



2018 CYFS SUMMIT ON RESEARCH IN

# Early Childhood

Creating Connections Among Research, Practice & Policy

*April 25, 2018*

*Nebraska Innovation Campus*

# Welcome

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## WELCOME TO THE 2018 CYFS SUMMIT ON RESEARCH IN EARLY CHILDHOOD

Thank you for your attendance and participation. At today's event, you'll join fellow researchers, practitioners, administrators, community partners and policymakers who are committed to early childhood research and, ultimately, to making positive impacts in the lives of young children and their families.

### This year's Summit is sponsored by:

- Nebraska Center for Research on Children, Youth, Families and Schools (CYFS)
- Nebraska Academy for Early Childhood Research (NAECR)
- Buffett Early Childhood Institute
- First Five Nebraska
- University of Nebraska–Lincoln's College of Education and Human Sciences

In the spirit of its predecessors, this fifth biennial Summit will communicate early childhood research findings from NU-affiliated researchers and colleagues; link ongoing efforts in early childhood research, practice and policy; and advance early childhood education and development through connections among community partners, key stakeholders, policymakers, early childhood practitioners and researchers.

On behalf of the event's sponsors, we are excited to have you here today. Your perspectives, participation and ongoing support of early childhood research are helping to build a strong foundation for future generations.



*Thank you to our sponsors*



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# Agenda

**8:30 – 9:00 a.m. Registration** North Entrance

**9:00 – 9:15 a.m. Opening & Welcome** Banquet Hall

**SUSAN SHERIDAN** Director, Nebraska Center for Research on Children, Youth, Families & Schools | University of Nebraska–Lincoln

**HANK BOUNDS** President, University of Nebraska

**SAMUEL MEISELS** Executive Director, Buffett Early Childhood Institute | University of Nebraska

**9:15 – 10:15 a.m. Keynote Address** Banquet Hall

*Living in Pasteur's Quadrant: Navigating the Uncharted Waters Between Basic and Applied Research*

**KATHY HIRSH-PASEK** Debra and Stanley Lefkowitz Distinguished Faculty Fellow, Temple University

**10:30 – 11:20 a.m. Concurrent Session I**

Room	Presentation Titles	Presenters
A1	<ul style="list-style-type: none"> <li>Living in Pasteur's Quadrant: Follow-Up Conversation</li> </ul>	pg. 8
A2	<ul style="list-style-type: none"> <li>Not Just for the Children: Teachers' Development in Using Play as a Learning Medium</li> <li>Learning Through Play: An Anti-Racist Perspective</li> <li>I Dare You To: Taking Risks in Play</li> </ul>	pg. 8,9
A3	<ul style="list-style-type: none"> <li>Nebraska's Progress Toward an Early Childhood Integrated Data System</li> </ul>	pg. 9
B1	<ul style="list-style-type: none"> <li>Understanding the Characteristics of Early Childhood Administrators in Nebraska</li> </ul>	pg. 9
B2	<ul style="list-style-type: none"> <li>Exploring Growth Trajectories of Informal and Formal Mathematics Skills</li> </ul>	pg. 10
B3	<ul style="list-style-type: none"> <li>Video Games and Childhood Obesity</li> </ul>	pg. 10

**11:30 a.m. – 12:20 p.m. Concurrent Session II**

Room	Presentation Titles	Presenters
A1	<ul style="list-style-type: none"> <li>Child Executive Functioning in Nebraska Educare Programs</li> </ul>	pg. 11
A2	<ul style="list-style-type: none"> <li>Teachers and Parents as Partners: How it Works for Students With ADHD</li> </ul>	pg. 11
A3	<ul style="list-style-type: none"> <li>Executive Function and Challenging Behaviors in Preschool-Age Children</li> </ul>	pg. 12
B1	<ul style="list-style-type: none"> <li>Observation of Dynamic Child Development Setting Systems and Behavioral Outcomes</li> </ul>	pg. 12
B2	<ul style="list-style-type: none"> <li>The Superintendents' Early Childhood Plan: A Birth Through 3rd Grade Approach</li> </ul>	pg. 13
B3	<ul style="list-style-type: none"> <li>Preschool Profile in Urban/Rural Nebraska: Preliminary Findings From Network Research</li> </ul>	pg. 13

**12:30 – 1:30 p.m. Luncheon** Banquet Hall

**PATTY PANSING BROOKS** Nebraska State Senator, District 28

**1:40 – 2:30 p.m. Concurrent Session III**

Room	Presentation Titles	Presenters
A1	<ul style="list-style-type: none"> <li>Early Word Reading and Reading Comprehension Development Among At-Risk Readers</li> </ul>	pg. 14
A2	<ul style="list-style-type: none"> <li>Getting Ready: Establishing the Evidence for Effective Parent Engagement</li> </ul>	pg. 14
A3	<ul style="list-style-type: none"> <li>How Different Forms of Aggregation May Affect the Relationship Between Teacher Self-Efficacy and Students' Academic Achievement</li> <li>Early Childhood Teachers' Use of Literacy Data to Inform Instruction</li> <li>Preschool Science Talk in Action and Reflection (PreSTAR)</li> </ul>	pg. 15
B1	<ul style="list-style-type: none"> <li>Evidence for Using School Readiness Measures in Sub-Saharan Africa</li> <li>Neuro-Psycho-Developmental Status of Infants Born With Congenital Zika Virus Syndrome</li> <li>Development of the Dimensional Inventory for Child Development Assessment</li> </ul>	pg. 16, 17
B2	<ul style="list-style-type: none"> <li>Two-Generational Approach: A Promising Practice</li> </ul>	pg. 17
B3	<ul style="list-style-type: none"> <li>How Parents Help Children Develop Talent</li> </ul>	pg. 17

**2:40 – 3:30 p.m. Concurrent Session IV**

Room	Presentation Titles	Presenters
A1	<ul style="list-style-type: none"> <li>Nutrition Practices &amp; Barriers in Center- and Home-Based Childcare in Nebraska</li> </ul>	pg. 18
A2	<ul style="list-style-type: none"> <li>Coaching Parents to Implement a Social-Communication Approach With Children With Autism</li> </ul>	pg. 18
A3	<ul style="list-style-type: none"> <li>Black and White: Race in Teacher-Child Relationship Trajectories</li> </ul>	pg. 18
B1	<ul style="list-style-type: none"> <li>Cultivating Mindfulness of Early Childhood Educators in Nebraska</li> <li>Be Well to Teach Well: Supporting Well-Being Among Early Childhood Professionals</li> <li>Investigations of Emotion Regulation and Executive Function in Educare</li> </ul>	pg. 19
B2	<ul style="list-style-type: none"> <li>The Simple View of Mathematics for Language-Minority Children</li> <li>Translanguaging for Biliteracy Development: Book Reading Practices in a Chinese Bilingual Family</li> <li>Digital Storytelling With English Learning Families</li> </ul>	pg. 20
B3	<ul style="list-style-type: none"> <li>Playing With Nature: Fostering Children's Creativity and Problem-Solving</li> <li>Children's Executive Functioning in a Natural Outdoor Setting vs. Indoors</li> <li>Associations Between Physiological Regulation and School Readiness in Young Children</li> </ul>	pg. 21

**3:40 – 4:00 p.m. Closing Remarks** Banquet Hall

**MICHELLE SUAREZ** Early Childhood Developer | Prosper Lincoln

**4:00 – 5:00 p.m. Reception** Banquet Hall

Early Childhood Poster Presentations with Graduate Students, pg. 22

# Session Types

Throughout the Summit, a wide range of presenters and content will ensure a diverse experience. In addition to Research Sessions, which will include a variety of individual and team findings, EC Ignite Sessions will feature thematically linked presentations. Poster Symposia Sessions will provide themed displays for discussion.



## Keynote

The presentation by Kathy Hirsh-Pasek will examine how social scientists address the need for basic science while remaining relevant to the questions and issues of their time. Her address will be followed by a breakout discussion session.



## Research Session

In these sessions, individual researchers/teams will have 30 minutes to share their findings, and 20-minute facilitated discussions will take place following the presentations.



## EC Ignite Session

Each session will include three different, thematically linked research presentations. Each researcher/team will have 10 minutes to share their findings. The session will conclude with a facilitated discussion.



## Poster Symposia

In these interactive sessions, three different, thematically linked posters will be displayed and presenters will be available to share information on their findings. Each research team will provide a brief summary of their poster and the session will conclude with a 15-minute facilitated discussion.

# Keynote Address



Banquet Hall | 9:15 - 10:15 a.m.

## Living in Pasteur's Quadrant: Navigating the Uncharted Waters Between Basic and Applied Research

How can social scientists balance the need to do basic science with their desire to be relevant to the questions and issues of their time? In his classic book, "Pasteur's Quadrant," Daniel Stokes proposes an answer. Cross-cutting two dimensions – a quest for understanding and considerations of use – Stokes offers four quadrants that capture the areas of scientific progress. This talk signals a migration toward Pasteur's quadrant, which exemplifies what Stokes called use-inspired basic research. Using data from the science of learning and early development, I offer examples of how my work in language, literacy and playful learning fits neatly within this quadrant. I also caution that in a world filled with social media and distorted messages about our science and its use, it is imperative that we not only do work in Pasteur's Quadrant, but also jump beyond use-inspired work to take dissemination of science seriously. We challenge the field and our institutions to share our science in a way that preserves its integrity and increases its utility for the wider community while offering several examples of how we are doing that through traditional and non-traditional means.

### KATHY HIRSH-PASEK

*Debra and Stanley Lefkowitz Distinguished Faculty Fellow/  
Senior Fellow, Brookings Institution*  
Department of Psychology  
Temple University



**Kathy Hirsh-Pasek** is the Debra and Stanley Lefkowitz Distinguished Faculty Fellow in the Department of Psychology at Temple University. She is a senior fellow at the Brookings Institution, president of the International Congress on Infant Studies and director of Temple's Infant Language Laboratory.

Kathy has a strong interest in bridging the gap between research and application. Her work is backed by funding from a wide range of sources, including the National Science Foundation, the National Institute of Child Health and Human Development, and the Institute of Education Sciences. Her research in early language development and infant cognition has resulted in 14 books and more than 200 published articles.

Her work has earned her broad recognition, including the American Psychological Association's Urie Bronfenbrenner Award for Lifetime Contribution to Developmental Psychology in the Service of Science and Society, the APA's Award for Distinguished Service to Psychological Science, the American Psychological Society's James McKeen Cattell Fellow Award and the Temple University Great Teacher Award.

Kathy is a member of the Research Council for America's Promise — an organization founded by Colin Powell — and has served as a spokesperson on early development in national media outlets such as The New York Times and National Public Radio.

She earned her bachelor's degree from the University of Pittsburgh and her Ph.D. from the University of Pennsylvania.



Room A1 | 10:30 - 11:20 a.m.

## Living in Pasteur's Quadrant: Follow-Up Conversation

Join Kathy Hirsh-Pasek for an interactive conversation to further explore her work in language, literacy and playful learning. We will discuss our insights on how science can be shared in a way that preserves its integrity and increases its utility for the wider community.

### KATHY HIRSH-PASEK

*Debra and Stanley Lefkowitz Distinguished Faculty Fellow/  
Senior Fellow, Brookings Institution*  
Department of Psychology  
Temple University



Room A2 | 10:30 - 11:20 a.m.

## Not Just for the Children: Teachers' Development in Using Play as a Learning Medium

This qualitative study explores the process of professional development of four early childhood teachers as they attempt to expand play-based learning in their classrooms. The study includes interviews, focus groups and play-based methodology. Findings highlight a transformational process of becoming a "play" teacher, giving insight into how to help design professional development programs and school policies that support play in early childhood education.

### DEBORA WISNESKI

*John T. Langan Professor in Early Childhood Education/  
Associate Professor*  
Department of Teacher Education  
University of Nebraska Omaha

## Learning Through Play: An Anti-Racist Perspective

While much scholarly attention has been paid to the benefits of play-based learning, far less research has examined how such an approach may, in fact, reproduce racial inequities among young racialized children. This session explores how key tenets of anti-racist theory can inform and enhance pedagogical practices that accent play-based learning in early childhood education.

### KERRY-ANN ESCAYG

*Assistant Professor*  
Department of Teacher Education  
University of Nebraska Omaha

*Continued on pg. 9*

## I Dare You To: Taking Risks in Play

Some of the play that is the most uncomfortable and dangerous for adults is deemed risky or rough play, yet difficult play encounters can be the context in which children learn and develop physically, emotionally, socially and cognitively. Examples of taking risks in play will be provided from an observational study of a nationally recognized zoo outdoor adventure play space that included live animals, a three-story playground structure, and a 250-foot river.

### ANNE KARABON

*Assistant Professor*  
Department of Teacher Education  
University of Nebraska Omaha

### AMANDA STEINER

*Instructor*  
Department of Teacher Education  
University of Nebraska Omaha



Room A3 | 10:30 - 11:20 a.m.

## Nebraska's Progress Toward an Early Childhood Integrated Data System

Accessible early care and education data can inform a wide variety of stakeholders in making decisions about how to prepare children for success. As evidence grows for the importance of the early years, states across the nation are working to develop Early Childhood Integrated Data Systems (ECIDS) to inform research, policy and practice. This session will discuss Nebraska's progress in developing a comprehensive early childhood data system.

### GREG WELCH

*Associate Director of Research & Evaluation*  
Buffett Early Childhood Institute  
University of Nebraska

### BENJAMIN BAUMFALK

*Policy Research Analyst*  
First Five Nebraska



Room B1 | 10:30 - 11:20 a.m.

## Understanding the Characteristics of Early Childhood Administrators in Nebraska

This study investigated the characteristics of administrators in child care centers, pre-kindergarten programs and elementary schools in Nebraska. The study explored demographic characteristics, education and mental health status of administrators, as well as the benefits offered to teachers and teacher turnover within centers and schools. Understanding the characteristics of early childhood settings can guide future policy and practice. Implications will be discussed.

### AMY ROBERTS

*Research Assistant Professor*  
Buffett Early Childhood Institute  
University of Nebraska

### SUSAN SARVER

*Director of Workforce Planning and Development*  
Buffett Early Childhood Institute  
University of Nebraska

### ALEXANDRA DARO

*Graduate Assistant*  
Buffett Early Childhood Institute  
University of Nebraska

### KATHLEEN GALLAGHER

*Director of Research and Evaluation*  
Buffett Early Childhood Institute  
University of Nebraska



Room B2 | 10:30 - 11:20 a.m.

### Exploring Growth Trajectories of Informal and Formal Mathematics Skills

Young children’s mathematical skills are an important area of investigation. Growth in two subscales, informal and formal mathematics skills, of the Test of Early Mathematics Ability-3 was explored in a sample of 281 children. Children were identified as typically developing or as having mathematics difficulties based on their total TEMA-3 score at the end of pre-kindergarten. Their average level of informal and formal mathematics skills, growth rate over time and rate of acceleration of growth will be explored.

**JESSICA NAMKUNG**

*Assistant Professor*  
Department of Special Education and Communication Disorders  
University of Nebraska–Lincoln

**PENG PENG**

*Assistant Professor*  
Department of Special Education and Communication Disorders  
University of Nebraska–Lincoln

**MARC GOODRICH**

*Assistant Professor*  
Department of Special Education and Communication Disorders  
University of Nebraska–Lincoln

**VICTORIA MOLFESE**

*Chancellor Professor*  
Department of Child, Youth and Family Studies  
University of Nebraska–Lincoln



Room B3 | 10:30 - 11:20 a.m.

### Video Games and Childhood Obesity

Children nowadays grow up with video games. This presentation reviews, in the context of childhood obesity, traditional video games (sedentary vs. active-play games), anti-obesogenic serious games, immersive games and the theoretical mechanism for designing efficacious anti-obesogenic video games. The presentation also provides insights for harnessing the potential of newer digital interactive games to promote physical activity and cultivate healthy eating habits among children.

**CHANGMIN YAN**

*Associate Professor*  
College of Journalism and Mass Communications  
University of Nebraska–Lincoln



Room A1 | 11:30 a.m. - 12:20 p.m.

### Child Executive Functioning in Nebraska Educare Programs

This session presents three papers using Educare of Nebraska executive functioning (EF) data (Lincoln, Omaha Indian Hill, Omaha Kellom, and Winnebago), from the Minnesota Executive Functioning Scale (MEFS). This session will highlight associations of executive functioning with child sex, age and parent child relationships. The session will also highlight growth/variation in children’s EF over time. Additionally, varying EF results based on child sex from an innovative study of handheld devices will be shared. The presentation reviews and synthesizes meaning for programs promoting executive functioning.

**JOLENE JOHNSON**

*Assistant Professor/Associate Director of Education and Interdisciplinary Center of Program Evaluation*  
Department of Education and Interdisciplinary Center of Program Evaluation  
University of Nebraska Medical Center

**MASHAEL ALTWIJRI**

*Graduate Assistant/Doctoral Student*  
Department of Child, Youth and Family Studies  
University of Nebraska–Lincoln

**HELEN RAIKES**

*Willa Cather Professor*  
Department of Child, Youth and Family Studies  
University of Nebraska–Lincoln

**JAN ESTERAICH**

*Graduate Assistant/Ph.D. Candidate*  
Department of Child, Youth and Family Studies  
University of Nebraska–Lincoln

**DAWN DAVIS**

*Project Manager*  
Department of Child, Youth and Family Studies  
University of Nebraska Omaha



Room A2 | 11:30 a.m. - 12:20 p.m.

### Teachers and Parents as Partners: How it Works for Students With ADHD

This study is a subgroup analysis of a larger randomized trial of conjoint behavioral consultation (CBC). Two hundred four elementary students were classified as having or not having attention-deficit/hyperactivity disorder (ADHD) to test if ADHD status moderates initial treatment effects or the maintenance of effects over 12 months. Results indicated that CBC is effective, with greater improvements for children with ADHD; however, these gains deteriorated over 12 months only for students with ADHD.

**MATTHEW GORMLEY**

*Assistant Professor*  
Department of Educational Psychology  
University of Nebraska–Lincoln

**PAUL DIZONA**

*Graduate Student*  
Department of Educational Psychology  
University of Nebraska–Lincoln



Room A3 | 11:30 a.m. - 12:20 p.m.

### Executive Function and Challenging Behaviors in Preschool-Age Children

The relationship between challenging behaviors and executive function (EF) in 19 preschool children participating in a parent-professional collaborative partnership intervention was examined using a mixed methods approach. Quantitative analysis revealed a significant positive correlation between children's problem behaviors and their overall executive function. Four of the 19 children were purposefully followed for qualitative study, and six themes emerged. Quantitative and qualitative findings were integrated to further our understanding regarding preschoolers' challenging behaviors and EF skills.

**MIRIAM KUHN**

*Assistant Professor*  
Department of Special Education and Communication Disorders  
University of Nebraska Omaha

**CHRISTINE MARVIN**

*Professor*  
Department of Special Education and Communication Disorders  
University of Nebraska-Lincoln

**COURTNEY BOISE**

*Graduate Assistant*  
Department of Psychology  
University of Nebraska-Lincoln



Room B1 | 11:30 a.m. - 12:20 p.m.

### Observation of Dynamic Child Development Setting Systems and Behavioral Outcomes

Community population health and development for children are the result of children interacting with places where they live, learn and play across a geographic area. This presentation will describe a novel observation system that characterizes social system drivers of children's behavior within diverse community settings. Data will illustrate that child development settings are dynamic, and heterogeneous social systems and the pattern of variability in behavioral outcomes are driven by temporal changes in context.

**DAVID DZEWALTOWSKI**

*Professor and Endowed Community Chair*  
Department of Health Promotion  
University of Nebraska Medical Center

**CHELSEY SCHLECHTER**

*Research Associate*  
Department of Health Promotion  
University of Nebraska Medical Center



Room B2 | 11:30 a.m. - 12:20 p.m.

### The Superintendents' Early Childhood Plan: A Birth Through 3rd Grade Approach

The Superintendents' Early Childhood Plan (SECP) is in its third year of implementation for 12 schools in six school districts of the Learning Community of Douglas and Sarpy Counties. The SECP seeks to close income- and race-based achievement gaps by providing continuous early education and parenting supports across the birth through grade 3 continuum. A central focus of the plan is a school-as-hub approach. Evaluation findings from the first two years are presented.

**KATHLEEN GALLAGHER**

*Director of Research and Evaluation*  
Buffett Early Childhood Institute  
University of Nebraska

**BARBARA JACKSON**

*Professor/Director of Education and Interdisciplinary Center of Program Evaluation*  
Department of Education and Interdisciplinary Center of Program Evaluation  
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**MALENA ROUSSEAU**

*Research and Evaluation Coordinator*  
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**LISA KNOCHE**

*Research Associate Professor & Director*  
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Nebraska Academy for Early Childhood Research  
University of Nebraska-Lincoln

**GREG WELCH**

*Associate Director of Research & Evaluation*  
Buffett Early Childhood Institute  
University of Nebraska

**CHRISTINE MAXWELL**

*Director of Program Development*  
Buffett Early Childhood Institute  
University of Nebraska



Room B3 | 11:30 a.m. - 12:20 p.m.

### Preschool Profile in Urban/Rural Nebraska: Preliminary Findings From Network Research

Studies consistently show that children's early academic and social-emotional skills are influenced by many settings (e.g., school and home) and contexts (e.g., rural, urban). This study provides a preliminary summary of data currently being collected across Nebraska as part of the Early Learning Network. Research questions include whether there are differences in Nebraska children's kindergarten entry skills associated with preschool attendance and whether family-school partnerships differ in rural versus urban settings.

**SUSAN SHERIDAN**

*Professor and Director*  
Nebraska Center for Research on Children, Youth, Families and Schools  
University of Nebraska-Lincoln

**NATALIE KOZIOL**

*Research Assistant Professor*  
Nebraska Center for Research on Children, Youth, Families and Schools  
University of Nebraska-Lincoln

**LISA KNOCHE**

*Research Associate Professor & Director*  
Nebraska Center for Research on Children, Youth, Families and Schools  
  
Nebraska Academy for Early Childhood Research  
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**IHEOMA IRUKA**

*Chief Research Innovation Officer*  
HighScope Educational Research Foundation

**BONNIE MACKINTOSH**

*Postdoctoral Research Associate*  
Nebraska Center for Research on Children, Youth, Families and Schools  
University of Nebraska-Lincoln



Room A1 | 1:40 - 2:30 p.m.

## Early Word Reading and Reading Comprehension Development Among At-Risk Readers

This study explores the developmental trajectories of word reading and reading comprehension, and their predictors among young at-risk readers. In fall of first grade, 185 students identified as at risk for reading difficulties were assessed on measures of domain-specific skills (phonological awareness, letter knowledge and vocabulary), domain-general skills (working memory, non-verbal reasoning and processing speed), and word reading and reading comprehension. Word reading and reading comprehension skills were assessed again in spring of grades 1-4. Findings indicate that word reading and reading comprehension showed different developmental trajectories and had different sets of predictors among at-risk young children. Implications are discussed for theory and practice in regard to early reading instructions for at-risk children.

### PENG PENG

*Assistant Professor*

Department of Special Education and Communication Disorders  
University of Nebraska–Lincoln



Room A2 | 1:40 - 2:30 p.m.

## Getting Ready: Establishing the Evidence for Effective Parent Engagement

The Getting Ready intervention is a relationship-based parent engagement intervention promoting school readiness for families and children birth to age 5, through enhancing adult-child relationships and strengthening collaborative partnerships between early childhood educators and parents. Getting Ready has been rigorously evaluated for over 15 years. This session will highlight Getting Ready strategies and describe positive impacts on children, educators and parents. Translation into the field is currently taking place and lessons will be shared.

### LISA KNOCHE

*Research Associate Professor & Director*

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

Nebraska Academy for Early Childhood Research  
University of Nebraska–Lincoln

### SUSAN SHERIDAN

*Professor and Director*

Nebraska Center for Research on Children, Youth, Families and Schools  
University of Nebraska–Lincoln

### CHRISTINE MARVIN

*Professor*

Department of Special Education and Communication Disorders  
University of Nebraska–Lincoln

### COURTNEY BOISE

*Graduate Assistant*

Department of Psychology  
University of Nebraska–Lincoln

### TAMMI HECHTNER-GALVIN

*Project Coordinator, Getting Ready 0-3*

Nebraska Center for Research on Children, Youth, Families and Schools  
University of Nebraska–Lincoln

### HANNAH DE VRIES

*Research Technician*

Nebraska Center for Research on Children, Youth, Families and Schools  
University of Nebraska–Lincoln



Room A3 | 1:40 - 2:30 p.m.

## How Different Forms of Aggregation May Affect the Relationship Between Teacher Self-Efficacy and Students' Academic Achievement

This study evaluated how different forms of aggregated teachers' self-efficacy (TSE) affect the relationship between TSE and academic achievement. General and student-specific TSE-scales and standardized tests were administered among 360 third- to sixth-graders and 49 teachers. Results indicated that student-level TSE was positively associated, and classroom-level TSE negatively associated with reading and math. Aggregated student-level TSE was associated with classroom-average mathematics. These results help to better explain variation in student outcomes.

### KATHLEEN RUDASILL

*Professor*

Department of Educational Psychology  
University of Nebraska–Lincoln

### MARJOLEIN ZEE

*Assistant Professor*

University of Amsterdam

### HELMA KOOMEN

*Professor*

University of Amsterdam

### PETER DE JONG

*Professor*

University of Amsterdam

## Early Childhood Teachers' Use of Literacy Data to Inform Instruction

This session presents a multiple-case study examining how early childhood teachers use literacy-related data to inform instruction. The range of ways that teachers interact with data and three patterns of data use (rare data use, in-the-moment data use and integrated data use) will be described. Findings demonstrate the real-world practices of teachers and have implications for the way data-related policies are designed while also identifying data use as a potential area for professional development.

### RACHEL SCHACHTER

*Assistant Professor*

Department of Child, Youth and Family Studies  
University of Nebraska–Lincoln

## Preschool Science Talk in Action and Reflection (PreSTAR)

This study aims to investigate preschool teachers' ideas about incorporating science concepts and practice in their classroom practices, changes in their science talk as they observe and reflect on children's interactions with science materials and their interactions with children, and changes in children's response to teachers' use of science talk. We will share preliminary data collected in the U.S. and Brazil focused on professional development strategies promoting reflective practice in science teaching and learning.

### SOO-YOUNG HONG

*Associate Professor*

Department of Child, Youth and Family Studies  
University of Nebraska–Lincoln

### ANNA BURTON

*Doctoral Student*

Department of Child, Youth and Family Studies  
University of Nebraska–Lincoln

### ERIN HAMEL

*Doctoral Student*

Department of Child, Youth and Family Studies  
University of Nebraska–Lincoln

### YUENJUNG JOO

*Doctoral Student*

Department of Child, Youth and Family Studies  
University of Nebraska–Lincoln





Room B1 | 1:40 - 2:30 p.m.

### Evidence for Using School Readiness Measures in Sub-Saharan Africa

National measurement of children’s development and learning during the pre-primary years is increasing in low- and middle-income countries. The information gained from these measures is used in policy formation on such matters as promoting equity, allocating resources, revising standards and improving teacher training. Thus, establishing validity evidence is critical. This study evaluates psychometric support for a school readiness measure used to assess the development and learning of children living in sub-Saharan Africa.

**ABBIE RAIKES**

*Assistant Professor*  
College of Public Health  
University of Nebraska Medical Center

**DAWN DAVIS**

*Project Manager*  
Department of Child, Youth and Family Studies  
University of Nebraska–Lincoln

**NATALIE KOZIOL**

*Research Assistant Professor*  
Nebraska Center for Research on Children, Youth, Families and Schools  
University of Nebraska–Lincoln

### Neuro-Psycho-Developmental Status of Infants Born With Congenital Zika Virus Syndrome

This study examines medical factors and neuropsychomotor development of 47 babies, 4 to 20 months of age, born with microcephaly resulting from Congenital Zika Virus infection. All infants had altered cephalic perimeter and phenotypic alterations such as subcortical calcifications, partially sunken skull, arthrogryposis and hypertonía. Mothers of these infants reported babies having a variety of functional challenges including gastrointestinal discomfort, difficulties in swallowing, frequent vomiting, edema, constant crying and insomnia. Implications for clinical practice are presented.

**CHRISTINE MARVIN**

*Professor*  
Department of Special Education and Communication Disorders  
University of Nebraska–Lincoln

**JULIANA LAÍS PINTO FERREIRA**

*Undergraduate Student*  
Department of Psychology  
Pernambucana University of Health - Brazil

**POMPÉIA VILLACHAN-LYRA**

*Professor*  
Department of Education  
Federal Rural University of Pernambuco - Brazil

**VIVIANE KELLY PAIVA DE FREITAS**

*Undergraduate Student*  
Department of Psychology  
Pernambucana University of Health - Brazil

**LEOPOLDO NELSON FERNANDES BARBOSA**

*Professor*  
Department of Psychology  
Pernambucana University of Health - Brazil

**JULIANA RAMALHO FERNANDES**

*Undergraduate Student*  
Department of Psychology  
University of Health - Brazil

*Continued on pg. 17*

### Development of the Dimensional Inventory for Child Development Assessment

The overall objective of this research is to develop a multidimensional inventory—the Inventário Dimensional de Avaliação do Desenvolvimento Infantil (IDADI; Dimensional Inventory for Child Development Assessment)—to assess, via mother report, the cognitive, motor, communication and language, and socioemotional development, and adaptive behavior, of young children living in Brazil.

**NATALIE KOZIOL**

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Room B2 | 1:40 - 2:30 p.m.

### Two-Generational Approach: A Promising Practice

The Learning Community has successfully designed an early childhood and family learning program (within a public school setting) that simultaneously worked with children, teachers and families (two-generation approach) to achieve shared outcomes. This approach suggests providing and aligning services for parents and children will yield stronger and longer-lasting effects. Preliminary data will be shared that demonstrate the added value that participation in parenting activities with strong early childhood programs has on student outcomes.

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Room B3 | 1:40 - 2:30 p.m.

### How Parents Help Children Develop Talent

Research findings from investigations of talented performers in various domains and the roles their parents played, particularly in early childhood, are presented. Findings confirm that talent is made, not born; within the grasp of most children and families; and dependent on the regulation of controllable environmental factors such as early environment, expert mentoring, deliberate practice, singleness of purpose and center of excellence. Implications for parenting and early childhood education are provided.

**KENNETH KIEWRA**

*Professor*  
Department of Educational Psychology  
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Room A1 | 2:40 - 3:30 p.m.

## Nutrition Practices & Barriers in Center- and Home-Based Childcare in Nebraska

USDA's Child and Adult Care Food Program (CACFP) recommends nutrition-related best practices in childcare to prevent childhood obesity. In this study, childcare providers in Nebraska caring for 38,000 children completed a survey regarding their nutrition-related practices and barriers. Results varied by the childcare context (center-based vs. home-based). Developing this knowledge base will serve as a first step to delivering targeted nutrition interventions to Nebraska children to prevent childhood obesity.

### DIPTI DEV

*Assistant Professor*  
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Room A2 | 2:40 - 3:30 p.m.

## Coaching Parents to Implement a Social-Communication Approach With Children With Autism

This presentation will provide participants with an overview of Project ImPACT, an evidence-based approach designed to teach young children with autism social-engagement, language, imitation and play skills within daily routines. Results from research that included training four parents to implement this approach with their children with autism will be discussed. Participants will learn strategies used to coach parents during play and naturally occurring routines. Data will be presented showing improvements in child imitation and parenting behaviors after implementation of the approach.

### JOHANNA TAYLOR

*Assistant Professor*  
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Room A3 | 2:40 - 3:30 p.m.

## Black and White: Race in Teacher-Child Relationship Trajectories

The current study examined the effect of child demographics on teacher-child relationship quality. After controlling for SES, there was a synergistic race and gender effect on perceptions of conflict and closeness. Results indicated Black boys had the greatest risk for poor relationships in kindergarten, followed by White boys, with White girls having the lowest risk. Black boys also saw increases in conflict across first and second grades more than their White and female classmates.

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Room B1 | 2:40 - 3:30 p.m.

## Cultivating Mindfulness of Early Childhood Educators in Nebraska

Observing the challenges and high stress early childhood educators experience, a team of UNL extension professionals implemented an innovative mindfulness-based reflection program to reduce teacher stress and burnout and enhance teacher mindfulness and reflective abilities in Nebraska. A pilot study was conducted that included self-report pre- and post-surveys, bi-weekly journal reflections and biomarkers of stress at both pre- and post-program participation. Although there were promising findings, there can be challenges in implementing and evaluating mindfulness-based interventions which will be presented.

### HOLLY HATTON-BOWERS

*Assistant Professor*  
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## Be Well to Teach Well: Supporting Well-Being Among Early Childhood Professionals

To support positive child outcomes, early childhood practitioners need to be healthy. However, researchers have documented high levels of depression, obesity and workplace stress among early childhood professionals. This presentation will draw on data from studies in Nebraska and Pennsylvania, documenting the working conditions of early childhood professionals, and factors associated with well-being, such as mindfulness and compensation. Expanding on the research base, we will propose a framework for studying individual and systemic solutions for improving well-being for early childhood professionals.

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### AMY ROBERTS

*Research Assistant Professor*  
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## Investigations of Emotion Regulation and Executive Function in Educare

This study presents data from investigations of teacher executive function as measured by the Minnesota Executive Function Scale and the Emotion Regulation Questionnaire as they relate to one another and classroom quality observational scores from the Early Childhood Environment Rating Scale-Version 3 and the Infant Toddler Environment Rating Scale-Revised. Preliminary findings show relations between MEFS standard scores and the Interactions Subscale on the ECERS-3 and expected negative relations between the Emotion Suppression subscale of the ERQ and the Personal Caregiving subscale of the ECERS-3, among preschool teachers. Additional results will link classroom observation data as measured by CLASS to child executive function scores.

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Room B2 | 2:40 - 3:30 p.m.

### The Simple View of Mathematics for Language-Minority Children

This study evaluates correlates of reading comprehension and word problem-solving skills among a sample of Spanish-speaking, language-minority children. Results indicated that children's decoding (i.e., word reading) and language skills were equally correlated with reading comprehension and word problem-solving outcomes. These findings have implications for the assessment of mathematics skills in young language-minority children.

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### Translanguaging for Biliteracy Development: Book Reading Practices in a Chinese Bilingual Family

This is a qualitative case study that explores interactions during book reading practices in a bilingual Chinese family. The study employs sociocultural lens, specifically Vygotsky's (1978) concept of mediation and Zone of Proximal Development (ZPD), to describe the characteristics of interactions; and Bakhtin's (1981) heteroglossia, to discuss the significance of these interactions. We find that use of translanguaging reading practices maximizes meaning making of the texts between the participants.

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#### SHULING YANG

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### Digital Storytelling With English Learning Families

This study examines how two 10-week family literacy programs integrated the use of digital storytelling on mobile devices to enhance parents' and children's literacy engagement. To deepen our insight into literacy engagement with multilingual families, we explored the relationship between literacy and language opportunities, constructional practices, literacy interactions and socio-emotional quality of practices developed in an interactional model of multilingual child's literacy.

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Room B3 | 2:40 - 3:30 p.m.

### Playing With Nature: Fostering Children's Creativity and Problem-Solving

This presentation will feature information gleaned from experience and research on creativity and nature. The natural outdoor classrooms studied included ample space and materials to uniquely support young children's creativity and joyful learning. Participants will learn strategies for implementing changes to boost creativity, ingenuity and problem-solving through selection of "loose parts" and tools for children's use. Examples of strategies for reflective teaching practices that involve children in co-creating their own learning experiences will also be shared.

#### CHRISTINE KIEWRA

*Assistant Professor of Practice*  
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### Children's Executive Functioning in a Natural Outdoor Setting vs. Indoors

This study compares 10 children's performance on tasks assessing attention, inhibitory control, spatial working memory and verbal working memory indoors, and in an outdoor, natural area. Results indicated that children performed better on the spatial working memory task outdoors compared to indoors. There were no differences in performance on measures of verbal working memory, inhibitory control or attention as a function of location. However, analysis of event-related potentials revealed significantly greater amplitude N100 and P300 indoors compared to outdoors, indicating that the task required more effort indoors to accomplish the same level of performance outdoors.

#### JULIA TORQUATI

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#### ANNE SCHUTTE

*Associate Professor*  
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### Associations Between Physiological Regulation and School Readiness in Young Children

This presentation discusses recent studies examining the associations between young children's physiological reactivity and their cognitive control. Particular emphasis will be placed on how physiological regulation may affect children's ability to manage attentional resources for learning.

#### CARRIE CLARK

*Assistant Professor*  
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# Poster Session



Banquet Hall | 4:00 - 5:00 p.m.

The following posters will be featured in the Banquet Hall after closing remarks from Michelle Suarez, Early Childhood Developer with Prosper Lincoln. Posters feature a graduate student as lead author and include at least one NU-affiliated faculty as a co-author.

## LITERACY/STEM

### 1) An Analysis of the Components of Dialogic Reading

*Alexandra Daro; Brigitte Ryalls, Ph.D.*

### 2) Bidirectional Relations Between Preschoolers' Executive Functions and Math Skills

*Yao Yao; Helen Raikes, Ph.D.; Jeong-Kyun Choi, Ph.D.*

### 3) How do Differing Stakeholders Perceive Instances of Literacy Instruction?

*Ann Matthews; Rachel Schachter, Ph.D.*

### 4) Relations Between Teacher Practices, Classroom Climate & Students' STEAM Competency

*Donna Chen; Fabianne Gondim; Kailee Groshans; Lorey Wheeler, Ph.D.*

### 5) Teacher Reflections on Science Investigation in Early Childhood Classrooms

*Erin Hamel; Anna Burton; Yuenjung Joo; Soo-Young Hong, Ph.D.*

### 6) Teachers' Report: Toddlers Can Learn Math as Well as Preschoolers

*Keting Chen; Jennifer Leeper Miller; Victoria Molfese, Ph.D.*

## SOCIAL-EMOTIONAL/SLEEP/REGULATION

### 7) Examining Dosage: Comparisons of Program Impact Across Two Dosage Cohorts

*J. Joshua Byrd; Helen Raikes, Ph.D.*

### 8) Finding a Fit: Temperamental Profiles in Preschool and School Readiness

*Andrew White; Kate Sirota; Kathleen Rudasill, Ph.D.*

### 9) Mindfulness-Based Intervention Pilot Study for Preschool Teachers

*Amy Colgrove; Victoria Molfese, Ph.D.; Holly Hatton-Bowers, Ph.D.*

### 10) Night-to-Night Variability in the Bedtime Routine Impacts Sleep in Toddlers

*Amanda Prokasky; Matthew Fritz, Ph.D.; Victoria Molfese, Ph.D.*

### 11) Sociomoral and Environmental Moral Reasoning in Preschool-Aged Children

*Amy Encinger; Erin Hamel; Amy Colgrove; Julia Torquati, Ph.D.*

### 12) Toddler Temperament as a Predictor of Maternal Parenting Stress

*Amy Encinger; Amanda Prokasky; Victoria Molfese, Ph.D.; Kathleen Rudasill, Ph.D.*

### 13) Varying Amounts of Sleep Over Three Weeks Influence Children's Performance

*Keting Chen; Dennis Molfese, Ph.D.; Victoria Molfese, Ph.D.*

## NUTRITIONAL/PHYSICAL DEVELOPMENT

### 14) Development of a School Lunch Observation Measure to Assess School District Lunch Menu Implementation

*Mariam Taiwo; Lynette Smith, Ph.D.; Jennie Hill, Ph.D.; David Dzewaltowski, Ph.D.*

### 15) Dietary Recommendations vs. Children's Food Intake in Child Care

*Saima Hasnin; Dipti Dev, Ph.D.*

### 16) Farm to Preschool: Helping Nebraska Childcare Providers

*Jessie Coffey; Christy Burger; Zainab Rida; Emily Hulse*

### 17) Nebraska Team Nutrition Supports Child and Adult Care Food Program (CACFP) Providers in Implementing CACFP New Meal Pattern

*Christina Burger; Zainab Rida; Dipti Dev, Ph.D.*

### 18) Read for Nutrition Program and Children's Vegetable Consumption

*Maha Elrakaiby; Dipti Dev, Ph.D.*

### 19) Using Direct Observation to Determine Children's Physical Activity Levels in Various Outdoor Play Areas

*Shane Warehime; Danae Dinkel, Ph.D.; Kailey Snyder*

### 20) What's in my Lunchbox? Analysis of Foods Parents Pack

*Jasmin Smith; Dipti Dev, Ph.D.*

## RELATIONSHIPS/PARTNERSHIPS

### 21) Assessing Parent-Child Relationships & Correlates: Implications for Early Childhood

*Hannah Kerby; Rachel Meisinger; Susan Sheridan, Ph.D.; Amanda Witte, Ph.D.*

### 22) Changes in the Sexual Relationship During Pregnancy: Implications for Global Relationship Happiness

*Kailee Groshans; Rebecca Brock, Ph.D.*

### 23) Child-Parent Psychotherapy in Child Welfare Court: An Evaluation

*Katherine Hazen; Claire Patnode; Jennie Cole-Mossman; Melanie Fessinger*

### 24) Collaborative Early Childhood Home-Visiting: Investigating the Role of Educator Self-Efficacy

*Courtney Boise; Christine Marvin, Ph.D.; Kat Cheng, Ph.D.; Lisa Knoche, Ph.D.*

### 25) Maternal Sensitivity and Unfocused Play in Early Childhood

*Yinbo Wu; Anne Schutte, Ph.D.*

### 26) Parental Behaviors and Their Association to the Development of Infants/Toddlers

*Rosa Torres; Chloe Reeble; Qizhen Deng, Ph.D.; Lisa Knoche, Ph.D.*

### 27) Relationships in Early Childhood: Examining the Efficacy of the Getting Ready Intervention

*Rachel Meisinger; Susan Sheridan, Ph.D.; Lisa Knoche, Ph.D.; Hannah Kerby*

### 28) The Power of Partnerships: CBC's Effect on Rural Teachers

*Samantha Angell; Susan Sheridan, Ph.D.; Amanda Witte, Ph.D.; Sonya Bhatia*

## EARLY INTERVENTION

### 29) Attachment in Preschool Child With Autism Spectrum Disorder

*Vanessa Nicolau Freitas dos Santos; Pompéia Villachan-Lyra, Ph.D.; Christine Marvin, Ph.D.*

### 30) Naturalistic Teaching and Discrete Trial Training: Teaching Toddlers With Autism

*Micheale Marcus; Samantha Angell; Henry Bass; Therese Mathews, Ph.D.*

### 31) Parents' Self-Efficacy and a Family-Centered Approach to Early Intervention Following NICU Discharge

*Kerry Miller; Christine Marvin, Ph.D.*

### 32) Psychosocial Adaptation of Caregivers to Children With Congenital Zika Virus Syndrome

*Renata Trefiglio Mendes Gomes; Natalie Williams, Ph.D.; Cody Hollist, Ph.D.; Christine Marvin, Ph.D.*

### 33) Sit Matters for At-Risk, Preterm Infants at Six Months Adjusted Age

*Sandra Willett; Barbara Jackson, Ph.D.*

## EARLY CHILDHOOD CONTEXTUAL FACTORS

### 34) Chinese Student Perceptions of Early Education in the United States

*Qingyu Jiang; Amy Encinger; Kelley Buchheister, Ph.D.; Jasmin Smith*

### 35) Examining Working Pregnant Women's Needs for Childcare in Nebraska

*Kara Cruickshank; Holly Hatton-Bowers, Ph.D.; Soo-Young Hong, Ph.D.*

### 36) Findings From a Pilot MELQO Study in Lesotho

*Anna Burton; Dawn Davis, Ph.D.; Abbie Raikes, Ph.D.; Orphee Tamba*

### 37) The Role of Homeless Shelters in Connecting Families to Resources

*Ann Matthews; Erin Hamel; Julia Torquati, Ph.D.*

### 38) Using National and State Standards to Evaluate Preschool Music Curricula

*Jentry Barrett; Rachel Schachter, Ph.D.*

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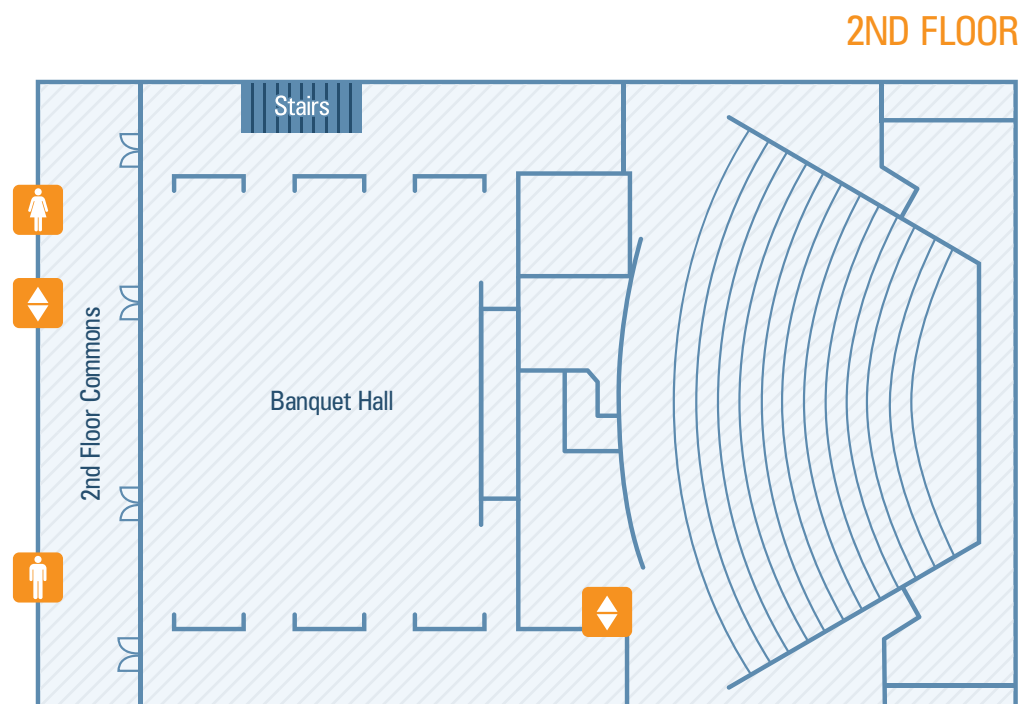
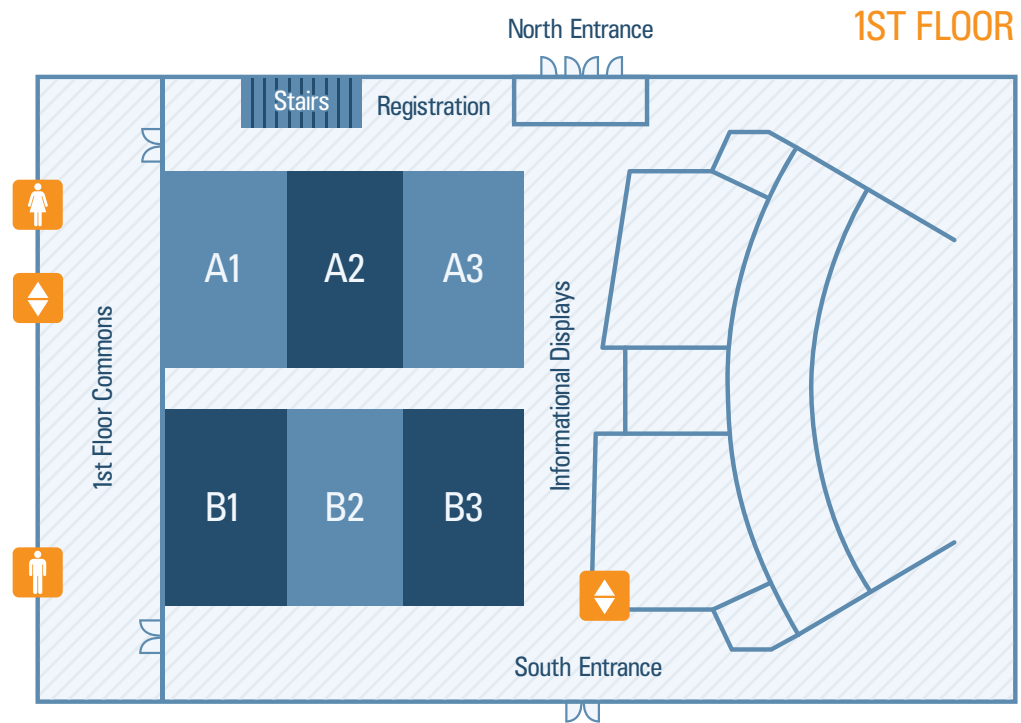
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# Summit Map



## LEGEND



# Special Thanks

## INFORMATIONAL DISPLAYS

Thank you to the following organizations for providing informational displays and materials for this year's Summit attendees.

**BUFFETT EARLY CHILDHOOD INSTITUTE**  
[buffettinstitute.nebraska.edu](http://buffettinstitute.nebraska.edu)

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