



2014 CYFS SUMMIT ON RESEARCH IN  
**EARLY CHILDHOOD**

CREATING CONNECTIONS BETWEEN RESEARCH, PRACTICE & POLICY

**2014 Research Presentation Summaries**

Presentation	Links to Practice, Policy and Training
<p><b><i>Early Language and Literacy: Supporting Teachers Data-based Decision Making</i></b></p> <p>Brandy Clarke, Lisa Knoche, Susan Sheridan</p>	<ul style="list-style-type: none"> <li>• A multi-method process, including curriculum based measures, standardized assessments, and teacher observations, can feasibly and effectively be used to identify children’s literacy needs and monitor progress on a regular basis.</li> <li>• With coaching support, preschool teachers effectively utilized data to make responsive instructional decisions that impacted children’s early language skills.</li> <li>• Data-based decision-making tools and processes used in this study can feasibly be implemented in preschool settings.</li> </ul>
<p><b><i>A Model of Effective Coaching Support for Early Reading RTI</i></b></p> <p>Michelle Howell Smith, Tanya Ihlo</p>	<ul style="list-style-type: none"> <li>• Best practices in implementing RTI approach to early reading.</li> <li>• A professional development model using distance technology for coaching support.</li> <li>• Lessons learned for conducting research in rural areas.</li> </ul>
<p><b><i>Role Identity and Professional Development of Home-Based Early Childhood Caregivers</i></b></p> <p>Rebecca Swartz</p>	<ul style="list-style-type: none"> <li>• The relationship context of family child care (FCC) is important to consider when planning programs that aim to improve the quality of care in FCC. FCC routines and practices are shaped by the co-location of personal family and ECE work in the home space.</li> <li>• Role identities such as ECE professional (teacher, daycare provider, etc.) or family member role identities (mother, grandmother, sister, etc.) influence the choices of family child care providers (FCCPs) to participate in professional development opportunities. FCCPs embodying a greater sense of themselves as ECE professionals participate in professional development at higher rates.</li> <li>• Sensitive professional development and outreach opportunities for FCCPs should account for the blending of ECE professional and family caregiving roles and responsibilities FCCPs carry out in their home spaces and develop a variety of strategies that appeal to providers with more professionalized identities and more family caregiving oriented identities.</li> </ul>

<p><b><i>Getting Ready: Strategies to Support Parent Engagement During Home Visits</i></b></p> <p>Christine Marvin, Lisa Knoche</p>	<ul style="list-style-type: none"> <li>• The Getting Ready intervention positively influences what the early childhood professionals are doing with parents during home visits.</li> <li>• Getting Ready strategies are flexible for use in Early Head Start and Head Start.</li> <li>• Getting Ready strategies could be the focus of professional development and training efforts for early childhood professionals who conduct home visits. The Getting Ready strategies reflect the Head Start Parent, Family and Community Engagement (PFCE) Framework.</li> </ul>
<p><b><i>Preschool Children’s Environmental Moral Reasoning</i></b></p> <p>Julia Torquati</p>	<ul style="list-style-type: none"> <li>• Preschool-aged children consistently judge harming nature through littering as a moral transgression.</li> <li>• Children enrolled in a nature-based preschool were more likely to use <u>eco-centric reasoning</u> to justify their judgments.</li> <li>• Children enrolled in a non-nature-based preschool were more likely to cite social convention to justify their judgments.</li> <li>• Children enrolled in a nature-based preschool were more likely to spontaneously express an action orientation in which they would take action to address harm to nature.</li> </ul>
<p><b><i>Evaluating Mobile Applications: Educational Mobile Application Teacher Rating Scale (E.MATRS)</i></b></p> <p>Krista Adams, Douglas Golick, Soo-Young Hong</p>	<ul style="list-style-type: none"> <li>• Teaching is a complex endeavor in which the teacher must be aware of students’ needs and understandings when planning how to represent the content.</li> <li>• Technology can be an effective educational tool but teachers and parents as consumers need guidance in selecting and using technology as an instructional and education tool.</li> <li>• There are a number of factors to assess the effectiveness of mobile application technology (e.g., links to standards; educational components; age appropriateness; individualization features) within the learning environment.</li> </ul>
<p><b><i>Extensions Capacity to Deliver Quality Early Childhood Professional Development</i></b></p> <p>Tonia Durden</p>	<ul style="list-style-type: none"> <li>• Extension plays a critical role in providing research based, accessible, professional development opportunities, particularly at the state level, for child care providers on issues such as: childhood obesity; language and literacy; social-emotional health; brain development; and health and safety.</li> <li>• An emphasis on developing partnerships between Cooperative Extension and other research/evaluation entities should be considered in order to support more rigorous program evaluation efforts that document provider and child outcomes and impact.</li> <li>• Potential exists for Cooperative Extension to develop and disseminate programs on a national scale, providing the opportunity to work more efficiently and effectively by sharing resources across land grant universities and among leading early childhood professional organizations.</li> </ul>
<p><b><i>Preschool Science: Collaborative Approach to Teaching and Learning</i></b></p> <p>Soo-Young Hong, Shaista Syeda, Jungwon Eum</p>	<ul style="list-style-type: none"> <li>• In order to build a more sustainable professional development (PD) program in preschool science education, it is critical to involve teachers in all phases of the PD program (i.e., the identification of needs, planning, implementation, reflection, and revision).</li> <li>• More conversations are needed about (a) the relation between how preschool teachers define science and how they feel about teaching science and (b) more effective and efficient ways to incorporate science into classroom teaching.</li> </ul>

<p><b><i>Difficult Temperament, Difficult Sleeper? Examination of Toddler Behavior and Sleep</i></b></p> <p>Kathleen Moritz Rudasill, Victoria Molfese, Amanda Prokasky, Elaina Montague</p>	<ul style="list-style-type: none"> <li>• Sufficient sleep is essential for optimal developmental outcomes in children.</li> <li>• Children's sleep is related to characteristics of the home environment (such as bedtime routines) and characteristics of the child (such as temperament);</li> <li>• Sleep strategies for one child may not be as successful with another child.</li> </ul>
<p><b><i>Longitudinal Changes in K-3 Teachers Mathematical Content and Pedagogical Knowledge</i></b></p> <p>Traci Shizu Kutaka, Carolyn Pope Edwards</p>	<ul style="list-style-type: none"> <li>• NebraskaMATH has proved to be a successful graduate math certificate program at UNL, building on a set of strong university-school partnerships and long-term commitments by teachers, administrators, and university personnel.</li> <li>• In this context, over 200 K-3 teachers in Nebraska have gained significantly in their mathematics knowledge for teaching, becoming better grounded in math process and reasoning skills and able to apply that knowledge in classroom instruction and fostering interaction with and among children.</li> <li>• Equally important, teachers' own mathematics anxiety diminishes and their confidence to learn and teach mathematics is increased; they become more child-centered and less teacher-centered in practice.</li> </ul>
<p><b><i>Prompting Change from the Start: Year One Classroom Assessments and Feedback with a New Program</i></b></p> <p>Julia Dadds, Helen Raikes, Jan Esteraich, Amy Colgrove, Rebecca Swartz, Michelle Rupiper</p>	<ul style="list-style-type: none"> <li>• New programs can find direction/orientation for improvement through the evaluation process.</li> <li>• Positive change in classroom may be more readily observed when staff stays consistent.</li> <li>• The evaluation and feedback process can prompt some classroom staff to make immediate adjustments.</li> </ul>
<p><b><i>Kindergarten Children's Development and Relationships in Rural and Non-rural Settings</i></b></p> <p>Susan Sheridan, Michael Coutts, Shannon Holmes, Amanda Witte, Sonya Bhatia</p>	<ul style="list-style-type: none"> <li>• Behavioral challenges in early childhood are associated with a number of long-term difficulties. The community setting in which children develop and various socio-demographic disadvantages influence the rate and type of childhood behavior problems exhibited in the early years, both at home and in early education settings.</li> <li>• This study found rural students had higher rates of teacher-reported challenging behaviors but lower rates of parent-reported internalizing difficulties than non-rural students. Furthermore the relationship between cumulative risk and children's behavior differs across community settings. These results highlight the importance of tailoring interventions the individual child's context.</li> <li>• Methods to augment the skills of rural parents and teachers in support of children's behavioral and social-emotional development are necessary. Strategies that develop home-school partnerships and relationships are effective at building rural and non-rural community support for children's development.</li> </ul>
<p><b><i>Economic Impact of Early Childhood Education and Programming in Nebraska</i></b></p>	<ul style="list-style-type: none"> <li>• ECE can be thought of as an investment in a child's future, and the return on that investment can be measured. Investment in early childhood education in Nebraska results in positive economic return.</li> <li>• The cost/benefit ratio suggest that every dollar invested in ECE returns at least \$2.50.</li> </ul>

<p>Lisa Knoche, David Rosenbaum, Eric Thompson</p>	<ul style="list-style-type: none"> <li>• The internal rate of return on the investment is about 9%, similar to an investment in the stock market.</li> <li>• While the payback period is long (22 years), benefits begin accruing as early as age 5.</li> </ul>
<p><b><i>Rural Family-School Partnerships: Bridging Research and Practice</i></b></p> <p>Gina Kunz, Susan Sheridan, Amanda Witte, Shannon Holmes, Kristen Derr</p>	<ul style="list-style-type: none"> <li>• Family-school partnerships are critical in promoting positive outcomes for young children in rural communities.</li> <li>• Conjoint Behavioral Consultation (CBC) appears promising for students in rural schools whose behavioral challenges interfere with learning. CBC improves (a) children’s social skills and disruptive behaviors, (b) teachers’ use of effective strategies for addressing challenging student behavior, and (c) parents’ connections with their children’s teachers, their involvement in their children’s education and their self-efficacy for helping their child succeed.</li> <li>• Through CBC, family-school consultants guide parents and teachers through a structured strengths-based, problem-solving approach to develop and implement cross-setting plans. Consultants also build a meaningful partnership between the child’s parent(s) and teacher that can persist over time.</li> </ul>
<p><b><i>Typically Developing Preschoolers’ Behavior toward Peers with Disabilities</i></b></p> <p>Soo-Young Hong, Jungwon Eum</p>	<ul style="list-style-type: none"> <li>• The frequency of interactions between children with and without disabilities was very low (9.48% of the time observed). However, when they interacted, they were actively engaged, and their interactions were positive.</li> <li>• Children with and without disabilities were more likely to interact with each other during play activities (vs. academic) and in an outdoor classroom (vs. indoor). These may be effective contexts where teachers can promote social interactions between children with and without disabilities.</li> <li>• More specialized teacher training opportunities may be needed to encourage teachers to intentionally support social interactions between children with and without disabilities.</li> </ul>
<p><b><i>Factors Affecting Kindergarten Readiness in Great Plains Rural ESSS Communities</i></b></p> <p>Helen Raikes, Jan Esterach, Elsa Escalante</p>	<ul style="list-style-type: none"> <li>• Early Steps to School Success is a new, literacy-focused intervention for low-income children birth to kindergarten age in rural communities, sponsored by Save the Children. This unique intervention emphasizes a 0-3 home visiting component, and a 3-5 "book bag" follow up component. This study is now being implemented in multiple Nebraska communities as well as in rural communities in many other states in the US.</li> <li>• The National Evaluation being conducted by the University of Nebraska-Lincoln, University of Maryland and George Mason University will compare 3- year-olds receiving 0-3 home visiting with 3-year-olds who have not had the 0-3 program, and will also determine if community-wide receptive language school readiness trajectories improve over a 6-year period.</li> <li>• Preliminary findings show that free and reduced lunch, Limited English Language and school-based pre-k or Head Start all affect kindergarten entry receptive language scores. Pre-k/Head Start was a significant, positive factor in predicting school readiness across 10 Great Plains rural communities.</li> </ul>