



2022 CYFS SUMMIT ON RESEARCH IN

Early Childhood

Creating Connections Among Research, Practice & Policy

April 13 | Nebraska Innovation Campus



Welcome

Welcome to the 2022 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)
- University of Nebraska–Lincoln's College of Education and Human Sciences
- Buffett Early Childhood Institute
- First Five Nebraska

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

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

Thank you to our sponsors



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Agenda

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

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

SUSAN SHERIDAN Associate Dean for Research and Creative Activity, College of Education and Human Sciences; Director, Nebraska Center for Research on Children, Youth, Families and Schools | University of Nebraska–Lincoln

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

TED CARTER President, University of Nebraska

JASON PROKOP Director, First Five Nebraska

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

Effective State-Level Policies to Strengthen the Early Years

CYNTHIA OSBORNE Professor of Early Childhood Education | Vanderbilt University; Director, Prenatal-to-3 Policy Impact Center

10:30 - 11:15 a.m. | **Concurrent Session I**

Room	Presentation Titles	Presenters
A1	▪ Effective State-Level Policies to Strengthen the Early Years: Follow-up Discussion	pg. 8
A2	▪ Children and Families Birth to Five in Lincoln and Omaha: Findings from the Nebraska Early Childhood Study	pg. 8
A3	▪ Testing Technology-Delivered Behavioral Health Services: Addressing Rural Child Needs	pg. 8
B1	▪ An Ecological Framework for Understanding Early Childhood Professional Well-Being	pg. 9
B2	▪ Reflective Practice as a Support for Early Childhood Professionals	pg. 9
B3	▪ Caregiver-Provided Learning Opportunities Boost Intervention Effects for Infants with Neuromotor Delays ▪ Improving Nebraska Early Intervention Home Visits: Three Linked Strategies ▪ Help Me Grow: Systems Approach to Supporting Early Childhood Development	pg. 10

11:30 a.m. - 12:15 p.m. | **Concurrent Session II**

Room	Presentation Titles	Presenters
A1	▪ Perspectives from the Practice Community	pg. 11
A2	▪ Closing Gaps for Children in Poverty: The Role of Play	pg. 11
A3	▪ Measuring Program Quality Using Sensors: Child Care Staff Experiences, Perceptions, Needs	pg. 12
B1	▪ The Long-Run Effects of Head Start	pg. 12
B2	▪ Ready for School! Assessment-Based Planning Approach for Parental Partnerships When Children Transition from Rural Head Start Preschool to Public School Kindergarten in Nebraska ▪ Urban, Rural and Tribal EC Evaluation Data: Similarities and Differences ▪ Using a Systems Lens to Evaluate Early Childhood Efforts	pg. 12, 13
B3	▪ Same Family, Different Emotions: Comparing Mothers and Fathers	pg. 13

12:30 - 1:30 p.m. | **Luncheon** Banquet Hall

Self-serve buffet lunch will be provided in the banquet hall, 2nd floor.

1:45 - 2:30 p.m. | **Concurrent Session III**

Room	Presentation Titles	Presenters
A1	▪ NAECR Policy Fellows: Reflections and Discussion	pg. 14
A2	▪ Communication in Toddlers with Autism Spectrum Disorders	pg. 14
A3	▪ Enhancing Preschool Teachers' Reflection on Science Teaching and Learning in the U.S. and Brazil	pg. 15
B1	▪ Development of an Instructional Toolkit through Research Practice Partnership	pg. 15
B2	▪ Understanding Composing-Related Writing Opportunities in Early Childhood Classrooms	pg. 16
B3	▪ Understanding College Completion Factors in the Early Childhood Workforce	pg. 16

2:45 - 3:30 p.m. | **Concurrent Session IV**

Room	Presentation Titles	Presenters
A1	▪ First Five Nebraska: Nebraska Early Childhood Policy Priorities	pg. 17
A2	▪ Designing Practicum Experiences for Early Childhood Education College Students in Nebraska during the Global Pandemic ▪ Using RE-AIM to Evaluate the EAT Family-Style Intervention ▪ A Qualitative Case Study Exploring Perceptions of Infants' Physical Activity and Communication by Infant Caregivers	pg. 17, 18
A3	▪ Supporting Relationships with Children and Families: Outcomes from Getting Ready	pg. 18
B1	▪ Developing Strong, Courageous Early Childhood Education Leaders ▪ Early Childhood Coaching: Research Strengths and Needs ▪ Kindergarten Teachers' Use of Assessments and Data	pg. 19
B2	▪ Chronicity of Household Stress and Children's Behavioral Problems during the COVID-19 Pandemic	pg. 20
B3	▪ Child Care Provider Well-Being in the Shadow of an Ongoing Pandemic ▪ Parent and Teacher Experiences During Initial Pandemic-Related School Closures ▪ Something Had to Give During Shutdown, and It Was Schoolwork	pg. 20, 21

3:45 - 4:00 p.m. **Closing Remarks** Banquet Hall

SHERRI JONES Dean, College of Education and Human Sciences

MATTHEW BLOMSTEDT Commissioner, Nebraska Department of Education

4:00 - 5:00 p.m. **Reception**

Early Childhood Poster Presentations with Graduate Students, pg. 22

Session Types

Throughout the Summit, a wide range of presenters and content will ensure a rich learning experience. In addition to the Research Exchange, which will include a variety of individual and team findings, EC Ignite Sessions will feature thematically linked presentations. During the Panel Discussion, presenters will share their knowledge, experiences and perspectives. Poster Symposia Sessions will provide themed displays for discussion.



Keynote

The presentation by Cynthia Osborne will examine how the prenatal-to-age 3 period is the most sensitive and rapid period of development. Her address will be followed by a breakout discussion session.



Research Exchange

In these sessions, individual researchers/teams will have 30 minutes to share their findings, and 15-minute facilitated discussions will take place after the presentations.



EC Ignite Session

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



Panel Discussion

In these sessions, a panel of presenters will share their knowledge, experiences and perspectives. The session will conclude with a facilitated discussion.



Poster Symposia

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

Keynote Address



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

Effective State-Level Policies to Strengthen the Early Years

The prenatal-to-age 3 period is the most sensitive and rapid period of development. Children who experience safe, nurturing and loving environments are placed on trajectories toward optimal development. However, children who experience chronic trauma in these earliest years are likely to incur adverse neurological, physiological and social impacts on their healthy development.

Cynthia Osborne will discuss the conditions in which children thrive from the start, and the most effective state-level policies that help to create these conditions.

CYNTHIA OSBORNE

*Professor of Early Childhood Education,
Director, Prenatal-to-3 Policy Impact Center*
Peabody College of Education and Human Development
Vanderbilt University



Cynthia Osborne is a professor of early childhood education at Vanderbilt University's Peabody College of Education and Human Development. She is also the founder and director of the Prenatal-to-3 Policy Impact Center, an organization that helps policymakers and leaders navigate the complex social, economic and health needs of families to strengthen comprehensive prenatal-to-3 systems of care.

Osborne joined Vanderbilt University in January after serving as the associate dean for academic strategies and director of the Center for Health and Social Policy at the University of Texas at Austin's Lyndon B. Johnson School of Public Affairs.

Osborne's teaching and research interests include social policy issues, poverty and inequality, family and child well-being, early childhood, fatherhood and family demography. She has extensive experience leading long-term evaluations of state and national programs, helping organizations understand what works and how to ensure sustainable implementation of effective policies.

Osborne is an appointed member of the National Academies of Sciences, Engineering and Medicine Committee to Reduce Child Poverty by Half in 10 Years and the National Academies of Sciences, Engineering and Medicine Committee Exploring the Opportunity Gap for Young Children From Birth to Age Eight. She previously was director of the Project on Education Effectiveness and Quality, an initiative that measured state educator preparation programs' influence on student achievement.



Room A1 | 10:30 - 11:15 a.m.

Effective State-Level Policies to Strengthen the Early Years: Follow-up Discussion

Join Cynthia Osborne for an interactive conversation to further explore her work in the research and policy communities and discuss effective policies for young children.

CYNTHIA OSBORNE

*Professor of Early Childhood Education,
Director, Prenatal-to-3 Policy Impact Center*
Peabody College of Education and Human Development
Vanderbilt University



Room A2 | 10:30 - 11:15 a.m.

Children and Families Birth to Five in Lincoln and Omaha: Findings from the Nebraska Early Childhood Study

The design of scalable, valid instruments that measure children's development down to birth has not kept pace with the demand for population-monitoring efforts by local communities and states interested in investigating and addressing disparities. To meet this demand, we developed two new caregiver-reported assessments and tested these assessments for criterion validity. We find that scores from these assessments exhibited expected associations with children's adverse experiences, caregiver anxiety and depression, and socioeconomic predictors of development.

ABBIE RAIKES

Associate Professor
Department of Health Promotion
University of Nebraska Medical Center

MARCUS WALDMAN

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

KATELYN HEPWORTH

Graduate Research Assistant
Department of Child, Youth and Family Studies
University of Nebraska-Lincoln



Room A3 | 10:30 - 11:15 a.m.

Testing Technology-Delivered Behavioral Health Services: Addressing Rural Child Needs

Despite high rates of behavioral problems, rural children have less access to intervention than their nonrural peers. Teachers and Parents as Partners (TAPP) may ameliorate this disparity but is not always available in rural communities. This single-case design study aimed to determine the efficacy of distance-technology delivered TAPP (tele-TAPP) for improving child behavior and its acceptability in rural Appalachia. Tele-TAPP resulted in improved behavioral outcomes and participants rated tele-TAPP as highly acceptable.

AMANDA WITTE

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

RACHEL SCHUMACHER

Postdoctoral Fellow
Munroe-Meyer Institute
University of Nebraska Medical Center

SUSAN SHERIDAN

*Associate Dean for Research and Creative Activity,
Professor and Director*
College of Education and Human Sciences,
Nebraska Center for Research on Children, Youth,
Families and Schools
University of Nebraska-Lincoln



Room B1 | 10:30 - 11:15 a.m.

An Ecological Framework for Understanding Early Childhood Professional Well-Being

Significant research has examined early childhood professionals' personal well-being and associations with turnover, burnout and interaction with children. The Early Childhood Workforce Well-Being Framework was designed to provide an ecological perspective on the individual and contextual factors associated with early childhood professional well-being. The framework can guide research on early childhood settings, as well as assist in designing interventions to enhance workforce well-being.

KATHLEEN GALLAGHER

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

ALEXANDRA DARO

Research Specialist
Buffett Early Childhood Institute
University of Nebraska



Room B2 | 10:30 - 11:15 a.m.

Reflective Practice as a Support for Early Childhood Professionals

Reflective practice shows promise for mitigating the stress of relationship-focused work. We present evaluation findings from reflective practice training and consultation groups with early childhood professionals. Online surveys and focus group interviews reveal that trainees utilize reflective practice regularly, find it beneficial in daily interactions, and feel it increases teamwork and collaboration. Implications for early childhood professions will be discussed, including the potential of reflective practice for reducing turnover.

PAMELA CAUDILL JORDAN

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Room B3 | 10:30 - 11:15 a.m.

Caregiver-Provided Learning Opportunities Boost Intervention Effects for Infants with Neuromotor Delays

This study evaluated whether caregiver-provided learning opportunities moderated the effect of the START-Play physical therapy intervention on the cognition of young children with neuromotor delays, and whether START-Play impacted caregiver-provided learning opportunities over time. Data were drawn from 112 infants with neuromotor delays (7-16 months), and their caregivers, who participated in a randomized clinical trial. Response to intervention depended on caregiver-provided learning opportunities. Providing targeted training to caregivers of differing abilities/needs may improve child outcomes.

NATALIE KOZIOL

Research Assistant Professor

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

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Postdoctoral Fellow

University of Southern California

KARI KRETCH

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University of Southern California

REGINA HARBOURNE

Associate Professor

Duquesne University

STACEY DUSING

Associate Professor

University of Southern California

Improving Nebraska Early Intervention Home Visits: Three Linked Strategies

Nebraska rolled out professional development in three evidence-based strategies aiming to improve quality of early intervention services for infants/toddlers with disabilities or developmental delays and their families. This session discusses research conducted in regions piloting these efforts. Preliminary findings supported the effectiveness of Routines-Based Interviews during assessment for developing quality goals for the children/families, and the promising influence of the Getting Ready framework for strengthening routines-based home visits. Implications for statewide scale-up are shared.

MIRIAM KUHN

Associate Professor

Department of Special Education and Communication Disorders
University of Nebraska at Omaha

Help Me Grow: Systems Approach to Supporting Early Childhood Development

This presentation will provide initial implementation and evaluation data from a pilot of Help Me Grow-Nebraska, a comprehensive, population-level, evidence-based approach designed to address gaps in early childhood systems of support. Results highlight the utility and promise of HMG-Nebraska. Findings suggest the importance of early identification of children's developmental and behavioral problems, importance of referrals, and careful collaboration and coordination among a variety of local organizations, agencies and health care providers for successful implementation.

LOREY WHEELER

Research Associate Professor

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University of Nebraska–Lincoln

KRISTEN DERR

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

Department of Education and Child Development
University of Nebraska Medical Center

MARISA MACY

Associate Professor

Department of Teacher Education
University of Nebraska at Kearney



Room A1 | 11:30 a.m. - 12:15 p.m.

Perspectives from the Practice Community

Early childhood practitioners have a unique perspective on early childhood research. In this session, a panel of community partners will share their viewpoints on early childhood research, working with researchers and translating research into practice.

QUENTIN BROWN

Executive Director

Educare Lincoln

LYNN DEVRIES

Early Childhood Extension Educator

Nebraska Extension
University of Nebraska–Lincoln

KRIS FRIESEN

Principal

York Public Schools

STEPHANIE KNUST

Head Start State Collaboration Office Director

Nebraska Department of Education

STEPHANNI RENN

Vice President of Early Childhood

Nebraska Children and Families Foundation



Room A2 | 11:30 a.m. - 12:15 p.m.

Closing Gaps for Children in Poverty: The Role of Play

Play is essential for healthy development. Our study of 358 children from prekindergarten to third grade found significant associations between poverty status and children's social skills, problem behaviors, academic competencies and language skills. There were significant associations between play and children's social skills, problem behaviors and language competencies at certain grades. Gaps in social skills and problem behaviors for children in poverty varied as a function of play. Practice and policy implications will be explored.

SUSAN SHERIDAN

Associate Dean for Research and Creative Activity, Professor and Director

College of Education and Human Sciences,
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Research Assistant Professor

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



Room A3 | 11:30 a.m. - 12:15 p.m.

Measuring Program Quality Using Sensors: Child Care Staff Experiences, Perceptions, Needs

The purpose of this session is to: 1) Provide an overview of environmental and behavioral factors that can be objectively measured within child care settings that may impact child care quality, and 2) Describe the results of child care professionals' perceptions of environmental and behavioral sensors that could be used to measure child care quality. These findings lay the groundwork for future research examining the impact of measurement of environmental and behavioral factors on children's developmental outcomes.

DANAE DINKEL

Associate Professor

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ABBIE RAIKES

Associate Professor

Department of Health Promotion
University of Nebraska Medical Center

ERICA RYHERD

Associate Professor

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University of Nebraska–Lincoln

DAWN DAVIS

Educare Project Manager

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



Room B1 | 11:30 a.m. - 12:15 p.m.

The Long-Run Effects of Head Start

This session is based on a paper evaluating the long-run effects of Head Start. Using the county rollout of Head Start between 1965 and 1980, we find that Head Start generated a 0.65-year increase in schooling, a 2.7% increase in high school completion, an 8.5% increase in college enrollment and a 39% increase in college completion for the average attendee. These estimates imply sizable, long-term returns to investments in means-tested, public preschool programs.

BRENDEN TIMPE

Assistant Professor

Department of Economics
University of Nebraska–Lincoln



Room B2 | 11:30 a.m. - 12:15 p.m.

Ready for School! Assessment-Based Planning Approach for Parental Partnerships When Children Transition from Rural Head Start Preschool to Public School Kindergarten in Nebraska

When inclusive programs are developing a system to facilitate smooth transitions for children with and without disabilities, they need reliable and valid tools. Our Ready for School project aims to examine the usefulness of an assessment-based approach to supporting the transition of children from rural Head Start programs to public school kindergarten(s), as well as the psychometric properties (i.e., validity and reliability) of a new measure used for educational transition purposes.

MARISA MACY

Associate Professor

Department of Teacher Education
University of Nebraska at Kearney

MARK REID

Dean

College of Education
University of Nebraska at Kearney

LISA GIBBONEY

Director

Community Action Partnership of Mid Nebraska
Head Start

LANA HORN

Administrator

Community Action Partnership of Mid Nebraska
Head Start

Continued from pg. 12

Urban, Rural and Tribal EC Evaluation Data: Similarities and Differences

This presentation will highlight early childhood evaluation data collected across three diverse contexts in Nebraska and identify areas of similarities and differences that can be attributed to factors present in urban, rural and tribal contexts. Discussion of the need to consider context when designing, implementing and communicating early childhood evaluation data will be included.

AMANDA PROKASKY

Assistant Professor

Department of Education and Child Development
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JOLENE JOHNSON

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University of Nebraska Medical Center

Using a Systems Lens to Evaluate Early Childhood Efforts

In the context of the Nebraska Evaluation Network Team, funded by the Preschool Development Grant Birth-Five (PDG B-5), we are researching the processes and structures that help us understand how systems change can be evaluated. Key informants were interviewed in year one of the grant, and transcripts were analyzed for themes of evaluative thinking. Follow-up interviews will document development over the course of the initiative and implications for ongoing efforts related to policy and leadership development will be considered.

KATHLEEN GALLAGHER

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KATHERINE SUTTON

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JOLENE JOHNSON

Assistant Professor, Director

Department of Education and Child Development
University of Nebraska Medical Center



Room B3 | 11:30 a.m. - 12:15 p.m.

Same Family, Different Emotions: Comparing Mothers and Fathers

This session will present recent findings using daily diary data from couples with young children. We will show that both mothers and fathers experience daily marital-to-parenting spillover. However, only fathers' experiences are mutable. Marriage and family therapy for couples with young children may need to address spillover differently for mothers than fathers. Future research in this area should be attentive to factors that may mitigate mothers' experience of spillover.

PATTY KUO

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Department of Child, Youth and Family Studies
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KEJIN LEE

Instructor

Research Services, Pediatrics
University of Illinois College of Medicine Peoria

EMILY STARR

Graduate Research Assistant

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



Room A1 | 1:45 - 2:30 p.m.

NAECR Policy Fellows: Reflections and Discussion

This moderated panel will feature the 2021-22 NAECR Policy Fellows and First Five Nebraska. The group will discuss the intersection of research and policy, explore how to create connections between the research and policy communities, and reflect on lessons learned from the Policy Fellows program.

KATIE BASS

Data and Policy Research Advisor
First Five Nebraska

ALEXANDRA DARO

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ELIZABETH EVERETT

Deputy Director & Public Policy Manager
First Five Nebraska

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University of Nebraska–Lincoln

ANNE KARABON

Assistant Professor
Department of Teacher Education
University of Nebraska at Omaha

AMANDA PROKASKY

Assistant Professor
Department of Education and Child Development
University of Nebraska Medical Center

MARISA MACY

Associate Professor
Department of Teacher Education
University of Nebraska at Kearney



Room A2 | 1:45 - 2:30 p.m.

Communication in Toddlers with Autism Spectrum Disorders

We are interested in how children use and integrate verbal and multiple channels of nonverbal behaviors during a semi-naturalistic social interaction. Two sets of children with Autism Spectrum Disorder (ASD) were examined: a group of children who are verbal and a group of minimally verbal children. Knowing how children communicate can provide parents with information on how best to reciprocate back to their children, leveraging areas of strength to work on areas of weaknesses.

PHILIP LAI

Assistant Professor
Department of Communication Disorders
University of Nebraska at Kearney



Room A3 | 1:45 - 2:30 p.m.

Enhancing Preschool Teachers' Reflection on Science Teaching and Learning in the U.S. and Brazil

In the current study, we examined (1) how levels of teacher reflection were different across four reflection meetings when provided individualized facilitation, (2) how levels of facilitators' questions were sequentially associated with the levels of teacher reflection, and (3) how cultural contexts were associated with the facilitation-reflection patterns across reflection meetings. Findings will help us better understand the facilitation process associated with high-quality reflection and discuss cultural differences in the patterns of interactions.

SOO-YOUNG HONG

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

YAO YAO

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

SARAH ROBERTS

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



Room B1 | 1:45 - 2:30 p.m.

Development of an Instructional Toolkit through Research Practice Partnership

In this Research Practice Partnership, teacher-leader pairs work together with Buffett Early Childhood Institute staff in a professional workgroup to co-construct the Essential Child Experiences Instructional Toolkit. Through monthly community of practice meetings, workgroup members and Buffett Institute staff will work together to identify problems of practice and engage in an iterative process of testing solutions to develop tools to be included.

GREG WELCH

Associate Director of Research and Evaluation
Buffett Early Childhood Institute
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KRISTEN CUNNINGHAM

Research Associate
Buffett Early Childhood Institute
University of Nebraska

AMY SCHMIDTKE

Director of Professional Learning
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University of Nebraska

DALHIA LLOYD

Associate Director of Professional Learning
Buffett Early Childhood Institute
University of Nebraska

MELISSA CLEAVER

Program Specialist
Buffett Early Childhood Institute
University of Nebraska



Room B2 | 1:45 - 2:30 p.m.

Understanding Composing-Related Writing Opportunities in Early Childhood Classrooms

Opportunities for preschool-age children to participate in meaningful composing-related writing activities is essential for their literacy development. In this study, we investigated the composing-related writing events in 30 early childhood classrooms where children made higher language gains. Specifically, we examined the contexts in which these writing events occurred, the messages being composed and teachers' supportive strategies. Findings highlight the need to incorporate more opportunities for children to write for meaning in developmentally appropriate writing activities.

CLARIEBELLE GABAS

Postdoctoral Associate

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



Room B3 | 1:45 - 2:30 p.m.

Understanding College Completion Factors in the Early Childhood Workforce

Studies indicate a bachelor's degree with early childhood content positively impacts teacher performance and children's outcomes; however, only about 52.5% of teachers for children 0-5 have at least an associate degree. Many teachers return to college and encounter multiple barriers, but these barriers are not well-understood. This study uses archival data of early childhood students at UNK, UNL and UNO to identify potential contributing and impeding factors to degree completion.

DAWN MOLLENKOPF

Professor

Department of Teacher Education
University of Nebraska at Kearney

GUY TRAININ

Professor

Department of Teaching, Learning and Teacher Education
University of Nebraska-Lincoln

KELLEY BUCHHEISTER

Assistant Professor

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

ANNE KARABON

Assistant Professor

Department of Teacher Education
University of Nebraska at Omaha

MARISA MACY

Associate Professor

Department of Teacher Education
University of Nebraska at Kearney



Room A1 | 2:45 - 3:30 p.m.

First Five Nebraska: Nebraska Early Childhood Policy Priorities

To address policy priorities in research, early childhood researchers must understand the legislative process and priorities. In this session, First Five Nebraska will highlight how early childhood policies form and advance through the legislative process in Nebraska and will outline current legislative priorities that impact young children and early childhood systems.

KATIE BASS

Data and Policy Research Advisor

First Five Nebraska

ELIZABETH EVERETT

Deputy Director & Public Policy Manager

First Five Nebraska

ADAM FESER

Policy Advisor

First Five Nebraska

SARA HOWARD

Policy Advisor

First Five Nebraska

JASON PROKOP

Director

First Five Nebraska



Room A2 | 2:45 - 3:30 p.m.

Designing Practicum Experiences for Early Childhood Education College Students in Nebraska during the Global Pandemic

Teacher preparation programs incorporate context-embedded opportunities for preservice professionals to apply knowledge and practice skills. Fieldwork linked with child development courses offer students varied perspectives on real-life experiences in an authentic environment. However, it becomes more difficult to arrange fieldwork during the health crisis that has resulted from COVID-19 and variants. The marriage of coursework and fieldwork presents special considerations when courses are online.

MARISA MACY

Associate Professor

Department of Teacher Education
University of Nebraska at Kearney

JULIA TORQUATI

Professor

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

PAULA THOMPSON

Assistant Professor

Department of Teacher Education
University of Nebraska at Kearney

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Using RE-AIM to Evaluate the EAT Family-Style Intervention

The Ecological Approach to Family-Style (EAT) is a hybrid distance learning program following a multilevel implementation model to build the capacity of Early Care and Education (ECE) professionals to implement responsive feeding evidence-based practices. After successful implementation of EAT, results indicated that early professionals are encouraged to design ECE interventions that include administrators and teachers, employ incentives that are valuable to participants and provide continuous feedback through observation and reflection.

DIPTI DEV

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IRENE PADASAS

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CARLY HILLBURN

Graduate Research Assistant
Department of Nutrition and Health Sciences
University of Nebraska–Lincoln

DAVID DZEWALTOWSKI

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

A Qualitative Case Study Exploring Perceptions of Infants' Physical Activity and Communication by Infant Caregivers

The purpose of this study was to explore common perceptions of infant physical activity and communication by infant caregivers (parents, child care providers). Study results suggest a need for more information and awareness or development of resources. Additional research is warranted to understand the impact of these perceptions and how differing perceptions between caregivers may impact infant developmental outcomes.

DANAE DINKEL

Associate Professor
Department of Health and Kinesiology
University of Nebraska at Omaha

SHARI DEVENY

Associate Professor
Department of Special Education and
Communication Disorders
University of Nebraska at Omaha



Room A3 | 2:45 - 3:30 p.m.

Supporting Relationships with Children and Families: Outcomes from Getting Ready

Many early childhood programs prioritize relationships between teachers and children, as well as relationships between teachers and families in their performance standards and program philosophies, but are often uncertain as to methods for supporting these relationships. Getting Ready provides a strategy and structure for supporting family engagement. We will share results that highlight effects from Early Head Start including effects on observed responsive caregiving practices in infant/toddler classrooms, as well as growth in parent-teacher collaboration.

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Room B1 | 2:45 - 3:30 p.m.

Developing Strong, Courageous Early Childhood Education Leaders

This session will present a qualitative research study on transformational leadership development of two cohorts of Early Childhood Education (ECE) leaders in Nebraska aimed at examining how practicing ECE leaders (re) conceptualize leadership in ECE throughout a leadership professional development program. Findings help illuminate critical areas needed to be addressed in ECE leadership development, particularly in the area of self-care and equity.

DEBORA WISNESKI

Associate Professor, John T. Langan Community Chair of Early Childhood Education
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Early Childhood Coaching: Research Strengths and Needs

We will describe a systematic review of 374 unique studies of coaching in early childhood settings (birth-grade three). Findings highlight the strengths of the research regarding study designs as well as the content, process and structure of coaching. Based on the review, we will identify the strengths of the literature base. We will also highlight areas for future research, including more studies focused on: coaches, infant/toddler programs and content domains beyond social-emotional and language/literacy.

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Kindergarten Teachers' Use of Assessments and Data

Despite a high demand for teachers to have access to data, little is known about how teachers use assessments and data. We surveyed teachers to determine the assessments they use and how they use them. We found that teachers use a variety of assessment types (e.g., standardized, teacher-created) and for a variety of reasons (e.g., planning, sharing information). Understanding teachers' use of assessments can inform district officials and policymakers when determining required assessments.

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Room B2 | 2:45 - 3:30 p.m.

Chronicity of Household Stress and Children's Behavioral Problems during the COVID-19 Pandemic

The COVID-19 pandemic has been linked to increased stress for families with young children over the past two years. Parents also report increases in child behavior problems across school and home settings. This study demonstrates how chronicity in family stress are uniquely linked to children's attentional, internalizing and externalizing behavior problems. This work has important implications for behavioral interventions for children and the provision of social services and financial assistance to families as the pandemic continues.

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Something Had to Give During Shutdown, and It Was Schoolwork

During the spring 2020 COVID-19 school closures, rural Nebraskan parents were faced with the challenge of juggling the demands of parenting, working from home and supporting children's remote learning. This study explored rural Nebraskan parents' experiences of navigating the challenges of the pandemic and school shutdown. Parents responded to stressors by reducing time spent on schoolwork, focusing on social-emotional learning and family well-being. Implications for families, child development and education are discussed.

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Room B3 | 2:45 - 3:30 p.m.

Child Care Provider Well-Being in the Shadow of an Ongoing Pandemic

To examine the impact of the COVID-19 pandemic on child care professionals in Nebraska, and to inform and mobilize potential policy and practice interventions, researchers collaborated with partners to distribute three surveys during the pandemic. Agency and policy partner responses included state policy shifts, increased resources and legislative efforts to support the workforce. Results of the third survey allowed researchers to examine the shared and varied experiences of child care providers.

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Parent and Teacher Experiences During Initial Pandemic-Related School Closures

This study's purpose was to document parent and teacher experiences during spring 2020. Results revealed parents' primary source of stress was their child's education. Teacher stress significantly increased following the transition to remote instruction. This study may inform policy and practices for maintaining positive student trajectories and for supporting parents and teachers during crises. Study results have implications for early childhood workforce development, pandemic-related teacher support, home-school partnership development and parent services.

AMANDA WITTE

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Continued on pg. 21

Poster Session



4:00 - 5:00 p.m.

Posters feature a graduate student as lead author and include at least one NU-affiliated faculty as a co-author.

EARLY CHILDHOOD WORKFORCE/PROFESSIONAL DEVELOPMENT/COACHING

- 1) Perceived Uses of Mindfulness-Based Intervention: Reflections from Early Childhood Educators**
Pearl Avari; Holly Hatton-Bowers, Ph.D.; Carrie Clark, Ph.D.; Sarah Rasby
- 2) Detailed Feedback Linked with Differentiated Evaluation Connected to Teacher Engagement**
Jentry S. Barrett; Hayley Jackson; Rachel Schachter, Ph.D.
- 3) Leadership Well-Being: A Phenomenological Exploration of Workplace Stress and Supports**
Jamlick Bosire; Kathleen Gallagher, Ph.D.; Rafel Hart
- 4) Interconnectedness between Teachers' Beliefs about Curriculum, Planning and Implementation**
Yuenjung Joo; Rachel Schachter, Ph.D.
- 5) Early Childhood Care and Education Professionals' Insights on Reflective Practice: A Case Study of the FAN Approach in Nebraska**
Sarah Barker Ladd; Pamela Caudill Jordan, Ph.D.
- 6) Lessons Learned from HERE Rural Early Childhood Professionals Well-Being Program**
Cynthia Lujan; Danae Dinkel, Ph.D.
- 7) Changes in Early Elementary Curricula Selection Following MTSS Trainings**
Linnea Swanson; Amanda Witte, Ph.D.; Brandon Ee

FAMILIES

- 8) Families' Schooling Experiences during the COVID-19 Pandemic**
Kimia Akhavein; Erika Boohar; Jenna Finch, Ph.D.
- 9) Interventions Enhancing Language Development through Parent-Child Interactions: A Systematic Review**
Jamlick Bosire; Amy Napoli, Ph.D.
- 10) Longitudinal Invariance of Parental Involvement in School**
Dongho Choi; Natalie Koziol, Ph.D.
- 11) Parent-Child Interaction Therapy for Children with Autism Spectrum Disorder**
Melinda Henson; Susan Loveall, Ph.D.
- 12) Perceived Co-Parenting Support and Difficult Children: Mother and Father Differences**
Victoria J. Johnson; Patty Kuo, Ph.D.
- 13) Exploring Parenting Identity in First-Time Chinese Parents of Young Children**
Zhenqiao Yang; Yan Xia, Ph.D.

MEASUREMENT

- 14) Assessing Classroom Sociocultural Equity Scale: Validation in Prekindergarten**
Molly J. Goldberg; Dalhia Lloyd; Greg Welch, Ph.D.; Gullnar Syed
- 15) Early Motor and Communication Measurement Tools: A Scoping Review**
Brooke Heyne; Shari DeVeney, Ph.D.; Danae Dinkel, Ph.D.

NUTRITIONAL/PHYSICAL DEVELOPMENT

- 16) Healthcare Provider's Perceptions on Infant Physical Activity, Strength and Communication**
Priyanka Chaudhary; Danae Dinkel, Ph.D.; John Rech
- 17) A Systematic Review of Correlates of Children's Dietary Intake in Early Childhood Education**
Saima Hasnin; Dipti Dev, Ph.D.
- 18) Organizational Structure of Early Childhood Education Can Influence Implementation of Responsive Feeding**
Carly Hillburn; Dipti Dev, Ph.D.; Lisa Franzen-Castle, Ph.D.; David Dzewaltowski, Ph.D.
- 19) Exploring Mealtime Environments in Montessori Early Childhood Learning Centers**
Victoria J. Johnson; Saima Hasnin; Rochelle Dalla, Ph.D.
- 20) The Impact of COVID-19 on Summer Food Service Program Participation**
Masoomah Hajizadeh Oghaz; Megan Kelley, Ph.D.
- 21) Exploring the Relationship between Preschool Teachers and Children's Physical Activity**
John Rech; Danae Dinkel, Ph.D.
- 22) Mealtime Emotional Climate and Child Health: A Systematic Review**
Jasmin Smith; Dipti Dev, Ph.D.

PRE-ACADEMIC & SOCIAL SKILLS

- 23) Associations between Teacher Math Competency and Preschool-Aged Children's Math Skills**
Keting Chen; Amy Napoli, Ph.D.
- 24) Devereux Early Childhood Assessment Profiles of Teaching and Parent Support**
Neli Morales Garcia; Brittany Bearss; Helen Raikes, Ph.D.; Dawn Davis, Ph.D.
- 25) Kindergarten Readiness over Seven Years at Educare Lincoln**
Hannah Thiele; Sophia Chleborad; Mariah Eaton; Helen Raikes, Ph.D.
- 26) Correlation between Emergent Literacy and Reading for Children with Autism**
Kendall Willems; Susan Loveall, Ph.D.
- 27) Preschool Children's Math and Executive Functioning: Classroom Quality Makes a Difference**
Yao Yao; Saima Hasnin; Helen Raikes, Ph.D.; Diane Horm, Ph.D.

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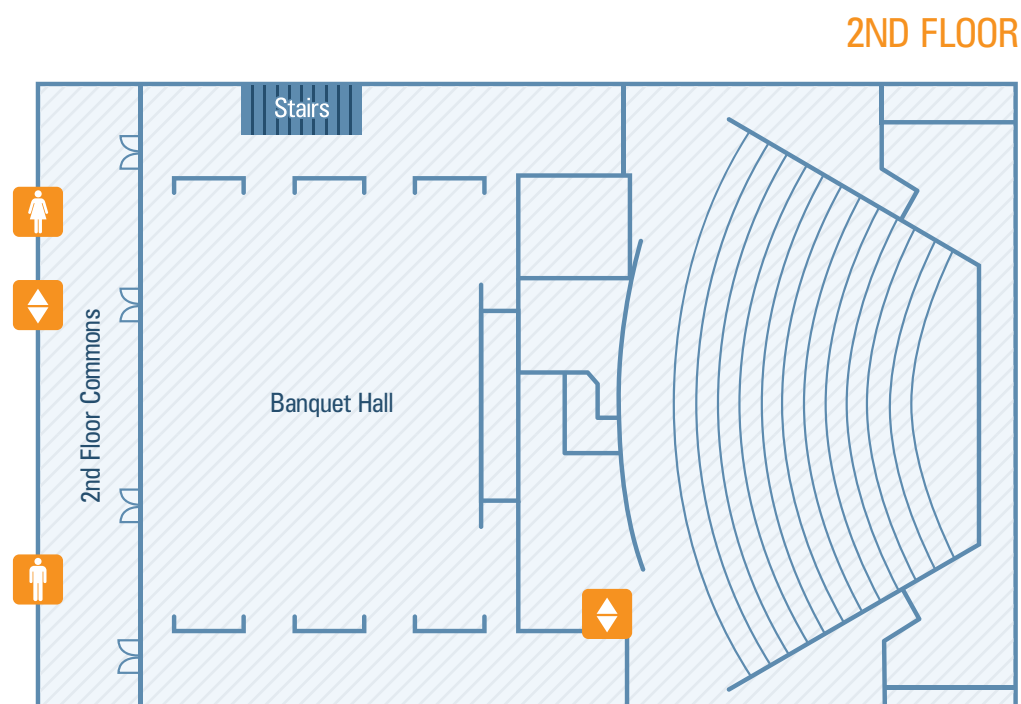
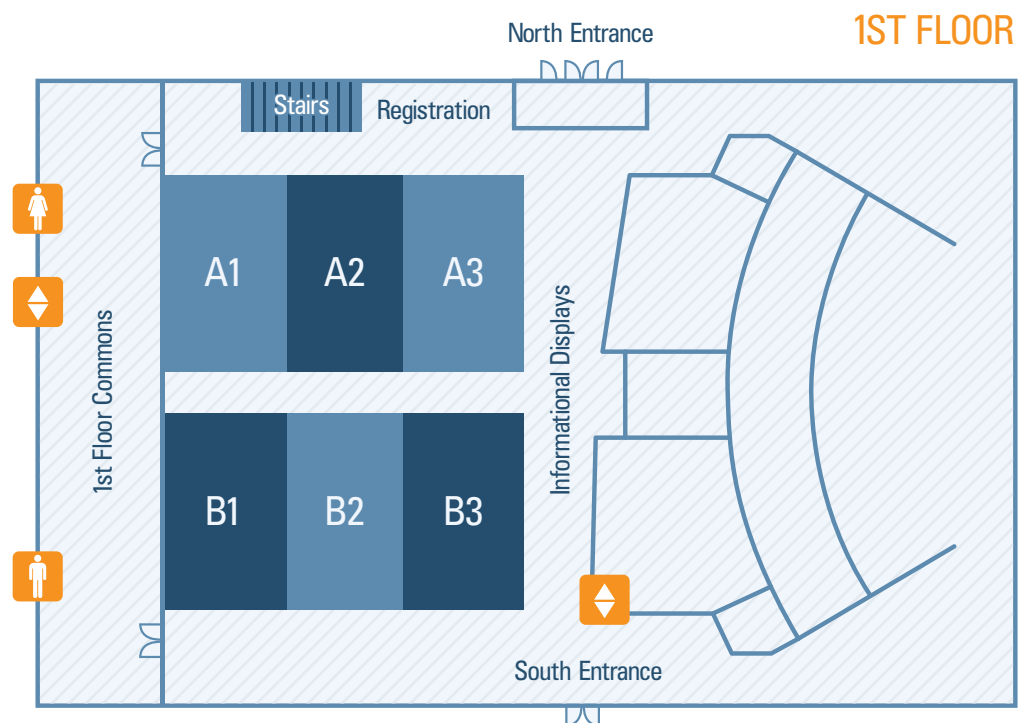
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Summit Map



LEGEND



Women's Bathroom



Men's Bathroom



Elevator



Stairs

Special Thanks

Facilitators

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

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