



*SBE*Ed & 
BREAKFAST

**Fostering Research Connections in the
Social, Behavioral and Educational Sciences**



**NEBRASKA CENTER FOR RESEARCH ON
CHILDREN, YOUTH, FAMILIES & SCHOOLS**



EXTENSION

TODAY'S CONVERSATION

Jointly hosted by Nebraska Extension and CYFS

Psychosocial Development & Social-Emotional Learning

WELCOME

- **Sue Sheridan**, Director, CYFS
- **Kathleen Lodi**, Associate Dean of Nebraska Extension and 4-H Program Administrator

RESEARCH IMPACT AREAS

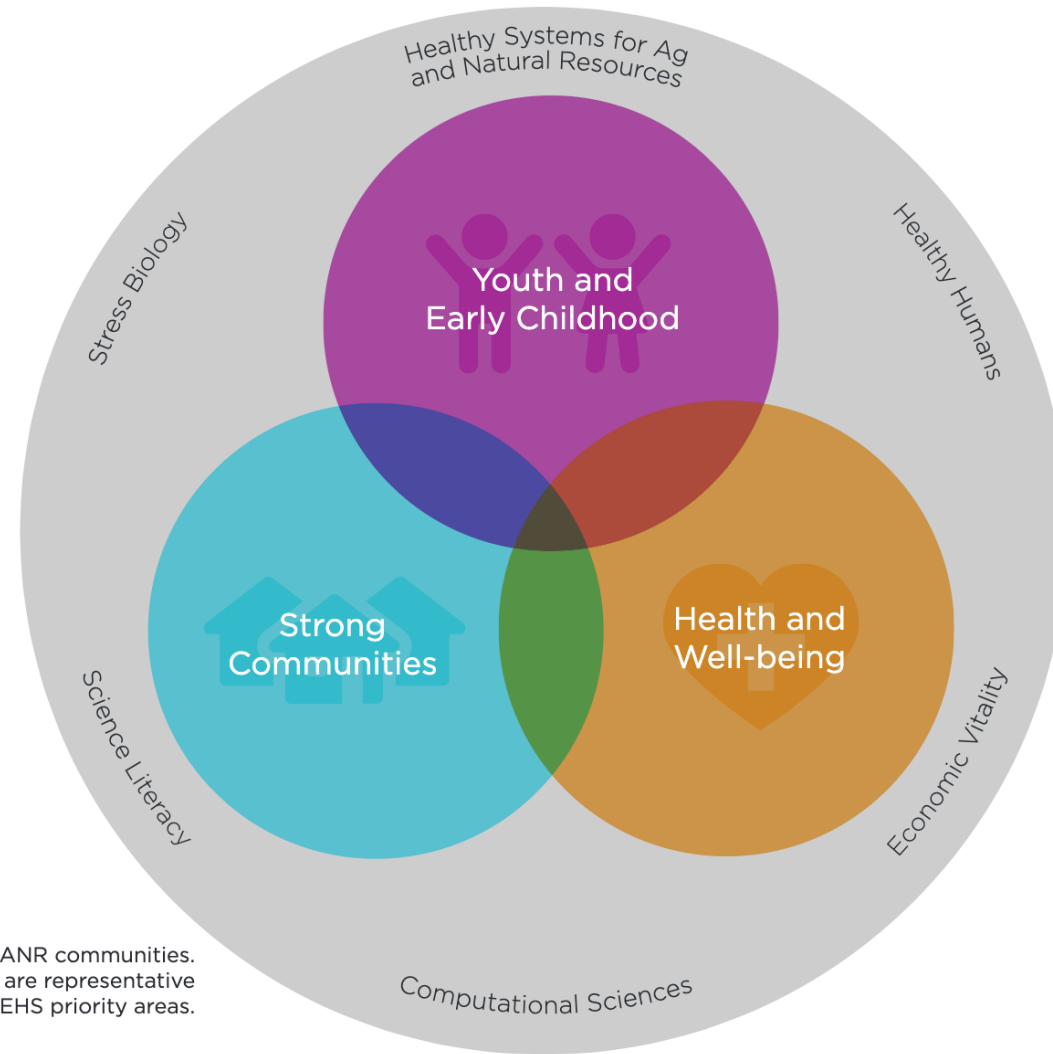
Research talks and discussion will focus on these impact areas:

- **Psychosocial Development & Social-Emotional Learning (March 18)**
- **Early Education & Development (April 29)**

STRATEGIC INITIATIVES

- **N2025 Grand Challenges**
- **Framework for Youth & Family Sciences**

Framework for Youth and Human Sciences



* Grey circle is representative of IANR communities.

** Purple, blue and orange circles are representative of CEHS priority areas.

TODAY'S GOALS

1. **Connect** UNL researchers and Extension Educators around the impact area of psychosocial development and social-emotional learning.
2. **Learn** about current psychosocial development and SEL research.
3. **Identify** potential connections with community needs and opportunities for collaboration with current Extension programs.
4. **Share** out key connections and ideas/next steps.

RESEARCH TALKS



Kristin Duppong Hurley, Ph.D.

Research Professor, Special Education & Communication Disorders
Co-Director, Academy for Child & Family Well-Being



Gilbert Parra, Ph.D.

Associate Professor,
Child, Youth & Family Studies

RESEARCH TALKS

"Family-focused intervention research to support students with emotional and behavioral needs"

Kristin Duppong Hurley, Ph.D.

Research Professor, Special Education & Communication Disorders
Co-Director, Academy for Child & Family Well-Being

Family Research Focus

Parent-to-parent support

Parental involvement in education

In-home intervention for high-risk families (child welfare)

Parent-to-Parent Support

For families of students receiving special education services for emotional and behavioral disorders

parent
CONNECTORS



Parent to parent phone support



Parent Connectors is listed as having Promising Research Evidence at the California Evidence-Based Clearinghouse for Child Welfare.

[Click here to learn more.](#)

What is Parent Connectors?



A weekly phone call from another parent of a student with emotional or behavioral needs



Emotional support from another parent who has “walked in your shoes”



Information about school and community services to support students and families



Encouragement to be involved in their child’s education and mental health services



66%

***MORE LIKELY TO REPORT
INCREASED ABILITY TO INFLUENCE
MENTAL HEALTH SERVICES**



63%

***MORE LIKELY TO REPORT
INCREASED COMFORT TALKING &
PARTNERING WITH EDUCATORS**

**Compared to parents who did not receive Parent Connectors services*

Recent Outcomes

What was discussed during Parent Connector phone calls?

- 71%** Benefits of being involved in education/services
- 70%** How to be an effective partner with teachers
- 70%** Navigating the service system
- 63%** Individualized Education Plans and parent roles

What is next?

Expand to families of elementary students

Develop online platform for scale-up

- Working on moving to online training
- Online supervision
- Online fidelity data entry

Research in rural schools

Other population groups

- Juvenile justice, child welfare, new immigrants

Continuum of parent support



Parental Involvement in Education

School-Based Involvement

- Parent-teacher communication
- Attends school activities

Home-Based Involvement

- **Home environment & activities fostering education**
- Help with homework

Academic Socialization

- **Parent-child communication about education & careers**
- **Parental aspirations for child**

Hill & Tyson, 2009; Duppong Hurley, Lambert, January, & Huscroft-D'Angelo, 2017

Parental Involvement in Education

- Examining using 2009 High School Longitudinal Survey
- HS students with elevated emotional behavioral risk and general population
- Concern about measurement of parental involvement
 - Missing important aspects? (rural, stages of child, family interests, bias)
 - Can we detect change?
 - What about parental involvement for students in special education?
- 4-H seems an exemplar of home-based family involvement in education

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RESEARCH TALKS

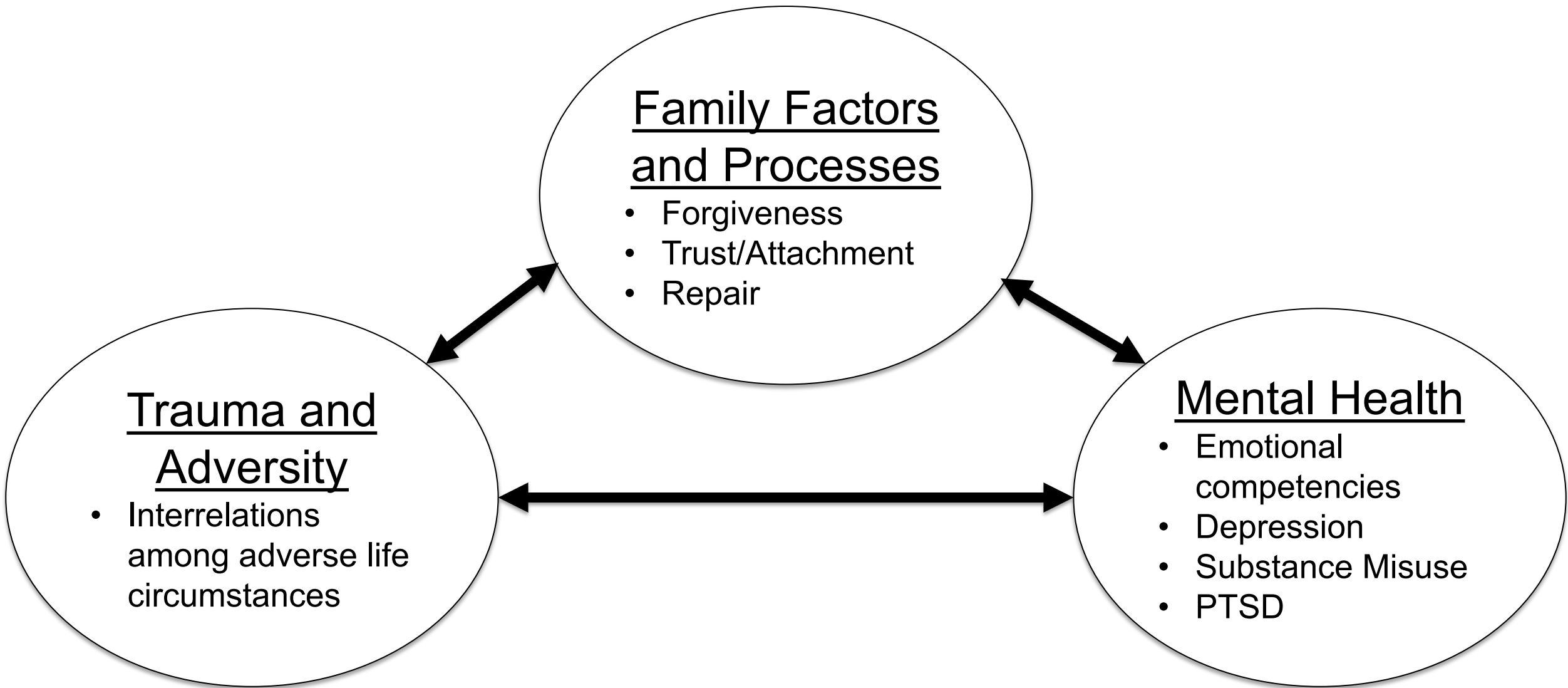
"Childhood trauma and adversity: Working with educators and families to navigate issues"

Gilbert Parra, Ph.D.

Associate Professor, Child, Youth & Family Studies

Current Collaborations with Extension

- Youth Civic Engagement (PI, Evan Choi)
 - The National Institute of Food and Agriculture; Children, Youth, and Families at Risk (CYFAR)
- A Resource Toolkit to Support the Wellness of Extension Employees Following A Natural Disaster (PI: Holly Hatton-Bowers)
 - National Institute of Food and Agriculture; Smith-Lever Special Needs Competitive Grant Program

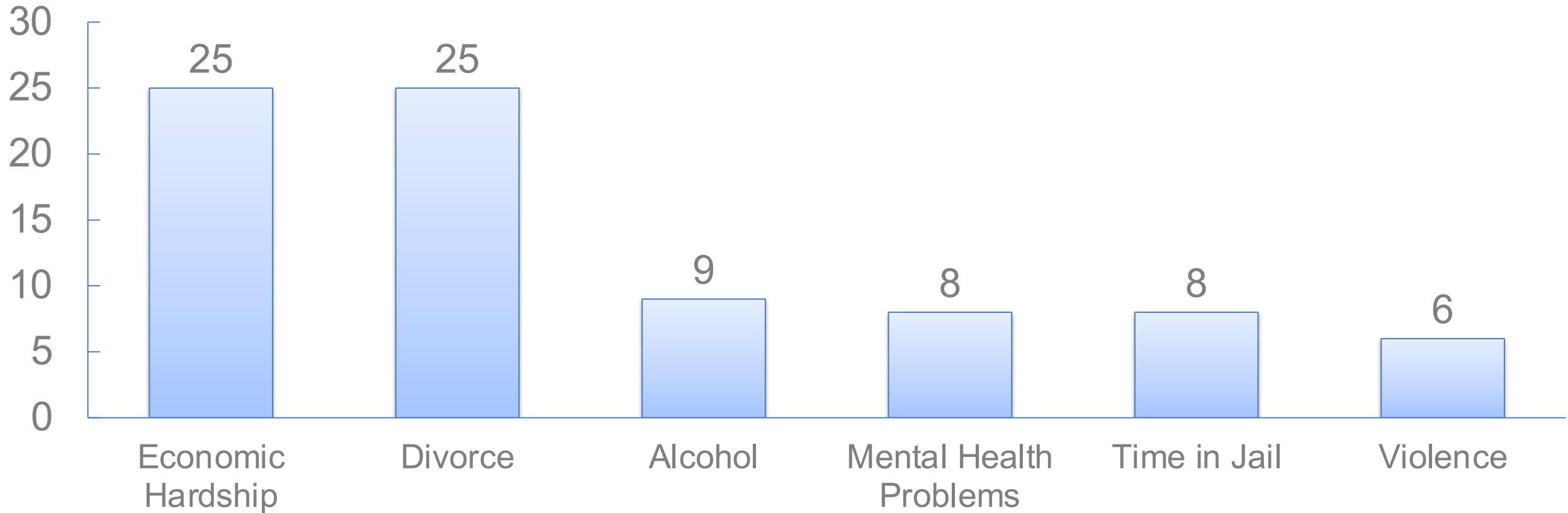


Adverse Childhood Experiences

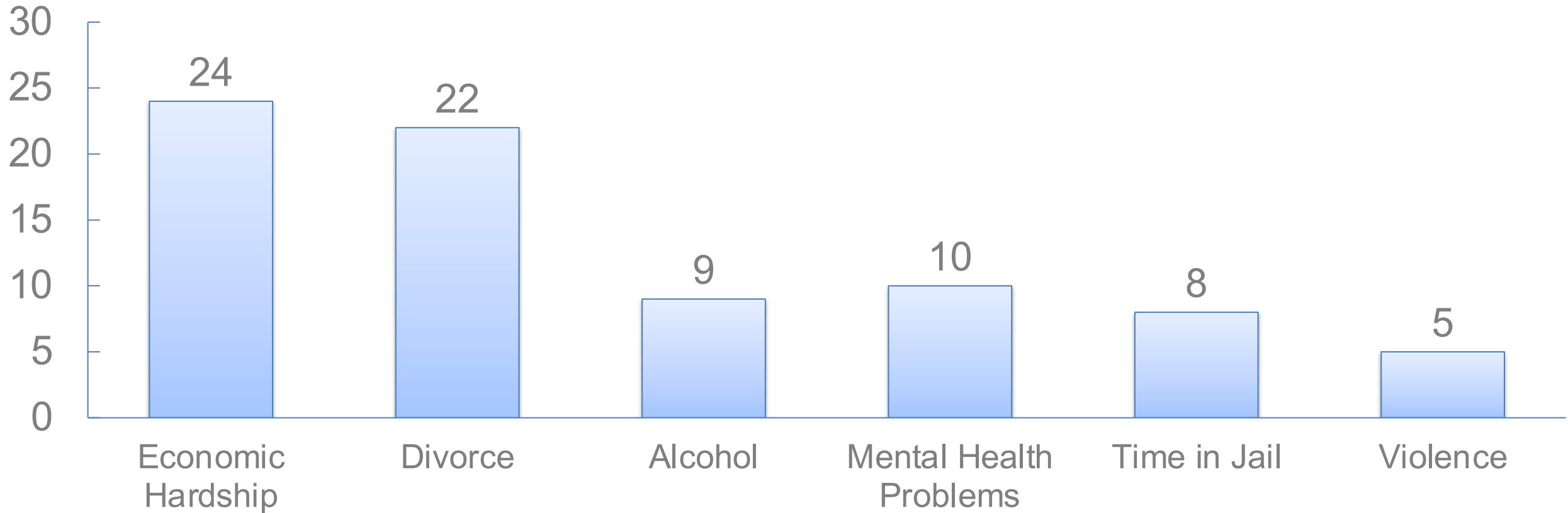
- Lived with anyone who was mentally ill or suicidal, or severely depressed for more than a couple of weeks
- Lived with anyone who had a problem with alcohol or drugs;
- Experienced economic hardship “somewhat often” or “very often” (i.e., the family found it hard to cover costs of food and housing).

Child Trends reported data from 2016 National Survey of Children’s Health
(<https://www.childtrends.org/publications/prevalence-adverse-childhood-experiences-nationally-state-race-ethnicity>)

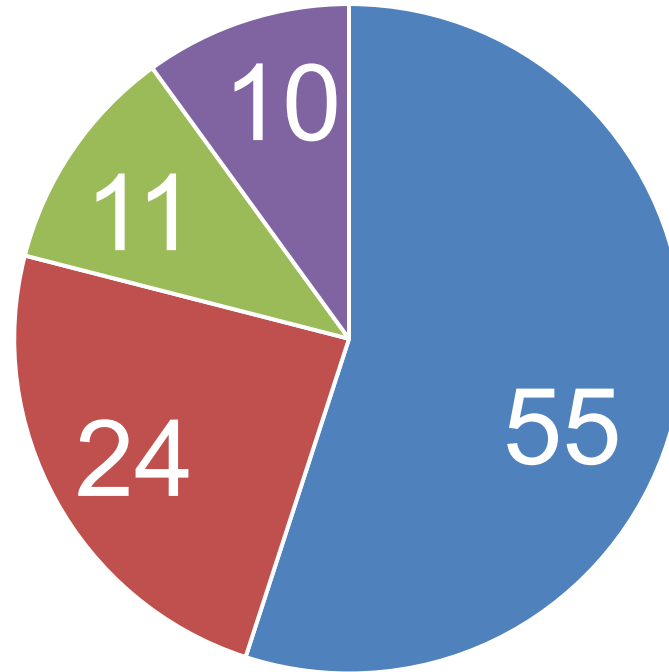
Adverse Childhood Experiences: United States



Adverse Childhood Experiences: Nebraska

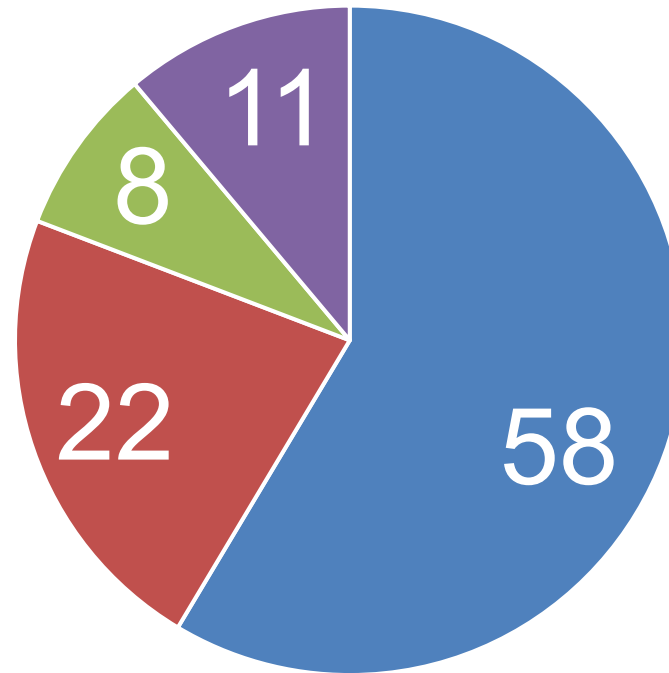


Adverse Childhood Experiences: United States



■ 0 ACEs ■ 1 ACE ■ 2 ACEs ■ 3 or more ACEs

Adverse Childhood Experiences: Nebraska



■ 0 ACEs ■ 1 ACE ■ 2 ACEs ■ 3 or more ACEs

Public Health Significance

- Mental Health
 - Depression
 - PTSD
 - Aggression
 - Substance Use Problems
- Relationship Problems
- Academic/Occupational Problems
- Physical Health Problems

Attachment Injuries in Families

In some families, parents

- through their actions
 - e.g., engaging in destructive interparental conflict
- and/or failure to act
 - e.g., failure to protect during stressful circumstances

contribute to their children's emotional pain

Attachment Injuries in Families

Youth who experience

- **Hurt**
 - Anger
 - Pain
 - Fear
 - Sadness

related to attachment injuries by parents are a unique high-risk group

Important Issues Related to Family Adversity and Mental Health

Increase Understanding of

- family factors and processes that contribute to repairing damaged relationships
 - Forgiveness
 - Trust, Attachment, and Emotions
- interventions (especially family) that can prevent adverse life circumstances

FOUR BREAKOUTS

Room 1

Family-Focused Intervention
(Group #1)

Facilitator: Sue Sheridan

Room 2

Family-Focused Intervention
(Group #2)

Facilitator: Jean Ann Fischer

Room 3

Childhood Trauma & Adversity
(Group #1)

Facilitator: Kathleen Lodi

Room 4

Childhood Trauma & Adversity
(Group #2)

Facilitator: Julie Gillmor

BREAKOUT DISCUSSION STRUCTURE

Introductions – 9:30 to 9:50 a.m. (20 min.)

- **Researchers (10 min.)**
 - Please share your name and affiliation, and briefly describe your research interests pertaining to psychosocial development and SEL (families/childhood trauma).
- **Extension personnel (10 min.)**
 - Please share your name and affiliation, and how this topic is relevant in your community.

Determine next steps – 9:50 to 10:15 a.m. (25 min.)

- Where do you see **opportunities for collaboration** between researchers and current Extension programs?
- How can we initiate **field-based collaborations/relationships** moving forward?
- What **resources** are needed?

KEY CONNECTIONS & NEXT STEPS

Facilitators:

- Key connections
- Ideas on how to initiate field-based collaborations and relationships moving forward?
- Next steps

BREAKFAST GIFT CARDS



Dana Ludvik will reach out to the two gift card winners.

SAVE THE DATE

Next virtual SBEd & Breakfast event:
Early Education & Development
Thursday, April 29
9:00 - 10:30 a.m. CDT

THANK YOU!



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