

2016 Research Presentation Summaries

Presentation	Links to Practice, Policy and Training
<p><i>Continuity between Home and School: Does it Matter for Children?</i> Lisa Knoche, Susan Sheridan, Amanda Moen, Rachel Meisinger</p>	<ul style="list-style-type: none"> • Continuities across home and school settings are significant in enhancing developmental outcomes for young children. • When preschool teachers and parents of children both perceive their relationships with one another to be of high quality and characterized by effective communication and partnership practices, children demonstrate enhanced expressive vocabulary and school readiness skills. • The consistency or “match” in teacher and parent perspective regarding their positive relationship is significantly related to children’s outcomes at the earliest stage of children’s preschool experiences (e.g. within the first 6 weeks).
<p><i>Cool As A Cucumber, Hot As A Pepper: Classroom Self-Regulation</i> Victoria Molfese, Kathleen Moritz Rudasill, Amanda Prokasky</p>	<ul style="list-style-type: none"> • Children’s temperament and sleep characteristics influence behavioral adjustment at home and at school. • Observing teacher-child interactions in the classroom and child initiated interactions with teachers, peers and tasks is important for understanding children’s temperament and classroom self-regulation skills. • Longitudinal studies of toddlers’ to preschoolers’ sleep characteristics add to our knowledge of developmental status and change in sleep quantity and quality.
<p><i>Influence of Natural Environments on Children’s Cognitive Functioning</i> Julia Torquati, Anne Schutte</p>	<ul style="list-style-type: none"> • Previous research based on Attention Restoration Theory (Kaplan, 1995) found that exposure to natural environments can restore directed attention in children and adults while “built” or urban environments are ineffective. • In our study, spatial working memory responses of school-age children were less biased outdoors than indoors. • Neuro-imaging analyses revealed environmental effects during the inhibitory control and attention tasks even though there were no behavioral differences. • Overall, imaging results suggested that completing the attention and inhibitory control tasks outdoors required fewer cognitive resources than indoors.
<p><i>Initial Results of the Autism Care for Toddlers Clinic</i> Therese Mathews, Laura Needelman, Paige McArdle, Megan Terry</p>	<ul style="list-style-type: none"> • The prevalence of autism spectrum disorders has increased significantly in the past decade leading to a substantial need for increased access to evidenced based early intervention care services. • The Verbal Behavior – Milestones Achievement Placement Program (VB-MAPP) curriculum within a community center-based model utilizing interdisciplinary undergraduate, graduate, interns, post-doctoral fellows, and licensed staff has been effective in increasing acquisition of speech and language, play, social, and adaptive skills in underserved toddlers. • Further research is needed to a) identify valid outcome measures for skill acquisition in

	<p>toddlers with autism, and b) identify strategies to increase intensive early intervention access to rural children with ASD in the state of Nebraska.</p>
<p><i>Nebraska Early Childhood Workforce Survey</i> Susan Sarver, Iheoma Iruka, Scott Bragg, Alexandra Daro, Jungwon Eum</p>	<ul style="list-style-type: none"> • Gain better understanding of the successes, barriers, and needs of the Early Childhood workforce. • Provide the Early Childhood workforce the necessary tools to continue providing the highest quality education and care to Nebraska children.
<p><i>Parent-Teacher Relationships in Early Childhood: A Rural and Non-Rural Comparison</i> Amanda Witte, Tyler Smith, Micheale Marcus, Henry Bass</p>	<ul style="list-style-type: none"> • Partnerships between families and schools consistently and substantially benefit young children’s development and may be especially important for alleviating the negative effects of behavior problems. The environmental context (e.g., rural, non-rural) is important when examining family-school partnerships. • This study found significantly lower quality parent-teacher relationships for students with behavior problems in rural communities relative to non-rural communities. • Given the importance placed on home-school partnerships for students with behavior problems it is important that education professionals are aware of unique challenges in building home-school partnerships in rural communities. Access to tools and training to augment the skills and competencies of rural and small town teachers in parent-teacher partnerships may be needed and intervention in early childhood to bolster parent-teacher relationships may be effective.
<p><i>Predictors of Infant and Toddler Black Boys’ School Readiness Skills: Determining Promotive Contexts and Environments</i> Iheoma Iruka</p>	<ul style="list-style-type: none"> • Black infant and toddler children – boys and girls – are likely to reside in more challenging circumstances compared to White boys; multiple social and familial risks regardless of type diminish optimal child development. • Family social position and parenting (i.e., sensitive and responsive interactions) are critical predictors of boys’ optimal development. • Community environment plays a complex and mixed role in Black boys’ development. • It is critical to ensure that Black boys have a strong foundation and are provided with the best opportunities in the earliest years to combat their challenging circumstances and increase their chances for school and life success.
<p><i>Preservice Teachers’ Strategies and Attitudes Toward Temperamentally Different Children</i> Guy Trainin, Qizhen Deng, Kathleen Moritz Rudasill, Irina Kalutskaya, Julia Torquati, Stephanie Wessels</p>	<ul style="list-style-type: none"> • Preservice teachers tend to use developmentally appropriate strategies more often for shy children. • Preservice teachers tend to use non-developmentally appropriate strategies more often for exuberant children. • Preservice teachers are more likely to be warm to shy children, but perceive them to have less language skills and be less academically successful. • Preservice teachers have higher self-efficacy for teaching typical children. • Preservice teachers have higher self-efficacy and more warmth toward children at the end of

	<p>their education program.</p>
<p><i>Studies of Self Regulation and Social Emotional Development in US and Turkey: Overview of the Studies</i> Helen Raikes, Mefharet Veziroglu-Celik</p>	<ul style="list-style-type: none"> • We demonstrated we can form a cross-cultural research partnership and collect similar or the same measures with low-income populations in Nebraska and Ankara, Turkey. We will soon be able to address how self-regulation is the same and different in our two countries as well as factors that influence it in both. • This information can be applied to our understanding self-regulation that is so fundamental to school readiness and success. We will learn what aspects are mutable. • A next step will be to develop and test interventions that seem to derive from the findings. These may be for classrooms, for parents, in relation to nutrition or around media use.
<p><i>Studies of Self Regulation and Social Emotional Development in US: Effects of Mobile Technology Use on Preschoolers' Self-Regulation</i> Jan Esterach, Lixin Ren, Sukran Ucus, Ibrahim Acar, Helen Raikes</p>	<ul style="list-style-type: none"> • US children watch about 2 hrs. 45 min of TV and use mobile devices for 1 hr. 27 minutes per day. • Parent/child co-use of media increases children's self-regulation, as the amount of time children spend with digital media increases.
<p><i>Studies of Self Regulation and Social Emotional Development in US: The Interactive Effects of Parent-Child and Teacher-Child Relationships on Low Income Children's Self-Regulation Skills</i> Ibrahim Acar</p>	<ul style="list-style-type: none"> • Positive parent-child and teacher-child relationships matter for low-income children's self-regulation. • Intervention programs targeting improvement of positive relationship of parents and teachers with children may help children to develop better self-regulation skills in early years.
<p><i>Studies of Self Regulation and Social Emotional Development in Turkey: Examining the Relationship between Language and Social-Emotional Development of Children in Disadvantaged Districts</i> Mubeccel Gonen, Figan Turan, Mefharet Veziroglu-Celik, Firdevs Burcak, Aysel Korkmaz</p>	<ul style="list-style-type: none"> • Children with better PPVT language development can use communication skills better. • Children with better PPVT language development can use fine motor skills better. • Children with better PPVT language development can use problem solving skills better.
<p><i>Studies of Self Regulation and Social Emotional Development in Turkey: Examining the Relationship between Temperament and Social-Emotional Development of Children in Disadvantaged Districts</i> Mubeccel Gonen, Tulin Guler Yildez, Mefharet Veziroglu-Celik, Ipek Ozbay</p>	<ul style="list-style-type: none"> • Although girls had higher CBQ attention skills, low intensity pleasure, perceptual sensitivity, and expressed more negative emotions (fear, discomfort), boys had higher activity levels. Girls also had higher ASQ fine motor skills than boys. • As education level of the primary caregiver increased, attention skills, discomfort and perceptual sensitivity of the child increased. • Children having a "positive temperament" had a higher development level in ASQ personal-social, communication and problem solving skills.

<p><i>Teachers' Science Talk and Preschoolers' Science Engagement and Learning</i> Soo-Young Hong</p>	<ul style="list-style-type: none"> • In the context of high quality science activities, specific types of teacher talk are associated with children's learning of science vocabulary and scientific problem-solving skills. • The quality of children's engagement in science activities is important for their learning of science concepts and vocabulary, and vice versa. • The quality of children's engagement in science activities should be considered when teachers choose types of their talk to support children's learning of science concepts and vocabulary.
<p><i>Teachers and Parents as Partners: Essential Relationships in Early Childhood</i> Susan Sheridan, Amanda Witte, Samantha Angell, Sonya Bhatia, Andrew White</p>	<ul style="list-style-type: none"> • Family-school partnerships are critical in promoting positive social-emotional, behavioral and learning outcomes for young children. Strong family-school partnerships provide continuity for children across home and school contexts and facilitate early and sustained engagement in children's learning. • Teachers and Parents as Partners (TAPP; previously known as conjoint behavioral consultation) is a family-school partnership-centered intervention that promotes parental engagement and positive child behaviors including aggressiveness, noncompliance, temper tantrums, and yelling. In addition, TAPP improves parental relationships with teachers and parents' efficacy to help their children succeed. • Through TAPP, family-school consultants guide parents and teachers through a structured strengths-based, problem solving approach to develop and implement intervention plans across the home and school contexts. Consultants help cultivate a meaningful partnership between the parents and teachers that can persist over time.
<p><i>The Need, Development and Vision of Nebraska's Early Childhood Integrated Data System</i> Greg Welch, Sarah Ann Kotchian, Satish Iyer</p>	<ul style="list-style-type: none"> • Help stakeholders identify short and long term outcomes for continuous improvement of early childhood programs and connections to K-12 and P-20W. • Inform early childhood resource allocation, needs assessments and policy-making decisions across Nebraska. • Help researchers and evaluators support policy and practice decision-making.
<p><i>The PHIT Project: Pilot Study of a Childhood Obesity Intervention</i> Brandy Clarke, Lorey Wheeler</p>	<ul style="list-style-type: none"> • Treating obesity in childhood may have lasting health and economic impacts. • A family-centered, problem solving model can promote environmental and behavioral changes that impact children's health. • Collaboration across early care systems is important to addressing childhood obesity.
<p><i>Using Child Studies to Promote K-3 Teacher Noticing</i> Lixin Ren, Wendy Smith, Heidi Beattie, Ruth Heaton</p>	<ul style="list-style-type: none"> • Teacher noticing is important for teachers to utilize student mathematical thinking to make instructional decisions. Child studies in which teachers observe students' mathematical learning and reflect on their observations can be an effective way to cultivate teacher noticing. • In this study, we adapted a teacher noticing framework to assess teacher noticing abilities among K-3 teachers who participated in an early elementary mathematics specialist program.

	<ul style="list-style-type: none"> • Our study shows that teachers on average obtained a Level 2 noticing on a scale of 1 to 5, indicating room for improvement, particularly in regards to their abilities to interpret the evidence of student learning and thinking, as well as to support student learning based on their interpretations.
<p><i>White Matter Integrity Relating To Reading Ability</i> Yingying Wang</p>	<ul style="list-style-type: none"> • Children with a family history of dyslexia (direct relatives, for example, parents or siblings) demonstrated less white matter integrity in the left hemisphere than healthy typical controls, indicating abnormalities in brain structure predate reading onset. This finding suggests that teacher might want to know the family history of dyslexia for a child in order to help identify children at-risk for dyslexia even before they learn to read. • Longitudinal analysis revealed that faster white matter development in subsequent good versus poor readers, highlighting the importance of white matter pathway maturation in the development of typical and atypical reading skills. • Imaging data combined with behavioral measures best predict reading outcomes. The earlier a child gets help to remediate their reading difficulties, the better the outcome will be. Thus, this finding indicates imaging data can really help teachers to identify children at-risk for dyslexia so that these children will receive individualized education programs earlier even before reading onset. • Among those children who have a family history of dyslexia, some of those who later had no reading difficulty showed faster white matter development in the right hemisphere than those who later had reading difficulties, suggesting a potential compensation mechanism in the right side of the brain. • Our findings suggest that individualized education program policy shall allow school and teachers to use neuroimaging data as part of the evidence to request special education service for children at-risk for dyslexia.

