Welcome

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

Thank you to our sponsors

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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

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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

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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
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.
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

I Dare You To: Taking Risks in Play

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.

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

BENJAMIN BAUMFALK
Policy Research Analyst
First Five Nebraska

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 Leukowitz Distinguished Faculty Fellow/
Senior Fellow, Brookings Institution
Department of Psychology
Temple University

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

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

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

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

KERRY-ANN ESCAYG
Assistant Professor
Department of Teacher Education
University of Nebraska Omaha

Continued on pg. 9
Session I
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

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

Session II
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

HELEN RAIKES
Willa Cather Professor
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

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

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

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

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.

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CHANGMIN YAN
Associate Professor
College of Journalism and Mass Communications
University of Nebraska-Lincoln

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.

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Department of Educational Psychology
University of Nebraska–Lincoln

PAUL DIZONA
Graduate Student
Department of Educational Psychology
University of Nebraska–Lincoln

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

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JESSICA NAMKUNG
Assistant Professor
Department of Special Education and Communication Disorders
University of Nebraska-Lincoln

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MARC GOODRICH
Assistant Professor
Department of Special Education and Communication Disorders
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CHANGMIN YAN
Associate Professor
College of Journalism and Mass Communications
University of Nebraska-Lincoln
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 Omaha

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

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
Buffet Early Childhood Institute
University of Nebraska

MALENA ROUSSEAU
Research and Evaluation Coordinator
Buffet Early Childhood Institute
University of Nebraska

GREG WELCH
Associate Director of Research & Evaluation
Buffet Early Childhood Institute
University of Nebraska

CHRISTINE MAXWELL
Director of Program Development
Buffet Early Childhood Institute
University of Nebraska

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
University of Nebraska–Lincoln

AMANDA WITTE
Postdoctoral Research Associate
Nebraska Center for Research on Children, Youth, Families and Schools
University of Nebraska–Lincoln

BONNIE MACKINTOSH
Postdoctoral Research Associate
Nebraska Center for Research on Children, Youth, Families and Schools
University of Nebraska–Lincoln
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

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
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

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

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

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 polices 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

ERIN HAMEL
Doctoral Student
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

YIJUN JOO
Doctoral Student
Department of Child, Youth and Family Studies
University of Nebraska–Lincoln
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.

ABBBIE 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

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Developement 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.

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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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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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Continued on pg. 17
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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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 parent behaviors after implementation of the approach.

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

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.

KATHLEEN GALLAGHER
Director of Research and Evaluation
Buffet Early Childhood Institute
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AMY ROBERTS
Research Assistant Professor
Buffet Early Childhood Institute
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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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University of Nebraska Medical Center
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.

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ANNE SCHUTTE
Associate Professor
Department of Psychology
University of Nebraska–Lincoln

CARRIE CLARK
Assistant Professor
Department of Educational Psychology
University of Nebraska–Lincoln

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

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.

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.

LYDIAH KIRAMBA
Assistant Professor
Department of Teaching, Learning and Teacher Education
University of Nebraska–Lincoln

SHULING YANG
Doctoral Candidate
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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.

STEPHANIE WESSELS
Associate Professor
Department of Teaching, Learning and Teacher Education
University of Nebraska–Lincoln

BRANDY JUNKINS
Doctoral Student
Department of Teaching, Learning and Teacher Education
University of Nebraska–Lincoln

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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The following posters will be featured in the Banquet Hall after closing remarks from Michelle Suarez, Early Childhood Development. 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
   Alexandria Daraj, Brigette Ryalls, Ph.D.

2) Bidirectional Relations Between Preschoolers’ Executive Functions and Math Skills
   Yu Yue; Helen Raikea, Ph.D.; Jeong-Kyu Choi, Ph.D.

3) How do Differing Stakeholders Perceive Instances of Literacy Instruction?
   Ann Mattheus; Rachel Schachter, Ph.D.

4) Relations Between Teacher Practices, Classroom Climate & Students’ STEAM Competency
   Donna Chen; Fabianne Gondim; Kaiine Groshans; Lorys Wheeler, Ph.D.

5) Teacher Reflections on Science Investigation in Early Childhood Classrooms
   Erin Hamel; Anna Burton; Yunmi Jung; 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 Raikea, 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 Calgrove; 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; Eric Hazel; Amy Calgrove; 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.; Jessie Hill, Ph.D.; David Dzwawtowski, Ph.D.

15) Dietary Recommendations vs. Children’s Food Intake in Child Care
    Saima Hasnain; Dipi Dev, Ph.D.

16) Farm to Preschool: Helping Nebraska Childcare Providers
    Jessie Coffey; Christy Burger; Zainab Rida; Emily Holmes

17) Nebraska Team Nutrition Supports Child and Adult Care Food Program (CACFP) Providers in Implementing CACFP New Meal Pattern
    Christina Burger; Zainab Rida; Dipi Dev, Ph.D.

18) Read for Nutrition Program and Children’s Vegetable Consumption
    Maha Elrakaiby; Dipi Dev, Ph.D.

19) Using Direct Observation to Determine Children’s Physical Activity Levels in Various Outdoor Play Areas
    Shane Warshimo; Danae Dinkel, Ph.D.; Keiley Snyder

20) What’s in my Lunchbox? Analysis of Foods Parents Pack
    Jasmin Smith; Dipi Dev, Ph.D.

**RELATIONSHIPS/PARTNERSHIPS**

    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
    Kekele Gobahane; Rebecca Brock, Ph.D.

    Katherine Hazen; Claire Pasmode; Jessie Cole-Geissman; Melanie Fessinger

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

25) Maternal Sensitivity and Unfocused Play in Early Childhood
    Yoko Wc; Anu Schuph, Ph.D.

26) Parental Behaviors and Their Association to the Development of Infants/Toddlers
    Rosa Torres; Chloe Reeble; Gichon 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 Angel; Susan Sheridan, Ph.D.; Amanda Witte, Ph.D.; Sonya Bhatia

29) Attachment in Preschool Child With Autism Spectrum Disorder
    Maha Elrakaiby; Dipi Dev, Ph.D.

30) Naturalistic Teaching and Discrete Trial Training; Teaching Toddlers With Autism
    Michaela Marcus; Samantha Angel; Henry Bass; Therese Mattheus, 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 Trejfoling 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.; Jasmine Smith

35) Examining Working Pregnant Women’s Needs for Childcare in Nebraska
    Kara Criscinskian; Holly Hatton-Bowers, Ph.D.; Soo-Young Hong, Ph.D.

36) Findings From a Pilot MELOD Study in Lesotho
    Anna Burton; Dawn Davis, Ph.D.; Abbie Raikea, Ph.D.; Orphie Tamba

37) The Role of Homeless Shelters in Connecting Families to Resources
    Ann Mattheus; Erin Hamel; Julia Torquati, Ph.D.

38) Using National and State Standards to Evaluate Preschool Music Curricula
    Jentry Barnett; Rachel Schachter, Ph.D.
LEAD PRESENTERS

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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
- COLLEGE OF EDUCATION AND HUMAN SCIENCES
  cehs.unl.edu
- FIRST FIVE NEBRASKA
  firstfive.nebraska.org
- NEBRASKA ACADEMY FOR EARLY CHILDHOOD RESEARCH
  naecr.unl.edu
- NEBRASKA ASSOCIATION OF EARLY CHILDHOOD TEACHER EDUCATORS
  naecte.org
- NEBRASKA CENTER FOR RESEARCH ON CHILDREN, YOUTH, FAMILIES & SCHOOLS
  cyfs.unl.edu
- NEBRASKA DEPARTMENT OF EDUCATION
  education.ne.gov
- NEBRASKA EARLY CHILDHOOD COLLABORATIVE
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- NEBRASKA EXTENSION: THE LEARNING CHILD
  child.unl.edu
- NEBRASKA HEAD START ASSOCIATION
  neheadstart.org

FACILITATORS
Thank you to the following individuals for offering their time and expertise in facilitating this year’s Summit breakout sessions.

- ABBIE RAIKES
  University of Nebraska Medical Center
- AMY ROBERTS
  Buffett Early Childhood Institute
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  University of Nebraska–Lincoln
- HELEN RAIKES
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- KATHLEEN GALLAGHER
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