



CYFS SUMMIT ON RESEARCH IN  
**EARLY CHILDHOOD**

CREATING CONNECTIONS BETWEEN RESEARCH & PRACTICE

APRIL 14, 2010

HOLIDAY INN DOWNTOWN  
LINCOLN, NE



# AGENDA

**8:30 AM – 9:00 AM**

**Registration**

**9:00 AM – 9:20 AM**

**Opening and Welcome (Arbor Room)**

**James B. Milliken**, President, University of Nebraska

**Dr. Susan Sheridan**, Director, Nebraska Center for Research on Children, Youth, Families and Schools

**9:20 AM – 10:20 AM**

**Keynote Address**

*Translating Early Childhood Research to Practice*

**Dr. Karen Bierman**, Distinguished Professor of Psychology, The Pennsylvania State University

**10:30 AM – 12:00 PM**

**Session I**

<b>Room</b>	<b>Research Topic</b> (see Presentation Titles, Descriptions, and Presenter Biographies starting on page 3)
Platte	Early Learning and Development
Missouri	Family Engagement
Niobrara	Professional Development in Early Childhood

**12:00 PM – 1:00 PM**

**Lunch on your own**

**1:00 PM – 2:30 PM**

**Session II**

<b>Room</b>	<b>Research Topic</b> (see Presentation Titles, Descriptions, and Presenter Biographies starting on page 6)
Platte	Early Learning and Development
Missouri	Family Engagement
Niobrara	Professional Development in Early Childhood

**2:45 PM – 3:20 PM**

**Closing Session (Arbor Room)**

Building Bridges Between Research, Policy and Practice: A Round Table Discussion

**3:20 PM – 3:30 PM**

**Closing Remarks**

**Dr. Marjorie Kostelnik**, Dean, College of Education and Human Sciences  
University of Nebraska-Lincoln



## ***Translating Early Childhood Research to Practice*** **Keynote Address**

**Dr. Karen L. Bierman**

Distinguished Professor of Psychology, The Pennsylvania State University

Karen L. Bierman, PhD, is a Distinguished Professor of child-clinical Psychology and Director of the Child Study Center at The Pennsylvania State University. Her 28-year research career has focused on child social-emotional development and the design and evaluation of school- and community-based prevention programs. She was the founding Director of the Children, Youth, and Families Consortium at Penn State and has also served as Director of Penn State's Social Science Research Institute. Currently, Dr. Bierman directs two NIH prevention research projects, including the REDI (REsearch-based, Developmentally Informed) prevention trial, funded by NICHD, which is evaluating the impact of enrichment programming on school readiness among children attending Head Start programs. She also leads the FRIENDS program (Fostering Regulation with Interactive Experiences promoting Neuro-Development in Schools), funded by NIMH, which is an intervention designed to promote adaptive function among children entering school with attention-deficit hyperactivity disorder. Dr. Bierman works closely with colleagues at the Prevention Research Center, and collaborates on several other developmental studies and prevention programs. She has published two books and over 100 articles and chapters, and in 2002 received the prestigious President's Award for Excellence in Academic Integration at Penn State.

***Spatial Working Memory: The Effects of Attention and Distractors  
for Preschoolers born Preterm and Fullterm***

Being born preterm increases the risk of developing attention and spatial memory deficits. We know very little, however, about how attention influences children's spatial memory performance. This research examines how attention influences spatial memory in preterm and fullterm children by presenting preschoolers with distractors during a spatial memory task.

**Anne Schutte, PhD**  
Assistant Professor of Psychology

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Dr. Schutte's research interests are in the area of cognitive development, with a particular focus on the role of experience in the development of spatial cognition. Her primary research program centers on the development of spatial working memory in early childhood and is based on the Dynamic Field Theory, a dynamic systems model of cognition.

***Preschool Executive Control:  
Critical Foundation for Self-Regulation and School Readiness***

This presentation will highlight research focused on measuring and defining executive control, its neural and genetic underpinnings, and its role in important outcomes such as self-regulation and emergent academic skills. Systematic individual differences among preschoolers of varying social resources will be discussed, as well as implications for interventions.

**Kimberly Espy, PhD**  
Associate Vice Chancellor for Research and  
Acting Dean of Graduate Studies  
Director, Developmental Cognitive Neuroscience  
Laboratory  
Professor of Psychology

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Dr. Espy's research focuses on identifying the antecedents of learning, attention, and behavioral disorders in medically at-risk populations, including those born prematurely, those exposed to substances of abuse during pregnancy, and those exposed to toxicants in their environment. By developing and validating new developmental neuroscience measures, Dr. Espy's aim is to define executive control in young children, characterize its development and explicate its relation to behavioral, social and academic outcomes.

***Parent Engagement Birth to Five:  
The Effects of the Getting Ready Intervention for School Readiness***

The effects of the *Getting Ready* intervention, focused on supporting parents as meaningful partners in their child's readiness for school, were investigated with 500 families and young children living in impoverished conditions. Early childhood teachers worked with parents to promote parent engagement in their child's learning. Outcomes for a Head Start preschool sample will be presented, focusing on the effects of *Getting Ready* related to children's language, literacy, and interpersonal competencies.

**Susan Sheridan, PhD**

Willa Cather Professor and Professor of Educational Psychology  
Director, Nebraska Center for Research on Children, Youth, Families and Schools (CYFS)  
Director, National Center for Research on Rural Education

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Dr. Sheridan has served as Principal and Co-Principal Investigator of several large-scale, federally funded research projects in the area of early childhood. Her research focuses on promoting school readiness for children and families living in poverty, strengthening home-school partnerships, and developing tiered-intervention programs to support early learning and development. Dr. Sheridan is the founding Director of the Nebraska Center for Research on Children, Youth, Families and Schools at the University of Nebraska-Lincoln, established in 2004. She is also Director for the National Center for Research on Rural Education (R<sup>2</sup>Ed), which was recently established at the University of Nebraska-Lincoln through a federally-funded grant from the Institute of Education Sciences.

***Cumulating Program and Parenting Inputs to Shift the Odds for Low-Income Children:  
Longitudinal Results from the Early Head Start Research and Evaluation Project***

Results are from the national Early Head Start Research and Evaluation Project, a rigorous, experimental study conducted in 17 Early Head Start (EHS) communities and begun when children were under one year of age. Children were followed up at 14, 24, and 36 months, and the spring before kindergarten and fifth grade. Inputs from EHS programs (participation, dosage, implementation) and other factors (parent language stimulation, parent supportiveness, pre-k program after EHS) to cumulative outcomes at age 3 and 5 are reported.

**Helen Raikes, PhD**

Professor of Child, Youth and Family Studies

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Dr. Raikes is Co-PI at UNL for several projects: Thresholds of Child Care Quality and Child Outcomes; Developing Methodologies, Building Collaborations and Piloting Exploratory Analyses Using the Nebraska Student Staff Record System Data; and an Early Reading First Demonstration. She was formerly PI of the five-state Midwest Child Care Research Consortium to study child care quality, workforce characteristics and the Quality Rating System intervention. She was one of several state-level principal investigators in a five-state Quality Intervention in Early Care and Education study. Further, Dr. Raikes provides consultation to the Administration for Children and Families (ACF), U.S. Department of Health and Human Services, the Early Head Start Research and Evaluation Project, the Bill & Melinda Gates Foundation's Early Learning Initiative in Washington State, and the Bounce Learning Network.

***Professional Development:  
Findings from the Getting Ready Project***

This presentation will briefly summarize the state of the art in research on early childhood professional development, and then describe two qualitative studies of the mentoring and coaching of professionals in the Getting Ready Project and evidence of change in teachers' beliefs and practices in engaging and collaborating with parents.

**Carolyn Pope Edwards, EdD**

Willa Cather Professor and Professor of Psychology and  
Child, Youth and Family Studies

250 Mabel Lee Hall

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Dr. Edwards' research interests include social and moral development in cultural context, socialization processes within the family, and international early childhood education. She has conducted research and held research positions at universities in Italy, Norway, and Kenya. She is currently part of the NebraskaMATH project seeking to improve math education throughout the state, and recently finished work with the UNL Getting Ready Project focused on strengthening relationships between parents, their young children, and the children's caregivers and educators.

***Quality Interventions for Early Care and Education:  
Testing a Consultation Model***

This presentation will describe a randomized trial of a consultation model of professional development in early childhood education. Results will focus on change in teacher/provider behavior, as well as children's cognitive and social/emotional development.

**Julia Torquati, PhD**

Associate Professor of Child, Youth and Family Studies

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Dr. Torquati's research interests encompass social and emotional development from infancy to adolescence. Processes of risk and adaptation are a specific focus of several research projects including: a study of the transition to parenthood among adolescents; a study of the effectiveness of video feedback in promoting sensitivity and responsiveness of adolescent mothers; an investigation of attachment, emotion, and coping of preschoolers and adolescents; and an examination of risk and protective factors in predicting aggressive behavior in Head Start children.

***Setting the Stage for Reading Achievement:  
The Effects of Individual Differences in Early Language Abilities***

Language acquisition and reading achievement are interrelated, multifaceted developmental processes. This presentation will highlight the complexity of these relations for young children with a focus on practical outcomes for better early identification and treatment of reading impairments.

**Tiffany Hogan, PhD**

Assistant Professor of Special Education and  
Communication Disorders  
Director, Link N Literacy Lab: Linking Language & Literacy

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Dr. Hogan is a speech-language pathologist who studies the relationship between lexical development and reading acquisition with an aim at improving early identification and treatment of reading disabilities. Her research is funded by the National Institutes of Health, the ASH Foundation, the American Speech-Language-Hearing Association, and the International Dyslexia Association.

***Big Lessons from Little Ones:  
What Have we Learned about the Developmental Outcomes of Premature Infants?***

After tracking the progress of over 10,000 children with a neonatal intensive care experience, Developmental TIPS (Tracking Infant Progress Statewide) has longitudinal data that has helped guide practice and policy through its research. Referral patterns for early intervention during the first three years will be provided as well as the outcomes for late pre-term infants.

**Barbara Jackson, PhD**

Associate Professor, University of Nebraska  
Medical Center  
Director, Department of Education and  
Child Development, Munroe-Meyer Institute

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Dr. Jackson's interests are focused on early intervention and she specializes in working with infants with chronic illness and disabilities and their families. She directs a clinical outcome research project, Developmental TIPS, which is an NICU follow-up clinical outcome study. As a member of numerous task forces she also contributes to public policy efforts on behalf of young children and their families.



***The Instructional and Emotional Quality of Early Parent-Child Book Reading***

Shared book reading is widely recognized as an important activity for young children's early learning. This presentation will focus on a study that explored how two dimensions of parent-child book-reading quality – instructional and emotional – related to learning in a sample of linguistically and culturally diverse, low-income infants and toddlers.

**Keely Cline, MA**

Doctoral Candidate, Psychology

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Keely Cline is a graduate affiliate of CYFS and has accepted a position as Assistant Professor of Early Childhood Education at East Tennessee State University to start in the fall of 2010. Ms. Cline's research interests include early childhood development and school readiness, with a focus on low-income populations. She is a Head Start Research Scholar, and received a two-year grant from the United States Administration for Children and Families to complete her dissertation research focused on how the quality of parent-child joint book reading relates to the learning of low-income infants and toddlers.

***Collaborative Problem-Solving from the Start:  
The Effects of Family-School Partnerships on Child, Parent, and Teacher Outcomes***

Conjoint Behavioral Consultation (CBC) is a collaborative problem-solving model used with families and educators to address a variety of developmental concerns. Results of a large-scale randomized clinical trial of CBC, including effects on children's behavior and social-emotional skills across home and school, parent's involvement in education, teachers' beliefs about families, and parent-teacher relationships, will be presented.

**Brandy Clarke, PhD**

Project Director, Pre3T, Nebraska Center for Research on Children, Youth, Families and Schools (CYFS)

239 Teachers College Hall

University of Nebraska-Lincoln, Lincoln, NE 68588-0345  
(402) 472-4877, bclarke2@unl.edu**Amanda Witte, MA**

Project Coordinator, CBC in the Early Grades, Nebraska Center for Research on Children, Youth, Families and Schools (CYFS)

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Dr. Clarke is currently Project Director of the Pre3T Project through CYFS, a federally funded development grant focused on creating a three-tiered language and literacy intervention program for preschool children at risk for developing reading difficulties. She also served as the Project Coordinator of the Getting Ready Project through CYFS, a large-scale federally funded clinical trial of a school readiness intervention program. In addition, Dr. Clarke is the instructor for the School Psychology Consultation Practicum course where she instructs and supervises School Psychology students learning the Conjoint Behavioral Consultation model.

Ms. Witte is currently serving her fifth year as School-Based Project Coordinator of CBC in the Early Grades, a multi-year, randomized clinical trial. In this position, she contributes to a large-scale research study examining the role of parent and teacher collaboration through Conjoint Behavioral Consultation on academic and behavioral outcomes for young students with behavioral concerns. Ms. Witte also has an extensive background in academic and behavioral intervention and she helped develop and direct an academic center which provided services to students and families to promote academic success.

***Evaluating Professional Development in a State-Run Autism Network***

This session provides a review of the outcomes associated with an existing professional development project for teachers of young students with autism. The *Nebraska Autism Spectrum Disorders Network's (ASDN) STEPS-* training/mentoring project was evaluated using tools designed to guide participants' goals and abilities. Results of the summative evaluation and focused study of the findings offered opportunity for formative feedback to the state agency for program improvement.

**Christine Marvin, PhD**

Associate Professor, Special Education and  
Communication Disorders

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Dr. Marvin's interests include interdisciplinary training programs and prevention and intervention programs for infants, toddlers, and preschool-age children with disabilities in home and inclusive community-based programs. Her research has focused on the effects of context (home, school and child care) on young children's communication development and the implications for early literacy and school readiness.

***Research on Implementation Fidelity in Early Childhood:  
Supporting Parent Engagement in Home Visits***

This session will highlight research on strategies used during home visits by early childhood professionals to support parent engagement in child learning. A multi-dimensional construct of implementation fidelity will be presented, including findings on the associations between strategy use by professionals and parent involvement in home visits.

**Lisa Knoche, PhD**

Research Assistant Professor, Nebraska Center for  
Research on Children, Youth, Families and Schools

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Dr. Knoche's research interests include the development, implementation and evaluation of intervention and prevention programming for at-risk children and families, specifically focused on approaches to supporting school readiness for young children and family involvement in early learning. She is currently the co-PI of two federally-funded grant projects, one investigating the effects of an ecologically-based intervention to support children's early language and literacy skills during preschool in collaboration with Head Start and Grand Island Public Schools and a second that is developing a model of support for preschool children with emerging language and literacy difficulties.



**The Nebraska Center for Research on Children, Youth, Families and Schools (CYFS)**  
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