Wednesday, May 27, 2015

Examining the Impact of School-Based Prevention Programs on Teachers: Findings from Three Randomized Trials
10:15am – 11:45am, Concord

How Do School-Based Prevention Programs Impact Teachers? Findings from a Randomized Trial of Combined Classroom Management and Social-Emotional Programs
Celene Elizabeth Domitrovich, Pennsylvania State University*
Catherine Bradshaw, Juliette Berg, University of Virginia,
Elise Pas, Rashelle Jean Musci, Nicholas S. Ialongo, Johns Hopkins University Bloomberg School of Public Health
Kimberly Dyan Becker, University of Maryland at Baltimore

Promoting Teachers’ Social and Emotional Competence, Well-Being and Classroom Quality: A Randomized Controlled Trial of the Care for Teachers Professional Development Program
Patricia A. Jennings, Anthony DeMauro, University of Virginia*
Joshua Brown, Regin Tanler, Damira Rasheed, Anna DeWeese, Fordham University
Jennifer L. Frank, Sebrina L. Doyle, Mark T. Greenberg, Pennsylvania State University

Integrating Prevention Science, Policy and Practice to Support High-Quality Universal Pre-K
1:15pm – 2:45pm, Regency A
Laurie Miller Brotman, NYU School of Medicine

Innovative Causal Inference Approaches and Applications in Prevention Science: A Focus on Propensity Score Matching and Cace
4:00pm – 5:30pm, Regency B
Estimating Impacts of the Good Behavior Game with Noncompliance on Teacher Efficacy and Burnout: A Complier Average Causal Effect Application
Juliette Berg, University of Virginia*
Booil Jo, Stanford University
Catherine Bradshaw, Nicholas S. Ialongo, Johns Hopkins University Bloomberg School of Public Health
Celene Elizabeth Domitrovich, Pennsylvania State University
Thursday, May 28, 2015

Funding Opportunities for Prevention Scientists at the U.S. Department of Education’s Institute of Education Sciences (IES): Bringing Prevention Science Ideas to Education Research
12:00 pm – 1:00pm, Everglades
Jackie Buckley, National Center for Special Education Research (NCSER)
Emily Doolittle, National Center for Education Research (NCER)

Increasing Parent Involvement in Educational and Psychosocial Interventions
1:15pm – 2:45pm, Concord
Impact of Incredible Years Training on Latent Profiles of Teacher Perceptions of Parent Involvement
Aaron Thompson, University of Missouri-Columbia*
Keith C. Herman, Wendy M. Reinke, Melissa Stormont, Carolyn Webster-Stratton, University of Missouri

Innovative Coaching Models to Optimize Implementation of School-Based Preventive Interventions
3:00pm – 4:30pm, Regency B
The Tailoring of Coaching in Response to Teacher Need: Associations with Classroom Outcomes
Stacy R. Johnson, Elise Pas, Catherine Bradshaw, Johns Hopkins University Bloomberg School of Public Health

Family-Centered, School-Based Intervention for Young Children in Low-Income, Urban Neighborhoods: Moving Toward Scaling Up
3:00pm – 4:30pm, Regency Foyer
Parentcorps Impact from Early Childhood through Early Elementary School
Keng-Yen Huang, Dimitra Kamboukos, Spring R. Dawson- McClure, Joseph Palamar, Laurie Miller Brotman, NYU School of Medicine
Esther Calzada, University of Texas at Austin

Impact of an Early Childhood Intervention in Reducing Achievement Gaps Among Children of Black Immigrants and Non-Immigrants
Esther Calzada, University of Texas at Austin
Gaby Barajas-Gonzalez, Spring R. Dawson-McClure, Keng-Yen Huang, Joseph Palamar, Dimitra Kamboukos, Laurie Miller Brotman, NYU School of Medicine

Moving Toward Scale up: Refinement of Approach and Supports for Implementation with Fidelity
Spring R. Dawson-McClure, Dimitra Kamboukos, Sabrina Cheng, Erin Lashua-Shriftman, Rachelle Thiese, Laurie Miller Brotman, NYU School of Medicine