

2014 PROGRAM

July 7-9, 2014

Head Start's 12th National Research Conference on Early Childhood

**Collaboration and Coordination:
Understanding Systems Supporting
Young Children and Their Families**

Grand Hyatt Washington

1000 H Street, NW, Washington, DC 20001

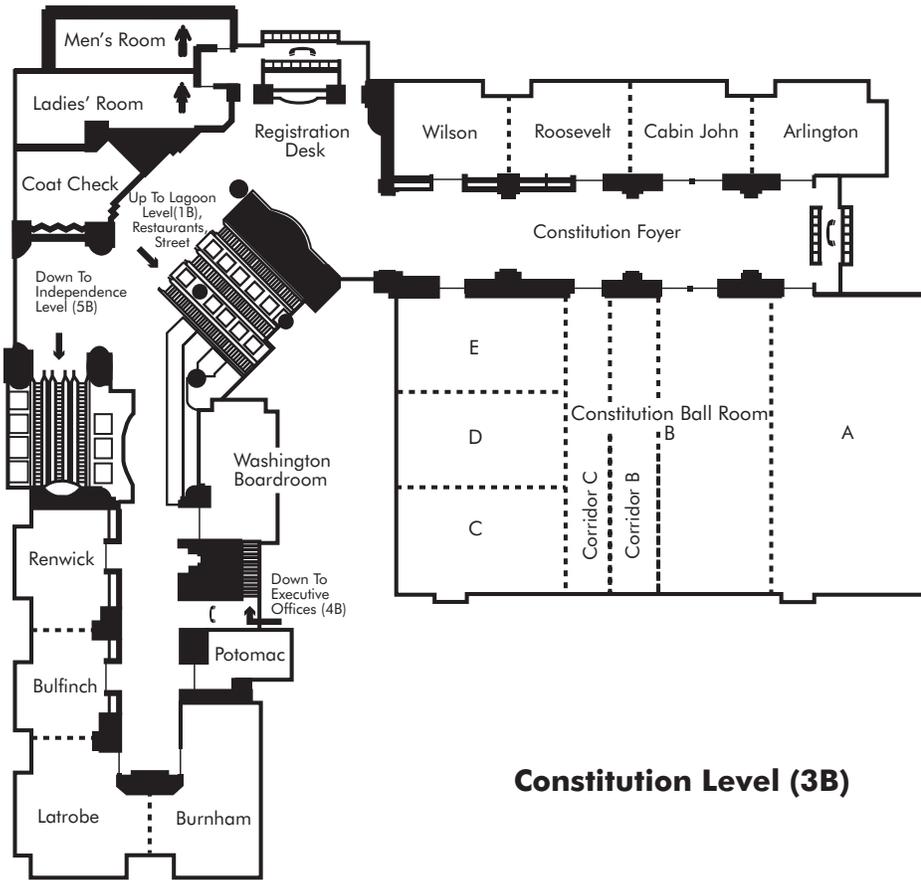
Presented by:

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:

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





Constitution Level (3B)

Restaurants are located on the lobby and lagoon levels.

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

Registration/Information Desk

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

Registration/Information Desk Hours

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

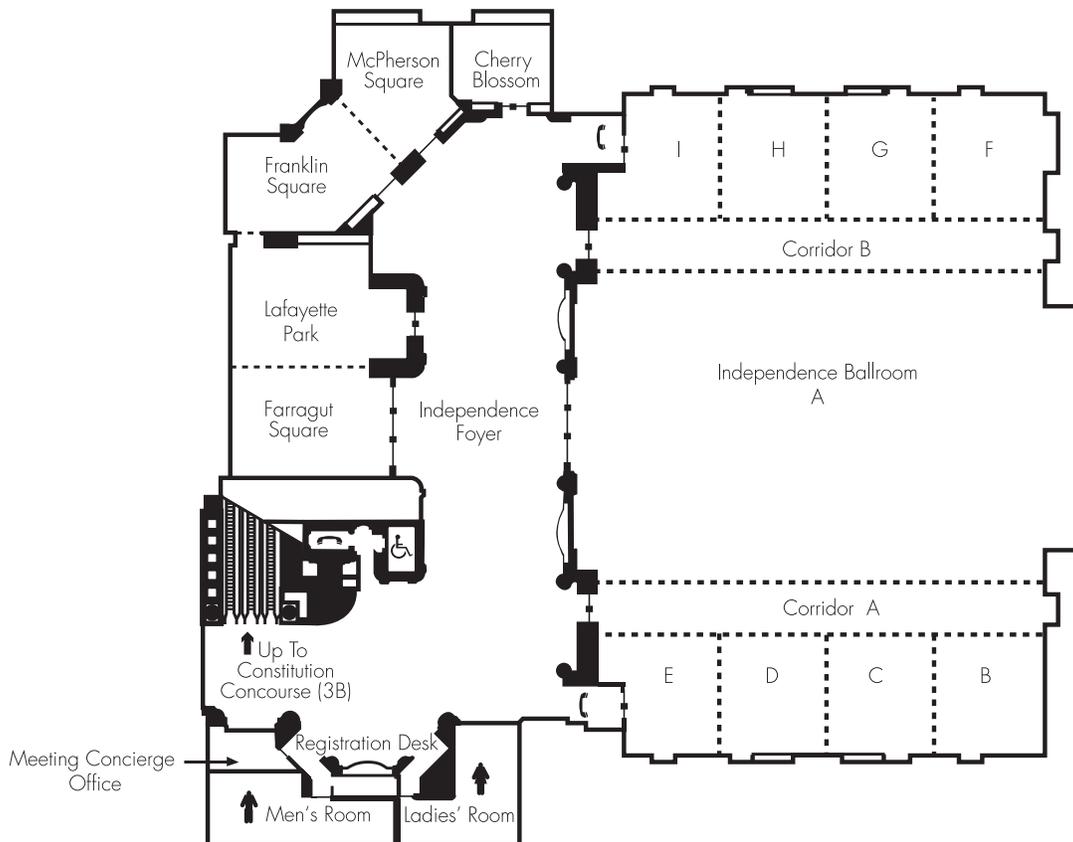
Monday 7:00 a.m. - 5:30 p.m.

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

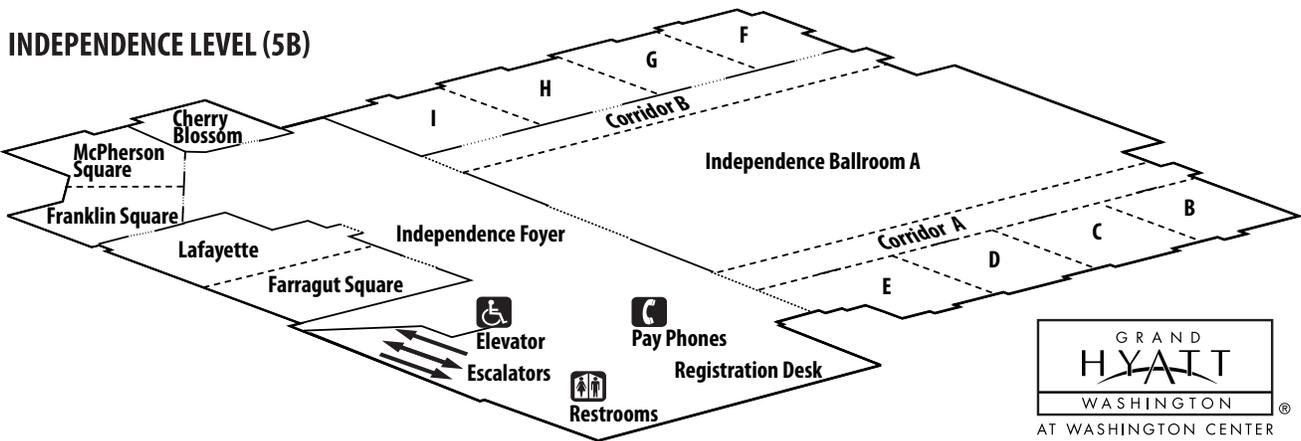
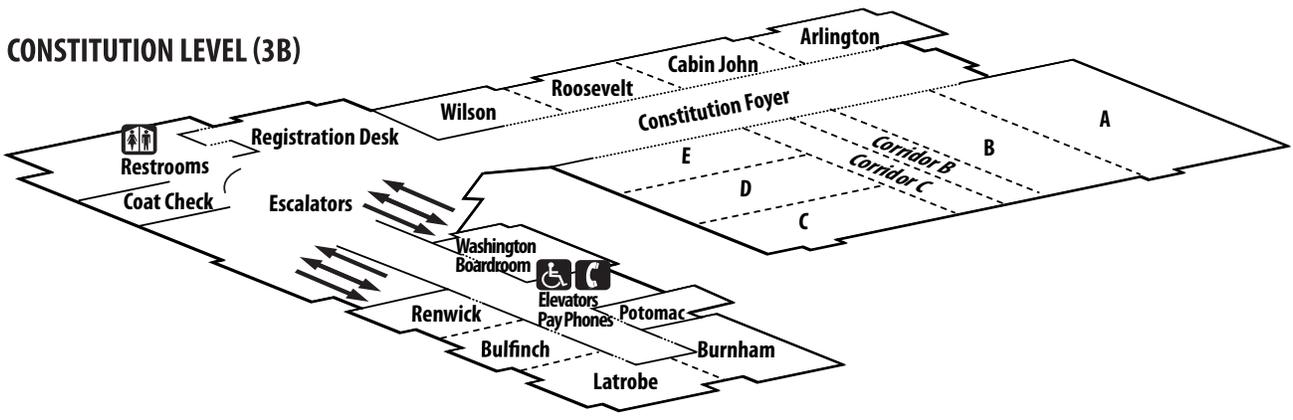
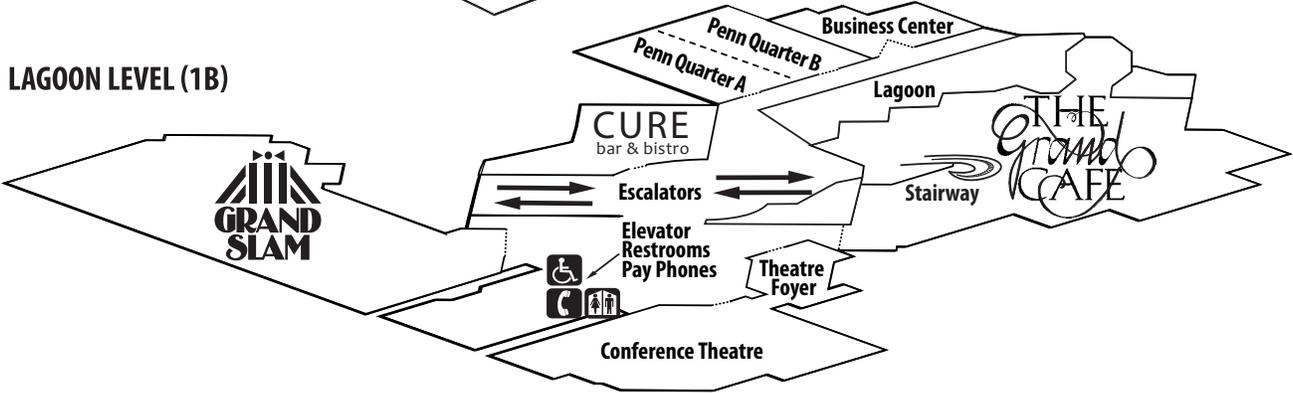
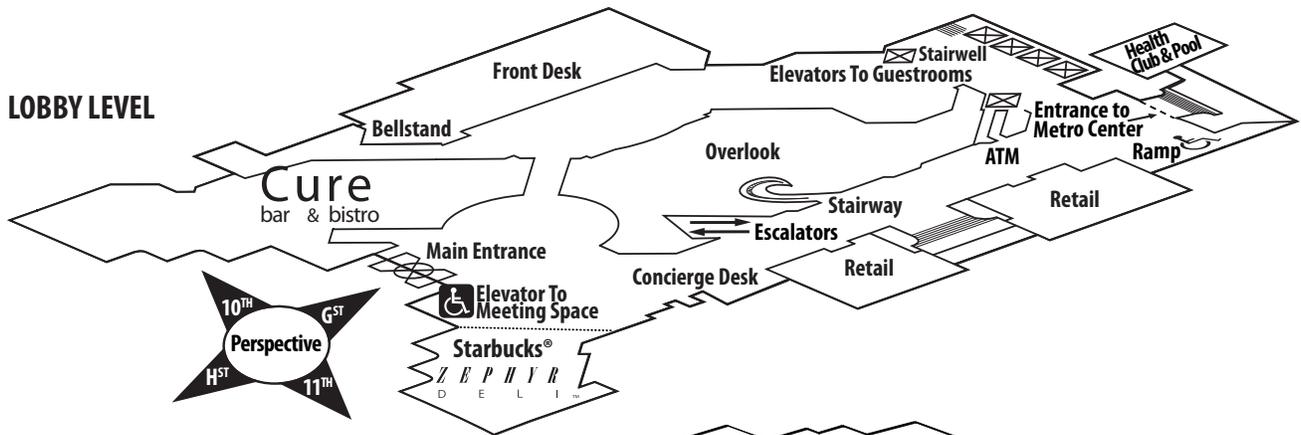
Wednesday 7:30 a.m. - 4:30 p.m.

Resource Tables

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



Independence Level (5B)



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Rachel Chazan Cohen

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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.

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American Orthopsychiatric Association
American Psychological Association
American Public Human Services Association
American Speech-Language-Hearing Association
Association for Childhood Education International
Association for Psychological Science
Child Welfare League of America
Children's Environmental Health Network
Cognitive Development Society
National Association for the Education of Young Children

National Association of Pediatric Nurse Practitioners
National Black Child Development Institute
National Center for Children and Families
National Center for Learning Disabilities
National Head Start Association
Prevent Child Abuse America
Society for Nutrition Education and Behavior
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Zero to Three

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American Academy of Pediatrics
DEDICATED TO THE HEALTH OF ALL CHILDREN™



AMERICAN
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Cognitive Development Society





NATIONAL CENTER *for* CHILDREN & FAMILIES
ADVANCING POLICY, EDUCATION, & DEVELOPMENT
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Peer Reviewers

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

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Moniqueka Gold	Jennifer Louis	Kay Sanders	Cynthia Zettler-Greeley
Barbara Goodson	Gayle Luze	Heather Sandstrom	Lauriece Zittel

July 7-9, 2014—Overview

MONDAY, JULY 7

Morning

7:00 a.m. Registration Begins

8:30 a.m.–10:00 a.m. Opening Plenary

Tune-Up and Transformation: National Changes in Early Care and Education

Greetings

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

Shael Polakow-Suransky
*President,
Bank Street College of Education*

Shannon Rudisill
*Director,
Office of Child Care,
Administration for Children and Families*

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

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

Key Note Speakers

Linda Smith
*Deputy Assistant Secretary and Inter-Department Liaison for Early Childhood Development,
Administration for Children and Families*

Libby Doggett
*Deputy Assistant Secretary for Policy and Early Learning,
U.S. Department of Education*

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

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

Afternoon

1:30 p.m.–3:15 p.m. Breakout Sessions

3:30 p.m.–5:30 p.m. Poster Session

TUESDAY, JULY 8

Morning

7:30 a.m. Registration Begins

8:30 a.m.–10:00 a.m. Plenary Session

Early Care and Education in the United States: Selected Findings From the National Survey of Early Care and Education

Presenters

Rupa Datta
*National Opinion Research Center at the
University of Chicago*

Robert Goerge
Chapin Hall at the University of Chicago

Discussants

Shannon Rudisill

*Director,
Office of Child Care,
Administration for Children and Families*

Ann Linehan

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

10:15 a.m.–12:00 p.m.

Breakout Sessions

12:00 p.m.–1:15 p.m.

Lunch

(Conference attendees on their own)

Afternoon

1:30 p.m.–3:00 p.m.

Plenary Session

Health, Mental Health, and School Readiness

Presenters

Lynn A. Karoly

RAND Corporation

James M. Perrin

American Academy of Pediatrics

William R. Beardslee

Judge Baker Children's Center, Harvard University

Discussant

Marco Beltran

*Head Start Program Specialist, Office of Head Start,
Administration for Children and Families*

3:15 p.m.–5:00 p.m.

Breakout Sessions

5:00 p.m.–7:00 p.m.

Poster Session

WEDNESDAY, JULY 9

Morning

7:30 a.m.

Registration Begins

8:30 a.m.–10:00 a.m.

Plenary Session

Behavioral Insights: Application of Social and Behavioral Sciences to Improve Social Services

Presenters

Crystal Hall

University of Washington

Ariel Kalil

University of Chicago

Maya Shankar

White House Office of Science and Technology Policy

10:15 a.m.–12:00 p.m.

Breakout Sessions

12:00 p.m.–1:15 p.m.

Lunch

(Conference attendees on their own)

Afternoon

1:30 p.m.–3:15 p.m.

Breakout Sessions

3:30 p.m.–4:30 p.m.

Closing Session

Improving Child and Family Well-Being Through More Dynamic, Relational Approaches to Policy Research

Presenters

John Easton

Institute of Education Sciences

Diana Rauner

Ounce of Prevention

Jason Sachs

Boston Public Schools

Mary Catherine Arbour

Harvard Medical School

Deborah Perry

Georgetown University



Monday Overview

MONDAY, JULY 7

Morning

7:00 a.m. Registration Begins

8:30 a.m.–10:00 a.m. Opening Plenary

Tune-Up and Transformation: National Changes in Early Care and Education

Greetings

John W. Hagen
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Afternoon

1:30 p.m.–3:15 p.m. Breakout Sessions

3:30 p.m.–5:30 p.m. Poster Session



OPENING PLENARY

Independence Ballroom

Tune-Up and Transformation: National Changes in Early Care and Education

CHAIR

Naomi Goldstein, *Director*

*Office of Planning, Research and Evaluation, Administration for Children and Families
Department of Health and Human Services*

PRESENTERS

Linda Smith, *Deputy Assistant Secretary and Inter-Department Liaison for Early Childhood Development, Administration for Children and Families
Department of Health and Human Services*

Libby Doggett, *Deputy Assistant Secretary for Policy and Early Learning
U.S. Department of Education*

DISCUSSANT

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

The landscape of early childhood care and education is shifting dramatically. The changes draw in important ways on previous research. Simultaneously, researchers will be called upon to review and update conceptualizations, research questions, and methodologies so that the next round of research continues to inform policy and practice. Advances in quality improvement efforts include integrated assessments and quality monitoring. Ground-breaking partnerships and coordination between early care and education settings establish new practice profiles and often link to adjustments in regulation and implementation policy that are unique to each state. Professional development is also a high priority, with many states creating systems to establish career ladders for early childhood practitioners. Leaders from the Department of Health and Human Services and the Department of Education will highlight features and targets of the methods being used to transform early care and education. The discussant will explore the research evidence base that directly informed these shifts in policy and practice and also will touch on highest priorities for future research.



Plenary Biographies



Linda Smith is the Deputy Assistant Secretary and Inter-Departmental Liaison for Early Childhood Development for the Administration for Children and Families at the Department of Health and Human Services. In this role she provides overall policy coordination for the Head Start and Early Head Start programs and the Child Care and Development Fund, as well as serving as the liaison with the Department of Education and other federal agencies. Her office serves as a 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—she was the driving force behind NACCRRA's national policy agenda and strategic plan to improve the quality of child care nationwide. Key components of NACCRRA's advocacy efforts included strengthening child care licensing and oversight, requiring comprehensive background checks, and establishing minimum training requirements for all child care workers. Prior to joining NACCRRA, 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. Prior to this work, she was Director of the Office of Family Policy for the Secretary of Defense, where she was one of the primary architects of the military's child care program. Additionally, Ms. Smith 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.



Libby Doggett (PhD, Early Childhood Special Education, University of Texas) brings to the Office of Early Learning a lifetime of early learning experience from her work in schools, Head Start, and child care, serving children both with and without disabilities. Most recently she was the director of the Pew Home Visiting Campaign where she oversaw a robust research agenda and worked with advocates in target states to build political and public understanding and support for data-driven investments that align with federal guidance. Prior to that, Dr. Doggett directed Pre-K Now, a 10-year campaign to advance high-quality, voluntary pre-K for all 3- and 4-year-olds in states across the country. Through its successes, Pre-K Now significantly increased the investments and number of children attending state-supported pre-K. Dr. Doggett also worked for the National Head Start Association, directing their HeadsUp! Reading Program to improve literacy instruction in early learning classrooms across the country. She began her career as a bilingual first grade teacher at Ortega Elementary School in Austin, and returns to the Department of Education, where in the 1990s she served as Executive Director of the Federal Interagency Coordinating Council for infants, toddlers, and preschoolers with disabilities and their families.



Martha Zaslow (PhD, Personality and Developmental Psychology, Harvard University) is a developmental psychologist. She is Director of the Office for Policy and Communications of the Society for Research in Child Development (SRCD) and a Senior Scholar at Child Trends. As Director of the SRCD Office for Policy and Communications, Dr. Zaslow facilitates the dissemination of research to decision makers and the broader public through briefings, research briefs, and press releases focusing on research published in *Child Development*, SRCD's peer-reviewed journal. She also monitors and keeps the SRCD membership informed of social policy and science policy developments related to children and families. She works with the SRCD Policy Fellows who have placements in the Executive Branch or Congress. She is also currently serving as a mentor for a Head Start Fellow. As a Senior Scholar at Child Trends, Dr. Zaslow conducts research focusing on the development of young children and programs and policies to support their development. She serves on the Advisory Council for the Child Care and Early Education Research Connections website and was part of the executive committee for Head Start's 10th National Research Meeting. She recently served on the Committee on Developmental Outcomes and Assessments of Young Children of the National Academies of Science.



101

Ballroom I/H

Opportunities and Challenges in Promoting the School Success of African-American Boys

CHAIR

Tammy Mann, *Campagna Center*

PRESENTERS

Hakim M. Rashid, *Howard University*

Sharon A. Ritchie, *Frank Porter Graham Child Development Institute, University of North Carolina at Chapel Hill*

DISCUSSANTS

Henry Dawson, *Campagna Center*

Kevin M. Roy, *University of Maryland*

The first presentation by Hakim Rashid will provide a historical perspective and examination of research related to the experiences of African American boys in early childhood settings. Case study and qualitative perspectives will be presented along with a sociocultural analysis of recent research on disproportionate suspension and expulsion rates. Then Sharon Ritchie will present her research on how to improve school experiences and outcomes for African American boys. She will include how to build the capacity of educators to develop cultures of collaborative inquiry; focus on 10 research-based instructional practices designed to foster classroom cultures of caring, competence, and excellence; and use new lenses through which to view and improve their practices. Discussants will draw on their professional experiences through case examples and include personal reflections.

The Perils of African American Boys in Early Childhood Education

Hakim M. Rashid

Improving the School Experience for African American Boys

Sharon A. Ritchie

**102****Ballroom F/G*****Implementing Social-Emotional Interventions to Improve Children's Development in Head Start: Implementation and Impact Findings from the Head Start CARES Demonstration*****CHAIR**

Ann Rivera, *Office of Planning, Research and Evaluation, Administration for Children and Families*

PRESENTERS

Karen Bierman, *Pennsylvania State University*

Shira Mattera, *MDRC*

Pamela A. Morris, *New York University*

The Head Start CARES demonstration is a large, national evaluation testing three distinct evidence-based strategies to improve children's social-emotional competencies in preschool classrooms. This session will provide a history of social-emotional learning programs in early childhood settings, followed by presentations summarizing the final findings about what was required to implement three models at scale in nationwide Head Start settings and the impacts of these models on teacher practices and children's social-emotional development.

Promoting Social-Emotional Development in Preschools

Karen Bierman

Implementing Three Social-Emotional Curricula in Preschool: The Head Start CARES Trial

Shira Mattera, *Chrishana Lloyd, Michael Fishman*

Improving Children's Social and Emotional Development in Head Start: The Head Start CARES Demonstration

Pamela A. Morris, *Shira Mattera, Nina Castells, Mike Bangser*



103

Ballroom D/E

Pathways to Increased Knowledge and Skills of the Early Care and Education Workforce: New Evidence and Ideas for New Research

CHAIR

Meryl Barofsky, *Office of Planning, Research and Evaluation, Administration for Children and Families*

PRESENTERS

Toni Porter, *Bank Street College of Education*

Gail Joseph, *University of Washington*

Teri Talan, *National Louis University*

DISCUSSANT

Gina Ruther, *National Center Child Care Professional Development and Workforce Initiatives*

Multiple efforts are underway at the federal, state, and local levels to support the competencies and skills of the early care and education workforce. These professional development initiatives are implemented at multiple system levels (teachers, classrooms, programs, and the system) and across sectors, including child care and Head Start. Presenters in this session will describe research findings from three perspectives: alignment of competencies, professional development supports, and ratings; leadership development; and professional support for program staff. The discussant will invite audience questions and discussion about the implications of the presentations for policy, practice, and research.

104 MASTER LECTURE

Ballroom B/C

The Edward Zigler Master Lecture

Early Trauma and Its Wake: Using Research to Inform Interventions for Young Children Experiencing Trauma

CHAIR

Rachel Chazan Cohen, *University of Massachusetts Boston*

PRESENTER

Brenda Jones Harden, *University of Maryland*

In this master lecture, the presenter will review the empirical literature on the epidemiology and developmental consequences of trauma for children from birth to age 5. Specifically, the presenter will discuss the numbers of young children who are maltreated, are exposed to intimate partner violence, and witness community violence. The consequences of these experiences for young children across developmental domains, including recent evidence on their brain development and physical and mental health, will be discussed. Extant data on effective interventions for young children and their caregivers, including child-specific, parent-child dyadic, and parenting approaches, will be presented. Finally, the presenter will explore what we know about integrating trauma interventions into practice in early care and education settings.



Master Lecture Biography



Brenda Jones Harden (PhD, Clinical Psychology, Yale University; MSW, New York University) is an Associate Professor in the Department of Human Development and Quantitative Methodology, University of Maryland College Park. She has worked for more than 30 years in the early childhood policy, practice, and research arenas. Her research examines the developmental and mental health needs of young children at environmental risk and the risk and protective factors that influence their outcomes. A particular focus is preventing maladaptive outcomes in these populations through early childhood intervention programs, such as early care and education, home visiting services, and infant mental health interventions.

Dr. Jones Harden is the author of numerous research publications regarding vulnerable children and families, including books, empirical articles, and review chapters on children in the child welfare system, children in early care and education programs, and prevention programs for young children and families. She conducts training and consultation with early childhood programs, such as Early Head Start and Head Start, to improve the quality of services provided to young children and families experiencing poverty and other forms of environmental risk.

105 POSTER SYMPOSIUM

La Fayette Park/Farragut Square

Innovations in Early Childhood STEM Curriculum and Professional Development

CHAIR

Christine McWayne, *Tufts University*

DISCUSSANTS

Daryl Greenfield, *University of Miami*

Douglas Clements, *University of Denver*

Increased focus on STEM education in preschool provides a major opportunity to invigorate early childhood curricula, as well as to provide teachers with much-needed support for motivating further engagement with STEM in and out of the classroom. This poster symposium will highlight seven STEM curriculum and professional development projects across the country. These projects vary with respect to stage of implementation, population of focus, program type, and STEM content area of focus.

Formative Assessment as a Vehicle for Child-Centered Early Science Teaching

Jess Gropen, Cindy Hoisington, Janna Fuccillo Kook, Jeff Winokur
Education Development Center

STEMscopes™ Early Explorer: Developing and Inquiry-Based Digital Curriculum Development to Enhance Early Childhood STEM Education

Elizabeth Bell, Lara Arch, Brandi Nicholson, Virginia Snodgrass Rangel, J. Reid Whitaker
Rice University



MONDAY Morning Breakout Sessions

MONDAY

Designing an Innovative Professional Development System to Support STEM Teaching for Dual Language Learners

Kimberly Brenneman, Alissa Lange
Rutgers University

Partnerships for Early Childhood Curriculum Development: Readiness Through Integrative Science and Engineering (RISE)

Christine McWayne,
Jayanthi Mistry
Tufts University

Kimberly Brenneman
Rutgers University

Daryl Greenfield
University of Miami

Designing Innovative and Evidence-Based Preschool Programs to Promote Early Math and Science Learning: A Collaborative Partnership Between Researchers, Media Developers, and Preschool Educators

Ashley Lewis Presser
Education Development Center

Ximena Dominguez,
Phil Vahey
SRI International

Christine Zanchi
WGBH Educational Foundation

MyTeachingPartner—Math/Science: Supporting Early Childhood Educators' Intentional Teaching of Mathematics and Science in Pre-Kindergarten

Jessica Whittaker, Mable Kinzie, Amanda Williford, Carolyn Kilday
University of Virginia

Professional Development for Culturally and Developmentally Responsive Pre-K Math

Anita Wager, Kristin Whyte
University of Wisconsin-Madison

Longitudinal Evaluation of a Scale-Up Model for Teaching Early Mathematics with Trajectories and Technologies: Persistence of Effects into Kindergarten and First Grade

Douglas Clements,
Julie Sarama
University of Denver

Christopher Wolfe
*Indiana University,
Kokomo*

Mary Elaine Spitler
SUNY Buffalo

**106****Wilson/Roosevelt*****Effective Data Use in Head Start Programs: How Head Start Programs Can Use Data to Individualize Instruction, Measure Progress, and Improve Program Management and Quality*****CHAIR**

Jennifer Brooks, *Office of Planning, Research and Evaluation, Administration for Children and Families*

PRESENTERS

Lauren Akers, *Mathematica Policy Research*

Monica Rohacek, *Urban Institute*

Heather Sandstrom, *Urban Institute*

Teresa Derrick-Mills, *Urban Institute*

DISCUSSANT

Jeffrey Capizzano, *The Policy Equity Group*

Despite the long-standing emphasis on the use of child assessment in early childhood and the more recent emphasis on the use of data to inform program management, research on how program managers and teachers use data is limited. This session presents findings from three ongoing projects funded by the Administration for Children and Families that examine early childhood programs' use of data at different levels. Methods include literature reviews, a national survey of Head Start programs, and qualitative interviews.

Understanding Teachers' Use of Ongoing Child Assessment to Individualize Instruction

Lauren Akers, Patricia Del Grosso, Sally Atkins-Burnett, Shannon Monahan, Barbara Wasik, Judith Carta, Kimberly Boller

School Readiness Goals and Head Start Program Functioning

Monica Rohacek, Heather Sandstrom, Julia Isaacs, Christopher Lowenstein

Understanding Facilitators and Challenges of Data Use to Improve Quality in Head Start Programs

Teresa Derrick-Mills, Monica Rohacek, Saunji Fyffe, Heather Sandstrom



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Cabin John/Arlington

Markers of Structural and Process Quality and Relation to Child Outcomes in Multiple Preschool Settings

CHAIR

Louisa Tarullo, *Mathematica Policy Research*

PRESENTERS

Rebekah Levine Coley, *Boston College*

Nikki Aikens, *Mathematica Policy Research*

Yange Xue, *Mathematica Policy Research*

DISCUSSANT

Thomas Schultz, *Council of Chief State School Officers*

Measurement of preschool quality and its relation to children's school readiness outcomes is one of the major policy and programmatic focuses at local, state, and federal levels. Bringing together data from two nationally representative studies and one countywide universal preschool program, symposium authors explore interrelations among teacher qualifications, setting characteristics, and children's progress in multiple program contexts. Better understanding of these relations is a key step to guide measurement, accountability, and quality improvement.

Examining the Relationship Between Head Start Teacher and Classroom Characteristics and Classroom Quality: Evidence From FACES 2009

Nikki Aikens, Emily Moiduddin, Yange Xue, Louisa Tarullo, Jerry West

Thresholds in Quality-Child Outcome Associations in Diverse Preschool Classrooms

Yange Xue, Sally Atkins-Burnett, Emily Moiduddin

Contrasting Different Models of Preschool Programs for Low-Income Children

Rebekah Levine Coley, Elizabeth Votruba-Drzal, Melissa Collins, Kyle DeMeo Cook, Portia Miller

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Bullfinch/Latrobe/Burnham

Supporting American Indian Children's Development Through Partnerships Among Research, Practice, and Policy

CHAIR

Jessica Barnes-Najor, *Michigan State University, Department of Psychology*

PRESENTERS

Jessica Barnes-Najor, *Michigan State University, Department of Psychology*

Michelle Sarche, *University of Colorado Denver*



Angelina Ahedo, *Native American Health Center Richmond Native Wellness Center*

Ann Belleau, *Inter-Tribal Council of Michigan, Inc.*

Hope Gerde, *Michigan State University, Department of Human Development and Family Studies*

DISCUSSANT

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

Three multidisciplinary and cross-sector research teams will present their approaches to supporting and engaging in early childhood research in American Indian/Alaska Native communities. Each presentation will identify strategies used to support collaborative relationships to engage in high-quality research.

The Tribal Early Childhood Research Center

Jessica Barnes-Najor, Michelle Sarche

Conducting High-Quality Research on an American Indian/Alaska Native Home Visitation Program

Angelina Ahedo

Using Research on Children's Academic Readiness Skills for Program Improvement

Ann Belleau, Hope Gerde

109

Franklin Square/McPherson Square

Language Experiences and Development for Dual Language Learners

CHAIR

Mariela Paez, *Boston College*

PRESENTERS

Nereyda Hurtado, *Stanford University*

Raul Rojas, *University of Texas at Dallas*

DISCUSSANT

Mariela Paez, *Boston College*

This session will explore patterns of language development (English and native language) in dual language learners (DLLs). Papers will highlight DLLs' language experiences and development over time, as well as how variability of factors related to their background and environment are related to specific outcomes.

Talking to Children Matters: Evidence From Monolingual and Emergent Bilingual Children

Nereyda Hurtado

Bilingual Language Growth and Processing: Spanish-Speaking Children's Transition From Home to School

Raul Rojas



110

Ballroom I/H

Executive Function and Early Childhood Education: Unpacking Definitions, Improving Skills, and Understanding the Role of Culture

CHAIR

Emmalie Dropkin, *National Head Start Association*

PRESENTERS

Stephanie Jones, *Harvard University*

Rebecca Bailey, *Harvard University*

Helen J. Neville, *University of Oregon*

Christine Li-Grining, *Loyola University*

There is a growing body of research suggesting that executive functions (EFs) or “cognitive control” skills matter for children’s learning, health, and behavior. EF is an important set of skills to target in young children, and the compelling brain-based evidence is exciting to policymakers and educators. However, defining EF is a challenge. Varying definitions and uses of the term can be problematic if we are not clear about the distinctions and their implications. This session will begin with a map of the regulation literature that was created to organize terminology, clarify distinctions between executive function and context-dependent self-and social-regulation, and connect technical and applied definitions. The next presenter will describe a rigorous examination of a family-based training program designed to improve brain systems for selective attention in preschool children. Positive changes were observed in multiple school-readiness domains for children. Parent improvement was also noted. The last presentation builds upon studies that support the development of self-regulatory and academic competence in preschoolers exposed to poverty-related stressors. These models are situated in the cultural contexts in which children’s lives are also embedded. As a first step, immigrant preschoolers’ lives will be examined as factors that may shape self-regulation and link to academic skills.

Mapping Executive Function: Technical and Applied Definitions and Their Implications for the Classroom

Stephanie Jones, Rebecca Bailey

Nature and Nurture in Human Neurocognitive Development

Helen J. Neville

Latino Preschoolers’ Self-Regulation: Situating Developmental and Intervention Models in Cultural Context

Christine Li-Grining

**111****Ballroom F/G*****Parents' Decision Making Regarding Child Care and Early Education*****CHAIR**

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

PRESENTERS

Amy Susman-Stillman, *University of Minnesota, Center for Early Education and Development*

Kathryn Tout, *Child Trends*

Elizabeth Davis, *University of Minnesota, Department of Applied Economics*

DISCUSSANT

Leatha Chun, *Office of Child Care, Administration for Children and Families*

Recent research investigating parental decisions about early care and education is more fine-grained in its analysis, considering the complicated amalgam of factors that shape parents' decisions, such as cost, subsidy access, convenience, parental work schedules, availability, and more recently, quality. This session explores these factors and their interactions. The first paper explores how child care providers conceptualize quality and compares their perceptions to those of parents. What providers perceive as important to child care quality may have important implications for whether parents choose a particular provider. The second paper examines the expenses parents incur for different types of care settings, analyzing payment profiles for parents who receive child care subsidies, those who use public programs such as Head Start or public pre-K, and those who pay completely out of pocket. The third paper focuses on changes parents make in their children's early care and education arrangements, including analysis of the frequency, types, and determinants of these changes over a two-year period. The quality of the child's experience in care, as perceived by the parent, is found to be one of the factors driving these changes. As a whole, the session describes exciting new findings on the role of cost and quality in parental decision making by using both qualitative and quantitative data. A discussant from the Office of Child Care will highlight the policy implications and the next questions for researchers.

Providers' Perceptions of Quality Caregiving: Similarities and Differences with Parental Perceptions of Quality

Amy Susman-Stillman, Tamara Halle, Jennifer Cleveland

Paying for Early Care and Education: A Longitudinal Analysis of Payment Profiles and Linkages with Family Characteristics and Decision Making

Kathryn Tout, Ladia Albertson-Junkans, Amy Blasberg

Time for a Change? Predictors of Child Care Changes by Low-income Families

Elizabeth Davis, Caroline S. Carlin, Caroline Krafft, Kathryn Tout



MONDAY Afternoon Breakout Sessions

MONDAY

112**Ballroom D/E*****Coaching in Early Care and Education: New Perspectives on Implementation and Outcomes from Three Recent Studies*****CHAIR**

Wendy DeCoursey, *Office of Planning, Research and Evaluation, Administration for Children and Families*

PRESENTERS

Sheila Smith, *National Center for Children in Poverty*

Eboni Howard, *American Institutes of Research*

Chrishana Lloyd, *MDRC*

DISCUSSANT

Wendy DeCoursey, *Office of Planning, Research and Evaluation, Administration for Children and Families*

Coaching and other technical assistance strategies are used to support the improved quality, application of knowledge to practice, and achievement of specific goals in early care and education settings. Presenters in this session will share findings from three studies investigating coaching and technical assistance. The work presented will include details of technical assistance provided as part of Quality Rating and Improvement Systems in 17 states. This is a very targeted professional development, reaching multiple early care and education settings. The Head Start Early Learning Mentor Coach Descriptive Study will provide a programmatic framework outlining coaching details to be considered by administrative officials. The framework will be highlighted utilizing data from the descriptive study about selected coaching factors. The Head Start CARES project will present details of its coaching implementation within the context of a larger scale randomized control trial examination of social emotional curriculum. Presenters will provide details and findings from their evaluations and reflect on the challenges of providing coaching and technical assistance in these three contexts. Discussion will center around implications of the findings for research and practice, gaps in current evidence-base, and the next questions for research.

113**Ballroom B/C*****Attendance in Early Childhood Programs as a Key Facet of Dosage*****CHAIR**

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

PRESENTERS

Hedy Chang, *Attendance Works*

Faith Connolly, *Baltimore Education Research Consortium*

Stacy Ehrlich, *University of Chicago*

Cheri A. Vogel, *Mathematica Policy Research*

DISCUSSANT

Amanda Bryans, *Director of the Education and Comprehensive Services Division, Office of Head Start, Administration for Children and Families*



Attendance during elementary school is an important predictor of children's achievement. New evidence suggests that patterns of chronic absence already appear in early childhood programs and have important implications for later outcomes. This session presents a conceptualization of attendance as a key facet of dosage and identifies distinct issues that can contribute to problems in attendance. Two presenters will summarize findings from studies of attendance in preschool in major urban areas where administrative data made it possible to examine patterns of early childhood attendance, its predictors, and sequelae. A third presentation will explore how attendance can be defined for infant/toddler programs that include both home- and center-based components, and how attendance fits with other aspects of dosage of program receipt. The importance of a focus on attendance will be discussed in comments from a senior program representative from the Office of Head Start. A general discussion will explore the implications of attendance in early childhood programs as well as methodological challenges and opportunities.

114 POSTER SYMPOSIUM

La Fayette Park/Farragut Square

International Efforts for Early Childhood

Sponsored by: UNICEF and Bernard van Leer Foundation

CHAIR

Lilia Jelamschi, *The United Nations Children's Fund (UNICEF)*

Faith Lamb-Parker, *Bank Street College of Education*

PRESENTERS

Aparajita Bhargarh Chaudhary, *Ambedkar University*

Anubha Rajesh, *ICF International*

Lilia Jelamschi, *UNICEF*

Eva Lotta Schiermeyer, *UNICEF*

DISCUSSANT

Joan Lombardi, *Senior Advisor, Bernard van Leer Foundation*

Demographic trends globally point to growing inequity in society. High-quality supports for early childhood development can be a powerful equalizer. Care for Child Development is an evidence-based model that supports families in their primary functions of caregiving and parenting. UNICEF will present lessons learned from implementing this model across several countries with implications for scaling up programs taking into consideration quality, capacity, and finance.

Quality Variations in ECE Provisions and its Impact on School Readiness Levels: Glimpses From Three States in India

Venita Kaul, Aparajita Bhargarh Chaudhary

The Odisha Impact Assessment Study: What is the Quality and Impact of Multilingual Education Programmes for Poor Tribal Preschoolers in East India?

Anubha Rajesh, Shefali Pai-Samant, Vini Gupta, Manvika Sharma



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Wilson/Roosevelt

***Professional Development: Workforce Training
Examples from the Office of Head Start's National Centers***

DISCUSSANTS

Jamie Sheehan, *Head Start Program Specialist, Office of Head Start*

Sarah Merrill, *Head Start Program Specialist, Office of Head Start*

PRESENTERS

Office of Head Start's National Centers

The Head Start National Centers (NCs) disseminate high-quality training across topical content throughout the entire Head Start community. When creating materials and presentations, NCs are mindful of the context-specific demands. For example, for some Head Start workforce trainings, materials must first support learning of the initial audiences of administrators and local trainers as well as the people (i.e., other trainers and program staff) whom they will train. Themes of alignment and coordination also resonate throughout this work. Professional development messages must be consistent, linked, and cumulative for meaningful effects. Additionally, all NCs identify pathways to define needs, review the evidence base, and gather feedback for continuous implementation improvement. The NCs invite conference participants who are interested in building early childhood workforce capacity to attend this session and contribute to an active discussion of themes, obstacles, barriers, and applied lessons learned.

***Head Start's National Center on Program Management and Fiscal Operations
Online Data Learning Modules and New Director Coaching Initiative:
Benefits at a Different Level***

Diane Schilder, Pat Fahey, Meghan Broadstone

***Head Start's National Center on Cultural and Linguistic Responsiveness
Combining High Touch and Digital Approaches to Teach Complicated Material***

Joanne Knapp-Philo

***Head Start's Early Head Start National Resource Center
Online Infant/Toddler Associate Degree: Growing Infant/Toddler Teachers***

Jennifer Boss, Donna Britt

***Head Start's National Center on Parent, Family, and Community Engagement
Learning Community, PFCE Simulation, and PFCE Webinar Series: Working in
Concert to Make Progress on Family Engagement Outcomes***

Christine Patton



***Head Start's National Center for Quality Teaching and Learning
Remote Training: Supporting Training Relationships Through
Web-Based Resources***

Gail Joseph

***Head Start's National Center on Health
Using the Coordinated Vital Actions Approach to Improve Health Services
in Head Start Programs***

Amanda Schwartz

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Cabin John/Arlington

The Early Head Start-Child Welfare Study: Incidence, Risk Factors, and Impacts in a Long-Term Follow-Up of the National Early Head Start Randomized Study

CHAIR

Catherine Ayoub, *Boston Children's Hospital, Harvard Medical School*

PRESENTERS

Jessica Dym Bartlett, *Boston Children's Hospital, Harvard Medical School*

Rachel Chazan Cohen, *University of Massachusetts Boston*

Catherine Ayoub, *Boston Children's Hospital, Harvard Medical School*

DISCUSSANT

Sacha Klein, *Michigan State University*

While maltreatment prevention efforts are expanding, few programs demonstrate effectiveness in reducing child maltreatment. This symposium presents papers derived from the Early Head Start Child Welfare Study, an investigation of the impact of Early Head Start on child abuse and neglect. These studies provide an in-depth look at the incidence and nature of child maltreatment in Early Head Start, risk factors for child abuse and neglect among participating families, and Early Head Start program efficacy in preventing/reducing child maltreatment.

Findings From a 13-Year Study on the Incidence and Nature of Child Maltreatment Among Early Head Start Families

Jessica Dym Bartlett, Rachel Chazan Cohen

Impacts of Early Head Start on Child Welfare System Involvement: Preliminary Outcomes From a 13-Year Longitudinal Study

Rachel Chazan Cohen, Beth Green, Adam VonEnde

Risk Factors for Child Welfare System Involvement and Corresponding Buffers of Early Head Start Programs: Outcomes From a 13-Year Longitudinal Study

Catherine Ayoub, Carrie Furrer



MONDAY Afternoon Breakout Sessions

MONDAY

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Bullfinch/Latrobe/Burnham

Tooling Up: Research-Based Measures of Home Visiting Programs, Process, and Practices

CHAIR

Carla Peterson, *Iowa State University*

PRESENTERS

Helen Raikes, *University of Nebraska*

Lori Roggman, *Utah State University*

Jon Korfmacher, *Erikson Institute*

DISCUSSANT

Kimberly Boller, *Mathematica Policy Research*

Home visiting, a widely used service delivery system, is being expanded dramatically. Need for a more nuanced understanding of the differential impacts of home visiting across participants and the key dimensions of home visiting begs for new measures to enable clearer examination of home visiting programs. This symposium will examine how tools used to document home visit dosage, family involvement, home visit quality, and overall home visit program functioning can facilitate policy, research, and practice enhancements.

Early Head Start Home Visiting: A Closer Look at Implementation, Dosage, Family Involvement, and Long-Term Outcomes

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

Measuring Home Visit Quality

Lori Roggman, Kere Hughes-Belding, Carla Peterson, Jon Korfmacher

The Home Visiting Program Quality Rating Tool: Findings From Initial Field-Testing

Jon Korfmacher, Mariel Sparr, Audrey Laszewski, Jennifer Hammel

118

Franklin Square/McPherson Square

Variation Of and Within Early Childhood Education Programs and Children's School Readiness

CHAIR

Jade Jenkins, *University of California, Irvine*

PRESENTERS

Marianne Bitler, *University of California Irvine, Department of Economics*

Elizabeth Miller, *University of California Irvine, School of Education*

Anamarie Auger, *University of California Irvine, School of Education*

**DISCUSSANT**

Katherine Magnuson, *University of Wisconsin, Madison*

The three papers in this symposium utilize various methodological techniques to understand how early childhood programs positively influence children from diverse backgrounds and academic skill levels. The symposium seeks to understand more about early childhood programs through understanding characteristics of programs that may be most beneficial for at-risk children and examining types of curricula that best promote school readiness skills.

Experimental Evidence on Distributional Effects of Head Start

Marianne Bitler, Hilary Hoynes, Thurston Domina

Does Head Start Differentially Benefit Children at Greatest Risk?

Elizabeth Miller

The Instructional Match Between Children's Preschool Curriculum and Their Academic School Readiness

Anamarie Auger, Margaret Burchinal, George Farkas, Greg Duncan, Deborah Vandell

119**Independence Ballroom**

Investing in Head Start Parents' Human and Social Capital: Evidence From Two-Generation Research and Practice

CHAIR

Nisha Patel, *Ascend at the Aspen Institute*

PRESENTERS

Terri Sabol, *Northwestern University*

Teresa Eckrich Sommer, *Northwestern University*

Sean Brown, *University of Chicago*

DISCUSSANT

Jennifer Brooks, *Office of Planning, Research and Evaluation, Administration for Children and Families*

Momentum regarding two-generation initiatives is accelerating nationwide. However, there is little systematic evidence regarding program implementation and impacts. This symposium presents three papers that highlight opportunities for Head Start to foster parents' human and social capital. More specifically, the symposium examines the effect of current Head Start practices on promoting parents' education and employment and the feasibility and impact of integrating an explicit two-generation approach for advancing parents' careers and social ties within Head Start.



MONDAY Afternoon Breakout Sessions

The Influence of Low-Income Children's Participation in Head Start on Their Parents' Education and Employment

Terri Sabol, P. Lindsay Chase-Lansdale

A Case Study of the Agency's Two-Generation Strategy: Can and Should Head Start Invest Further in Parents' Human and Social Capital Development?

Teresa Eckrich Sommer, P. Lindsay Chase-Lansdale, Christopher King, Hirokazu Yoshikawa, Jeanne Brooks-Gunn, Steven Dow, Monica Barczak

Promoting Increased Head Start Attendance Through Social Capital Investments

Sean Brown, Teresa Eckrich Sommer, Mario Small, Henry Wilde, Lori Levine, Jeanette Baker

MONDAY

**Constitution Ballroom****Parenting****M101**

Sustained Impacts on Responsive Parenting Resulting From a Low-Cost Parenting Program Delivered in Pediatric Health Care: Evidence From a Randomized Controlled Trial

Carolyn Cates, Adriana Weisleder, Benard Dreyer, Samantha Berkule, Catherine Tamis-LeMonda, Kristina Vlahovicova, Alan Mendelsohn

PRESENTERS

Carolyn Cates, Adriana Weisleder, Benard Dreyer, Samantha Berkule, Catherine Tamis-LeMonda, Kristina Vlahovicova, Alan Mendelsohn

This study used a randomized controlled trial to investigate impacts of a pediatric health care parenting intervention on responsive parenting. Results indicate this intervention, delivered from birth to 3-years old, has sustained impacts on responsive parenting one and a half years following program completion. Expansion of the program into the 3- to 5-year period resulted in independent, additive impacts. Findings suggest the health care setting, with potential for low-cost and population-level impact, can greatly complement early childhood programs aiming to enhance parenting and school readiness.

M102

Parents as Partners for Early Success

Catherine Otto, Larry Campbell

PRESENTERS

Catherine Otto, Larry Campbell

Providing families with evidenced-based tools and strategies to promote positive language and literacy experiences can provide profound impact on a young child's developing brain. A novel program provided community-based parent/child interactive language and literacy activities, which built upon and enhanced the essential skills taught in Head Start. More than 3,400 children and parents annually participated in local programs that resulted in increased parent-child reading, increased understanding of developmental milestones, and increased understanding of school readiness.



M103

From Randomized Controlled Trials to Community-Based Implementation: CDC's Legacy for Children™ (Legacy) Parenting Program

Lara Robinson, Ruth Perou, Kunthea Nhim

PRESENTERS

Lara Robinson, Ruth Perou, Kunthea Nhim

This presentation describes the Centers for Disease Control and Prevention's (CDC) Legacy program and its research translation process from randomized controlled trials, the implementation feasibility pilot of Legacy within Early Head Start, and new strategic partnerships to disseminate Legacy more widely in the community. Lessons learned from the Legacy research translation will be shared to inform the dissemination of other programs aimed at improving outcomes for young children and families.

M104

Parenting Profiles: Using a Person-Oriented Approach to Examine Patterns of Parenting in Early Head Start Parents

Jan Eстераich, Helen Raikes, Iheoma Iruka

PRESENTERS

Jan Eстераich, Helen Raikes, Iheoma Iruka

This study employed a person-oriented approach to identify patterns of parenting at 36 months in the Early Head Start Research and Evaluation Project sample. Six parent behaviors were examined using latent profile analysis. Four distinct parenting profiles emerged: (1) very low reading/activities and average distress/conflict; (2) higher reading/activities and low distress/conflict; (3) average overall; (4) average reading/activities and high distress/very high conflict. These results may help programs differentiate services based on areas of strength and need in each profile.

M105

The Influence of Parenting on Children Attending Head Start: A Classroom Fixed-Effects Design

Emily C. Ross, Terri Sabol, P. Lindsay Chase-Lansdale

PRESENTERS

Emily C. Ross, Terri Sabol, P. Lindsay Chase-Lansdale

Head Start emphasizes the promotion of parenting skills and engagement, in addition to healthy child development. It employs a rigorous design using classroom fixed-effects analyses to examine the effects of parenting on Head Start children's learning and social competence. Classroom fixed-effects compares children within the same classroom, thereby controlling for between-classroom differences that are typically left unmeasured. Preliminary analyses indicate that parental warmth and engagement relate to improvements in children's development over the preschool year.

**M106*****Parental Secure Base Scripts, Child Self-Regulation, and At-Risk Kindergarteners' Academic Achievement******Christopher Trentacosta, Caitlin McLear, Joanne Smith-Darden*****PRESENTER:**

Christopher Trentacosta

This study examined parents' representations of parent-child relationships and child self-regulation as predictors of academic achievement. Participants were 106 kindergarteners attending urban charter schools that serve impoverished neighborhoods. In a path analysis, child self-regulation and parental secure base scripts predicted kindergarteners' academic achievement at the end of the school year while accounting for several covariates. The findings provide further support for programs that promote healthy parent-child relationships and self-regulation prior to school entry.

M107***The Relation of Parenting and Poverty-Related Stress on Preschoolers' Behavior******Diana Westerberg, Amber Borcyk, Julia Mendez*****PRESENTERS**

Diana Westerberg, Amber Borcyk, Julia Mendez

The stress families face related to poverty as well as the specific stress parents face in their interactions with their children may contribute to low-income children's increased risk for withdrawn play behavior. This study aims to examine the relation between poverty-related stress, parenting stress, and children's disconnected play behaviors. Preliminary results show that parenting stress related to the parent-child relationship is most predictive of disconnected play behavior.

M108***Low-Level Depressive Symptoms Reduce Maternal Support for Child Cognitive Development******Nicola Conners-Burrow, Lorraine McKelvey, Leanne Whiteside-Mansell, Patti Bokony, Diane Jarrett, Shashank Kraleti, Angela Kyzer*****PRESENTER**

Lorraine McKelvey

This study examines the relationship between low-level depressive symptoms in mothers and their support for child cognitive development. Participants included 913 low-income mothers of preschool age children who were screened for maternal depression and interviewed about support for learning in the child's home environment. One-fifth of mothers reported low-level depressive symptoms. Logistic regression analyses revealed children whose mothers experience low-level depressive symptoms are less likely to receive important supports for cognitive development and school readiness.



M109

Examining Parent Characteristics as Predictors of Parents' Beliefs About Play

Doré LaForett, Julia Mendez

PRESENTERS

Doré LaForett, Julia Mendez

This study examined parent characteristics as predictors of parents' beliefs about the developmental significance of children's play. Parent education, parent depression, parent efficacy, and parenting variables predicted parents' endorsement of children's play having benefits for young children's development. Conversely, no parent characteristics consistently predicted parents' beliefs that play is irrelevant to children's development. Implications for contexts where play is a primary mechanism for promoting children's developmental outcomes are discussed.

M110

Head Start Parental Beliefs About Involvement Across the Kindergarten Transition

Vanessa J. Pressimone, Patricia Manz

PRESENTERS:

Vanessa J. Pressimone, Patricia Manz

School readiness literature has largely focused on children themselves, with limited attention given to parents' roles and involvement across this crucial transitional period. By understanding parental perspectives about their roles, family involvement can be better supported as children and families transition to kindergarten. A partnership-based, mixed methods approach was used to develop a measure of Head Start parents' beliefs about involvement in preparing their preschoolers for kindergarten. This approach and initial findings will be discussed.

M111

Exploring the Relationship Between Early Childhood Development and Increases in Maternal Education: A Longitudinal Approach

Celia Gomez

PRESENTER

Celia Gomez

Using data from the Head Start Impact Study, the study employed longitudinal growth modeling to determine whether the language development of young low-income children improves when their mothers attain additional education. Results showed that, on average, when a mother attained a high school degree, attended some-post secondary education, or attained a post-secondary degree, her child's language and literacy score became 0.15, 0.12, or 0.22 standard deviations higher, respectively, than would be predicted otherwise.

**M112*****The Association Between Social Support and Parenting Quality Among Low-Income Latino Immigrant Mothers and Fathers: Moderation by Familism Values******Jenessa Malin, Christie Lillard, Sheyla Guevara, Natasha Cabrera*****PRESENTERS****Jenessa Malin, Christie Lillard, Sheyla Guevara, Natasha Cabrera**

We examine the contribution of multiple sources of social support (i.e., friends, family, and partners) to the quality of mothers' and fathers' interactions with their children (i.e., responsiveness and intrusiveness) in a sample of low-income Latino immigrant parents of toddlers. We also examine whether family-oriented values (i.e., familism) moderates these associations. This study has important implications for understanding the importance of cultural values and social support to quality of parenting.

Parent-Child Interactions**M113*****CARING at Columbia: The Qualitative Impact of a Preventative Parent-Child, Play-Based Intervention to Promote Head Start Children's Social-Emotional Development******Helena Duch, Maria Marti, Vanessa Garcia, Robin Snow, William Wu*****PRESENTERS****Helena Duch, Maria Marti, Vanessa Garcia, Robin Snow, William Wu**

This poster presents the qualitative evaluation of the CARING preschool program, a parent-child preventative intervention aimed at promoting social-emotional development in preschoolers and strengthening the parent-child bond. Focus groups were conducted with 33 families after completing the intervention. Grounded theory was used to establish a coding framework. Two independent coders conducted qualitative analysis with good interrater reliability. Parents reported substantial changes in themselves, their children, and their relationship with each other after participation.



M114

Maternal Responsiveness in Early Infancy Predicts the Quality of Mother-Child Language Interactions at Kindergarten

Adriana Weisleder, Carolyn Cates, Benard Dreyer, Samantha Berkule, Catherine Tamis-LeMonda, Kristina Vlahovicova, Alan Mendelsohn

PRESENTERS

Adriana Weisleder, Carolyn Cates, Benard Dreyer, Samantha Berkule, Catherine Tamis-LeMonda, Kristina Vlahovicova, Alan Mendelsohn

This study investigated whether maternal responsiveness in early infancy predicts the quality of mother-child language interactions at kindergarten entry in at-risk, low-socioeconomic status Latino families. Results indicate that higher maternal responsiveness at 6 months is associated with higher maternal responsiveness and higher quality mother-child interactions at 54 months. Findings suggest that interventions with at-risk families that encourage responsive parenting beginning in infancy can complement home and preschool programs aimed at reducing poverty-related disparities in academic achievement.

M115

Parent-Child Linguistic Interactions in the Context of Household Chaos: Implications for Child Vocabulary Development

Elizabeth Karberg, Natasha Cabrera

PRESENTERS

Elizabeth Karberg, Natasha Cabrera

This study examines child vocabulary development in the context of environmental chaos. Using a sample of low-income Latino immigrant parents and their young children enrolled in Early Head Start programs, it examines whether the association between household chaos and child vocabulary development was mediated by the amount and quality of parental talk. This study has important implications for understanding environmental contexts that may contribute to linguistic difficulties in young children.

M116

The Developmental Shift in Communication Role During Book-Sharing in 3- and 4-Year Old Latino Children

Kelly Escobar, Gigliana Melzi, Catherine Tamis-LeMonda

PRESENTERS

Kelly Escobar, Gigliana Melzi, Catherine Tamis-LeMonda

This study focuses on the transactional nature of Mexican mother-child book-sharing and the developmental shift between ages 3 and 4. It aims to examine narrative utterances to detail the important content within elaborations that drives children's spontaneous storytelling. Dyads were video recorded sharing a wordless picture book and interactions were coded for various features of elaboration. Results indicate that children's storytelling roles change and shift over time and are differentially related to a mother's narrative elaborative content.

**M117*****Parent-Child Literacy Activities as a Mechanism of Head Start Effects on Children's Early Literacy Skills: Why Do Some Low-Income Preschoolers Benefit From Head Start More Than Others?******Soojin Oh, Hirokazu Yoshikawa*****PRESENTER**

Soojin Oh

This study aims to examine whether the randomized offer to enroll in Head Start improved the frequency of parent-child literacy activities and if that experimentally induced improvement in parent-child literacy interaction contributed to program impact on their children's vocabulary and decoding skills. Findings suggest that the randomized Head Start offer has larger positive impacts on parent's cognitive stimulation of their children as an important causal mechanism through which the program improves early language development.

M118***Early Head Start Fathers' Speech to Toddlers During Book-Reading Versus Toy Play******Virginia Salo, Kathryn Leech, Meredith Rowe, Natasha Cabrera*****PRESENTERS:**

Virginia Salo, Kathryn Leech, Meredith Rowe, Natasha Cabrera

We examined how fathers' speech patterns to their toddlers differ in a book reading versus a toy play context. During book reading, fathers tended to ask more questions and helped their child label illustrations in the book. During toy play, fathers tended to produce longer utterances and talked about how to use the toys. The reading and the play contexts elicit different patterns of child-directed speech from fathers that are uniquely supportive of children's vocabulary development.

M119***Bidirectionality in Early Relationships: The Influence of Supportive and Negative Parenting in Parent-Child Interactions******Katherine Paschall, Ann Mastergeorge*****PRESENTERS**

Katherine Paschall, Ann Mastergeorge

This study utilized the Early Head Start Research and Evaluation project dataset to examine mechanisms of parenting and developmental influence within low-income families with toddlers. It employed a structural equation model to investigate maternal supportive parenting, negative parenting, and children's language and self-regulatory development in a bidirectional framework across toddlerhood. Results indicated that while parenting is stable, negative parenting is susceptible to earlier positive parenting behaviors. The study did not find evidence for child effects.



M120

A Longitudinal Analysis of the Head Start Impact Study: Are Growth Trajectories of Early Literacy Skills Steeper for Low-Income Preschool Children When Their Parents Engage Them More Frequently in Literacy Activities?

Soojin Oh

PRESENTER

Soojin Oh

Using the longitudinal dataset from the Head Start Impact Study, this study investigates whether the frequency of parent-child literacy activities at home predicts low-income preschoolers' early literacy developing in subsequent years. Findings indicate that decoding-skill growth trajectories are steeper for low-income preschool children when their parents engage them more frequently in literacy activities.

M121

Fathers' and Mothers' Home Literacy Involvement and Children's Cognitive and Social Emotional Development: Implications for Family Literacy Programs

Claire Baker

PRESENTER

Claire Baker

Relations between fathers' and mothers' home literacy involvement at 24 months and children's cognitive and social emotional development in preschool were examined using a large sample of African American and Caucasian families from the Early Childhood Longitudinal Study—Birth Cohort. Analyses revealed that fathers and mothers who participated in more frequent home literacy (e.g., book reading) had children with better preschool reading, math, and social emotional outcomes (i.e., sustained attention and fewer negative behaviors). Implications for family literacy programs are discussed.

Caregiver-Child Interactions

M122

Book Reading and Vocabulary Development: Unpacking Teacher-Child Interactions

Barbara Wasik, Annemarie Hindman

PRESENTERS

Barbara Wasik, Annemarie Hindman

As part of a large randomized controlled study, teachers were trained to teach children vocabulary words by implementing a variety of strategies during book reading and follow-up center activities. This study examines the nature and frequency of teacher and child talk about target vocabulary during book reading. Findings suggest that vocabulary words specifically presented by children and reinforced by teachers explained a significant amount of the variance in children's receptive knowledge of vocabulary words.

**M123*****Early Childhood Educators' Participation and Learning in a Massively Open Online Course on Teacher-Child Interactions******Bridget Hamre, Jennifer LoCasale-Crouch, Kathy Neesen, Amy Roberts, Manuela Jimenez*****PRESENTERS****Bridget Hamre, Jennifer LoCasale-Crouch, Kathy Neesen, Amy Roberts, Manuela Jimenez**

The current study examines the extent to which participants in a Massive Open Online Course on effective teacher-child interactions demonstrated learning gains and the extent to which these learning gains were associated with completion of particular aspects of course participation. The study also examines the extent to which participation and learning outcomes may vary as a function of teachers' background characteristics such as education level, experience, and work setting.

M124***Supporting Preschool Children's Cortisol Levels Through Responsive Classroom Interactions: A Focus on Children With Challenging Behaviors******Bridget Hatfield, Jennifer Finders, Amanda Williford*****PRESENTERS****Bridget Hatfield, Jennifer Finders, Amanda Williford**

Children with problem behaviors that experience a sensitive classroom or close relationship in preschool demonstrate an adaptive decline in cortisol throughout the day. When classroom emotional support is high, fluctuations in the quality of emotional support across the day is not significant in predicting children's cortisol patterns. These results suggest that for children with problem behaviors, high average classroom emotional support is a mechanism for supporting healthy activity in the stress response system.

M125***Early Childhood Educators' Emotional Labor and Well-Being******Colleen Vesely, Elizabeth Brown, Duhita Mahatmya, Kari Visconti, Pamela Garner, Tammy Mann*****PRESENTERS****Colleen Vesely, Elizabeth Brown**

This presentation draws from findings from a larger, ongoing longitudinal study using mixed methods, to examine early childhood educators' emotional labor, well-being, and teacher sensitivity with children and their families. For purposes here, the authors detail phase one of the project, highlighting how early childhood educators' emotional labor shapes their psychological, physical, and financial well-being, and in turn their interactions with children. Implications for future research, practice, and policy initiatives will be discussed.



M126

Teacher Caregiving Quality and the Development of Infant/Toddler Emotion Regulation in Center-Based Child Care

Jennifer Mortensen, Melissa Barnett

PRESENTER

Jennifer Mortensen

Caregiving relationships provide the context for children's socioemotional development. This study examines children's emotion regulation development in a subsample of children from the Early Head Start Research and Evaluation Study who attended center-based child care. Using latent growth models, we examined trajectories of emotion regulation across 14, 24, and 36 months and will expand these analyses to consider the role of teacher caregiving quality in the development of emotion regulation over time.

M127

Individual Variation in Children's Global and Individual Preschool Caregiving Experiences With Teachers

Jennifer Mortensen, Melissa Barnett

PRESENTER

Jennifer Mortensen

This study examined direct and interactive influences of global teacher quality, individual teacher-child relationships, and child temperament on children's behavior problems. Analyses include children from the preschool wave of the Early Head Start Research and Evaluation Study. Preliminary results indicated that negative teacher-child relationships exacerbated the association between poor teacher quality and behavior problems for all children. Significant positive associations between both teacher measures and behavior problems depended on children's temperamental reactivity.

M128

Teacher-Child Interactions and Children's Peer Engagement in Pre-Kindergarten

Michelle Taylor Baldanza, Carollee Howes, Jennifer LoCasale-Crouch

PRESENTERS

Michelle Taylor Baldanza, Carollee Howes, Jennifer LoCasale-Crouch

This study examines the relationship between classroom-level teacher-child interactions and individual children's peer engagement. Multilevel regression models indicate that domain-specific teacher-child interactions focused on cognitive facilitation were positively associated with children's peer sociability, assertiveness, and communication. In contrast, domain-specific teacher-child interactions focused on positive management and routines were negatively associated with all types of peer engagement. Findings support the idea that teachers may need to develop skill in engaging in teacher-child-peer interactions.

**M129*****Student-Teacher Relationship Quality: Does Special Education Status Matter?******Rebecca S. Ullrich, Timothy Curby*****PRESENTERS**

Rebecca S. Ullrich, Timothy Curby

This study examines differences in student-teacher relationship quality for children with and without special education needs and its influence on achievement. Children (n=4,667) from the Head Start Impact Study were assessed from pre-K through first grade. Structural regressions indicated that children with special needs experienced more conflict and less closeness than peers, even after accounting for behavior problems. Analyses suggest closeness in pre-K is more strongly related to later achievement for children with special needs.

M130***Does the Boat Float? Caregiver-Child Science Interactions in Families from Ethnic Minority and Low-Income Backgrounds******Tamique Ridgard, Robin Hojnoski, Jacqueline Faison*****PRESENTERS**

Tamique Ridgard, Robin Hojnoski, Jacqueline Faison

Young children learn about science through social interaction. This study describes caregiver-child interactions during a shared science activity. Participants were families from ethnic minority groups and/or low-income backgrounds. Caregiver-child dyads completed a sink-or-float science activity either at home or at the child's preschool. Children then completed a posttask activity to assess their understanding of the sink-or-float task. Results have implications for understanding and promoting early science learning.

M131***Examining the Influence of Activity Settings on Classroom Interaction Quality Means******Veronica A. Fernandez, Rebecca Bulotsky-Shearer*****PRESENTERS**

Veronica A. Fernandez, Rebecca Bulotsky-Shearer

Preschool classrooms are complex and dynamic environments. A typical day involves transitioning through various activity settings (i.e., whole group, small group, free play, etc.). A widely used observational measure of classroom interaction quality was used to examine the influence of primary activity setting on means. Results indicated significant differences in classroom interaction quality as a function of primary activity settings. Such findings can be used to inform observation protocols and teacher professional development.



Applied Child Development Research

M132

Language and Early Math Skill Gains in Head Start Children

W. Steven Barnett, Kwanghee Jung, Carol Contreras, Emely de Groof, Alexandra Figueras-Daniel

PRESENTERS

Carol Contreras, Cate Smith Todd, Alexandra Figueras-Daniel

This presentation will examine the results of a study measuring language and early math skill gains completed by the National Institute for Early Education Research in partnership with Acelero Learning. The study found significantly higher gains in these skills than have been shown in studies of Head Start children nationally. We will also discuss how the results of this paper have been used to drive program improvement for 4,000 children and families.

M133

The Role of Theory of Mind and Executive Skills in Preschoolers' Expressive Vocabulary, Narrative Comprehension, and Response to Comprehension Intervention

Kelly Cartwright, Andrea Debruin-Parecki, Sid Vaughn, Joy Badalis, Jenna Orelski

PRESENTERS

Kelly Cartwright, Andrea Debruin-Parecki, Sid Vaughn, Joy Badalis, Jenna Orelski

This study explored contributions of Theory of Mind (TOM) and executive skills to preschoolers' expressive vocabulary and comprehension; compared effects of inferential, literal, and typical comprehension instruction on expressive vocabulary and comprehension; and determined impacts of TOM and executive skills on effectiveness of inferential comprehension instruction. Results showed cognitive flexibility and TOM are important correlates of expressive vocabulary and precursors to comprehension development. These skills appear to enable preschoolers' successful response to inferential comprehension instruction.

M134

Do Classroom Skill Levels Contribute to Head Start Classroom Process Quality? Evidence From the 2003 Family and Child Experiences Survey

Hilary Shager

PRESENTER

Hilary Shager

This study uses a sample of 1,917 children in 292 Head Start classrooms from the 2003 Family and Child Experiences Survey to investigate associations between classroom-level, pre-academic and behavioral skills and classroom-level, process quality outcomes. Results suggest negative associations between classroom-level behavior problems and child/teacher interaction quality (effect sizes=0.09 to 0.15) and classroom climate (effect sizes=0.09 to 0.11), as well as a positive relationship between classroom-level math skills and teacher satisfaction (effect size=0.22).

**M135*****How Much Works Best: Duration and Intensiveness of Head Start Programs******Xin Gao, Joy Jerome Turtola*****PRESENTERS**

Xin Gao, Joy Jerome Turtola

Our study looks at the impact of Head Start programs with variation in duration and intensiveness on children's outcomes and growth. The results indicated that the children who attended programs with longer duration benefit more from the program than children who attended programs with shorter durations even though the program with shorter duration serves more hours per day. Program duration, but not intensiveness, was the predicting factor of children's outcomes and gains.

M136***Addressing Exposure to Violent Trauma in Head Start Classrooms: An Evaluation of the Head Start Intervention Project Curriculum******Marla Pfenninger Saint Gilles, James Henry, Amy Mack*****PRESENTERS**

Marla Pfenninger Saint Gilles, James Henry, Amy Mack

This poster details the results of the 3-year implementation of a trauma-informed intervention for Head Start classrooms designed to improve outcomes for children ages 3 to 5 who have been exposed to violence. The program included a classroom curriculum, training and consultation to Head Start staff, and parent groups. The evaluation consisted of a randomized controlled trial of the intervention, with randomization occurring at the classroom level. Results will be discussed as well as implications for children, families, and staff.

M137***Attendance Matters! Changing the Trajectory of Attendance and Learning for Our Youngest Students******Stacy Ehrlich, Julia Gwynne, Elaine Allensworth, Serah Fatani*****PRESENTERS**

Stacy Ehrlich, Serah Fatani

Only recently has research explored the prevalence and effects of absenteeism in the earliest years of school. This poster shares findings on the pervasiveness of chronic absenteeism for school-based preschool children and highlights how research-practitioner collaborations support policy changes in ways that improve education. We bring together research and district partners from an urban setting, highlighting the district's approaches to and perspectives on collaborations with external researchers to improve preschool attendance.



Teaching Quality

M138

Impact of Teacher Stress and Depressive Symptoms on Communication With Parents in Early Care and Education Settings

Patti Bokony, Nicola Connors-Burrow, Songthip Ounpraseuth, Amy Schrader

PRESENTER

Patti Bokony

This study examines the relationship of provider frequency and content of communication with parents across the diverse types of early childhood educators (ECE) providers (subsidized vs. non-subsidized). It also evaluates the influence of teachers' stress and depressive symptoms on their help-giving communication with families. The study suggests that providers do communicate with families about topics supportive of child health and development, influenced by education and type of ECE centers, but not depression and personal stress.

M139

Individualized Emotional Support for Preschool Children With Disruptive Behavior: Examining the Quality of Emotional Support Provided Individually to a Child in Two Different Activity Settings of a Structured Play Task

Lauren Carter, Amanda Williford

PRESENTERS

Lauren Carter, Amanda Williford

This study examines teacher-child interactions during a structured play task (free play, clean-up, book reading) using a newly developed coding scheme: the teacher quality measure. Results will include descriptive information regarding the measure, as well as a comparison between two different contexts of play: free play and clean-up. Findings add information to the growing body of literature that supports the importance of high-quality teacher-child interactions, particularly for young children with disruptive behavior.

M140

Exploring Preschool Teachers' Support for Children's Story Comprehension

Molly Collins

PRESENTER

Molly Collins

Early inferential thinking makes significant contributions to later reading comprehension beyond effects of vocabulary and word recognition; however, most of teachers' talk about books is characterized by low-demand utterances. Efforts to intervene with high-demand protocols have fallen short. We do not know teachers' current strategies for supporting inferential thinking or how to help. This study reports baseline data on teachers' current practices for supporting comprehension within a pilot intervention to foster knowledge and inferencing strategies.

**M141***The Entity of Head Start as a Systemic Influence on Teacher Agency and Identity**John Holland***PRESENTER**

John Holland

This sequential explanatory mixed-methods study explored the role of Head Start as an influence on teacher agency and family engagement. Four Head Start teachers described how the policies, procedures, and expectations of Head Start enabled their close relationships with parents, which influenced their agency in supporting literacy development of urban African American boys living in poverty. Reciprocally, the participants described the influence of Head Start as an influence on their identities.

M142*Teachers' Perception of Implementing a Synthesized Curriculum**Ariel Haytas, Brittany Sovran, Carrie Germeroth, Heather Ellis, Elizabeth Anderson***PRESENTERS**

Ariel Haytas, Brittany Sovran, Carrie Germeroth

Early childhood education abounds with debates about the role of content-focused, or “academic,” curricula and more global goals and approaches. There is little research on the issue of whether such approaches stand in opposition, or whether they can be synergistically combined. This poster examines teachers' perceptions of implementing a content-focused curriculum synthesized with a child-centered curriculum.

M143*Understanding How to Better Educate Infant/Toddler Caregivers via Higher Education**Claire Vallotton, Gina Cook, Lori Roggman, Maria Fusaro, Rachel Chazan Cohen, Holly Brophy-Herb, Jean Ispa***PRESENTERS**

Claire Vallotton, Gina Cook, Lori Roggman

Practitioners have accumulated considerable knowledge to guide good decisions for the care and education of infants and young children. College and university courses provide an important means for communicating this knowledge to new practitioners. The Collaborative for Understanding the Pedagogy of Infant/toddler Development is a group of scholars aiming to improve higher education preparation of the infant/toddler workforce. This poster will introduce initial work of this group and its relevance to broader systems.



Socioemotional Development

M144

Is There A Difference? Comparing Children's Social-Emotional Development Between Head Start and Private Child Care

Chauntia Postell, Hideko Basset, Susanne Denham

PRESENTERS

Chauntia Postell, Hideko Basset, Susanne Denham

The current research investigated differences in children's social-emotional development between Head Start and private child care. Results showed significant differences between the two, with Head Start preschoolers showing more positive adjustment to school, and those attending private child care displaying more negative expressions and dysregulation. Patterns of correlation between emotional behavior and teacher-rated school success differed for children attending Head Start and private child care. These differences suggest strengths of current Head Start programming that should be maximized.

M145

For Crying Out Loud: Intervention Associated with Decreased Cortisol Across Transition to Head Start Preschool

Eleanor Brown, Gweneth Brown, Mallory Garnett, Blanca Velazquez-Martin, Kate Anderson

PRESENTERS

Eleanor Brown, Gweneth Brown, Mallory Garnett, Blanca Velazquez-Martin

This study examined an intervention designed to promote a healthy transition to Head Start preschool. Children who cried at separation from their parents on the first day of preschool were randomly assigned to receive the intervention or "treatment as usual." Results of child salivary cortisol assays suggest the possible efficacy of this intervention for reducing the stress levels of children who cry across the transition to preschool.

M146

Power PATH Universal Preschool Intervention's Effects on Executive Function

Ansley Gilpin, Caroline Boxmeyer, Jason DeCaro, John Lochman

PRESENTERS

Ansley Gilpin, Caroline Boxmeyer, Jason DeCaro, John Lochman

Improving children's executive function (EF) and self-regulation skills early has the potential to produce lasting, positive effects. Innovative preschool curricula targeting cognitive and emotional self-regulation appear to increase school-readiness, potentially altering the life-course of children at risk for school failure. Power PATH, an innovative integration of preventive interventions targeting EF and self-regulation skills in at-risk preschoolers, demonstrated effects of EF on school readiness and sociobehavioral functioning, with EF's potentially mediating the role on intervention outcomes.

**M147*****Power PATH: Preschool PATHS Curriculum and Coping Power Parent Behavioral Intervention for At-Risk Preschoolers******Caroline Boxmeyer, Ansley Gilpin, Jason DeCaro, John Lochman*****PRESENTERS**

Caroline Boxmeyer, Ansley Gilpin, Jason DeCaro, John Lochman

This preliminary study's purpose was to determine the feasibility of integrating the PATHS Preschool social-emotional curriculum with an adapted coping power behavioral parent intervention in low socioeconomic status preschool classrooms and to compare outcomes for children participating in the combined prevention program (Power PATH) to care-as-usual control classrooms. Significant intervention effects were observed on key child measures and parent- and teacher-reported outcomes and of socioemotional and behavioral measures.

M148***The Self-Regulation of Affect: Examining the Effects of Hot and Cool Executive Control on Preschool Negative Emotionality******David Ferrier, Susanne Denham, Nicole Fettig, Hideko Bassett*****PRESENTERS**

David Ferrier, Susanne Denham, Nicole Fettig, Hideko Bassett

Considerable development occurs during early childhood for emerging aspects of self-regulation; those that incorporate more affectively neutral cognitive processes—Cool Executive Control (CEC), and those cognitive processes that are affectively driven—Hot Executive Control (HEC). This study sought to investigate the development of both CEC and HEC and their relation with negative emotionality. Results support existing literature differentiating CEC and HEC constructs and showcase significant longitudinal relations between measures of CEC, HEC, and negative emotionality.

M149***Significance of Social School Readiness in Predicting Fifth-Grade Academic Achievement******Jennifer Marcella, Michelle Taylor Baldanza, Carollee Howes*****PRESENTERS**

Jennifer Marcella, Michelle Taylor Baldanza, Carollee Howes

This study examined the relationship between early social-school readiness skills and fifth-grade academic outcomes. Data on 1,195 children from a longitudinal study focusing on low-income children's early care experiences was used. Preschool attention, emotion regulation, and social skills significantly and positively predicted fifth-grade academic outcomes. Preschool teacher-child relationships were not a significant predictor of later academic achievement. Findings suggest that having systems in place to support preschool children's social-emotional competence matters.



M150

Impact of a Mindfulness-Based Education Program on Pre-Kindergarten Students' Self-Regulation and Academic Performance

Karen Thierry, Heather Bryant, Sandy Nobles, Karen Norris

PRESENTERS

Karen Thierry, Heather Bryant, Sandy Nobles, Karen Norris

Low-income pre-kindergarten students experienced a year-long mindfulness program designed to increase their self-regulation. At the end of the program, these students had better executive functioning skills than students in a comparison group not experiencing the year-long program. One year later, at the end of kindergarten, the intervention group had better reading skills than the comparison group. This is the first study, to date, to show early childhood educational benefits of a mindfulness program.

M151

The Effects of Family Economic Strain During Toddlerhood on the Self-Regulation Skills of Preschoolers

Erin Harmeyer, Jean Ispa, Francisco Palermo, Gustavo Carlo

PRESENTERS

Erin Harmeyer, Jean Ispa, Francisco Palermo, Gustavo Carlo

The present study was designed to examine the links between economic strain, maternal stress, sensitive parenting, and preschoolers' self-regulation skills. The sample consisted of 2,576 families who were participants in the Early Head Start Research and Evaluation Study. Structural equation models showed that economic strain was related positively to maternal stress and inversely to sensitive parenting. Maternal stress was in turn inversely related to self-regulation, while sensitive parenting was positively related to self-regulation.

Integrated Curriculum

M152

Arts-Integrated Head Start Associated With Advantages in Academic School Readiness and Social Emotional Readiness to Learn

Eleanor Brown, Blanca Velazquez-Martin, Mallory Garnett, Tarrell Davis, Kate Anderson

PRESENTERS

Eleanor Brown, Blanca Velazquez-Martin, Mallory Garnett, Tarrell Davis

This study examined how arts integration in Head Start related to growth in multiple developmental domains. It compared a traditional Head Start to one that was fully arts-integrated and used music, dance, and visual arts classes to accomplish core curricular goals. Results showed advantages in both academic school readiness and emotion regulation for children attending the arts-integrated Head Start and suggested somewhat independent contributions of emotion regulation and preschool type to school readiness growth.

**M153***Beyond Numeracy and Literacy: An Integrative Approach to School Readiness*

Saskia Op den Bosch, Rebecca Bailey, Stephanie Jones, Frederick Morrison, Samantha Melvin, Vanessa Arthur, Laura Engelhardt, Helena Duch, Kimberly Noble

PRESENTERS

Saskia Op den Bosch, Rebecca Bailey, Stephanie Jones, Frederick Morrison, Samantha Melvin, Vanessa Arthur, Laura Engelhardt

The purpose of this research is to address the need for a comprehensive school readiness program by integrating self-regulation skills into an existing math and literacy curriculum for preschoolers. The revised curriculum was piloted across three Head Start centers in a large city to assess the fidelity and feasibility of implementation on a weekly basis. Preliminary quantitative and qualitative data suggest that teachers and students responded favorably to the intervention.

M154*Examining the Implementation and Impact of a Curriculum Supplement That Integrates Transmedia to Support Early Mathematics Teaching and Learning: Results of a Randomized Controlled Trial*

Deborah Rosenfeld, Ximena Dominguez, Carlin Llorente, Yelee Jo, Naomi Hupert, Regan Vidiksis

PRESENTERS

Deborah Rosenfeld, Ximena Dominguez, Carlin Llorente, Yelee Jo, Naomi Hupert, Regan Vidiksis

This poster presents findings from a Pre-Kindergarten Mathematics Study that integrated digital media with traditional classroom activities to promote math learning. A randomized control trial was conducted in 92 classrooms. Preschool children in the treatment condition improved significantly on the target math skills—counting, number recognition, subitizing, shapes, and patterns—compared to children in the control condition. Preschool teachers in the treatment condition also reported improvements in their understanding and comfort with early mathematics.

Data Systems—Improving Practice and Policy**M155***Differential Service Impact Analysis in Early Childhood*

Amy Hatheway, Craig Ramey, Rita Bishop, John Lincoln, Robin Haldiman

PRESENTERS

Amy Hatheway, Craig Ramey, Rita Bishop, John Lincoln, Ramona Wray

In 2012, an urban school division, research university, home visiting agency, and Head Start program entered into a research partnership with a goal to analyze outcomes of children who transitioned from the early



childhood programs into kindergarten. Multiple variables of child and family data were linked with their school records and will be tracked through third grade to determine relationships among school success variables from each program. Early results have already produced actionable results.

M156

Ensuring That Parenting Interventions are Directed Toward Those Families who Need Them Most: Using Data to Inform Implementation

Naomi Hackworth, Maggie Yu, Elizabeth Westrupp, Jan Matthews, Donna Berthelsen, Warren Cann, Jan Nicholson

PRESENTERS

Naomi Hackworth, Maggie Yu, Elizabeth Westrupp, Jan Matthews, Donna Berthelsen, Warren Cann, Jan Nicholson

This poster will describe how data from a cluster randomized controlled trial (n=2,228) is informing evidence-based decision making for a statewide scale-up of a community-based parenting program to support parents from vulnerable families to provide an enriched home learning environment for their very young children (0 to 3 years) in Australia. Trial data are being used to inform recruitment and triage strategies to ensure appropriate program reach, cost efficiency, and maintenance of program fidelity.

M157

Current Status and Future Opportunities for Including Early Intervention and Early Childhood Special Education in Early Childhood Integrated Data Systems

Taletha Derrington, Laura Hudson, Kathleen Hebbeler, Donna Spiker, Martha Diefendorf

PRESENTERS

Taletha Derrington, Laura Hudson, Kathleen Hebbeler, Donna Spiker, Martha Diefendorf

States are engaged in building coordinated early care and education systems and developing integrated data systems to support these efforts. Young children with disabilities, who often are served in multiple programs, are likely to benefit from more coordinated statewide efforts. This poster presents the current status of state data systems for Early Intervention and Early Childhood Special Education and the extent to which these data are integrated with other early childhood educator data systems.

M158

Status of Data Collection and Use in Early Childhood Programs: Process, Themes, and Next Steps

Jacqueline Zweig, Clare Irwin, Janna Kook, Josh Cox

PRESENTERS

Jacqueline Zweig, Clare Irwin, Janna Kook, Josh Cox

Early childhood practitioners face increased pressure to use data to inform decisions, but there is limited information on the availability and usage of data in preschools. Thus, this study presents information on the data collected by a sample of preschools, how they use it, and the challenges that they face. This poster will



focus on the process to conduct the study, themes that emerged through that process, and outline some implications and next steps.

M159

Development of a Statewide School Readiness Reach-By-Risk Index (SRR2I)

Naneida Lazarte-Alcala, Krista Schumacher

PRESENTERS

Naneida Lazarte-Alcala, Krista Schumacher

Using advanced statistical analysis, this project builds on prior work by developing the state School Readiness Reach-by-Risk Index (SRR2I) that aims to identify gaps in the availability of quality early childhood education and family service programs across the state. The study is intended to inform policy decision making and resource allocation by comparing the prevalence of risk factors for school unreadiness to the reach of early childhood services at the county level.

Assessment

M160

Development of Measures—Family-Provider Relationship Quality Study

Kwang Kim, Christine Nord, Frank Jenkins, Valerie Atkinson, Manica Ramos, Nancy Geylin Margie, Laura Hoard

PRESENTERS

Kwang Kim, Christine Nord, Frank Jenkins, Valerie Atkinson, Manica Ramos

The purpose of the Family-Provider Relationship Quality Study is to develop measures that capture important aspects of the relationship between parents of preschool children and their children's early care and education providers. A field test will be conducted in early 2014 to confirm the psychometric properties of the surveys and see if the measures hold up and can be used in early care and education settings.

M161

Teacher-Child Interactions, Child Engagement, and Activity Settings: Using CLASS and inCLASS Instruments in Tandem

Maggie Holley, Sue Vartuli

PRESENTERS

Maggie Holley, Sue Vartuli

Teacher-child interactions, child engagement, and classroom settings were examined for 34 Midwestern Head Start classrooms and 89 children using CLASS and inCLASS observations in tandem. CLASS scores were significantly correlated with all inCLASS factors and were significant predictors. Correlations revealed that free choice appears to be related to high emotional support and classroom organization, whereas transitions are negatively related to all three CLASS domain scores.



Dual Language Learners

M162

Teacher Beliefs and Misconceptions Regarding Dual Language Learners

Rica Ramirez, Lauren Cycyk, Shelley Scarpino, Lisa Lopez

PRESENTERS

Rica Ramirez, Lauren Cycyk, Shelley Scarpino

A growing number of dual language learner (DLL) children are served by preschool programs throughout the United States. Research suggests teacher attitudes and beliefs impact students' attitudes and dispositions toward learning. The present study uses cognitive interviewing techniques to better understand the beliefs and misconceptions preschool teachers have regarding DLLs. Common misconceptions regarding culture and language were identified within the group of teachers interviewed. Implications for professional development will be discussed based on beliefs and misconceptions identified.

M163

First Language Change Among Latino Dual Language Learners in a Head Start Setting

Kaveri Subrahmanyam, Gabriela Simon-Cereijido, Jovita Courtney, Marlene Zepeda, Araceli Castellanos, Simona Montanari, Denise De Anda, Cristal Hernandez

PRESENTER

Gabriela Simon-Cereijido

This poster examines first language change in Latino dual language learners who were exposed to English when they joined a Head Start program. Spontaneous Spanish language samples that were recorded a year apart from 39 3- to 4-year-olds were analyzed. Our results showed that in language contact situations, where the home language is not stimulated, these language skills may be impacted and additional instruction in the home language may be needed to ensure its continued development.

M164

Lexical and Syntactic Development of Spanish-Speaking Preschoolers With Primary Language Impairment

Gabriela Simon-Cereijido, Vera Gutierrez-Clellen

PRESENTER

Gabriela Simon-Cereijido

The goal of this study was to examine the use of verbs and arguments in Spanish-speaking children with primary language impairment (PLI) compared to age- and language-matched controls. Children with PLI had more difficulties with verb naming and verb and argument production than typical peers. The results emphasize the need to evaluate verb production skills in assessment of Spanish-speaking children in order to provide early interventions that will address their needs.

**M165*****The Relation Between Language and Socioemotional Skills in Dual Language Latino Preschoolers******Elisheva Schick, Lauren Scarola, Laura Schneebaum, Gigliana Melzi, Adina Schick*****PRESENTERS**

Elisheva Schick, Lauren Scarola, Laura Schneebaum, Gigliana Melzi, Adina Schick

Research surrounding the relation between bilingualism and children's socioemotional competencies is inconclusive, most likely as a result of a narrow approach toward bilingualism. The present study conceptualizes bilingualism as a continuous variable (rather than dichotomous, e.g., bilingual or monolingual) to examine the relations between expressive and receptive language abilities, bilingualism, and socioemotional school readiness skills in dual language Latino Head Start children. Results show differential relations between expressive and receptive language abilities across diverse socioemotional competencies.

Culture**M166*****Mother-Child Interactions, Cultural Beliefs, and Children's Self-Regulation Among Latino Immigrants******Daniela Aldoney, Natasha Cabrera, Katrina Taschman*****PRESENTER**

Daniela Aldoney

This study examines the associations between parenting quality and parents' cultural beliefs (familism) on Latino children's self-regulatory skills. Using a sample of low-income Latino immigrant mothers and their children enrolled in Early Head Start programs, we test whether the association between maternal quality of parenting and children's self-regulation is moderated by mothers' endorsement of familism. This study has implications for understanding cultural factors that may contribute to low-income Latino toddlers' positive development.

M167***Culturally Appropriate Adaptations of the Parent Involvement Component of a Pre-K-3rd Intervention******Momoko Hayakawa, Michelle Englund, Arthur Reynolds*****PRESENTERS**

Momoko Hayakawa, Michelle Englund

This study examines adaptations necessary for the successful implementation of parent involvement as a critical element in an early childhood intervention program. The poster describes: (1) the requirements of the parent involvement component; (2) barriers to implementation of parent involvement identified within



multicultural, low-income communities by families and staff; (3) the different adaptations that occurred to provide a culturally sensitive program; and (4) results supporting the relation between parents' attitudes and their involvement in the program.

M168

Understanding and Measuring Provider-Facilitated Cultural Sensitivity With Families in Early Care and Education Settings: Lessons Learned and Measurement Recommendations

Manica Ramos, Lina Guzman, Eliza Brown

PRESENTERS

Manica Ramos, Lina Guzman, Eliza Brown

The Family Provider Relationship Quality Study is developing measures to assess provider facilitation of positive family-provider relationships in early care and education settings. A high priority of the project is to make the new measures culturally appropriate for diverse populations. This poster presentation describes the challenges encountered, lessons learned, and recommendations from a multiphase survey development process to develop culturally sensitive items related to family-provider relationships.

M169

Accelerating the Developmental Trajectories of At-Risk Immigrant Children Through a Culturally and Linguistically Adapted Multisystemic Intervention

Eileen Twohy, Sandra Barrueco, Benjamin Hinnant, Christine Alvarado

PRESENTERS

Sandra Barrueco, Benjamin Hinnant, Christine Alvarado

This poster describes the influence of an integrated, comprehensive approach for improving language, literacy, and socioemotional outcomes among Latino Migrant and Seasonal Head Start children. Highlighted are latent-class analysis findings revealing particular programmatic impacts on at-risk subgroups of young Latino children. The paper presentation will highlight the need for targeted interventions that are integrative, intensive, and culturally and linguistically based. Future early childhood programming and policy suggestions along these dimensions will be presented.

M170

Fixed and Malleable Factors as Precursors to Latino Head Start Families' Engagement ***Adina Schick, Gigliana Melzi, Emily Bostwick, Christine McWayne***

PRESENTERS

Adina Schick, Gigliana Melzi, Emily Bostwick, Christine McWayne

Low-income Latino preschoolers have lower rates of school readiness as compared to their middle-class, English-speaking peers. As parental engagement in children's education is key to school readiness and



academic success, the current study explored the precursors to Latino parent engagement among a sample (n=103) of Spanish-dominant and English-dominant Head Start families. Findings suggest that malleable factors, such as perceived competency in English and parental self-efficacy, were most strongly predictive of parental engagement.

Diverse Populations

M171

Early Homelessness and Educational Outcomes: Accounting for Co-Occurring Risks

Benjamin Brumley, Staci Perlman, Margaret Zager, John Fantuzzo

PRESENTER:

Benjamin Brumley

Homelessness among families with young children is a growing, national problem. The purpose of the present study was to determine if there are poor academic and behavioral outcomes associated with homelessness that are evident during early schooling. Results showed that homelessness was uniquely associated with poor classroom social engagement in first grade. As such, the study noted the importance of supporting active parent engagement and fostering parent-child relationships through early childhood programs.

M172

Patterns of Housing Instability in Head Start Children

Sara Bernstein, Jerry West

PRESENTERS

Sara Bernstein, Jerry West

Using 2009 Family and Child Experiences Survey data, this poster describes characteristics of children who are homeless or in unstable housing at program entry, as well as children who experience unstable housing at any point during Head Start. It also examines patterns of housing as children progress through the program to better understand whether children tend to stay in the same type of housing (stable or unstable), or whether they cycle in and out of unstable housing over time.

M173

Ecological Influences and Evaluation Design in Indigenous Early Childhood Education Programs

Eloise Lynne Robertson

PRESENTER

Eloise Lynne Robertson

This study describes and examines the ecology of selected global texts, government policies, and indigenous community voices in relation to the 2006 Canadian National Aboriginal Head Start Impact Evaluation and its



unique methodology and tools. It used hermeneutic and critical analyses of key documents to assess efficacy, historical and policy influence, and cultural appropriateness in the methodology. The research findings have potential to inform evaluation designs that empower participants and early childhood development programs supporting all families.

M174

Understanding Patterns of Local Proximity to Early Learning Centers by Quality Type for Children of Diverse Racial/Ethnic and Nativity Groups: A New Interactive Web-based Analysis Tool and Emerging Evidence

Erin Hardy, Pamela Joshi, Kimberly Geronimo, Unda Crisan, Dolores Acevedo-Garcia

PRESENTER

Pamela Joshi, Kimberly Geronimo

This presentation introduces a new, publicly available Web tool documenting local availability of early childhood educator (ECE) centers and National Association for the Education of Young Children accreditation by children's race/ethnicity, nativity, and language status. The study examined local ECE and Head Start centers in relation to the child population, connections between local access to Head Start and state-level enrollment and capacity to serve eligible children by race/ethnicity, and the distribution of subsidized and Head Start centers compared to the location of low-income children in Massachusetts.

M175

Family, Neighborhood, and Demographic Predictors of African American Boys' Kindergarten Math Achievement

Claire Baker

PRESENTER

Claire Baker

This study used a large sample of African American boys to examine family, neighborhood, and demographic predictors of mathematics achievement at kindergarten entry. Analyses revealed that mothers who engaged in more frequent home learning stimulation that included numeracy (e.g., counting games) had sons who started kindergarten with higher math scores. Findings suggest that young boys can benefit from preschools that have a parenting component. Collaborations between parents and teachers should include greater attention to numeracy experiences.

M176

Language and Literacy Beliefs and Practices of African American and Puerto Rican Mothers of Children in Head Start

Brook Sawyer, Lauren Cycyk, Carol Scheffner Hammer, Lia Sandilos

PRESENTERS

Brook Sawyer, Lauren Cycyk, Carol Scheffner Hammer, Lia Sandilos



It is critical to understand the beliefs and practices of parents in order to design effective home-based language and literacy interventions for low-income ethnic minority preschool children. This session will present findings from a qualitative study with 20 African American and Latino mothers focused on beliefs and practices to promote children's language and literacy development, influential factors, and the ways in which parents' beliefs and practices are/are not aligned with the early education system's perspective.

M177***Reduction in Special Education From an Effective Early Childhood Intervention for At-Risk Children: Estimating Special Education Rates and Projected Cost-Savings to a New Cohort of Children******Allyson Candee, Brandt Richardson, Arthur Reynolds*****PRESENTERS**

Allyson Candee, Brandt Richardson

The disproportionate representation of culturally and linguistically diverse students is a well-documented and persistent problem in special education. Fortunately, an effective early intervention that targets low-income, African American children and their families has been shown to reduce special education placement rates. As this program is replicated in more culturally, linguistically, and geographically-diverse populations, projected program effects are estimated using a cost-benefit analysis from the previous intervention, a cost-savings framework from which special education costs are projected.

M178***Kindergarten Readiness for Low-Income Minority Children in Center-Based Care, Family Childcare, and Public School Pre-K******Arya Ansari, Adam Winsler*****PRESENTER**

Arya Ansari

This study examines kindergarten readiness of low-income and ethnically diverse children (n=19,193) who experienced center-based care, family childcare, or pre-K the year before kindergarten. Children who experienced pre-K demonstrated the greatest kindergarten readiness, even when controlling for preschool entry cognitive skills. In a few cases, children in center-based care also exhibited greater kindergarten skills than children who attended family childcare; however, by the end of the year, there were no differences in kindergarten grades.



Health

M179

The Growing Healthy Study: Enhancing Self-Regulation as an Obesity-Prevention Strategy in Head Start Preschoolers

Holly Brophy-Herb, Mildred Horodynski, Alison Miller, Dawn Contreras, Karen Peterson, Mary Cunningham-DeLuca, Nancy Secor, Hannah Jong, Julie Lumeng, Phil Hamburg, Tiffany Martoccio, Sarah Scheff

PRESENTERS:

Holly Brophy-Herb, Mildred Horodynski, Alison Miller, Dawn Contreras, Karen Peterson, Mary Cunningham-DeLuca, Nancy Secor

The Growing Healthy Study is testing the effectiveness of two obesity-prevention approaches: (1) the Preschool Obesity Prevention Series (POPS), a curriculum delivered to preschoolers and parents focused on obesity-related health behaviors; and (2) POPS in combination with the Incredible Years Series (IYS), an evidence-based program to improve preschoolers' self-regulation. Presenters hypothesize that the combined intervention (POPS + IYS) will demonstrate the greatest effect on obesity-related health behaviors and adiposity indices, with effects mediated by self-regulation.

M180

Sustained Impacts on Self-Regulation Resulting From a Low-Cost Parenting Program Located Within a Population-Scalable Pediatric Health Care Platform: An RCT

Alan Mendelsohn, Carolyn Cates, Adriana Weisleder, Samantha Berkule, Jenny Arevalo, Jennifer Ledesma, Caroline Raak

PRESENTERS

Alan Mendelsohn, Carolyn Cates, Adriana Weisleder, Samantha Berkule, Jenny Arevalo, Jennifer Ledesma, Caroline Raak

This randomized controlled trial investigated impacts of a pediatric health care parenting intervention delivered during infancy and/or preschool on children's self-regulation. Results indicate the intervention's infancy component (0 to 3 years) had sustained impacts on self-regulation for a year and a half following program completion. Expansion of the program into the preschool period (3 to 5 years) resulted in independent, additive impacts. Findings suggest the health care setting, with potential for low-cost and population-level impact, can complement early childhood programs aimed at reducing poverty-related disparities in school readiness.

M181

Physical Activity in Young Children: A Collaborative Approach

Ann Gruenberg, Darren Robert, Julia DeLapp

PRESENTERS

Ann Gruenberg, Darren Robert



This project focuses on physical play as a factor that potentially supports resilience and healthy development in young children. It offers a synthesis of a collaborative initiative that resulted in the production of resources such as annotated bibliographies, research briefs, and short videos. Samples of the resources will be shared, along with recently gathered feedback from practitioners on how they have adjusted their programs to offer better opportunities to young children.

M182

Relationship Among BMI, Fundamental Motor Skills, and Physical Activity Levels of Preschool-Age Children Attending Head Start

So-Yeun Kim, Lauriece Zittel, Beverly Henry, Josephine Umoren, Linda Derscheid, Allison Looby

PRESENTER

Beverly Henry

Analysis of preschool children's (n=188) body mass index (BMI), fundamental motor skills, and levels of physical activity revealed significant risk factors: high BMI percentiles (M=71.16%; SD=26.97); the Test of Gross Motor Development -2 (Ulrich, 2000) with below-average locomotor (M=37.36%, SD=26.68%) and object control skills (M=38.11%, SD=25.54%). Also, children (n=67) wearing Actical accelerometers (Philips; Bend, OR) during school hours showed sedentary activity levels.

M183

Teaching About Activity and Kid's Eating: A Teacher Intervention to Increase Knowledge and Self-Efficacy for Working with Young Children to Support Healthy Lifestyles

Beverly Henry, Lauriece Zittel, Linda Derscheid, So-Yeun Kim, Josephine Umoren, John Tolliver

PRESENTERS

Beverly Henry, Lauriece Zittel, Linda Derscheid, So-Yeun Kim, Josephine Umoren, John Tolliver

For this project a multidisciplinary university research team provided innovative professional development training for Head Start preschool teachers through individualized needs assessment and teacher training with in-classroom reinforcement. Results of the 18-month field test showed increases in these teachers' knowledge and confidence levels and improved classroom practices related to nutrition and physical activity/motor development. The study compared pre-measures and post-measures of nutrition and physical activity/motor development education practices to determine how well the proposed intervention worked.

M184

SKIP! A Creative Movement Intervention for Early Head Start Toddlers and Their Adult Caregivers

Helena Duch, Aston McCullough, Christina Salgado, Carol Garber

PRESENTERS

Helena Duch, Aston McCullough, Christina Salgado



This poster presents data on the development and preliminary impact of an intervention aimed at increasing physical activity and movement learning in Early Head Start toddlers and their caregivers. The program sought to synthesize research in exercise physiology, motor development, and exercise psychology with best practices in education to arrive at a creative movement, dance-based physical activity intervention. Preliminary data from Years 1 and 2 will be presented.

M185

Examining the Linkage of Food Insecurity and School Readiness in Head Start Children ***Julia Smith, Sherri Oden, Julie Burns-Ross, Ashley Blake, Sinsery Gardner***

PRESENTERS

Julia Smith, Sherri Oden, Julie Burns-Ross, Ashley Blake, Sinsery Gardner

To examine a linkage between food insecurity and school readiness, a Head Start sample and a matched sample (approximately 2,000 per group) were derived from the Early Childhood Longitudinal Study—Birth Cohort. The matched sample experienced a higher increase in food insecurity than the Head Start sample and a stronger negative impact of food insecurity on school readiness measures. These preliminary findings indicate that Head Start may provide a buffer from food insecurity.

M186

Preliminary Evaluation of a Structured Food Experience Curriculum in Head Start ***Leanne Whiteside-Mansell, Taren Swindle***

PRESENTER

Leanne Whiteside-Mansell

Early food preferences predict dietary intake across the lifespan. This poster will present the preliminary evaluation findings of a food experience curriculum designed to increase children's exposures and interactions with eight target fruits and vegetables. Outcomes include child intake of target vegetables, child willingness to try new foods, and parent awareness of the program.

Early Care and Education Scholars

M187

Effects of a Parent Training Program: A Preliminary Analysis ***Alana Schnitz, Mary Louise Hemmeter***

PRESENTERS

Alana Schnitz, Mary Louise Hemmeter

A randomized control trial was used to examine the effects of the Positive Solutions for Families intervention on parent-child interactions, and parent ratings of child social skills and challenging behavior. The Positive Solutions for Families intervention includes seven parent training sessions paired with support for families implementing intervention strategies between sessions. The methods, intervention package, results,



limitations, and implications from the first cohort of participants will be presented.

M188

Determinants of Multiple Child Care Arrangements: Examining Differences by Number, Type, and Timing of Arrangements

Alejandra Ros Pilarz

PRESENTER

Alejandra Ros Pilarz

The purpose of this study is to advance knowledge about the factors associated with parents' use of multiple, concurrent child care arrangements and how determinants may differ across early childhood. Using nationally representative data from the Early Childhood Longitudinal Study—Birth Cohort, this study uses multinomial logistic regression models to predict multiple arrangements when children are 9 months, 2 years, and 4 years in age from a rich set of child, family, and maternal employment characteristics.

M189

Predicting Directors' Preferences for Universal Versus Targeted State Preschool Programs

Anna C. Colaner, Rachel A. Gordon

PRESENTERS

Anna C. Colaner, Rachel A. Gordon

This study examined preference for universal versus targeted state preschool programs among a sample of Chicago area preschool center directors. Hypotheses based on arguments against universal preschool are developed and tested. Results show that sociodemographic characteristics of families in the center's ZIP Code significantly predicts directors' preferences.

M190

Risk and Protective Factors During the Perinatal Period

Colleen Morrison, Brenda Jones Harden

PRESENTER

Colleen Morrison

Young children whose mothers are depressed are vulnerable to a range of negative developmental outcomes beginning during the prenatal period and persisting throughout childhood. This study examines perinatal depression (i.e., depression that occurs during pregnancy or within the first 12 months following delivery) and its impact on maternal functioning in low-income, African American women and the health and developmental outcomes of their young infants. Implications for intervention and future research are discussed.



M191

Children's Physiological Profiles of Stress Response and Classroom Behavior in Head Start

Diana Westerberg, Julia Mendez

PRESENTERS

Diana Westerberg, Julia Mendez

Exposure to chronic stress puts preschool children at risk for altered patterns of physiological stress response, which have been related to behavior. Supportive caregivers, such as teachers, may buffer these relations. This study collected children's cortisol and salivary alpha-amylase (sAA) response to a social stress paradigm (n=150). Teachers completed measures of peer play, behavior problems, and student-teacher relationship. This poster presents children's physiological stress response profiles and their classroom behaviors.

M192

Questions for Explanation: The Role of Classroom Environment in Child-Generated Inquiry

Irena Nayfeld, Daryl Greenfield

PRESENTER

Irena Nayfeld

Inquiry, or asking questions, is a domain-general learning tool that can help improve outcomes in all areas of academic readiness. This project is the first to empirically examine child-generated inquiry in a sample of low-income preschoolers and the role of teacher emotional and instructional support on inquiry gains. Children asked few questions overall; children with emerging inquiry skills made greater gains when enrolled in classrooms with higher levels of emotional support. Implications are discussed.

M193

Identifying Risks in Diverse Families: Factors Predicting Early Head Start Utilization and Child Outcomes

Marina M. Mendoza, Enos Watamura

PRESENTERS

Marina M. Mendoza, Enos Watamura

Utilizing a diverse sample from a Buffering Toxic Stress Study, this research aims to understand the associations among sociopolitical and family level stressors, family-childcare center quality, Early Head Start utilization, and children's socioemotional development. A special emphasis is placed on examining the nature and extent of familial and sociopolitical stressors for children of immigrants. The impacts of these factors on child socioemotional development and suggestions about increasing cultural competency in Early Head Start programs are discussed.

**M194*****Early Physical Health and School Readiness in a Prospective Birth Cohort of U.S. Children******Melissa Kull, Rebekah Levine Coley*****PRESENTER**

Melissa Kull

The primary goal of this study was to test the proposition that children's poor physical health from infancy through early childhood may impair the development of school readiness skills. Using data drawn from the nationally representative Early Childhood Longitudinal Study—Birth Cohort, Ordinary Least Squares (OLS) regressions indicated that ratings of children's general health as suboptimal, and reports of children's hospitalizations were significant predictors of lower cognitive and behavioral skills at kindergarten entry.

M195***The Role of Parenting Self-Efficacy for Parents' Engagement in Early Learning******Rachel Eisenberg, Patricia Manz*****PRESENTER**

Rachel Eisenberg

Parents' self-efficacy for parenting is an important precursor to parents' overall engagement in home-based learning activities. However, the relationship between parenting self-efficacy and parent engagement is not well understood for parents of infants and toddlers receiving home visiting services. Self-report data from parents of children ages 0 to 3 receiving Early Head Start home visiting services will be presented. This poster highlights parents' beliefs and engagement in activities across parent ethnicity and child age.

M196***Profiles of Classroom Engagement in Head Start Children******Tracy Carter*****PRESENTER**

Tracy Carter

Targeting domain-general skills, such as classroom engagement, during preschool is effective in increasing readiness across multiple domains. This study used a latent profile approach to examine contextualized observations of culturally and linguistically diverse Head Start children's classroom engagement. Three distinct groups were identified: positively engaged, independently engaged, and negatively engaged. Findings suggest that children enter the classroom with unique competencies and needs in their ability to engage effectively in the classroom.



Tuesday Overview

TUESDAY, JULY 8

Morning

7:30 a.m. Registration Begins

8:30 a.m.–10:00 a.m. Plenary Session

Early Care and Education in the United States: Selected Findings From the National Survey of Early Care and Education

Presenters

Rupa Datta

National Opinion Research Center at the University of Chicago

Robert Goerge

Chapin Hall at the University of Chicago

Discussants

Shannon Rudisill

*Director,
Office of Child Care,
Administration for Children and Families*

Ann Linehan

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

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

12:00 p.m.–1:15 p.m. Lunch

(Conference attendees on their own)

Afternoon

1:30 p.m.–3:00 p.m. Plenary Session

Health, Mental Health, and School Readiness

Presenters

Lynn A. Karoly

RAND Corporation

James M. Perrin

American Academy of Pediatrics

William R. Beardslee

Judge Baker Children's Center, Harvard University

Discussant

Marco Beltran

*Head Start Program Specialist, Office of Head Start,
Administration for Children and Families*

3:15 p.m.–5:00 p.m. Breakout Sessions

5:00 p.m.–7:00 p.m. Poster Session



PLENARY SESSION

Independence Ballroom

Early Care and Education in the United States: Selected Findings From the National Survey of Early Care and Education

CHAIR

Ivelisse Martinez-Beck, *Office of Planning, Research and Evaluation, Administration for Children and Families*

PRESENTERS

Rupa Datta, *National Opinion Research Center at the University of Chicago*

Robert Goerge, *Chapin Hall at the University of Chicago*

DISCUSSANTS

Shannon Rudisill, *Director, Office of Child Care, Administration for Children and Families*

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

This session presents findings from the National Survey of Early Care and Education related to child level participation in early care and education, characteristics of teachers and caregivers working with children from birth through age 5, and descriptions of center-based early childhood programs. This includes comparisons of Head Start, Pre-K, and other center-based programs. Findings on predictors of quality at the level of individual teachers, classrooms, and programs will be detailed (e.g., availability of financial assistance for professional development, access to specialists/consultants, and whether ancillary services are provided to or arranged for families). Presenters will also discuss some of the methodological issues for the survey, such as the challenges of identifying Head Start and public Pre-K among a nationally representative sample of center-based programs surveyed in 2012, representing the 130,000-plus centers in the United States. Leaders from the Office of Child Care and the Office of Head Start in the Administration for Children and Families will discuss these findings in the context of federal and state early childhood policies and program administration.



Tuesday Morning Plenary Biographies



Rupa Datta (PhD, University of Chicago, Harris School of Public Policy) is a Vice President and Senior Fellow at the National Opinion Research Center (NORC) at the University of Chicago. She has led major national surveys for almost 20 years and is currently the Project Director for the National Survey of Early Care and Education (NSECE). For this project, NORC is partnering with Chapin Hall Center for Children to conduct the first national study of child care supply and demand since 1990. Prior to her work on the NSECE, Dr. Datta was Deputy Project Director on the 2010 Census Integrated Communications Program Evaluation—the official federal evaluation of the U.S. Census Bureau’s communication and partnership efforts to improve co-operation with the decennial census in 2010. Throughout her career, Dr. Datta played many leadership roles on the National Longitudinal Surveys of Youth. Her research interests are in educational choice and investments and the quality of data used to study these topics.



Robert M. Goerge (PhD, University of Chicago) is a Senior Research Fellow at Chapin Hall at the University of Chicago with more than 30 years of research focused on improving the available data and information on children and families, particularly those who require specialized services related to maltreatment, disability, poverty, or violence. Dr. Goerge developed Chapin Hall’s Integrated Database on Child and Family Programs in Illinois, which links the administrative data on social service receipt to provide a comprehensive picture of child and family use of publicly provided or financed service programs. He is also the principal investigator of the National Survey of Early Care and Education.

In addition to his Chapin Hall work, Dr. Goerge is a Senior Fellow at the Computation Institute. He is the Executive Director of the Master’s Degree in Computational Analysis and Public Policy and a Senior Fellow at the Harris School for Public Policy Studies. He is a member of the Panel on Modernizing Crime Statistics of the National Academy of Sciences and a Technical Work Group member of the National Study of Child and Adolescent Well-Being. He is also co-founder of the International Society for Child Indicators.



Shannon Rudisill (MSW, Washington University) is Director of the Office of Child Care (OCC), formerly known as the Child Care Bureau, where she focuses on raising the bar on quality in child care across the country, particularly for low-income children. From 2000 to 2007, Ms. Rudisill served as Director of the Division of Technical Assistance at the Child Care Bureau. As Technical Assistance Director, she initiated new projects in the areas of infant and toddler care, the social and emotional development of young children, and school readiness. In addition, she built bridges between these early childhood programs and programs at the U.S. Department of Education. During her tenure as director, Ms. Rudisill has promoted child care policies and practices that are child-focused, family-friendly, and fair to providers. Her accomplishments include



putting forward a reform agenda for reauthorization; overhauling the state, territory, and tribal child care planning process; and restructuring the OCC Technical Assistance network. Ms. Rudisill also works closely with the Department of Education to build a high-quality, integrated early learning system through the Race to the Top Early Learning Challenge.



Ann Linehan (MEd, Boston State University) was recently designated to serve as Acting Director of the Office of Head Start. Prior to this interim position, Ms. Linehan served as the Deputy Director of the office since 2011. Prior to her Deputy position, she held senior management positions for 15 years, overseeing the Divisions of Program Development, Quality Assurance, and Program Operations. Ms. Linehan's leadership has been instrumental in the rollout of Early Head Start, improvements to the monitoring systems and more recently in efforts to implement risk mitigation strategies to improve program performance and increase accountability. She began her federal career in 1992 in Region I as the Head Start Regional Program Manager responsible for Head Start programs in

New England. Before joining the federal government, she was Executive Director of a non-profit agency that provided Head Start and Child Care services in eight communities in Massachusetts. Ms. Linehan began her career as a special needs teacher for medically fragile children.



201

Ballroom I/H

Validation Studies of the Race to the Top Early Learning Challenge Grants

CHAIR

Peggy Ball, Office of Child Care's National Center for Child Care Quality Improvement

PRESENTERS

Richard Gonzales, *Administration for Children and Families*

Deborah Spitz, *U.S. Department of Education*

DISCUSSANT

Kelly Maxwell, *Child Trends*

The U.S. Departments of Education and Health and Human Services established the initial Race to the Top Early Learning Challenge grants with 14 states; six additional grants were just awarded to the next round of states. These grants provide the framework for a wide range of groundbreaking improvements in states' early learning systems. Alignment, integration, and calibration of early childhood services are major components of the grants, while use of assessment to track progress and accountability is another. As part of their Race to the Top work, a number of states are conducting validation studies of their Quality Rating and Improvement Systems. The findings from these studies will inform states' alignment of their early childhood standards across settings. This session will provide an overview of the Race to the Top grant program as well as details about ongoing grantee activities, including states' validation efforts.

202

Ballroom F/G

Collaborations Between Early Education Programs and Child Welfare Agencies: Pathways to Improved Services for the Most Vulnerable

CHAIR

Lauren Kass Fischman, *Children's Bureau, Administration for Children and Families*

PRESENTERS

Catherine Ayoub, *Boston Children's Hospital, Harvard Medical School*

Beth Meloy, *Society for Research in Child Development Fellow*

DISCUSSANT

Sacha Klein, *Michigan State University*

Early childhood education programs are in a unique position to work with parents to address basic needs, support parenting skills, and work directly with children to improve child outcomes. These supports may be particularly important for young children receiving child welfare services as they are often at high risk for poor academic and social outcomes. In spite of their needs, these children often do not receive the services of early care and education programs. Presenters will explore the needs of children and families in the child welfare system, describe select effective collaboration activities at local and national levels, and consider new research



findings on the impact of Early Head Start on families' involvement with the child welfare system. Policy and practice implications of the findings of this research will be explored in light of the improved impact on children and families that appears to result from strong agency collaborations.

203

Ballroom D/E

Economic Inequality: Patterns, Consequences, and Solutions

CHAIR

Gerald Sroufe, *American Educational Research Association*

PRESENTERS

Ariel Kalil, *University of Chicago*

Pamela A. Morris, *New York University*

DISCUSSANT

Heather Boushey, *Washington Center for Equitable Growth*

There is strong evidence of growing economic inequality in the United States over the last decades. What are patterns of economic inequality that matter for young children and their families? What are the developmental consequences of inequality for childhood and life-course outcomes? What are program and policy solutions that can mitigate these consequences? This invited panel, consisting of three national experts, will discuss developmental research on inequality and on policies that address this societal problem. Ariel Kalil will present recent large-scale longitudinal evidence on patterns and consequences of economic inequality for child development. Pamela A. Morris will review evidence of effectiveness of a range of programs and policies related to early care and education and poverty reduction. This will include evidence of effects of these programs on developmental consequences of inequality. Heather Boushey will present a public policy perspective on these two papers.

204

Ballroom B/C

A National Picture of Participation in Professional Development by the Early Childhood Workforce: Matches and Mismatches With the Research on Effective Professional Development Approaches

CHAIR

Ivelisse Martinez-Beck, *Office of Planning, Research and Evaluation, Administration for Children and Families*

PRESENTERS

Richard Brandon, *RNB Consulting Services*

Rupa Datta, *National Opinion Research Center at the University of Chicago*



TUESDAY Morning Breakout Sessions

DISCUSSANT

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

Data from the National Survey of Early Care and Education provide a national picture of the characteristics of the early childhood workforce, in particular teachers and caregivers working directly with young children. This session will present findings on their current participation in professional development and the supports they are receiving for such participation. The data examine not only practitioners in a variety of center-based early childhood settings but also those working in home-based settings. In addition to providing key findings on Early Care and Education professional development nationally, the session will discuss how these findings align with what we know from the research on effective professional development approaches. The underlying question will be whether we see a good match or whether there is a mismatch between what members of the early childhood workforce have done and currently are doing to strengthen their skills professionally, and where the research indicates that such efforts are best directed.

205 POSTER SYMPOSIUM

La Fayette Park/Farragut Square

Cross-Linguistic Facilitation in Bilingual Morphosyntactic Development: Positive Linguistic Consequences of Learning Two Grammars

CHAIR

Isabelle Barriere, *Yeled V'Yalda Early Childhood Center and Brooklyn College, CUNY*

PRESENTERS

Barbara Zurer-Pearson, *University of Massachusetts, Amherst*

Deborah Chen Pichler, *Gallaudet University*

Isabelle Barriere, *Yeled V'Yalda Early Childhood Center and Brooklyn College, CUNY*

Mariela Alda, *Yeled V'Yalda Early Childhood Center*

Nayeli Gonzalez-Gomez, *Oxford Brooks*

DISCUSSANT

Margareth Lafontant, *The City University of New York & Development System, Inc.*

This symposium addresses three gaps in the literature on Head Start dual language learners, namely the development of receptive grammatical skills, structural aspects of language knowledge, and lessons to be learned from children acquiring different varieties of the same language and languages expressed in different modalities. The meeting presents studies conducted on preschoolers exposed to African-American English, American Sign Language, Haitian Creole, Russian, Spanish, and Yiddish that have implications for the improvement of assessment and teaching practices.

Cross-Linguistic Facilitation in Bilingual Morphosyntactic Development: Positive Linguistic Consequences of Learning Two Grammars

Lisa Hsin, Geraldine Legendre



The Effect of Language Characteristics, Language Dominance, and Preference on the Receptive Skills of Russian-English and Spanish-English Dual Language Learners

Isabelle Barriere, Mariela Alda, Julia Malykhina, Lisa Hsin, Nayeli Gonzalez-Gomez, Geraldine Legendre, Thierry Nazzi

The Development of the First Language Assessment Tool for Haitian Creole-Learning Dual Language Learners

Blandine Joseph, Prince Guetjens, Christya Boucher, Isabelle Barriere

The Effect of the Contact With English on Hassidic Yiddish Motherese: Implications for Dual Language Learners' Assessments

Isabelle Barriere

Spoken Language Development in Native Signing Children With Cochlear Implants

Kathryn Davidson, Deborah Chen Pichler, Diane C. Lillo-Martin

How Research Shapes Practice in Early Literacy Training for Young African-American English-Speaking Children

Barbara Zurer-Pearson

206**Wilson/Roosevelt*****Approaches to Conceptualizing and Measuring Collaboration Between Agencies Serving Parents With Young Children*****CHAIR**

Gary Resnick, *Education Development Center, Inc.*

PRESENTERS

Gary Resnick, *Education Development Center, Inc.*

Meghan Broadstone, *Education Development Center, Inc.*

Heidi Rosenberg, *Education Development Center, Inc.*

Christine Patton, *Harvard University*

DISCUSSANT

Tamara Halle, *Child Trends*

Those interested in effective partnerships, including child care researchers, practitioners, and policymakers, are challenged by conceptualizing and measuring collaboration among agencies. The construct is often used interchangeably with “coordination” or “partnership” and is typically defined as an agency characteristic rather than as a more complex set of interactions between agencies within a network. This symposium presents different approaches to the conceptualization and measurement of collaboration at the state and community levels, linking research, policy, and practice to further understanding of this elusive construct.



TUESDAY Morning Breakout Sessions

Measuring Collaboration and Coordination Among Local Child and Family Service Agencies Using Social Network Analysis

Gary Resnick

Examining State-Level Collaborations Among Child Care Agencies

Meghan Broadstone, Heidi Rosenberg

Conceptualizing and Measuring Collaborations: Exploring the Partnerships That Support Children and Families During the Transition to Kindergarten

Christine Patton

207

Cabin John/Arlington

Transitions, Continuity, and Alignment in Early Childhood

CHAIR

Jennifer Brooks, *Office of Planning, Research and Evaluation, Administration for Children and Families*

MODERATOR

Beth Rous, *University of Kentucky*

PRESENTERS

Andrew Mashburn, *Portland State University*

Douglas Clements, *University of Denver*

Katherine Pears, *Oregon Social Learning Center*

Jennifer LoCasale-Crouch, *University of Virginia*

DISCUSSANT

Kristie Kauerz, *University of Washington*

Numerous theories exist on how children's early education experiences and later school experiences are linked with child development. Panelists will discuss existing perspectives and theories; propose an umbrella framework that might apply across ages (birth through third grade), settings (home, pre-K, kindergarten etc.), and systems (federal, state, local, Early Care and Education, K-8, etc.); and highlight empirically studied practices around transitioning from one setting to another. Lastly, panelists will reflect on this area of work from a systems-to-practice perspective.

A Conceptual Framework for Understanding and Supporting Children's Transitions During Early Childhood

Andrew Mashburn

Evaluation of a Scale-Up Model for Children of Poverty: Transitions to Primary School

Douglas Clements, Julie Sarama, Christopher Wolfe, Mary Elaine Spitler, Carolyn Layzer, Fatih Unlu, Lily Fesler

***Increasing Kindergarten Readiness Skills in High-Risk Populations***

Katherine Pears, Hyoun Kim, Cynthia Healey, Phil Fisher

Transition to Kindergarten Practices and Children's Gains Over the School Year: The Role of the Teacher-Child Relationship

Jennifer LoCasale-Crouch, Beverly Sweeney, Jamie DeCoster, Bob Pianta

208**Bulfinch/Latrobe/Burnham*****Culturally Responsive Approaches to Family Engagement: Theory, Research, and Practical Applications*****CHAIRS**Tammy Mann, *Campagna Center*Faith Lamb-Parker, *Head Start's National Center for Cultural and Linguistic Responsiveness***PRESENTERS**Natasha Cabrera, *University of Maryland, College Park*Elaine Congress, *Fordham University*Tarima Levine, *Head Start's National Center on Cultural and Linguistic Responsiveness*

There is a substantial body of research that confounds socioeconomic status and ethnicity, producing a deficit picture of “minority” children and families. A primary focus on adversity unintentionally eclipses the strengths that families possess to raise healthy children. There is a need for a paradigm shift that focuses on the positive development of children and families and begins with respectful discourse around issues of race, class, and culture. Two evidence-based tools will be presented that encourage a strength-based approach to engaging families. The Culturagram assessment tool addresses 10 aspects of families’ backgrounds through a culturally sensitive and responsive method of practice. Funds of Knowledge is an ethnographic process that gathers the knowledge, skills, and experiences that families transmit across generations to their children through cultural norms, values, and beliefs. The resulting data applies to program planning. Both tools may be used to study the positive attributes of families and to enhance listening and learning about their strengths and challenges. Case examples will be used to illustrate.

A Research Agenda That Promotes Positive Development of Children and Families

Natasha Cabrera

The Culturagram: An Assessment Tool to Understand and Empower Families From Different Cultural Backgrounds

Elaine Congress



TUESDAY Morning Breakout Sessions

Funds of Knowledge: A Tool to Gather the Knowledge, Skills, and Experiences Families Transmit to Their Children

Tarima Levine

209

Franklin Square/McPherson Square

Building Evidence About Service Quality, Collaboration, and Coordination: How Three Current Multisite Home Visiting Studies are Linking Research and Practice

CHAIR

Anne Duggan, *Johns Hopkins University, Bloomberg School of Public Health*

PRESENTERS

Jill Filene, *James Bell Associates*

Jon Korfmacher, *Erikson Institute*

Kristen Ojo, *Johns Hopkins University, Bloomberg School of Public Health*

Sunday Gustin, *New Jersey Department of Children and Families*

Helen Lee, *MDRC*

DISCUSSANT

Emmalie Dropkin, *National Head Start Association*

The Affordable Care Act expands evidence-based home visiting through the newly created Maternal, Infant and Early Childhood Home Visiting Program. This program aims not only to expand home visiting nationally but to advance the field through a multifaceted program of research to strengthen the role of home visiting as part of the early childhood system of care. A key focus of that research is referral and coordination.

The Home Visiting Research Network and Home Visiting Applied Research Collaborative: Connecting Early Childhood Home Visiting Research and Practice

Jill Filene, Jon Korfmacher, Kay Gonsalves, Matthew Poes, Robin Harwood

New Jersey's Research Program to Strengthen Home Visiting's Role in the Early Childhood System of Care—Context, Methods, Results, and Action

Kristen Ojo, Sunday Gustin, Lori Burrell, Sarah Crowne, Alexandra Joraanstad, Lenore Scott

The Mother and Infant Home Visiting Program Evaluation: Methods for Assessing Referral and Coordination for Programs that Target Multiple Outcomes for Families

Virginia Knox

**210****Independence Ballroom*****Fidelity, Dosage, and Children's Outcomes: Evidence From Three Early Childhood Systems*****CHAIR**

Donna Bryant, *University of North Carolina at Chapel Hill*

PRESENTERS

Deborah Daro, *University of Chicago*

Kimberly Boller, *Mathematica Policy Research*

Noreen Yazejian, *University of North Carolina at Chapel Hill*

DISCUSSANT

Tiffany Perrin, *Pew Charitable Trusts*

Associations among fidelity, dosage/participation, and children's outcomes will be explored across papers using data from three systems serving infants/toddlers and their families: evidence-based home visiting, a national program for pregnant mothers and infants/toddlers, and an enhanced Early Head Start/Head Start network. Collectively, the papers demonstrate the need to examine fidelity and dosage as multidimensional constructs that interact with other variables. Program, policy, and research implications will be discussed. An early education policy analyst will serve as discussant.

Making Replication Work: Monitoring Program Fidelity in Evidence-Based Home Visiting Programs

Deborah Daro, Kimberly Boller, Bonnie Hart, Patricia Del Grosso

Home Visiting and Center-Based Services for Infants and Toddlers: Understanding Multiple Dimensions of Participation

Kimberly Boller, Pia Caronongan, Cheri A. Vogul, Jaime Thomas, Judy Cannon

Age of Entry and Time in Care and the Social-Emotional and Language Development of Infants/Toddlers in Low-Income Families

Noreen Yazejian, Diane Horm, Donna Bryant, Nisha Claire Gottfredson, Rachel Chazan Cohen



Plenary Session Independence Ballroom

Health, Mental Health, and School Readiness

CHAIR

John M. Pascoe, *Wright State University*

PRESENTERS

Lynn A. Karoly, *RAND Corporation*

James M. Perrin, *American Academy of Pediatrics*

William R. Beardslee, *Judge Baker Children's Center, Harvard University*

DISCUSSANT

Marco Beltran, *Head Start Program Specialist, Office of Head Start, Administration for Children and Families*

Head Start provides a unique perspective of caring for the "whole" child, including connecting children to screening and services essential to their well-being. This session will highlight advances in knowledge of Head Start health services, the importance of health in supporting at-risk families, and pathways to effective mental health services. Lynn Karoly will provide new descriptive data on one of the primary methods that Head Start uses to support children and families: the Health Manager. James Perrin will examine changing rates of poverty among children in the United States and the impact of poverty on child health and well-being. He will then describe a new framework in the pediatric field for supporting at-risk families. William Beardslee will review two recent Institute of Medicine reports; one dealing with the prevention of mental illness and the other focusing on parental depression. He will then describe promising preventive interventions such as home visiting and Family Connections, a center-based, teacher training and empowerment program to help centers deal with families facing adversity. Mr. Beltran will highlight features and themes relevant to Head Start and conclude with current questions of interest to the Office of Head Start in addressing supports for physical and mental health of low-income families with young children.

Selected Insights Into the Health Component of Head Start From the Head Start Health Manager Descriptive Study

Lynn A Karoly

Poverty and Child Health—Linking Health to Community Development

James M. Perrin

Parents' Mental Health and Children's Development: Lessons Learned From Interventions Strengthening Parenting in High-Risk Families

William R. Beardslee



Tuesday Afternoon Plenary Biographies



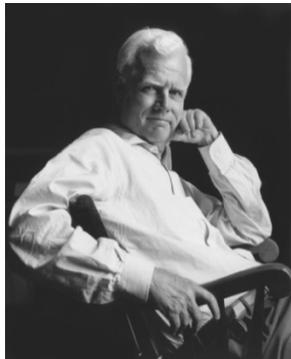
Lynn Karoly (MA, MPhil, PhD, Economics, Yale University) is a Senior Economist at the RAND Corporation. A labor economist, Dr. Karoly joined RAND in 1988. Her recent research has focused on human capital investments, social welfare policy, child and family well-being, and U.S. labor markets. In the area of child policy, she recently completed a multifaceted study of preschool education in California, documented in a series of reports and two RAND monographs. Related research has examined the economics of investing in universal preschool in California, early care and education among immigrant children, the costs and benefits of early childhood programs, and the use of benefit-cost analysis more generally to evaluate social programs. Other recent research has focused on the effects of welfare reform policies of the 1990s on family and child well-being, the future of the workforce and workplace in the United States, and human capital, labor market, and demographic policies in the Middle East. From 1995 to 2003, Dr. Karoly served as director of RAND Labor and Population. Her professional service includes her current role as an associate editor for the *Journal of Benefit-Cost Analysis* and prior service as a coeditor for The *Journal of Human Resources*. Karoly received her BA in economics and mathematics from Claremont McKenna (Men's) College.



James Perrin (MD, Case Western Reserve Medical School) began his 1-year term as President of the American Academy of Pediatrics on January 1, 2014. Dr. Perrin is a primary care pediatrician with a lifetime of policy work and advocacy for children and adolescents, especially those with chronic conditions. A professor of pediatrics at Harvard Medical School, Dr. Perrin heads the Division of General Pediatrics at the Mass General Hospital (MGH) for Children. He also founded and directed the MGH Center for Child and Adolescent Health Policy. A graduate of Harvard and Case Western Reserve Medical School, he completed his residency and fellowship at Rochester University Medical Center. Dr. Perrin worked for 2 years in Washington, DC, on rural primary care and migrant health. He developed and ran a rural community health center in upstate New York before moving to Vanderbilt University Medical Center and later MGH to develop divisions of general pediatrics in both sites. His research examines day-to-day issues of pediatrics: asthma, otitis media, children's hospitalization, health insurance, and chronic illness and disabilities. He now leads the Clinical Coordinating Center for the national Autism Speaks Autism Treatment Network to improve care for children with autism and other developmental disorders. Dr. Perrin was president of the Ambulatory Pediatric Association and founded its journal, *Academic Pediatrics*.



TUESDAY Afternoon Plenary Session



William Beardslee (MD, Case Western University) directs the Baer Prevention Initiatives at Boston Children's Hospital, is Senior Research Scientist at the Judge Baker Children's Center, and is the Gardner-Monks Professor of Child Psychiatry at Harvard Medical School. Dr. Beardslee's long-standing research interest centers on the development of children at risk because of parental adversities, such as mental illness or poverty. His work is focused on the ways in which self and shared understanding help individuals and families cope with adversity. He studied resilience in survivors of cancer and in children of depressed parents. This led to the development of effective public health interventions for families facing depression, and a 10-year randomized trial that showed they were safe and led to lasting gains. This received high ratings in the National Registry of Effective

Programs and is being disseminated widely in Finland, Norway, Costa Rica, Australia, and the United States. In this country, Dr. Beardslee and his colleagues adapted the principles in a teacher training and empowerment program for use in Head Start and Early Head Start called Family Connections. He is the author of more than 200 scientific articles and two books: *The Way Out Must Lead In: Life Histories in the Civil Rights Movement* and *Out of the Darkened Room: When a Parent Is Depressed—Protecting the Children and Strengthening the Family*.



Marco Beltran (MPH, University of Michigan; DrPH, George Washington University) has been involved in Head Start for over 15 years and works in the Office of Head Start (OHS) National and State Training and Technical Assistance (T/TA) Division as the Health lead for OHS and the Federal Project Office for the National Center on Health. Dr. Beltran has an extensive background in the field of early childhood and with programs serving low income children and families. Prior to joining the OHS, he worked at the National Institutes of Health, National Institute of Dental and Craniofacial Research as a Public Health Educator. Prior to his federal employment he worked in the T/TA system as the Assistant Director for the Migrant and Seasonal Head Start

T/TA Center. In addition to working at the national level, Dr. Beltran has also had the opportunity to work as a Health and Disabilities Specialist at the Oregon Child Development Coalition (Migrant and Seasonal Head Start grantee) at the local center, county and state level. Dr. Beltran has a BA from the University of Rochester in Health and Society and Cultural Anthropology, an MPH from the School of Public Health at the University of Michigan in health behavior and health education and a DrPH from the George Washington University School of Public Health, also in health behavior and health education.

**211****Ballroom I/H*****Linking Early Childhood Education to the Economy and Broader Society*****CHAIR**

Wendy DeCoursey, *Office of Planning, Research and Evaluation, Administration for Children and Families*

PRESENTERS

Arthur MacEwan, *University of Massachusetts*

Timothy Bartik, *Upjohn Institute for Employment Research (Investing in Kids)*

Mildred Warner, *Cornell University*

DISCUSSANT:

Diane Schilder, *Education Development Center, Inc.*

The session provides an overview of three economists' perspectives on early childhood education. The presenters discuss findings, gaps in existing research and policy approaches, and opportunities for new research that can employ an economic perspective when examining childhood issues. The session begins with a presentation of research and analyses that inform the choice between targeted and universal early childhood education. Arthur MacEwan will discuss the different impacts on children of universal and target programs as well as the larger social impacts and gaps in the research. Tim Bartik will then present research on how different types of early childhood education affect worker skills and earnings for different groups. His research focuses on how early childhood education pays off for both local and national economies by boosting worker earnings, both in the short- and long-run. The session concludes with Mildred Warner's research showing how community planners—just beginning to grapple with how to best design communities to meet the needs of the aging population—can use this moment to also address the needs of families with young children.

212**Ballroom F/G*****Next Steps in Two-Generation Interventions: Research and Practice*****CHAIR**

Gerald Sroufe, *American Educational Research Association*

PRESENTERS

P. Lindsay Chase-Landsdale, *Northwestern University*

Marla McDaniel, *Urban Institute*

DISCUSSANT

Kiersten Beigel, *Family and Community Partnership Specialist, Office of Head Start*

This session will highlight a new generation of two-generation interventions (coupling supports that focus on outcomes for two generations of a family). One approach to two-generation work is intensive adult supports and workforce development working in partnership with quality early childhood programs; another model



TUESDAY Afternoon Breakout Sessions

incorporates community interventions to support child and parent development. The session will present new models and evidence that these interventions might promote children's positive outcomes and families' long-term potential. P. Lindsay Chase-Lansdale will present an overview of two-generation work with intensive workforce support. Marla McDaniel will present on work based on environmental interventions for the family that focus on educational outcomes for the children. Kiersten Beigel will lead the researchers in discussion of alternative formats of two-generation work and what is essential to effective two-generation interventions.

Two-Generation Programs in the 21st Century

P. Lindsay Chase-Lansdale

HOST: Using Housing as a Platform for Two-Generation Strategies

Marla McDaniel

213

Ballroom D/E

Assessing the Quality of Services for Infants, Toddlers, and Their Families: Latest Tools and Remaining Needs

CHAIR

Kathryn Tout, *Child Trends*

PRESENTERS

Lori Roggman, *Utah State University*

Jennifer LoCasale-Crouch, *University of Virginia*

Sally Atkins-Burnett, *Mathematica Policy Research*

DISCUSSANT

Helen Raikes, *University of Nebraska*

Assessment of environments and interventions designed to support infants and toddlers is essential for effective evaluation of quality improvement efforts. This session will review new tools to assess the quality of care and services for infants and toddlers. This includes two that assess classroom quality, the Quality of Caregiver-Child Interactions for Infants and Toddlers and the Classroom Assessment Scoring System for Infants and for Toddlers. The third tool assesses home visiting, specifically the Home Visit Rating Scales Adapted Plus. Presenters will describe how quality is defined in each measure, the process of developing and validating the measure, and examples of possible applications of the measure. The discussant will synthesize implications of the measures for professional development and policy making and describe remaining assessment gaps for understanding the quality of services for infants and toddlers.



214 MASTER LECTURE

Ballroom B/C

Timing Matters: How to Think About the Effects of Early Experience on Brain and Behavioral Development

CHAIR

Beth Rous, *University of Kentucky*

PRESENTER

Nathan Fox, *University of Maryland*

Neuroscientists long believed that there are sensitive periods in development during which the effects of experience play a critical role. And developmental psychologists have latched on to this notion, arguing for the effects of experience early in the first years of life as being critical for brain and behavioral development. Most of the neuroscience research supporting these tenets is with rodents or non-human primates. Most of the work in human development is either correlational or has examined sensitive periods and early experience in sensory or perceptual systems (the exception being language development). This presentation will review these issues and then present data from the Bucharest Early Intervention Project that support the idea of sensitive periods affecting specific domains of development and the importance of early experience on brain and behavior.

Master Lecture Biography



Nathan A. Fox (PhD, Harvard University) is a Distinguished University Professor in the Department of Human Development at the University of Maryland College Park. Dr. Fox has completed research on the biological bases of social and emotional behavior developing methods for assessing brain activity in infants and young children during tasks designed to elicit a range of emotions. His work is funded by the National Institutes of Health where he was awarded a MERIT award for excellence of his research program examining social and emotional development of young children. He is one of three Principal Investigators on the Bucharest Early Intervention Project. He has served as Associate Editor of *Developmental Psychology and Psychophysiology* and as Editor of the *Infant Behavior and Development*. He is currently Associate Editor of the *International Journal of Behavioral Development*. Dr. Fox was awarded the Distinguished Scientific Investigator from the National

Association for Research in Schizophrenia and Depression and was appointed a Fellow of the American Association for the Advancement of Science in 2008.



215

La Fayette Park/Farragut Square

Moderators in the Head Start Impact Study: Findings From the Secondary Analysis of Variation in Impacts (SAVI) Head Start Center

CHAIR

Pamela A. Morris, *New York University*

PRESENTERS

Christina Weiland, *University of Michigan*

Maia Connors, *New York University*

Dana Charles McCoy, *Harvard School of Public Health*

DISCUSSANT

Ajay Chaudry, *Deputy Assistant Secretary for Human Services Programs in the Office of the Assistant Secretary for Planning and Evaluation*

The papers presented in this panel, from the Secondary Analysis of Variations in Impacts Center, leverage the strengths of the Head Start Impact Study to address key questions not addressed in previous analyses: Do impacts vary across sites, and if so, what neighborhood characteristics predict that variation? Information from these papers will help policymakers and practitioners understand the potential of the Head Start program to improve outcomes for low-income children.

To What Extent Do the Effects of Head Start on Enrolled Children Vary Across Sites?

Christina Weiland, Howard Bloom

Alternative Child Care Options and Variation in Head Start Impacts: The Role of the Counterfactual

Maia Connors, Pamela A. Morris, Hirokazu Yoshikawa, Dana Charles McCoy, Celia Gomez

Neighborhood Characteristics as Predictors of Differential Effectiveness of Head Start

Dana Charles McCoy, Pamela A. Morris, Hirokazu Yoshikawa, Maia Connors, Celia Gomez

**216****Wilson/Roosevelt*****Systemic Approaches to Community Engagement: Integrated Early Childhood Partnerships From Office of Head Start's National Centers*****CHAIR**

Christine Fortunato, *Office of Planning, Research and Evaluation, Administration for Children and Families*

PRESENTERS

Joshua Sparrow, *Head Start's National Center on Parent, Family, and Community Engagement*

Denise Dowd and Donna O'Malley, *Head Start's National Center on Health and Children's Mercy Hospital, Kansas City, MO*

Lyn Morland and Nicole Ives, *Head Start's National Center on Cultural and Linguistic Responsiveness*

Three of Head Start's National Centers will present on important features of strong partnerships with community services. The National Center on Parent, Family, and Community Engagement (PFCE) will introduce the PFCE Framework, highlighting implications for collaborations among programs, families, and community and partner agencies. These implications include the establishment of both positive, goal-oriented relationships and the alignment of organizational systems to outcomes. Consistent with the Framework, two community collaboration examples will be presented. The National Center on Health will describe current Head Start collaboration models to connect with medical home and health care systems. Specific program examples will be used to illustrate the successes they've experienced, methods for overcoming barriers, and challenges that still remain. The National Center for Cultural and Linguistic Responsiveness will describe the collaboration processes between Early Head Start/Head Start and refugee resettlement organizations. Families involved were from Bhutan, Burma, and Somalia. Implementation evaluation results will be presented.

Family, Parent, and Community Engagement Framework: Implications for Community Collaboration

Joshua Sparrow

Strong Connections, Strong Kids: Collaboration Between Head Start and the Medical Home

Denise Dowd, Donna O'Malley

Head Start and Refugee Resettlement: Improving Cultural and Linguistic Responsiveness Through Collaboration

Lyn Morland, Nicole Ives



TUESDAY Afternoon Breakout Sessions

217

Cabin John/Arlington

The Tribal Early Childhood Research Center: Growing the Field of Early Childhood Research With Tribal Communities

CHAIR

Anne Bergan, *Office of Planning, Research and Evaluation, Administration for Children and Families*

PRESENTERS

Michelle Sarche, *Centers for American Indian and Alaska Native Health, University of Colorado Anschutz Medical Campus*

Jessica Barnes, *Michigan State University*

Nancy Whitesell, *Centers for American Indian and Alaska Native Health, University of Colorado Anschutz Medical Campus*

DISCUSSANT

Mavany Verdugo, *Rincon Band of Luiseno Indians*

This session will provide an overview of the Tribal Early Childhood Research Center (TRC) and three exemplars of their recent activities to grow the field of early childhood research in American Indian and Alaska Native communities through research and training. The first paper will describe the TRC's Summer Training Institute. The Training Institute was designed to support tribal early childhood program staff to be active in evaluation and research in their communities. The second paper will describe the work conducted by one of the TRC's three current "Communities of Learning" to examine issues on the cultural appropriateness of the Classroom Assessment Scoring System in American Indian/Alaska Native Head Start Programs. The third paper will describe the work conducted by another TRC "Community of Learning" to assess the feasibility of and cultural considerations for using the Survey of Well-Being of Young Children in tribal early childhood settings.

The TRC Summer Institute: Supporting Capacity for Early Childhood Research and Evaluation in Tribal Communities

Michelle Sarche, Allison Barlow, Jessica Barnes, Ann Belleau, Patty Brown, Myra Parker, Nancy Whitesell

Cultural Considerations for the Classroom Assessment Scoring System in American Indian and Alaska Native Head Start Programs

Jessica Barnes, Ann Belleau, Patty Brown, Teresa Smith, Mavany Verdugo

The Survey of Well-Being of Young Children: Feasibility and Appropriateness of a New Developmental Screener for Use in Tribal Early Childhood Settings

Nancy Whitesell, Cathy Ferron, Hiram Fitzgerald, Aleta Meyer, Michelle Sarche, Caitlin Trucksess

TUESDAY

**218****Bulfinch/Latrobe/Burnham*****Head Start and Health: New Findings From the 2013 Health Managers Study*****CHAIR**

Laura Hoard, *Office of Planning Research and Evaluation, Administration for Children and Families*

PRESENTERS

Lynn A. Karoly, *RAND Corporation*

Anita Chandra, *RAND Corporation*

Health is a major understudied aspect of Head Start and Early Head Start programs. All Head Start/Early Head Start programs work with families, health care providers, and other community agencies and resources to help ensure that children and families are screened and linked effectively to health and mental health supports. However, relatively little is known about the details and variations in the health component services. This session will present detailed results from the first national descriptive study of the Head Start health component since 1995. We will include the first detailed data on health activities and programming from Early Head Start, migrant/seasonal programs, and American Indian/Alaska Native programs. We will present lessons learned and recommendations related to staffing models and management structures, the role of Health Services Advisory Committees, health conditions of children and families, screening and referral processes, communication strategies with parents, health promotion and disease prevention activities, and networks/community partners. Where possible, we will examine differences by program characteristics.

219**Franklin Square/McPherson Square*****Identifying Social Competence to Foster Resilience in Latino Low-Income Preschoolers: Ecocultural Perspectives on Social Development*****CHAIR**

Julia Mendez, *University of North Carolina at Greensboro*

PRESENTERS

Rebecca Bulotsky-Shearer, *University of Miami*

Sunah Hyun, *Tufts University*

Lisa Lopez, *University of South Florida*

DISCUSSANT

Sandra Barrueco, *The Catholic University of America*

This symposium showcases cutting-edge research in Head Start on strategies for promoting resilience among Latino, low-income preschool children with a specific focus on social development. This session utilizes findings from three projects all examining adaptation and social development using an ecocultural perspective on social development. Papers examine how peer social competence and learning behaviors of Latino children relate to children's achievement and cognitive outcomes, family engagement, and the classroom environment.



TUESDAY Afternoon Breakout Sessions

The Validity of Interactive Peer Play Competencies for Spanish-Speaking Latino Preschool Children From Low-Income Households

Rebecca Bulotsky-Shearer

Patterns of Family Engagement for Low-Income Latino Head Start Families and Their Link to Children's Peer Play Interaction

Sunah Hyun, Maria Cristina Limlingan, Gigliana Melzi, Christine McWayne

Investigating the Development of Socioemotional Skills, Bilingualism, and School Readiness in Latino Dual Language Learner Preschool Children

Lisa Lopez, Rica Ramirez, Eugene Komaroff, Carol Scheffner Hammer, Clancy Blair

TUESDAY

**Constitution Ballroom****Teacher Quality Assessment****T101*****Beliefs About Infant Toddler Education and Care: A New Measure of Infant Toddler Teacher Beliefs******Treshawn Anderson, James Elicker, Mary B. McMullen*****PRESENTERS**

Treshawn Anderson, James Elicker, Mary B. McMullen

With more than 40% of infants and toddlers currently in non-parental care, issues of child care quality, including teacher beliefs and practices, need attention and call for innovative approaches to assessing predictors of quality education and care. This study seeks to develop a valid measure of infant toddler teacher beliefs, as there are none currently available. Preliminary findings show that professionals with more education hold more developmentally appropriate beliefs; additional research is needed for confirmation.

T102***CIRCLE: An Eco-Behavioral Assessment of Language and Early Literacy******Constance Beecher, Jane Atwater*****PRESENTER**

Constance Beecher

Improving the early literacy instructional quality of pre-K classrooms is a national goal. Without a measurement tool that allows educators to make inferences about the literacy environment, the quality of early literacy instruction may not improve. The Code for Interactive Recording of Children's Learning Environments can be used to assess teacher use of evidence-based literacy practices; track child engagement; assess responsiveness to instruction; and make decisions and goals at the child, teacher, or program level.

Assessment of Children**T103*****Parent, Teacher, and Assessor Ratings of Preschool Children's Executive Functioning Behavior: Are They Reliable and Do They Align?******Ashley Kopack Klein, Lizabeth Malone, Kathleen Feeney*****PRESENTERS**

Ashley Kopack Klein, Lizabeth Malone, Kathleen Feeney

We use data from the Head Start Family and Child Experiences Survey, 2009—a nationally representative study that collects data on Head Start children from multiple sources—to examine how parent, teacher, and assessor reports of children's executive functioning behavior compare to each other, as well as how they compare to a direct child assessment of executive function. This poster discusses implications of differences in reports when using assessment and observation to understand children's development.



T104

Alignment of Teacher and Independent Observer Ratings of Child Behavior Under Different Conditions of Class Size in a Pre-Kindergarten Classroom

Krishtine Phillips, Jason Downer

PRESENTERS

Krishtine Phillips, Jason Downer

Discrepancy is often noted between the ratings of independent observers and teachers on student behavior. Although some discrepancy is expected, a degree of alignment nevertheless should be observed. While hypothesized sources of such variance are well documented, less explored is the influence of class size. Hence, the current study investigated the alignment of teacher and observer behavioral ratings, as measured on the InCLASS, of 149 predominantly Latino preschoolers under multiple class size conditions.

T105

Validation of COR (Child Observation Record) Advantage—Analysis, Interpretation, and Implications for Early Childhood Professionals

Tomoko Wakabayashi, Everett Smith, Zongping Xiang, Jill Claxton, Beth Hardin

PRESENTER

Jill Claxton

The Child Observation Record (COR) is an observation-based instrument that provides systematic assessment of young children's knowledge and abilities in all areas of development. COR is widely used by early childhood professionals to assist teachers in planning their lessons and administrators in identifying areas for continuous improvements. The poster presents findings from the first phase of a study to validate an updated COR (i.e., the COR Advantage), released in the summer of 2013.

T106

The Preschool Early Literacy Indicators: A Research-Validated Storybook Assessment With Benchmark Goals

Mary Abbott, Ruth Kaminski, Katherine Bravo Aguayo, Rachael Latimer

PRESENTERS

Mary Abbott, Ruth Kaminski, Katherine Bravo Aguayo, Rachael Latimer

The Preschool Early Literacy Indicators (PELI) is an untimed, psychometrically sound tool that assesses phonological awareness, alphabet knowledge, vocabulary and oral language, and comprehension. The authentic assessment is within a developmentally appropriate storybook format and includes benchmark goals and cut points of risk. The purpose of the poster presentation is to introduce the PELI as well as the research and process used for establishing the PELI's benchmark goals and cut points.

**T107*****Validity of the Preschool Child Observation Record for Use With Children Attending Preschool in the Context of Urban Poverty******Katherine Barghaus, John Fantuzzo*****PRESENTER****Katherine Barghaus**

This study provided the first independent validation of the second most widely used assessment in Head Start—the Preschool Child Observation Record. Data come from all children in an urban district’s Head Start and other early care programs. Confirmatory factor analysis revealed a misfit between the developer-defined categories and the data. Although exploratory analyses revealed a four-factor solution, subsequent analyses suggested problems. The Item Response Theory (IRT) identified potential issues with the functioning of the items’ response scales.

T108***Using Touchscreen Technology to Create a Comprehensive Preschool******Kristina Strother-Garcia, Katherine Ridge, Paula Yust, Andrea Takahesu Tabori, Amy Pace, Roberta Golinkoff, Jill de Villiers, Kathy Hirsh-Pasek, Mary Wilson*****PRESENTERS****Kristina Strother-Garcia, Katherine Ridge, Paula Yust, Andrea Takahesu Tabori, Amy Pace, Roberta Golinkoff, Jill de Villiers**

Language skills must be assessed early so that children at risk of developing language and literacy difficulties can be identified and given targeted instruction. This poster presents a computer-based assessment for 3- to 6-year-olds, designed to test both vocabulary and grammar. Unlike other language assessments, our program yields individual profiles detailing: 1) what the child already knows (i.e., products like known nouns); and 2) which strategies the child uses to learn language (i.e., processes like fast mapping).



Quality Rating and Improvement Systems

T109

*How Do Changes to Rating Systems in QRIS Change Scores for Programs?
Examining Michigan's Great Start to Quality QRIS*

Ann-Marie Faria, Laura Hawkinson, Ariela Greenberg, Eboni Howard, Leah Brown

PRESENTERS

Ann-Marie Faria, Laura Hawkinson, Ariela Greenberg, Eboni Howard, Leah Brown

Forty-nine states across the country use a Quality Rating and Improvement System (QRIS) to document and improve the quality of early childhood education programming. This study examined how recent changes to Michigan's QRIS approach could change the QRIS ratings for a sample of 2,390 programs serving infants, toddlers, and young children. Results will be discussed for application to other states across the country as they consider changes to their own QRIS.

T110

Child Care Providers' Perspectives in a Quality Rating and Improvement System

Carolyn Langill, Karen Ruprecht, James Elicker, Treshawn Anderson, Ji Young Choi

PRESENTER:

Carolyn Langill, Karen Ruprecht, James Elicker, Treshawn Anderson, Ji Young Choi

Child care Quality Rating and Improvement Systems (QRIS) are implemented in many states. Even with supports, some providers tend to remain on the same QRIS level while others progress through the four levels. This poster examines characteristics of successful and unsuccessful providers in the program using findings from 11 focus groups and 180 provider interviews. Implications for providing technical assistance to a diverse population of providers within a QRIS will be discussed.

T111

Profiles of Early Child Care Teachers' Competence and Distress: Findings From a Study of a Quality Rating and Improvement System

Lieny Jeon, Cynthia Buettner, Eun Hye Hur

PRESENTERS

Lieny Jeon, Cynthia Buettner, Eun Hye Hur

The goal of this study was to explore differences in teachers' competence and distress among 100 preschool teachers using a person-centered approach. Latent class analysis revealed three profiles on nine indicators: low competence/low distress, high competence/low distress, and high competence/high distress. The latent class membership probabilities were different across Head Start and Quality Rating and Improvement System status. This poster also examines differences in a wide range of center and teacher characteristics across the profiles.

**T112*****The QRIS Online Compendium: An Interactive Resource for Information About QRIS******Margaret Soli, Danielle Hegseth, Ashley Hirilall*****PRESENTERS**

Margaret Soli, Danielle Hegseth, Ashley Hirilall

This poster provides an overview of a new website, the Quality Rating Improvement System (QRIS) Online Compendium, which presents detailed information about all of the state and local QRIS in operation. The poster highlights how its data can be used to answer questions related to technical assistance, research, and policy.

School Readiness**T113*****School Readiness Profiles Among Low-Income Kindergarteners and Between-Group Differences in Cognitive and Social Skills******Rachel M. Abenavoli, Mark T. Greenberg, Karen Bierman*****PRESENTER**

Rachel M. Abenavoli

School readiness is a multidimensional construct, but studies typically have not examined how skills across domains interrelate within individual children to influence their competence. Using teacher ratings from the fall of kindergarten, the current study examined patterns of school readiness strengths and weaknesses in a high-risk, low-income sample with an overrepresentation of aggressive children. Analyses revealed four patterns of school readiness, and these profiles differed on measures of cognitive and social skills.

T114***Continuity of Readiness for Group-Based Learning From Pre-Kindergarten to Kindergarten Entry******Hannah Mudrick, Samantha Goodrich, JoAnn Robinson, Holly Brophy-Herb*****PRESENTERS**

Hannah Mudrick, Samantha Goodrich, JoAnn Robinson, Holly Brophy-Herb

A model of children's readiness for group-based learning abilities, highlighting skills learned within the parent-child relationship, was assessed in the home at age 3 and validated through longitudinal data on the same children as they were entering kindergarten, including assessments of pre-academic skills and teacher report of skills. There were significant pathways between children's skills at age 3 and 4½ and a significant relationship between these skills at 4½ and children's pre-academic skills.



Language and Literacy

T115

Adult-Supported Play: Developing a Successful Pedagogical Approach for Increasing Vocabulary Knowledge

Brenna Hassinger-Das, Tamara Spiewak Toub, Kathy Hirsh-Pasek, Roberta Golinkoff

PRESENTER

Brenna Hassinger-Das, Tamara Spiewak Toub, Kathy Hirsh-Pasek, Roberta Golinkoff

Research demonstrates that play may support children's acquisition of crucial academic skills. Although studies suggest that guided play in particular is related to gains in children's language abilities, more research is needed to support this relationship and to define the most effective components of play for improving language outcomes. This poster provides a detailed description of adult-supported play—a pedagogical approach for increasing low-income children's vocabulary knowledge—along with results supporting its effectiveness.

T116

Enhancing Children's Learning in Family Child Care Homes: The Development and Testing of Supplementary Instructional Units

Janice Wood, Stephanie Wehry, Bronwyn McLemore

PRESENTERS

Janice Wood, Stephanie Wehry, Bronwyn McLemore

To improve cognitive stimulation and instructional supports for literacy in family child care homes (FCCHs), a university-based research group undertook a 2-year initiative to develop and field-test supplemental instructional units. Units include directions for implementing read-alouds, instructional activities, and vocabulary development. Participating research-partner FCCHs in urban high-poverty neighborhoods agreed to field-test 18 units. Results provide promising evidence of the units' uses in FCCH contexts and improved child outcomes in school readiness, concept development, and literacy.

T117

A Study of the Effectiveness of Music Technology Integration on the Development of Early Childhood Language and Literacy Skills

Scott Elliot, Cathy Mikulas

PRESENTER

Scott Elliot

This poster highlights a study of the impact of an integrated music curriculum on preschool students' language skills. A pretest (language skills test), treatment-control group design was used. Students in the treatment group received instruction using an integrated music curriculum; the control group of students did not. A comparison of posttest performance, controlling for initial differences (pretest), was completed using analysis of covariance. The music curriculum treatment group showed significantly greater gains than the control group (effect size=.24).

**T118*****Literacy-Based Intervention for Rural Children: Program Features and Participant Characteristics******Elsa Escalante Barrios, Helen Raikes, Jan Esteraich, Joan Deming*****PRESENTERS**

Elsa Escalante Barrios, Helen Raikes

This poster presents early findings from Save the Children's Early Steps to School Success (ESSS) evaluation from 10 rural communities in Great Plains states. The poster describes communities, services, and coordination (e.g., Head Start, school-based Pre-K, schools); family characteristics; and school readiness (PPVT-4) for kindergarten cohorts to learn if coordinated early childhood education services (ESSS, Head Start, school-based Pre-K) reduce achievement gaps for dual language learners and children receiving free and reduced lunch.

T119***Examining the Effects of a Collaborative, Community-Based Summer Program on At-Risk Rising Kindergarteners' Early Language and Literacy Skills******Lindsay D. Forston, Paula L. Ogston-Nobile, Christopher E. Chin*****PRESENTERS**

Lindsay D. Forston, Paula L. Ogston-Nobile, Christopher E. Chin

This study evaluated the impact of a 5-week, language- and literacy-focused summer program for at-risk children transitioning to kindergarten. Language and literacy measures were administered with 44 children at pretest and posttest. Paired sample t-tests revealed language and literacy skills significantly improved over the course of the program. Feasibility and usability of the program were also evaluated. Findings indicated a short-term, intensive language and literacy-focused summer program effectively improved critical skills for at-risk children.

T120***The Relation of Teacher Instruction and Classroom Environment to Children's Letter Knowledge******JinHee Hur, Douglas Powell, Karen Diamond*****PRESENTERS**

JinHee Hur, Douglas Powell, Karen Diamond

This poster details a study that described children's letter knowledge exposure beyond the book reading context and examined the relation between overall letter knowledge exposure (teacher instruction and literacy environment) and letter knowledge growth. The sample included 31 Head Start teachers and 262 children. Multilevel modeling results revealed that teacher instruction and the literacy environment did not work synergistically to promote children's letter knowledge. Teacher instruction and the classroom literacy environment compensate each other in supporting children's letter knowledge.



T121

Teacher Behaviors During Book Readings: Transfer From Scripted to Unscripted Readings

Mae Pierce, David Dickinson

PRESENTERS

Mae Pierce, David Dickinson

Interactive book reading can foster language development, but effects are dependent on teacher interactions during reading. Interventions change teachers' reading during scripted reading times, but few interventions have demonstrated generalization beyond intervention material. This paper looks at teachers' generalization of book reading strategies from scripted intervention books to unscripted classroom book readings in the hope that such generalizability may be a stepping stone to sustained changes in reading behaviors after the intervention.

Mathematics

T122

Engaging Prekindergarten Children in Science and Mathematics

Hengameh Kermani, Jale Aldemir, Mahnaz Moallem

PRESENTERS

Hengameh Kermani, Jale Aldemir, Mahnaz Moallem

This study examines whether planned math and science activities (informally and via explicit instruction) would enhance pre-K children's learning of mathematical and scientific skills/concepts. Participants were 58 at-risk pre-K children (24 girls and 34 boys). The preliminary findings of this study demonstrate that young children from low income (socioeconomic status) backgrounds can be successful in attaining higher levels of competence in math and science when supported by teachers' skillful instruction, purposeful content, and quality materials and resources.

T123

Effectiveness of an Early Math Professional Development Model

Preeti Jain

PRESENTER

Preeti Jain

This presentation will describe the design, content, and impact of a professional development model using a "community of practice" structure focused on young children's early math development. The model integrates research-based professional development strategies such as individualized coaching, activity-based content-focused training, and reflective practice. The content is aligned with state and national guidelines and is designed for pre-K teachers. Initial comparative results with a cohort of teachers who didn't receive individualized coaching will be presented.

**T124*****Factors Predicting Head Start Children's Math Outcomes at Kindergarten******Ji Young Choi, James Elicker*****PRESENTERS****Ji Young Choi, James Elicker**

By using the Head Start Family and Child Experiences Survey 2006 Cohort data set, this study examined factors predicting math achievement at the kindergarten level. The report found that child capabilities (prior math and social-emotional skills), home learning activity, and instructional quality in classroom are associated with math skills at the kindergarten level. Also, an interaction effect between home learning activity and children's math skills at Head Start entry was found. Implication and limitations of the study were discussed.

Curriculum and Professional Development**T125*****Enriching Head Start Classrooms With Evidence-Based Curriculum Components and Professional Development Support: Sustained Impact Through Third Grade******Scott Gest, Robert Nix, Karen Bierman, Janet Welsh*****PRESENTERS****Scott Gest, Robert Nix, Karen Bierman, Janet Welsh**

This paper describes the design, implementation, and initial outcomes of a randomized trial of a classroom-based intervention that enriched Head Start with specific evidence-based curriculum components targeting children's language-emergent literacy skills and social-emotional development. The program also used professional development activities designed to improve the quality of teachers' language use, emotional support, and positive behavioral management. Longitudinal follow-up findings are included through third grade.

T126***Enriching Head Start Classrooms With Evidence-Based Curriculum Components and Professional Development Support: Initial Impact on Teachers and Children******Celene Domitrovich, Karen Bierman, Robert Nix, Scott Gest, Janet Welsh, Sukhdeep Gill*****PRESENTER:****Celene Domitrovich**

This paper describes the design, implementation, and initial outcomes of a randomized trial examining a classroom-based intervention that enriched Head Start with specific evidence-based curriculum components targeting children's language-emergent literacy skills and social-emotional development. Positive impacts were found on teaching quality and child school readiness outcomes at the end of the pre-K year.



T127

Impacts of Implementing a Synthesized Content-Focused and “Child-Centered” Curriculum on Teacher-Child Interactions as Measured on the CLASS

Brittany Sorvan, Ariel Haytas, Carrie Germeroth, Julie Sarama, Douglas Clements, Carolyn Layzer

PRESENTERS

Brittany Sorvan, Ariel Haytas, Carrie Germeroth, Douglas Clements

Recent results indicate that teacher-child interactions are consistently the strongest predictor of children’s learning when considering common quality indicators. This poster presents findings of implementing a synthesized child-centered and content-focused curriculum on teacher-child interactions, as measured on the CLASS. We also explore how teacher-child interactions relate to child outcomes with children from low-income families.

Social-Emotional Development

T128

Positive Behavior Support Team: Uniting Teachers, Family Support, and Mental Health to Address Challenging Behaviors in the Classroom

Jennifer Taylor-McBride, Molly Murphy Garwood

PRESENTERS

Jennifer Taylor-McBride, Molly Murphy Garwood

A multidisciplinary Positive Behavior Support Team (PBST) was developed to address challenging behaviors in the Head Start classrooms. Building on elements of the Center on the Social Emotional Foundations of Early Learning pyramid model and trauma-influenced Head Start programming, intensive needs of some children are addressed. Implementation of PBST at the Tier 1, Tier 2, and Tier 3 level will be discussed. Outcome data will be presented from the current school year.

T129

Using Data to Individualize the Scope and Sequence of Consultation With Teachers and Address Children’s Challenging Behaviors in Head Start Classrooms

Rebecca Bulotsky-Shearer, Amanda Williford, Jason Downer, Ann Lhospital

PRESENTERS

Rebecca Bulotsky-Shearer, Amanda Williford, Jason Downer, Ann Lhospital

Teacher consultation can be an effective intervention for reducing young children’s challenging behaviors within the classroom. This presentation introduces a new consultation model called Learning to Objectively Observe Kids (LOOK), which uses data from validated measures about children and classrooms and video-



based feedback to guide teachers' selection and implementation of behavioral strategies. Data will be reported from baseline assessments, and consultants' use of data to individualize the scope and sequence of consultation will be described.

T130

Examining the Social-Emotional Benefits of Head Start Wrap-Around Services

Chavaughn Brown, Annena Younger, Abby Carlson

PRESENTERS

Chavaughn Brown, Annena Younger

The current study examines the impact of Head Start services on pre-K children's social-emotional skills. Research suggests wrap-around services such as those used by Head Start, including fostering parent involvement and community support, are associated with increased social-emotional skills. Two of five campuses in this study partnered with Head Start to provide wrap-around services for children meeting criteria. Hierarchical Linear Modeling (HLM) is used to determine the impact of attending a Head Start versus a non-Head Start campus on students' social-emotional skills.

T131

Understanding Unhappiness and Worry of Latino Preschoolers Within a Nationally Representative Sample

Sadie Hasbrouck, Jason Downer

PRESENTERS

Sadie Hasbrouck, Jason Downer

The internalizing behaviors of Latino preschoolers will be examined using a nationally representative sample of 5,788 children. In addition to exploring the current prevalence rate of internalizing behaviors and comparing this to the rates of children of other races, the poster will also explore common predictors associated with these behaviors in preschool, including insecure attachment style, difficult temperament, maternal depression, and household income. Culture-specific variables also will be explored as moderators of Latino children's internalizing behaviors.

T132

Making the Invisible Visible: Using a Contextual Approach to Identify Shy and Socially Withdrawn Children in Preschool Classrooms

Rebecca Bulotsky-Shearer, Amanda Williford, Tracy Carter, Sadie Hasbrouck

PRESENTERS

Rebecca Bulotsky-Shearer, Amanda Williford, Tracy Carter, Sadie Hasbrouck

The ability of two new contextual measures to identify socially withdrawn Head Start children was examined: the ASPI (teacher report) and the inCLASS (direct observation). Latent profile analysis identified four groups: well-adjusted, high-conflict, adequately adjusted, and socially withdrawn. Though a socially withdrawn group



were identified empirically, teacher nominations of children in their classroom with social-emotional concerns were not consistent with those children classified in the socially withdrawn group. Implications for practice and policy are discussed.

T133

Teachers Contribute to Preschoolers' Emotional Competence

Susanne Denham, Hideko Bassett, Kate Zinsser, Craig Bailey, Samantha Plourde, Timothy Curby

PRESENTERS

Susanne Denham, Hideko Bassett, Kate Zinsser, Craig Bailey, Samantha Plourde, Timothy Curby

This study is one of first to explore preschool teachers' roles in preschoolers' emotional socialization. Preschool teachers' observed emotion expressions, and reactions to children's emotions in the classroom were examined in relation to children's changes in emotion knowledge and social and affective behaviors over one school year. Teachers' emotion expressions and reactions uniquely contributed to development of preschoolers' emotional competence. Findings highlighted the importance of examining teachers as emotion socializers of young children.

T134

Classroom Emotional Support and Children's Development of Emotion Knowledge and Social Problem Solving

Timothy Curby, Hideko Bassett, Susanne Denham, Rebecca Ullrich, Nicole Jones, Alexandra Davidson-Palmer, Emily Spencer

PRESENTERS

Timothy Curby, Hideko Bassett, Susanne Denham, Rebecca Ullrich, Nicole Jones, Alexandra Davidson-Palmer, Emily Spencer

Little is known about pre-K teachers' influence on children's development of emotion knowledge and social problem solving, two important components of emotional competence and social competence, respectively. The present study examines the role of classroom emotional support as a predictor of these skills. Children (n=175) in pre-K classrooms (n=40) were assessed and observed. Multilevel models indicated emotional support was positively related to emotion knowledge change but negatively related to social problem solving change.

**T135*****Children Struggling to Regulate Their Emotions Are More Adjusted to School When Teachers Are Consistent in Their Emotional Support******Nicole Fettig, David Ferrier, Grace Howarth, Naomi Watanabe, Rebecca Ullrich, Craig Bailey, Susanne Denham*****PRESENTERS****Nicole Fettig, David Ferrier, Grace Howarth, Naomi Watanabe, Rebecca Ullrich, Craig Bailey, Susanne Denham**

Children appear better off socially and emotionally when in classrooms where teachers are consistent in their emotional support throughout the day. This consistent support may be what struggling children need to become better adjusted to the demands of school. Results of this study indicated that children who typically struggle to regulate their emotions are rated as more positive and engaged when in classrooms with higher consistency in emotional support.

T136***Understanding Preschool Teachers' Emotional Support as a Function of Center Climate******Katherine Zinsser, Timothy Curby, Susanne Denham*****PRESENTERS****Katherine Zinsser, Timothy Curby, Susanne Denham**

Recent initiatives encourage the development of a high-quality early childhood workforce, but little is known of how variations in classroom quality are attributable to center-level characteristics. Using data from two early childhood data sets, we constructed hierarchical models predicting teachers' emotionally supportive interactions with children. Findings related to the influence of center and director characteristics on quality and the use of the CLASS instrument as an indicator of center-level quality are discussed.

T137***Early Childhood Directors as Socializers of Emotional Climate******Katherine Zinsser, Susanne Denham, Timothy Curby, Rachel Chazan Cohen*****PRESENTERS****Katherine Zinsser, Susanne Denham, Timothy Curby**

Head Start centers are more than a series of contiguous classrooms. They are vibrant social communities where child and adult emotions are integral to learning. Previous research focused on teaching practices that support children's social-emotional learning; fewer have attended to relevant center-level factors, such as the emotional leadership practices of the center director. In these two studies, we define a model of positive early emotional leadership and evaluate it in two centers.



Dual Language Learner Assessment

T138

Utilizing Authentic Assessment Tools With Dual-Language Learners: Implications for Policy and Practice

LaRue Allen, Adina Schick, Kelsey Keyes Hagerman, Lauren Scarola

PRESENTERS

Adina Schick, Kelsey Keyes Hagerman, Lauren Scarola

This study explored the use of authentic assessments to assess preschool dual language learners' (DLLs) school readiness skills. Authentic assessment data were collected from 2,090 Head Start children from 180 classrooms across a large northeastern state. In addition, 100 teachers were interviewed regarding their assessment practices with DLLs. Findings point to a lack of directives from test developers and policymakers regarding the use of authentic assessments with DLLs and call in to question the reliability of these tools with DLLs.

T139

A Spanish-English Bilingual Computerized Language Assessment for Preschoolers

Paula Yust, Andrea Takahesu Tabori, Amy Pace, Katherine Ridge, Jill de Villiers, Aquiles Iglesias, Roberta Golinkoff

PRESENTERS

Paula Yust, Andrea Takahesu Tabori, Amy Pace, Katherine Ridge, Jill de Villiers, Aquiles Iglesias, Roberta Golinkoff

Assessing children's early language skills to identify delay is crucial for future academic success. Research indicates that bilingual children's linguistic knowledge is underestimated when assessed in only one language. While the majority of U.S. bilingual children are native Spanish speakers, currently there are no bilingual assessments that can be administered by non-native speakers. This project reports on a Spanish-English bilingual assessment for 3- to 6-year-olds, administered using a touchscreen computer.

T140

Documenting DLL Preschoolers' Early Language and Literacy Experiences: Development of a Comprehensive Parent Questionnaire

Carol Scheffner Hammer, Lauren Cocyk, Shelley Scarpino, Lisa Lopez, Brook Sawyer, Rica Ramirez

PRESENTERS

Carol Scheffner Hammer, Lauren Cocyk, Shelley Scarpino, Lisa Lopez, Brook Sawyer, Rica Ramirez

The early experiences of dual language learner (DLL) children play a key role in their language and literacy development. However, throughout early care and education research, there are not established and validated measures of children's language exposure. Well-designed measures are needed to gather information



from parents about children's experiences. This poster presents the iterative development process of a questionnaire designed for use with Latino parents of preschool DLLs. The content of the questionnaire will be presented, and lessons learned will be addressed.

T141

Documenting DLL Preschoolers' Early Educational Experiences: Development of a Comprehensive Teacher Questionnaire

Carol Scheffner Hammer, Shelley Scarpino, Lauren Czyk, Lisa Lopez, Brook Sawyer, Rica Ramirez

PRESENTERS

Carol Scheffner Hammer, Shelley Scarpino, Lauren Czyk, Lisa Lopez, Brook Sawyer, Rica Ramirez

More than 30% of children in Head Start programs are dual language learners (DLLs). To understand the effect that children's educational experiences have on their language and literacy development, well-designed measures are needed across the contexts of development. To meet this need, a multistep, iterative process was followed to develop a questionnaire that researchers can use to gather information about DLLs' classrooms. This poster presents the development process, the content of the questionnaire, and lessons learned.

Dual Language Learner Development

T142

Vocabulary Development in Cantonese-English Bilingual Preschool Children

Pui Fong Kan, Jerry Yang

PRESENTERS

Pui Fong Kan, Jerry Yang

The purpose of this study was to examine the language development in Cantonese-English bilingual preschoolers. Participants were 100 typically-developing children who speak Cantonese (L1) as a home language and learn English (L2) as a second language. Two vocabulary measures were developed to measure children's receptive and expressive vocabulary. Results showed that age and L2 experience are associated with children's vocabulary in each language. Importantly, children's knowledge in Cantonese predicts children's vocabulary in English.



T143

Language and Early Math Skills in Young Latino Dual Language Learners

Lucia Mendez, Carol Scheffner Hammer, Lisa Lopez, Clancy Blair

PRESENTERS

Lucia Mendez, Carol Scheffner Hammer, Lisa Lopez, Clancy Blair

This study investigated the role of language in early math skills of Latino preschoolers. Participants were 311 Spanish–English speaking children. Results suggest that the oral language measures in each language explained differences in early math scores in the same language. The oral language measures across languages had minimal influence on math skills in either English or Spanish, suggesting limited cross-language influence of oral language upon math skills in preschool dual language learners.

T144

Bidirectional Relations Between Expressive Vocabulary and Self-Regulation for English Monolingual and Dual Language Learner Preschoolers

Natalie Bohlmann, Michelle Maier, Natalia Palacios

PRESENTERS

Natalie Bohlmann, Michelle Maier, Natalia Palacios

Differences in language and self-regulation exist among children at the start of schooling. Given evidence linking self-regulatory processes and language development, we explored bidirectional associations between English expressive vocabulary and self-regulation for monolingual English and dual language learner (DLL) preschoolers (n=250). Findings support bidirectionality for both groups, with vocabulary serving as a leading indicator of self-regulation skills in preschool. Also, early self-regulation skills seem to play an important role for the English vocabulary development of DLLs.

T145

The Narrative Skills of Bilingual Spanish-Speaking Children

Gladys Aguilar, Wendy Ochoa, Kaveri Subrahmanyam, Araceli Castellanos, Nancy Castillo, Gabriela Carrillo, Maria Baghasarian

PRESENTERS

Gladys Aguilar, Wendy Ochoa, Kaveri Subrahmanyam

Though studies indicate that oral narration is a precursor to literacy development, limited research on the narrative development of Spanish-speaking dual language learners (DLLs) in preschool is available. This study examined the English narrative development and spontaneous speech of 22 Spanish-speaking, Mexican-American low-income preschoolers. Results revealed a strong link between English and Spanish total number of different words and English narrative scores, underscoring the importance of vocabulary development in both languages among young DLLs.

**T146*****Dual Language Learners in Head Start Preschools: Navigating Language Use******Jayanthi Mistry, Amanda Miller, Maria Cristina Limlingan, Christine McWayne, Daryl Greenfield, Kimberly Brenneman, Betty Zan*****PRESENTERS****Jayanthi Mistry, Amanda Miller, Maria Cristina Limlingan, Christine McWayne, Daryl Greenfield, Kimberly Brenneman, Betty Zan**

This study is part of a larger project designed to improve school readiness for dual language learners by coconstructing an integrated science, technology, and engineering curriculum with Head Start teachers and families. This poster presents findings on first and second language use among children at two Head Start sites and highlights the implications and inherent complexities for policies regarding gaining fluency in the second language while maintaining the home language.

T147***Language Exposure and Use and Its Association With Language Abilities in Spanish-English Dual Language Learners******Dina Castro, Carol Scheffner Hammer, Linda Espinosa, Margaret Burchinal, Eugene Garcia, Ximena Franco, Carola Matera*****PRESENTERS****Dina Castro, Carol Scheffner Hammer, Linda Espinosa, Margaret Burchinal, Eugene Garcia, Ximena Franco, Carola Matera**

This poster presents findings from a study conducted by the Center for Early Care and Education Research-Dual Language Learners describing Spanish and English language exposure and use at home and in the preschool setting and its association with language outcomes for Spanish-English dual language learners (DLLs) attending center-based preschool programs in two states. Presenters will also provide a description of the characteristics and language experiences of young DLLs at home and in early care settings and their association with language outcomes.

T148***Analyzing Language-Mixing Among Preschool Dual Language Learners******Wendy Ochoa, Kaveri Subrahmanyam*****PRESENTERS****Wendy Ochoa, Kaveri Subrahmanyam**

We analyzed Spanish spontaneous speech samples (n=25, 3- to 4-year-olds, Mexican American, Spanish-English dual language learners (DLLS)) obtained at two points in time one year apart. Coding categories included language mixing, borrowing, intrasentential switching, and intersentential switching. Results showed that this sample of DLLs increased their mixing of English words into their Spanish language after just one year of exposure to the preschool program. Implications are discussed.



T149

In-Depth Examination of Executive Function Performance on the Fish Flanker Task in a Sample of Spanish-English Speaking Preschool Children

M. Paula Daneri, Clancy Blair, Carol Scheffner Hammer, Lisa Lopez

PRESENTERS

M. Paula Daneri, Clancy Blair, Carol Scheffner Hammer, Lisa Lopez

Performance of dual language learners in Head Start on the fish flanker, an executive function task, was examined across administrations in Spanish and in English. Children performed better in one version, as indicated by a higher percent correctly responding in Spanish than in English. English, not Spanish literacy, however, predicted performance on both the English and Spanish versions of the flanker, providing tentative support for the link between bilingualism and enhanced executive function in a low-income sample.

T150

Executive Functioning in Spanish-English Speaking Head Start Preschoolers: A Bilingual Advantage?

Lisa White

PRESENTER

Lisa White

Dual language learners reportedly have an advantage in executive functioning when compared to their monolingual peers. However, no study has addressed this relationship in Latino Spanish-English speaking Head Start preschoolers, a sample of particular importance in our country today. The current study seeks to examine if bilingual Latino children attending Head Start have higher executive functioning (cognitive flexibility, inhibition, and working memory) than their monolingual peers because of their experience with two languages.

T151

Predictors of English and Spanish Vocabulary Learning in Head Start: Evidence from the FACES Data

Annemarie Hindman, Barbara Wasik

PRESENTERS

Annemarie Hindman, Barbara Wasik

Using a large, nationally representative sample of dual language learners in Head Start, this study examines interconnections between Spanish and English vocabulary skills, as well as the contributions of child, family, and classroom factors to vocabulary. Fall vocabulary skills in both languages were linked to child and family factors. Year-end English vocabulary (but not Spanish vocabulary) was predicted by higher quality classroom instruction, particularly for children who entered preschool with the weakest English knowledge.

**T152*****Language and Literacy Instruction and Development in Head Start Classrooms Serving Latino Dual Language Learners******Jennifer Wallace Jacoby, Nonie K. Lesaux*****PRESENTERS**

Jennifer Wallace Jacoby, Nonie K. Lesaux

The poster describes the classroom language and literacy environment that Latino dual language learner children experienced in Head Start. Specifically, presenters investigated teachers' use of language, children's participation in high-quality language experiences, and teachers' professional knowledge to support the implementation of a robust language and literacy environment. Employing quantitative and qualitative research methods, the findings illuminate what instructional implementation looked like and how teachers' understanding of curriculum contributed to the nature and quality of the learning environment.

T153***Teacher Language Quality in Pre-Kindergarten Classrooms With Dual Language Learners******Lia Sandilos, Lauren Cycyk, Brook Sawyer, Carol Scheffner Hammer, Eugene Komaroff, Lisa Lopez, Clancy Blair*****PRESENTERS**

Lia Sandilos, Lauren Cycyk, Brook Sawyer, Carol Scheffner Hammer

Pre-K teachers are in a critical position to foster oral language development in young children, particularly dual language learners. Therefore, it is essential to better understand the language interactions occurring among teachers and students in early childhood classrooms and to examine the extent to which those language interactions influence child outcomes. This session will present findings from a study examining teachers' language quality and its relationship to children's vocabulary and oral language outcomes.

T154***Teachers' Spanish Book Reading Practices and Dual Language Learners' Oral Language Skills Before and After Multitiered Instructional Supports******Tricia Zucker, Sonia Cabell*****PRESENTER**

Sonia Cabell

To improve the oral language skills of pre-K dual language learners, 49 pre-K teachers implemented a 12-week Tier 1 and Tier 2 shared book reading curriculum supplement. Matched pairs of 336 at-risk students were randomized to Tier 1 or Tier 1+2 instruction. Findings indicated teacher success in implementing the intervention. However, there appeared to be few additive benefits for students who participated in daily Tier 2 instruction in addition to Tier 1 experiences.



T155

The Immigration Experiences of Central American Families in Head Start: Implications for Targeted Family Services

Nicole Denmark, Laura Jimenez Parra, Brenda Jones Harden

PRESENTERS

Nicole Denmark, Laura Jimenez Parra, Brenda Jones Harden

Head Start serves many Latino immigrant families, yet little is known about parents' immigration experiences, and implications for family functioning. This study includes interviews from 32 Central American mothers enrolled in Head Start. Five major themes emerged: (1) mothers' reasons for coming to the United States, (2) family separations/reunions, (3) socioeconomic experiences, (4) transnational parenting, and (5) parenting U.S.-born children. The findings highlight issues to be targeted by family services in order to empower Central American families with young children.

Child Moderators of Early Learning

T156

Preschoolers' Social, Physical, and Early Engineering Play in the Traditional Playground, the Dramatic Play Area, and With Large, Manipulable, Loose Parts: A Comparison of University Laboratory School Children With Head Start Children

Zachary Gold, Treshawn Anderson, Ji Young Choi, James Elicker

PRESENTER

Zachary Gold, Treshawn Anderson, Ji Young Choi, James Elicker

Researchers observed preschool children playing in three settings: traditional playground, dramatic play area, and a setting with large loose parts, in order to compare the occurrence of social, physical, and engineering play in each play context. Sixty-eight children were observed in a Head Start center and a university preschool. Results indicated that Head Start children displayed more positive social play behaviors than university preschool children. There were no differences in physical play or engineering play.

T157

Mastery Motivation and Its Relationship to School Readiness in Children Served by Head Start

Andres Bustamante, Daryl Greenfield

PRESENTER

Andres Bustamante

Embracing challenges and coping with setbacks characterize a set of skills known as mastery motivation. Smiley and Dweck (1994) define two motivational orientations (MO): mastery and performance motivated.



The former is characterized by viewing failure as an opportunity for growth, while the latter views it as confirmation of negative self-attributions. This poster examines the stability and distribution of mastery versus performance orientation in Head Start children and the MO relationship to school readiness outcomes.

T158***Banking Time: Coding Children's Perceptions of the Teacher-Child Relationship******Catherine Sanger, Karyn Hartz-Mandell, Amanda Williford*****PRESENTER****Catherine Sanger**

The present study examines the impact of an efficacy trial called Banking Time on preschoolers' reports of their relationships with teachers. At the end of the year, 158 children at risk of developing a disruptive behavior disorder completed a narrative about themselves and their teacher. Narratives were coded to determine children's positive and negative perceptions of their teachers, and results investigate the impact of the intervention on children's perceptions of the teacher-child relationship.

T159***Social Competence and Adaptive Learning Behaviors as Predictors of School Readiness******Holly Paymon, Matthew Thibeault, Julia Mendez*****PRESENTERS****Holly Paymon, Matthew Thibeault, Julia Mendez**

This study seeks to better understand how social relationships and approaches to learning facilitate language outcomes for a low-income population of bilingual, preschool-age Latino children. It is hypothesized that social competence will be positively associated with Latino children's school readiness outcomes and that adaptive learning behaviors will moderate this relation. Identifying mechanisms that facilitate school readiness will enhance our understanding of factors related to optimal achievement for children in Head Start.

T160***Examining the Impact of Children's Literacy Skills on Head Start Teachers' Literacy Teaching During Classroom Large Group Activities******Chenyi Zhang, Karen Diamond, Douglas Powell*****PRESENTER****Chenyi Zhang**

This study examined the impact of 291 children's initial literacy skills when they entered Head Start classrooms on the changes in their teachers' (n=42) literacy teaching (i.e., the frequency of elaboration, the frequency of teaching literacy concepts, and lexical characteristics of speech) during classroom large-group time (e.g., book reading) across a semester. Structural Equation Monitoring analyses showed significant moderation effect of children's initial literacy skills on teachers' introduction of literacy knowledge and their speech complexity, but not elaboration.



T161

Biological Sensitivity to Context as Moderator in a Preliminary Trial of the “Power PATH” Preventive Intervention Program for Preschool

Jason DeCaro, Ansley Gilpin, Caroline Boxmeyer, John Lochman

PRESENTERS

Ansley Gilpin, Caroline Boxmeyer

Few studies experimentally test the proposition that differential child susceptibility should moderate the effect of changes in a child’s social environment. Power PATH, a novel combination of the PATHS curriculum and Coping Power parent program, teaches socioemotional skills to parents, teachers, and children. Preschoolers (n=57) were assessed pre and post intervention behaviorally and physiologically, with preliminary findings suggesting that the Power PATH intervention attenuates context-specific vulnerability produced by high biological sensitivity.

T162

Temperament Moderates the Effect of Parenting Stress on Preschooler Social Problem Solving

Nicole Fettig, Naomi Watanabe, Grace Howarth, Susanne Denham, Hideko H. Bassett

PRESENTERS:

Nicole Fettig, Naomi Watanabe, Grace Howarth, Susanne Denham, Hideko H. Bassett

Children’s appropriate adaption to the demands of specific social situations is an important skill for the development of socioemotional competence. Previous literature identifies both temperament and parenting stress as factors influencing the course of early social skill acquisition. Results of the current study suggest that Head Start parents may experience significant parent-child dysfunctional interaction and that effortful control moderates the relation between stress and preschooler social problem-solving skills.

Parent Stress and Trauma

T163

Intergenerational Risk: Relationship Between Parental Adverse Childhood Experiences and Child Social-Emotional Development in Low-Income Families

Sherri Castle, Shannon Guss, Jennifer Hays-Grudo, Julie Miller-Cribbs, Diane Horm

PRESENTERS

Sherri Castle, Shannon Guss, Jennifer Hays-Grudo, Julie Miller-Cribbs, Diane Horm

Parents were asked about adverse childhood experiences (ACEs), parenting stress, and recent stressful life events. Teacher ratings of children’s social-emotional development were collected. Paths between parents’



ACEs and current life events and parenting stress were analyzed, indicating a relationship between parents' past experiences with stress and trauma, current life events, and parenting stress. Further, paths between parenting stress and the child's social-emotional development were analyzed, showing an intergenerational association with the parents' history of ACEs.

T164

Mom Power: Pilot Trial of a Parenting and Mental Health Intervention for Mothers With Trauma Histories and Their Young Children

Maria Muzik, Katherine Rosenblum, Emily Alfafara, Nicole Miller

PRESENTERS

Maria Muzik, Katherine Rosenblum, Emily Alfafara, Nicole Miller

We evaluated the feasibility, acceptability, and efficacy of a multifamily group intervention for mothers of young children (ages 0–5) who had interpersonal trauma histories and mental health problems. Women (n=129) were recruited through primary care, randomized, and participated in the 13-session Mom Power intervention to address their parenting and mental health or a control condition. Pre and post evaluation supported good reach and uptake of intervention and improvements in parenting and mental health outcomes.

Family Engagement

T165

Data-Driven Decision Making for Parents: Web-Based Assessment Informing Parents of Children's Progress

Karen Burstein, William Rosenberg

PRESENTERS

Karen Burstein, William Rosenberg

In response to known benefits of parent-teacher instructional partnerships, this study examined the use of a web-based formative assessment of early literacy skills to inform parents of children's learning progress and recommend home-school instructional modifications to increase skills. Initial results indicate that parents want and appreciate easy to understand authentic assessment results, increased fidelity to teacher recommended instructional strategies and, as a result of access to data, increased attributions of successful parenting.

T166

Educators' Attitudes, Characteristics, and Strategies Associated with Successful Father Involvement In Early Childhood Programs

Carmen Patin-Williams

PRESENTER

Carmen Patin-Williams



This research examined which early childhood educator (ECE) attitudes/expectations, characteristics, and strategies were associated with father involvement. The participants included 202 ECEs who completed the Father Involvement Survey. A regression analysis was done to address the research question. The results did not find an association between ECE attitudes and successful fatherhood involvement. The findings support the inclusion of specific strategies that facilitate father involvement in school activities and acknowledge to fathers their importance.

T167

The Impact of a Developmental-Relational Professional Development Intervention on Family Engagement in Head Start and Early Head Start: Promoting Parent-Provider Relationships and Parental Well-Being

Elisa Vele-Tabaddor, Mallary I. Swartz, Catherine Ayoub, Nick Wechsler, Joshua Sparrow

PRESENTERS

Elisa Vele-Tabaddor, Mallary I. Swartz, Catherine Ayoub, Nick Wechsler, Joshua Sparrow

This paper examines the impacts of a developmental-relational professional development intervention (PDI) on early care and education providers' relational knowledge, parent-provider relationships, and parental well-being. PDI-trained providers reported sustained gains in relational knowledge compared to non-trained providers. Parents who worked with PDI-trained providers reported declining stress over time and lower levels of parenting stress compared to those who had not. Parent-provider relationships improved. Findings have implications for implementing professional development interventions.

T168

Building Social Capital and Engaging Families in School: Process Evaluation of a School-Based Family Engagement and Leadership Program

Juliet Bromer

PRESENTER

Juliet Bromer

Findings from an evaluation of a school-based family and community engagement program found weekly seminars for caregivers resulted in enhanced networks and social capital for caregivers living in high-poverty urban neighborhoods. Data from 31 participants, nine school staff, and semiethnographic program observations suggest the program shaped participants' goals for themselves and their children, childrearing attitudes and practices, peer networks, and school involvement. Implications for research and policy regarding community-school collaborations around family engagement are discussed.

**T169*****Multidimensional Assessment of Family Involvement for English Speaking Urban, Low-Income Families in the Southeast******Johayra Bouza, Rebecca Bulotsky-Shearer, Katherine Zambrana*****PRESENTERS**

Johayra Bouza, Rebecca Bulotsky-Shearer, Katherine Zambrana

This study examined the factor structure of the Family Involvement Questionnaire-21, with a culturally and linguistically diverse sample from the southeast. Common factor analyses provided evidence for the three-dimensional structure: home-based, school-based, and home-school conferencing. Confirmatory factor analyses revealed an adequate fit of the factor structure. Findings indicated that parents that have less than a high school education demonstrated significantly lower mean levels of home-based and home-school conferencing than parents with higher education.

Parents and Early Learning**T170*****Measuring Parental Book-Sharing Preferences of Head Start Parents: A Pilot Study******Keely Cline, Leslie Hawley*****PRESENTERS**

Keely Cline, Leslie Hawley

There are qualitative variations in parent-child book-sharing, including across socioeconomic and cultural groups. This study pilots a scale designed to measure parents' comfort with using different styles of book-reading interaction and includes findings from exploratory and confirmatory factor analyses completed with parents of Head Start children (n=219). The study will also investigate potential variations in scores across families with varying education levels and cultural backgrounds. Results may have implications for literacy interventions.

T171***The Influence of Home Literacy Environments on Low-Income Preschoolers' Early Literacy and School Readiness Skills******Teri DeLucca, Alan Mendelsohn, Iman Sharif, Laura Bailet, Cynthia Zettler-Greely, Aguida Atkinson, Tara Berman*****PRESENTERS**

Teri DeLucca, Alan Mendelsohn, Iman Sharif, Laura Bailet, Cynthia Zettler-Greely, Aguida Atkinson, Tara Berman

The degree to which specific aspects of the home literacy environment predict early literacy and school readiness skills for preschoolers in low-income families was assessed. Families (n=148) with significant



urban/rural and ethnic diversity were enrolled. Findings from multiple hierarchical linear and logistic regressions suggest both reading practices and specific parent teaching activities have separate and distinct impacts on preschoolers' early literacy and school readiness skills. Implications for school readiness intervention programs are discussed.

T172

Evaluating the Impact of a Parent-Implemented Early Literacy Intervention Program for At-Risk Pre-Kindergarteners

Cynthia Zettler-Greeley, Laura Bailet

PRESENTER

Cynthia Zettler-Greeley

This study evaluated the impact of a parent-administered early literacy intervention program for pre-K children at-risk for reading failure, with or without supplemental child classroom instruction. Approximately 300 families were randomly assigned to a child classroom instruction, parent instruction, classroom plus parent instruction, or control group for 10 weeks. Classroom instruction and parent workshops featured five key early literacy components. Group differences and implications of parent influence on child emergent literacy outcomes are discussed.

T173

Exploring Collaboration: A Parallel Curriculum for Teachers and Parents

Samantha Melvin, Vanessa Arthur, Cassie Landers, Kathleen Hayes, Saskia Op den Bosch, Laura Engelhardt, Herb Ginsburg

PRESENTERS

Samantha Melvin, Vanessa Arthur, Cassie Landers, Kathleen Hayes, Saskia Op den Bosch, Laura Engelhardt, Herb Ginsburg

A parent intervention program was extended to include a parallel classroom curriculum. Teachers in 11 Head Start classrooms were coached in implementing an integrated math, literacy, and self-regulation curriculum. Parents of children in these classrooms received materials for the home-based program and were encouraged to attend regular group meetings. Feedback from teachers and parents was analyzed, including activity frequency, feasibility, and efficacy, as well as observations pertaining to program fidelity.

**T174*****Promoting Connections Across Home and School: Investigating the Preliminary Efficacy of the “Getting Ready” Intervention on School Readiness Outcomes for Children With Identified Concerns******Lisa Knoche, Keely Cline, Susan Sheridan, Leslie Hawley, Carolyn Edwards, James Bovaird*****PRESENTERS****Lisa Knoche, Keely Cline, Susan Sheridan, Leslie Hawley, Carolyn Edwards, James Bovaird**

“Getting Ready” is an evidence-based, multisystemic intervention focused on parent engagement and home-school connections to support young children’s school readiness. The study highlights language, social-emotional, and school readiness outcomes after one year of intervention for Head Start children with identified concerns (n=219). The poster also investigates findings for subgroups of English- and Spanish-speaking families. Results will provide evidence of an effective intervention that promotes continuities across home and preschool settings.

T175***Mobile Technology and Family Engagement: Texting Intervention Increases Low-Income Parents’ Learning Activities With Preschool Children******Ann Hanson, Alexis Lauricella, Lisa Hurwitz*****PRESENTERS****Ann Hanson, Alexis Lauricella, Lisa Hurwitz**

This study assessed whether a text messaging service that delivered educational tips encouraged Head Start parents to engage in learning activities with their children. Approximately 300 parents participated, half receiving text messages for 6 weeks. Parents who received the service reported engaging in more activities than those in the comparison group; this was particularly true of fathers and of parents of boys. Results demonstrate that text-based interventions may be a successful way to increase parent engagement.

T176***“We Gotta’ Get on the Same Page and Speak the Same Language!” Partnerships Between Families, Head Start Teachers, and Kindergarten Teachers******Robin Jarrett, Megan-Brette Hamilton, Sarai Coba*****PRESENTERS****Megan-Brette Hamilton, Sarai Coba**

Research documents that low-income, African-American children are disproportionately at risk for not being ready for kindergarten. Studies show that children fare better in kindergarten when quality interactions and collaborations are forged between the home and the school during the preschool process. Preliminary findings derived from our qualitative interviews with families, preschools, and elementary school teachers revealed specific components that promote parent-program collaboration, as well as identifying existing barriers.



Health and Safety

T177

What the Tooth Fairy Forgot to Tell Us: A Comparison of Two Parent Education Videos for Early Oral Health

Barbara DeBaryshe, Lynn Wilson, Sharon Taba

PRESENTERS

Barbara DeBaryshe, Lynn Wilson, Sharon Taba

Statistics on early childhood oral health speak to the need for family education on early prevention. Nineteen Early Head Start staff members were randomly assigned to use one of two educational videos with the 104 families they served. After an 8-week intervention, parents in both groups showed similar changes in knowledge and attitudes. The family-focused video had higher consumer satisfaction and greater behavior change at follow-up. Implications for the design of evidence-based prevention materials are discussed.

T178

The Influence of Lead Exposure on Former Head Start Children's Academic Outcomes

Marisa Schlieber, Stacey Neuharth-Pritchett

PRESENTERS

Marisa Schlieber, Stacey Neuharth-Pritchett

The present study investigates early lead exposure on Head Start children's academic outcomes in kindergarten and third grade. Academic outcome measures offer an applied setting to understand the neuropsychological effects of lead. Participants were former Head Start recipients selected from a larger national study. The study compared lead-exposed children to non-lead-exposed children. Teacher ratings of the child on academic competence and specific subjects were used as academic outcomes.

T179

Risks and Strengths in the Home Environment of Expectant Families in Home Visiting Programs

Lorraine McKelvey, Leanne Whiteside-Mansell, Nicola Conners-Burrow, Taren Swindle, Patti Bokony

PRESENTERS

Lorraine McKelvey, Leanne Whiteside-Mansell

Home visiting programs often have goals for supporting families that are influenced by family context. Systematically assessing expectant mothers could improve success by addressing situations that influence program uptake. We describe characteristics of 144 pregnant mothers at enrollment into home visiting programs in one state. Mothers were at risk across multiple areas related to healthy child development, including psychosocial risks and less optimal parenting beliefs.

**T180*****The Home Observation for Measurement of the Environment and the Family Map Inventories: Overlap and Differences******Leanne Whiteside-Mansell, Robert Bradley, Lorraine McKelvey*****PRESENTER**

Leanne Whiteside-Mansell

The Home Observation for Measurement of the Environment (HOME) is a well-known tool used by researchers and practitioners to assess the quality of the environment. The Family Map Inventory is a new tool with similarities to the HOME in function and purpose; however, significant differences in structure and content were noted.

Home Visiting**T181*****Quantity, Quality, and Content: An Empirical Examination of Key Integrity Components in Early Head Start Home Visiting******Catherine Bracaliello, Patricia Manz*****PRESENTERS**

Catherine Bracaliello, Patricia Manz

The goals of this study included: (1) to develop a psychometrically-sound measurement tool for Early Head Start programs to use in assessing the quality of home visiting (Home Visiting Process Scale), (2) to empirically examine multiple components of home visiting service delivery proposed by Raikes and colleagues (2006), and (3) to comprehensively evaluate local Early Head Start service delivery in relation to family characteristics and demographic risk. Key results, implications for practice, and directions for research are provided.

T182***Family Engagement: Findings From the Use of a Teacher Implemented Structured Interview******Leanne Whiteside-Mansell, Taren Swindle, Jana Bays, Lois Kimbriel, Lorraine McKelvey*****PRESENTERS:**

Leanne Whiteside-Mansell, Jana Bays, Lorraine McKelvey

To build a productive parent-teacher partnership, parents and educators should discuss family needs; however, educators often find it difficult to begin these conversations. This study examines the usefulness of providing center-based educators with a structured interview for home visits. The results indicate that the interview is feasible, accepted by parents and teachers, and improves communication. Findings suggest that the use of the structured interview led to more meaningful conversations between teachers and parents.



T183

Supporting Home Visiting in Early Head Start: Parents as Teachers School Readiness Milestones and Family Engagement Survey

Nicole Thomson, Karen Guskin

PRESENTER

Nicole Thomson

This poster will highlight two data collection tools recently developed as resources to further strengthen the Parents as Teachers (PAT)-Early Head Start partnership. The tools include the PAT School Readiness Milestones for ongoing assessment of children's development and the PAT Parent and Family Engagement Survey for assessment of Head Start's Parent, Family, and Community Engagement Framework outcomes. Both are intended to support the continuous quality improvement and reporting efforts of Early Head Start programs.

T184

Improving the Health and Development of Young Children: Longitudinal Findings From a Pilot Home Visiting Program

Heather Sandstrom, Sarah Benatar, Ian Hill, Deborah Grodzicki, Jennifer Marcella, Maria Lourdes Brown, Tina Christie, Todd Franke

PRESENTERS

Heather Sandstrom, Sarah Benatar, Ian Hill, Deborah Grodzicki, Jennifer Marcella, Maria Lourdes Brown, Tina Christie

This poster presents findings from a longitudinal evaluation of a locally developed home visiting program that was piloted in 2010 in a large urban community in the United States. Results at 12- and 24-months postpartum show that families who received home visiting had better outcomes than a comparison group, including a higher likelihood of exclusively breastfeeding, higher quality home environments, stronger maternal responsiveness and encouragement, and greater child social competence and communication skills.

T185

Little Talks: A Partnership With Early Head Start Home Visitors to Enhance Caregiver-Child Book Sharing

Julie Manzo, Patricia Manz, Rachel Eisenberg, Amanda Gernhart, Jacqueline Faison, Tamique Ridgard, Jamie Whitenack

PRESENTERS:

Julie Manzo, Patricia Manz, Rachel Eisenberg, Amanda Gernhart, Jacqueline Faison, Tamique Ridgard, Jamie Whitenack

This poster will present the content of a curriculum designed to promote frequent and responsive book sharing and other language interactions between caregivers and their young children, as well as the format and supports for delivery in a home visiting context. Additionally, participants will learn about preliminary results in child expressive skills and caregiver-child interaction quality from the first phase of a 2-year randomized controlled trial. Facilitators and barriers to implementation will be presented.

**T186*****Intervention in Early Childhood: Links to Later School Success******Amber Brown, M. Angela Nievar, Laura Nathans*****PRESENTERS**

Amber Brown, M. Angela Nievar

The purpose of this study was to examine the effects of early childhood Home Instruction for Parents of Preschool Youngsters (HIPPPY) participation on reading and math scores of third grade students. Growth curve analysis indicated that HIPPPY participation had a significant effect on reading and math scores. Former HIPPPY students had higher scores in Year 1 and continued to have higher scores through Year 3. Gender had an effect on reading but not math scores, with socioeconomic status having no effect.

T187***Enriching Head Start Home Visits With Evidence-Based Intervention Components: Impact on Parents and Children******Karen Bierman, Brenda Heinrichs, Janet Welsh, Robert Nix*****PRESENTERS**

Karen Bierman, Brenda Heinrichs, Janet Welsh, Robert Nix

This paper describes an enriched Head Start home visiting program that was designed to complement the classroom program (REDI—Research Based, Developmentally Informed). Parallel to the classroom program, the home visiting program incorporated evidence-based components and focused on the dual domains of language/emergent literacy skills and social-emotional competencies. This paper describes the design of the parent intervention and its impact on parenting and child outcomes in kindergarten in the context of a randomized trial.

Policy Evaluation**T188*****Longitudinal Trends in Data Quality: an Examination of the Quality of IDEA Early Childhood Outcomes Data******Lynne Kahn, Kathleen Hebbeler, Cornelia Taylor, Lauren Barton, Donna Spiker*****PRESENTER**

Lynne Kahn, Kathleen Hebbeler, Cornelia Taylor, Lauren Barton, Donna Spiker

The Early Childhood Outcomes Center conducted a national study examining four years of state reported accountability data on child outcomes following their participation in early intervention and early childhood special education programs. Analyses were conducted on the quality of the data in each of the four years, and stability of the data over time. Methodology and results will be presented, with implications for researchers and policymakers, and for use in integrated data systems.



T189

Statewide System Collaboration Between Child Welfare and Early Intervention: What We've Learned and Where to Go From Here

Rachel Winters, Helen Cahalane, Marlo Perry

PRESENTER

Rachel Winters, Marlo Perry

Integration between child and family-serving systems is paramount to treating the family as a whole. A three-phase research project was designed to evaluate the effectiveness of a statewide early developmental screening initiative. Findings suggest that information sharing between child welfare and early intervention is shared intermittently. Referrals to early intervention for further evaluation following a positive screening and service availability needed improvement. There were also disparities in communicating screening results to caregivers

T190

Costs and Benefits of Public Preschool Programs

Andrew Brodsky

PRESENTER:

Andrew Brodsky

Research has demonstrated that high-quality preschool programs are highly cost-effective public investments. Three sets of analyses estimate the costs and benefits of public preschool in specific settings, combining parameters drawn from existing research with local data. Results indicate that investing in quality improvement yields the greatest “bang-for-the-buck” for the public dollar. Investments in new high-quality preschool programs recoup their original costs within 7 years.

T191

Implementing Research-Program Partnerships: The Relationship of Data Use Practices With Staff Characteristics and Classroom Quality in a Network of Enhanced Early Head Start/Head Start Programs

Amanda Stein, Shannon Guss

PRESENTERS

Amanda Stein, Shannon Guss

Recently there has been an increased demand for data-driven practices in early childhood contexts; yet few studies about the prevalence, process, or relationship of data use to indicators of interest in such settings exist. This paper will present descriptives about data use practices from a large-scale program evaluation of a network of enhanced Early Head Start/Head Start programs. The relationship of data-use practices to staff characteristics, program characteristics, and classroom quality will also be examined.

**T192*****Statutory Degree and Credentialing Requirements: Head Start Teaching Staffs' Responses and Perceptions******Carla Goble, Diane Horm, Amy Atanasov*****PRESENTERS**

Carla Goble, Diane Horm, Amy Atanasov

Past research investigates levels of teacher education in relation to classroom quality. This literature led to calls for enhanced educational credentials for early childhood educators including Head Start/Early Head Start teachers. This research focuses on Head Start/Early Head Start teachers' and directors' responses and perceptions resulting from the 2007 federally mandated degree and credentialing requirements for teaching staff. Findings may help to inform and guide policymakers and others regarding teacher credentialing attainment.

T193***Ongoing Partnership of Child Care Providers and Parents to Effectively Identify Children At-Risk for Developmental Delays******Herman Knopf, Heather Gooze, Vasanthi Rao*****PRESENTERS**

Herman Knopf, Heather Gooze, Vasanthi Rao

Early detection of developmental delays in children before the age of 5 is crucial to provide successful interventions and supports. One state's voluntary developmental screening system takes an evidence-based developmental screener from the medical field to early care and education using the latest technology, allowing teachers and parents to submit concurrent scores for children. This poster presents the elements of the program, its success, and statistical analyses comparing parent and child care providers' scores on children.



Early Care and Education Partnerships (Head Start/Child Care/Pre-K/Kindergarten and State and Federal Agencies)

T194

Collaborations Across Early Care and Education Systems and Time: An In-Depth Look at Universal Prekindergarten Partnerships

Lisa McCabe, Hope Casto, John Sipple

PRESENTERS

Lisa McCabe, Hope Casto, John Sipple

This mixed-method study explores partnerships between state-funded pre-K and early childhood education settings (e.g., Head Start and child care) over a 5-year period. Case studies were conducted in four rural school districts. State-level data on school district partnerships with child care programs were also gathered. Findings revealed that partnerships have increased over the 5-year period. In addition, qualitative analyses shed light on factors that promote and hinder the development of these partnerships.

T195

Head Start and Child Care: Experiences and Outcomes for Families and Children

Emily Snell, Annemarie Hindman, Kaitlin Moran

PRESENTERS

Emily Snell, Annemarie Hindman

Many families in Head Start utilize additional sources of child care. Unfortunately, little is known about what effects, if any, supplemental child care has on the growth and development of Head Start children. This poster uses the nationally representative, Head Start Family and Child Experiences 2006 data set set to describe child care use and to investigate links between child care use and Head Start children's school readiness outcomes.

T196

WIC to 5: Establishing Collaborations Between WIC Staff, Child Care Providers, and Health Care Providers

Angela Odoms-Young, Summer Porter, Keriann Uesugi, Stephanie Bess, Lashon Reese, Molly McGown

PRESENTERS

Angela Odoms-Young, Summer Porter, Keriann Uesugi, Stephanie Bess, Lashon Reese, Molly McGown

Despite the well-established positive impact of WIC (Special Supplemental Nutrition Program for Women, Infants, and Children) participation on the health of infants and children, it is estimated that about 45% of WIC eligible children do not enroll and/or terminate participation before their first birthdays. The purpose of this study was to design and evaluate an intervention program focused on establishing relationships between WIC staff and child care providers to improve child participation/retention rates in the Illinois WIC program.



T197

Transitions From Head Start to Kindergarten: Who Does What and Does it Support Children’s Development?

Lizabeth Malone, Claire Smither Wulsin, Jerry West

PRESENTERS

Lizabeth Malone, Claire Smither Wulsin, Jerry West

This poster presents findings on Head Start program and school supports for children’s transition to kindergarten. Using the Head Start Family and Child Experiences 2009 Survey, the study shows the majority of Head Start programs engage in transition activities with schools, such as sharing information and scheduling visits to classrooms. The alignment across settings is examined, as is parent school involvement and children’s kindergarten cognitive and social-emotional development by the level of transition supports available.



Wednesday Overview

WEDNESDAY, JULY 9

Morning

7:30 a.m. Registration Begins

8:30 a.m.–10:00 a.m. Plenary Session

Behavioral Insights: Application of Social and Behavioral Sciences to Improve Social Services

Presenters

Crystal Hall

University of Washington

Ariel Kalil

University of Chicago

Maya Shankar

White House Office of Science and Technology Policy

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

12:00 p.m.–1:15 p.m. Lunch

(Conference attendees on their own)

Afternoon

1:30 a.m.–3:15 p.m. Breakout Sessions

3:30 p.m.–4:30 p.m. Closing Session

Improving Child and Family Well-Being Through More Dynamic, Relational Approaches to Policy Research

Presenters

John Easton

Institute of Education Sciences

Diana Rauner

Ounce of Prevention

Jason Sachs

Boston Public Schools

Mary Catherine Arbour

Harvard Medical School

Deborah Perry

Georgetown University

Moderator

Jennifer Brooks

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



PLENARY SESSION

Independence Ballroom

Behavioral Insights: Application of Social and Behavioral Sciences to Improve Social Services

CHAIR

Emily Schmitt, *Office of Planning, Research and Evaluation, Administration for Children and Families*

PRESENTERS

Crystal Hall, *University of Washington*

Ariel Kalil, *University of Chicago*

Maya Shankar, *White House Office of Science and Technology Policy*

A growing body of evidence suggests that insights from the social and behavioral sciences can help design public policies that work better, cost less, and help people to achieve their goals. This plenary session presents the basic framework of behavioral insights and the increasingly frequent application to social services. The first presenter, Crystal Hall, will provide an introduction to the field of behavioral decision making, which spans several research areas within psychology and related social and behavioral sciences. She will give specific examples and show how they can inform the design, implementation, and evaluation of public policies. Ariel Kalil will then describe how approaches based on behavioral insights may be used to improve parents' engagement in parenting interventions and will outline ideas for experiments designed to test those strategies. The third presenter, Maya Shankar, will speak about the White House Office of Science and Technology Policy's efforts to help federal agencies test the impact of low-cost behavioral insights trials on program outcomes. This initiative is part of a broader Administration effort to promote evidence-based policy.

An Introduction to Behavioral Decision Making: Behavioral Insights in the Field

Crystal Hall

Using Behavioral Insights to Close the Parenting Divide

Ariel Kalil

Building Capacity for Behavioral Insights Within the Federal Government

Maya Shankar



Wednesday Morning Plenary Biographies



Crystal Hall (PhD, Psychology, Princeton University; BS, Decision Science and Policy Management, Carnegie Mellon University) is an Assistant Professor of Public Affairs at the University of Washington's Evans School of Public Affairs. Her research explores the use of psychological insights on behavior in the design and implementation of social policy. Specific topics in this research program include the structure of mental accounting among low-income populations, and how simple interventions relating to self-affirmation and identity can influence behavior. She also conducts field research exploring interventions at tax time to increase take-up of beneficial products and services and work examining the preferences and search processes of housing subsidy recipients. In addition to her academic work, Dr. Hall has provided guidance to community and government organizations seeking to implement tools from psychology and behavioral economics in the design and delivery of their programs and services. Current and previous partners have included the Washington Asset Building Coalition, the Consumer Financial Protection Bureau, the World Bank, and the Administration for Children and Families.



Ariel Kalil (PhD, Developmental Psychology, University of Michigan) is a Professor in the Harris School of Public Policy at the University of Chicago, where she directs the Center for Human Potential and Public Policy. She also holds an appointment as an Adjunct Professor at the University of Stavanger, Norway, in the Department of Business Administration. She is a developmental psychologist who studies how economic conditions and parents' socioeconomic status affect child development and parental behavior. Her recent projects have examined the relationship between parental education and time with children, the effects of the Great Recession on parental behavior and child development, and the association between income inequality and children's educational attainment. Before joining Chicago Harris's faculty in 1999, she completed a postdoctoral fellowship at the University of Michigan's National Poverty Center. Dr. Kalil has received the William T. Grant Foundation Faculty Scholars Award, the Changing Faces of America's Children Young Scholars Award from the Foundation for Child Development, and the National Academy of Education/Spencer Postdoctoral Fellowship. In 2003 she was the first-ever recipient of the Society for Research in Child Development Award for Early Research Contributions. Her current work is funded by the National Institute of Child Health and Human Development and by the MacArthur and Russell Sage Foundations.



Maya Shankar (PhD, University of Oxford; BA, Yale University) is Senior Advisor to the Deputy Director at the White House Office of Science and Technology Policy. She leads the Social and Behavioral Sciences Initiative, which seeks to translate academic research findings from these fields into improvements for federal program performance and efficiency. Prior to joining the White House, Dr. Shankar completed post-doctoral work in cognitive science at Stanford University.



301**Ballroom I/H*****Advances in Diagnosis and Treatment of Autism Spectrum Disorders*****CHAIR**

John M. Pascoe, Wright State University

PRESENTERS

Catherine Lord, *Center for Autism and the Developing Brain, at New York-Presbyterian Hospital, Weill Cornell Medical College, Columbia University Medical Center*

Daniel Coury, *Nationwide Children's Hospital and The Ohio State University*

DISCUSSANT

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

Autism spectrum disorders affect children from all backgrounds, yet are diagnosed later and less often in children from disadvantaged backgrounds and ethnic minorities. Thus, these children are less likely to receive early intervention, and their families are less likely to receive support than economically advantaged families. Strategies to improve early identification as well as intervention research are presented by Catherine Lord. Daniel Coury describes the progress that has been made in understanding possible genetic and other causes of autism spectrum disorders. New medications are being developed, some of which not only treat symptoms, but have the potential for understanding core features of the disorder.

Working With Young Children With Autism and Families From Diverse Backgrounds

Catherine Lord

Developments in Medical Aspects of Autism

Daniel Coury

302**Ballroom F/G*****Head Start Family and Child Experiences Survey (FACES): Beginning a New Chapter*****CHAIR**

Maria Woolverton, *Office of Planning, Research and Evaluation, Administration for Children and Families*

PRESENTERS

Jerry West, *Mathematica Policy Research*

Louisa Tarullo, *Mathematica Policy Research*

Nikki Aikens, *Mathematica Policy Research*

Emily Moiduddin, *Mathematica Policy Research*

Michelle Sarche, *University of Colorado Anschutz Medical Campus*

Patty Brown, *University of Colorado Anschutz Medical Campus*



WEDNESDAY Morning Breakout Sessions

Since 1997, the Head Start Family and Child Experiences Survey (FACES) has provided descriptive information on Head Start children, families, classrooms, teachers, and programs. In fall 2014, FACES will launch a new design, the outcome of an extensive 2-year redesign project. Finding ways to improve the measurement of school readiness for dual language learners and for expanding the population of children that is represented by the sample are both central to goals of FACES. Members of the FACES redesign team will describe key features of the new design and report on research that examines different approaches for deciding on children's language of assessment. An extensive planning process is underway to include American Indian and Alaska Native programs in future rounds of FACES. Members of this collaborative effort will describe the planning process and report on the progress that has been made to date.

303

Ballroom D/E

Children Participating in Multiple Systems: Implications for Head Start/Child Care Partnership Research

CHAIR

Diane Schilder, *Education Development Center, Inc.*

PRESENTERS

Elizabeth Davis, *University of Minnesota*

Rebecca Ryan, *Georgetown University*

Sara Schmitt, *Purdue University*

DISCUSSANT

Diane Paulsell, *Mathematica Policy Research*

This session will highlight the importance of child care and Head Start partnerships and detail lessons learned from previous research across service systems (child care, Head Start, public pre-K, and child welfare). The first presenter will discuss associations related to dual enrollment in subsidized child care and early education programs (Head Start and pre-K) and children's school readiness outcomes. The second will examine the effects of child care subsidies at age 2 on the type of child care experienced in the preschool year. The third will examine the effects of access to Head Start and quality child care on children and families involved in the child welfare system. The discussant will review the Administration for Children and Families' Child Care-Head Start Partnership work and reflect on the implications of previous research on future studies of partnership. The chair will guide a group discussion of the implications of this work for policy and research about partnerships.



304**Ballroom B/C*****Models for Improving Instructional Quality*****CHAIR**

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

PRESENTERS

Karen Bierman, *Pennsylvania State University*

Christina Weiland, *University of Michigan*

Jason Sachs, *Boston Public Schools*

Incorporating content-specific curriculum in early care and education center classrooms can substantially impact early academic and social development. Researchers involved in two such projects will describe how partnering with programs led to the development of specific curriculums and contributed to improving child outcomes. Karen Bierman will reflect on the Head Start-REDI project, a field trial evaluating the impact of research-based emergent literacy and social-emotional skill training on student school readiness. Christina Weiland will showcase results from the Boston Pre-K study, which uses the OWL and Building Blocks curricula (with specific professional development). She will focus on the role of the researchers as partners and evaluators. Jason Sachs will then describe how the Boston school system led and collaborated with Harvard in developing and extending the Boston Pre-K program. This involves examples of local policy decision making and efforts for identifying instructional goals and systems to enhance the effectiveness of services. Researcher and policymaker perspectives will be discussed.

305 POSTER SYMPOSIUM**La Fayette Park/Farragut Square*****Making Connections Between Child Welfare and Early Childhood Programs—******The Experiences of the 2011 Child Welfare-Early Education Partnership Grantees*****CHAIR**

Grace Whitney, *Connecticut Head Start State Collaboration Office*

PRESENTERS

Christopher Lloyd, *University of Arkansas at Little Rock*

Dana Mullen, *Children's Friend*

Grace Whitney, *Connecticut Head Start State Collaboration Office*

Julie McCrae, *University of Denver*

Lorette Dussault, *Foster Forward*

Nancy DiMauro, *Connecticut Department of Children and Families*

Rebecca Silver, *Medical School of Brown University*

Ruth McKey, *James Bell Associates*

Sacha Klein, *Michigan State University*

Tara DeJohn, *University of Arkansas at Little Rock*



WEDNESDAY Morning Breakout Sessions

DISCUSSANT

Grace Whitney, *Connecticut Head Start State Collaboration Office*

This poster symposium will share findings from the initial cohort of the Administration for Children and Families Children's Bureau Early Childhood Child Welfare federal grant recipients. Individual poster presentations will describe goals, activities, findings, and recommendations of each project. The integrated presentation will highlight common activities and findings and policy implications.

Connecticut Department of Children and Families—Head Start Partnership

Grace Whitney, Nancy DiMauro

Building Bridges for Better Beginnings

Tara DeJohn, Christopher Lloyd

Children's Friend and Services

Rebecca Silver, Dana Mullen, Lorette Dussault

Colorado Partnership in Early Childhood Education and Services

Julie McCrae

Long Beach Child Welfare-Early Education Partnership

Sacha Klein

Cross-Site Analysis of Evaluations of Child Welfare–Early Education Partnership Programs

Ruth McKey

306 POSTER SYMPOSIUM

Bullfinch/Latrobe/Burnham

Dissemination and Marketing Strategies: Translating the Evidence-Base Into Applied Guidance Lessons From the Office of Head Start's National Centers

CHAIR

Wendy DeCourcey, *Office of Planning, Research and Evaluation, Administration for Children and Families*

PRESENTER

Tama Leventhal, *Tufts University*

DISCUSSANT

Lori Roggman, *Utah State University*

A primary mission of Head Start's National Centers is translation of research to practice: Building evidence-based guidance for Head Start and Early Head Start programs across multiple domains. Each National Center has specific lessons learned about dissemination of research for applied purposes. This poster symposium



will present specific dissemination and translation projects from each National Center, and discussion will center on strategies/methods, marketing approaches, successes, translation challenges, and evaluation of dissemination. These lessons will be presented in a way to inform researchers who wish to do policy and practice relevant work.

Head Start's National Center on Program Management and Fiscal Operations

Heidi Rosenberg

Head Start's National Center on Parents, Family, and Community Engagement

Catherine Ayoub

Head Start's National Center on Cultural and Linguistic Responsiveness

Robert Stechuk and Joanne Knapp-Philo

Early Head Start National Resource Center

Jennifer Boss

Head Start's National Center on Quality Teaching and Learning

Bridget Hamre and Jennifer LoCasale-Crouch

Head Start's National Center on Health

Heather Fitzpatrick

307

Cabin John/Arlington

Making It Real: Coordination and Collaboration From the Perspectives of Families and Agencies

CHAIR

Tamara Halle, *Child Trends*

PRESENTERS

Susan Mitchell, *Carroll County Public Schools*

Theresa Hawley, *Governor's Office of Early Childhood Development, Illinois*

Laura Johns, *Georgia Department of Early Care and Learning*

Danielle Ewen, *District of Columbia Public Schools*

DISCUSSANT

Ngozi Onunaku, *Administration for Children and Families*

Coordination and collaboration are core goals for leaders in early learning and development programs today. Whether it's Head Start, child care, pre-K, home visiting, or any other early childhood program, coordination and collaboration impacts how programs are delivered across the country and what families and children experience as they receive services. This session will provide multiple perspectives on the realities of



collaboration and coordination in early childhood programs today. The focus is to help participants understand the implications of collaboration and coordination, from both the family and agency perspectives. Participants will hear from leaders who coordinate and collaborate at the state level, as well as researchers who have been examining these issues from the perspective of families. The goal of this session is to help bring home what coordination and collaboration look like from the perspective of the families and agencies we are working for and to prompt discussion of the implications of these realities for research.

308

Wilson/Roosevelt

Exploring the Relationship Between Neighborhood Social Capital and Child Development: Evidence From Three Large National Datasets

CHAIR

Celia Gomez, *Harvard University*

PRESENTERS

Celia Gomez, *Harvard University*

Elizabeth Shuey, *Tufts University*

Jessica Burdick, *New York University*

Tama Leventhal, *Tufts University*

DISCUSSANT

Ann Rivera, *Office of Planning, Research and Evaluation, Administration for Children and Families*

Using data from the Project on Human Development in Chicago Neighborhoods, the National Head Start Impact Study, and the national Making Connections database, the studies in this symposium ask a variety of research questions that explore the relationships between neighborhood social capital, organizational resources, and early childhood development. By employing rigorous quantitative methods, results from all of the studies shed light on how families engage with neighborhood social and organizational networks in ways that support healthy development.

Early Outcomes for Immigrant and Non-Immigrant Children: The Roles of Formal Child Care and Neighborhood Social Capital

Elizabeth Shuey, Tama Leventhal

Neighborhood Organizational Resources as a Moderator of Head Start Impacts on Children: Experimental Evidence

Hirokazu Yoshikawa, Celia Gomez, Pamela A. Morris, Maia Connors, Dana Charles McCoy

Organizational Resources as Social Capital: A Mediating Pathway Between Neighborhood Disadvantage and Child Health

Amanda Roy, Jessica Burdick

**309****Franklin Square/McPherson Square*****Collaboration Through Information Sharing: Building Early Childhood Integrated Data Systems*****CHAIRS**

Kathleen Hebbeler, *SRI International*

Lauren Barton, *SRI International*

PRESENTERS

Donna Spiker, *SRI International*

Jennifer Tschantz, *SRI International*

Kathleen Hebbeler, *SRI International*

Lynne Kahn, *Early Childhood Technical Assistance Center and Early Childhood Outcomes Center, Frank Porter Graham Child Development Institute, University of North Carolina at Chapel Hill*

Missy Cochenour, *Applied Engineering Management Corporation*

Suzanne Raber, *SRI International*

DISCUSSANT

Albert Wat, *National Governor's Association*

High-quality early childhood integrated data systems (ECIDS) offer a unique opportunity to collaborate across early childhood programs and build knowledge about effective practices. Presenters in this session will describe the national landscape of federal investments and resources to support state efforts to build ECIDS (e.g., RTT-ELC, SLDS-ECIDS, DaSy Center), present the results from a national study of the state early childhood data systems for two programs, and summarize the challenges and opportunities that ECIDS present for researchers.

Early Childhood Data Systems: National Research Opportunities

Jennifer Tschantz, Missy Cochenour

A National Look at Statewide Data Systems From the Perspective of IDEA Early Childhood Programs

Donna Spiker, Lynne Kahn

The Power and Challenges of Integrated Early Childhood Data Systems: Implications for Researchers

Kathleen Hebbeler, Lauren Barton, Suzanne Raber



310

Ballroom I/H

The 2013 Institute of Medicine Report: New Directions in Child Abuse and Neglect Research

CHAIR

Cheryl Boyce, *National Institute on Drug Abuse*

PRESENTERS

Deborah Daro, *Chapin Hall at University of Chicago*

Mary Dozier, *University of Delaware*

DISCUSSANT

Catherine Ayoub, *Boston Children's Hospital, Harvard Medical School*

The developmental consequences for exposure to abuse and/or neglect in early childhood are serious, as indicated by new research on the impact of exposure on the brain. This session will begin with an examination of a recent Institute of Medicine (IOM)/National Research Council report on abuse and neglect. The presentation will highlight the impact of exposure at different developmental ages, the consequences for development, the implications for interventions and service delivery systems, and the challenges of the child welfare system. Priorities for research and practice will be discussed, and the interface with child early education systems will be considered for both prevention and treatment. Information on home visiting and Early Head Start/Head Start services for children exposed to violence will be discussed in the context of this recent IOM report. The presentation will conclude with recommendations for national policy and practice.

311

Ballroom F/G

Developing Ratings in Quality Rating and Improvement Systems: Conceptualizations, Psychometrics, and Practicalities

CHAIR

Ivelisse Martinez-Beck, *Office of Planning, Research and Evaluation, Administration for Children and Families*

PRESENTERS

Kelly Maxwell, *Child Trends*

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

DISCUSSANT

Kathryn Tout, *Child Trends*

Quality Rating and Improvement Systems (QRIS) are established by states as a systemic approach to improve quality in early childhood programs across sectors and provide information to parents about the quality of available child care and early education options. Development and validation of QRIS are supported in many states through the Race to the Top Early Learning Challenge Initiative. This session will begin by defining QRIS,



describing typical state goals and processes linked to QRIS, and providing a conceptual framework for these systems. Using secondary data analyses, the next presentation will discuss developing rating systems from a psychometric perspective, including separating indicators into multiple ratings if quality indicators are not correlated, careful identification of cut-points in categorizing quality indicators, and the need to link targeted QRIS outcomes to the domains measured. The discussant will address challenges of designing and validating QRIS using selected state examples of the decision making processes involved in QRIS design and evaluation.

312

Ballroom D/E

Instability in Early Care and Education Among Low-Income Families

CHAIR

Elizabeth Davis, *University of Minnesota*

PRESENTERS

Elizabeth Davis, *University of Minnesota*

Heather Sandstrom, *Urban Institute*

Katherine Speirs, *University of Illinois at Urbana-Champaign*

DISCUSSANT

Minh Le, *Office of Child Care, Administration for Children and Families*

This symposium will address critically important questions about the stability of early care and education (ECE) arrangements for low-income children. Instability (defined as ending a care arrangement) may undermine the benefits of quality ECE, yet not all transitions are associated with negative outcomes for children. The symposium will feature new research using qualitative and quantitative data to examine different aspects of instability. The discussant will provide a policy perspective on the need for a nuanced understanding of instability.

Child Care Arrangement Stability and Cycling in the Subsidy Program

Elizabeth Davis, Caroline Krafft, Nicole Forry

Subsidy Exits and Child Care Continuity: Understanding Why Families Stop Receiving Child Care Assistance and the Impacts on Their Child Care Arrangements

Heather Sandstrom, Julia Henly, Amy Claessens, Alejandra Ros Pilarz

Choosing Care? Failed and Forced Transitions in the Child Care Arrangements of Low Income Mothers

Katherine Speirs, Colleen Vesely, Kevin M. Roy



313 MASTER LECTURE

Ballroom B/C

The Neighborhoods Where Young Children Grow Up

CHAIR

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

PRESENTER

Jeanne Brooks-Gunn, *Columbia University*

It is known that some neighborhoods offer more to support children's life transitions than do others. This session will address the extent to which residential changes affect children generally and influence their ability to deal with other transitions. The presenter will review how scholars in the fields of economics, sociology, demography, psychology, and political science are addressing the issues concerning the effects of neighborhoods on children. Theoretical perspectives will be considered as well as the ways in which neighborhood characteristics are measured. The research designs used to disentangle the effects of the neighborhood from those of the family will be described as well. In addition, the primary mechanisms through which neighborhoods influence children's development will be considered. Tracking young children's development at the neighborhood level in order to determine the resources needed in a community will be discussed.

Master Lecture Biography



Jeanne Brooks-Gunn, (PhD, University of Pennsylvania) is the Virginia and Leonard Marx Professor of Child Development and Education at Teachers College and the College of Physicians and Surgeons at Columbia University, and she directs the National Center for Children and Families. She is interested in factors that contribute to both positive and negative outcomes across childhood, adolescence, and adulthood, with a particular focus on key social and biological transitions over the life course. She designs and evaluates intervention programs for children and parents (Early Head Start, Infant Health and Development Program, Head Start Quality Program). Other large-scale longitudinal studies include the Fragile Families and Child Well-Being Study and the Project on Human Development in Chicago Neighborhoods (co-principal investigator

of both). She has been elected into both the Institute of Medicine of the National Academies and the National Academy of Education, and she has received life-time achievement awards from the Society for Research in Child Development, American Academy of Political and Social Science, the American Psychological Society, American Psychological Association, and Society for Research on Adolescence.

**314****La Fayette Park/Farragut Square*****Preschool Interventions Promoting the Development of School Readiness Skills in English Language Learners: Results From Three Randomized Control Trials*****CHAIR**

James Griffin, *Eunice Kennedy Shriver National Institute of Child Health and Development*

PRESENTERS

Carol Scheffner Hammer, *Temple University*

Christopher Lonigan, *Florida State University*

Dina Castro, *Arizona State University*

DISCUSSANT

Diane August, *American Institutes for Research*

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

Nuestros Niños Program: Promoting School Readiness With Dual Language Learners

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

An Investigation of the Efficacy of Tools of the Mind

Carol Scheffner Hammer, Lisa Lopez, Clancy Blair, Eugene Komaroff

Promoting School Readiness Skills of Preschoolers Who Are Spanish-Speaking Language-Minority Children: A Randomized Evaluation

Christopher Lonigan, Beth Phillips, Kimberly McDowell, JoAnn Farver



315

Wilson/Roosevelt

Early Childhood Mental Health Consultation: Evolution and Evidence

CHAIR

Brenda Jones Harden, *University of Maryland*

PRESENTERS

Deborah Perry, *Georgetown University*

Sherryl Scott Heller, *Tulane University*

Walter S. Gilliam, *Yale University*

DISCUSSANT

Shana Bellow, *Government of the District of Columbia, Department of Behavioral Health*

For many early care and education professionals, understanding and managing children's behavior is the most frequently identified challenge. Early childhood programs often struggle to address the mental health needs of their children and families and to obtain appropriate mental health consultation. This session will present three recent studies of early childhood mental health consultation models from different parts of the country. Along with the evidence for the effectiveness of these consultation models, the presenters will examine the mechanisms by which these models promote the social-emotional well-being of participant children. The implications of study findings for early childhood practice with respect to young children's social-emotional competence will be explored.

316 POSTER SYMPOSIUM

Bullfinch/Latrobe/Burnham

Testing Dual-Generation Approaches in Head Start: The Head Start University Partnerships Consortium

CHAIR

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

PRESENTERS

P. Lindsay Chase-Lansdale, *Northwestern University*

Ansley Gilpin, *University of Alabama*

Ferol Mennen, *University of Southern California*

Helen J. Neville, *University of Oregon*

DISCUSSANT

Teresa Eckrich Sommer, *Northwestern University*

In 2013, the Office of Planning, Research and Evaluation in the Administration for Children and Families, funded four grant projects to test promising dual-generation approaches in the context of Head Start. Together these grants will contribute to the cumulative knowledge base on how building adult capacity improves outcomes for families and children and will examine the role that Head Start can play in promoting family well-being



and children's school readiness. Dual-generation approaches combine intensive, high-quality, child-focused programs with intensive, high-quality, adult-focused services. Targeted adult outcomes include education and career advancement, employment and financial security, perceived stress and stress physiology, self-regulation, and depression. The presenters will describe the populations to be served, interventions to be implemented, targeted adult outcomes, and theories of change, as well as discuss their ongoing work, conducted in conjunction with their Head Start partners, to strengthen the dual-generation elements of the program and prepare for implementation.

Expanding the Cycle of Opportunity: Simultaneously Educating Parents and Children in Head Start

P. Lindsay Chase-Lansdale, Hirokazu Yoshikawa, Teresa Eckrich Sommer, Amanda Morris, Terri Sabol

Improving Family Well-Being and Child School Readiness: Power PATH Dual Generation Intervention With Head Start Preschoolers and Their Parents

Ansley Gilpin, Caroline Boxmeyer, Jason DeCaro, John Lochman

Healthy Moms–Healthy Kids: Reducing Maternal Depression for Better Outcomes in Head Start Children

Ferol Mennen, Todd Sosna

Broader Implementation of a Successful Dual-Generation Intervention in Partnership With Head Start of Lane County

Helen J. Neville, Eric Pakulak, Mandy Hampton Wray, Theodore Bell

317

Cabin John/Arlington

Variations in Coaching/Mentoring Effectiveness Across Domains and Settings

CHAIR

Shannon Wanless, *University of Pittsburgh*

PRESENTERS

Gregory Fabiano, *SUNY Buffalo*

Jennifer Kutzner, *University of Pittsburgh*

Rebecca Vujnovic, *SUNY Buffalo*

Shannon Wanless, *University of Pittsburgh*

Stephen Bagnato, *University of Pittsburgh*

DISCUSSANT

Marlene Midget, *Northern Panhandle Head Start, Inc.*

Bridget Hamre, *University of Virginia*



WEDNESDAY Afternoon Breakout Sessions

Three studies will be presented that describe the use of coaching/mentoring across early childhood interventions that span domains and settings. Consistencies across studies, as well as study-specific nuances will be described. Overall, coaching improves teachers' implementation, certain teachers are more likely to want coaching, and coaching can be removed over time without sacrificing implementation quality. Moreover, coaching appears to support particular aspects of teaching more than others. Implications for future professional development efforts will be discussed.

COMET: Positive Impact of Intensive Mentoring on the Instructional Efficacy of Head Start Teachers

Stephen Bagnato

A Tiered Intervention Approach for Promoting Prosocial Behavior in Head Start Classrooms

Gregory Fabiano, Rebecca Vujnovic

"We're Kind of Excluded Here": Evaluating the Utility of a Virtual Coach as a Professional Development Resource for Home and Center Based Child Care Providers

Jennifer Kutzner, Shannon Wanless, Joseph Pieri

318

Franklin Square/McPherson Square

Government–Research–Community Partnerships: Evidence for an Effective Approach to Enhancing the Early Home Learning Environment of Children From Disadvantaged Families

CHAIR

Donna Berthelsen, *Queensland University of Technology*

PRESENTERS

Jan Matthews, *Parenting Research Centre*

Jan Nicholson, *Parenting Research Centre and La Trobe University*

Naomi Hackworth, *Parenting Research Centre and Murdoch Children's Research Institute*

DISCUSSANT

Lisa Knoche, *University of Nebraska, Lincoln*

This symposium presents three papers that illustrate how effective government–research–community partnerships can respond to an identified need and result in the development of an effective approach to enhancing early childhood services for disadvantaged families and provide children with an enhanced early home learning environment. The partnerships resulted in a rare opportunity to not only address an identified service gap, but to add new scientific knowledge by testing the approach using a cluster randomized controlled trial.



Working With Government and Providers to Respond to a Service Gap: Building an Evidence-Informed Approach to Enhance the Early Development of Children From Disadvantaged Families

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

Engaging Parents and Practitioners in Program Development Through Consultation and Collaboration: Impact on Engagement and Process

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

A Cluster Randomized Controlled Trial of an Early Home Learning Intervention for Disadvantaged Children: Outcomes and Implications for Implementation

Jan Nicholson, Naomi Hackworth, Elizabeth Westrupp, Jan Matthews, Donna Berthelsen, Maggie Yu, Shannon Bennetts



Closing Session

Independence Ballroom

Improving Child and Family Well-Being Through More Dynamic, Relational Approaches to Policy Research

PRESENTERS

John Easton, *Institute of Education Sciences*

Diana Rauner, *Ounce of Prevention*

Jason Sachs, *Boston Public Schools*

Mary Catherine Arbour, *Harvard Medical School*

Deborah Perry, *Georgetown University*

MODERATOR

Jennifer Brooks, *Office of Planning, Research and Evaluation, Administration for Children and Families*

The conference will end with a discussion among experts about new (and not-so-new) approaches to using data and evidence for continuous learning in social services programs. Panelists will discuss their efforts to strengthen ties between policymakers, practitioners, and researchers, generate data and evidence on questions of interest to these audiences, and support ongoing use of data and evaluation in programs. Examples will include the use of data over time to enhance the Boston Public Schools pre-K program, the use of networked learning communities in Chile and the United States, the idea of rapid prototyping in child and family programs, and the perspective of a research-funding agency on how funders can support this type of work.





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