associates

**Barbara Fink**, Branch Associates, Inc.

**Jennifer Hamilton**, Westat

**Jill Lammert**, Westat

**Donna Tapper**, Metis Associates

**Jennifer Thompson**, Branch Associates, Inc.

### DISCUSSANT

**David Berman**, New York City Center for Economic Opportunity

This symposium presents findings from the first-year evaluation of a universal pre-K program. First, presenters discuss the implementation study and highlight effective strategies and practices, challenges, and lessons learned. Next, they consider the effects of implementation on families. Finally, they describe progress made by enrolled children, outline children's skills and knowledge at the start of the program, and discuss changes in their learning over the course of the first year.

*Findings from the Implementation Evaluation of a Universal Pre-K Program*

**Julia Alemany, Donna Tapper**

*Family Perceptions of a Universal Pre-K Program*

**Barbara Fink, Jennifer Thompson**

*Doing Research for Practice: Findings from the Student Outcomes Evaluation of a Universal Pre-K Program*

**Jennifer Hamilton, Jill Lammert**

**310****INDEPENDENCE D/E***Changes in Teacher Practices:  
The Effects of Three Professional Development Models***CHAIR****Carol Scheffner Hammer**, Teachers College, Columbia University**PRESENTERS****Mary Louise Hemmeter**, Vanderbilt University**Julie Sarama**, University of Denver**Emily Snell**, Temple University**DISCUSSANT****Carol Scheffner Hammer**, Teachers College, Columbia University

There are national efforts being made to increase the quality of early childhood education programs through professional development programs designed to improve teacher practice. This symposium will present the findings from investigations that examined changes in the instructional practices of teachers who participated in three professional development programs that focus on key components of school readiness: language and literacy, math, and social-emotional development.

*Improving Teacher Quality: Understanding Changes in Early Childhood Teacher Instructional Practice with Web-based Coaching*

**Carol Scheffner Hammer, Annemarie Hindman, Emily Snell, Barbara A. Wasik**

*Professional Development in Early Mathematics: Effects of an Intervention Based on Learning Trajectories on Teachers' Practices and Beliefs*

**Douglas Clements, Julie Sarama, Mary Elaine Spitler, Christopher Wolfe**

*Practice Based Coaching: Research Findings and Implementation Issues*

**Lise Fox, Mary Louise Hemmeter, Patricia Snyder**

**311****INDEPENDENCE F/G***Can Early Childhood Education Support Both Parents and Children, or Does One Come at a Cost to the Other?***CHAIR****Stephanie Jones**, Harvard University**PRESENTERS****Elise Chor**, Northwestern University**Maia Connors**, The Ounce of Prevention Fund**Terri Sabol**, Northwestern University**DISCUSSANT****W. Steven Barnett**, Rutgers University

This symposium explores two potentially conflicting methods for improving early childhood education program quality: direct investment in classroom quality and multigenerational investment in the whole family. The papers investigate whether Head Start and other early childhood education programs are able to provide services for both parents and children, supporting the well-being of both, or if supporting parents comes at a cost to the quality of children's learning environments and outcomes.

*Does Increased Investment in Parents' Human Capital Relate to Changes in Investment in Early Education Quality?*

**Terri Sabol, Frank Zhu**

*Can Early Childhood Programs Do It All? The Case of Educare*

**Maia Connors, Allison Friedman-Krauss, Dana McCoy**

*Multigenerational Head Start Participation and Socio-economic School Readiness Gaps*

**Elise Chor**

**312****INDEPENDENCE H/I***The Missing Link: A Focus on Measuring and Improving Organizational Supports Essential to Improving Early Education***CHAIR****Stacy Ehrlich**, University of Chicago Consortium on School Research**PRESENTERS****Pia Caronongan**, Mathematica Policy Research**Stacy Ehrlich**, University of Chicago Consortium on School Research**Debra Pacchiano**, The Ounce of Prevention Fund**Amanda Stein**, The Ounce of Prevention Fund**DISCUSSANT****Margaret Burchinal**, Frank Porter Graham Child Development Institute, University of North Carolina at Chapel Hill

Implementation science and school improvement research has advanced our understanding of the levers critical to implementing high-quality education greatly. This session focuses on an often-overlooked piece of the early care and education (ECE) quality puzzle, the organizational aspects. This piece entails whether and how the organization is structured to support quality implementation and improvement of services. These papers highlight cutting-edge work to understand program-level conditions that regularly affect the day-to-day work of ECE teachers and staff.

*Assessing the Implementation and Cost of High-quality Early Childhood Care and Education (ECE-ICHQ) project*

**Kimberly Boller, Pia Caronongan, Gretchen Kirby**

*Assessing Early Education Organizational Conditions: The Development and Testing of the Five Essentials-Early Education Surveys*

**Stacy Ehrlich, Stuart Luppescu, Debra Pacchiano, Amanda Stein**

*Efficacy Study of an Early Education Professional Development Intervention to Strengthen Organizational Conditions and Instructional Leadership for Effective Teaching*

**Heather Horsley, Debra Pacchiano, Kathleen Parkinson, Samuel Whalen**

**313****LAFAYETTE PARK/FARRAGUT SQUARE**

*Poster Symposium – Adjusting Emergency/Temporary Housing to the Needs of Infants, Toddlers, Preschoolers and Parents and Increasing Access to Head Start/Quality Early Care*

**CHAIR**

**Grace Whitney**, Connecticut Head Start State Collaboration Office

**PRESENTERS**

**J.J. Cutuli**, Rutgers University

**Janette E. Herbers**, Villanova University

**Kresta Horn**, UMOM New Day Centers

**Kendra Hurley**, Center for New York City Affairs at the New School

**Emily Levine**, Horizons for Homeless Children

**Meagan Seaman**, Horizons for Homeless Children

**Sara H. Shaw**, University of Delaware

**Grace Whitney**, Connecticut Head Start State Collaboration Office

**DISCUSSANT**

**Mary Haskett**, North Carolina State University

**Charles Kieffer**, The Cloudburst Group

This poster symposium will present several models of enhancing housing settings using the Early Childhood Self-Assessment Tool for Family Shelters. The symposium also displays successful strategies for ensuring the use of collaborative practice to offer young children and families experiencing homelessness enrollment in high-quality early care and education and other early childhood services and supports.

*Head Start-Family Shelter Partnership*

**Frances Fallon, Grace Whitney**

*The Benefits of Bringing Early Childhood and Parenting Resources into Family Shelters*

**Kendra Hurley**

*Assessing and Improving the Developmental Appropriateness of Family Homeless Shelters: Preliminary Evidence from Philadelphia*

**J.J. Cutuli, Janette E. Herbers, Sara H. Shaw**

*Trauma-informed Environments to Promote Healing through Play*

**Emily Levine, Meagan Seaman**

*Using a Hub Model to Connect Shelter Providers and Head Start to Support Continuity and Transition*

**Kresta Horn**

**314****FRANKLIN SQUARE/MCPHERSON SQUARE***Lessons Learned from Hurricane Katrina and Superstorm Sandy***CHAIR**

**Shannon Rudisill**, Associate Deputy Assistant Secretary for Early Childhood Development, Administration for Children and Families

**PRESENTERS**

**David Abramson**, New York University

**Alice Fothergill**, University of Vermont

**DISCUSSANT**

**Allison Blake**, Commissioner of the New Jersey Department of Children and Families

Historically, there is a dearth of research examining the impact of disaster recovery, particularly for children. The purpose of this session is to examine data on Hurricane Katrina and Superstorm Sandy to understand the ways children and families are impacted by disaster, especially in early childhood, and to discuss what practical steps can be taken to prepare for future disasters with the goal of reducing the short and long term adverse effects.

**315****CONSTITUTION B***Exploring Linkages among Early Care and Education Quality, Access, and Stability of Care***CHAIR****Tamara Halle**, Child Trends**PRESENTERS****Elizabeth E. Davis**, University of Minnesota**Rebecca Madill**, Child Trends**Heather Sandstrom**, Urban Institute**DISCUSSANT****Nicole Forry**, Child Trends

To improve the development of low-income children, policies must balance the need for high-quality early care and education (ECE) with the importance of stable caregiving arrangements. This session considers the complex associations between quality and stability of ECE by examining two aspects of ECE access, cost and distance. These aspects may be influenced by ECE quality and may lead parents to select a different caregiver. Presenters introduce a strategy for measuring access that accounts for child care quality.

*Why Change? Parents' Perceptions of their Child Care Experiences and Reasons for Change*

**Julia Henly, Alejandra Ros Pilarz, Heather Sandstrom**

*Provider Accreditation and Continuity of Subsidized Arrangements*

**Amy Blasberg, Elizabeth E. Davis, Tamara Halle, Caroline Krafft, Rebecca Madill**

*Access to Early Care and Education: Family-Centered Measures of the Cost-Quality Tradeoff*

**Elizabeth E. Davis, Won Fy Lee, Aaron Sojourner**

**316****WILSON/ROOSEVELT***Innovations in Early Childhood Mental Health Consultation***CHAIR****Deborah F. Perry**, Georgetown University**PRESENTERS****Deborah F. Perry**, Georgetown University**Nicola A. Conners-Burrow**, University of Arkansas for Medical Sciences**Sarah Nativ**, University of Maryland, Baltimore**DISCUSSANT****Walter Gilliam**, Yale University

Early childhood mental health consultation has been an essential component of Head Start's continuum of services for decades. At the same time, mental health consultants were working to support the early care and education sector through their work in child care. This session will describe bringing early childhood mental health care (ECMHC) to scale in several states serving child care, Head Start and children in the foster care system who are served in community child care. Participants will learn: (1) the current state of our knowledge of the effectiveness of ECMHC; (2) information on two innovative state examples of ECMHC programs; and (3) how ECMHC emerged as a federal priority across the early childhood sector.

## Closing Plenary

### CONSTITUTION A/B

### *2016 Edward Zigler Master Session – Self-Regulation and Executive Function: The Forest and the Trees*

#### CHAIR

**Sarah Watamura**, University of Denver

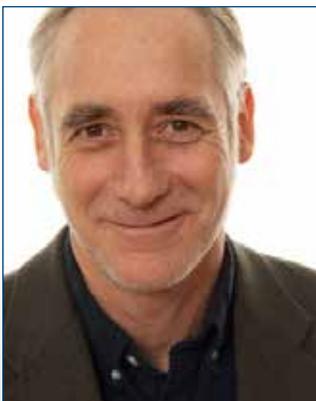
#### PRESENTERS

**Clancy Blair**, New York University

**Stephanie Jones**, Harvard University

Researchers, practitioners, and policymakers have a strong interest in the development of self-regulation and executive function in young children growing up in poverty. The development of self-regulation and the cognitive abilities that make up executive function are essential for school readiness and are key indicators of healthy child development. Self-regulation and executive function are complex terms that have been defined in a variety of ways. Specialists working with young children are confronted with a large, sometimes confusing array of constructs, terms, and definitions. The purpose of this talk is to present a conceptual overview of self-regulation and executive function and to describe ways in which this overview provides a valuable resource for research and practice in early childhood education. Presenters will provide research examining issues in the definition and measurement of self-regulation and executive function. Additionally, they will discuss research examining the potential to promote school readiness and success for children in poverty of early childhood educational programs and interventions focused on self-regulation and executive function.

#### PLENARY BIOGRAPHIES



#### **Clancy Blair**

Clancy Blair, PhD, is a Professor of Cognitive Psychology in the Department of Applied Psychology in the Steinhardt School of Culture, Education, and Human Development at New York University. He studies self-regulation in young children and his primary interest concerns the development of cognitive abilities referred to as executive functions and the ways in which these aspects of cognition are important for school readiness and early school achievement. He also is interested in the development and evaluation of preschool and elementary school curricula designed to promote executive functions as a means of preventing school failure. In 2002, Dr. Blair and his colleagues at Penn State University and at the University of North Carolina at Chapel Hill received funding from the National Institute of Child Health and Human Development for a longitudinal, population-based study of family ecology and child development beginning at birth. In his part of the project, Dr. Blair is examining the interaction between early experiential and biological influences on the development of executive functions and related aspects of self-regulation. Ultimately, he and his colleagues plan to follow this sample through the school years and into young adulthood. Prior to coming to

NYU, Dr. Blair spent ten years as an assistant and then associate professor in the department of Human Development and Family Studies at Penn State. He received his doctorate in developmental psychology and a master's degree in public health from the University of Alabama at Birmingham in 1996.



### **Stephanie Jones**

Stephanie Jones, PhD, is the Marie and Max Kargman Associate Professor in Human Development and Urban Education at the Harvard Graduate School of Education, Harvard University. Her research, anchored in prevention science, focuses on the effects of poverty and exposure to violence on children and youth's social, emotional, and behavioral development. Over the last ten years, her work has focused on both evaluation research addressing the impact of preschool and elementary focused social-emotional learning interventions on behavioral and academic outcomes and classroom practices, as well as on new curriculum development, implementation, and testing. Dr. Jones is a recipient of the Grawemeyer Award in Education for her work with Edward Zigler and Walter Gilliam on *A Vision for Universal Preschool Education* (Cambridge University Press, 2006) and a recipient of the Joseph E. Zins Early-Career Distinguished Contribution Award for Action Research in Social and Emotional Learning. Her research portfolio emphasizes the importance of conducting rigorous scientific research, including program evaluation that also results in accessible content for early and middle childhood practitioners and policymakers. Her developmental and experimental research investigates the causes and consequences of social-emotional problems and competencies; strategies for altering the pathways that shape children's social-emotional development; and programs, interventions, and pedagogy that foster social-emotional competencies among children, adults, and environments. Her policy-driven research with colleague Nonie Lesaux focuses on the challenge of simultaneously expanding and improving the quality of early childhood education, at scale (*The Leading Edge of Early Childhood Education*, Harvard Education Press, 2016). Dr. Jones serves on numerous national advisory boards and expert consultant groups related to social-emotional development and child and family anti-poverty policies, including the National Boards of Parents as Teachers and Engaging Schools. As a consultant for program developers including Sesame Street, she has conducted numerous evaluations of programs and early education efforts. These include Reading, Writing, Respect and Resolution; Resolving Conflict Creatively; SECURE; and the Head Start CARES initiative. Dr. Jones earned a PhD in developmental psychology from Yale University. She maintains a commitment to supporting the alignment of pre-K to grade 3 curricula and instructional practices.

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