Thursday-March 19, 2015

(Event 1-003) Poster Session Exhibit Hall A (Penn CC, 200 Level)
1-003. Poster Session 1
9:55am-11:10am
88 The teacher-assistant dyad: Understanding how pre-k classrooms balance instruction, emotional support, and management Sascha Mowrey, Dale C Farran

(Event 1-028) Paper Symposium Room 411/412 (Marriott, Level 4)
1-028. Helping Young Children to Positively Engage in Early Childhood Classrooms: Findings from Three Social-emotional Learning Programs
10:10am-11:40am
Chair: Rebecca J Bulotsky Shearer
Discussant: Stephanie M Jones
● Data-driven Early Childhood Mental Health Consultation with Teachers to Improve Children’s Engagement in Preschool Classrooms Jason Downer, Amanda P Williford, Rebecca J Bulotsky Shearer, Ann L’ hospital

(Event 1-037) Paper Symposium Franklin Hall 9 (Marriott, Level 4)
1-037. Recent Contributions to Understanding and Supporting Children’s Transitions to Kindergarten
10:10am-11:40am
Chair: Beth Rous
● Preparing High-Risk Children and Families for the Kindergarten Transition Katherine C Pears, Hyoun Kim, Cynthia Valentine Healey, Philip Andrew Fisher

(Event 1-042) Conversation Roundtable Grand Ballroom Salon A (Marriott, Level 5) Thursday,
1-042. Bridging Research and Practice: Using Web-based Training to Promote Early Childhood Interventions for Children in Poverty
10:10am-11:40am
Moderator: Carol Scheffner Hammer
Panelists: Edward Feil, Karen L Bierman, Susan H. Landry, Barbara A. Wasik

Federal Agency Poster Session, Penn CC, 200 Level, Exhibit Hall A of the Convention Center
11:55am-1:10pm
2 –G-1: Funding Opportunities at the Institute of Education Sciences
IES Staff: Caroline Ebanks and Amy Sussman
(Event 1-095) Paper Symposium Grand Ballroom Salon B (Marriott, Level 5)
1-095. Effective Uses of Technology to Support Early Childhood Practice
12:15pm-1:45pm
Chairs: Marc W Hernandez, Susan Walker
- Using Technology to Provide an Integrated Professional Development System for Early Childhood Educators
  Susan H. Landry, Michael Assel, Tricia A Zucker, April Crawford, Jeffrey Williams, Pauline Monseque-Bailey
- MyTeachingPartner Video Coaching: What We Have Learned about Impacts and Teacher Engagement
  Bridget K. Hamre, Robert C Pianta, Jason Downer, Jennifer LoCasale-Crouch

(Event 1-115) Paper Symposium Room 106AB (Penn CC, 100 Level)
1-115. Making Sense of Self-Regulation: Results from Programs to Improve the Control of Attention, Emotion, and Executive Functions
2:10pm-3:40pm
- Assessment and expansion of a dual-generation intervention targeting attention and self-regulation in at-risk preschoolers
  Eric Pakulak, Theodore A Bell, Courtney Stevens, Jessica Fanning, Scott Klein, Elif Isbell, Zayra Longoria, Amanda Hampton Wray, Christina Karns, Ryan Giuliano, Helen Neville
- Changes in Neural Correlates of Self-Regulation through a Readiness Intervention for Children with Developmental Disabilities
  Leslie Roos, Katherine C Pears, Jacqueline Bruce, Jennifer Martin McDermott, Philip Andrew Fisher
- Closing the Gap: Results from a Randomized Trial of an Innovative Approach to the Education of Children in Kindergarten
  Clancy Blair, Cybele Raver, Deborah J Leong, Elena Bodrova

(Event 1-120) Paper Symposium Room 202A (Penn CC, 200 Level)
1-120. Strengthening Developmental Science with the Use of Innovative Methods
2:10pm-3:40pm
Chair: Justin Jager
Discussant: Pamela Davis-Kean
- Early math skills and later achievement: Which kindergarten common core domains most predict fifth grade math achievement?
  Tyler W. Watts, Greg J Duncan, Douglas H Clements, Julie Sarama, Christopher B Wolfe, Mary Elaine Spitler

(Event 1-149) Paper Session Grand Ballroom Salon J (Marriott, Level 5)
1-149. Taking Pre-K to Scale: New Measures and Models for Estimating Impact
2:10pm-3:40pm
Chair: Bridget K. Hamre
- Exploring the presence of unique domains of teacher-child interactions within a state’s prekindergarten system
  Bridget E Hatfield, Staci W Ebadirad, Bridget K. Hamre, Robert C Pianta, Bentley Ponder

Federal Agency Symposium Room 104B (Penn CC, 100 Level)
Investigating Early Childhood: Determining Your Match with Agency Initiatives and Priorities, and Available Datasets
2:10pm-3:40pm
IES Staff: Caroline Ebanks, Gail Mulligan, and Amy Sussman.

(Event 1-174) Paper Symposium Room 203B (Penn CC, 200 Level)
1-174. Short- and long-term impacts of classroom-based social-emotional learning interventions during early schooling
4:05pm-5:35pm
Chair: Jason Downer
Discussant: Joshua L. Brown
- Improving children’s social and emotional skills with Preschool RULER
  Shauna L Tominey, Craig S. Bailey, Susan E Rivers, Elisabeth C O’Bryon, Svea G. Olsen, Virginia D Peisch, Sherri Widen, Marc A Brackett
● Examining the Impacts of 4Rs+MTP on Children’s Social-Emotional, Behavioral and Academic Competence in Urban Elementary Schools Jason Downer, Joshua L Brown, Andres Molano, Megan Stuhlman, Bridget K. Hamre, Stephanie M Jones, Hannah R. Wertz, Christina L. Rucinski

(Event 1-185) Paper Symposium Franklin Hall 5 (Marriott, Level 4)
1-185. Applying Developmental Science in Real World Settings to Address Poverty-related Disparities in School Readiness
4:05pm-5:35pm
Chairs: Alan L Mendelsohn, Adriana Weisleder
● Guided Play: A New Pedagogical Approach to High Quality Early Learning Kathryn A Hirsh-Pasek, Jennifer M. Zosh, Roberta M Golinkoff

(Event 1-199) Paper Symposium Grand Ballroom Salon L (Marriott, Level 5)
1-199. The Relationship between Spatial Thinking and Mathematics in Early Childhood
4:05pm-5:35pm
The Relation between Space and Math: An Exploratory Factor Analysis Kelly Sue Mix, Susan Cohen Levine, Yiling Cheng, Christopher J Young

Friday, March 20, 2015

(Event 2-012) Paper Symposium Room 106AB (Penn CC, 100 Level)
2-012. Improving School Readiness through Preschool Curricula: Roles of Curricula Type, Coaching, Instructional Practices, and Scale-Up
8:00am-9:30am
Chair: Elizabeth T. Gershoff
Discussant: Dale C Farran
● Boosting School Readiness with Preschool Curricula and Quality Greg J Duncan, Jade V Marcus Jenkins, Anamarie Auger, Margaret Burchinal, Thurston Domina, Marianne Bitler
● Instructional Quality and Child Outcome Changes in Community-Based Prekindergarten After a Coaching and Curriculum Intervention Monica S Yudron, Christina J Weiland, Jason Sachs

(Event 2-028) Paper Symposium Franklin Hall 1 (Marriott, Level 4)
2-028. Beyond Book-Reading: Promoting Vocabulary Development Through Innovative Activities
8:00am-9:30am
Chair: Tamara Spiewak Toub
● Fostering Conceptual Word Knowledge in Preschoolers Through Informational Books and Play Elizabeth Burke Hadley, David K Dickinson, Kathryn A Hirsh-Pasek, Roberta M Golinkoff

(Event 2-038) Conversation Roundtable Franklin Hall 11 (Marriott, Level 4)
2-038. In search of a consensus: Addressing key issues in the study of self-regulation in childhood and adolescence
8:00am-9:30am
Moderator: Steinunn Gestsdottir
Panelists: Richard M Lerner, Megan M McClelland, Kristin L Moilanen, G. John Geldhof
**Event 2-049** Poster Session Exhibit Hall A (Penn CC, 200 Level)

**2-049. Poster Session 5**

8:30am-9:45am

**Education, Schooling**

100 The Role of Long Division in the Acquisition of Fractions *Rony Patel, Robert S Siegler*

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**Event 2-078** Paper Symposium Franklin Hall 2 (Marriott, Level 4)

**2-078. Integrated School Readiness Interventions**

9:55am-11:25am

Chairs: *Helena Duch, Kimberly G Noble*

- Math and math + scaffolded play interventions: Analyses of main effects on development of math competence and executive function *Carrie Germeroth, Douglas H Clements, Julie Sarama, Carolyn Layzer, Fatih Unlu, Lily Fesler*
- Implementation of an integrated dual-generation intervention targeting attention and self-regulation in at-risk preschoolers *Eric Pakulak, Theodore A Bell, Courtney Stevens, Jessica Fanning, Scott Klein, Elif Isbell, Zayra Longoria, Amanda Hampton Wray, Christina Karns, Ryan Guilliano, Helen Neville*
- Getting Ready for School: Assessing the feasibility and fidelity of an integrated school readiness intervention *Helena Duch, Saskia Op den Bosch*

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**Event 2-096** Poster Session Exhibit Hall A (Penn CC, 200 Level)

**2-096. Poster Session 6**

10:25am-11:40am

**Cognitive Processes**

41 It’s a Pattern! The Importance of Early Pattern Knowledge for Middle School Mathematics Achievement *Bethany Rittle Johnson, Kerry Guess Hofer, Dale C Farran*

**Education, Schooling**

86 Early Understanding of Math Equivalence Predicts Future Math Achievement *Brianna Devlin, Nicole McNeil, Cristina Carrazza, Caroline Byrd, Mary O McKeever*

94 The Role of ADHD Symptomatology in Response to a Narrative Comprehension Intervention *Laura Vincent, Angela N Hayden, Janice Almasi, Alison Kaiser, Sara Reeves, Stephanie Hilton, Elizabeth P Lorch*

104 The Role of Media in the Narrative Comprehension Deficits of Children At-Risk for ADHD *Angela N Hayden, Kelly Moore, Elizabeth P Lorch, Rich Milich*

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**Event 2-174** Paper Symposium Franklin Hall 3 (Marriott, Level 4)

**2-174. Applying Developmental Science to Assess Language in Diverse Preschoolers**

1:55pm-3:25pm

Chair: *Amy Pace*

Discussant: *Philip S Dale*

- With the Touch of a Screen: Introducing an Innovative Preschool Language Assessment Tool *Roberta M Golinkoff, Mary S. Wilson, Katherine E Ridge, Giovanna Morini, Kristina Strother-Garcia, Natalie Brezack*
- Using a Computerized Assessment to Capture Linguistic Knowledge in Spanish-English Bilingual Preschoolers *Jill G de Villiers, Aquiles Iglesias, Andrea Takahesu Tabori*
Saturday, March 21, 2015

(Event 3-006) Paper Symposium  Room 103B (Penn CC, 100 Level)
3-006. Comparing Effectiveness of Head Start and Pre-K Programs
8:00am-9:30am
Chair: Jeanne Brooks-Gunn
Discussant: John M Love

(Event 3-045) Paper Symposium  Grand Ballroom Salon J (Marriott, Level 5)
3-045. Cumulative Advantage and Risk as Predictors of School Readiness and Academic Achievement
8:00am-9:30am
Chair: Carlos Valiente
Discussant: Cybele Raver
● Understanding the Relation Between Multiple Risks and Early Self-Regulation Megan E Pratt, Megan M McClelland, Shannon Tierney Lipscomb

Federal Agency Symposium: The Institute of Education Sciences: Research Funding Opportunities and the Peer Review Process  Room 203A (Penn CC, 200 Level)
8:00am-9:30am
IES Staff: Caroline Ebanks, Anne Ricciutti, and Amy Sussman.

(Event 3-048) Poster Session  Exhibit Hall A (Penn CC, 200 Level)
3-048. Poster Session 10
8:00am-9:30am
Education, Schooling
96 Improving Students' Knowledge of Fractions Lisa Fazio, Casey A Kennedy, Robert S Siegler

202 The Association Between Executive Functioning, Socio-Emotional Skills, and School Readiness in Preschool Carole Upshur, Melodie Wenz-Gross, Anthoula Poulakos

(Event 3-055) Paper Symposium  Room 103C (Penn CC, 100 Level)
3-055. Intervention Impacts on the Nature and Quality of Teacher-Student Interactions: Implications for Scale-Up and Efficiency
9:55am-11:25am
Chair: Robert C Pianta
Discussant: Tamara Gail Halle
● Dose-Response Relations between Pre-K Teachers' Exposure to Coaching and Increases in Quality of Teacher-Child Interaction Robert C Pianta, Jamie DeCoster, Sonia Q Cabell, Margaret Burchinal, Bridget K. Hamre, Jason Downer, Jennifer LoCasale-Crouch, Amanda P Williford, Carollee Howes

(Event 3-068) Paper Symposium  Room 204B (Penn CC, 200 Level)
3-068. Two-generation intervention approaches for families living in poverty: Insights from neuroscience, psychology, and intervention
9:55am-11:25am
Chair: Pilyoung Kim
Discussant: Sarah E Watamura
● Effects of socioeconomic status on cognition and related neural systems in childhood and adulthood Courtney Stevens, Eric Pakulak, Yoshiko Yamada, Amanda Hampton Wray, Helen Neville
(Event 3-071) Paper Symposium Room 401/402/403 (Marriott, Level 4) 3-071. Exploring the Bilingual Executive Function Advantage in Spanish- and English-Speaking Dual Language Learners
9:55am-11:25am
Chair: Clancy Blair
● Effects of Bilingualism on Executive Functioning and Science Knowledge in Spanish- and English-Speaking Head Start Preschoolers Lisa White, Daryl B Greenfield

(Event 3-085) Paper Symposium Franklin Hall 12 (Marriott, Level 4)
3-085. Learning to Play: Identifying and Assessing Key Elements of Playful Learning
9:55am-11:25am
Chair: Brenna Hassinger-Das
Discussant: Deena Skolnick Weisberg

(Event 3-094) Poster Session Exhibit Hall A (Penn CC, 200 Level)
3-094. Poster Session 11
10:25am-11:40am
Attention, Learning, Memory
6 Guiding attention to children's graph comprehension Lei Yuan, Steven Franconeri, David H Uttal

(Event 3-110) Paper Symposium Room 201B (Penn CC, 200 Level)
3-110. RCTs of Educational Programs in Pre-, Elementary, and Middle Schools: Explaining Variation in Treatment Effects across Sites
12:00pm-1:30pm
Chair: Maria D LaRusso
Discussant: J. Lawrence Aber
● Three-Year Impacts of the 4Rs Program on student outcomes: Variation by implementation and teacher/student patterns of mobility Stephanie M Jones, Joshua L Brown, J. Lawrence Aber

(Event 3-131) Paper Symposium Franklin Hall 9 (Marriott, Level 4)
3-131. The development of executive function and academic skills in the context of poverty: New perspectives on an old question
12:00pm-1:30pm
Chairs: Jennie K Grammer, Kelly M Purcell
● Executive function and academic achievement: A focus on low-income English Language Learners and their English speaking peers Guadalupe Diaz, Karley Lewis, Alicia Miao, Megan M McClelland

(Event 3-145) Poster Session Exhibit Hall A (Penn CC, 200 Level)
3-145. Poster Session 12
12:30pm-1:45pm
Education, Schooling
32 Development of an Assessment to Examine Preschool Children’s Data Analysis Skills Tomoko Wakabayashi, Zongping Xiang

80 Spatial Skills in Elementary School Predict Trajectory of Number Sense Development and Achievement Martha M Carr, Natalia Aleexev, Erin Horan, Nicole Barned, Lu Wang
Reducing Algebraic Misconceptions and Errors Through the Use of Correct and Incorrect Worked-Examples
Kelly McGinn, Julie L Booth, Christina Barbieri

Enduring Effects of Pre-K Mathematics Experiences on Executive Function and Mathematics Skills through Grade 1
Kimberly Turner Nesbitt, Dale C Farran

(Event 3-157) Poster Symposium Room 107B (Penn CC, 100 Level)
3-157. Innovations in Early Childhood STEM Curriculum and Professional Development
1:55pm-3:25pm
Chair: Kimberly Brenneman
● A multiple-baseline study to test preschoolers’ incremental science learning after teachers’ participation in content-specific PD
  Janna Kook, Jess Gropen, Cindy Hoisington, Jeff Winoker
● Associations between teachers’ use of PD supports and quality of classroom interactions
  Jessica E Vick Whittaker, Mable Kinzie, Amanda P Williford, Jamie DeCoster
● Longitudinal evaluation of a scale-up model for teaching mathematics with trajectories and technologies: Persistence of effects
  Julie Sarama, Douglas H Clements, Carolyn Layzer, Fatih Unlu, Christopher B Wolfe, Mary Elaine Spitler

(Event 3-158) Paper Symposium Room 201A (Penn CC, 200 Level)
3-158. Socioeconomic Disparities in Cognitive Development in Infancy and Early Childhood
1:55pm-3:25pm
Chairs: Kimberly G Noble, Natalie Hiromi Brito
● Development, Implementation, Assessment, and Expansion of an Intervention for Preschoolers from Lower SES Backgrounds
  Courtney Stevens, Eric Pakulak, Theodore A Bell, Jessica Fanning, Scott Klein, Elif Isbell, Zayra Longoria, Amanda Hampton Wray, Christina Karns, Ryan Guiliano, Helen Neville

(Event 3-173) Paper Symposium Franklin Hall 4 (Marriott, Level 4)
3-173. It takes a village: Short & long-term effects of interventions to promote school readiness in children at-risk for school failure
1:55pm-3:25pm
Chair: Megan M McClelland
Discussant: Margaret O’Brien Caughy
● Long-Term Effects of a Program to Improve Self-Regulation in Developmentally Disabled Children Entering School
  Katherine C Pears, Hyoun Kim, Karen Yeorger

(Event 3-190) Poster Session Exhibit Hall A (Penn CC, 200 Level)
3-190. Poster Session 13
2:25pm-3:40pm
Cognitive Processes
36 The Impact of Classroom Instruction on Children’s Strategic Understanding: The Role of Metacognition
  Jennifer Lynne Coffman, Kesha Nicole Hudson, Taylor Evan Thomas, Jennie K Grammer, Peter A Ornstein

(Event 3-197) Paper Symposium Room 103C (Penn CC, 100 Level)
3-197. The Quality of Book Reading in Preschool
3:50pm-5:20pm
Chair: David K Dickinson
● Effects of Scalable Teacher-Delivered Book Reading on Preschool Children’s Vocabulary
  Katherine Newman, David K Dickinson, Molly Fuller Collins, Elizabeth Burke Hadley, Kimberly Turner Nesbitt, Mae Pierce, Bretta L. Rivera, Hande Ilgaz, Brenna Hassinger-Das, Tamara Spiewak Toub, Jessica Eye, Ageliki Nicolopoulou, Roberta M Golinkoff, Kathryn A Hirsh-Pasek