

IES Funded Research Presentations
2013 SRCD Biennial Meeting
April 17 - 20, 2013

Thursday, April 18, 2013

| Time | Session Info |
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| 8:30 AM-10:00 AM, Cedar AB (Sheraton Seattle Hotel, 2nd Floor), Attachment in the Brain | Neural and Developmental Markers of Attachment Security <u>L. Beckes</u> ; J.A. Coan; J.P. Allen; M. Riem |
| 8:30 AM-10:00 AM, Room 4C-1 (Washington Convention Center), Domain-general and Domain-specific Associations of the Classroom Assessment Scoring System to Children's Development From Preschool to Fifth Grade | <p>Domain-general and Domain-specific Associations of the Classroom Assessment Scoring System to Children's Development From Preschool to Fifth Grade <u>B.E. Hatfield</u>; E. Seidman</p> <p>Evidence for General and Domain Specific Elements of Teacher-Child Interactions: Associations with Preschool Children's Development <u>B. Hamre</u>; B.E. Hatfield</p> <p>A Bifactor model of the CLASS: Associations with Children's Sense of Relatedness and Teachers' Approaches to Managing Behavior and Learning <u>R. Madill</u>; S. Gest; P.C. Rodkin</p> |
| 8:30 AM-10:00 AM, Room 608 (Washington Convention Center), SES, Child Health and Well-Being Across Contexts and Developmental Stages | Exposure to Maternal Depression during Early Childhood and Risk for Childhood Obesity <u>C.B. Henry</u> ; S. Sitnick; D. Shaw; T.J. Dishion; M.N. Wilson |
| 8:30 AM-10:00 AM, Room 614 (Washington Convention Center), Achievement Beliefs and the Origin of Gender Gaps: New Ideas, New Evidence | Teachers' Perceptions of Students' Mathematics Proficiency May Exacerbate Early Gender Gaps in Achievement <u>J.P. Robinson</u> ; S.T. Lubienski; C.M. Ganley; Y. Copur-Genturk |
| | 92. Comparisons of the Relative Contributions of Early Fine Motor and Attention Skills on Changes in Academic Achievement <u>H. Kim</u> ; T.W. Curby |

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| | 96. Gender Differences in and Reciprocal Relations between Mathematical Confidence, Interest, and Achievement across Development <u>C.M. Ganley</u> ; S.T. Lubienski; C.C. Crane |
| | 97. Developmental Predictors of Conceptual and Procedural Knowledge of Fractions <u>N. Hansen</u> ; N.C. Jordan; R.S. Siegler; L. Fuchs; R. Gersten |
| | 109. Visuospatial Processing: A New Predictor of Classroom Behavior <u>A. Byers</u> ; C. Cameron; L. Brock; E. Cottone; D. Grissmer |
| | 146. Using Developmental Science to Design a Computerized Preschool Language Assessment <u>N. Mahajan</u> ; M.R. Freeman; A. Aravind; M. Johanson; J.C. Damonte; H. Miller; S. Ranganathan; L.B. Smith; M.S. Wilson; J. de Villiers; A. Iglesias; R. Golinkoff; K.A. Hirsh-Pasek |
| | 194. We Both Gonna Have the Bestest Tractors in the World: Dynamics of Young Children's Positive Resolutions of Dyadic Conflict <u>A. Spivak</u> |
| 10:20 AM-11:20 AM, Exhibit Hall 4EF (Washington Convention Center), Poster Session 2 | |
| | 46. Concurrent and Longitudinal Associations between Aspects of Self-Regulation and Preschool Counting and Calculation Math Abilities <u>A. Miao</u> ; G. Diaz; M. McClelland |
| 10:20 AM-11:50 AM, Ravenna ABC (Sheraton Seattle Hotel, 3rd Floor), The Good, the Bad and the Ugly: Expected and Unexpected Long-Term Sequelae of Adolescent Peer Relationships for Adult Functioning | |
| | The Good, the Bad and the Ugly: Expected and Unexpected Long-Term Sequelae of Adolescent Peer Relationships for Adult Functioning <u>J.P. Allen</u> ; W.A. Collins |
| | The Adolescent Relational Dialectic and the Peer Roots of Adult Social Functioning <u>J.P. Allen</u> ; J.M. Chango; D.E. Szewo |
| 10:20 AM-11:50 AM, Room 609 (Washington Convention Center), Data-Driven Policy Decisions: Research for Informed Change in North Carolina's Quality Rating and Improvement System | |
| | Community Characteristics Related to Program Participation in Environmental Assessments in North Carolina's QRIS <u>B.E. Hatfield</u> ; J.K. Lower; D. Cassidy; R. Faldowski |
| 10:20 AM-11:20 AM, Exhibit Hall 4EF (Washington Convention Center), Poster Session 2 | |
| | 100. The Contribution of Preschool Children's Engagement With Pre-Academic Classroom Activities, Teacher Engagement, and Teaching Practices to School Readiness <u>C. Tsao</u> ; C. Howes; J. Marcella; M. Baldanza |

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| | 213. The Effects of a School-Based Social-Emotional Intervention for Low-Income Preschoolers: The Complex Role of Emotion Understanding <u>K. Silva</u> ; T. Spinrad; N. Eisenberg; M.J. Sulik; J. Betkowski; C.J. Lonigan; B. Phillips; S.H. Landry; H.B. Taylor; P. Swank |
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11:40 AM-12:40 PM, Exhibit Hall 4EF (Washington Convention Center), Poster Session 3

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| | 93. The Impact of School Climate on Social Emotional Adjustment in Kindergarten: A Multi-level Analysis <u>P. Lee</u> ; K. Bierman |
| | 99. Development and Validity of an Observational System of Student Engagement with Learning in Low- Income Elementary School Children <u>P. Garrett-Peters</u> ; I. Mokrova; L. Vernon-Feagans |
| | 101. Effects of Structural and Perceptual Similarity in Children’s Learning of Experimental Design <u>B. Matlen</u> ; D. Klahr |

12:30 PM-2:00 PM, Aspen (Sheraton Seattle Hotel, 2nd Floor), Self-Regulation and Executive Functioning in Preschool

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| | Classroom Processes and Self-Regulation Skills Development: Effects of Classroom Emotional Climate and Classroom Self-Regulation <u>M.W. Fuhs</u> ; K. Turner; D. Farran |
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12:30 PM-2:00 PM, Room 201 (Washington Convention Center), Self-Regulation and Academic Achievement Within the Classroom Context

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| | The Effect of Classmates’ Self Regulation on Growth in Individual Self Regulation and Literacy <u>J.J. Montroy</u> ; R.P. Bowles; L. Skibbe |
| | Examining the Relations between Self-Regulation and Academic Achievement in Third Grade Students <u>S. Day</u> ; C.M. Connor |
| | Comparing Teacher and Observer Ratings of Self-regulation for Predicting Achievement <u>M. McClelland</u> ; S. Schmitt; M.E. Pratt |

12:30 PM-2:00 PM, Room 303 (Washington Convention Center), What do Children Say About School? Using Child-Report Data to Understand Students’ Experience of Their Classrooms

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| | What do Children Say About School? Using Child-Report Data to Understand Students’ Experience of Their Classrooms <u>A.E. Baroody</u> ; H.M. Koomen |
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| | The Contribution of Classroom Social Interactions and Child Attributes to Fifth Graders’ Experience of Engagement in Mathematics Classrooms <u>S. Rimm-Kaufman</u> ; A.E. Baroody; R.A. Larsen; T.W. Curby; T. Abry |
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| | Understanding Students’ Perceptions of Classroom Interactions in Relation to Other Informants and Student Outcomes <u>M. Stuhlman</u> ; J. Downer |
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| 12:30 PM-2:00 PM, Room 307 (Washington Convention Center), Improving Young Children's Mathematical Development: Teacher Professional Development as Key | |
| | Evaluating Early Childhood Math Professional Development <u>J.E. Whittaker</u> ; B. Hamre |
| 12:30 PM-2:00 PM, Room 310 (Washington Convention Center), Development and Intervention of Language Skills for Preschoolers at Risk for Later Reading Difficulties | |
| | Development and Intervention of Language Skills for Preschoolers at Risk for Later Reading Difficulties <u>S.Q. Cabell</u> |
| | Growth Trajectories of Language Skills Among Young Children With Language Impairment: Relationships With Early Literacy Skills <u>J.M. Pentimonti</u> ; L.M. Justice |
| | Preschool Classroom Conversations: The Relation Between the Frequency and Concentration of Teacher Language-Facilitating Strategies and Children's Vocabulary Development <u>S.Q. Cabell</u> ; A.S. McGinty; J. DeCoster; L. Forston; L.M. Justice |
| | Vocabulary Gains for At-Risk Preschoolers: Relations to Teachers' Characteristics and Fidelity of Implementation of a New Media-Enhanced Instructional Program <u>B. Phillips</u> ; Y. Zhao; P.W. Burris |
| 12:30 PM-2:00 PM, Room 612 (Washington Convention Center), Empathy from Childhood to Early Adulthood: Integrating Developmental and Psychophysiological Research | |
| | Adolescent Social Resources Predict a Neural Measure of Self-Other Overlap in Adulthood <u>L. Beckes</u> ; J.A. Coan; J.P. Allen |
| 11:40 AM-12:40 PM, Exhibit Hall 4EF (Washington Convention Center), Poster Session 3 | |
| | 112. Associations Among Inattention and Hyperactive Symptoms, Executive Function, and Achievement in Kindergarteners With/Without ADHD <u>M. Motamedi</u> ; K. Bierman; C. Huang-Pollock |
| 1:20 PM-2:20 PM, Exhibit Hall 4EF (Washington Convention Center), Poster Session 4 | |
| | 44. Inference Generation and Narrative Comprehension in Children With ADHD <u>J. Van NESTE</u> ; A. Hayden; E. Lorch; R. Milich |
| | 111. Sustainability of Fidelity to a Prekindergarten Mathematics Curriculum and Professional Development Scale-Up Intervention <u>C. Wolfe</u> ; D.H. Clements; J. Sarama; M. Spitler |
| 2:20 PM-3:50 PM, Room 201 (Washington Convention Center), The Puzzle of Comprehension: Academic Language, Theory of Mind, Monitoring and Repair | |
| | The Puzzle of Comprehension: Academic Language, Theory of Mind, Monitoring and Repair <u>F.J. Morrison</u> ; C.M. Connor |

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| | Preschoolers' Listening and Comprehension Monitoring: Language Foundations of Literacy <u>Y. Kim</u> ; B. Phillips |
| | What happens when text doesn't make sense? Fifth-graders' repair strategies depend on their oral language skills <u>C.M. Connor</u> ; R. Radach; F.J. Morrison General Academic Language Proficiency: A Key Predictor of Adolescents' Reading Comprehension <u>P. Uccelli</u> |
| 2:20 PM-3:50 PM, Room 2A (Washington Convention Center), Mapping Points of Contact in the Development of Language and Mathematics in Young Children | |
| | A PreK Mathematics Curriculum: Impacts on Early Literacy <u>J. Sarama</u> ; D.H. Clements |
| 2:20 PM-3:50 PM, Room 3B (Washington Convention Center), Definitions, Frameworks and Methods for Assessing "Effective Implementation" of Early Childhood Programs and Systems | |
| | Definitions, Frameworks and Methods for Assessing "Effective Implementation" of Early Childhood Programs and Systems <u>T.G. Halle</u> ; E. Howard; N. Yazejian; S.B. Wanless; D. Paulsell |
| 2:20 PM-3:50 PM, Room 608 (Washington Convention Center), The Mechanisms and Impact of Adult Support for Language Learning in Early Childhood | |
| | The Mechanisms and Impact of Adult Support for Language Learning in Early Childhood <u>D.K. Dickinson</u> ; A. McCabe |
| | Spontaneous Talk in Guided Play Promotes Preschoolers' Word Learning <u>K.M. Newman</u> ; K. Turner; D.K. Dickinson |
| | Book Reading and Supported Play Fosters Story Recall by Improving Vocabulary <u>B.L. Rivera</u> ; K. Turner; D.K. Dickinson |
| | A Detailed Approach to Assessing Preschool Children's Depth of Word Knowledge <u>E. Hadley</u> ; K. Turner; D.K. Dickinson |
| 2:20 PM-3:50 PM, Room 610 (Washington Convention Center), Overcoming Challenges and Obstacles in Child Development Research | |
| | Challenges of Conducting Educational Research in Low-Wealth, Rural Communities <u>C. Darrow</u> ; A.C. De Marco; J. Garwood; A. Tichnor-Wagner; L. Vernon-Feagans |
| 2:20 PM-3:50 PM, Room 613 (Washington Convention Center), Effects of Stress on Cognitive and Behavioral Outcomes of At-Risk Children | |
| | The Direct and Protective Relationship Between Parenting and Child Executive Function Skills in a Sample of Homeless Families <u>A. Monn</u> ; A.S. Masten |

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| 2:40 PM-3:40 PM, Exhibit Hall 4EF (Washington Convention Center), Poster Session 5 | |
| | 11. The Development of Perceptually Implemented Processes in Arithmetic <u>D. Landy</u> ; R.L. Goldstone; E. Ottmar; H. van der Maas |
| 4:00 PM-5:00 PM, Exhibit Hall 4EF (Washington Convention Center), Poster Session 6 | |
| | 31. What Do You Know? Theory of Mind and Executive Function in Young Homeless Children <u>J.K. Sapienza</u> ; E. Casey; L.M. Supkoff; A.J. Wenzel; J.E. Anderson; A. Narayan; A.S. Masten |
| | 101. Executive Function Tasks as Diagnostic Tools for School Readiness <u>R. Duncan</u> ; A. Miao; M. McClelland; A. Acock |
| | 103. Longitudinal Associations between Effortful Control and Children's Relationships with Teachers across Elementary School <u>T. Mintz</u> ; B.E. Hatfield; B. Hamre |
| 4:10 PM-5:40 PM, Room 2A (Washington Convention Center), Educating Spatial Skills at Varied Ages with Varied Approaches: Are STEM Outcomes Affected? | |
| | Effects of a Play-Based After-School Curriculum for High Risk K-1 Children <u>D. Grissmer</u> ; A.J. Mashburn; E. Cottone; W. Chen; L. Brock; W.M. Murrell; J. Blodgett; C. Cameron |
| 4:10 PM-5:40 PM, Room 310 (Washington Convention Center), New Insights into Early Care and Education Quality and Child Development: Profiles of Care and Domain-Specific Aspects of Quality | |
| | Domain-Specific Quality Measures for Early Childhood Programs: New Evidence from the Study of Early Child Care and Youth Development <u>N. Colwell</u> ; R. Gordon; K. Fujimoto; R. Kaestner; S. Korenman |
| 4:10 PM-5:40 PM, Room 4C-1 (Washington Convention Center), Mathematics and Science Interventions to Improve the School Readiness Skills of Young Children | |
| | Mathematics and Science Interventions to Improve the School Readiness Skills of Young Children <u>C. Ebanks</u> |
| | Implementation and Evaluation of the Early Childhood Hands-On Science Curriculum: Preliminary Findings <u>C.L. Juarez</u> ; E.R. Bell; J. Brown; D. Greenfield |
| | Math and Science Teaching Quality in Pre-K: Effects of MyTeachingPartner-Math/Science Curricula and Professional Development <u>J.E. Whittaker</u> ; M. Kinzie; A.P. Williford; J. DeCoster |
| | Effects of Preschool Mathematics Interventions on Achievement in Mathematics, Literacy, and Language and on Social-Emotional Development <u>D. Clements</u> ; J. Sarama |
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| | Closing the SES-Related Gap in Early Mathematical Knowledge <u>P. Starkey</u> ; A. Klein; L. DeFlorio; P. Swank |
| 4:10 PM-5:40 PM, Room 620 (Washington Convention Center), Against all Odds: Examining Promotive and Protective Factors in the Lives of Homeless Children and Adolescents | |
| | Adversity, Trauma, and Protective Factors for Young Children Experiencing Homelessness <u>J.E. Herbers</u> ; J.J. Cutuli; A.S. Masten |
| 4:10 PM-5:40 PM, Willow A (Sheraton Seattle Hotel, 2nd Floor), New Evidence on Kindergarten Learning and Academics | |
| | New Evidence on Kindergarten Learning and Academics <u>M. Engel</u> ; S. Rimm-Kaufman |
| | Transition to Kindergarten Experiences and Children's Growth Over the School Year: The Role of the Teacher-Child Relationship <u>J. Locasale-Crouch</u> ; J. DeCoster; R. Pianta |
| | Is Kindergarten the New First Grade? The Effects of No Child Left Behind on Kindergarten Classrooms <u>D. Bassok</u> ; A. Rorem |
| 4:00 PM-5:00 PM, Exhibit Hall 4EF (Washington Convention Center), Poster Session 6 | |
| | 148. Toddlers' Use of Symbolic Gestures in Service of Self-Regulation <u>A. Karsten</u> ; T. Foster; C.D. Vallotton |
| | 149. Preverbal Use of Infant Signs: Can We Influence the Timing of Communicative Gestures? <u>A. Karsten</u> ; K.B. Decker; C.D. Vallotton |
| | 188. Early adolescent social predictors of neural responses to social exclusion in young adulthood <u>J.M. Chango</u> ; L. Beckes; J.P. Allen; J. Coan |

Friday, April 19, 2013

| Time | Session Info |
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| 8:30 AM-10:00 AM, Aspen (Sheraton Seattle Hotel, 2nd Floor), Executive Function and Academic Achievement | |
| | Teacher Ratings of Executive Function Skills Versus Direct Assessments Predicting Academic Achievement in Young Children <u>M.W. Fuhs</u> ; K. Turner; D. Farran |
| | Adaptive Classroom Behaviors Mediate Effects of Executive Function Skills on Academic Achievement in Prekindergarten <u>K. Turner</u> ; M.W. Fuhs; D. Farran; J. Norvell; K.M. Newman |

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| 8:30 AM-10:00 AM, Room 307 (Washington Convention Center), How Institutions Condition the Benefits of Child Care and Preschool | |
| | The Effects of Universal Pre-Kindergarten on the Size and Scope of the Child Care Sector: The Case of Florida's Voluntary Prekindergarten Program <u>D. Bassok</u> ; L.C. Miller; E. Galdo |
| 8:30 AM-10:00 AM, Room 3A (Washington Convention Center), Understanding How Children's Engagement in Different Preschool Classroom Contexts Contributes to Social and Academic Development | |
| | Understanding How Children's Engagement in Different Preschool Classroom Contexts Contributes to Social and Academic Development <u>J. Downer</u> |
| | Contribution of Engagement with Teachers, Peers, and Tasks to Variation in School Readiness and the Role of Instructional Context <u>N. Bohlmann</u> ; J. Downer; T.J. Sabol |
| | Examining Associations Between Prekindergarten Children's Engagement in Academic Content, Teacher Practices, and Academic Skills <u>J. Marcella</u> ; C. Howes |
| 8:30 AM-10:00 AM, Room 612 (Washington Convention Center), Adolescent Attachment: Alternative Approaches and Associations with Social and Psychological Adaptation | |
| | Attachment Security and Maternal Support as Predictors of Relational Aggression <u>M. Schad</u> ; A.T. Poblete; E.T. Hessel; S. Magaro; L. Everhart; J.P. Allen |
| 8:30 AM-10:00 AM, Room 613 (Washington Convention Center), Developing Mathematical Thinking | |
| | The Transition From Informal to Formal Mathematical Knowledge: Mediation by Numeral Knowledge <u>D.J. Purpura</u> ; A.J. Baroody; C.J. Lonigan |
| | Impact of Interventions on Preschooler's Successor Principle Understanding and Linear Representation of Number <u>E.E. Reid</u> ; A.J. Baroody; D.J. Purpura |
| 9:00 AM-10:00 AM, Exhibit Hall 4EF (Washington Convention Center), Poster Session 7 | |
| | 41. Executive Function and Academic Achievement in Preschool: Fixed Effects and Random Effects Models <u>R. Duncan</u> ; M. McClelland; A. Miao; A. Branscum; A. Acock |
| | 59. Knowing what to do: The role of social knowledge in social deficits among youth with autism spectrum disorders <u>M.D. Lerner</u> ; A.Y. Mikami |
| | 84. Academic Gains From Instruction on Patterning <u>R. Pasnak</u> ; J.K. Kidd; M.K. Gadzichowski; D.A. Gallington; C. Lopez; K. Schmerold |

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| | 86. Mathematics Achievement in Kindergarten: The Joint Effects of Mothers' and Teachers' Language <u>K.N. Hudson</u> ; <u>J.L. Coffman</u> ; P.A. Ornstein |
| | 97. Fathers' Home Learning Environment Practices and Their Relations to Maternal Practices and Child Outcomes <u>T. Foster</u> ; <u>L.C. Froyen</u> ; K.B. Decker; L. Skibbe; R.P. Bowles 202. Teacher Socialization of Emotions the Preschool Classroom <u>S.A. Denham</u> ; <u>H.H. Bassett</u> ; C.S. Bailey; K.M. Zinsser; N. Watanabe; N. Fetting |
| | 204. The Influence of Child Age on Early Childhood Teachers' Modeling of Emotions <u>K. Sullivan</u> ; <u>A. de Silva</u> ; S.N. Plourde; S.A. Denham; T.W. Curby |
| 10:20 AM-11:20 AM, Exhibit Hall 4EF (Washington Convention Center), Poster Session 8 | |
| | 43. The Role of Predictive Inferences in Narrative Comprehension for Children with ADHD <u>A. Hayden</u> ; <u>J. Van Neste</u> ; C. Cosoreau; R. Milich; E. Lorch |
| | 99. Preschool Teacher-Child Interaction in Small Group that Fosters Language Development <u>J. Mock</u> ; <u>D.K. Dickinson</u> |
| 10:20 AM-11:50 AM, Room 603 (Washington Convention Center), Relationships, Engagement, & Motivation in Early Adolescence: The Role of Parents, Teachers, & Peers | |
| | Relationships, Engagement, & Motivation in Early Adolescence: The Role of Parents, Teachers, & Peers <u>M.H. Castle</u> ; <u>S. Rimm-Kaufman</u> |
| 10:20 AM-11:50 AM, Room 608 (Washington Convention Center), Effective Teacher-Child Interactions: The Role of Teacher Psychological Processes, Demographics, and Context | |
| | Effective Teacher-Child Interactions: The Role of Teacher Psychological Processes, Demographics, and Context <u>B. Hamre</u> ; H.M. Koomen <hr/> Preservice Teachers' Emotional Intelligence: Relations With Self-Efficacy, Anxiety, Stress and Teacher-Student Interactions <u>M. Jiménez</u> ; <u>F. Jamil</u> ; B. Hamre; J. Locasale-Crouch <hr/> Teacher Beliefs and Consistency in Emotional Support: Differences Among Novice, Middle-Career, and Late-Career Teachers <u>C.S. Bailey</u> ; <u>A. Carlson</u> ; L. Brock; T.W. Curby; J. Locasale-Crouch <hr/> Examining Teacher Reflection and its Association with Effective Teacher-Child Interactions <u>F. Jamil</u> ; <u>S.Q. Cabell</u> ; B. Hamre <hr/> Teacher Reflection: Associations With Teacher-Child Interactions and Child Engagement <u>M. Baldanza</u> ; <u>M. Jiménez</u> ; J. Locasale-Crouch; S.Q. Cabell |

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| 10:20 AM-11:50 AM, Room 617 (Washington Convention Center), Implicit Cognitions and Adjustment in Children's Peer Relations | |
| | Working Hard or Hardly Working: Implicit Self-Attitudes and Discrepancy between Teen and Friend in Friendship Maintenance Efforts <u>L. Molloy</u> ; M. Schad; S. Magaro; J.P. Allen |
| 11:40 AM-12:40 PM, Exhibit Hall 4EF (Washington Convention Center), Poster Session 9 | |
| | 18. Cumulative Risk Exposure and Diurnal Cortisol Rhythms: Moderation by 5-HTTLPR Genotype <u>C.J. Willner</u> ; P. Morris; D.C. McCoy; E.K. Adam |
| | 35. Children's "Arithmetic-Specific" Interpretation of the Equal Sign Constitutes Risk for Poor Learning of Early Algebra <u>C.E. Byrd</u> ; N. McNeil; D.L. Chesney; P. Matthews |
| | 95. Does Fraction Magnitude Knowledge relate to Arithmetic with Fractions, Decimals, and Percents? <u>C. Barbieri</u> ; J.L. Booth |
| | 102. Relations Between Preschool Teachers' Literacy Instruction and Children's Early Literacy Skills <u>C. Zhang</u> ; K. Diamond; D. Powell |
| 12:30 PM-2:00 PM, Room 610 (Washington Convention Center), Fostering Language Development in Head Start Preschool Classrooms | |
| | Fostering Language Development in Head Start Preschool Classrooms <u>D.K. Dickinson</u> ; E. Hoff |
| | Changes in Head Start Teachers' Extra-Textual Utterances during Book Reading and Children's Language and Literacy Outcomes <u>H. Gerde</u> ; D. Powell |
| | Teachers' Commenting Practices during Shared Book Reading Sessions <u>E. Barnes</u> ; D.K. Dickinson |
| | Word Learning Opportunities and Vocabulary Development in Preschool Classrooms <u>J. Grifenhagen</u> ; D.K. Dickinson |
| 12:30 PM-2:00 PM, Room 612 (Washington Convention Center), Using Nonindependent Peer Data Analyses to Understand Friendship Influence in Adolescence | |
| | Using Nonindependent Peer Data Analyses to Understand Friendship Influence in Adolescence <u>C.A. Hafen</u> ; B. Laursen |
| | Influence of the Physically Attractive: Utilizing the Longitudinal Actor-Partner Interdependence Model <u>M. Schad</u> ; C.A. Hafen; J.P. Allen; E.L. Loeb; J.S. Tan |
| | Why Do I Like You: Using Multilevel Modeling to Understand Reciprocal and Unilateral Friendship Nominations <u>C.A. Hafen</u> ; D. DeLay; M. Kerr; H. Stattin |

11:40 AM-12:40 PM, Exhibit Hall 4EF (Washington Convention Center), Poster Session 9

127. The Development of Child Emotion Regulation and Attention Control: Associations with Parenting Stress, Parent Warm-Sensitivity, and Parent Negative Control E. Mathis; K. Bierman

1:20 PM-2:20 PM, Exhibit Hall 4EF (Washington Convention Center), Poster Session 10

213. How Inattention, Executive Function Skills, and Aggression Affect the Social Information Processing of Children with ADHD M. Motamedi; K. Bierman; C. Huang-Pollock

2:20 PM-3:50 PM, Room 310 (Washington Convention Center), Effects of Varied Types of Adult-Supported Play on Preschool Children's Receptive Vocabulary Learning

The Read-Play-Learn Intervention and Research Design
D.K. Dickinson; K.A. Hirsh-Pasek; R. Golinkoff; A. Nicolopoulou; M. Collins

The Impact of Methods of Adult Support During Play on Children's Receptive Vocabulary Learning K. Turner

Not all play is created equal: When playful learning sparks vocabulary acquisition in low income children
H. Ilgaz; D.S. Weisberg; K.A. Hirsh-Pasek; R. Golinkoff; A. Nicolopoulou

2:20 PM-3:50 PM, Room 4C-4 (Washington Convention Center), Closeness and Conflict in the Student-Teacher Relationship Across Primary Grades: Complex Processes and Outcomes

The Role of Fidelity in Fifth-Grade Student-Teacher Relationship Quality Within the Context of a Responsive Classroom Intervention
A.E. Barody; S. Rimm-Kaufman; T.W. Curby; R.A. Larsen

2:20 PM-3:50 PM, Room 602 (Washington Convention Center), Focusing on the "R" in QRIS: Modeling State Rating Systems and Links to School Readiness

Replicating Statewide Quality Rating and Improvement Systems: Is there Evidence that Ratings Link to School-Readiness? T.J. Sabol; S.S. Hong; R. Pianta; M. Burchinal

Quality Rating and Improvement Systems: Validation of a Local Implementation and Children's School-Readiness S.S. Hong; C. Howes; J. Marcella; E. Zucker; Y. Huang

2:20 PM-3:50 PM, Room 604 (Washington Convention Center), Different Approaches for Supporting Children's Evidence-Based Reasoning

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| | Multivariable Thinking: Developing Causal Reasoning Through an Embedded Middle School Inquiry Skills Curriculum <u>S. Ramsey</u> ; D. Kuhn |
| 2:20 PM-3:50 PM, Room 618 (Washington Convention Center), Language Development Among Low-Income Language Minority Preschoolers | |
| | Language Development Among Low-Income Language Minority Preschoolers <u>N. Palacios</u> |
| | Cross-Linguistic Transfer in the Development of Preschoolers' Receptive and Expressive Vocabulary <u>M.F. Maier</u> ; N. Bohlmann; N. Palacios |
| | Bi-directionality in Self-regulation and Expressive Vocabulary: Comparisons Between Monolingual and DLLs in Preschool <u>N. Bohlmann</u> ; M.F. Maier; N. Palacios |
| 2:20 PM-3:50 PM, Willow A (Sheraton Seattle Hotel, 2nd Floor), Targeting executive function and self-regulation: New findings from pre-K and elementary school interventions | |
| | Effects of a Curricular Attempt to Improve Self-Regulation and Achievement in Prekindergarten Children <u>D. Farran</u> ; S.J. Wilson; M. Lipsey |
| 2:20 PM-3:50 PM, Willow B (Sheraton Seattle Hotel, 2nd Floor), Unpacking teacher-child relationships: Multilevel risks and mechanisms of teacher-child relationships and children's development | |
| | Teacher-child conflict and the development of self-regulation in preschool children: The moderating role of gender <u>T. Mintz</u> ; B. Hamre; B.E. Hatfield |
| 2:40 PM-3:40 PM, Exhibit Hall 4EF (Washington Convention Center), Poster Session 11 | |
| | 10. Temporal Changes in Attention Allocation in Kindergarten Students During Instruction <u>K. Godwin</u> ; A.V. Fisher |
| | 40. The Role of Maternal Sensitivity and Executive Functioning in the Learning Engagement Trajectories of High-Risk Children <u>R.M. Abenavoli</u> ; M. Greenberg |
| | 83. Influence of Family and School Socio Economic Status on Early Writing Skills <u>C. Puranik</u> ; M. Hua; E. Boss; C.J. Lonigan |
| | 85. Variation in Children's Engagement in Conversational Exchanges With Teachers and Peers Across Preschool Classroom Settings <u>S.Q. Cabell</u> ; N. Bohlmann; L. Booren; J. DeCoster; A.P. Williford |
| | 209. The Benefits of Regulating Emotions: Predictions from Adolescent Emotional Repair to Multiple Domains of Young Adult Adjustment <u>E.T. Hessel</u> ; M. Schad; E.L. Loeb; J.P. Allen |

Saturday, April 20, 2013

| Time | Session Info |
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| 8:30 AM-10:00 AM, Ravenna ABC (Sheraton Seattle Hotel, 3rd Floor), Children's Experiences Across Early Educational Contexts and Home: Identifying Mechanisms to Support Adrenocortical Functioning | |
| | Effects of Teacher-Child Relationship Intervention for Children with Behavior Problems on Child Cortisol Patterns at Child Care <u>B.E. Hatfield</u> ; A.P. Williford |
| 8:30 AM-10:00 AM, Room 206 (Washington Convention Center), What can children learn from pretense? | |
| | Talons and tractors: Realistic and fantastical themes affect children's word learning through play <u>D.S. Weisberg</u> ; H. Ilgaz; K.A. Hirsh-Pasek; R. Golinkoff |
| 8:30 AM-10:00 AM, Room 2B (Washington Convention Center), Rejection Sensitivity, the Brain and Behavior: Towards Explaining Relationship Anxiety, Avoidance, Formation and Withdrawal | |
| | Adolescent rejection sensitivity predicts social anxiety and neural reactivity to social exclusion in young adulthood <u>J.M. Chango</u> ; L. Beckes; C.A. Hafen; J.P. Allen; J. Coan |
| 8:30 AM-10:00 AM, Room 308 (Washington Convention Center), Levers for Learning: Identifying Processes Underlying Classroom Learning | |
| | The Role of Instructional Interactions, Curriculum, Materials, and Instructional Time on Children's Language and Literacy Development in Preschool <u>B. Hamre</u> ; J.E. Whittaker; F. Jamil; J. DeCoster |
| | Thinking Through Anxiety: Expressive Writing as an Intervention for Math Anxious Students <u>D. Park</u> ; G. Ramirez; S.L. Beilock |
| 8:30 AM-10:00 AM, Room 3A (Washington Convention Center), Race, Class, Culture and the Black-White Achievement Gap | |
| | The Contribution of Early Foundational Skills to Black-White Achievement Gaps at 8th Grade <u>D. Grissmer</u> ; W.M. Murrah; A. von Suchodoletz; M. Ko |
| 8:30 AM-10:00 AM, Room 609 (Washington Convention Center), New Tools for the New Preschool Context: The Development of Measures to Assess the School Readiness Skills of Young Dual Language Learners | |

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| | New Tools for the New Preschool Context: The Development of Measures to Assess the School Readiness Skills of Young Dual Language Learners <u>C. Ebanks</u> |
| | Development of the School Readiness Curriculum Based Measurement System <u>J. Anthony</u> |
| | A Preschool Computer-Administered Assessment for Spanish-Speaking Children <u>A. Aravind</u> ; M.R. Freeman; J. Tejada; N. Mahajan; A. Iglesias; M.S. Wilson; J. de Villiers; R. Golinkoff; K.A. Hirsh-Pasek |
| | Spanish-English Bilingual Development and Implications for Assessment <u>A. Wackerle-Hollman</u> ; S. McConnell; L. Duran; M. Rodriguez |
| | Development of a Comprehensive Measure of Early Literacy Skills for Preschoolers who are Spanish-Speaking Language-Minority Children <u>C.J. Lonigan</u> ; K. McDowell; J.M. Farver; A. Marty |
| | Development and Initial Analysis of the Comparability of the Spanish Form of the Adjustment Scale for Preschool Intervention(ASPI) for Bilingual Spanish-Speaking Head Start Teachers <u>R. Bulotsky-Shearer</u> ; P. McDermott; M. Gort; M. Lopez |
| 8:30 AM-10:00 AM, Room 617 (Washington Convention Center), Measuring Early Care and Education Quality: New Insights about the Early Childhood Environment System Rating Scale - Revised | |
| | Measuring Early Care and Education Quality: New Insights about the Early Childhood Environment System Rating Scale - Revised <u>R. Gordon</u> ; M. Burchinal |
| | Measuring Aspects of Child Care Quality Specific to Domains of Child Development: An Indicator-level Analysis of the ECERS-R <u>R. Gordon</u> ; K. Hofer; K. Fujimoto; N. Colwell; R. Kaestner; S. Korenman |
| 9:00 AM-10:00 AM, Exhibit Hall 4EF (Washington Convention Center), Poster Session 12 | |
| | 99. Cognitive Predictors of Gender Differences in Test Scores, Grades, and STEM Career Plans <u>C.M. Ganley</u> ; M. Vasilyeva |
| | 103. Exploring the Teacher-Child Relationship: The Role of a Teacher's Attributions for Child Disruptive Behavior <u>L. Carter</u> ; A.P. Williford |
| | 105. Using Multiple Sources to Understand Classroom Environments and their Impact on Student Academic Development <u>E.A. Ruzek</u> ; C.A. Hafen; B. Hamre; R. Pianta |

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| | 107. Measuring Effective Teaching Strategies: Preliminary Analyses of the Teacher Observation of the Management of Behavior and Academics (TOMBA) A.M. Miller; D. Katz; S. Gest; R. Madill |
| | 178. Predicting Healthy Autonomy and Relatedness in Adolescent and Adulthood Romantic Relationships from Early Peer Relationships B.A. Oudekerk ; J.P. Allen; L. Molloy |
| 10:20 AM-11:20 AM, Exhibit Hall 4EF (Washington Convention Center), Poster Session 13 | |
| | 33. Spatial Visualization and Perception Predict Change in Number Sense M. Carr; N. Alexeev; N. Barned ; L. Wang; E. Horan; A. Reed; B. Bray |
| | 119. Child Behavioral Consistency Across Contexts <u>J. Loughlin-Presnal</u> ; L.J. Lengua |
| 10:20 AM-11:50 AM, Room 206 (Washington Convention Center), Relations Between Symbolic and Non-Symbolic Number Knowledge and Mathematics Achievement | |
| | Relations of Symbolic and Non-Symbolic Fraction and Whole Number Magnitude Representations to Each Other and to Mathematics Achievement <u>L. Fazio</u> ; D.H. Bailey; C.A. Thompson; R.S. Siegler |
| 10:20 AM-11:50 AM, Room 310 (Washington Convention Center), Causal Inference in Developmental Research: Harnessing Exogeneity in Applied Social Settings | |
| | Examining Contextual Effects in the Elementary School Classroom: Using Propensity Score Matching to Make Causal Inferences <u>R. Madill</u> ; S. Gest; P.C. Rodkin |
| 10:20 AM-11:20 AM, Exhibit Hall 4EF (Washington Convention Center), Poster Session 13 | |
| | 199. Contextual and Social Correlates of Prosocial Behaviors in Ethnically and Racially Diverse Middle Schools <u>A. Spivak</u> ; S.J. White; J. Juvonen; S. Graham |
| 11:40 AM-12:40 PM, Exhibit Hall 4EF (Washington Convention Center), Poster Session 14 | |

27. Differential impacts of proportional estimation training based on ability level among 8th graders L. Twiss-Garrity; J.L. Booth; J.M. Zosh

28. Individual Differences in Conceptual and Procedural Fraction Knowledge in China and the U.S. D.H. Bailey; X. Zhou; Y. Zhang; J. Cui; R.S. Siegler

36. Assessing Self-Regulation: Examining Differences Across Measures by ELL Status in a Low-Income Sample. A. Miao; G. Diaz; K.W. Lewis; M. McClelland

12:30 PM-2:00 PM, Aspen (Sheraton Seattle Hotel, 2nd Floor), Longitudinal Relations between Fine Motor Skills, Executive Functions, and Early Academic Achievement: An International Symposium

Relations between Executive Function, Fine Motor Skills, and Academic Achievement in Prekindergarten Children D. Becker; R. Duncan; A. Miao; M. McClelland

Visuomotor skills compensate for poor inhibitory control in predicting preschool readiness C. Cameron; L. Brock; B.E. Hatfield; E. Cottone;

E. Rubinstein; J. Locasale-Crouch; D. Grissmer; B. Tesema

12:30 PM-2:00 PM, Cedar AB (Sheraton Seattle Hotel, 2nd Floor), School Contexts in the Middle Years: Facilitating Developmental and School Transitions

School Contexts in the Middle Years: Facilitating Developmental and School Transitions E. Cappella; J.P. Allen

12:30 PM-2:00 PM, Room 205 (Washington Convention Center), Pathways to Adaptation: Self-Regulation and Ecological Assets

Exploring the Potential Mechanisms Between Residential Mobility and Academic Achievement S. Schmitt; J. Finders; M. McClelland

12:30 PM-2:00 PM, Room 3A (Washington Convention Center), Moderators of Head Start Program Impacts: Reanalysis of the Head Start Impact Study

Do Elementary School Experiences Play a Role in Hindering or Promoting the Persistence of Head Start Impacts on Children? J. Downer; A.J. Mashburn

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| 12:30 PM-2:00 PM, Room 602 (Washington Convention Center), Promoting Positive Teacher-Child Relationships to Improve Young Children's Behavioral Adjustment | |
| | Promoting Positive Teacher-Child Relationships to Improve Young Children's Behavioral Adjustment <u>A.P. Williford</u> ; R. Pianta |
| 12:30 PM-2:00 PM, Room 613 (Washington Convention Center), Understanding the Predictors and Consequences of Early Self-Regulation: The Critical Role of Moderators | |
| | The influence of demographic factors on self-regulation gains for preschoolers with low self-regulation <u>M.E. Pratt</u> ; G. Diaz; D. Becker; K.W. Lewis; R. Duncan; M. McClelland |
| 12:30 PM-2:00 PM, Room 615 (Washington Convention Center), Childhood Socioeconomic Disadvantages and Brain: Relations to Cognitive and Emotional Development | |
| | Socioeconomic Disparities in Brain Structure Across the Life-Span <u>K.G. Noble</u> |
| 12:30 PM-2:00 PM, Room 616 (Washington Convention Center), Contexts of Early Learning for Immigrant Children | |
| | Language Use of Second Generation Immigrant Children: The Role of Childcare Context <u>N. Palacios</u> ; A. Kibler |
| 11:40 AM-12:40 PM, Exhibit Hall 4EF (Washington Convention Center), Poster Session 14 | |
| | 204. The Self-Fulfilling Prophecy of Adolescent Social Expectations <u>E.L. Loeb</u> ; E.T. Hessel; M. Schad; J.P. Allen |
| | 211. Social Regulation of Emotion: Power, Positive Affect, and Rejection in Romantic Conflict <u>E.M. Miga</u> ; A. Hare; J.M. Chango; J.P. Allen; J.A. Coan |
| 1:20 PM-2:20 PM, Exhibit Hall 4EF (Washington Convention Center), Poster Session 15 | |
| | 101. Teacher-Child Talk and Social Integration Across Preschool Classroom Activity Settings <u>Y. Huang</u> ; C. Howes |
| | 141. Adjectives are Tricky: Children Default to Noun Interpretations of Novel Adjectives <u>J.C. Damonte</u> ; M. Johanson; H. Miller; M.R. Freeman; A. Aravind; S. Ranganathan; N. Mahajan; R. Golinkoff; K.A. Hirsh-Pasek; J. de Villiers; A. Iglesias; M.S. Wilson |
| | 196. Beyond Sensitivity: Strategies Parents Use to Promote Children's Development of Emotion Regulation <u>P. Lee</u> ; P. Cole |
| 2:20 PM-3:50 PM, Room 206 (Washington Convention Center), Representation, Concepts, and Problem-Solving: Mathematics | |

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| | Organization Matters: Children's Mental Organization of Arithmetic Knowledge Correlates with Understanding of Math Equivalence D.L. Chesney; N. McNeil; P. Matthews; C.E. Byrd; L.A. Petersen; M.C. Wheeler; E.R. Fyfe; A.E. Dunwiddie |
| 2:20 PM-3:50 PM, Room 603 (Washington Convention Center), Efficacy of Three Preschool Curricula Designed to Promote the School Readiness Skills of English Language Learners | |
| | Tools of the Mind: Promoting English Language Learner School Readiness C.S. Hammer; L.M. Lopez; C. Blair; E. Komaroff |
| 2:20 PM-3:50 PM, Room 604 (Washington Convention Center), The Interplay between Young Children and Teachers: Teacher-Child Relationships, Teachers' Practice, and Children's Engagement | |
| | The Interplay between Young Children and Teachers: Teacher-Child Relationships, Teachers' Practice, and Children's Engagement <u>Williford</u> <u>A.P.</u> |
| | Changes in Teacher's Perceptions of the Teacher-Child Relationship: Children's Engagement and Teachers' Attributes <u>Williford</u> ; H.M. Koomen <u>K. Hartz</u> ; <u>A.P.</u> |
| | Behavioral Exchanges between Teachers' Supports and Children's Engagement Over the Course of a Typical Preschool Day T.W. Curby; J. Downer; L. Booren |
| | Exchanges between Teachers' Practice and Children's Engagement in a Sample of Preschoolers Displaying Disruptive Behaviors <u>A.P.</u> <u>Williford</u> ; J. Locasale-Crouch; J. DeCoster |
| 2:20 PM-3:50 PM, Room 612 (Washington Convention Center), The Development of Achievement: A cross-cultural examination of math and reading achievement | |
| | Does Special Education and Gifted Programming Mediate the Effects of Early Academic Achievement on Later School Outcomes? A Replication across Three Data Sets <u>M. Susperreguy</u> ; M. Engel; A. Claessens |
| | The Unique Role of Self-Concept in Predicting Achievement <u>P. Davis</u> -Kean; M. Susperreguy; M. Chen |
| | Executive Function, School Placements and Self-Concepts as Mediators of Links Between Early and Later School Achievement <u>G. Duncan</u> |
| 2:40 PM-3:40 PM, Exhibit Hall 4EF (Washington Convention Center), Poster Session 16 | |
| | 89. Teacher Efficacy: A Predictor and Outcome of the Use of Child-Centered Practices Associated with the Responsive Classroom |

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| | 103. Friendship and Social Status as Mediators of Relational Thinking during Collaborative Reasoning <u>T. Lin</u> ; R. Anderson; M. Jadallah |
| | 106. Maternal Social Information Processing, Maternal Frustration, and Dyadic Intrusiveness During Teaching Tasks <u>D.J. McGuier</u> ; S.T. Azar; E.A. Miller; M. Stevenson; K.R. Campos |
| | 203. A Mixed-Method Examination of Preschool Teacher Beliefs about Emotion Socialization and Relations to Observed Emotional Support <u>K.M. Zinsser</u> ; E.A. Shewark; S.A. Denham; T.W. Curby |
| 4:00 PM-5:00 PM, Exhibit Hall 4EF (Washington Convention Center), Poster Session 17 and Reception | |
| | 88. Gender and Student's Performance in the Fifth Grade: The Role of the Teacher-Child Relationship <u>A.E. Dawson</u> ; J. DeCoster; J. Locasale-Crouch |
| 4:10 PM-5:40 PM, Room 602 (Washington Convention Center), Large-Scale Evaluations of Targeted Professional Development Models' Impacts on Teachers' Classroom Behavior and Child Outcomes | |
| | Large-Scale Evaluations of Targeted Professional Development Models' Impacts on Teachers' Classroom Behavior and Child Outcomes <u>R. Pianta</u> |
| | Impacts on Preschoolers' Language, Literacy, and Self-Regulation Skills of Teacher's Exposure to Professional Development Coursework or Coaching <u>R. Pianta</u> ; M. Burchinal; B. Hamre; J. Downer; A. Williford; J. Locasale-Crouch; C. Howes |
| | Does the Responsive Classroom Approach Combined with Standards-Based Mathematics Contribute to Student Mathematics Achievement? <u>S. Rimm-Kaufman</u> ; E. Merritt |
| 4:10 PM-5:40 PM, Room 609 (Washington Convention Center), Developing the Next Generation of Preschool Outcome Measures: The Interagency School Readiness Measurement Consortium | |
| | Using the inCLASS to Observe Children's Engagement with Teachers, Peers and Tasks: Measurement Invariance and Predictive Validity <u>J. Downer</u> ; N. Bohlmann; M.F. Maier; L. Booren; A.P. Williford; R. Pianta |
| 4:10 PM-5:40 PM, Room 613 (Washington Convention Center), Learning from Concrete Models | |
| | Learning from Concrete Models <u>K. Mix</u> |
| | The benefits of "concreteness fading" generalize across task, age, and prior knowledge level <u>E.R. Fyfe</u> ; N. McNeil |

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| | Learning Place Value: Do Concrete Models Help? <u>K. Mix</u> ; L. Smith; J.D. Stockton; J. Barterian |
| | Why Perceptually Rich Materials Hinder Learning: Evidence from Eye Gaze in 5-year-olds Learning Proportions <u>J. Kaminski</u> ; V. Sloutsky |
| 4:10 PM-5:40 PM, Willow B (Sheraton Seattle Hotel, 2nd Floor), Household Chaos and Child Functioning: Crossing Cultural Contexts and Developmental Domains | |
| | Mediating Effects of Early and Late Household Chaos on Associations Between Poverty and Academic Outcomes in Kindergarten <u>P. Garrett-Peters</u> ; L. Vernon-Feagans; Y. Pan; M. Willoughby |
| | Chaos and Parenting in the First 36 months of Life in Understanding Children's Verbal Processing and Behavioral Regulation in Kindergarten <u>L. Vernon-Feagans</u> ; P. Garrett-Peters; M. Willoughby; Y. Pan |
| 4:00 PM-5:00 PM, Exhibit Hall 4EF (Washington Convention Center), Poster Session 17 and Reception | |
| | 180. Gender Differences in Idealized and Actual Romantic Relationship Events in Adolescents <u>M.K. Maas</u> ; D. Katz; S.A. Vasilenko |
| | 194. Building Social Competence in Preschool (SCIP): A Multi-Tier Positive Behavior Support Intervention for Preschoolers in Head Start <u>T. Stanton-Chapman</u> ; M. Snell; M. Voorhees; K. Jamison |
| | 204. Going Beyond Global Ratings of Emotional Support: Identifying Teachers' Emotion Socialization Practices and Children's Positive Emotions <u>C.S. Bailey</u> ; S.A. Denham; T.W. Curby |