



NEBRASKA CENTER FOR RESEARCH ON  
CHILDREN, YOUTH, FAMILIES & SCHOOLS



*CYFS Early Childhood*  
**RESEARCH SUMMIT**

*Creating Connections Among Research, Practice & Policy in Nebraska*

**April 23 | Nebraska Innovation Campus**

# Welcome

## Welcome to the CYFS Early Childhood Research Summit

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.

### Sponsors include:

- College of Education and Human Sciences, University of Nebraska–Lincoln
- Buffett Early Childhood Institute
- First Five Nebraska

In the spirit of its predecessors, this seventh 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.

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



The Summit is presented by the Nebraska Center for Research on Children, Youth, Families and Schools (CYFS) in partnership with the Nebraska Academy for Early Childhood Research (NAECCR).

NAECCR's mission is to engage in, generate and support interdisciplinary research to benefit children age 8 and younger, and enhance the environments within which they learn and grow.

## Session Types

Throughout the Summit, a wide range of presenters and content will ensure a rich learning experience. All sessions are 45 minutes in length and include a 15-minute facilitated discussion.



### RESEARCH EXCHANGE

Individual researchers/teams will share their research findings. A facilitated discussion of applications to practice and policy will follow.



### EARLY CHILDHOOD IGNITE SESSION

Each session will include three different, thematically linked research presentations. Each researcher will have 10 minutes to share their findings.



### PANEL DISCUSSION

A panel of presenters will share their knowledge, experiences and perspectives in relation to early childhood.



### POSTER SYMPOSIA

Multiple thematically linked posters will be displayed and presenters will provide a brief summary of their poster and share information on their findings.

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## Takeaways



Scan the QR code for a complete list of attendees and research presentation summaries, or visit: [go.unl.edu/ecs-takeaways](https://go.unl.edu/ecs-takeaways)

# Agenda

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

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

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

**JASON PROKOP** Director, First Five Nebraska

**WALTER GILLIAM** Executive Director, Buffett Early Childhood Institute | University of Nebraska

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

### Examining the Research–Policy–Practice Nexus to Strengthen Early Care and Education

**CHRISHANA M. LLOYD** Research Scholar | Child Trends

## 10:30 - 11:15 a.m. | Concurrent Session 1

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

**JASON BALL** President, Lincoln Chamber of Commerce & Lincoln Partnership for Economic Development

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

## 1:45 - 2:30 p.m. | Concurrent Session 3

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

**NICK PACE** Acting Dean, College of Education & Human Sciences | University of Nebraska–Lincoln

## 4:00 - 5:00 p.m. Poster Session & Reception Banquet Hall

Early Childhood Poster Presentations with Graduate Students. See page 17 for details.

Drinks and appetizers will be available in the banquet hall, 2nd floor.



### JOIN THE CONVERSATION

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@BuffettECI @UNL\_CEHS



**WIFI NETWORK:** NuGuest

**USERNAME:** April23

**PASSWORD:** Innovate2024!

# Keynote Address

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

## Examining the Research–Policy–Practice Nexus to Strengthen Early Care & Education

Bridging the gap between early childhood research, policy and practice is crucial to ensure practices and policies are grounded in evidence, effectively implemented and responsive to the needs of children, families and communities.

Chrishana M. Lloyd will discuss the research–policy–practice nexus, and provide insights on forward-looking approaches, strategies and innovations that can inform meaningful advances in the field of early care and education, and ultimately, improve outcomes for young children.

### CHRISHANA M. LLOYD

*Research Scholar*

Early Childhood Development at Child Trends



**Chrishana M. Lloyd, Ph.D.**, a nationally recognized expert with more than 20 years of experience in education and social science, specializes in the study and implementation of interventions to support early childhood and human service professionals in diverse settings, including homes, communities and Head Start child care programs. She is a research scholar for Child Trends, a leading nonprofit research organization focused on providing research, evaluation, and technical assistance services to improve the well-being of children, youth and their families.

With a strong background in applied, place-based research and technical assistance, Lloyd has successfully led several federal and privately funded research projects. She is also a clinical social worker with significant experience working with populations who are minoritized and marginalized. Throughout her career, Lloyd has worked to integrate research and policy to promote equitable, high-quality educational and human service practices.

For more than 40 years, Child Trends has been one of the nation's most respected sources for research and data on children. Child Trends promotes the well-being of all children and youth through applied research that informs public policies, builds the evidence base for what works and mines data to identify young people who are overlooked or ill served by public systems.

## Special Thanks

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

**Katie Bass**  
First Five Nebraska

**Carrie Clark**  
University of Nebraska–Lincoln

**Alexandra Daro**  
Buffett Early Childhood Institute

**Kathleen Gallagher**  
Buffett Early Childhood Institute

**Jolene Johnson**  
University of Nebraska Medical Center

**Lisa Knoche**  
University of Nebraska–Lincoln

**Amy Napoli**  
University of Nebraska–Lincoln

**Gwen Nugent**  
University of Nebraska–Lincoln

**Amy Schmidtke**  
Buffett Early Childhood Institute

**Susan Sheridan**  
University of Nebraska–Lincoln

**Stephanie Wessels**  
University of Nebraska–Lincoln

# Session 1



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

## Examining the Research–Policy–Practice Nexus to Strengthen Early Care and Education: Follow-up Discussion

Join Chrishana M. Lloyd for an interactive conversation exploring her work at the intersection of research, policy and practice in early care and education and discuss effective strategies to advance the field.

### CHRISHANA M. LLOYD

*Research Scholar*

Early Childhood Development at Child Trends



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

## Ice Jams, Fungi, Roly-Polys: Enhancing Knowledge to Enrich Science Talk

In this presentation, the team will share innovative strategies addressing (1) how science and engineering content knowledge resources were developed in collaboration with researchers and practitioners in various disciplines; (2) how critical early childhood practices were deliberately integrated in PD resources addressing science and engineering content knowledge and practice; and (3) how key research outcomes and processes will be measured to inform early childhood professional learning.

### SOO-YOUNG HONG

*Associate Professor*

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

### LISA POPPE

*Extension Educator, Lead Educator*

Nebraska Extension  
University of Nebraska–Lincoln

### LADONNA WERTH

*Extension Educator, Early Childhood*

Nebraska Extension  
University of Nebraska–Lincoln

### SARAH PAULOS

*Extension Educator, Lead Educator*

Nebraska Extension  
University of Nebraska–Lincoln

### MADDIE PIEPER

*Graduate Research Assistant*

Department of Educational Psychology  
University of Nebraska–Lincoln



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

## Tracking Early Disparities Statewide in Nebraska

With increased attention to programs and policies focused on early child development, it is important to generate estimates of child development at the population level. Using a new parent report measure of child development designed for use at the population level, we will report on children's development from birth to age five across Nebraska, with an emphasis on the roles of family characteristics, children's health status and other factors as influences on early development.

### ABBIE RAIKES

*Associate Professor*

Department of Health Promotion  
University of Nebraska Medical Center

### KATELYN HEPWORTH

*Child Health Research Manager*

Department of Health Promotion  
University of Nebraska Medical Center

### GLADYS HAYNES

*Director*

Nebraska Early Learning Initiatives  
Buffett Early Childhood Fund



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

### Supports Needed by Early Childhood Professionals to Complete Degrees and Certification

In this session, we will introduce the Responsive Equitable System for Preparing Early Childhood Teachers (RESPECT) Across Nebraska project and report results of quantitative and qualitative investigation of the facilitators and barriers experienced by early childhood professionals seeking degrees and teacher certification. Results of this study are informing the design of early childhood education degree pathways that include supports needed for student success.

**JULIA TORQUATI**

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

**VICTORIA JOHNSON**

*Graduate Research Assistant*  
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**SIMIN KAZEMI**

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University of Nebraska–Lincoln

**LISA KNOCHE**

*Director, NAEER; Research Associate Professor, Co-Director*  
Nebraska Center for Research on Children, Youth, Families and Schools  
University of Nebraska–Lincoln

**NANCY ENGIN-WEDIN**

*Project Director*  
Indigenous Roots Teacher Education Program  
Teaching, Learning and Teacher Education  
University of Nebraska–Lincoln

**ALEXA YUNES-KOCH**

*RESPECT Grant Specialist*  
Nebraska Department of Education

**TRACY GORDON**

*Executive Director*  
Nebraska Association for the Education of Young Children



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

### Coaching in Early Intervention: Promoting High-Quality Home Visits with Families

This session will highlight a professional learning/coaching approach in early intervention (EI) that is being implemented to support the use of evidence-based practices by EI personnel. The approach has been co-developed by a university team, along with state EI partners, to promote family engagement and infant/toddler outcomes. We will highlight opportunities and challenges in implementing the approach, including perspectives from practitioners and share outcome data from EI personnel and families.

**LISA KNOCHE**

*Director, NAEER; Research Associate Professor, Co-Director*  
Nebraska Center for Research on Children, Youth, Families and Schools  
University of Nebraska–Lincoln

**RACHEL SCHACHTER**

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

**GWEN NUGENT**

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

**SUE BAINTE**

*Early Development Network Coach*  
Nebraska Department of Education

**CHRISTINA KILGORE**

*Routines-based Early Intervention State Coach*  
Nebraska Department of Education

**JANICE LEE**

*Early Childhood Coach/Trainer*  
Nebraska Department of Education

**AMY BUNNELL**

*Early Childhood Special Education Director*  
Nebraska Department of Education



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

### Adapting and Refining the CHIME Program in Early Care and Education

This presentation aims to share lessons learned and strategies for partnering and collaborating with Early Head Start/Head Start programs to co-refine and adapt a mindfulness-based intervention (MBI), Cultivating Healthy Intentional Mindful Educators (CHIME-HS), to make the intervention effective and internally sustainable for EHS/HS programs. We present information on ways to use community-engaged research to co-refine and adapt the program and share some of the barriers, challenges and successes of refining CHIME.

**CARRIE CLARK**

*Associate Professor*  
Department of Educational Psychology  
University of Nebraska–Lincoln

**JACI FOGED**

*Extension Educator*  
Nebraska Extension  
University of Nebraska–Lincoln

**AMANDA PROKASKY**

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



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

### Omaha Urban Thinkscapes: Play Happens Everywhere

Around the world, city leaders are recognizing the need for development of community spaces to improve the lives of young children and their families. The Omaha Urban Thinkscapes project is one city's approach to integrating playful thinkscapes through an inclusive participatory research design. Current findings reveal the input of children, families and community partners on how to design public play spaces based on the question: How do you play?

**DEBORA WISNESKI**

*Associate Professor*  
Department of Teacher Education  
University of Nebraska at Omaha

**KRISTINA STAMATIS**

*Assistant Professor*  
Department of Teacher Education  
University of Nebraska at Omaha

**KATHLEEN KNUDSEN**

*Facilitator*  
Raise Me to Read  
Metro Omaha Raise Me to Read

**METRO OMAHA EDUCATION CONSORTIUM**

University of Nebraska at Omaha



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

### Learning Frontiers: Promoting Equitable and Effective Early Learning in PreK-Grade 3

The goal of Learning Frontiers Pre-K to Grade 3 is to use research to support equitable and effective early learning opportunities for Nebraska students. Toward this end, a UNL-based team conducted three studies between 2016-22 to identify research-based impact areas that can inform practice and policy decisions. The three impact areas with potential to positively contribute to children's learning and development are: (1) Classroom Experiences & Learning Opportunities; (2) Relationships; and (3) Sustained High-Quality Experiences.

*Continued on pg. 10*

**AMANDA WITTE**

*Research Associate Professor*  
Nebraska Center for Research on Children, Youth,  
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University of Nebraska–Lincoln

**LISA KNOCHE**

*Director, NAECR; Research Associate Professor, Co-Director*  
Nebraska Center for Research on Children, Youth,  
Families and Schools  
University of Nebraska–Lincoln

**SUSAN SHERIDAN**

*George Holmes University Professor, Director*  
Nebraska Center for Research on Children, Youth,  
Families and Schools  
University of Nebraska–Lincoln

**NATALIE KOZIOL**

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



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

**It Takes a Village: Using Data to Strengthen Research-Practice Partnerships**

Research-practice partnerships (RPPs) offer opportunities for researchers and early childhood practitioners to engage in collaborative problem-solving and use educational data for improvement. In this presentation, we will discuss the partnership between Educare schools in Nebraska that each represent unique populations and settings, and their local research partners who work together to conduct continuous program evaluation and help inform training, policy and advocacy work both at the local and national level.

**CLARIEBELLE GABAS**

*Postdoctoral Researcher and Project Coordinator*  
Nebraska Center for Research on Children, Youth,  
Families and Schools  
University of Nebraska–Lincoln

**JAMALIA JONES**

*Senior Director of Operations*  
Educare Omaha

**KARLA BOHL**

*Education Director*  
Educare Lincoln

**AMY LAPOINTE**

*Education Director*  
Educare Winnebago

**JOLENE JOHNSON**

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



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

**Assessment Practices in Rural Head Start When Children Speak Spanish**

When inclusive programs are developing a system to facilitate smooth transitions for children with and without disabilities, they need reliable and valid tools. Our project examined an assessment-based approach to supporting the transition of children who speak Spanish 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.

**EHI EDOKHAMHEN**

*Assistant Professor*  
Department of Teacher Education  
University of Nebraska at Kearney

**MARK REID**

*Dean of College of Education*  
Department of Teacher Education  
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**KELCIE BURKE**

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Department of Teacher Education  
University of Nebraska at Kearney

**MARISA MACY**

*Associate Professor*  
Department of Teacher Education  
University of Nebraska at Kearney



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

**Family Cohesion and Children’s Cognitive Development Amid Economic Hardship**

This longitudinal study examined how economic hardship during the early pandemic impacted children’s cognitive development via parents’ well-being and parent-child interaction quality. Findings revealed that economic challenges worked through parents’ mental health to impact parenting behaviors and children’s later cognitive skills. Family cohesion was a compensatory factor, supporting positive parenting and children’s executive functions. The study advocates for targeted interventions to support disadvantaged families, urging a family systems approach in early childhood practice and policy.

**JENNA FINCH**

*Assistant Professor*  
Department of Psychology  
University of Nebraska–Lincoln

**KIMIA AKHAVEIN**

*Graduate Research Assistant*  
Department of Psychology  
University of Nebraska–Lincoln

**Research to Practice: Improving Family Engagement via Getting Ready**

Getting Ready is an evidence-based family engagement approach used by home- and center-based early childhood educators that has been adopted as part of statewide early childhood system improvement efforts. Moving the intervention to scale has required modifications in implementation, including online training and coaching, and limited field-based contact. Evaluation data collected from educators indicate improved family engagement skills; partnerships with families; and enhanced parent-child interactions. Implications for translating research to practice will be shared.

**LISA KNOCHE**

*Director, NAECR; Research Associate Professor, Co-Director*  
Nebraska Center for Research on Children, Youth,  
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University of Nebraska–Lincoln

**KATIE ZABEL**

*Early Childhood Coach*  
Nebraska Center for Research on Children, Youth,  
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University of Nebraska–Lincoln

**TAMMI HECHTNER-GALVIN**

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

**JENNY BENSON**

*Early Childhood Coach*  
Nebraska Center for Research on Children, Youth,  
Families and Schools  
University of Nebraska–Lincoln

**Systems Implementation Support Promoting Positive Student Behavior: Early Childhood Alignment**

The Nebraska Department of Education provides leadership, professional development and technical assistance to schools for improving student behavior outcomes through an integrated schoolwide systems change approach. A small ( $n=5$ ) cohort of districts are receiving targeted implementation support to ensure evidence-based practices implementation. Systems specialists encourage cohort schools to include Pre-K when evaluating and improving their systemic practices. Results of efforts to align policies, practices, curricula and assessments across Pre-K and elementary grades will be discussed.

**AMANDA WITTE**

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



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

### Exploring Perspectives on Researcher-Community Partner Collaborations

Collaborations between community partners and researchers are essential for building new early childhood knowledge, including ways to support young children's social-emotional well-being and early childhood workforce development. Join this listening session to share your successes and challenges on initiating and sustaining meaningful connections and learn from colleagues about opportunities and barriers.

#### **HYEONJIN YOON**

*Research Assistant Professor*

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

#### **AMANDA PROKASKY**

*Senior Research Specialist*

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



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

### Beyond Compensation: Burnout, Intent to Leave and ECE Workforce Well-being

Longstanding challenges faced by the early care and education workforce include perennially low wages and high turnover rates. In this convergent mixed methods study, Head Start grantees completed surveys and focus groups, allowing for creating two groups of interest: high burnout/likelihood to leave and low burnout/likelihood to leave. Data demonstrate the complexity of factors contributing to well-being over and above compensation.

#### **ALEXANDRA DARO**

*Research Specialist*

Buffett Early Childhood Institute  
University of Nebraska

#### **PAULA THOMPSON**

*Associate Professor*

Department of Teacher Education  
University of Nebraska at Kearney

#### **KATE SUTTON**

*Senior Research Specialist*

Buffett Early Childhood Institute  
University of Nebraska

#### **KRISTEN CUNNINGHAM**

*Research Scientist*

Buffett Early Childhood Institute  
University of Nebraska



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

### Using Goal Setting and Text Messaging to Support Quality Goals in Child Care

Inspired by principles of behavioral science, this project used a simple observation tool coupled with goal setting and text messaging to support adoption of evidence-based practices (EBP) in child care settings. Using a randomized design, we found strong positive impacts of text messaging and goal setting on EBP in child care settings. Early childhood professionals rated the program positively and endorsed its use for supporting children's development.

#### **ABBIE RAIKES**

*Associate Professor*

Department of Health Promotion  
University of Nebraska Medical Center

#### **JOLENE JOHNSON**

*Assistant Professor*

Department of Education and Child Development  
University of Nebraska Medical Center



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

### Early Childhood Legislation in Nebraska and Reflections on a Research/Policy Partnership

In this session, First Five Nebraska will provide an update on the latest early childhood legislation and policy in Nebraska. There will also be discussion on the successful research/policy partnerships that have been formed through the NAECR Policy Fellows program. The session will conclude with reflections from the Policy Fellows and First Five Nebraska on the intersection of research and policy, creating connections between the research and policy communities, and lessons learned from the Policy Fellows program.

#### **KATIE BASS**

*Data and Policy Research Advisor*

First Five Nebraska

#### **SUSAN LOVEALL**

*Assistant Professor*

Department of Special Education and Communication Disorders  
University of Nebraska-Lincoln

#### **ELIZABETH EVERETT**

*Deputy Director & Public Policy Manager*

First Five Nebraska

#### **BRENDEN TIMPE**

*Assistant Professor*

Department of Economics  
University of Nebraska-Lincoln

#### **SARA HOWARD**

*Policy Advisor*

First Five Nebraska

#### **PHILIP LAI**

*Associate Professor*

Department of Communication Disorders  
University of Nebraska at Kearney



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

### Early Childhood Professionals' Well-being and Experiences During the COVID-19 Pandemic

Nebraska early childhood professionals participated in 13 focus groups (nine with n=98 English-speaking participants and four with n=23 Spanish-speaking participants) to examine well-being, experiences of the COVID-19 pandemic, and experiences with systems and resources designed to support them and their work to better understand their lived experiences and gain insights regarding how their well-being (i.e., mental, physical, economic) intersects with broader systems (e.g., health, regulatory, economic).

#### **JULIA TORQUATI**

*Professor*

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

#### **TOMI OLAYEMI**

*Graduate Research Assistant*

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

#### **KATHLEEN GALLAGHER**

*Director of Research and Evaluation*

Buffett Early Childhood Institute  
University of Nebraska



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

### SUNRISE Nebraska Study: Assessing Preschoolers' Movement, Behaviors and Skills

We will highlight ongoing work between researchers at UNO, UNK and others from around the world as part of the SUNRISE study. This epidemiological work aims to bring together researchers from 60 low-, middle- and high-income countries to assess the movement behaviors of preschool-aged children according to the World Health Organization (WHO) guidelines.

#### JOHN RECH

*Assistant Professor*

Department of Kinesiology and Sport Sciences  
University of Nebraska at Kearney

#### DANAE DINKEL

*Associate Professor*

Department of Health and Kinesiology  
University of Nebraska at Omaha

#### PRIYANKA CHAUDHARY

*Doctoral Research Assistant*

Department of Health and Kinesiology  
University of Nebraska at Omaha



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

### Measuring Collaboration Among Early Childhood Partners: A Mixed Methods Approach

To understand the level of collaboration among stakeholders involved in the Superintendent's Early Childhood Plan, researchers employed an explanatory sequential mixed-methods approach. Surveys revealed differences in perceived collaboration across stakeholder types. Interviews identified facilitators to collaboration to include perceptions of support, communication, trust and shared vision. Challenges to collaboration include clarity of expectations, time commitment and goal alignment. Use of a collaboration evaluation can allow organizations to elucidate progress and pitfalls and support strategic decision-making.

#### KAILEY SNYDER

*Assistant Professor*

Department of Education and Child Development  
University of Nebraska Medical Center

#### KRISTEN CUNNINGHAM

*Research Scientist*

Buffett Early Childhood Institute  
University of Nebraska

#### MOLLY GOLDBERG

*Graduate Research Assistant*

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

#### JUNRONG LU

*Graduate Research Assistant*

Department of Educational Psychology  
University of Nebraska-Lincoln



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

### Teacher Perceptions of the Early Literacy-Focused Nebraska WORDS Project

National reading data show that students are struggling to develop adequate reading skills. University researchers partnered with the Nebraska Department of Education to develop the Nebraska WORDS Project that aims to accelerate post-pandemic reading development for K-3 students in rural Nebraska. The purpose of this study is to evaluate teachers' perceptions of WORDS. Findings suggest that large-scale, collaborative projects between researchers, state agencies and school districts are perceived by teachers to be meaningful and effective.

#### NATALIE KOZIOL

*Research Associate Professor*

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

#### DEREK RODGERS

*Clinical Assistant Professor of Special Education*

Department of Teaching and Learning  
University of Iowa

#### MICHAEL HEBERT

*Associate Professor*

Department of Teacher Education  
University of California, Irvine

#### RACHEL SCHACHTER

*Associate Professor*

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

#### JANET BOHATY

*Senior Research Associate*

Department of Special Education and Communication Disorders  
University of Nebraska-Lincoln

### The Role of Parents' Traditional Masculinity Ideology in Emotion Socialization

An important task for parents of young children is to teach them how to manage negative emotions. In our study, mothers who believed men should be tough were less likely to say they would teach their daughter to let out her emotions openly. This implies that what women believe about ideal behavior for men matters for how they interact with other girls or women.

#### PATTY KUO

*Assistant Professor*

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

#### EMILY STARR

*Graduate Research Assistant*

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

#### MONIQUE MILLER

*Undergraduate Student, McNair Scholar*

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



# Poster Session



Banquet Hall | 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.

- 1) Student-Teacher Relationships and Student Achievement-Related Beliefs and Values in STEM**  
Ashley Struebing; Lorey Wheeler, Ph.D.
- 2) Linking Parent Math Anxiety, Parenting Behaviors and Child Math Outcomes**  
Kimia Akhavein; Jenna Finch, Ph.D.
- 3) Science Learning Through Local Rural Knowledge in Rural Nebraska**  
Sarah Paulos; Soo-Young Hong, Ph.D.
- 4) Effect of Elaborative Conversation Strategies on Parent-Child Science Talk**  
Yao Yao; Soo-Young Hong, Ph.D.; Carrie Osborn
- 5) Early Childhood Teachers' Perception of Play**  
Kelcie Burke; Dawn Mollenkopf, Ph.D.
- 6) The Study of Professional Development on Staff Retention: A Review of Journal Responses**  
Kelcie Burke; Dena Harshbarger, Ph.D.; Elizabeth Neukirch; Marisa Macy, Ph.D.
- 7) Pathways to Early Childhood Teacher Certification: A Data Analytics Approach**  
Chelsey Costello; Guy Trainin, Ph.D.; Dawn Mollenkopf, Ph.D.
- 8) The Training Experiences and Needs of the Early Childhood Coaching Workforce**  
Paige Wernick; Rachel Schachter, Ph.D.; Lisa Knoche, Ph.D.
- 9) Developing a Reporting Tool to Help Parents Support Language Learning**  
Aknur Orazova; Amy Napoli, Ph.D.
- 10) Preference for Functional Communication Responses Across Functions of Behavior**  
Delaney Schneider; Cynthia Livingston, Ph.D.; Samantha Bryan; Mary Rose Gomez
- 11) Heart Rate Variability and Well-being: Investigating the Connection Between Self-Compassion and Mindfulness Among Early Childhood Educators**  
Dania Javaid; Holly Hatton, Ph.D.; Carrie Clark, Ph.D.
- 12) Estimating Early Childhood Mental Health Service Needs in Nebraska**  
Emily Starr; Pamela Jordan, Ph.D.
- 13) Teachers' Perceptions of a Social-Emotional Intervention**  
Kaitlyn Kugler; Gwen Nugent, Ph.D.; Yuenjung Joo; Nicole Adams
- 14) Perinatal Factors Explaining the Intergenerational Transmission of Emotion Dysregulation**  
Lauren Laifer; Rebecca Brock, Ph.D.; Allison Sparpana
- 15) Reducing Early Childhood Practitioner Stress by Connecting Children to Nature**  
Matthew Brooks; Carrie Clark, Ph.D.
- 16) Relations Between Parent and Child Heart Rate Variability and Self-Regulation**  
Patricia Cardellini de Almeida; Carrie Clark, Ph.D.; Ali Shull; Farnoosh Kandan
- 17) A Latent Transition Model of Conjoint Behavioral Consultation Intervention Effects**  
Weiman Xu; Lorey Wheeler, Ph.D.; Susan Sheridan, Ph.D.; Elizabeth Brower
- 18) INSIGHTS Impact on Classroom Quality: Moderating Role of Teacher Personality**  
Yuenjung Joo; Jentry Barrett, Ph.D.; Jungwon Eum; Nicole Adams
- 19) Diet Qualities in Nebraska's Children by Race, Ethnicity and Immigration**  
Naveta Bhatti; Dipti Dev, Ph.D.; Tirna Purkait; Natalie Koziol, Ph.D.; Jean Ann Fischer
- 20) Family Style Meal Service is Associated with Children's Plate Waste**  
Roopan Miriam George; Dipti Dev, Ph.D.; Carly Hillburn; Jasmin Smith
- 21) The Impact of Child Age in Court-Related Child Welfare**  
Meredith Cartwright; Pamela Caudill Jordan, Ph.D.
- 22) Conceptualizing Rural Local Youth Sport Systems: Two Cases from the All Sports for All Kids Project**  
Ni Ketut Wilmayani; Ann Rogers, Ph.D.; Carly Hillburn; Dipti Dev, Ph.D.
- 23) Association Among Maternal Empowerment, Parenting Alliance and Mother's Psychological Well-being**  
Peter Dossen; Soo-Young Hong, Ph.D.

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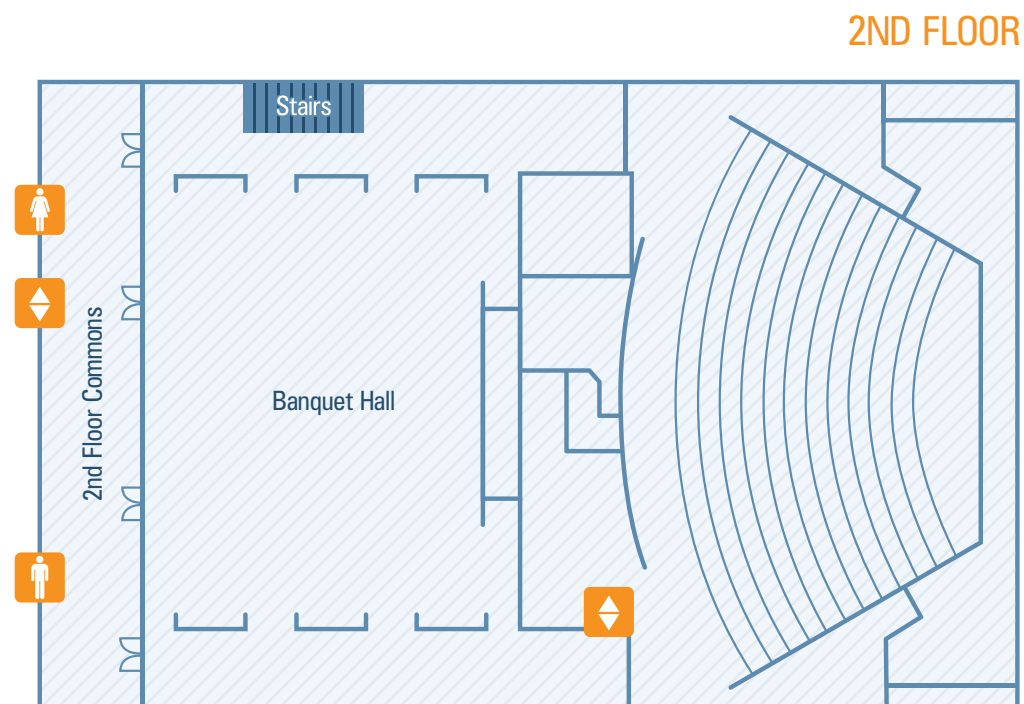
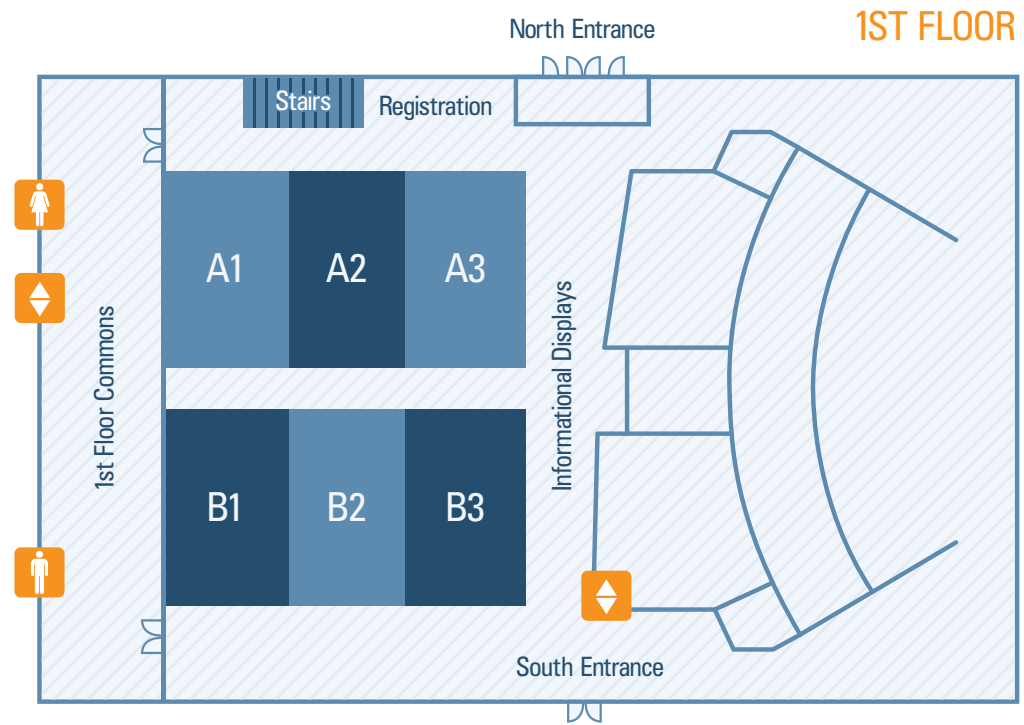
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# Summit Map



## LEGEND



Women's Bathroom



Men's Bathroom



Elevator



Stairs

