



2014 CYFS SUMMIT ON RESEARCH IN
EARLY CHILDHOOD

CREATING CONNECTIONS BETWEEN RESEARCH, PRACTICE & POLICY

————— JOINTLY SPONSORED BY —————
CYFS, BUFFETT EARLY CHILDHOOD INSTITUTE & FIRST FIVE NEBRASKA

APRIL 10, 2014
THE LODGE AT WILDERNESS RIDGE
LINCOLN, NEBRASKA

WELCOME



Dear Colleagues,

The Nebraska Center for Research on Children, Youth, Families and Schools (CYFS), Buffett Early Childhood Institute and First Five Nebraska welcome you to the 2014 CYFS Summit on Research in Early Childhood. In the tradition of its predecessors, this third biennial event will serve as a forum for sharing and discussing research on the most formative stage in the developmental trajectory – a stage that contributes so much to children’s long-term identities, values and capacities.

The critical importance of early childhood dictates that we thoroughly study its every facet, from the influences of ecological systems and socioeconomic realities to the design of approaches aimed at enhancing children’s cognitive, social-emotional and behavioral development. In this vein, it is equally critical that we consider the best means of applying and implementing the lessons our research has earned. This understanding has spurred the organization of today’s summit, just as it has motivated educators, service providers, administrators and policymakers from across the state to share their invaluable insights.

The fusion of leading-edge research, practice and policy forms the core of Nebraska’s collective efforts to ensure that we provide children with the environments, opportunities and skills they need to find fulfillment and achieve success. This mutual goal continually inspires us to engage in dialogue that can reinforce, refine or even change our notions of what most matters in early childhood. It will also continue driving us to forge partnerships that encourage the translation of research into enduring improvements for the families, schools and communities that serve as the cornerstones of children’s healthy development.

We are extremely grateful that you have elected to support this mission and vision by participating in today’s event. With your perspectives and passion as a guide, we look forward to collaboratively advancing our understanding of how best to support the education and growth of our children.

Susan M. Sheridan, PhD

Director – Nebraska Center for Research on Children, Youth, Families & Schools
George Holmes University Professor of Educational Psychology
University of Nebraska-Lincoln

Samuel J. Meisels, EdD

Executive Director – Buffett Early Childhood Institute
Professor of Child, Youth & Family Studies
University of Nebraska

Becky Veak

Director – First Five Nebraska



AGENDA

8:30 - 9:00 AM

Registration

9:00 - 9:15 AM

Opening & Welcome | Yellowstone Room

Dr. Susan Sheridan

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

Dr. Samuel J. Meisels

Executive Director – Buffett Early Childhood Institute | University of Nebraska

9:15 - 10:30 AM

Keynote Address & Moderated Discussion | Yellowstone Room

Diverging Destinies in Rural America: Work, Family & Early Child Development

Dr. Lynne Vernon-Feagans

William C. Friday Distinguished Professor – University of North Carolina at Chapel Hill

10:45 AM - 12:15 PM

Session I

Room	Presenters	Presentations
Bitterroot	Brandy Clarke; Michelle Howell Smith	See page 2
Loft	Rebecca Swartz; Christine Marvin	See page 3
Blackfoot	Julia Torquati; Krista Adams	See page 4
Flathead	Tonia Durden; Soo-Young Hong	See page 5

12:30 - 1:30 PM

Luncheon

1:40 - 2:30 PM

Session II

Room	Presenter	Presentation
Bitterroot	Kathleen Rudasill	See page 6
Loft	Traci Shizu Kutaka	See page 6
Blackfoot	Julia Dadds	See page 7
Flathead	Susan Sheridan	See page 8

2:40 - 3:30 PM

Session III

Room	Presenter	Presentation
Bitterroot	Lisa Knoche	See page 9
Loft	Gina Kunz	See page 9
Blackfoot	Soo-Young Hong	See page 10
Flathead	Helen Raikes	See page 10

3:40 - 4:00 PM

Closing Remarks | Yellowstone Room

Dr. Marjorie Kostelnik

Dean – College of Education & Human Sciences | University of Nebraska-Lincoln

4:00 - 5:30 PM

Reception; Graduate Student Research Poster Session; Atatürk University (Turkey) Roundtable Conversation | Yellowstone Room

KEYNOTE ADDRESS

9:15 - 10:30 AM

YELLOWSTONE ROOM

DIVERGING DESTINIES IN RURAL AMERICA: WORK, FAMILY & EARLY CHILD DEVELOPMENT

Lynne Vernon-Feagans, PhD

William C. Friday Distinguished Professor – University of North Carolina at Chapel Hill

Over the last 40 years, families in rural America have faced numerous challenges relative to their urban peers: fewer quality jobs, less access to higher education, greater poverty. The Family Life Project has been documenting these challenges in rural life by following a representative sample of 1,300 rural children from birth.

Early findings from this longitudinal study suggest diverging destinies between rural college-educated parents and high school-educated parents with respect to income, non-standard work hours, chaotic households and early childrearing. These differences have major implications, particularly in terms of how much time parents spend with children and the quality of interactions between them.

The confluence of challenges facing parents who lack higher education is affecting children's early development in language and other areas. Though these data on children's development are concerning, the Family Life Project has also identified important early experiences that may buffer rural children at risk for negative outcomes.

From 9:15 to 10:15, Vernon-Feagans will address these and other findings arising from the Family Life Project. Following the presentation, Vernon-Feagans will participate in a 15-minute discussion co-moderated by CYFS director Susan Sheridan and Samuel Meisels, executive director of the Buffett Early Childhood Institute.

Dr. Lynne Vernon-Feagans is a William C. Friday Distinguished Professor of early childhood, intervention and literacy at the University of North Carolina at Chapel Hill, where she also holds a position as professor of psychology.

Vernon-Feagans currently serves as principal investigator of the Family Life Project, a landmark 10-year birth-cohort study that is examining family stress, family health, parent-child interactions and child outcomes in a representative sample of children and families from impoverished rural communities. She previously served as co-principal investigator of the National Research Center on Rural Education Support.

Vernon-Feagans has spent the last three decades focusing on children at risk, particularly African-American children living in poverty. Her work on the Abecedarian Early Intervention Project revealed the disconnect between children's neighborhood versus classroom language and culture, thereby helping educators and practitioners better understand the challenges facing minority children as they transition into school.

From 1975 to 1985, Vernon-Feagans held multiple research and faculty positions at UNC-Chapel Hill. She moved to The Pennsylvania State University in 1986, where she worked until returning to Chapel Hill in 2001. She holds a doctorate in psycholinguistics from the University of Michigan.

SESSION I

10:45 AM - 12:15 PM

BITTERROOT ROOM

EARLY LANGUAGE & LITERACY: SUPPORTING TEACHERS' DATA-BASED DECISION-MAKING

The Pre-3T project focused on developing and piloting a three-tiered prevention model (i.e., Response-to-Intervention) in early education for children at risk of reading difficulties. This presentation will describe the development of the teacher-implemented decision-making protocol used to identify children in need of differentiated literacy support and evaluate their response to intervention strategies. In addition to explicating the measures, tools and processes used in the study, the presentation will outline preliminary results demonstrating the feasibility and effectiveness of the decision-making protocol.

Brandy Clarke, PhD

Research Assistant Professor

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

Lisa Knoche, PhD

Research Associate Professor

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

Susan Sheridan, PhD

Director

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

A MODEL OF EFFECTIVE COACHING SUPPORT FOR EARLY READING RTI

This presentation will discuss outcomes from a large-scale randomized trial that evaluated the impact of a professional development approach for training rural K-3 teachers to implement Response-to-Intervention (RTI) in the area of early reading. Attendees will learn how professional development that supports teachers' use of data-based decision-making and research-based interventions can be used to effectively promote student performance in schools.

Michelle Howell Smith, PhD

Project Manager

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

Tanya Ihlo, PhD

Research Assistant Professor

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

SESSION I

10:45 AM - 12:15 PM

LOFT ROOM

ROLE IDENTITY & PROFESSIONAL DEVELOPMENT OF HOME-BASED EARLY CHILDHOOD CAREGIVERS

This presentation will offer insight into tailoring professional development for family childcare providers, specifically examining a mixed-methods study of how role identity influenced their participation in professional development. Survey analyses demonstrated that a stronger sense of identity as an early care and education professional predicted greater involvement in professional development. Through qualitative interviews, providers described the importance of balancing blended roles as family caregivers and professionals; they also outlined how professional development strengthened their knowledge and identities as early care providers.

Rebecca Swartz, PhD

Assistant Professor | Early Childhood Education Extension Specialist
Department of Child, Youth & Family Studies | University of Nebraska-Lincoln

GETTING READY: STRATEGIES TO SUPPORT PARENT ENGAGEMENT DURING HOME VISITS

This presentation explores school readiness intervention strategies used by early childhood professionals to support parent engagement in young children's learning. Thirty-two early childhood professionals were videorecorded during Early Head Start and Head Start home visits. Study findings help to unpack the black box of home visiting and investigate what professionals are doing to enhance parent engagement. The findings also help explain how families respond and who is interacting during these home visits.

Christine Marvin, PhD

Associate Professor
Department of Special Education & Communication Disorders | University of Nebraska-Lincoln

Lisa Knoche, PhD

Research Associate Professor
Nebraska Center for Research on Children, Youth, Families & Schools

SESSION I

10:45 AM - 12:15 PM

BLACKFOOT ROOM

PRESCHOOL CHILDREN'S ENVIRONMENTAL MORAL REASONING

The presenter's research uses Social Domain Theory to examine preschool children's moral reasoning with respect to the environment. As part of this research, 126 preschool-aged children were interviewed; 53 attended a nature-focused preschool, while 73 attended non-nature-focused preschools. This presentation will examine the study's results, including the finding that a majority of children in both types of programs judged throwing trash in a lake as wrong regardless of context, rules or social convention – indicating that it is a matter of obligatory morality.

Julia Torquati, PhD

Associate Professor

Department of Child, Youth & Family Studies | University of Nebraska-Lincoln

EVALUATING MOBILE APPLICATIONS: EDUCATIONAL MOBILE APPLICATION TEACHER RATING SCALE (E.MATRS)

Educators and researchers have recently become interested in using technology to enhance teaching effectiveness and children's learning in developmentally appropriate ways. Determining whether a mobile application meets the needs of the young children, supports teacher instruction, and engages children in appropriate content is necessary prior to incorporating it into instruction. This session will discuss the development and results of a mobile application analysis tool for the teaching and learning of science among young children.

Krista Adams, PhD

Assistant Professor

Department of Teaching, Learning & Teacher Education | University of Nebraska-Lincoln

Douglas Golick, PhD

Assistant Professor

Department of Entomology | University of Nebraska-Lincoln

Soo-Young Hong, PhD

Assistant Professor

Department of Child, Youth & Family Studies | University of Nebraska-Lincoln

SESSION I

10:45 AM - 12:15 PM

FLATHEAD ROOM

EXTENSION'S CAPACITY TO DELIVER QUALITY EARLY CHILDHOOD PROFESSIONAL DEVELOPMENT

This presentation will share findings from an environmental scan of the early childhood professional development programs offered within the Cooperative Extension System. A study was conducted to identify the programs' content, delivery, scope, evaluation and partners. Results indicate that Extension has become a player in providing professional development opportunities for early childhood professionals and, with a focused effort on streamlining current resources, has the capacity to become a leader in this field.

Tonia Durden, PhD

Assistant Professor | Early Childhood Education Extension Specialist
Department of Child, Youth & Family Studies | University of Nebraska-Lincoln

PRESCHOOL SCIENCE: COLLABORATIVE APPROACH TO TEACHING & LEARNING

This presentation outlines a study designed to (a) create learning communities between university researchers and preschool teachers that explore ways to promote teachers' understanding of science concepts and practice; (b) help preschool teachers formulate developmentally appropriate science activities for preschool children; and (c) examine how teachers' attitudes about teaching science – along with their behaviors in preschool classrooms – change over the course of the collaborative process.

Soo-Young Hong, PhD

Assistant Professor
Department of Child, Youth & Family Studies | University of Nebraska-Lincoln

Shaista Syeda

Graduate Student
Department of Child, Youth & Family Studies | University of Nebraska-Lincoln

Jungwon Eum

Graduate Student
Department of Child, Youth & Family Studies | University of Nebraska-Lincoln

SESSION II

1:40 - 2:30 PM

BITTERROOT ROOM

DIFFICULT TEMPERAMENT, DIFFICULT SLEEPER? EXAMINATION OF TODDLER BEHAVIOR & SLEEP

Sleep habits of young children are related to the development of the cognitive and self-regulation skills that influence school readiness. While there is a growing awareness of the importance of sleep, there is also evidence that parents' perceptions of children's sleep habits is sometimes different from actual measures of sleep. This presentation focuses on how parents perceive their child's sleep habits, whether those perceptions are influenced by children's temperament, and how these factors collectively influence school readiness.

Kathleen Rudasill, PhD

Associate Professor

Department of Educational Psychology | University of Nebraska-Lincoln

Victoria Molfese, PhD

Chancellor's Professor

Department of Child, Youth & Family Studies | University of Nebraska-Lincoln

Amanda Prokasky

Project Coordinator

Department of Child, Youth & Family Studies | University of Nebraska-Lincoln

Elaina Montague

Graduate Student

Department of Psychology | University of Nebraska-Lincoln

1:40 - 2:30 PM

LOFT ROOM

LONGITUDINAL CHANGES IN K-3 TEACHERS' MATHEMATICAL CONTENT & PEDAGOGICAL KNOWLEDGE

This presentation examines longitudinal trajectories of change in the knowledge, attitudes and beliefs of 90 K-3 teachers in Primarily Math – a professional development program designed to augment mathematical content and pedagogical knowledge – relative to a matched comparison group over five measurement occasions. Primarily Math teachers demonstrated greater geometric knowledge for teaching; reported more confidence, improved motivation and less anxiety for learning mathematics; and exhibited more student-centered beliefs alongside fewer teacher-centered beliefs.

Traci Shizu Kutaka, PhD

Postdoctoral Research Associate

Center for Science, Mathematics & Computer Education | University of Nebraska-Lincoln

Carolyn Pope Edwards, EdD

Willa Cather Professor

Department of Child, Youth & Family Studies | University of Nebraska-Lincoln



SESSION II

1:40 - 2:30 PM

BLACKFOOT ROOM

PROMPTING CHANGE FROM THE START: YEAR ONE CLASSROOM ASSESSMENTS & FEEDBACK WITH A NEW PROGRAM

Classroom assessments (Classroom Assessment Scoring System [CLASS] and Rating Scales [RS]) were conducted during fall 2013 in 13 new Lincoln Educare classrooms. Results on the RS ranged from 5.4 to 6.8 overall, though sub-scales showed variance. Results of the Toddler CLASS ranged from 5.4 to 6.7 on Emotional and Behavioral Supports and from 2.9 to 4.6 on Engaged Support for Learning. Scores, feedback procedures and case studies related to improvement will be shared.

Julia Dadds, PhD

Executive Director
Educare of Lincoln

Jan Eстераich

Graduate Student
Department of Child, Youth & Family Studies | University of Nebraska-Lincoln

Amy Colgrove

Graduate Student
Department of Child, Youth & Family Studies | University of Nebraska-Lincoln

Helen Raikes, PhD

Willa Cather Professor
Department of Child, Youth & Family Studies | University of Nebraska-Lincoln

Rebecca Swartz, PhD

Assistant Professor | Early Childhood Education Extension Specialist
Department of Child, Youth & Family Studies | University of Nebraska-Lincoln

Michelle Rupiper, PhD

Associate Professor of Practice
Department of Child, Youth & Family Studies | University of Nebraska-Lincoln

SESSION II

1:40 - 2:30 PM

FLATHEAD ROOM

KINDERGARTEN CHILDREN'S DEVELOPMENT & RELATIONSHIPS IN RURAL & NON-RURAL SETTINGS

Research has consistently documented the importance of the early years in establishing positive trajectories for behavioral competence and important relationships. This presentation addresses an important research question concerning the role of community setting (i.e., rural vs. non-rural) on kindergarten children's social-behavioral skills and the cross-systemic supportive relationships in young children's lives. Given the unique demographic features of many rural communities – particularly those plagued by poverty, low education and related risk factors – it also strives to understand how geographic setting interacts with cumulative risk in predicting child and parent-teacher outcomes.

Susan Sheridan, PhD

Director

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

Michael Coutts

Graduate Research Assistant

Department of Educational Psychology | University of Nebraska-Lincoln

Shannon Holmes

Graduate Research Assistant

Department of Educational Psychology | University of Nebraska-Lincoln

Amanda Witte

Project Manager

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

Sonya Bhatia

Graduate Research Assistant

Department of Educational Psychology | University of Nebraska-Lincoln

SESSION III

2:40 - 3:30 PM

BITTERROOT ROOM

ECONOMIC IMPACT OF EARLY CHILDHOOD EDUCATION & PROGRAMMING IN NEBRASKA

This presentation will quantify a variety of benefits and costs associated with providing high-quality early childhood education to children at risk in Nebraska, with state-specific data used to make projections when possible. The presentation will report the results of measures that include the benefit-cost ratio of providing early childhood education, the internal rate of return, and the payback period.

Lisa Knoche, PhD

Research Associate Professor

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

David Rosenbaum, PhD

Professor | Associate Director for Academic Affairs

Jeffrey S. Raikes School of Computer Science & Management | University of Nebraska-Lincoln

Eric Thompson, PhD

Director | Associate Professor

Bureau of Business Research | Department of Economics | University of Nebraska-Lincoln

2:40 - 3:30 PM

LOFT ROOM

RURAL FAMILY-SCHOOL PARTNERSHIPS: BRIDGING RESEARCH & PRACTICE

This presentation will share the evidence base supporting family-school partnerships to promote positive academic, behavioral and social-emotional outcomes for young children. Specifically, the presenters will outline preliminary findings from a current study examining the efficacy of Conjoint Behavioral Consultation (CBC) on rural K-3 students, their families and teachers. To illustrate the connection between research and practice, the presenters will offer case examples of unique applications of CBC in the rural context.

Gina Kunz, PhD

Research Associate Professor

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

Susan Sheridan, PhD

Director

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

SESSION III

2:40 - 3:30 PM

BLACKFOOT ROOM

TYPICALLY DEVELOPING PRESCHOOLERS' BEHAVIOR TOWARD PEERS WITH DISABILITIES

This presentation outlines a study that examined contexts in which typically developing preschoolers (TD) were likely to interact with their peers with disabilities (D), as well as the nature of those social interactions. An eco-behavioral analysis with observational data from 22 preschoolers and seven teachers revealed that TD tended to interact with D more in an outdoor than indoor classroom. TD also interacted with D more during play-based activities than during academic activities or transitions/routines. The presentation will examine the implications of these findings, along with the revelation that teachers provided minimal support for these social interactions.

Soo-Young Hong, PhD

Assistant Professor

Department of Child, Youth & Family Studies | University of Nebraska-Lincoln

Jungwon Eum

Graduate Student

Department of Child, Youth & Family Studies | University of Nebraska-Lincoln

2:40 - 3:30 PM

FLATHEAD ROOM

FACTORS AFFECTING KINDERGARTEN READINESS IN GREAT PLAINS RURAL ESSS COMMUNITIES

This presentation focuses on baseline school readiness in 10 Great Plains rural communities participating in Save the Children's Early Steps to School Success (ESSS) literacy-based home-visiting program for children ages 0-3, along with the pre-K/bookbag program for children ages 3-5. It will address kindergarten-entry findings from the Peabody Picture Vocabulary Test-4, which show that eligibility for free and reduced lunch, along with limited English proficiency, are negatively associated with test scores. The presentation will also discuss the finding that exposure to a year of preschool or Head Start positively correlates with test scores.

Helen Raikes, PhD

Willa Cather Professor

Department of Child, Youth & Family Studies | University of Nebraska-Lincoln

Jan Esteraich

Graduate Student

Department of Child, Youth & Family Studies | University of Nebraska-Lincoln

Elsa Escalante

Graduate Student

Department of Child, Youth & Family Studies | University of Nebraska-Lincoln

POSTER SESSION

4:00 - 5:30 PM

YELLOWSTONE ROOM

The following 20 posters will be featured after closing remarks from Marjorie Kostelnik, dean of the UNL College of Education and Human Sciences. Posters were selected based on their potential to (a) offer various perspectives on critical and timely issues in early childhood; (b) highlight innovative research; (c) identify extensions of research to practice; and (d) examine how research findings may relate to public policies that affect young children and their families. All posters feature a graduate student as lead author and include at least one CYFS faculty affiliate as a co-author.

- 1) **A QUANTITATIVE SYNTHESIS OF FAMILY-SCHOOL ENGAGEMENT INTERVENTIONS: A PRELIMINARY EXAMINATION IN EARLY CHILDHOOD**
Tyler Smith; Elizabeth Moorman Kim, PhD; Susan Sheridan, PhD
- 2) **MENTAL HEALTH, PARENTING ATTRIBUTES & FAMILY SUPPORT IN A RURAL EARLY HEAD START SAMPLE**
Amanda Moen; Susan Sheridan, PhD; Sonya Bhatia
- 3) **MATERNAL MENTAL HEALTH & INFANT-TODDLER SOCIAL-EMOTIONAL DEVELOPMENT**
Sonya Bhatia; Susan Sheridan, PhD; Amanda Moen
- 4) **POSITIVE PATHWAYS TO ENCOURAGE CHILDREN'S PROSOCIAL BEHAVIORS ACROSS CONTEXTS**
Alicia Bower; Juan Casas, PhD
- 5) **CHINESE PARENTS' DEVELOPMENTAL EXPECTATIONS & PRESCHOOLERS' SOCIAL-EMOTIONAL DEVELOPMENT**
Lixin Ren; Carolyn Pope Edwards, PhD
- 6) **FAMILY-SCHOOL PARTNERSHIPS: PROMOTING PARTICIPATION IN K-3 TEACHER PROFESSIONAL DEVELOPMENT**
Heidi Fleharty; Carolyn Pope Edwards, PhD
- 7) **THE EFFECT OF YOGA ON PRESCHOOL-AGED CHILDREN'S EXECUTIVE FUNCTIONING**
Heidi Fleharty; Anne Schutte, PhD
- 8) **PARENTAL ENGAGEMENT & EXECUTIVE FUNCTIONING**
Courtney Boise; Lisa Knoche, PhD; Carolyn Pope Edwards, PhD
- 9) **STABILIZING DEVELOPMENTAL TRAJECTORIES IN INFANTS/TODDLERS WITH A DOUBLE DISADVANTAGE**
Miriam Kuhn, EdS; Lisa Knoche, PhD; Christine Marvin, PhD

POSTER SESSION

4:00 - 5:30 PM | YELLOWSTONE ROOM

- 10) PARENTS' ROLES IN FOSTERING THE CULTURAL AWARENESS OF YOUNG CHILDREN
Kimberly Blicht; Helen Raikes, PhD; Tonia Durden, PhD
- 11) EARLY CHILDHOOD COACHING CONVERSATIONS:
OBSERVED COACH BEHAVIORS & COACH CHARACTERISTICS
Gayatri Jayaraman; Lisa Knoche, PhD; Christine Marvin, PhD
- 12) ECE STATUS, ISSUES & TEACHER TRAINING IN PUNJAB, PAKISTAN
Shaista Syeda; Soo-Young Hong, PhD
- 13) TEMPERAMENT BY ENVIRONMENT IN PREDICTING
TEACHER-CHILD RELATIONSHIP QUALITY
Amanda Prokasky; Kathleen Rudasill, PhD; Victoria Molfese, PhD; Xiaoqing Tu
- 14) IDENTIFYING CHILD TEMPERAMENT PROFILES USING CLUSTER ANALYSIS
Amanda Prokasky; Kathleen Rudasill, PhD; Victoria Molfese, PhD
- 15) PRESCHOOL CHILDREN'S KNOWLEDGE ABOUT NATURE
Car Mun Kok; Julia Torquati, PhD; Julia Kroeker
- 16) DATA-BASED DECISION-MAKING IN A PRESCHOOL SERVICE-LEARNING PRACTICUM
Anne Thomas; Chris Marvin, PhD
- 17) EFFECTS OF A MULTI-TIERED EARLY LITERACY APPROACH
WITH SPANISH-SPEAKING PRESCHOOLERS
Mackenzie Sommerhalder; Brandy Clarke, PhD; Sonya Bhatia
- 18) EARLY STEPS TO SCHOOL SUCCESS: DIFFERENCES BETWEEN
LATINO & ENGLISH-SPEAKING FAMILIES
Elsa Escalante; Helen Raikes, PhD; Jan Esteraich
- 19) PARENTING PROFILES: USING A PERSON-ORIENTED APPROACH
TO EXAMINE PARENTING PATTERNS IN EARLY HEAD START
Jan Esteraich; Helen Raikes, PhD
- 20) RELATIONS OF WATER QUALITY & FOOD SECURITY TO CHILDREN'S DEVELOPMENT
Amy Encinger; Helen Raikes, PhD; Jentry Barrett

ATATÜRK CONVERSATION

4:00 - 5:30 PM

YELLOWSTONE ROOM

Scholars from Atatürk University in Erzurum, Turkey, will provide their perspectives on early childhood education and research. This conversational roundtable will offer the opportunity to learn about Turkish education and share impressions of the summit's activities.

Fahri Yavuz, PhD

Professor | Head

Office of International Affairs | Atatürk University

Ali Yıldırım, PhD

Professor | Dean

College of Education | Atatürk University

Mustafa Sözbılır, PhD

Professor

Department of Secondary Science & Mathematics Education | Atatürk University

Türkan Karakuş, PhD

Assistant Professor

Department of Computer & Instructional Sciences Technology | Atatürk University

Sinan Koçyiğit, PhD

Assistant Professor | Head

Department of Early Childhood Education | Atatürk University

Meryem Tan Çelik, PhD

Assistant Professor

Department of Early Childhood Education | Atatürk University

BIOGRAPHIES

Krista Adams, PhD | kadams12@unl.edu

Dr. Krista Adams is an assistant professor of science education at the University of Nebraska-Lincoln. Her current research centers on creating instructional strategies to support the teaching and learning of science. She also investigates how subject-specific strategies influence elementary educators' teaching schema. Adams holds a doctorate in curriculum and instruction from Arizona State University.

Brandy Clarke, PhD | bclarke2@unl.edu

Dr. Brandy Clarke is a research assistant professor with the Nebraska Center for Research on Children, Youth, Families and Schools at the University of Nebraska-Lincoln. Her research interests include early intervention and prevention programming for children and families. Clarke has served as project director for Pre-3T, a federally funded grant focused on developing a three-tiered language and literacy intervention program for children at risk for reading difficulties. She received her doctorate in educational psychology from UNL.

Julia Dadds, PhD | jdadds@educarelincoln.org

Dr. Julia Dadds serves as executive director for Educare of Lincoln, a state-of-the-science early childhood education center that combines investments from Head Start, the Buffett Early Childhood Institute and Fund, and the University of Nebraska-Lincoln's College of Education and Human Sciences. With career experience in human services work, Dadds has expertise in family dynamics, rural and urban cultures, and economic disparity issues. She holds a doctorate in curriculum studies from Indiana University.

Tonia Durden, PhD | tdurden2@unl.edu

Dr. Tonia Durden is an early childhood education extension specialist and assistant professor of child, youth and family studies at the University of Nebraska-Lincoln. Durden's work, which integrates research, extension and service, can be categorized under three core areas: early childhood education, cultural diversity, and early childhood systems engagement. She holds a doctorate in early childhood education from Georgia State University.

Carolyn Pope Edwards, EdD | cedwards1@unl.edu

Dr. Carolyn Pope Edwards serves as Willa Cather Professor of child, youth and family studies at the University of Nebraska-Lincoln. She has studied cultural influences on children's development in multiple countries, focusing especially on the innovative and renowned public early childhood services of Italy. Edwards evaluates the quality of children's services in an effort to strengthen the parent-child-teacher relationships that prepare children for school. She holds a doctorate in human development from Harvard University.

Douglas Golick, PhD | dgolick2@unl.edu

Dr. Douglas Golick is an assistant professor of entomology at the University of Nebraska-Lincoln. His research interests include the development of technologies that complement science instruction and enhance scientific literacy. Golick also investigates how technology, professional development and workshop interventions impact teachers' and students' concept understanding, attitudes and instructional practices. He received his doctorate in educational studies from UNL.

Soo-Young Hong, PhD | shong5@unl.edu

Dr. Soo-Young Hong is an assistant professor of child, youth and family studies at the University of Nebraska-Lincoln. Her research focuses on early childhood professional development in the areas of inclusion and science, along with ecological factors related to children's learning and development in preschool classrooms. She received her doctorate in child development and family studies from Purdue University.

Michelle Howell Smith, PhD | mhowellsmith@unl.edu

Dr. Michelle Howell Smith serves as a project manager and acting research assistant professor with the Nebraska Academy for Methodology, Analytics and Psychometrics at the Nebraska Center for Research on Children, Youth, Families and Schools. She specializes in mixed-method research designs, focusing specifically on instrument development procedures such as grounded theory analysis and exploratory and confirmatory factor analysis. She holds a doctorate in educational psychology from the University of Nebraska-Lincoln.

BIOGRAPHIES

Tanya Ihlo, PhD | tihlo2@unl.edu

Dr. Tanya Ihlo is a research assistant professor with the Nebraska Center for Research on Children, Youth, Families and Schools at the University of Nebraska-Lincoln. Her research interests include early reading and behavioral supports for at-risk students, along with the use of coaching to improve the delivery of instructional practices and data-based decision-making. She holds a doctorate in school psychology from the University of Cincinnati.

Lisa Knoche, PhD | lknoche2@unl.edu

Dr. Lisa Knoche is a research associate professor with the Nebraska Center for Research on Children, Youth, Families and Schools at the University of Nebraska-Lincoln. She designs and evaluates intervention and prevention programs for children and families at risk, focusing on approaches that support school readiness and family involvement in early learning. Knoche also aims to identify effective professional development strategies for early childhood professionals. She holds a doctorate in developmental psychology from UNL.

Marjorie Kostelnik, PhD | mkostelnik2@unl.edu

Dr. Marjorie Kostelnik serves as dean of the College of Education and Human Sciences at the University of Nebraska-Lincoln. An early childhood educator by training, Kostelnik's scholarship has focused on child socialization and developmentally appropriate practices for young children. She received her doctorate in human development and family studies from The Pennsylvania State University.

Gina Kunz, PhD | gkunz2@unl.edu

Dr. Gina Kunz is a research associate professor with the Nebraska Center for Research on Children, Youth, Families and Schools at the University of Nebraska-Lincoln. Kunz conducts large-scale research studies that have recently focused on family-school partnerships, school-based consultation, and professional development featuring distance-based instructional coaching for teachers. She also studies behavior management among children with attention deficits. Kunz holds a doctorate in psychology from Louisiana State University.

Traci Shizu Kutaka, PhD | traci.kutaka@gmail.com

Dr. Traci Shizu Kutaka serves as a postdoctoral research associate with the Center for Science, Mathematics and Computer Education at the University of Nebraska-Lincoln. Her research focuses on the development of mathematical learning and reasoning in early childhood; progressive early childhood education systems; and program evaluation. She holds a doctorate in developmental psychology from UNL.

Christine Marvin, PhD | cmarvin1@unl.edu

Dr. Christine Marvin serves as associate professor of special education and communication disorders at the University of Nebraska-Lincoln. Her research interests include prevention and intervention programs for infants, toddlers and preschool-aged children with developmental delays or disabilities. Marvin has promoted interdisciplinary and family-centered approaches in home- and community-based education and care programs. She received her doctorate in early childhood special education from the University of Oregon.

Samuel J. Meisels, EdD | smeisels2@unl.edu

Dr. Samuel Meisels is the founding executive director of the Buffett Early Childhood Institute and professor of child, youth and family studies at the University of Nebraska-Lincoln. From 2002 to 2012, Meisels served as president of the Erikson Institute, the nation's premier graduate school in child development. A leading authority on the assessment of young children, Meisels has published nearly 200 research articles, books and monographs. He holds a doctorate from the Harvard Graduate School of Education.

Victoria Molfese, PhD | vmolfese2@unl.edu

Dr. Victoria Molfese is a Chancellor's Professor of child, youth and family studies at the University of Nebraska-Lincoln. Molfese focuses on brain processing and the development of executive function skills in young children, along with the impacts of sleep, health status and learning-related behaviors on early academic gains. She received her doctorate in developmental psychology from The Pennsylvania State University.

BIOGRAPHIES

Helen Raikes, PhD | hraikes2@unl.edu

Dr. Helen Raikes serves as a Willa Cather Professor of child, youth and family studies at the University of Nebraska-Lincoln. Raikes' research focuses on intervention programs for children in families that contend with risk factors such as poverty. She currently serves as principal investigator for evaluations of Educare of Lincoln and Save the Children's Early Steps to School Success program. Raikes holds a doctorate in child development from Iowa State University.

David Rosenbaum, PhD | drosenbaum1@unl.edu

Dr. David Rosenbaum is a professor of economics and associate director for academic affairs at the University of Nebraska-Lincoln's Jeffrey S. Raikes School of Computer Science and Management. He has participated in numerous research projects analyzing costs and benefits of both public infrastructure development and private investments, including early childhood education in Nebraska. He received his doctorate in economics from the University of Wisconsin-Madison.

Kathleen Rudasill, PhD | krudasill2@unl.edu

Dr. Kathleen Rudasill serves as associate professor of educational psychology at the University of Nebraska-Lincoln. Her research investigates the impact of temperament – particularly behavioral inhibition and effortful control – on the effectiveness of classroom interventions for young children. She holds a doctorate in educational psychology from the University of Virginia.

Michelle Rupiper, PhD | mrupiper1@unl.edu

Dr. Michelle Rupiper serves as associate professor of practice in child, youth and family studies at the University of Nebraska-Lincoln. Her research interests lie in teacher preparation, with a focus on helping pre-service educators acquire the knowledge, skills and attitudes necessary to effectively teach young children. Rupiper received her doctorate in psychological and cultural studies from UNL.

Susan Sheridan, PhD | ssheridan2@unl.edu

Dr. Susan Sheridan serves as George Holmes University Professor of educational psychology and directs the Nebraska Center for Research on Children, Youth, Families and Schools at the University of Nebraska-Lincoln. Sheridan develops and assesses early childhood intervention approaches, including the Conjoint Behavioral Consultation (CBC) model, designed to foster meaningful parent-child relationships and family-school partnerships. She holds a doctorate in educational psychology from the University of Wisconsin-Madison.

Rebecca Swartz, PhD | rswartz2@unl.edu

Dr. Rebecca Swartz is an early childhood education extension specialist and assistant professor of child, youth and family studies at the University of Nebraska-Lincoln. Her research centers on the psycho-social health and training of early care and education professionals, with a specific focus on understanding effective supports for quality social-emotional practices. She received her doctorate in human and community development from the University of Illinois at Urbana-Champaign.

Eric Thompson, PhD | ethompson2@unl.edu

Dr. Eric Thompson is director of the Bureau of Business Research and associate professor of economics at the University of Nebraska-Lincoln. His research fields include regional economics and economic forecasting. In addition to conducting a broad range of economic impact studies, Thompson works on demographic projections and analyses of economic development programs in Nebraska. He holds a doctorate in agricultural economics from the University of Wisconsin-Madison.

Julia Torquati, PhD | jtorquati1@unl.edu

Dr. Julia Torquati serves as associate professor of child, youth and family studies at the University of Nebraska-Lincoln. Torquati investigates the quality of early child care and education, early childhood environmental education, teacher preparation for science education, and the influence of nature on children's cognition and self-regulation. She received her doctorate in family studies from the University of Arizona.



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