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Program Co-Chairs' Welcome

Dear attendees,

Welcome to the SRCD Special Topic Meeting, *Strengthening Connections Among Child and Family Research, Policy, and Practice!* The purpose of the meeting is to facilitate conversations and understanding among researchers and those who use research in the public sphere, namely practitioners and policymakers. We are delighted with the positive interest in this meeting and with the number of submissions that accepted the challenge to include a mix of scholars from academic, policy, and practice settings.

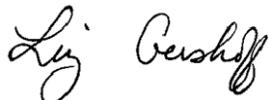
We call your attention to our outstanding keynote speakers. On Thursday, Jack Shonkoff from the Center on the Developing Child at Harvard University and Bryan Samuels from Chapin Hall at the University of Chicago will speak. On Friday, the speakers will be Ron Haskins from the Brookings Institution and Linda Richter from the Human Sciences Research Council in South Africa. Deborah Phillips from Georgetown University will give the closing plenary on Saturday. Lunch will be provided at the mid-day keynote sessions on Thursday and Friday.

The SRCD Special Topic Meetings are an initiative to create small, focused meetings. We hope that the format of this meeting will facilitate discussion, interaction, and future collaboration among participants, particularly across academic, policy, and practice fields. Toward that end, the poster session and happy hour reception on Friday night from 4:45 to 6:00 in the Ballroom offers one of many opportunities to discuss shared interests in policy-relevant research. In addition, each day will start with coffee and a light breakfast and yet another opportunity for informal discussion.

Several events will be of particular interest to junior and early career scholars. On Thursday afternoon, there is an invited session on "Career Paths in Policy Research" in the Ballroom, followed immediately by a Networking Reception that will include researchers from a range of non-academic settings. On Friday morning from 7:30 to 8:45, there will be a breakfast session with current and former SRCD Policy Fellows in the Madison Room. All conference attendees are welcome.

There are obviously too many wonderful sessions to list here but we hope you find them all interesting, engaging, and inspiring.

Best wishes,



Liz Gershoff
Associate Professor
University of Texas at Austin



Aletha C. Huston
Priscilla Pond Flawn Regents Professor Emeritus in
Child Development
University of Texas at Austin



2014 Meeting Information

Strengthening Connections Among Child and Family Research, Policy and Practice

All events and sessions will be held in:

The Hilton Alexandria Old Town
1767 King Street
Alexandria, VA 22314

Always Wear Your BADGE –

Badges should be worn at all times, not only as a courtesy to other attendees, but also as an indication that you have registered before participating in any scheduled event. Badges must be worn to gain admission to the meeting sessions, poster session, and receptions for the *Strengthening Connections among Child and Family Research, Policy and Practice* meeting. **If you lose or forget your badge you may have it reprinted at the registration desk** (located near the Grand Ballroom Foyer on the 1st floor – Lobby Level of the hotel). Thank you for your cooperation!

Registration Desk

The registration desk is located near the Grand Ballroom foyer on the 1st floor – Lobby Level of the hotel.

Registration Desk hours:

Wednesday	4:00 PM – 7:00 PM
Thursday	7:30 AM – 5:00 PM
Friday	7:30 AM – 4:30 PM
Saturday	8:00 AM – 10:30 AM

Speaker-Ready Room

The speaker-ready room is located in Franklin on the 2nd floor – Plaza Level of the hotel. This room is equipped with a screen, LCD projector, a table, and chairs.

Speaker-Ready Room hours:

Thursday	8:00 AM – 5:00 PM
Friday	8:00 AM – 4:30 PM
Saturday	8:00 AM – 10:30 AM

Special Events:

Coffee and a continental breakfast will be available in the Grand Ballroom Foyer:

Thursday	8:00 AM – 8:45 AM
Friday	8:00 AM – 8:45 AM
Saturday	8:00 AM – 8:45 AM

Lunch Sessions –

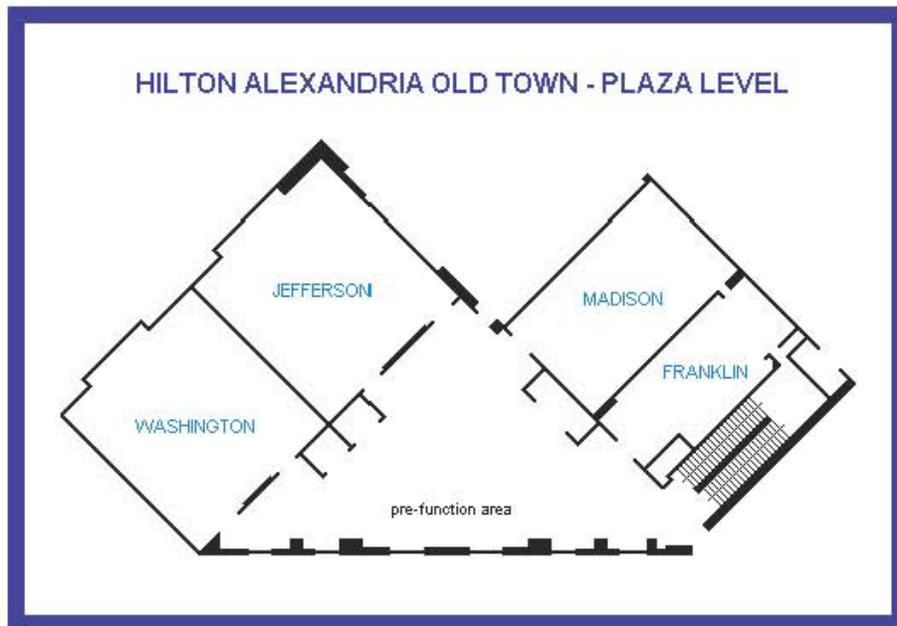
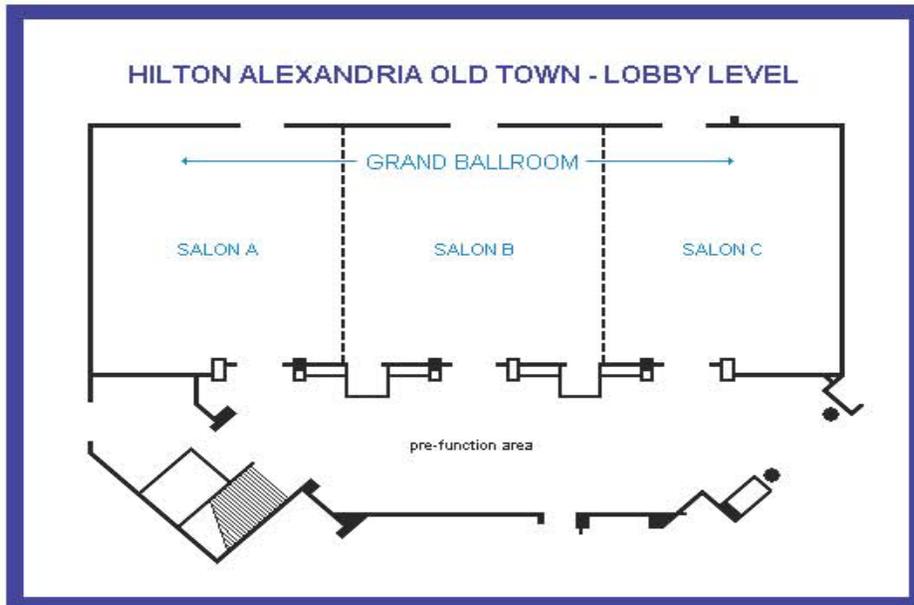
Lunch will be provided during the Thursday and Friday Keynote sessions from 12:00 PM – 1:00 PM in the Grand Ballroom Salons B & C. If you wish to have a vegetarian, vegan or gluten-free meal, you must notify the SRCD office by March 21st.

Receptions -

Thursday evening join your colleagues for a **Networking Reception** in the Grand Ballroom Foyer from 5:00 PM – 6:00 PM. All attendees are welcome! Come and enjoy hors d'oeuvres and drinks!

In conjunction with the **Friday night Poster Session** there will be a **Reception** in the Grand Ballroom Foyer from 4:45 PM – 6:00 PM. All attendees are encouraged to come! Please join us for wonderful hors d'oeuvres and drinks!

Floor Plan



Travel Award Sponsor

Thank you to the William T. Grant Foundation for enabling minority scholars and policymakers to attend.

2014 Review Panels

Strengthening Connections Among Child and Family Research, Policy and Practice

A sincere thank you to all those involved in the review process! Your time and efforts are very much appreciated.

Panel 1: Health and Nutrition

Chaired by: Barbara Fiese

Reviewers: Maureen Black, Sara Gable, Stephanie Grutzmacher, Anna Johnson, Sarah Lynne-Landsman, Allison Miller, Taryn Morrissey, Norma Olvera, Kate Speirs, Diana Stanton Ward

Panel 2: Social Emotional Development

Chaired by: Stephanie Jones

Reviewers: Joshua Brown, Elise Cappella, Bridget Hamre, Clark McKown, Katherine Pears, C. Cybele Raver, Susan Rivers, Laura Sosinsky

Panel 3: Cognitive, Language, and Academic Skills

Chaired by: Andrew Mashburn

Reviewers: Daphna Bassock, Laura Brock, Timothy Curby, Jason Downer, Kelly Fisher, Rachel Gordon, Shayne Piasta, Bentley D. Ponder, Akilah Swinton

Panel 4: Family Processes

Chaired by: Brenda Jones Harden

Reviewers: Catherine C. Ayoub, Lisa Berlin, Robert H. Bradley, Rachel Chazan-Cohen, Robin L. Harwood, Holly Brophy Herb, Carlo Panlilio, Carla Peterson, JoAnn L. Robinson, Susan Spieker, Lauren Supplee, Catherine S. Tamis-LeMonda, Christy Tirrell-Corbin, T'Pring R. Westbrook

Panel 5: Family Income, Resources, and Investments in Children

Chaired by: Lisa Gennetian

Reviewers: Wen-Jui Han, Heather D. Hill, Lina Guzman, Elizabeth Oltmans Ananat, Elizabeth Peters, Sean F. Reardon

Thursday, 8:00 am - 8:45 am

1-002. Coffee & Light Breakfast

Ballroom Foyer

Thursday, 9:00 am - 10:00 am

(Event 1-003) Invited Keynote Address

Ballroom - Salon B & C

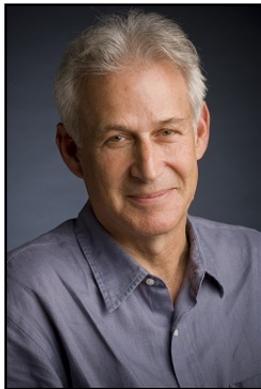
Thursday, 9:00 am - 10:00 am

1-003. Driving Science-Based Innovation that Achieves Breakthrough Outcomes for Children Facing Adversity

Chair: Elizabeth Gershoff

Keynote Speaker: Jack Shonkoff

Abstract: This session will explore how recent advances in neuroscience, molecular biology, and epigenetics can help launch a new era in policy and practice driven by science as "a different way of knowing" and innovation as "a different way of working." Participants will discuss how enhanced understanding of the lifelong consequences of early adversity linked to creative investments in strengthening the capabilities of the adults who care for young children can inform new theories of change, testable hypotheses, and more effective intervention strategies for reducing intergenerational poverty.



Biography: Jack P. Shonkoff, M.D., is the Julius B. Richmond FAMRI Professor of Child Health and Development at the Harvard School of Public Health and the Harvard Graduate School of Education; Professor of Pediatrics at Harvard Medical School and Boston

Children's Hospital; and Director of the university-wide Center on the Developing Child at Harvard University. He currently serves as chair of the National Scientific Council on the Developing Child, a multi-university collaboration comprising leading scholars in neuroscience, psychology, pediatrics, and economics, whose mission is to bring credible science to bear on public policy affecting young children. In 2011,

Dr. Shonkoff launched Frontiers of Innovation, a multi-sectoral collaboration among researchers, practitioners, policymakers, investors, and experts in systems change who are committed to developing more effective intervention strategies to catalyze breakthrough impacts on the development and health of young children and families experiencing significant adversity.

Under the auspices of the National Academy of Sciences, Dr. Shonkoff served as Chair of the Board on Children, Youth, and Families and chaired a blue-ribbon committee that produced the landmark report, *From Neurons to Neighborhoods: The Science of Early Childhood Development*. He also served as a member of the Panel on Child Care Policy, the Committee on the Assessment of Family Violence Interventions, and the Roundtable on Head Start Research.

Dr. Shonkoff has received multiple honors, including elected membership to the Institute of Medicine of the National Academy of Sciences, elected membership to the American Pediatric Society, designated National Associate of the National Academies, the C. Anderson Aldrich Award in Child Development from the American Academy of Pediatrics, and the Award for Distinguished Contributions to Public Policy for Children from the Society for Research in Child Development.

Dr. Shonkoff has served on numerous professional networks and public interest advisory boards, including the core scientific group of the MacArthur Research Network on Early Experience and Brain Development, the Governing Council of the Society for Research in Child Development, and the Executive Committee of the Section on Developmental and Behavioral Pediatrics of the American Academy of Pediatrics. He has authored more than 150 publications, including nine books; co-edited two editions of the widely heralded *Handbook of Early Childhood Intervention*; and served on the editorial board of several scholarly journals, including *Child Development*.

Dr. Shonkoff completed his undergraduate studies at Cornell University, medical education at New York University School of Medicine, pediatric training at Bronx Municipal Hospital Center and the Albert Einstein College of Medicine, and fellowship in developmental pediatrics at Harvard Medical School and

Boston Children's Hospital. He has been a visiting professor or delivered named lectureships at more than 30 universities in the United States, Australia, Brazil, Canada, China, Israel, Japan, Mexico, Puerto Rico, Turkey, and the United Kingdom. Prior to assuming his current position, he was the Samuel F. and Rose B. Gingold Professor of Human Development and Social Policy and Dean of The Heller School for Social Policy and Management at Brandeis University.

Thursday, 10:15 am - 11:45 am

(Event 1-004) Paper Symposium

Jefferson

Thursday, 10:15 am - 11:45 am

1-004. Cross-Context Approaches for Promoting Positive Development: Systemic Efforts to Move Research Toward Broader Practice and Policy

Chair: Jaelyn Farris

Discussant: Eileen S. Wise

- Promoting Socially Supportive Middle Level Contexts during the Era of High Stakes Testing: Reducing the Popularity of Aggression
Thomas Farmer, Jill Hamm, Chin-Chih Chen, Matthew Irvin
- Strengthening Policy and Research Capacity: The Role of Context, Culture, and Capacity in Prevention Research and Practice in Afterschool Settings
Emilie Smith, Dawn Witherspoon, Jaelyn Farris, Kathleen Muller
- Positive Family Support (PFS) in the Context of Public Middle Schools: A Systemic Strategy for Promoting Parent Engagement.
Thomas Dishion, Kevin Moore, Corrina Falkenstein, Kimbree Brown, Beth Stormshak, Jeff Gau, John Seeley

(Event 1-005) Invited Roundtable

Salon A

Thursday, 10:15 am - 11:45 am

1-005. How Research is Used in Policy and Practice: Lessons from Knowledge Utilization Studies

Moderator: Vivian Tseng

Panelist: Cynthia Coburn, Janelle Scott, John Easton

Abstract: This session features a new generation of studies examining the uses of research in policy and practice. Vivian Tseng will introduce the William T. Grant Foundation's initiative in this area. Presentations by Cynthia Coburn and Janelle Scott will focus on how research-practice partnerships, foundations, think tanks, and advocacy groups shape the production and uses of research in education. John Easton will serve as a discussant, commenting on lessons from these studies and the Institute for Education Science's new RFA for a national center on knowledge utilization. Discussion will focus on the implications for strengthening the use and usefulness of research in education and other youth-serving systems.

(Event 1-006) Paper Symposium

Washington

Thursday, 10:15 am - 11:45 am

1-006. Examining the Federal Investment in and Development of Systematic Evidence Reviews: Education, Home Visiting, and Teen Pregnancy

Chair: Lindsey Hutchison

Discussant: Brenda Jones Harden

- The What Works Clearinghouse and the Systematic Review Process
Diana McCallum, Joy Lesnick
- The Home Visiting Evidence of Effectiveness (HomVEE) Evidence Review
T'Pring Westbrook, Sarah Avellar, Emily Sama-Miller, Seth Chamberlain
- The Preventing Adolescent Pregnancy Evidence Review
Lisa Trivits, Sarah Oberlander

Thursday, 12:00 pm - 1:00 pm

(Event 1-007) Invited Keynote Address

Ballroom - Salon B & C

Thursday, 12:00 pm - 1:00 pm

1-007. Striving to Make Child Welfare an Evidence-based Intervention - (Lunch Provided)

Chair: Valerie Maholmes

Keynote Speaker: Bryan Samuels

Abstract: Recent advances in our knowledge of the effects of complex trauma on children and youth have generated an opportunity to make crucial strides in reforming our child welfare services. Using evidence-based screening, assessment and intervention to promote the well-being of youth and children (as evidenced by indicators of normal childhood development) must be a central focus of the work of and investments by public and private child welfare agencies and organizations.



Biography: Bryan Samuels is the Executive Director of Chapin Hall, one of the nation's leading research and policy centers focused on improving the well-being of children and youth, families, and their communities. Before joining Chapin Hall, Samuels was appointed

by President Barack Obama as Commissioner of the Administration on Children, Youth, and Families (ACYF), making him from 2010-2013 the highest-ranking federal child welfare policymaker in the country. As ACYF Commissioner, he emphasized the importance of child well-being and the use of data-driven approaches to improve the welfare of vulnerable children and youth. Samuels has over twenty years of experience in child welfare, including having served as the Chief of Staff of Chicago Public Schools under Arne Duncan and as Director of the Illinois Department of Children and Family Services. He was also a lecturer at the University of Chicago's School of Social Service Administration from 1997 to 2003. He has a bachelor's degree in economics from the University of Notre Dame and a master's from

the University of Chicago Harris School of Public Policy.

Thursday, 1:10 pm - 2:10 pm

(Event 1-008) Roundtable

Jefferson

Thursday, 1:10 pm - 2:10 pm

1-008. Promoting Transdisciplinary Translational Research to Strengthen Connections Between Research, Policy and Practice: A Roundtable with Federal Policymakers

Moderator: Diana Fishbein

Panelists: Greta Massetti, Gail Ritchie, Edward Metz, Harold Perl, Diana Fishbein

(Event 1-009) Roundtable

Salon A

Thursday, 1:10 pm - 2:10 pm

1-009. Research-Policy-Practice Connections in Early Childhood

Moderator: Kelly Maxwell

Panelists: Kathy Glazer, Bentley D. Ponder, Kimberly Boller, Katherine Magnuson

(Event 1-010) Constructed Paper Symposium

Washington

Thursday, 1:10 pm - 2:10 pm

1-010. The Intersection of Research, Policy, and Practice in International Settings

Chair: Hirokazu Yoshikawa

- Using Field Research to Enhance BRAC's Adolescent Development Program in Bangladesh
Elizabeth Spier, Rashida Parveen
- Getting Ready for School: How a Pilot Program Informed Ethiopia's National Early Childhood Education Policy
Maekelech Gidey, Elizabeth Spier, Ohidur Rashid
- Integrating qualitative and quantitative methods in policy and practice research:

Three examples of the value-added of mixed methods.

Thomas Weisner

Thursday, 2:20 pm - 3:20 pm

(Event 1-011) Roundtable

Ballroom - Salon B & C

Thursday, 2:20 pm - 3:20 pm

1-011. Using Policy, Community and Academy Connections to Address Contemporary Migration in Asian Immigrant Families

Moderator: Stephen H. Chen

Panelists: Cindy Liu, Samuel Tsoi, Yvonne Bohr, Rui Fu

(Event 1-012) Roundtable

Jefferson

Thursday, 2:20 pm - 3:20 pm

1-012. What You Should Know Before You Scale-up a Preschool Curriculum: Lessons from Recent Efforts to Deliver Effective Public Preschool Programs

Moderator: Jennifer Brooks

Panelists: Hirokazu Yoshikawa, Chrishana Lloyd, Nathaniel Beers, Ajay Chaudry

(Event 1-013) Roundtable

Salon A

Thursday, 2:20 pm - 3:20 pm

1-013. Addressing the Challenges of Implementation at Scale through Researcher-Practitioner Partnerships

Moderator: Adam Gamoran

Panelists: Adam Gamoran, Carmen Valdez, Edward McClelland, Lizet Casas, David Rangel

(Event 1-014) Constructed Paper Symposium

Washington

Thursday, 2:20 pm - 3:20 pm

1-014. Preventing Violence in the Lives of Children

Chair: Elizabeth Gershoff

- Parents' Depressive Symptoms and Gun, Fire, and Motor Vehicle Safety Practices

Taryn Morrissey

- The Role of NIJ in Facilitating the Dynamic Interface of Teen Dating Violence Research, Practice and Policy
Dara Blachman-Demner, Carrie Mulford, Barbara Oudekerk
- Advancing evidence-based violence prevention in communities
Greta Massetti

Thursday, 3:30 pm - 5:00 pm

(Event 1-015) Invited Roundtable

Ballroom - Salon B & C

Thursday, 3:30 pm - 5:00 pm

1-015. Career Paths in Policy Research

Moderator: Matthew Stagner

Panelist: Rebekah L. Coley, Jenni W. Owen, Maria Woolverton, Edward Metz

Abstract: This invited roundtable will feature several mid-career policy research experts who will discuss the paths they took (and those they chose not to take) in developing a career in child policy research. The panel will compare and contrast starting points in academia, government, and research organizations, and discuss how, when, and why they moved among these settings. Through conversation among the panel and with the audience, the panel will explore key issues in developing a successful and rewarding career in policy research. The panel will be led by Matthew Stagner of Mathematica Policy Research, who formerly worked for the US Department of Health and Human Services, the Urban Institute, and Chapin Hall at the University of Chicago. Other panelists will include Rebekah Coley of the Lynch School of Education at Boston College, Jenni Owen of Duke University's Center for Child and Family Policy, Maria Woolverton of the US Department of Health and Human Services' Administration for Children and Families, and Ed Metz of the Institute for Education Sciences of the US Department of Education. They will address academic careers oriented toward policy, state level work within academically based research centers, private policy research organizations, and Federal work creating and overseeing research.

(Event 1-016) Paper Symposium

Jefferson

Thursday, 3:30 pm - 5:00 pm

1-016. Developing a Research Infrastructure for Early Childhood Home Visiting: The Home Visiting Research Network

Chair: Jon Korfmacher, Anne Duggan

Discussant: Robin Harwood

- Advancing a Research Agenda in Early Childhood Home Visiting
Kay Gonsalves, Anne Duggan
- Examining Early Childhood Home Visiting Program Components
Jill Filene
- Developing a Practice-Based Research Network in Home Visiting
Jon Korfmacher, Anne Duggan

(Event 1-017) Roundtable

Salon A

Thursday, 3:30 pm - 5:00 pm

1-017. Successful and Diverse Strategies when Advocating for Child Issues

Moderator: Anne M. Culp

Panelists: Mary Ann McCabe, John Murray, Lisa St. Clair, Kathleen Ferreira

(Event 1-018) Paper Symposium

Washington

Thursday, 3:30 pm - 5:00 pm

1-018. Exploring the dynamics of partnerships between researchers, policymakers and practitioners

Chair: Pamala Trivedi

Discussant: Deborah Perry

- Building a research-informed federal program: Partnership lessons from Head Start
Jennifer Brooks, Amanda Bryans
- Bidirectional collaborations between state policy makers and researchers: The case for policy-research partnerships

Ivelisse Martinez-Beck, Elizabeth Davis

- Partnerships between researchers and local agencies/practitioners: Examples from education

Amy Sussman, David Mandell

Thursday, 5:00 pm - 6:00 pm

**1-019. Networking Reception
(Hors d'oeuvres Provided & Cash Bar)**

Ballroom Foyer

Friday, 7:30 am - 8:50 am

(Event 1-001) Roundtable

Madison

Thursday, 7:30 am - 8:50 am

1-001. Research and Policy in Action with SRCD Policy Fellows: Perspectives of Alumni

Moderator: Cheryl A. Boyce

Panelists: Cheryl Boyce, LeShawndra Price, Dara Blachman-Demner, Valerie Maholmes, Sarah Lynne- Landsman

Open to all attendees Light breakfast provided

Friday, 8:00 am - 8:45 am

2-001. Coffee & Light Breakfast

Ballroom Foyer

Friday, 9:00 am - 10:00 am

(Event 2-002) Invited Keynote Address

Ballroom - Salon B & C

Friday, 9:00 am - 10:00 am

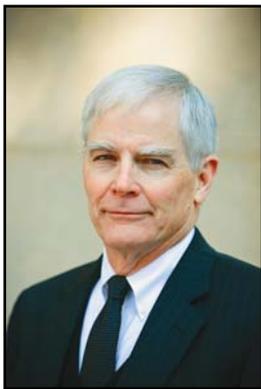
2-002. Social Science Rising: Obama's Evidence-Based Initiatives

Chair: Thomas S. Weisner

Keynote Speaker: Ron Haskins

Abstract: The Obama administration is attempting to shift the primary basis of federal funding of social intervention programs so that funds will be spent primarily on programs that have evidence of impacts from rigorous

evaluations. The talk will review six evidence-based initiatives of this type with attention to how the administration rallied congressional support for the initiatives, defined what it means to be evidence-based, designed the funding processes followed by five federal agencies to ensure that money went to programs with strong evidence of impacts, and ensured that all funded programs would be evaluated with rigorous designs. The talk will also consider the prospects that the Obama approach will increase the average impacts of social intervention programs and, even more broadly, will shape the future use of evidence from program evaluations by federal agencies, school systems, community-based agencies, foundations, and other organizations that fund or operate social intervention programs.



Biography: Ron Haskins is a Senior Fellow in Economic Studies at the Brookings Institution, where he co-directs both the Center on Children and Families and the Budgeting for National Priorities Project. He is also a Senior Consultant at the Annie E. Casey Foundation. He is the author of *Work Over*

Welfare: The Inside Story of the 1996 Welfare Reform Law (2006), co-author of *Creating an Opportunity Society* (2009), and Senior Editor of *The Future of Children*. In 2002 he was the Senior Advisor to the President for Welfare Policy at the White House. Prior to joining Brookings and Casey he spent 14 years on the staff of the House Ways and Means Human Resources Subcommittee, serving as the subcommittee's Staff Director after Republicans took control of the House in 1994. In 1997, Haskins was selected by the National Journal as one of the 100 most influential people in the federal government. He holds a Ph.D. in Developmental Psychology from UNC.

Friday, 10:15 am - 11:45 am

(Event 2-003) Roundtable

Jefferson
Friday, 10:15 am - 11:45 am

2-003. Speaking from Experience: Challenges and Successes in Using Early Childhood Education Research to Inform Policy and Practice

Moderator: Jenni W. Owen
Panelists: Joan Lombardi, Rick Glazier, Karen Cadigan, Iheoma Iruka

(Event 2-004) Invited Roundtable

Salon A
Friday, 10:15 am - 11:45 am

2-004. International Research-Policy Collaborations for Scaling Up Sustainable Early Development Services

Moderator: Pia Rebello Britto
Panelist: Hirokazu Yoshikawa, June Lee, Julieta Trias

Abstract: The evidence in support of early childhood development in Low and Middle Income Countries is growing. There is an expansion in programs. However they are not reaching the most marginalized and disadvantaged young children and families. The focus of this session will be on identifying the barriers, facilitators and criteria that enable the scaling up of programs. In particular we will explore the bi-directionality of needs between programs and policies for scale up. The contribution of research—applied implementation and operational—will be examined based on existing successful models, and the contribution of policy will be examined with respect to governance, finance and system strengthening approaches that have informed research paradigms.

(Event 2-005) Paper Symposium

Washington
Friday, 10:15 am - 11:45 am

2-005. Evidence for policy and practice to promote child social emotional development in high risk regions of Sub-Saharan Africa

Chair: Linda Richter
Discussant: Linda Richter

- Vulnerable children who experience death: Comprehensive systems for policies and

practices to promote social emotional development
Ashley Turbeville

- Receipt of grants in the household: Potential moderator of the effects of cumulative risks on child posttraumatic stress symptoms
Nia Gordon
- Sides of the same coin: Similarities and variation between Sub-Saharan classrooms
Sharon Kim, Mahjabeen Raza

Friday, 12:00 pm - 1:00 pm

(Event 2-006) Invited Keynote Address

Ballroom - Salon B & C
Friday, 12:00 pm - 1:00 pm

2-006. Scenic routes and short cuts between developmental science in the north and child policy in the south - (Lunch Provided)

Chair: Pia Rebello Britto

Keynote Speaker: Linda Richter

Abstract: Almost all scientific knowledge about children's development, as well as about interventions to protect and promote child development, is generated in high-income countries in the north, most notably the United States (Tomlinson & Swartz, 2003). But policy need and demand from poor countries is high, including with respect to investments to support children's health, education and wellbeing. It's important that low- and middle-income countries spend what funds they have wisely and that the money and effort achieves impact. Using children affected by HIV in southern Africa as a point of reference, I examine the applicability of available child development science, how contexts affect the research questions asked, the growing global market for policy research, the kind of information that governments heavily affected by HIV find useful, and how the scientific community working in the field of child development can better serve children across the globe. Essential to making child development knowledge more globally useful is a better sense of what we can and can't feel confident about.



Biography: Professor Linda Richter (PhD) is a Distinguished Research Fellow at the Human Sciences Research Council in South Africa. She is an Honorary Professor in Psychology and an elected Fellow of the

University of KwaZulu-Natal; an Honorary Professor in the Department of Paediatrics and Child Health at the University of the Witwatersrand, and a Research Associate in the Department of Psychiatry at the University of Oxford (UK). From 2003-2006, she was a Visiting Researcher at the University of Melbourne, and from 2007-2010 a Visiting Scholar at Harvard University (USA). From 2010-2012 she was on a two-year contract from the Human Sciences Research Council to the Global Fund to Fight AIDS, Tuberculosis and Malaria in Geneva, as Senior Specialist (Health of Vulnerable Children) for half of her time. Linda has conducted both basic and policy research in the fields of child, youth and family development as applied to health, education, welfare and social development, and has published more than 350 papers and chapters in the fields of child, adolescent and family development, infant and child assessment, under nutrition, street and working children, and the effects of HIV and AIDS on children and families. She is the Principal Investigator of several large-scale, long-term collaborative projects, including Birth to Twenty, a Wellcome Trust-funded birth cohort study of 3 273 children with follow up to age 23 years, and the Consortium of Health Oriented Research in Transitioning Societies (COHORTS), a network of birth cohort studies in low and middle income countries. She is a member of the PEPFAR Scientific Advisory Committee and in 2012 she served on the evaluation team to review PEPFAR's programmes for orphans and vulnerable children in 26 countries. She is currently leading a Monitoring, Evaluation and Learning initiative for 14 international organizations funded by the Conrad N Hilton Foundation to support the development of young children in high HIV-prevalence communities in southern and eastern Africa.

Friday, 1:15 pm - 2:45 pm

(Event 2-007) Paper Symposium

Jefferson

Friday, 1:15 pm - 2:45 pm

2-007. A transactional relationship between practice and research: Developing family-educator interventions for Latino children

Chair: Brook Sawyer

Discussant: Christine M. McWayne

- Involving parents and staff in the development of a culturally relevant book reading intervention
Carol Scheffner Hammer
- A collaborative inquiry process with early head start to enrich child development focus home visiting: developing little talks
Patricia Manz, Pam Cho, Rachel Eisenberg, Julie Manzo, Amanda Gernardt, Jacqueline Faison, Tamique Ridgard
- Teachers and parents as partners: Developing a community of practice to support the language development of spanish-speaking preschoolers
Brook Sawyer, Patricia Manz, Kristin Martin, Joselin Blanco-Padilla

(Event 2-008) Invited Roundtable

Salon A

Friday, 1:15 pm - 2:45 pm

2-008. The roles of government in policy-relevant research

Moderator: Valerie Maholmes

Panelist: Catherine Nolan, Gillian Huebner-Utterwulghe, Frances AsheGoins, Sarah Oberlander, Kimberly Boller

Abstract: The goal of this session is to highlight the ways in which federal agencies and their partners collaborate to apply developmental science to policy and practice. Specifically, the Roundtable will address the ways in which government agencies work together to leverage their research priorities and to discuss the bi-directional relationship between research agenda setting and policy decision making. An additional goal of the Roundtable is to discuss

how we interact with non-profit and for-profit research organizations to conduct policy-relevant research. Participants in this Roundtable lead Federal Interagency Working Groups which are charged with collaborating with federal and non-federal partners to implement Departmental and Congressional mandates. Researchers from Mathematica, a non-Federal partner will share how they work with their Federal colleagues to achieve their goals.

(Event 2-009) Paper Symposium

Washington

Friday, 1:15 pm - 2:45 pm

2-009. Linked lives: Two-generation approaches to improving outcomes for low-income families

Chair: Jessica F. Harding

Discussant: Hirokazu Yoshikawa

- Increases in maternal education and children's outcomes: The case for two-generation approaches.
Jessica Harding, Pamela Morris
- Research-based best practices in two-generation initiatives: A case study of the community action project of Tulsa County, Oklahoma (CAP Tulsa)
Teresa Sommer, Lindsay Chase-Lansdale, Steven Dow, Monica Barczak, Christopher King, Hirokazu Yoshikawa, Jeanne Brooks-Gunn
- Partnering research with practice for children and families: A case study of the College Access and Success Program
Maia Connors, Robin Bernstein, Jessica Harding, Erin Godfrey

Friday, 3:00 pm - 4:30 pm

(Event 2-010) Paper Symposium

Jefferson

Friday, 3:00 pm - 4:30 pm

2-010. Federally subsidized food programs: Relation to children's health and potential to influence policy

Chair: Barbara Fiese, Maureen Black

Discussant: Barbara Fiese

- WIC protects young, food insecure children from negative health conditions
Maureen Black, Grace Paik
- Food subsidies in child care centers
Sanders Korenman, Rachel Gordon
- Family day care providers' experiences with the CACFP program, resources, and nutrition practices
Kate Speirs, Barbara Fiese, Brenda Koester, Rachel Gordon

(Event 2-011) Invited Roundtable

Salon A

Friday, 3:00 pm - 4:30 pm

2-011. Translating research to journalists, policymakers, and practitioners

Moderator: Lisa Guernsey

Panelist: Brian Wilcox, Martha Zaslow, Annie Murphy Paul

Abstract: Garbled in Translation?

The digital age has brought a deluge of information on how to care for children, what they should learn at various ages, what technology they should use, how their brains are growing, and more. Now the onus is on researchers and policymakers to help parents and educators make sense of it all. Is our current research system designed to play this role? Are our journalism and media outlets well-enough equipped to translate and ask tough questions? In this panel, we'll hear from two esteemed researchers with a deep understanding of policy, plus science journalist Annie Murphy Paul, author of the forthcoming book *Brilliant: The Science of Smart* (Crown, 2014). The session will open with some cautionary tales from the chair and lead into an interactive discussion of how to reform the research-to-policy-to-parent pipeline.

(Event 2-012) Paper Symposium

Washington

Friday, 3:00 pm - 4:30 pm

2-012. Community-based/engaged research to develop programs that

successfully attend to demographic and racial-ethnic diversity

Chair: Dawn Witherspoon, Susan S. Woodhouse

Discussant: Emilie P. Smith

- Considering culture in ADHD treatment for African American, lower SES families: Using community-engaged research to develop practice
Dawn Witherspoon, Susan Woodhouse, Deangie Davis, Kimeka Campbell, Cynthia Huang-Pollock, Esther Prins, Barbara Schaefer, Blaire Toso
- Addressing youth mental health disparities through school based services
Arpana Inman, Bethany Perkins, Ohyoung Kwon, William Volger
- Development of a community-engaged intervention to reduce anxiety in underserved African American children
Kristin Buss, Brenda Alton, Chalandra Bryant, Robin Perry-Smith, Laureen Teti, Dawn Witherspoon, Susan Woodhouse, Alfiee Breland-Noble

Friday, 4:45 pm - 6:00 pm

(Event 2-013) Poster Session

Ballroom - Salon B & C

Friday, 4:45 pm - 6:00 pm

- # 1 Social impact bonds and developmental research: Building the science of investing in early childhood
Max Crowley
- # 2 New directions in child abuse and neglect research
Mary Dozier, Kimber Bogard
- # 3 Is food insecurity across early childhood associated with kindergarten school readiness outcomes?
Anna Johnson, Anna Markowitz
- # 4 Research, practice, and policy—necessary, but strange, bedfellows

- Wendy Middlemiss, Helen Stevens, Kathleen Kendall-Tackett, James McKenna*
- # 5 Health care for under-served children
Silvia Nino, Ben Milton, Christine Selby, Maria-Paula Garcia
- # 6 Medicalising, moralizing or mentoring: Child health nurses response to mother's request for support of breastfeeding through a parenting helpline
Karen Thorpe, Ceridwen Kernke, Danielle Gallegos
- # 7 Are sleep policies and practices in childcare a cause for concern?
Karen Thorpe, Sally Staton, Simon Smith, Cassandra Pattinson
- # 9 A cultural understanding of Chinese immigrant mothers' feeding practices
Nan Zhou, Charissa Cheah, Shelby Jones
- # 10 What basic research can tell us about the choice between parent interventions and child interventions
Berna Akcinar, Nazli Baydar
- # 11 Home-based intervention and socioemotional gains: Results from two randomized control trials with children of immigrants
Jennifer Astuto, Cristina Medellin-Paz, Juliana Karras-Jean Gilles, Candace Mootoo, LaRue Allen
- # 12 Early child care experiences and out-of-school activity participation in middle childhood in relation to adolescent adjustment
Anamarie Auger, Deborah Vandell, Kim Pierce
- # 13 How African American parenting practices influence adolescents' psychosocial adjustment: A longitudinal mediational analysis of the role of adolescent social-emotional competence
Erin Bogan, Tamarie Macon
- # 14 Interactive technologies and prosocial development in children and adolescents: Research-based materials for practitioners
Edmond Bowers, Lacey Hilliard, Mary Buckingham, Danielle Stacey, Mary Haggerty, Richard Lerner
- # 15 Young children's crying in daycare: Daycare staff responses and relations to cortisol
Eleanor Brown, Alyssa DeGrace, Mallory Garnett, Kate Anderson
- # 16 For crying out loud: An intervention to support children across the transition to head start
Eleanor Brown, Gweneth Brown, Mallory Garnett, Blanca Velazquez-Martin, Kate Anderson
- # 17 Developing valid assessments of students' social and emotional competence for research and practice
Celene Domitrovich, Kimberly Kendziora, Rachel Gordon
- # 18 Trajectories of social-emotional and misconduct behaviors: an investigation of intervention effects and adolescent health
Robert Duncan, Isaac Washburn, David DuBois, Kendra Lewis, Niloofar Bavarian, Brian Flay
- # 19 School readiness as state policy: The Oregon kindergarten assessment
Robert Duncan, Megan McClelland, Steve Slater
- # 21 The three rs of SEL assessment: Rigor, relevance and reasonableness
Jennifer Fleming
- # 22 Exploring the school and family context that contribute to developing informed citizens: Findings from a randomized evaluation of the word generation Program
Alex Lin, Joshua Lawrence
- # 23 Addressing maternal stress to improve maternal-child interaction

*Elizabeth McFarlane, Darius Tandon,
Lori Burrell, Jodi Johnson, Andy Kahili,
Tod Robertson, Anne Duggan*

*Daniel Kaplin, Dawson Dufort, Heath
Downes, Aliza Lichtenstein, Jennifer
Tam, Joseph Dear*

24 Enhancing children's self-regulation via
mindful yoga: A pilot study for feasibility
and effectiveness
*Kimberly Raymond, Rachel Razza,
Dessa Bergen-Cico, Donna Evans Orr,
Denise Kelly*

35 Sustained attention: Antecedents and
consequences for school readiness
*Maureen McQuillan, Chen Yu, Linda
Smith, John Bates*

25 Implementation of the crossover youth
practice model in onondaga county, new
york
*Kimberly Raymond, Rachel Razza,
Matthew Mulvaney, Keith Alford, Nancy
Mudrick, Carrie Smith, Linda Lopez*

36 Get it together: Partnership-based
research for program improvement
*Christine McWayne, Jayanthi Mistry,
Daryl Greenfield, Kimberly Brenneman,
Betty Zan, Mei-hua Fu, Mary Dooley*

26 Respiratory sinus arrhythmia, effortful
control, and parenting as predictors of
children's sympathy across early
childhood
*Zoe Taylor, Nancy Eisenberg, Tracy
Spinrad*

37 Identifying aspects of pre-k classrooms
that benefit achievement through Grade
1: Implications for policy and practice
Kimberly Nesbitt, Dale Farran

27 Lessons learned by federal analysts
from state innovation in financing infant
and early childhood mental health
services
Pamala Trivedi, David DeVoursney

38 Using self-regulation research to inform
intervention strategies for Latino
preschoolers to enhance school
readiness
*Tatiana Peredo, Margaret Owen, Nazly
Dyer, Margaret Caughy*

31 Examining neurophysiological correlates
of executive function in elementary
schools
*Jennie Grammer, Matthew Kim, William
Gehring, Frederick Morrison*

39 How children's characteristics moderate
effects of early care and education: An
illustration with self-regulation
Development
*Megan Pratt, Shannon Lipscomb,
Megan McClelland*

32 Comparing the effectiveness of Head
Start and state pre-k using a propensity-
score matching regression discontinuity
design
*Jade Jenkins, George Farkas, Greg
Duncan, Margaret Burchinal, Deborah
Vandell*

40 The relevance of preschool experiences
for cognitive development at school
entry in rural China
*Xiaofei Qi, Jacqueline Barnes, Edward
Melhuish*

33 Using assessment data in early
learning: A collaboration to identify
necessary supports
*Celina Kamler, Emily Moiduddin,
Lizabeth Malone*

41 Family engagement and latino
preschoolers' language development
*Adina Schick, Gigliana Melzi, Christine
McWayne, Maria Cordero*

34 An assessment of experiential learning:
Pilot study data from a new york city
school

42 Kindergartners' reading skills in 1998
and 2010: Closing the gap?
*Susan Sonnenschein, Shuyan Sun, Joy
Thompson, Cassandra Simons*

43 Mandatory grade retention from high-
stakes test performance among low-
income, ethnically diverse children: Who

- fails the FCAT and who repeats 3rd grade?
Tanya Tavassolie, Adam Winsler
- # 44 Supporting parents in early literacy through libraries: What do we know and not know?
Duan Zhang, Mary Stansbury, Beth Crist
- # 45 Head Start effects for parents: Who stands to benefit the most?
Arya Ansari, Elizabeth Gershoff
- # 46 Conceptualizing transnational parent-child separation as allostatic stress calibration: Clinical pilot and policy implications
Yvonne Bohr, Cynthia Sing-Yu Shih
- # 47 Family, posttraumatic stress, and adjustment in urban African American youth exposed to violence: A moderated mediation approach
Kyle Deane, Dakari Quimby, Maureen Burns, Sotonye Hart, Maryse Richards
- # 48 Latina mothers' experiences of a supplemental parenting program within an early Head Start-university partnership
Nicole Denmark, Liz Aparicio, Lisa Berlin, Brenda Jones Harden
- # 49 Partnership processes in early Head Start home visiting: Performance feedback in supervision for intervention implementation
Rachel Eisenberg, Pam Cho, Patricia Manz, Julie Manzo, Tamique Ridgard, Jacqueline Faison, Amanda Gernardt, Jamie Whitenack
- # 51 Play to learn: An evaluation of a community-based program promoting parent involvement in children's early learning
Kelly Purtell, Angelica Ware, Sue Carpenter, Kaley Horton, Leah Meunier, Elizabeth Gershoff
- # 52 Parental monitoring and children's school and behavioral adjustment:
- Family structure comparisons in low-income families
Henry Gonzalez, Jose Michael Gonzalez, Melissa Barnett
- # 53 Cumulative risk, parenting, and the development of executive functions in early childhood
Steven Holochwost, Cathi Propper, Jean Louis Gariepy
- # 54 Making the case for music education: Benefits to executive functions and transfer to academic domains
Steven Holochwot, Kelly Fisher, Jacek Kolacz, Vanessa Volpe, Cathi Propper
- # 55 The associations between individual characteristics, contextual factors, and cyberbully among adolescents in Taiwan
Yi-Ping Hsieh
- # 56 Systemic approaches to collecting family process data with Latino immigrant families
Christie Lillard, Oriana Estrada, Jenessa Malin, Natasha Cabrera
- # 57 Parenting stress as a predictor of social dimensions for children and adolescents with developmental disabilities
Darcy Mitchell, Kellie Murphy
- # 58 An examination of early Head Start teacher and parent views of child development and guidance and the implication for policy implementation
Debbie Neckles, Yvonne Caldera, Stephanie Shine, Colleen Williams
- # 59 Advancing the field on prevention of violence against children in low-resource settings through policy, practitioner and academic partnership
Amanda Sim, Eve Puffer
- # 60 does court involvement in children's mental health treatment motivate maltreating parents to change? An evaluation of effects of court involvement on Parent-child interaction therapy outcomes

- Susan Timmer, Anthony Urquiza, Deanna Boys, Lindsay Forte*
- # 61 Building strong evidence-based treatment programs in community mental health settings: An evaluation of Los Angeles County parent-child interaction therapy (PCIT) programs
Susan Timmer, Jean McGrath, Nancy Zebell, Anthony Urquiza
- # 62 Mediation analysis: The role of caregiver-child interaction, caregiver transitions, and group size in growth and attachment
Hilary Warner, Robert McCall, Christina Groark
- # 63 Parenting practices and development in low-income adolescents and emerging adults
Lisa Wolff, Thomas Campbell, Kayla Max, Patrick Henry, Christine Li-Grining
- # 64 Early intervention research and policy initiatives in Turkey and Guatemala
Serra Acar, Ruby Batz
- # 65 Help me, help you - services available to family child care providers in efforts to improve care for children and support for working families
Ivanna Ayala, Lidia Corral, Jennifer Romack, Holli Tonyan
- # 66 "What have you learned about us?" Using a national data set to facilitate a community-researcher partnership
Michelle DeKlyen, Tom Blatner
- # 67 Integrating protective factors and targeted universalism to engage diverse families in a community wide child-maltreatment prevention program
Gwenden Dueker, Jing Chen, Candace Cowling, Bryana Hopkins
- # 68 Using data to target increase in participation in national school breakfast program
Brenda Koester, Dawn Melchiorre, Barbara Fiese
- # 69 An innovative agency-university partnership to improve paternity establishment in Iowa
Janet Melby, Cynthia Fletcher, Carla Prins, Cheng Peng, Dong Zhang, Joshua Obrecht
- # 70 Interactions between parenting quality and childcare quality on the school readiness of low-income children
Amy Taub, Carolyn Liesen, Janean Dilworth-Bart
- # 71 Addressing child support in fatherhood programs: Perceptions of fathers and service providers
Jennifer Threlfall, Patricia Kohl
- # 72 Never doubt the power: Stakeholder impacts from a collaborative evaluation of a primary prevention community-based early childhood + parenting program
Susan Walker
-
- 2-014. Poster Reception (*Hors d'oeuvres Provided & Cash Bar*)**
- Ballroom Foyer

Saturday, 8:00 am - 8:45 am

3-001. Coffee & Light Breakfast

Ballroom Foyer

Saturday, 8:00 am - 8:50 am

(Event 3-002) Breakfast Meeting

Madison

3-002. An introduction to the goals and activities of the university-based child and family policy consortium

Open to all attendees Light breakfast available

Saturday, 9:00 am - 10:30 am

(Event 3-003) Invited Roundtable

Ballroom - Salon B & C

Saturday, 9:00 am - 10:30 am

3-003. Methods of policy relevant research -- rigor and feasibility

Moderator: Aletha C. Huston

Panelist: Matthew Stagner, Pamela A. Morris, Lynn Karoly, Julie Kerksick

Abstract: While many in the research, practice, and policy worlds are grateful for the recent insistence that interventions have an evidence base before they be implemented on a large scale, the standards for how best to collect and demonstrate that evidence are continuing to evolve. Innovative ways of statistically strengthening the potential for causal inference in the absence of randomized experiments have increasingly made their way into developmental science research. The speakers on this panel each have experience with policy-relevant evaluation research and will discuss factors they have considered in an effort to balance rigor with feasibility in conducting such research or relying on it in policy decisions.

(Event 3-004) Paper Symposium

Jefferson

Saturday, 9:00 am - 10:30 am

3-004. Designing meaningful collaborations among all partners in early childhood programs

Chair: Karen M. Finello

Discussant: Kathryn Harding

- Creating successful multi-directional partnerships in early childhood research: Issues in design, measurement, & reporting
Karen Finello
- Establishing data-driven continuous quality improvement processes to improve early childhood practices and outcomes
Patsy Hampton
- Using program evaluation to enhance fidelity: Lessons learned from the scaling up evidence-based home visiting
Deborah Perry

(Event 3-005) Paper Symposium

Salon A

Saturday, 9:00 am - 10:30 am

3-005. Translating research to practice: Strengthening connections between incarcerated teen fathers and their children

Chair: Rachel Barr

Discussant: Rachel Barr

- Sesame beginnings: Using media to encourage parent child interaction
Jennifer Kotler
- Training the facilitators to deliver the Baby Elmo intervention
Benjamin Richeda, Carole Shauffer, Jennifer Rodriguez
- Implementing the Baby Elmo program in cuyahoga hills: How it works
Katie Needham

(Event 3-006) Paper Symposium

Washington

Saturday, 9:00 am - 10:30 am

3-006. Understanding and intervening with fathers who have been abusive in their families

Chair: Katreena Scott

Discussant: Tim Kelly

- "Child-Centeredness" as an important concept in understanding and intervening with fathers who have been abusive in their families
Holly McGinn, Amanda Dyson, Randal David, Catherine Thompson-Walsh, Tim Kelly
- Importance of men's antisocial behavior for understanding and intervening with fathers who have been abusive in their families
Victoria Lishak, Alexandr Milovanov, Lisa Tomlinson
- Individual and systems perspectives on change associated with intervention for abusive fathers
Katreena Scott, Jake Keithley, Victoria Lishak, Deborah Goodman

Saturday, 10:45 am - 12:00 pm

(Event 3-007) Invited Keynote Address

Ballroom - Salon B & C

Saturday, 10:45 am - 12:00 pm

3-007. Integrating neurobiological and environmental conceptions of risk to inform policy

Chair: Aletha C. Huston

Keynote Speaker: Deborah Phillips

Abstract: This presentation will make the case for strengthening connections between neurobiological and environmental perspectives on risk and protection to inform next stage developmental interventions. It will address the need to deploy more dynamic models of both risk and protection, to draw together work on the biological embedding of stress and the negative impacts of income inequality, and to integrate the early intervention literature focused on children with special needs and that focused on children in poverty. Challenges posed by this

perspective to issues of eligibility, developmental equity in public investments, and intervention design and evaluation will be discussed. Specific attention will be paid to the need for both research and policy to view early and primary education settings as bases of security as well as engines of opportunity.



Biography:

Deborah Phillips is Professor of Psychology and Associated Faculty in the Public Policy Institute at Georgetown University. She was the first Executive

Director of the Board on Children, Youth, and Families of the National Research Council and the Institute of Medicine and served as Study Director for the Board's report: From Neurons to Neighborhoods. The Science of Early Child Development. She also served as President of the Foundation for Child Development, Director of Child Care Information Services at the National Association for the Education of Young Children, and Congressional Science Fellow (Society for Research in Child Development) on the staff of Congressman George Miller. Her research focuses on the developmental effects of early childhood programs for both typically developing children and those with special needs, including research on child care, Head Start, and pre-Kindergarten programs. Deborah has served on numerous task forces and advisory groups that address child and family policy issues, including the Task Force on Meeting the Needs of Young Children of the Carnegie Corporation of New York, the National Scientific Council on the Developing Child, the Head Start FACES Redesign Expert Panel, and the Secretary's (US DHHS) Committee on the Maternal, Infant, and Early Childhood Home Visiting Evaluation. Dr. Phillips is a Fellow of the American Psychological Association, the Eastern Psychological Association, and the American Psychological Society. In 2011, she received the Distinguished Contributions to Education in Child Development Award from the Society for Research in Child Development.

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